# **Auburn University College of Education, Department of Curriculum and Teaching**

**CTSE 7970 Section 1, Curriculum Development in ESOL Education, Fall 2022**  
**Instructor Contact Information**

Name: Gwendolyn M. Williams, Ph.D.

Office Location: Haley 5078

Office Telephone Number: 334 844-6775

Email: gmw0015@auburn.edu

Office Hours: 1-2 PM Wednesdays 3-4 PM PM Mondays and Wednesdays

I prefer to be contacted by email, and I will usually respond in 48 hours.

**General Course Information**

Class Days/Time: Mondays 4:00- 6:50 PM

Classroom: Haley 24506 or on-line via Zoom

Office Hours 12-1 PM Monday, 3-4 PM Monday. 1-2 PM Wednesday, 3-4 PM Wedesday

**1. COURSE DESCRIPTION**

**Catalog Description:** Provides an opportunity for the graduate student and professor to pursue selected topics in depth.

**Overview:** This class will explore how to teach English for specific purposes by explaining how to create a curriculum in English for a particular context. The course will describe how to conduct a needs analysis on a group of students and then create a curriculum based on the needs of the students.

## **Library Research Guides and Subject Librarians**

The Auburn University Library can help you find information and conduct research. You can make an appointment with a librarian, get help online, or contact the Education librarian, Dr. Todd Shipman at [todd.shipman@auburn.edu](mailto:todd.shipman@auburn.edu)

## Canvas

## Canvas is Auburn University's official Learning Management System (LMS). Canvas is the place where you will find the course syllabus, read posted announcements, participate in online class discussions with classmates, submit your assignments online and view the materials for this course. To access Canvas use your AU user ID and password to log into Auburn’s [Canvas homepage https://auburn.instructure.com/login/ldap](https://auburn.instructure.com/login/ldap). When you log in, you will be directed to your dashboard. Click on the link for this course (classes are listed by course name and number). Note: The Login link is also conveniently located in [AU Access www.auaccess.auburn.edu](http://www.auaccess.auburn.edu/) and many other university pages.

### Canvas Help and Student Computing Resources

#### Canvas and OIT Help Desk

Contact the [OIT Help desk https://oit.auburn.edu/helpdesk](https://oit.auburn.edu/helpdesk) if you need assistance with Canvas or other information about computing and information technology at Auburn. Three ways to contact the OIT Help Desk are:

* Call: 334-844-4944
* Email: [helpdesk@auburn.edu](mailto:helpdesk@auburn.edu)
* Visit Location: RBD Library, 2nd and 3rd floors

#### General Student Computing

Review the information posted at [OIT Computing Lab Locations http://www.auburn.edu/oit/labs/](http://www.auburn.edu/oit/labs/). There you will find computer use guidelines and a list of available computer labs.

## Course Format and Instructional Methods:

The course will be taught using multiple instructional methods. These methods will include group interactive activities, literature circles, lectures, and oral presentations with an associated critical discussion. Typically, course topics will be introduced through an interactive opening activity before moving to interpretive discussions. Lectures will be included to emphasize the theoretical foundation of educational practice. Students will engage in literature discussions about immigrant stories to explore a range of issues that immigrants might encounter as they settle in a new country and face the challenges of learning English. Video clips will be used to provide deeper understanding of course content.

## **Required Text:** Richards, J. C. (2017). Curriculum development in language education (2nd ed). Routledge. ISBN 978-1-316-62554-5

## Course Goals and Student Learning Objectives

**Student Learning Outcomes:**

* To assess students’ knowledge using multiple measures and address their students’ diverse backgrounds, developmental needs, and English proficiency as they plan their instruction.
* To recognize the needs of students and plan instruction based on a needs analysis.
* To explain how English instruction is shaped by the norms and practices of different content areas.
* To design an ESOL curriculum for a particular content area.
* To evaluate a curriculum for its effectiveness.

**Alabama State Teacher Education Standards**

* Candidates know, understand, and use standards-based ESOL and content instruction. This domain consists of three parts: planning, managing and implementing, and implementing.
* Knowledge of:
* How to organize learning around standards-based subject matter and language learning objectives.
* How to incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn academic vocabulary and content area materials.

(III) Activities and materials that integrate listening, speaking, reading, and writing.

(ii) Ability to:

* (I) Develop ELLs’ listening and speaking skills for a variety of academic and social purposes.

**Readings on Canvas:**

Ananyeva, M. (2014). A learning curriculum: Toward student‐driven pedagogy in the context of adult English for Academic Purposes, English for Specific Purposes, and workplace English programs. *TESOL Journal*, *5*(1), 8

Anthony, L. (2018). Chapter 3 Introducing the 4 pillars of ESP. In Introducing English for specific purposes (pp. 44-59). Routledge.

Baffy, M. (2017). Shifting frames to construct a legal English class. *Journal of English for Academic Purposes, 25*, 58-70.

Barnes, M. (2017). Washback: Exploring what constitutes “good” teaching practices. *Journal of English for Academic Purposes*, *30*, 1-12.

Brown, J. D. (2016). Chapter 4 Collecting ESP needs analysis data. In *Needs analysis and English for academic purposes* (pp. 93-121). Routledge.

Caplan, N. A., & Stevens, S. G. (2017). “Step out of the cycle”: Needs, challenges, and successes of international undergraduates at a US university. English for Specific Purposes, 46, 15-28. doi: 10.1016/j.esp.2016.11.003

Christison, M. & Murray, D. E. (2022). Chapter 2: Social, political, and historical contexts..In What English language teachers need to know volume III: Designing curriculum  (pp. 18-32). Routledge.

Dove, M. G. & Honigsfeld, A. (2018). Chapter 2: Teacher collaboration is not an option: It is a must. In *Co-teaching for English language learners: A guide to collaborative planning, instruction, assessment, and teaching* (pp. 1-25). Corwin.

Evans, S. (2013). Designing tasks for the business English classroom. ELT Journal, 67(3), 281-293. doi:10.1093/elt/cct013

Fitzsimmons-Doolan, S. & Stoller, F.L. (2018). Ch. 10: Issues in syllabus design: Content-based syllabi. In *Issues in syllabus design* (pp. 111-124). Brill.

Griffee, D. & Gorsuch, G. (2016). What is course evaluation? In *Evaluating second language courses* (pp. 1-16). Information Age Press.

Guardado, M. & Light, J. (2020). Chapter 4: Formatting curriculum content: Program learning goals realized In *Curriculum development in English for academic purposes* (pp. 49-84). Palgrave Macmillan.

Kareva, V. (2013). English for specific purposes: Public administration and political sciences. *Procedia-Social and Behavioral Sciences*, *70*, 1477-1481

Kim, H., & Billington, R. (2016). Pronunciation and comprehension in English as a lingua franca communication: Effect of L1 influence in international aviation communication. *Applied Linguistics, 39* (2), 135-158. doi: 10.1093/applin/amv075

Macallister, J. & Newton, I.S. P. (2020). Chapter 4: Principles. *In Language curriculum design* (pp. 44-83). Routledge.

Malicka, A., Gilabert Guerrero, R., & Norris, J. M. (2019). From needs analysis to task design: Insights from an English for specific purposes context. *Language Teaching Research*, *23*(1), 78-106.

Pop, A., & Paşcan, A. (2017). Self-Access learning in medical English (ME). Acta Universitatis Sapientiae, *Philologica, 9*(3), 41-52.

Ramos Holguín, B., & Aguirre Morales, J. (2014). Materials development in the Colombian context: Some considerations about its benefits and challenges. *How*, *21*(2), 134-150

Saienko, N., Olizko, Y., & Arshad, M. (2019). Development of tasks with art elements for teaching engineers in English for specific purposes classroom. *International Journal of Emerging Technologies in Learning (iJET)*, *14*(23), 4-16.

Villacañas de Castro, L. S. (2020). Translating teacher funds of identity into curricular proposals for the EFL classroom: A model for student-teacher innovation and professional development. *Journal of Language, Identity & Education, 19*(1), 25–41. <https://doi-org/10.1080/15348458.2019.1667239>

**2. COURSE REQUIREMENTS**

1. **Attendance:** Attendance: Attendance is required for all classes unless excused prior to class meeting.
   1. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required.
   2. Make-Up Policy: Arrangement to make up missed work due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, make-up work will be completed within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up work will be arranged during the last three days before the final exam period begins.

**Grading Plan:**

The final grade for the course is based on the following:

90%-100%= A

80%-89% = B

70%-79% = C

60%-69% = D

Below 60% = F

\*Please note that this is only a plan; point totals for the course may change during the semester if assignments are added or deleted. Detailed instructions will be available in Canvas.

**Assignment Requirements**: Rubrics for all assignments will be provided in Canvas

**1). Article Critique Presentation**- You should critique the article that you sign up for from our weekly readings. (30 Points) You may sign up to do this with a partner if you would like.

The articles are ***Boldfaced and Italicized*** in the schedule.

Your presentation should address the following sections:

1. *Overview*- Summarize the main points of the article. (6 points)
   1. Methodology
   2. Findings
2. *Analysis*- (8 points)
   1. What are the most important conclusions of the article or the most important aspects from your perspective?
   2. Are there points in the article with which you agree or disagree? Why? (Your arguments should be supported by research.)
   3. Critique the methodology, biases, assumptions that were present in the article
   4. Are findings valid, generalizable?
3. *Conclusions* **(8 points)**
   1. What can your classmates learn about ESP from this article?
4. *Presentation*- (8 points).
   1. Presentation is clearly delivered and the audience can hear the speaker.

**2). Needs Analysis**: (30 Points)

The purpose of the needs analysis is to give you information which will inform your unit of study. Please complete the following.

* + 1. *A Stakeholder Ma*p-Who are the stakeholders that you might consult to get more information about the language needs and functions in your content area? (See p. 24 in Woodrow for an example of a stakeholder map) At the bottom of the map, you should explain what information that the stakeholder could provide. (10 points)
    2. *A Needs Analysis instrument* which you design for the specific group. Your needs analysis instrument should be no longer than three pages, and it should be written in language that is appropriate and accessible for your audience. You should focus on the issues listed under the WHAT column in Figure 2.4 on p. 28 of Woodrow. (10 points) You should focus on the following issues:
       1. Necessities
       2. Needs
       3. Lacks
       4. Constraints
       5. Target communicative events
       6. Target communicative skills
       7. Target discourse
       8. Present situation
       9. Communication
       10. Learning skills

**You do not have to address all 10 areas, but address 5 that would be most relevant to your area.**

* + 1. Reflection- Explain how you think the needs analysis will provide you with the information that you need to create an ESP course. (10 Points)

**3). ESP Scrapbook (50 points)**

You will create a scrapbook about ESP items in your content from around the world in order to gain a better understanding of English teaching practices in your field. You must include items representing at least 8 different countries, and have 20 different items. Accompanying the scrapbook will be a 5 page paper that explains how each artifact relates to teaching ESP. Possibilities are on-line news articles, local events advertising English classes for specific purpose, international news outlets, etc. Please feel free to bring clippings to class as you find them to enrich our discussion and understanding of teaching English in your content area. The assignment is worth 30 points. The paper will be graded on the following:

1. Introduction- Write a introduction to your project- identify the themes and focus of your scrapbook and explain why you chose that focus. (10 points)
2. Content- Contains 20 diverse artifacts that are directly related to the same field of ESP – (5 points)
3. Personal Analysis- (10) Author offers own personal analysis of artifact and how it contributes to your understanding of the field.
4. Connection to Theory (10) Analysis is connected to course readings or other peer reviewed research support.
5. Appearance- the layout is clean and organized. (10 Points)
6. Writing-Writing has the appropriate grammar and mechanics. (5 points)

**4.) Textbook Evaluation (40 points)**

For this assignment, you will conduct an evaluation of an EL textbook for a specific purpose.

1. Select an EL text of interest in your content area. For textbook consideration, you should look at the following:

• Texts which have a clear audience in mind

• Texts with large amounts of visuals

• Texts with strong organizational elements

You should not buy a book for this assignment, there are plenty of free options on-line, in the library or through interlibrary loan. Please see Dr. Williams if you are having trouble finding a book.

2. Read text and note the following.

* Intended audience- Who is the intended audience for the book? Level of English proficiency? Level of content knowledge? (6 points)
* Teaching Methodology- What are the beliefs about teaching language that are emphasized in this book? How do the exercises demonstrate these beliefs? (6 points)
* Cultural Context- What cultural content values and characteristics are included in the book? Would any of the content be culturally inappropriate for a specific population? (6 points)
* Organization of content- How are the sections arranged/ organized- See table of contents (6 points)
* Range of content- How much explanation is given? Is it a general introduction, or is it more for students who are more knowledgeable about the field. (6 points)
* Critique- Would you use the book to teach English in that content area? Why or why not? Explain its strengths and weaknesses (10 points)

**5.) Research Paper** (50 Points) You will write a research paper that explores the question, What are the elements that make a successful ESP class in your particular content area? Specifically, you should address the following topics

* + Instruction- What does instruction look like in your content area?
  + Language Functions- What language functions are essential to content mastery in this field?
  + Classroom Interaction-What type of interaction would facilitate the use of English in that content area?
  + Assessment- What types of assessment would be appropriate for that content area?

Your paper should use peer reviewed sources. (Published articles from academic journals) Most of your sources should be published in 2010 or later.

**6). ESP Curriculum Project (30 points)**

You should develop a two-week theme-based unit of instruction in the form of a curricular map. Examples of curricular maps may be found on-line. Also, while I offer an outline of your curriculum development project, I expect there to be variation in the assignments and lessons. The outline below is meant as a guide. Please let me know if you need to make modifications. I am flexible.

a. Course rationale- A brief description of the reasons for the course and the nature of the course

1. Who is the course for? (2 pts)
2. What is the course about? (3 pts)
3. What kind of teaching and learning will take place in the course? (5 pts)

b. Scope and Sequence

1. Range of content to be covered (2 pts)
2. Depth of coverage for each topic (3 pts)
3. Themes you will cover (5 pts)

c. Curricular map – which should include each of the following (10 pts): You should not write a complete lesson plan for this, please see the chart on the next page.

1. Content objective (These are most often literacy skills)
2. Language objective(s)---Please see Canvas for a list of language objectives
3. Lesson activities
4. Method of Assessment

EXAMPLE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Content Objective | Language  Objective | Lesson  Activities | Methods of Assessment |
| Day 1 | To identify and describe familiar objects | To write sentences using figurative language | Read a poem  Think, Pair Share  Writing with figurative language | Sentence Writing  Oral group work |

Class Presentations: You will present a summary of this project to the class during the last week of classes so that we can all learn new ideas from each other.

**3. University and College Policies**

**Participation**:

All students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met and for initiating arrangements for missed work.

**Unannounced Quizzes:**

There will be no unannounced quizzes.

**Accommodations:**

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes – or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

**Academic Honesty Policy:**

All portions of the Auburn University student [Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf) (Title XII) will apply to this class. All academic honesty violations or alleged violations will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Professionalism:**

Faculty, staff, and students in professional settings are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are as follows: Engage in responsible and ethical professional practices; contribute to collaborative learning communities; demonstrate a commitment to diversity; model and nurture intellectual vitality.

**Writing Center:**

The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email [writctr@auburn.edu](mailto:writctr@auburn.edu) or call 334-844-7475 M-F  7:45am-4:45pm.

**Student eHandbook:**

Please refer to <http://www.auburn.edu/student_info/student_policies/> for all AU student policies.

**4. Tentative Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module** | **Date** | **Topic** | **Readings** | **Assignments** |
| 1 | 8/22 | Introduction to Course | None |  |
| 2 | 8/29 | What is Curriculum Development?  How is ESP different than ESOL? | Richards Chapter 1  Christison & Murray Ch. 2  ***Anthony Ch. 3*** |  |
| 3 | 9/5 | **No Class -Labor Day** |  |  |
| 4 | 9/12 | Curriculum Design  Medical English | Richards Ch. 2 & 3  ***Pop*** |  |
| 5 | 9/19 | Needs Analysis  Business English | Richards Ch. 4  Brown Ch. 4  ***Evans*** |  |
| 6 | 9/26 | Context of ESOL Curriculum  English for Academic Purposes | Richards Chapter 5  Sheih & Reynolds ***Caplan & Stevens*** | Needs Analysis Due |
| 7 | 10/3 | Curricular Goals  English for Politics | Richards Ch. 6  Kareva |  |
| 8 | 10/10 | Course Planning  English for Science & Technology | Richards Ch. 7  MacAlister & Nation Ch. 4  Saienko et al | ESP Scrapbook Due |
| 9 | 10/17 | Syllabus Design  English for Legal Purposes | Richards Chapter 8  Fitzimmons-Doolan & Stoller  ***Baffy*** |  |
| 10 | 10/24 | The Process of Curriculum  English for Testing Preparation | Richards Ch. 9  Villacañas de Castro  **Barnes** | Research Paper Due |
| 11 | 10/31 | Materials in ESP/  English for Tourism | Richards Ch.10  Ramos Holguin  **Malicka et al** |  |
| 12 | 11/7 | Course Collaboration  English for Aviation | Dove & Honigsfeld  Ananyeva  ***Kim & Billington*** | Textbook Evaluation Due |
| 13 | 11/14 | ESP Assessment  Program Evaluation | Richards Ch. 11  *Griffee & Gorsuch*  *Parillo* |  |
| 14 | 11/21 | Thanksgiving Break |  |  |
| 15 | 11/28 | Wrap-Up | Class Presentations & Wrap-up | ESP Curriculum Project Due |

**\*\*\*\*\*Article Review is due whenever you sign up to present it*. All articles that are boldfaced and italicized you may sign up to present.***

All additional required readings will be posted on Canvas.

## Calendar of Assignment Due Dates

|  |  |  |
| --- | --- | --- |
| Due Date | Assignment | Point Value |
| When you sign up | ESP Article Presentation | 30 |
| 9/14 | Needs Analysis | 30 |
| 9/28 | ESP Scrapbook | 50 |
| 10/12 | Research Paper | 50 |
| 11/2 | Textbook Evaluation | 30 |
| 11/16 | ESP Curriculum Project | 30 |

## Grading Policy

Assignments will be graded according to the categories on the specified rubric in Canvas. Students may not revise and resubmit for higher grades. This course does not have extra credit, so it is important to complete each assignment carefully. Please ask me for clarification if you have a question about the readings or assignments. Late work will be penalized 5 % per day. There will be no final exam in this course.

Auburn University considers all of the following reasons to be an excused absence:

1. Illness of the student or serious illness of a member of the student’s immediate family. The instructor may request appropriate verification.
2. The death of a member of the student’s immediate family. The instructor may request appropriate verification.
3. Trips for members of the student organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate athletic events. When feasible, 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.
4. Religious holidays. Students are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays.
5. Subpoena for court appearance.
6. Any other reason the instructor deems appropriate.

If you have an excused absence, it is your responsibility to contact the professor and make arrangements to make up the work that you missed.

The final grade for the course is based on the following:

90%-100%= A

80%-89% = B

70%-79% =C

60%-69% = D

Below 60% = F

## University Policies

There are important university policies that you should be aware of, such as the add/drop policy; cheating and plagiarism policy, grade appeal procedures, accommodations for students with disabilities and degree requirements. Please see the following link for more information <http://bulletin.auburn.edu/thegraduateschool/other/#generalregual>

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### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, course loads/overloads, etc. <https://sites.auburn.edu/admin/universitypolicies/Policies/GraduateSchoolPolicyonWithdrawingfromCourses.pdf>

### Campus Policy on Disability Access for Students

If you are a student with a disability, and think you may need academic accommodations, please contact the Office of Accessibility, located in Haley Center, Room 1228, Phone: (344) 844-2096, as early as possible in order to avoid a delay in receiving accommodation services. Use of OA services, including testing accommodations, requires prior authorization by the Office of Accessibility. For more help see [Steps to Receive Accommodations https://cws.auburn.edu/Accessibility/cm/prospective](https://cws.auburn.edu/Accessibility/cm/prospective).

#### Emergency Evacuation

If you are a student with a disability and you think you may require assistance evacuating a building in the event of a disaster, you should inform your instructor about the type of assistance you may require. You and your instructor should discuss your specific needs and the type of precautions that should be made in advance of such an event (i.e. assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and contact the Office of Accessibility if other classroom accommodations are needed.

### Academic Integrity

Students should be familiar with the university’s [Academic Honesty Code https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf](file:///C:\Users\rennesr\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\RVZWJHZ4\Academic%20Honesty%20Code%20https:\sites.auburn.edu\admin\universitypolicies\Policies\AcademicHonestyCode.pdf). Your own commitment to learning, as evidenced by your enrollment at Auburn University and the university’s policy, require you to be honest in all your academic course work. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the university. For this class, all assignments are to be completed by the individual student unless otherwise specified.

## COVID Policies

**Physical Distancing**

Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

**Face Covering Policy**

In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas.

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

**Possibility of Going Remote**

In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensuring that you have access to a computer and Internet.

**In the Event that a Student in the Class Tests Positive**Students must conduct daily health checks in accordance with [CDC guidelines (Links to an external site.)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center (Links to an external site.)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

**In the Event that the Instructor Tests Positive**If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**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 residence, 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.

**Attendance Issues Due to COVID**

Participation grades will be worth 30 points, and you will receive 2 points per class. To earn these points, you are expected to be active participants in all of the class activities.

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.

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 coursework 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.

## Additional Resources

### Miller Writing Center

The Miller Writing Center helps Auburn University students become better writers and produce better written documents. The MWC has multiple locations: RBD Library, SADC, Multicultural Center, Forestry & Wildlife Building, and Auburn Global. The knowledgeable and friendly tutors can help you with a wide array of concerns, from generating good ideas and organizing papers more clearly to learning citation formats and using semi-colons correctly. Visit the [Writing Center website http://wp.auburn.edu/writing/writing-center/](http://wp.auburn.edu/writing/writing-center/) for more information on how to schedule time with a tutor.

### Student Counseling Services (SCS)

SCS is a unit of the Auburn University Medical Clinic. SCS offers confidential counseling to students experiencing personal problems that interfere with their academic progress, career or well being. The [SCS website http://wp.auburn.edu/scs/](http://wp.auburn.edu/scs/) provides information only. If you would like to talk with someone or make an appointment, please call (344) 844-5123 during business hours, or (344) 501-3100 after hours or on weekends.