

**FOUN 3120/3123**

**SYLLABUS**

**Adolescent Development II: Learning, Motivation and Assessment**

**Fall 2020**

## Department of Educational Foundations, Leadership & Technology

College of Education

**Instructor:** Kelly Birchfield

**Educational Psychology**

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**Office Hours**: By appointment made by scheduling on e-mail two business days in advance M-F while term is in session.

**Office Hours Location:**

By Zoom

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

**Fall 2020 Course Syllabus (FOUN 3120/3123)** – Kelly Birchfield

1. **Course Information**

**Course Number:** FOUN 3120/3123

**Course Title:** Adolescent Development II: Learning, Motivation and Assessment

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

**Credit Hours: 3**

**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.

**In the event of an institution shutdown of face to face classes your syllabus and course instruction remains the same given the course is fully online.**

#### Meeting Days/Times/Location

#### You are required to meet virtually one time for an orientation session. To meet this requirement, you must attend one of the following sessions:

Main session: Wednesday, August 19th 10:00 AM – 11:30 AM

Back-up session: Thursday, August 20th 10:00 AM – 11:30 AM

Other than the initial class meetings, these sections of the course (FOUN 3120/3123) will be in Distance Education format which means that most of the course material, including lectures (*videos*) and readings, will be on Canvas. Mostly, assignments in the course will be conducted and submitted on a week to week basis online via Canvas. All online learning modules (these contain the lectures, readings, and written assignments) are accessible 24/7.

It is expected that you 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 11:59 PM C.T**.).

#### Office Hours & Contact Information

**Phone & Voicemail:** 334-224-0635

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

I try to check voicemails and e-mails throughout the day and will do so every day no later than 6:00 PM (M-F). I will respond to your e-mail or voicemail within one business day. No office hours or appointments are planned or held during holidays or official university breaks.

**Office Hours**: By appointment made by scheduling on e-mail two business days in advance M-F while term is in session.

**Office Hours Location:** By Zoom

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

**Three Forms of Approved Online Communication:** You are expected to check your Tiger e-mail at least once a day (M-F). You should also regularly check your Canvas e-mail and GRADEBOOK.

#### Course Materials

**Required:**

**Textbook:** 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. 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.

Other material we also plan to use for the course will be readings that are posted on CANVAS. Those online items will be free, but you must access them online. These cannot be sent to you or mailed to you.

**Technology:** You will need daily access to an effectively functioning desktop or laptop computer with functioning high-speed internet connection either at home, work or on campus (if you live on campus).

**Recommended:**

**Note pad/Binder:** Taking notes from lectures will be important, so you should use a note pad or spiral pad. Also, at least a few extra materials will be provided in Canvas. Readings and some lecture highlights from class will be posted on Canvas for your convenient access to read or print out. Organization of class material is key to effective studying so please maintain notes in a binder.

**Earphones:** might find one pair of earphones (such as *earbuds*) to 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, the LRC has a very large number of them that you can check out for use in the LRC. Be mindful of LRC posted hours of operation.

#### 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. The focus for this course will be on theories and approaches to motivation and learning as well on principals and approaches to formal classroom assessment.

1. **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:**

#### Communication; Planning; Collaboration; Motivation

**WK 1 Introduction:** A discussion about this course, my expectations, and your responsibilities as a learner.

**WK 2-4 Motivation:** A deeper dive into how students’ develop their identities through interactions with peers and inter-generational relationships, a discussion of theories of motivation, and an examination of school policies that inhibit or increase student motivation.

#### Theories of Learning

**WK 5-7 Classic Theories of Learning:** An overview of classic theories of learning, including behavioral theory, social cognitive theory, constructivism, and information processing.

**WK 8 Online Learning and Media Literacy:** A focus on facets related to online learning and learning related to social media.

**WK 9 Learning to Think Creatively:** An exploration of what it means to think creatively, and how teachers can help students become better problem solvers.

#### Assessment of Learning

**WK 10 Basic Concepts and Guiding Principles:** An introduction to assessment and an overview of principles of good assessment and qualities of effective assessment.

**WK 11 Selected Response Assessments:** A discussion of how selected response items can be used to assess student learning.

**WK 12 Product/Project Assessment:** An overview of how work products or projects can be used to assess student learning.

**WK 13 Standardized Testing:** An exploration of how standardized tests can be used to assess student learning as well as some advantages and disadvantages related to their use.

**More about the Course:** This course will provide an integrated overview of issues central to educational psychology and adolescent 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 adolescent 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. 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 (page 19).

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.

#### HYBRID/DISTANCE EDUCATION FORMAT SECTION – FOUN 3120/3123:

Course material is to be accessed via Canvas. Some materials have assignment instructions, while other files have video lectures. It is entirely the obligation of the student in this course, since it is in this distance education format, 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.).

This course has been designed in accordance with Auburn University consulting from IMG and from LRC Distance Learning Staff in terms of functioning videos, viewable PDFs and links, etc. Please note that this functionality is for computers, including desktop and laptop computers. Anything else 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. In other words, I am unable to design course material for cell phones, smart phones, iPads, or other tablets. 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. The best the university can do is to possibly recommend browsers or other software that may enable more functionality for you.

The lectures, which constitute the vast majority of class instruction for this section, are placed on video (*on Canvas*) and organized in a very orderly, easy to use manner. Your time should be spent extensively reading, working on assignments and watching lectures/taking notes when your schedule allows. You can pause, start and stop the lectures anytime, replay them as many times as you wish, etc. 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 3* ***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. Be sure to complete each module’s assignments before or by the posted finish date shown in this syllabus.

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 9 and 10 contain the MOD SCHEDULE with learning modules and assignments. This is the exact schedule you will follow for each week. The start date for MODs will be **Wednesdays** and the completion date for MODs and any **MOD** assignments will be the following **Tuesdays by 11:59 pm**. The date time frame for each module shown includes time for readings, watching video lectures and whatever assignment(s) are given. Additional time (outside of the “module” time provided per module) may be needed for some students from time to time in the same way that students have time for homework, outside of class time. Plan your time closely based upon what is provided in the schedule**.** 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.

Exact content breakdown is shown in each module that you will follow in Canvas, 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. 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.

**TIPS: USING CANVAS MODULES 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 MOD before or by the **underlined, bolded date** shown on pages 9 (and in Canvas). That is 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.** 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.

**H**. In general, you should not get ahead any further in Canvas assignments than by about one MOD. You may read and/or watch ahead more (far more) ahead if you wish, but you should not submit the actual mod assignments in Canvas more than one MOD ahead (see exact dates on page 9 for when each Canvas assignment opens for access and submission).

**Course Modules Schedule**

|  |  |  |
| --- | --- | --- |
| ***Mod Name & Notes*** | ***Start + Due Dates*** | ***Asnmt*** |
| **UNIT I: Course Orientation** |
| **MOD 1:** MOD 1 + Meeting  | Aug 19 – Aug 25 |  |
| **MOD 2:** Cultural-Generational Context for Motivation | Aug 26 – Sep 1 |  |
| **MOD 3:** Basic Motivation Theories | Sep 9 – Sep 15 |  |
| **MOD 4:** Risks to Motivation | Sep 16 – Sep 22 |  |
| **UNIT II: Theories of Learning** |
| **MOD 5:** Behavioral & Social Cognitive Views | Sep 23 – Sep 29 |  |
| **MOD 6:** Individual & Social Constructivist Views | Sep 30 – Oct 6 |  |
| [**MOD 7:** Information Processing views](https://auburn.instructure.com/courses/1193826/pages/m7-dot-dot-dot) | Oct 7 – Oct 13 |  |
| [**MOD 8:** Learning Online & Media Literacy](https://auburn.instructure.com/courses/1193826/pages/m8-dot-dot-dot)      | Oct 14 – Oct 20 |  |
| [**MOD 9:**Learning to Think Creatively](https://auburn.instructure.com/courses/1193826/pages/w9m)     | Oct 21 – Oct 27 |  |
| **UNIT III: Assessment of Learning** |
| **MOD 10:** Basic Concepts & Guiding Principles | Oct 28 – Nov 3 |  |
| [**MOD 11:** LP with Selected Response Assessments](https://auburn.instructure.com/courses/1193826/pages/m-dot-11-dot-dot-dot) | Nov 4 – Nov 10 |  |
| **MOD 12:** LP with Prod./Proj. Assessments | Nov 11 – Nov 17 |  |
| **MOD 13:** Standardized Testing  | Nov 18 – Nov 24 |  |
| Remaining Assignments **Cut-Off:** Submit before | **Dec 1,** 11:59 PM!! |  |
| \*LATE / REMAINING ASSIGNMENTS SUBMIT BEFORE 11:59PM CT, MONDAY - DEC 1, 2020.All Canvas-submitted assignments are due on date shown above before 11:59pm CT. |

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

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

## Pay attention to the **MOD** Title flagged with light blue. Study all materials from top to bottom in each module, (MOD 1-13), by following each "**STEP**". Assignment instructions and submission area for MODs 1-13 are *inside* each module (*often last or near last step*) marked with **$**…. Complete work and assignment(s) in each before or by each **bold date** shown. Assignments are due by 11:59pm (C.T.) except where**\*** appears.

--Tech Help … **=** click link at bottom of page.

**Course Assignments Schedule and Points**

|  |  |  |  |
| --- | --- | --- | --- |
| **ASSIGNMENTS** | **EARLY TURN-IN**  | **DUE**  | **POINTS** |
| M1 REQUIRED MEETINGM1 Practice Text EntryM1 Practice Word fileM1 M.o.U.--SyllabusM1 Practice DiscussionM1 Textbook Text Entry | 08/19 OR 08/20Aug 19  |  08/19 OR 08/20 Aug 25 | 12022538 |
|  |  |  |  |
| M2 Team Discussion | Aug 26 | Sep 1 | 140 |
| M3 Team Discussion | Sep 9 | Sep 15 | 100 |
| M4 Team Discussion   | Sep 16 | Sep 22 | 120 |
| M5 QUIZM5 Lesson Plan | Sep 23 | Sep 29  | 30120 |
| M6 Lesson Plan | Sep 30 | Oct 6 | 120 |
| M7 Lesson Plan | Oct 7 | Oct 13 | 120 |
| M8 Team Discussion | Oct 14 | Oct 20 | 120 |
| M9 Team Discussion | Oct 21 | Oct 27 | 120 |
| M10 QUIZM10 Reflection | Oct 28 | Nov 3 | 50120 |
| M11 QUIZM11 Lesson Plan Assessment | Nov 4 | Nov 10 | 30120 |
| M12 Lesson Plan Assessment | Nov 11 | Nov 17 | 120 |
| M13 QUIZ | Nov 18 | Nov 24 | 24 |
|  |
|  TOTAL POSSIBLE POINTS **1603** |
| \*LATE / REMAINING ASSIGNMENTS SUBMIT BEFORE 11:59PM CT, MONDAY - DEC 1, 2020.All Canvas-submitted assignments are due on date shown above before 11:59pm CT.  |

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

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. Those also contain 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 for each assignment.

Please keep in mind that with a word count minimum, you can still submit good quality responses. You may choose to submit work with a more than minimal word count, but it doesn’t necessarily constitute more points and never constitutes extra credit points. If your work is within the high-quality range, you will earn either full points or close to full points. 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.

**Grading Schedule for Written Assignments** (*a general indicator*): 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 business travel or 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).

# Criteria for Earning Your Final Grade for this Course:

Your basic course expectations are: (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. Active participation and communication are 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 93+ percent of the possible points in the course and receive a B or less due to less than excellent attendance and/or participation at service learning, etc.

**Course Grading Scale By %**

93% - 100% = **A**

80% – 92.99% = **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.*  **1603**

**12. 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.

Unsubmitted work will be marked as NOT SUBMITTED (or have a similar message) and most noticeably will have zero points. Once you submit extension work or late work, the grade for that assignment changes from a zero to your earned grade. In a few cases, totally unsatisfactory work will be identified with the label, RESUBMIT “resubmit with improvements. I might issue such a request on occasion to help a student know they’re expected to put more effort into their assignments. In such a case, I will allow the opportunity to resubmit the work with changes.

If you would like clarification or to discuss a grade, then e-mail 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 we can discuss 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). I’ll update grades on Canvas regularly as 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.

**13. 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.

**14. Submitting Assignments (Format):**

Note that for your written assignments, except for Canvas Discussions, I require them to be submitted on a **Word file attachment** in the SUBMISSION area for each assignment on Canvas. Each assignment has its own INBOX labeled for that assignment. If something does not get sent to me correctly it will have a **PROBLEM** - **NOT SUBMITTED RIGHT** notice. 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.

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. It is your responsibility to ensure that it is posted or sent to me correctly, that it contains an attachment which can be opened, and that the attachment is in a file format that I can access and mark. It is best to send in your assignments with time to spare. I recommend 24 hours earlier than the deadline, and 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 if there are similarities between one student’s work and that of another student. In order to be safe, always have your assignments on at least two other devices as back-up in case a computer fails. For example, store it on a thumb drive and an send it in e-mail to yourself.

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. This eliminates confusion and helps in record-keeping.

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

Class assignments that involve sending an e-mail 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 e-mail 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 e-mail end time (6:00 PM) for a day when things are due.

**16**. **Late work and Extensions:** Opportunity for make-up assignments 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 make-up assignments should be made in advance where possible. You should inform me as soon as you are able about problems that occur that create barriers causing you to not be able to complete your work in a timely manner Don’t wait until the end of semester to claim that course tasks could not be met. To help minimize complications of late work, late work should be submitted as soon as possible after a missed/due date.

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 e-mail by the student (or designee) **before** the cut-off date of Dec. 1st, 11:59pm. 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.

Remember to submit remaining work you want to earn credit for towards Fall 2020 semester BEFORE the cut-off of 11:59pm on Dec. 1st. 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 Incomplete 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 Incomplete. 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 Incomplete.

With late work, as long as it is submitted BEFORE the cut-off date and time, then I typically do not deduct points for lateness. The work, though late, is considered on its merits based on the quality. Keep on schedule though please!

If you must submit work late, e-mail me to let me know a specific date by which I can expect the work. By doing this, you won’t likely get further behind. Instead, it helps us both push you to submit the work by the date that you promise in your e-mail to me. If I did not receive your submission by the assignment due date, then I will post on your Canvas GRADEBOOK a status of NOT RECEIVED, “Extension in progress.” or a similar message which indicates the assignment has not been received and you need to submit it as soon as you can and before the cut-off date and time. I will also assign a score of zero points, which will be changed if and when the late work is submitted and graded.

My strong recommendation is to hold yourself to having only until the end of the 3rd day after the initial due date to submit the late work.

Keep in mind I allow these extensions 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 you will need to catch up in order to stay on schedule.

**17. Resubmission of Assignments:**

I allow resubmission of a written assignment for the possibility of you earning a better grade. In your GRADEBOOK comment area for the assignment of concern, I will post a status of RESUBMIT RECOMMENDED or a similar message if you earned a C or below. If your submission is improved, then points will be re-calculated and posted. If you do resubmit an assignment, then you must notify me by e-mail. Please check your GRADEBOOK once each day (M-F) to facilitate this process.

I kindly ask and highly recommend that resubmissions be done, if possible, *within the 3 days after the original due date* for the module of concern so that you will not get more behind. The latest that any submission or resubmission (*of any type*) will be accepted will be before the **Cut-off Date/time of Dec. 1st** – **11:59pm**, 2020). *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, unless you are eligible to receive and have arranged with me to be given an Incomplete for the course.

Turning work in on time makes a difference in how soon instructors can grade it 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:

I want to provide some vital hints on strategy in finishing up remaining and/or late assignments. I recommend you take the module assignments which are the most points and do those first. A second strategy is to do those assignments first or sooner that feedback from me might help you resubmit improved work. Generally speaking, this means you might choose to submit open-ended responses before you submit quizzes. The quizzes give feedback right away, so those can be submitted and resubmitted, if need be. A third strategy is always leave yourself time and expect there to be unanticipated technological problems. The later you submit work, then it becomes more problematic when such problems arise.

**19. Email Communication-Vital:**

You are expected to check your regular Tiger e-mail and your Canvas e-mail called INBOX for this course daily (M-F). The Canvas e-mail is what we will use for all class communication; however, special announcements may be sent to your Tiger account. Canvas e-mail is 100% protected from all spam and other announcements unlike regular Tiger e-mail.

Have your CANVAS NOTIFICATION SETTINGS set to where you get immediate notifications when I grade your work or post comments, when I e-mail you in Canvas, and when I post Announcements in Canvas.

To set up notifications go to the Canvas 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”*, “*Due Dates*”, “*Grades*”, and “*Submission Comments*”.

**20. 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.

**21. Class Attendance Policies:**

We only have one required class meeting which is offered at two dates/times if need be. 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 me), then this results in one letter grade drop for the course. This is due to the high importance of the one session which orients you to the Canvas course, the syllabus, and to the service learning. I must see your active access and use of Canvas at this meeting so self-enrollment in the course a minimum of 24 hours before the time of the meeting is required to ensure access to Canvas.

*Student Policy eHandbook*: Students are expected to attend all their scheduled classes. 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. In this course section, we have only 2 different dates (already stated well before the start of the semester) when we meet for discussions and other on-campus activities. Both of these dates are required attendance. If any are missed then each must be made up as soon afterwards as humanly possible. Emailing this instructor as to make up date and time will be expected. Then, an e-mail from the instructor to you confirming a particular date and time that works will be important to receive so you know for sure when the make-up session can be held. If you know you can’t make a certain meeting please tell me in advance if possible and then just reschedule with me.
* 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.

#### 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 to become 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.

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.
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. **Diversity Statement:** Many people go by a name in daily life that is different from their legal name. In this class, 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 class, you are invited to share what pronouns you go by, and we will refer to people using the pronouns that they share. (Credit: Auburn University College of Education, Critical Studies Working Group).
4. **Course Contingency**: 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.
5. **Course Enrollment:** In order to be accepted for enrollment into this course, a student must be accepted into the teacher education program.
6. **Required Auburn Email Account and Synchronization:** Keep your e-mail 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 e-mail account. Inquire with LRC staff about synchronizing your password for access to LRC computers.
7. **Scaffolding (Instructional Help) Policy:** After some help has been given in a formative manner, I may need to limit the amount of assistance later on so that you rely more on your own skills and effort, which hopefully become internalized. 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. In other words, to write well, some help on mistakes or grammar may be 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.

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, if the nature of an assignment is for you to perform it without help, then I may deny a request to look at work prior to it being turned in for a grade.

I believe that 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 a grade. 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 e-mail 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 and adolescents) 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 this becomes an ethics problem when a request is made for a higher than deserved course grade for reasons unrelated to academic performance. Some examples of unethical requests are, “*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 e-mail, 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. My job (paid duty) requires 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.

#### 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 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 her 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. The university is now mandating we have such instructor back-up plans.

#### 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.

If more time is needed to complete coursework after Dec. 1st 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 e-mail that they are finished with all the work that they intend to submit. When I receive this message on e-mail and confirm receiving it, then I will grade that remaining work and change the mark from an IN to whatever letter grade is earned as the final course grade.

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, 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). It is the responsibility of the student/or his/her appointee to request an IN by e-mail before the cut-off date for turning in all final course assignments. If this occurs, then I will then confirm receiving that e-mail and then provide a response by e-mail. To be eligible for an incomplete, 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).

1. **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 e-mail in Canvas and in the class announcements area on Canvas. Students are responsible for being aware of changes and checking their Canvas e-mail 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.