

**FOUN 3110**

**SYLLABUS**

**Adolescent Development I:**

*Learning, Motivation & Assessment*

**Fall 2020**

## Department of Educational Foundations, Leadership & Technology

College of Education

**Instructor:** Stephanie Cason

**Educational Psychology**

 **E-Mail:** szc0142@auburn.edu

**Office Hours**: Monday and Wednesdays 5:00-6:00pm (Zoom and phone only) and by appointment made by scheduling on email two business days in advance M-F while term is in session.

**Office Location:** Zoom only

**Class Location:** Zoom only on posted dates

**AUBURN UNIVERSITY -** College of Education, Dept. of EFLT

**Fall 2019 Course Syllabus (FOUN 3110)** – Stephanie Cason

**PART I**

1. **Course Number:** FOUN3110

**Course Title:** Adolescent Development: Learning, Motivation & Assessment I

**Instructional/Teaching Modality:** Online Mixed is the format. We will meet in synchronously on Zoom for one required meeting and then after that, all other sessions are asynchronous with weekly assignment due dates. This modality appropriately addresses all course objectives.

**LEC Course Structure** (Mixed Online) mostly **a**synchronous – *2 credit hours (on Canvas as the LMS supported by Auburn University)*

**LAB structure for course:**The lab will be chosen as either on-site at an assigned school with journals or Alternate Service learning (with online activities and journals). - *1 credit hour*

**Credit Hours: 3** semester hours {2 credits for Lecture and 1 credit for Lab service learning} The lab includes 25 clock hours (on site contact hours) at a nearby assigned after school program in which you will be tutoring and managing children. At least two hours, 30 minutes per week must be utilized towards research consistently until a full 25 hours have been served.

Teacher education core courses, like this one with a service learning (field lab requirement) component use a 1:3 ratio for lab credit hours to lab clock hours per week. The three hours of lab per week consists of researching and preparing the alternate service learning assignment. Lab hours must include a minimum of 25 clock hours in your assigned service learning placement. Credit for this course cannot be earned until these 25 hours have been completed.

**Prerequisites:** Admission to Teacher Education; AND FOUN 3000 completion with minimum grade of “C”; AND RSED3000/3003 completion with minimum grade of “C”.

You cannot take this course while taking during the same semester either or both of the above courses since they are **pre**-requisites. You must take both and pass both before taking this course.

#### Term: FALL 2020

**Meeting Day/Time/Location:** Meeting dates shown below will be held on Zoom only.

***\*Tuesdays 5:00-6:50 pm via Zoom beginning August 18th, 2020.***

All missed class sessions must be made up with additional 100 words added on to the missed assignment as soon as possible.

**CLASS MEETING OPTIONS:**

This particular section of this course (FOUN3103) will be in Distance Education format which means that the course material, including lectures (*videos*) and readings, will be on Canvas. Most of the time, assignments in the course will be conducted and submitted on a week to week basis online via Canvas. All “prep for discussion” assignments, video quizzes, and discussion posts are due by Tuesday afternoons by 4:00p.m. This is to ensure that you have read the material and met with your teams virtually in preparation for the Tuesday class. Most of the time you will attend lectures online from week to week but you will watch the material and take online assessments at a time that works within your weekly schedule and submit written assignments and quizzes by the typical weekly deadlines (on **Tuesday evenings 4:00 pm C.T**.). All online learning modules (these contain the lectures, readings, and written assignments) are accessible 24/7.

#### Office Hours & Contact Information:

**\***Stephanie Cason, Educational Psychology

\*University email: szc0142@auburn.edu

\*Office: Zoom or phone only

\*Cell: 256-596-0235

\*Email check times: First daily check time (Mon - Fri) is before or by 9:30 am & and last check time is at 5:00 pm.

\*Main Office for EFLT Department: 4036 (4th floor of Haley Center) 334-844-4460

**Weekly Remote Office Hours from Aug 18 to Dec 11:** (*Unless announced otherwise*)

Call-in office hours (no appointment needed) start Aug 17 on Mondays and Wednesdays 5:00 pm –6:00pm. At times other than the above, appointments must be made on Tigermail at least 2 business days in advance of requested day and time. Dec 11 is final date for Fall 2020 appointments. Appointments may be held on Zoom or phone depending on need. Please plan appointments at least 2 business days in advance of day/time requested and be sure you have my email confirmation that your proposed time will work for us both.

Office hours, appointments, and email/phone correspondence are put on hold while I’m away during research conferences. You may email me or call me while I’m gone but I may very likely not be able to respond until my return. I’ll post on the Canvas announcements if I’m away for a day or longer along with when I return. Aside from normal office hours, I will be available by appointment (time outside of normal office hours) but appointments will need to be scheduled on email. I’ll send you email confirmation that the time works. If I have to change my office hours for a particular day due to a required AU meeting or some other obligation or event, then I’ll post on Canvas Announcements if I’m away that day so that you know and then also post when I will serve make-up office hours.

If you call my cell phone and I'm not there please leave a message with your phone number and when I can, I will either call back or email you the information you need. I will return the call or email shortly thereafter.

Office hours will be held on the phone and on Zoom (if needed) at stated times and students are encouraged to utilize this time (or appointment times made) to meet regarding their questions. Unless an appointment is necessary on Zoom or via phone call then all other questions or dialogue will be addressed via email (on Tigermail) and on Canvas email so please check both daily (M-F). If you have either a question or problems that would require too lengthy or impersonal email, then in those cases, I require us to conduct a phone meet or Zoom. Email works most of the time but not all of the time.

No office hours or appointments are planned or held during holidays or break times between semesters. Some office hour dates/times I might be unavailable due to university obligations that arise without advance notice so refer to Canvas announcements for occasional changes in hours. Call my cell for office hours and appointments.

#### About Email Check Times:

During this regular Fall term session, I check email messages Monday through Friday mornings before or by 9:30am and at 4:30pm. Any email responses to you before my usual first check times or after the usual last (end‐of day) check times are only where I need or wish to do so out of planning for other work obligations or meetings while also trying to respond to your questions or needs to be helpful in a timely manner. So, please rely on the *usual times listed only* so if you send email or post assignments after my usual check times (and any time on the weekends), then please simply know that you most likely will hear from me not then but instead by the next business day morning on email.

**Grading Schedule for Written Assignments** (*a general indicator*): My overall flow for grading work coincides only somewhat with the email and phone times shown above. However, because grading takes longer than just a quick email response, please know that I will not likely be able to have work graded by the email morning (first) check times nor have posted grades by then. Instead, I look at the work as submitted in Canvas after I have addressed any and all email or phone messages that morning. So, I’m good generally in terms of grading work either on the day received (if it is submitted before the time check has passed) or within 72 hours. I always appreciate timely work submitted by students so I try to reciprocate with timely feedback and grades. I try to score assignments and provide feedback within 1 to 2 business days of receiving the work as often as possible. There may be weeks when I may need longer due to other duties that have me needing up to 3 business days after the submission of work to grade it. This is the same time I afford you for an initial extension (by the end of 3rd business day after the initial due date).

#### Three Forms of Approved Online Communication:

As far as communication goes for this course, it will be an expectation to check your regular Tiger email once per day M-F but also your Canvas email and your Gradebook in Canvas. I'll certainly respond to Tiger emails but we need to also use Canvas email when need be because it is very helpful for classes like this one (*distance education formats*). Just as important and often used as Tigermail, I check and send messages using the comments area for each assignment in your Canvas gradebook. So, look for messages from me there when an assignment is **un**submitted or has some problem or in times when I wish to let you know my thoughts on the work. I really try the utmost to communicate on these three platforms - to reach students about announcements or problems so they can take the steps necessary to correct or be aware of things in a timely manner. Communication is vital.

**Date Syllabus Prepared:** This syllabus as updated in Summer 2020, is being distributed for Fall 2020 for FOUN3110, posted on Canvas in "**MOD 1**”, and has been provided in electronic copy in the EFLT Department main office and online in the Dept./College of Education syllabi archive (repository). It has also been distributed in *printed, hard copy for each student* when we meet.

#### Course Materials:

**\*Required: Note pad:** Taking notes from lectures will be important periodically so pads or spiral pads are fine. Also, at least a few handouts will be provided in class. Readings and some lecture highlights from class will be posted on Canvas for your convenient access to read or print out (if you wish). Organization of class material is key to effective studying so please maintain notes in a binder.

**\*Required: Textbook:** You will have 1 required textbook to purchase. Other material we also plan to use for the course will be readings that I post on CANVAS and those online items will be free but you must access them online. These cannot be sent to you or mailed to you. The required textbook to purchase is, “**Adolescents in the Internet Age**” Second Edition by Paris Strom & Robert Strom.

This textbook WILL BE ACCESSIBLE on/in Canvas as provided by the Auburn University Haley Bookstore platform called ALL ACCESS. This is the cheapest, most convenient, and most immediate way to purchase the book. It also will be accessible before or on day 1 of classes for our university. The arrangement details for how to pay for access will be made available in Canvas.

**\*Required:** Daily access to effectively functioning desktop or laptop computer with functioning high speed internet connection either at home, work or on campus. This is a distance education course so this is vital, no exceptions.

##### Recommended:

--One pair of earphones (such as *earbuds*) would be helpful even just the inexpensive type will do. This is just in case you need to hear a lecture and are in a setting where you can’t play it aloud around others (like in dorm room or at a campus computer for example). If you are in the LRC and don’t have earphones by the way, the LRC has a very large number of them that you as a student can check out for use in the LRC. Be mindful of LRC hours of operation they post.

1. **Course Description:** Cognitive, psychosocial, physical, and moral aspects of adolescent development; integration of development, learning, motivation, assessment, and evaluation in the contexts of instructional learning. This course will focus heavily on all areas of adolescent development and on several purposes, types, and approaches to informal and alternative classroom assessment of learners.
2. **Student Learning Outcomes:** This course is designed with instructional objectives continuing throughout the block experience as well as objectives designed for specific content areas. Course objectives include a subset of key indicators from the Alabama Quality Teaching Standards. Indicators assigned to this course for assessment are listed below and pertain to human development, organization and management, learning environment, instructional strategies, assessment, learning styles, collaboration, continuous lifelong professional learning, Alabama-specific improvement initiatives, school improvement, ethics, and local, state and federal laws and policies.

**Course Objectives Aligned with New Alabama Quality Teaching Standards** (updated 03/ 2007)

#### Content Knowledge

##### Academic Discipline

\*Knowledge of the ways to organize and present content so that it is meaningful and engaging to all learners whom they teach (pedagogical content knowledge). (1)(c)1.(ii)

##### Human Development

Knowledge of the physical, emotional, and social development of young people and the relationship of these to learning readiness and to cognitive development. (2)(c)1.(i)

\*Knowledge of developmentally appropriate instructional and management strategies. (2)(c)1.(iv)

##### Organization and Management

* Knowledge of the principles underpinning a sound age-appropriate classroom organization and management plan and of supportive behavior management strategies. (2)(c)2.(ii)

##### Learning Environment

* Knowledge of factors and situations that promote or diminish intrinsic motivation. (2)(c)3.(ii)

##### Instructional Strategies

\*Knowledge of research and theory underpinning effective teaching and learning. (2)(c)4.(i)

\*Knowledge of a wide range of research-based instructional strategies\and the advantages and disadvantages associated with each. (2)(c)4.(ii)

\*Knowledge of strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes. (2)(c)4.(iii)

\*Knowledge of the importance of parents and/or families as active partners in planning and supporting student learning. (2)(c)4.(iv)

#### Assessment

\*Knowledge of the purposes, strengths, and limitations of formative and summative assessment and of formal and informal assessment strategies. (2)(c)5.(i)

\*Knowledge of the relationship between assessment and learning and of how to integrate appropriate assessments into all stages of the learning process. (2)(c)5.(ii)

\*Knowledge of measurement-related issues such as validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results. (2)(c)5.(iii)

\*Knowledge of current Alabama assessment requirements and procedures. (2)(c)5.(iv)

#### Diversity

##### Learning Styles

\*Knowledge of research and theory related to learning styles and multiple\ intelligences. (4)(c)4.(i)

#### Professionalism

##### Collaboration

\*Knowledge of the purposes, processes, structures, and potential benefits associated with collaboration and teaming.(5)(c)1.(i)

##### Continuous, Lifelong Professional Learning

\*Knowledge of a range of professional literature, particularly resources that relate to one’s own teaching field(s).(5)(c)2.(i)

\*Knowledge of the processes and skills associated with peer coaching and mentoring. (5)(c)2.(iii)

##### Alabama Specific Improvement Initiatives

\*Knowledge of Alabama’s state assessment requirements and processes. (5)(c)3.(ii)

##### School Improvement

\*Knowledge of research relating collective responsibility for student learning to increased achievement for all students. (5)(c)4.(i)

##### Ethics

\*Knowledge of appropriate professional behavior and dispositions expected of professionals as outlined in the Alabama Educator Code of Ethics. (5)(c)5.(i)

##### Local, State and Federal Laws and Policies

\*Ability to access school, community, state, and other resources and referral services.(5)(c)6.(ii)

1. **Course Content Outline:** The plan below is an approximation of time on the identified content and is simply a departmental generic template. Exact layout of assignments, due dates and point worth are shown on pages 14-15. Exact content breakdown (*too lengthy to place here*) is shown in each module that you will follow which includes readings, video lectures to watch, websites to visit, quizzes to take, etc. Each module always provides a list of **STEPS** to follow for what to do, read, watch, and submit. Additionally, each module has on its tag (label) that states what dates to work on the material on the COURSE MODULES page in Canvas. Usually, modules formally start on Wednesdays with the following **Tuesday evenings** as your COMPLETION DATE (7 full days). You can read and watch materials in modules that are ahead but may also get ahead on assignments, within reason, by about 1 module (a full week’s time). However, I kindly limit getting ahead more than 1 module in terms of submitting mod assignments. Any more than 1 module ahead gets to be a bit much and difficult to manage, grade, etc. Additionally, for the student, it is vital for you to reflect, deliberate and savor what has been learned rather than just going through the motions. The only assignments that can be done a few weeks ahead of their due date are shown on page 15 with **@** symbol.

#### Communication; Planning; Collaboration; Assessment; Laws and Policies

**WK 1 Introduction**: An integrated approach to development, learning, motivation, and measurement and evaluation through instruction and planning.

**WK 2 Adolescents as a construct:** A discussion of the nature of validity and inference making and the importance of these concepts with individuals and classrooms

**WK 2 Pre-instructional and formative assessment:** An overview of methods and sources of information used to make pre-instructional and formative judgments on the affective, physical and cognitive development of students

#### Student Development

**WK 3 – 5 The Multifaceted, complex, unique, and whole learner:** An overview of physical, cognitive, and sociology-emotional theory in relation to the school-aged child

**WK 6 Individual differences:** a broadening of students’ understanding of the complex learner through a focus on individual variation

#### Instructional Strategies; Classroom Management, Learning Environment, Learning Styles, and School Improvement

**WK 7-11 Learning-Behavioral conceptions**: An introduction, application and evaluation of theories, including relevant concepts, developed in the behaviorist tradition

**Learning-Cognitive Information Processing conceptions**: An introduction, application and evaluation of theories, including relevant concepts, developed in the cognitive information processing tradition

**Learning –Constructivist conceptions**: An introduction, application and evaluation of views, including relevant concepts, developed in the tradition of a learner-centered approach to learning and instruction

**Motivating Students to Learn**: A discussion and application of the various theoretical perspectives regarding student motivation

#### Assessment and Alabama-Specific Initiatives

**WK 12 Formal Assessment –Performance assessment**: An introduction, application and evaluation to assessing the degree to which instructional objectives have been met using performance assessment methods

**WK 13 Formal Assessment-Traditional Assessment**: An introduction, application and evaluation to assessing the degree to which instructional objectives have been met using fixed response assessment methods.

**WK 14-15 Formal assessment-Standardized assessment**: An introduction, application and evaluation to assessing the degree to which instructional objectives have been met using standardized assessment methods.

**More about the Course:** This course will provide an integrated overview of issues central to educational psychology and child development: cognitive, psychosocial, socio-emotional, physical and moral development, learning, motivation and assessment in the context of instructional planning and practice. It will be conducted using some case-based, project-based, and learner-centered approaches to learning and instruction, while modeling currently accepted best practices that can be used in the learners’ classrooms.

In addition to building your knowledge on child development, classroom assessment, learner motivation, etc., you will refine skills and dispositions basic to teaching including dependability, professionalism, collaboration, critical thinking, planning, organization and writing. A target of our college in this course is to develop a number of candidate proficiencies, knowledge and dispositions on assignments and in your service learning. A final target by the college is for students to practice and refine the skills/dispositions listed in Dynamics of College of Education Conceptual Framework for Undergraduates (see page 30). Course content and assignments help collectively to help build your knowledge base, skill set, and professional dispositions, all of which will be needed to succeed in the field of K-12 teaching and in preparation for the EdTPA Test you will have to pass to earn your teacher certification.

#### CANVAS MATERIALS -- FOUN3110:

Course material (almost all of it) is to be accessed via Canvas, some have assignment instructions, while other files have video lectures. It is entirely the obligation of the student in this course, to ensure they have proper, reliable access to a computer (at home, work or school) to access this internet based material. This may mean for example, downloading Flash (free) to be able to view the lectures and Adobe Acrobat Reader (free) to open and view text files and assignments posted on Canvas. No other substitute, replacement or arrangement for Canvas is possible in terms of accessing lectures or other course material (**not**: DVDS; VHS tapes; CDs; thumb-drives, printed course packets; and/ or different file types, etc.).

**Online Student Learning Expectations:**

All students in this course are expected to have all the equipment and software needed to be successful in the course.

All students are expected to contribute to their own learning as active and well-prepared participants. Weekly modules will provide various opportunities for reading, reflection, applied experiences, collaboration, and writing. Please plan on spending the same amount of preparation and “in class” time on this course as you would if you were taking the course face-to-face.

**Logging On**

The learning activities for each week are carefully sequenced and offered in small chunks so you can accomplish reasonable amounts throughout the week. You should log on to the course website regularly to work through course materials and participate in course discussions.

**Posting Responses**

Interaction between students is an important part of this course and requires prompt postings and responses. In an attempt to be efficient with our time and considerate of everyone’s schedules—beyond the requirements of this course—we will operate under a consistent time structure for posting assignments and responses to online discussions.

This course has been designed in accordance with Auburn University consulting from Biggio Center and from LRC Distance Learning Staff in terms of functioning videos, viewable PDFs and links, etc. But this functionality please note is for computers including desktop and laptop computers and some e-tablets. Anything that is not the above may very possibly not have all functionality of videos or other materials being accessible and I will not be able to change my course materials in order to accommodate. The best the university could do is possibly recommend browsers or other software that may enable more functionality at your end. So, in other words, cell phones and smart phones I am unable to design the course material around due to limitations in our operation. Those devices are NOT recommended for this course in terms of accessing course materials or responding to course assignments. Do not keep enrollment if this is a problem.

Taking the appropriate steps to access the material online will be required. One of the main goals (in the immediate time frame) for this format is such that I as an instructor wanted for you to dialogue with the class so when we meet, it is for discussion and similar activities. Here's the even bigger point. The lectures, which constitute the vast majority of class instruction for this section, I have placed on video (*on Canvas*) and organized in a very orderly, easy to use manner for you. The reason for doing all this is that I wanted your time to be spent reading extensively, working on assignments and watching lectures / taking notes in such a way where you are allowed a much larger level of choice as to when you observed the lectures. I very highly recommend that you do the online work (on Canvas) in each module on two different days each week so that it approximates how we normally would conduct class on campus and any additional time needed. This time should be spread out since each online MOD, in most cases, requires the same amount of time as would be spent at two on-campus class sessions (*representing a full week* - *typically about* ***5 lecture hours*** *of instruction and learning activities each week*).

Each module work date(s) are clearly marked in the schedule *(on Canvas and in this syllabus*) to help guide you on when to do all work for each module and when to submit assignments due for each module. Please follow this schedule in order to avoid getting behind. Watch all the lectures and do the readings and assignments in each module during this time. Be sure to complete each module’s assignments before or by the posted finish date shown in this syllabus. In addition, you can pause, start and stop the lectures anytime, replay them as many times as you wish, etc. You can stand or exercise while you listen or watch them, or sit at your home or school computer to view them. All of these choices help with the main goal of allowing more time for actual focused watching, listening, non-stressed note taking, more in-depth thinking and writing. Assignments of the course must be completed by the specified dates/times (*indicated in this syllabus and on Canvas for each module*). Again, please be 100% sure to read and watch all module materials and to do so in a timely manner in order to maximize your potential for success in the course and as a future teacher.

#### Learning Modules and Assignments:

Pages 14-15 contain the SCHEDULE with learning modules and assignments. This is the exact schedule you will follow for each week with content and assignments with due dates for each week. Except where marked differently, the start date for MODs will be **Wednesdays** and the completion date for MODs and any **MOD** assignments will be the following **Tuesdays by 4:00 pm**. The date time frame for each module shown includes time for readings, watching video lectures and whatever assignment(s) are given. You may start modules early too if you wish! Most are available in terms of the assignments being accessible a week before they are actually due and sometimes even earlier.

The course will follow this general pattern:

At the start of each Canvas module, students start with STEP 1 and progress to the next steps.

To supplement the textbook, students will have Canvas readings, videos, and service learning.

Throughout each module, students will follow all steps in reading, watching, doing activities and submitting whatever assignments are due.

At the end of each module, students will submit whatever assignments are due and complete any remaining steps near or at the end of the module.

Throughout the course, students should keep up work and learning with weekly Canvas modules, service learning core hours, service learning Journal assignments, and monitor email, Canvas Announcements and Gradebook weekly as vital communication from the instructor.

**Zoom policies:** When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me**.**

**TIPS: USING CANVAS MATERIALS 1--13 *(weekly learning modules in Canvas.)***

## **A**. To enter the learning modules (MODs) which are your weekly online lesson material, enter these ONLY by pressing the COURSE MODULES page link in the center of the **HOME PAGE** on Canvas.

**B**. Once in a module, study all materials (*from top to bottom*) in each module 1-13 by following each "**STEP**" accordingly. Each mod step is marked with a dark blue flag box (at the left) and contains instructions on what to WATCH, READ, or DO. Follow each step closely.

**C**. Your readings and videos are indicated in each module with a **bullet** to the left side. That means you click that link to access a file or weblink to a video or reading.

**D**. At or near the bottom of each module is a link marked as $ and red square showing that module’s assignment instructions with submission area (in box).

**E**. Complete work in each module (**MOD**) before or by the **underlined, bolded date** shown on pages 14-15 (and in Canvas) as the deadline for that module's assignment. Assignments marked with **\*** on page 15 are due by 11:59pm (C.T.)

**F**. For [**TECH HELP**](https://auburn.instructure.com/courses/782150/wiki/tech-help-info), click pink link at base of the COURSE MODULES page in Canvas.

**G**. Green highlighted boxes marked with **SL** on the **COURSE MODULES** page and other course locations signify important tasks with due dates for service learning. Arrow symbols with green highlighted boxes signify Text Entry assignments to update me on your service learning progress according to specific benchmarks expected.

**H**. Each learning module in Canvas, since each is a full week’s length of two on campus class sessions, is divided in half by an **orange striped line** about half way through just to show you a half way point where you could/may do work on one day and then do remainder work on the second day.

**I.** Assignments to submit in Canvas that appear within each module are marked with a dollar sign **$** … for easy reference. They are most often at the end of each module.

**Below are instructions seen at the top of your COURSE MODULES page.**

**MODS 1--13: Instructions & Signage**

##  The below materials have been designed by this instructor to provide a specific structure for the content, homework, class assignments and discussions, and weekly meetings for this course. This course section is neither a distance education section nor a hybrid section but is instead an on-campus section so weekly on-campus class attendance and in-class participation is required.

##  All items in Canvas with active links like the below modules and within each mod, like links to videos, assignments, and some readings, are marked to the left with a bullet or in a few cases with an asterisk. Pay attention to the \_\_ MOD \_\_ Title (atop each Mod) flagged with blue. Study all materials (from top to bottom) in each module, (MOD 1-13), by following each "STEP" accordingly. The steps direct you on what to do in preparation for each weekly session along with assignments. Assignment instructions and submission area for MODs 1-13 are inside each module (often last STEP or near last step) marked with $\_\_\_ Complete work and assignment(s) in each module (MOD) and service learning updates before or by each bold underlined date \_\_\_ shown below. Assignments are due by red dates shown below and in syllabus.

##  Abide by the due time according to how each assignment is posted within each weekly module. Mod steps to do before a class session for a particular mod are indicated BEFORE CLASS which are in preparation for that class session. Steps to do during class in a mod are marked DURING CLASS. There is also a reminder in each module's last step to check the upcoming mod for steps that must be done before the next class session (in preparation). SL\_\_\_= deadlines for SL placing, to start/finish service, & MOD service learning. Tech Help\_\_\_ = click link at bottom of page.

**Course Modules Schedule:** Appearing on the next page is the schedule of modules with MOD start and end dates, point worth for assignments, assignment due dates, important dates for service learning, and prompts to update me on your service learning progress (called *SLUPDATE*).

|  |  |
| --- | --- |
| ***Mod Name & Notes*** | ***Start + Due Dates*** |
| **UNIT I: Course Orientation + Start Alternate S.L. Assignment** |
| **\* MOD 1: Meeting** + Alternate S.L. Assignment Introduction on Zoom Aug 18th at 5:00p.m.  | **Mod 1** - Aug 17 – **25 2 hrs, 30m *ik***  |
| ***Service Learning MOD:*** *Refer to anytime.* |
|  |  |
|  *Service Learning: Begin alternate service learning assignment* | Aug **18** |
| * *SLUPDATE 2 hours, 30 mins core*
 | *Aug* ***28*** |
| * *SLUPDATE 5 core hrs*
 | *Sep* ***4*** |
| * *SLUPDATE 10 core hrs*
 | *Sep* ***25*** |
| * *SLUPDATE 15 core hrs*
 | *Oct* ***9*** |
| * *SLUPDATE 18 core hrs*
 | *Oct* ***30*** |
| * *SLUPDATE 25 core hrs (Alt S.L. Asnmt) + Timesheet Verified*
 | *Nov* ***24*** |
| **UNIT II: Cognitive Development + Continue Alternate Service Learning** |
| **MOD 2:** Studying Adolescent Development | Aug 26 – **Sep 1** |
| **MOD 3:** Cognitive Development | Sep 2 - **8** | **1st S.L. Ref: 1 hr, 10m *ik*** |
| **UNIT III: Affective Development + Continue Alternate Service Learning** |
| **MOD 4:** Identity & Goals | Sep 9 – **15.**  |
| **MOD 5:** Identity Development Theories | Sep 16 - **22** |
| **MOD 6:** Values & Ethics  | Sep 23 – **29** |
| **MOD 7:** Peer Socialization & Teamwork | Sep 30 –**Oct 6** |  **2nd S.L. Ref: 1 hr, 10m*****ik*** |
| **UNIT IV: Physical & Emotional Health + Continue Alternate Service Learning** |
| **MOD 8(a):** Health, Fitness & Safety  | Oct 7 –  **13** |
| **MOD 8(b):** Health, Fitness & Safety cont. | Oct 14 - **20** |
| **MOD 9:** Peer Abuse and School Safety  | Oct 21 - **27** |
| **MOD 10:** Stress & Resilience  | Oct 28 – **Nov 3** |
| **UNIT V: Informal & Alternative Assessment + Finish Alternate Service Learning** |
| **MOD 11** Informal & Alt Assessment Methods | Nov 4 – **Nov 10** |
| **MOD 12** Action Research & Observ. Assessment Methods | Nov 11 - **17** |
| **MOD 13** Reflections + Field Experience Assessments (*FEA* are *in lieu of final exam*) | Nov 18 – **24** | **3rd S.L. Ref: 1 hr, 10m *ik*** |
| **\***ALL S.L. and assignments **Cut-Off:** **NOV 24th** | **\* Dec 5 –9:00 a.m. Sat. morning** |

**@** = Assignments that can be done two or more weeks early. Arrow items = service learning related assignments.

 ~ = Assignments if late more than 1 business day, get deducted 5 pts per day. See **Late** Column on the far right.

|  |  |  |
| --- | --- | --- |
| **ASSIGNMENTS** | **DUE 11:59PM CT** | **POSSIBLE****SCORE** |
| M1 Practice Text EntryM1 M.o.U.—SyllabusM1 Course TASKS | Aug 25 | 259 |
| * 2 Hrs, 30 mins *SL*
 | Aug 25 | 2 |
| M2 Vidquiz M2 Prep for DiscussionM2 In-Class Discussion | Sep 1 | 84070 |
| M3 QUIZM3 Vidquiz **First Service Learning Reflection**  | Sep 8 | 508120 |
| * 5 Hrs *SL*
 | Sep 4 | 2 |
| M4 Prep for DiscussionM4 In-Class Discussion | Sep 15 |  40 70 |
| M5 Pt.1 VidquizzM5 Pt. 2 VidquizzM5 Prep for DiscussionM5 In-Class Discussion | Sep 22 | 20104070 |
| * 10 Hrs *SL*
 | Sep 25 | 2 |
| M6 Prep for DiscussionM6 In-Class Discussion | Sep 29 | 4070 |
| M7 Prep for DiscussionM7 In-Class Discussion**Second Service Learning Reflection** | Oct 6 | 4070120 |
| M8 (A) In-Class DiscussionM8 (A) Whole Class QuizM8 (B) Prep for DiscussionM8 (B) In-Class Discussion | Oct 13Oct 20  | 70504070 |
| * 15 Hrs *SL*
 | Oct 9 | 2 |
| M9 Prep for DiscussionM9 In-Class Discussion | Oct 27 | 4070 |
| M10 Prep for DiscussionM10 In-Class Discussion | Nov 3 | 4070 |
| * 18 Hrs *SL*
 | Oct 30 | 2 |
| M11 Prep for DiscussionM11 In-Class Discussion | Nov 10 |  40 70 |
| M12 Prep for DiscussionM12 In-Class Discussion | Nov 17 | 4070 |
| * M13 S.L. TK20 Survey
* **Third Service Learning Reflection**
* After 25 hours completed + timesheet verified
 | Nov 24 | 16120100 |
| Deadline to complete S.L.: **NOV 24th**  | Cut-off to submit LATE S.L. + Assignments **\*Dec. 5, 9am** |

**9. Procedures for Grading Written Assignments:**

The following section constitutes the grading framework for this course by this instructor. Grades earned may vary for assignments but all assignments should be completed. I grade with a *criterion-referenced* grading scheme which means that I grade based on how well a student’s work meets the criteria stipulated in the assignment instructions which are stated in each module’s assignment. This scheme gives everyone a fair chance at doing well in the course. If a person does not do well it has nothing to do with their work being compared to that of classmates. It only means the student failed to create assignment responses that effectively met or addressed the assignment task and/or instructions (*rules, format, word count, etc*). Always read the **blue instructions** which are at the top of the assignment page which also contains the task/questions you are to create responses for. I even highlight some of the **blue instructions** here and there for important prompts to draw your attention to those such as word count, which may differ per each assignment.

Please keep in mind that with a word count minimum, a person can still submit good quality responses. If a person chooses to submit work beyond the minimum word count that’s fine but it doesn’t constitute more points necessarily and never constitutes extra credit points. If work is within the high quality range, a student will earn either full points or close to full points. The point being made in this paragraph is that more writing does not necessarily equate to being a better or higher quality response for an assignment. So, if a person writes a lot more for an assignment it should be with the understanding that they are doing so for their own purposes of clarity and enjoying the assignment, not with an expectation of topping other people in terms of a grade or in earning any extra credit. Again, if a person can make their thinking known in 450 words or 470 words while another person takes more than that to create a response, both are allowed and both will be graded according to WHAT is said and HOW CLEARLY and WELL it is said. The length has little to do with the score earned as long as it (the response) meets the minimum word count. The Word count for an assignment response will never count page labeling, name or MOD at the top, or restating of the questions. The word count minimum required for a student response only counts your response to the questions or task. The word count stated in each MOD assignment instructions represents the minimum required total response for that assignment. It does **not** indicate the word count minimum required per each question within that MOD assignment.

# Criteria for Earning Your Final Grade for this Course:

Criteria 1 and 2 (as explained below) are basic course expectations which, if satisfied, can enable an A for a course grade (*if and only if*) a student’s academic grade (on written and meeting assignments) is **90%** or higher. If a student falls short on either criteria 1 or 2 then, even if he/she has 90% or higher on their academic work, a final course grade may be one letter grade lower because criteria 1 and 2 reflect basic behaviors in teaching duties and professionalism the field. Anything less does not reflect what Auburn would consider "A" quality performance because "A" means excellent. Well done written assignments done by a student who is poor in service learning or in other ways equates to less than excellent for his/her course grade by anyone’s standards in the teaching profession.

**Criterion 1: Required** (GOOD or GREAT QUALITY SERVICE LEARNING) See related sections.

**Criterion 2: Required:** (**A**) Proper, consistent attendance, punctuality and participation at any and all class sessions and appointments held AND; (**B**) submitting ALL assignments in their entirety and on time. Absences which are not made up (for class and service learning) and service learning policies in this syllabus do affect final course grade, regardless of points earned on items below. Active participation and communication is required throughout the course.

A final grade of “A” demonstrates work throughout the course that has consistently gone above and beyond the course requirements and reflects a deep level, conceptual understanding on the part of learner. It is possible to receive 90+ percent of the possible points in the course and receive a B or less due to less than excellent attendance and/or completion of alternate service learning assignment, etc. Further, please note that success in this course is contingent upon the completion of the Service Learning requirements and attending our full class meetings.

**Course Grading Scale By %**

90% - 100% = **A**

80% – 89.99% = **B**

70% – 79.99% = **C**

60% – 69.99% = **D**

-59.99% = **F**

The final grade for this course will be based on the following total possible points. Total possible points for course is *tentative.*  **1818**

**\***On page 15 see exact listing of assignments with due dates, point worth, and when assignments open for student submissions. Exact points per assignment and the total possible are subject to possible change somewhat but become set once each item is then graded. I’ll post a point change on anything *BEFORE* you work on it also so you are aware of how much it is worth.

**10. Course Grade Feedback/Notification:** I will post your status on assignments and tests online for your private view in the GRADEBOOK on Canvas so that you know where progress has been made, credit been given, and where improvement is needed. This serves as formal notification of your grade at ongoing points in time to help you keep up with the course in a timely, self-directed manner. In your GRADEBOOK each assignment will be labeled with a title. This is done to help you identify and monitor your grades. Failure to monitor your grade progress as the semester progresses does not warrant a re-grade on any assignments evaluated earlier in the semester. For more detailed information about university grading standards, please refer to information on the following link: [Auburn University Undergraduate Academic Policies on Grades](https://www.auburn.edu/cosam/departments/student-services/academic-policies.htm#grades) .

**Un**submitted work will be marked as ***NOT SUBMITTED or similar message*** *and most noticeably have zero points.* Once you submit extension work or late work, the grade for that assignment changes from a zero to whatever the grade earned is.

If a mark in your gradebook is of concern but not understood then email me and I’ll gladly communicate back with you. If you aren’t sure about how well you are doing overall even after examining your GRADEBOOK in Canvas then ask me and we can meet to go over how to interpret the course at that point in time (either via phone or in person). The sooner you ask the sooner I will be able to communicate to you about it. Note that your gradebook in Canvas will post the numerical score grades for the assignments. Canvas will also post a record about which assignment, if any, is late, how late based on when it was due, as well as any notes (comments) on service learning if I'm informed of problems. I’ll update grades on Canvas every week day after I receive work from students. During the semester, scores for your work, when graded, will be posted on Canvas for your password protected, private access until the end of the semester when the final letter grade for the course then goes on the AU grade post area for your final view.

**Status Grade Reports and Mid-Term Grade Reports** (*please be advised):*

Except for any mandated Mid-Term or similar grade reports, I **do not** use the function by the university for mid-term "Early Alert" grade reporting which is really only for "core courses" according to my check with COE administration in PES. Instead, my alerts and grading are all during the semester so a student knows from their Canvas Gradebook their status all along during the course. Keep in mind that the gradebook is fairly limited to canvas assignment progress status as well as your alternate service learning journals. This is important since without completing your alternate service learning, it makes it an impossibility for a letter grade to be earned or issued by an instructor. This course has 1 credit of lab which is the service learning 25 hours. We can only feasibly get actual confirmation of performance in hours served at or near the end of the semester for all students. So, this is why you must note that any grade status reported to any affiliation party for that student (athletics, band, counselor, advisors, employers, sorority, fraternity, etc.) cannot include the full course grade because it cannot include, at that time, how a person is most accurately doing in their alternate service learning journal hours. If you do not complete your service learning journals then that WILL be entered in and effect a grade status report in the comments of selected gradebook assignments of either a below average (D) or (F) failing grade (*since service learning is so important that without it*) no credit can be earned. This is true *regardless* of points earned for online assignments or class assignments, etc. *Service learning is vital!!*

**11. Field Experience Assessments** (***in lieu of final exam***) are posted inside MOD 13 as the first two steps in that module in Canvas. You will have access to the location for submitting these assignments about two months before the last day of classes which gives you the chance to do these way ahead of time once done or at least half way done with service learning.

**12. Assignments and scheduling study time:** You will have readings and video lectures posted in each module of Canvas. Carefully follow each modules STEPS in doing all work (*readings, videos, and other tasks in exact order*). It is recommended to begin working on each assignment early on rather than late. I’ve provided a display on Canvas showing the ordering of modules so you can see the overall timing for when to do each module's tasks, (*abide by the listed start date and completion date for each module*), along with when to start working on assignments, especially the large assignments.

**13. Submitting Assignments (Format):** Note that for your written assignments I will be requiring they be submitted in a Word file attachment on Canvas, preferably in the SUBMISSION area for each assignment. Each assignment has its own INBOX labeled for that assignment. If something does not send to me correctly it will have a **PROBLEM** - **NOT SUBMITTED RIGHT** notice and I often email the student so they know about the situation and to resend. It is up to the student, if they send or resend an assignment, to make sure the work comes to me properly. Make sure the attachment you sent indeed is there and opens successfully. Please always label your word file with the module number and your last name. Also, on the top of page 1 of your word file include your name and the number of the MOD assignment (CasonMOD 4). This eliminates confusion and helps in record-keeping.

 If I can’t open a file with your assignment on it, the assignment is considered **un**submitted. If the assignment is sent past a deadline then it is late as I cannot reasonably be at a computer for a full day up until a clock deadline just to check for every student’s work that they sent material to me correctly in openable condition. This is on a student to self-check that is was posted or sent to me correctly, it contains an attachment which can be opened, and that the attachment is in a software I can open and mark. I’ll check a few times for student work on the day when work is due but if work is not received or sent correctly to me by the deadline then it is late. Send in your assignments with time to spare like a recommended full 24 hours earlier than the deadline, even earlier is better.

I will not accept work that is not sent in an attachment. I do this for record keeping and for academic honesty purposes so I can cross check where need be similarities between one student’s work in the class and that of another student. So, hard copies only of assignments will not be accepted unless and until accompanied by electronic copies. I will not accept files that cannot be opened using Office Word software. In order to be safe, always have your assignments on at least two other drives as back-up in case a computer fails.

#### 14. Targeted Deadlines for Submitting Assignments on Canvas:

Class assignments that involve sending an attachment on email or posting an attachment to an assignment INBOX in Canvas will all have **11:59 p.m. deadlines** (*Central Standard Time*) on their stated due dates. These deadlines are clearly marked on the COURSE MODULES page and in this syllabus. It is your assumed risk if you choose to submit assignments on the due date but after the time when I’m finished checking email for the day or week. You risk it being late since it is beyond the time when I can respond to help you may need, etc. For this reason, it is always strongly recommended to submit work earlier than my official email end time for a day when things are due.

**15. Missed meetings and late work**: Opportunity for make-up assignments and missed class sessions will be given for University-approved excuses as outlined in the Student Policy e- Handbook (illness, funeral, court date, religious holidays, university approved events, etc.) Arrangements to do make up class sessions and/or assignments should be made in advance where possible. Other unavoidable absences from campus class time or service learning must be documented and cleared with the instructor in advance where humanly possible. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Make up work (make up assignments done during class) must be done according to exact instructions by this instructor. These instructions will be posted in Canvas.

**16**. **Late work and Extensions:** If you have a documented excuse for late work then that’s fine and please submit it to me as soon as possible (within one week after the assignment initial due date expires). Without any communication with me and without a documented reason or even an email trying to explain for lateness in submitted work, then the late point deductions apply as shown on page 15 per each specific assignment listed with a tilda sign (**~**).

Remember to submit remaining work you want to earn credit towards the Fall 2020 semester BEFORE the cut-off deadline of 9:00 a.m. on Dec 5. If you do not have enough work submitted before the cut off time to earn at least a C for the course then I will arrange for an IN (Incomplete) if you are eligible which can provide you more time to complete the work after the semester is over. An IN is only issued for when a person needs more time, does not have enough submitted to earn a passing grade (C or higher), and is eligible for an IN. To be eligible, a person must have satisfactorily completed over 50% of all course assignments by the cut off time. I will NOT accept work towards credit for this semester submitted after the cut-off time. The only way to submit more work towards course credit is if a person has arranged for an IN.

If I did not receive your assignment by an assignment’s original due date, then know you will have a one day extension. I will post on your Canvas gradebook a status of **“NOT RECEIVED - 1 day extension.”** which indicates the assignment has not been received and you need to submit it before 11:59pm on the extension date which is the business day after the original due date. So, this would mean in nearly all cases, if an assignment is before Tuesday 4:00 p.m. then you would have until that Wednesday evening (before 11:59pm) of that same week to submit the assignment without a late point deduction. **If a person does not submit the assignment until after that extension day/time has expired** then that starts the late point deduction with 5 points deducted per each business day (M-F) late. So, if submitted on Thursday of that same week, that would be a 5 points late deduction. Five points will be deducted per each business day late. So, that Friday it would be 10 points late deduction and if turned in on that Monday, it would be 15 points late deduction. The goal here is to hold you to catch up and to do so in as timely a manner as possible so you won’t fall behind. Being on schedule important in learning and in the teaching profession! Part of doing good work is doing it on time or close to on time.

**Late point deduction Cessation point:** The late point deductions stop after 25 points have been deducted (per an assignment) in order to still provide a student some degree of incentive to complete and submit an assignment. The 25 points deducted is per assignment so it is possible for a student to have multiple assignments late, each assignment with as much as 25 points deducted. Nearly all the assignments that will have late deductions are worth a possible of 100 to 120 points. So, even if a student has all 25 late points deducted on an assignment, she/he still can possibly earn as high as a C on those particular assignments (**~**) if they submit them with high quality.

The morning after the original due date for an assignment, I will post a score of 0 points for the time being until and unless I get the work. This helps you by drawing it to your attention and showing the mathematical effect of the work being unsubmitted on your running course grade in the Canvas Gradebook. By doing it this way, you will know right away, each week, the status on work in terms of if I have received it. You will know if I received late work once I post a grade for the work after having scored it.

Keep in mind I allow the one-day extension as described above as long as the understanding is that the start and end time of any and all modules/assignments (and their assignments) do not change. This means that a student will need to catch up in order to stay on schedule but the class cannot change start or end dates for any modules or assignments. It is on the student if she/he chooses to procrastinate and not turn in work and if they fall behind as a result. I simply allow maximum time until the cut- off date/time to help the student catch up and earn many of the points if their work is good. I need time after the cut-off date and time expires to then grade for a few days. Time that I provided for your extensions and resubmissions equates to my need for time after the end of semester cut-off date to grade work. I cannot still be accepting work while also trying to grade the remaining work submitted. There are zero extensions allowed for completing your alternate service learning assignment hours and Canvas assignments beyond the end of semester cut-off deadlines for service learning and Canvas assignments. So, finish service your alternateservice learning assignment hours and Canvas assignments knowing that no extensions exist beyond the cut-off dates

**17. Resubmission of Assignments:** I do allow for a resubmission of a written assignment for possibly a better grade. In your gradebook comment area for the assignment of concern, a status of **RESUBMIT RECOMMENDED or similar message** will be posted if I score the work *at a C level or below*. You may also resubmit too in case you get higher than a C and want to try to earn more points. In such cases, a resubmit may lead to a better grade, if it is improved accordingly, and this is recommended instead of staying with the initial low grade (*without resubmitting*). Once resubmitted, then points will be determined and posted. Work resubmitted will often help a grade if the newer work is truly of better quality. Resubmissions help enable you to do quality work and allow you opportunity to perform at a higher level in the class toward the highest course grade possible instead of being disallowed second chances. It is the student’s obligation to draw to my attention via email when/once you have resubmitted an assignment. Late points apply to the above if the initial submission was late.

The latest that any submission, late submission, or resubmission (*of any type*) will be accepted will be before the **Cut-off Date/time of Dec 5** – **9:00 a.m.**. *Nothing* can be submitted (*or resubmitted for any reason*) any later than this date/time in order to earn points towards course credit and final course grade for this current semester. In other words, if more time is needed, then the arrangement must be an IN (Incomplete). Once that work is completed at least to a C level, a student must notify me on email that they are finished with all the work that they intend to submit. When I receive this message on email and confirm receiving it, then I will grade that remaining work and change the mark from an IN to the letter grade earned as the final course grade.

Submitting assignments on time makes a difference in how soon instructors can grade and provide feedback to students. More importantly, this habit reflects an essential skill/disposition that the education field will demand. Circumstances like when computers fail are not an appropriate reason for lateness of work based on expectations of principals, school districts and parents. My professional and helpful advice is don’t do things at the last minute and, make sure you have a contingency plan. There are numerous computers in the main library, there is a whole computer room on 3rd floor of Haley and, of course, there is our LRC with their computers, and several in the student union.

#### 18. Policy and strategy on finishing late and/or remaining course assignments before the end-of-semester cut-off date:

I wanted to provide some vital hints on strategy in finishing up remaining and/or late assignments, so below are a few strategies and things to know so please read. It would be recommended to take the module assignments which are the most points and do those first. A second strategy is then also to do those assignments first or sooner which might, if not done well, may benefit from feedback. So, if you submit those like at least 3 business days before the end of semester cut-off deadline date, then there's the chance I may be able to provide feedback in time for you to correct and then re-submit. However, waiting until the actual day that is the cut-off date (Dec 5), or the day before, to turn in those types of assignments is “allowed” but very unwise since there likely will NOT be time for me to provide formative feedback being there is so little time remaining. I need time enough to provide feedback in time enough for you to then change the work if earning the full points is a realistic goal. The quizzes give feedback right away and so those can be submitted and resubmitted, if need be, somewhat later on versus earlier.

My point is that any assignment that asks for open-ended responses like short essays, those items can best be done first (sooner) so there is still time enough to resubmit. You can submit them on Dec. 5 before 9:00 a.m. but my point is there very likely will not be time for me to give you feedback in time for you to work further on the work in time enough for resubmission if submitted on the very last day or perhaps a day or two before then. Most importantly, get remaining and/or late work submitted hopefully safely before the **Dec 5 – 9:00 a.m. cut-off time** is the strong recommendation. The same thing is true with computer problems. If you complete and submit assignments safely before the cut off day then great. But if you work on the last day on things and you experience computer problems and don't submit before the cut off time then that's a risk that the student assumes.

**19. Email Communication-Vital:** As far as communication goes for this course, this will be an expectation to check your regular Tigermail but also your Canvas Gradebook Comments for each assignment as well as the Canvas email for this course daily M-F. I'll certainly respond to Tigermails often quickly! I may send occasional class wide announcements in Canvas as well so check those too please. I really try the utmost to communicate on a few university supported communication platforms to reach a person about problems so they can take steps necessary to correct things in a timely manner.

**Your Auburn University email address is the university-approved form of communication between instructors and students.** Follow the steps [in the video linked here  (Links to an external site.)](https://community.canvaslms.com/videos/1072) to set your notifications preferences and specify that all course alerts are routed to your Auburn University email address (userid@auburn.edu). You can contact [Auburn University's OIT Help Desk  (Links to an external site.)](http://www.auburn.edu/oit/helpdesk/) for assistance forwarding mail sent to your Auburn email address to a different email address that you regularly check. Additionally, it is your responsibility to read course announcements sent by your instructor. These are posted in Canvas, and you can configure your notification preferences to receive an email each time a new announcement is posted.

Canvas Notification Settings: Set to where you get ASAP notifications when**:** I grade your work or post comments about it; when I email you in Canvas; post Announcements; and for Canvas Discussion updates. Notifications are helpful only if you set them in the NOTIFICATIONS TAB (upper left hand side) – after hitting the SETTINGS tab, (*in upper right- hand side of screen on Canvas*). These ASAP notices would be for “*Announcements*”, “*Mail/Conversation/Message* ”, “*Due Dates*”, “*Grades*”, and “*Submission Comments*”. Set them to be ASAP status (As Soon As Possible).

#### 20. IN (Incomplete Policy)

It is a student’s obligation to inform this instructor of problems right away instead of waiting until the end of semester and claiming that course tasks could not be met. If there are problems, please tell the instructor while there is still plenty of time to hopefully solve them. This also pertains to potential IN (incomplete) for the course. It’s the responsibility of the student to inform the instructor if illness, death in the family or some other *extenuating circumstance* which prevents the completion of course assignments in order for an IN (*Incomplete*) to be granted (assuming a student is eligible for this status). Student request for an IN must be stated to the instructor on email by the student (or designee) **before** the cut-off date and time of Dec. 5, 9:00 a.m. If this is not communicated before that deadline expires, then an instructor can only give all **un**submitted work zero (0) points which will impact on a final grade and no recourse by the student will be permitted by the university.

**21. Class Attendance Policies:**

We have weekly required zoom class meetings beginning August 18th at 5:00 p.m. If a student fails to attend the full class meeting at one of those dates or at a make-up session (on a day and time agreed upon with the professor), then the student must include an additional 100 words into the missed assignment.

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms. *Our entire course, the Canvas material and the service learning, are perfectly designed to accommodate all work at home if need be based on our current COVID-19 era.*

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible.
* Keep up with Canvas coursework and service learning as much as possible.
* Participate in class activities and submit assignments electronically as much as possible.
* Notify me if you require a modification to the deadline of an assignment or exam.

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options. An IN Incomplete is the option.

*Student Policy eHandbook*: Students are expected to attend all their scheduled classes which for this course will be each and every Tuesday unless otherwise indicated while classes are in session. College work requires regular class attendance as well as careful preparation. The student is expected to carry out all assigned work and to take examinations at the class period designated by the instructor. Failure to carry out these assignments or to take examinations at the designated times may result in an appropriate reduction in final course grade, except as provided below.

Arrangement to make up missed major examinations (*e.g. hour exams, midterm exams*) due to properly authorized excused absences (as defined by the Student Handbook) shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a make-up exam (or assignment) shall occur within two weeks from the time that the student initiates arrangements for it. Instructors are expected to *allow for make-up*) for**:**

* Illness of the student or serious illness of a member of the student’s immediate family. The instructor may request appropriate verification.
* The death of a member of the student’s immediate family. The instructor may request appropriate verification.
* Trips for members of the student organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate athletics, band, and/or other required events. The student must notify the instructor prior to such absences, but in no case more than one week after the absence. Instructors may request formal notification from appropriate university personnel to document the student’s participation in such trips.
* Religious holidays. Students are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays.
* Subpoena for a required court appearance or call for jury duty.
* Any other reason the instructor deems appropriate.
* Weather or illness or other extenuating circumstances: In case of severe weather problems or personal extenuating circumstances, I do allow for absences without impact on course grade or course credit but on the condition that the absence for each class session or meeting/ appointment missed is indeed made up on-site on a day/time that works for us both. In this way, student needs towards missing a class session/meeting are respectfully met according to their situation, but for accountability and fairness, the makeup expectation meets the university's requirement towards a "professional follow-through (i.e. completion)" by a student of such course obligations which require attendance on-campus and/or at a service learning site.

*Canvas Punctuality and Participation:* This policy applies to my grading policies which consider time spent in class as indicative, to a certain extent, of attendance. So, I reserve the right to lower a student’s grade if I observe a pattern of missing class time or not submitting alternate service learning journals on their assigned due date. By examining Canvas and email, you will be notified of my posted records of where/when there are problems that I’m aware of. Students are expected to participate in all class discussions and assignments in class and online.

#### 22. Other Class Policy Statements:

1. **Understanding the syllabus and Canvas course material:**

Please carefully read the syllabus and Canvas course material so you know the policies, duties, assignments, due dates, etc.. Knowing them and fulfilling them will lead you on your path to success in this class and to becoming a successful teacher.

#### Retrieval of Missed Class Material & Assignments:

Students are responsible for initiating arrangements for becoming informed about missed work that was assigned on the class day of their absence (*Student Policy eHandbook*). Being a self- directed, self-disciplined learner is a must for all those preparing to be teachers. Using the retrieval methods listed below will aid in this goal and empower you to keep up with assigned readings and to prepare assignments due in forthcoming sessions.

--*Canvas*: Material posted on Canvas will be the key information on course content, sequence, deadlines, etc. You will be provided handouts of the syllabus at our class meeting of class but other materials you still may decide to print out if you wish which may only be on Canvas.

*--Office Hours Visits and/or Appointments:* During my office hours, you are welcome to ask me about coursework. I’ll gladly help you if you need help. Don’t wait until it's late in the game. *Help can be on Zoom or on the phone.*

1. **Academic Honesty / Misconduct Code:** All assignments are to be done individually except where stated otherwise. All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy e-Handbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. The Department of EFLT recognizes university policy regarding academic misconduct. In accordance with University policy regarding academic misconduct, students may be subject to several sanctions upon violations of the Student Academic Honesty Code. Unless I state otherwise, quizzes, and all assignments will assess your personal (*individual*) knowledge of course material. In these cases, having someone help you or do the work for you is considered cheating. Our university now utilizes the services of plagiarism detection software for professors to screen student work. I require your work to be submitted in electronic format. I will not award a grade or points toward a grade for the work unless and until it is submitted in the manner and format required.

Academic Integrity:

Auburn University has adopted an Honor System proposed by its students and faculty to promote academic integrity and has enacted the following code:

*“We, the faculty, instructors, and students of the (University course here) pledge to fulfill our mutual responsibilities to each other and the academic community at large with honor and integrity in order to build and maintain a climate of respect and trust that will enhance our research, teaching, and learning. We will support the Honor System of the School, and will not tolerate activities that undermine academic integrity.”*

Academic dishonesty is an offense that will be reported to the Academic Honesty Committee. Please refer to the following document for further information regarding academic honesty: [Auburn University Student Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/policies/academichonestycode.pdf)

1. **Technology in class**: During class time all cell phones must be stowed away. You may use recording devices to help aide your personal learning only if you need them but are not permitted to post, reproduce, or share any class footage. During breaks, if you wish to use phones I don’t mind but please do not use them during class time. Thanks in advance for your cooperation on these things.
2. **Special Accommodations**: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT). Last Updated: Apr. 24, 2012
3. **Course Contingency**: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum(s) to your syllabus and /or course assignments will replace the original materials. Changes like this will be conveyed on Canvas Announcements and Email.
4. **Course Enrollment:** In order to be accepted for enrollment by the instructor into this course, a student must be accepted into the teacher education program. Students must properly enroll in this course with no schedule conflicts or overlaps with other courses taken during the same semester. It is the obligation of the student to ensure this and, upon a conflict, to notify this instructor so proper advisement and proper resolution be made. In-class work (i*.e. discussions, class participation activities, etc.*) missed due to a schedule conflict cannot be substituted or replaced with any outside assignments, tasks or work done outside of class time. This policy applies to all students regardless of their circumstances or their program affiliation. In nearly all cases of a schedule conflict, a student will need to drop another course if they wish to continue enrollment in this section. In a few cases, a student’s advisor or professor of the conflicting class may email me assuring me that they are aware of the conflict and are allowing the student to attend my class time in full and no requests will be made to leave any sessions early due to the conflict. It is only under these conditions that I will allow such conflicts to co-exist without dropping a student from this course. The same policy applies to my grading policies which consider time spent in class as indicative, to a certain extent, of attendance oriented assignments. So, I reserve the right to lower a student’s grade if a student demonstrates a fairly consistent pattern of missing class time or not turning in their alternate service learning journals on time (*if unexcused and if not made up*). Any and all time lost at such class meetings or service research hours must be made up.
5. **Required Auburn Email Account and Synchronization:** Keep your email account for active so that needed student-school communication can take place in the proper timely fashion. This is now an active rule/policy of the entire university. Also, synchronize your password /account so that you can use computers in the LRC computer labs. Ask the campus (O.I.T.) Office of Information Technology staff for immediate assistance if you need to activate or reinstate your Auburn email account. Inquire with LRC staff about synchronizing your password for access to LRC computers.
6. **Scaffolding (Instructional help) Policy:** After some help has been given in a formative manner, I will sometimes need to limit the amount later on so that you rely more on your own skills and effort which hopefully become internalized. In other words, I provide limited scaffolding (help). In addition, the help must have limits or instead of being scaffolding which is defined as helping a student perform a task so that she/he learns to do it on their own, the opposite can happen without expressed limits. In other words, to write well, some help on mistakes or grammar are provided from time to time but not on everything or almost everything. Some areas of improvement on a task may be left unsaid so that a student can learn to apply criteria so they can effectively search, locate and correct and improve their work. Again, without this understanding between a student and instructor, the opposite may happen--total reliance of the student on the instructor. So, if the goal is student autonomy, then not all things I see as wrong with an assignment can be reasonably expressed to a student in a formative assessment manner. A few things can be communicated but not all things. Remember, a student won’t begin to be self-regulatory until and unless some expectation for autonomy is reinforced by an instructor and placed back onto a student. So when someone says in an email or in class, “*Let me know if my paper looks ok or if there is anything wrong with it before I turn it in for a grade.”* Again, if I've already helped a reasonable amount, and/or if the assignment was to perform the assignment without help, then this is not an appropriate request.

Teacher help should be given often but shouldn’t be entwined with a student’s grade in such a way that blame for a lower than expected grade is presumed to be the fault of a teacher for not giving an unending amount of help on an assignment before it is submitted for grading. Again, help is fine but needs to have some limits. But the grade still has to be a separate process and the grading, within reason, must be done so with the understanding to the student that help is limited for developmental reasons. As an adult, even a young adult, this expectation is the only appropriate way of moving through this class or any other in that learning will involve help but then the assessment (grading) will often be of what you do on your own, with what you’ve learned, practices, skills, thinking, etc. A student can’t grow if all of their improvement rests solely on the extent of their teacher to help them with things they need to internalize to then apply in a self-help, self-regulatory manner. This includes but is not limited to such things as writing papers, analysis, thinking, etc. So, from time to time, it may be necessary to remind someone that they may be asking for an undue (excessive) amount of feedback or help. I’ll be respectful in doing this by simply pointing out that your own efforts are needed as you work on your assignment, and I’ve played my helper role for this particular assignment to the fullest. I may at times ask for a phone call so I can provide some help via phone or meeting during office hours or appointment. Not all feedback can be necessarily fit into an email due to the excessive time it may take as well as the limits in understanding as a possible outcome from feedback in writing only versus an augment of oral/verbal dialogue as added feedback.

The psychology here as it directly affects your motivation is that there are limits in the amount of help that should be provided to a teacher in training student on any one assignment and these limits are so that a student expects more of her/himself in effectively producing their own work and understanding rather than being overly dependent/reliant on an instructor. You too one day will need to establish this overall expectation (to some extent) with your own students (even with most children) in order to help them see a need to do things on their own and to do them well.

As an illustration, you will have to *“teach them how to fish so they can gather their own meals”.* An outcome of this kind is a most basic part of human learning, cognition, autonomy, development, motivation and educational progress.

#### Ethics of grading and receiving a grade (sound and fair grades):

A student may ask a question on assignments (within reason) on what things constituted a lower grade than they perhaps expected. But where things become a problem, an ethics problem, are when sometimes a student will make a request for a higher than deserved course grade for such reasons as for example, “*I need an A”,* or “*I have a scholarship that makes me need an A for the course”*. Not for an*y* reason does any student “*need*” an A. Such requests or comments are extremely inappropriate, unethical, and disrespectful from the perspective of our university, our college, and the field of teaching you are studying to enter. A basic rule and need that teachers are hired to honor is to honestly grade a student based on criteria and grading systems established and to do so as fairly as possible and with the least amount of bias. So, I ask in advance to please, at all costs, refrain from making any such comments or requests at all to me in person, on email, in writing, or on the phone. Such statements, (whether intended this way or not), are simply unethical and misguided ways to apparently appeal to an instructor’s supposed sympathy, sense of forgiveness, etc. In reality, our job (our paid duty) is such that, just as important as is our instruction, is our grading (judgment) on the level of student attainment of course objectives. So, to sum it up, you too will very soon be in the same seat as a judge of student performance. Teacher judgments on student progress must be sound and fair to properly serve children, parents, schools, and society. Please also refer to the Alabama Educator Code of Ethics. (5)(c) 5.(i) to further your understanding of ethics in teaching which you will need to know. These are fairly uniform across all states.

**K. Back-up Instructor Contingency Plan**: The late point deductions policies and attendance policies are all supported by my department and colleagues, across several departments and undergraduate programs. Note that if I as your instructor must be replaced due to health reasons or similar extenuating circumstances, then Professor Paris Strom will take my place stromps@auburn.edu (334-844-3077). He is not to be contacted by you before that time for any reason. The late policies help me grade work and work with you in a reasonable time frame and these would be in place for my replacement instructor. You will know if I was going to be replaced since you would hear from him via Canvas Announcement and on Tigermail. This transition to a different instructor would only happen on very serious situations such as COVID-19 related issues or other health issues. I plan to do the same for his courses. The university is now mandating we have such instructor back-up plans.

**L. Diversity:** "All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed...I will do my best to address and refer to all students accordingly and support classmates in doing so as well."

Names and Pronouns: Many people might go by a name in daily life that is different from their legal name. In this classroom, we will refer to people by the names that they go by. Pronouns are a way to affirm someone's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited to share what pronouns you go by, and we will refer to people using the pronouns that they share.

**M. Add/Drop, Incompletes and Withdrawals:** Grades associated with incomplete course work or a withdrawal from class will be assigned in strict conformity to University policy *(see A.U.* Bulletin lates*t* edition)*.* If you wish to drop this course, you may do so no later than by the date indicated by the Registration Office. Students who drop at this time will receive a “W”. After the official university deadline for withdrawals, a withdrawal from this course will only be granted under very unusual circumstances and must be approved by the Dean of the College of Education.

 Please be advised that an Incomplete mark for this course may be reported first, temporarily (in a student’s GPA), as an F which will negatively affect a GPA. This is a protocol of the registrar’s office. It is not my protocol and nor is it within my authority to prevent or change this protocol. According to AU Policies, Incompletes (IN) are given only for certain conditions and situations (see Student Policy e-Handbook). If service learning hours by the end of a semester’s deadline are below 25 hours then this will constitute either an “IN” Incomplete, or “F” (Failure) or “FA” (Failure due to non-attendance) for the course according to eligibility or non-eligibility for an IN. It is the responsibility of the student to request an IN before the cut-off date for receiving all final course assignments and she/he or his/her appointee must do this on email. This instructor will then confirm receiving that email and then provide a response on email as well. Please check email in case you request an IN from me. To be eligible for an IN, at least 50% of all course assignment work must be completed before the cut-off assignment deadline and must be completed at a satisfactory level (see Student Policy e-Handbook).

**N. Professionalism COE:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

\*Engage in responsible and ethical professional practices

\*Contribute to collaborative learning communities

\*Demonstrate a commitment to diversity

\*Model and nurture intellectual vitality

Please also practice the below COE Dynamics of Our Conceptual Framework Building Competent, Committed, & Reflective Professionals:

## **\***Display appropriate dispositions. **\***Create and maintain a safe, inclusive, tolerant and stimulating learning environment. **\***Understand multicultural, global, and community perspectives. **\***Focus on learning of all students and methods to assess performance. **\***Integrate appropriate technology and other resources into the instructional program. **\***Collaborate with parents, community leaders, practitioners, and other professionals. **\***Understand how students develop and learn. **\***Build upon empirical and experimental knowledge within dynamic and diverse programs. **\***Teach effectively as evidenced by knowledge of content and appropriate pedagogy.

**Alabama Quality Teaching Standards and Candidate Proficiencies:**

## The Alabama State board of Education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards. These standards have been aligned with the 15 Candidate Proficiencies in the College’s conceptual framework. Students will be assessed on a course-appropriate subset of these proficiencies. The candidate proficiencies assessed in this course are highlighted in the Syllabus Supporting Materials file. These indicators pertain to human development, organization and management, learning environment, instructional strategies, assessment, learning styles, collaboration, continuous lifelong professional learning, Alabama-specific improvement initiatives, school improvement, ethics, local, state and federal laws and policies and professionalism.

See Canvas for Syllabus Supporting Material (List of Candidate Proficiencies and Alabama Teaching Standards). These files are in MOD 1.

Any changes in syllabus policy, assignments, points, etc. will be announced on email in Canvas and in the class announcements area on Canvas. Students are responsible for being aware of changes and checking their Canvas email and Canvas class announcements as well as their Tigermail. This syllabus is well planned but is still tentative in that I reserve the right to make change if needed.

**O. Tentative Syllabus:**

The syllabus is subject to change at the discretion of the class instructor. Students will be notified in a timely manner of any syllabus changes via email. Any changes in syllabus policy, assignments, points, etc. will be announced on email in Canvas and in the class announcements area on Canvas. Students are responsible for being aware of changes and checking their Canvas email and Canvas class announcements as well as their Tigermail. This syllabus is well planned but is still tentative in that I reserve the right to make change if needed.

**ALTERNATE SERVICE LEARNING CORE HOURS TASKS & JOURNAL QUESTIONS:**

Introduction: As directed in the syllabus, spend the intended number of core hours time doing the below task or tasks of choice. When done with some core time then, you will then write a journal using the questions per each task. Explore your choice of one, two, or all three of the websites below (shown as TASK A and TASK B and TASK C) for the time frame you choose to have count towards core hours of service learning. Then, for an additional one hour and 30 minutes (per journal), use that *in-kind* *(ik)* time to write a 600 word count journal about what you learned from your exploration of the site or sites below.

Overarching Purpose for all Tasks: These tasks will also orient you well I hope to specific materials you can use with students and parents during normal times and during given situations like storms and the situation we are in now, COVID-19.  Schools need to go on in such cases but differently. With online resources and your knowledge of them and exactly how they work, then the show can go on.

**DEADLINES FOR SERVICE LEARNING REQUIREMENTS**

The cut-off date deadline for service learning completion for Fall 2020 will be on **Nov 24th, 2020.** If a student still needs to complete some remaining service learning time after NOV 24 then it will then be considered late. The cut-off deadline for late S.L. Journals and for doing and reporting late core hours will be the morning time of **9am on Sat, Dec 5.**

**CREDITING SOME ASSIGNMENT TIME TOWARDS SERVICE LEARNING**

I will credit students for 2 hours and 30 minutes of service learning by attending my course orientation (during week 1 of A.U. classes). I also have 3 Service Learning Journal assignments that each require time to write. So, this would mean that once students do the items shown in the below table, they would be credited for seven hours *in kind (green)* of service learning related work that is off campus from the S.L. site but still very relevant. All in all, the Alternate S.L. Assignment, would require that each student would need to serve 18 core hours (shown in *yellow*). On top of those 18 core hours, a remaining seven hours *in-kind* they must serve will be completed when they submit certain assignments that are tagged with the amount of time they will be credited for time towards (that count towards service due to relevance) as shown in the below table. The rationale for this policy is that it credits assignment work that has strong relevance to skills and knowledge areas related to field experience and to the course objectives. All items below add to 25 hours which complete the course requirement.

|  |  |  |  |
| --- | --- | --- | --- |
| **TYPE OF HOURS** | **SERVICE LEARNING AT ASSIGNED SCHOOL SITE** | **ALTERNATE SERVICE LEARNING ASSIGNMENT** | **HOURS****TALLY** |
| ***In- Kind* Hours** | Attending service learning orientation at our meeting. | **2.5** **Hours**  |
| Writing three S.L. Journals*1 hour, 30 mins is earned per each well done Journal assignment.*  | **4.5** **Hours** |
| **CORE** **HOURS** | **18 CORE hours DOING the Alternate S.L. Assignment Tasks****not at a school site** | **18****Hours** |
| ***NOTE! TOTAL:*** *I will need Hours SLUPDATES (updates in hours in Canvas) and* ***25 Hours****time sheet kept and submitted for all CORE hours, plus TK20 completed.* |

**Your 25 required alternate service learning hours explained - in a nutshell**

You will submit **three written S.L. Journals** based on your research from given websites. The time for writing these S.L. Journals, along with the time in researching the course orientation, will count towards what will be a total of seven hours of **service in-kind (ik)**. See below for further explanation. The remaining **18 core hours** required for this course will be obtained by time spent on the Alternate S.L. Assignment Tasks.

**Journals related to service at site and/or Alt. Tasks for service learning:**

A student must complete three S.L. Journal Assignments. Below shows a simple example for how these S. L. Journals could be done. They will be due on the due dates for MOD 3, MOD 7, and MOD 13.

**Example I.** A student could research one of the given websites for 6 hours then prepare a written journal consisting of at least 600 words on the information they learned. The hours spent DOING must be accounted for in the journals, the time sheet, and the SLUPDATE text entries will account for one of the journal submissions.

**Example II**. A student could research two of the given websites for 6 hours, then prepare a written journal consisting of at least 600 words on the information they obtained. The hours spent DOING must be accounted for in the journals, the time sheet, and the SLUPDATE text entries will account for one of the journal submissions.

The S.L. Journal assignments will be open for submission, along with the SLUPDATES, on day 1 of classes since I tie together the instructions for an assignment to the area where the assignment is submitted. The assignment instructions for these S.L. Journal assignments will be up for viewing starting on Aug 17th so you can know exactly how you want to do these assignments with a far-in-advance notice to enable you plenty of time from the start of the course to do them and the DOING of the service time.

**ALTERNATE SERVICE LEARNING JOURNAL ASSIGNMENT TASKS**

**MAIN EXPECTATION:** The links to the exact instructions to follow for S.L. Journals are on the MODULES page in Canvas as well as will be linked as the last step in each module which serves as a weekly reminder to be DOING your research hours and preparing your written S.L. Journal for each upcoming due date. Additionally, MOD 1 will contain these same links to the instructions so you have an understanding from the course beginning about what is expected and will be due later on at the end of MOD 3, 7, and 13. Furthermore, all S.L. Journal assignment instructions will be viewable from the first day of our class so that you can read about the assignment expectations far in advance of when they will be due.

**THREE ALTERNATE S.L. TASKS:** Each of the below can be done once or twice as long as each time done, the focus of the materials explored are *different from those done previously - if done previously*.

*TASK A. Exploring Khan Academy lessons and assessments with sharing & critique discussions*

*TASK B. Exploring IRIS Modules with sharing & critique discussions*

*TASK C. Exploring Edutopia videos with sharing & critique discussions*

Assignments schedule subject to change due to pandemic. The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

**TASK A. Exploring Khan Academy lessons and assessments:**

**YOUR CORE HOURS TASK:** [https://www.khanacademy.org](https://www.khanacademy.org/)

Using the link to the website below go through as many lessons (*subjects of your choice at the grade level(s) of choice*) as will constitute the intended amount of core time towards service learning. Go through the lessons of choice to see how the material is delivered as well as assessed.

**FIRST:**  Look on the main page on the top tabs under **Courses**. Then click a topic you wish to learn from and could hopefully use with students and/or parents.  Courses include Health and Medicine, math, art, etc. Each topic has one or more modules, each with videos and other learning materials. There are numerous topics here for student learning across many subject areas and grade levels!

**SECOND:** Once you explore for a bit, then create an account (free) to be a student on the site so you can see how going through the modules and assessments track your student progress. You can also create an account as a teacher (also free) to see how students are tracked in terms of their progress.  Having this experience with using the student and teacher Kahn accounts will prepare you as an intern and as a future teacher in cases like the one we are having now and even when there is no crisis. Even during normal times, students (or their parents) can be given an assignment in Kahn Academy. Parents can be included in this arrangement so that they can monitor their children in terms of going through the online modules (for tutorial purposes).  There are numerous hours of modules to learn from in this website.

***FOR MORE CORE TIME:*** In addition to your time spent exploring and trying out these lessons, time towards your core hours can also be spent by meeting with a classmate(s) on Zoom to talk about the favorite lessons and assessments you learned from, and other materials provided on this site. If you meet with others in this way, then the time towards meetings on Zoom should be given mention with exact dates and times being included in the journal. Time must be accounted for by being recorded on your time sheet, the SLUPDATE and most importantly, in the S. L. Journal. Include exact dates and times and names of classmate met with) being included in the journal to account for some of the time for the doing (core time) of the assignment).

**JOURNAL QUESTIONS -TASK A – (for Khan Academy Website)**

**Question 1.**

Include description about specific modules and resources (your favorites) that you tried out, explored, watched and learned from, and talked about if you met with others on Zoom or phone.

**Question 2.**

--Explain how these modules/resources have importance to your future job as a teacher in maximizing student learning, motivation, development, and/or assessment of learning.

--What aspects or lesson components did you like about the modules and learning resources that you identify as your favorite? In other words, what makes them effective, to be used with your future students? Explain.

**Question 3.**
Include how many core hours were spent doing this task. Also, specify a percentage estimate about how much of the core hours were spent exploring and trying things out on your own and how much time was spent (if any) on the social part of talking/sharing/critiques with classmate(s) about the materials on Zoom or phone.

 **RULES:**

--The largest focus of your response (and most length) should be on questions 1 and 2.

--Your Journal response for this task must be at least 600 words total. It may be more if need be. The questions are not counted towards word count- only your response counts. Submit this as a word file in the appropriate module.

--For each S.L. Journal done with this task as a base, *different* Khan Academy lessons and resources must be explored than from whatever was done in the first journal - if done previously.

--Time for any meeting with classmates can count as long as the time is accounted for by being recorded on your time sheet, in the SLUPDATE, and most importantly, in the Journal. So folks, this means that exact dates and times and names of classmates met with must be included in the journal to account for some of the time for the doing of the assignment (core hours) if you want meeting time to count towards those hours.

**TASK B. Exploring and Learning from IRIS Modules:**

 **YOUR CORE HOURS TASK:**

On the IRIS website, go through and learn from as many lessons (subjects/topics of your choice) as will constitute the intended amount of core hours time towards service learning. For each S.L. Journal done with this task as a base, that means that different IRIS Modules must be explored than from whatever was done before - if this was done previously.

**FIRST:** Use the link below which shows briefly how to navigate around and find resources and modules to learn from on their site. Many of the topics to learn about apply to all teachers across subjects and many grade levels!  Use the link below to access/use the actual resources and modules to learn from.

[https://iris.peabody.vanderbilt.edu/resources/website-navigation-videos](https://iris.peabody.vanderbilt.edu/resources/website-navigation-videos/)

**SECOND:** Use the link belowwhich is the page that holds the modules and some other resources based on specific topics to learn from according to what you choose to learn. There are numerous hours of modules that one can learn from here as a future teacher and you could issue the topic(s) of concern to parents.

<https://iris.peabody.vanderbilt.edu/resources/iris-resource-locator/>

***FOR MORE CORE HOURS TIME:*** In addition to your time spent exploring and trying out these lessons, time towards your core hours can also be spent on meeting with a classmate(s) on Zoom to talk and critique about the favorite assignments you learned from, materials provided on this site, as well as what the site could do to further the instructional effectiveness. If you meet with others in this way, then the time towards meetings on Zoom must also be given mention with exact dates and times being included in the journal.

The time in the doing of this task can also be spent by meeting with a classmate on Zoom to talk/critique about the favorite resources or modules from this site, and what the site could do to further instructional effectiveness. This time can count as long as it is accounted for by being recorded on your time sheet and in the SLUPDATE and most importantly, in the Journal. Exact dates and times and classmate names) must be included in the journal to account for the time for the doing of the assignment if meetings are involved.

**JOURNAL QUESTIONS for TASK B - IRIS WEBSITE:**

1. Include explanation about specific resources you tried out, explored, read about, and/or watched, and talked about if you met with others on Zoom or phone.

2. Explain how these resources have importance to your future job as a teacher in maximizing student learning, motivation, development, and/or assessment of learning.

3. Include how many core hours were spent doing this task and specify just a percentage estimate about how much of the core hours were spent exploring and trying things out on your own and how much time was spent (if any) on the social part of talking/sharing with classmate(s) about the materials on Zoom or phone.

**RULES:**

--The largest focus of your response (and most length) should be on questions 1 and 2.

--Your Journal response for this task must be at least 600 words total. It may be more if need be. The questions are not counted towards word count- only your response counts. Submit this as a word file in the submission area for S. L. Journal 1 and/or S. L. Journal 2.

--For each S.L. Journal done with this task as a base, different IRIS Modules must be explored than from whatever was done in the first journal - if done previously.

--Time for any meeting with classmates can count as long as the time is accounted for by being recorded on your time sheet, in the SLUPDATE, and most importantly, in the Journal. So folks, this means that exact dates and times and names of classmates met with must be included in the journal to account for some of the time for the doing of the assignment (core hours) if you want meeting time to count towards those hours.

**TASK C. Exploring Edutopia videos and resources:**

**YOUR CORE HOURS TASK:** [edutopia.org](https://www.glef.org)

Using the link to the website above, watch and learn from as many videos and resources about *subjects and topics of your choice at the grade level(s) of choice*) as will constitute the intended amount of core hours time towards service learning. All videos and resources are intended to showcase effective and innovative teaching, lessons, and learning approaches. This site is supported by George Lucas of Star Wars!

**GETTING STARTED:**
Look on the main page on the top tabs under **TOPICS then click ALL TOPICS which brings you to Topics A-Z**. Then click a topic you wish to learn from. It will call up all the videos and resources about that topic for your access. For this website some materials or even all can be for your learning as a teacher in training. You might also find that some resources may help parents too now and then. This website focuses on topics about teaching and learning across subject areas and grade levels that show contemporary and often innovative approaches. There are numerous hours of videos and resources to learn from on this website for teachers.

Be mindful that when looking up the materials by Topics A-Z, it won’t show which items are readings, videos or other things. You have to look through them to see. If you are looking for videos then use the top tab (VIDEOS) to call up a list. The main topic theme is shown in red above each video title.

***For more core time:***In addition to your time spent exploring and trying out these lessons, time towards your core hours can also be spent on this by meeting with a classmate(s) on Zoom to talk about the favorite assignments you learned from, materials provided on this site, as well as what the site could do to further the instructional effectiveness. If you meet with others in this way, then the time towards meetings on Zoom should be given mention with exact dates and times being included in the journal.

The time in the doing of this task can also be spent by meeting with a classmate on Zoom to talk about the favorite readings from this site, favorite stories read, as what the site could do to further instructional effectiveness. Time on doing can also be spent in Meetings on Zoom or other safe forms (phone) as long as they are accounted for by being recorded on your time sheet, SLUPDATE and most importantly, in the S. L. Journal (exact dates and times and classmate names) being included in the journal to account for the time for the doing of the assignment).

**JOURNAL QUESTIONS -TASK C – (for Edutopia Website)**

**Question 1.**
Include description about specific resources (your favorites) you tried out, explored, read about, and/or watched, and talked about if you met with others on Zoom or phone.

**Question 2.**

--Explain how these resources have importance to your future job as a teacher in maximizing student learning, motivation, development, and/or assessment of learning.

--What aspects or lesson components did you like about the modules and learning resources that you identify as your favorite? In other words, what makes them effective, to be used with your future students? Explain.

**Question 3.**
Include how many core hours were spent doing this task. Also, specify a percentage estimate about how much of the core hours were spent exploring and trying things out on your own and how much time was spent (if any) on the social part of talking/sharing/critiques with classmate(s) about the materials on Zoom or phone.

**RULES:**--The largest focus of your response (and most length) should be on questions 1 and 2.

--Your Journal response for this task must be at least 600 words total. It may be more if need be. The questions are not counted towards word count- only your response counts. Submit this as a word file in the submission area for S. L. Journal 1 and/or S.L. Journal 2.

--For each S.L. Journal done with this task as a base, *different* Edutopia videos and resources must be explored than from whatever was done in the first journal - if done previously.

--Time for any meeting with classmates can count as long as the time is accounted for by being recorded on your time sheet, in the SLUPDATE, and most importantly, in the Journal. So folks, this means that exact dates and times and names of classmates met with must be included in the journal to account for some of the time for the doing of the assignment (core hours) if you want meeting time to count towards those hours.

---------------------END OF SYLLABUS--------------------