

**FOUN 3120**

**Synchronous Online**

**SYLLABUS**

**Adolescent Development I:**

*Learning, Motivation & Assessment*

**Fall 2024**

## Department of Educational Foundations, Leadership & Technology

College of Education

**Instructor:** Dr. Kelli Hendon

**Educational Psychology**

 **E-Mail:** klh0042@auburn.edu

**Office Hours**: Office hours will be held for 30 minutes after the conclusion of class on Wednesday evenings. If you would like to request a meeting at an additional time, you may do so by email. Meetings should be planned two business days in advance M-F while term is in session.

**Office Location:** Zoom only

**Class Location:** Zoom: Wednesdays

 5:00 – 7:50 pm

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

**Fall 2024 Course Syllabus (FOUN 3120)**

**PART I**

1. **Course Number:** FOUN3120

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

**LEC Course Structure** Synchronous Online – *3 credit hours (on Canvas and Zoom as the LMS supported by Auburn University)*

**Credit Hours:** 3semester hours {3 credits for Lecture}

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

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

#### Term: Fall 2024

**Meeting Day/Time/Location:**

 ***All Wednesdays during the term from 5:00 to 7:50PM will have required Zoom class meetings!***

Please avoid scheduling any appointments during scheduled class time. All missed class sessions must be made up with written make up work as soon after a missed session / appointment as possible.

**WEEKLY CLASS MEETINGS and MODULES:**

This particular section of this course (FOUN3120) will be in Synchronous Distance Education format. This means we will have weekly meetings on Zoom but then the work leading up to those meetings will have work you must do in the module including readings, videos, and a few quizzes. This work will help you be prepared for the meetings where we will have formal discussions and other tasks; often done in teams and parts done in full class Zoom format.

#### Office Hours & Contact Information:

\*Dr. Kelli Hendon

\*Phone: (334) 863-0840

\*University email: klh0042@auburn.edu

\*Office: Zoom or phone only

**Weekly Remote Office Hours from Aug 21 to Dec 6:** (*Unless announced otherwise*)

Office hours will be held each Wednesday for 30 minutes following the conclusion of class. Appointments may be held on Zoom or phone depending on need. Please plan appointments at least 2 business days in advance of day/time requested and be sure you have my email confirmation that your proposed time will work for us both. Dec 6 is the final date for Fall 2024 appointments.

You may email me anytime, and I will check my email periodically throughout the day Monday to Friday. I will most likely not check email over the weekend. You may call/text me between the hours of 9:00 AM and 10:00 PM.

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

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

#### About Email Check Times:

During this regular Fall term session, I check email messages Monday through Friday between 9:00 AM and 4:00 PM. Any email responses to you before my usual first check times or after the usual last (end‐of day) check times are only where I need or wish to do so out of planning for other work obligations or meetings while also trying to respond to your questions or needs to be helpful in a timely manner. So, please rely on the *usual times listed only* so if you send email or post assignments after my usual check times (and any time on the weekends), then please simply know that you most likely will hear from me not then but instead by the next business day morning on email.

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

#### Three Forms of Approved Online Communication:

As far as communication goes for this course, it will be an expectation to check your regular Tiger email once per day M-F but also your Canvas email and your Gradebook in Canvas. I check and send messages using the comments area for each assignment in your Canvas gradebook. So, look for messages from me there when an assignment is **un**submitted or has some problem or in times when I wish to let you know my thoughts on the work. I really try the utmost to communicate on these three platforms - to reach students about announcements or problems so they can take the steps necessary to correct or be aware of things in a timely manner. Communication is vital.

**Date Syllabus Prepared:** This syllabus as updated in Summer 2024, is being distributed for Fall 2024 for FOUN3120, posted on Canvas on course home page and in "**MOD 1**”, and has been provided in electronic copy in the EFLT Department main office and online in the Dept./College of Education syllabi archive (repository). The expectation is to have read this after our first class on Aug. 21st during week 1 of class, not later.

#### Course Materials:

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

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

##### Recommended:

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

**4. 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 student motivation and learning as well as on guiding principles and approaches to formal classroom assessment.

**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 child and 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. 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. The AL. state standards are representing both the FOUN3110 and the FOUN3120. Student Learning Outcomes appear on the last few pages of this syllabus.

#### CANVAS MATERIALS -- FOUN3120

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

**Online Student Learning Expectations:**

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

All students are expected to contribute to their own learning as active and well-prepared participants. Weekly modules will provide various opportunities for reading, reflection, applied experiences, collaboration, and writing. We do have weekly meetings on Wednesdays at 5:00pm on Zoom. Turning work in while not attending class on Zoom is not acceptable and will receive a failure for a final course grade.

**Logging On**

The learning activities for each week are carefully sequenced and offered in small chunks so you can accomplish reasonable amounts throughout the week. You should log on to the course website regularly to work through course materials that lead up to each week’s assignment activity on Zoom and then attend the Zoom meeting each week.

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

Each module work date(s) are clearly marked in the schedule *(on Canvas and in this syllabus*) to help guide you on when to do all work for each module and when to submit assignments due for each module. Please follow this schedule in order to avoid getting behind. Watch all the lectures and do the readings and assignments in each module during this time. Be sure to complete each module’s assignments before or by the posted finish date shown in this syllabus. Assignments of the course must be completed by the specified dates/times (*indicated in this syllabus and on Canvas for each module*).

#### Learning Modules and Assignments:

Pages 8-9 contain the SCHEDULE with learning modules and assignments. This is the exact schedule you will follow for each week with content and assignments with due dates for each week. Except where marked differently, the start date for MODs will be Thursdays and the deadline for completing all steps in each mod leading up to the Zoom assignment will be by 3:00pm on the module due date (Wednesdays). The due time (deadline) for the Zoom assignment class activity will be completed during class time on that module’s due date with a deadline of 7:50pm.

The course will follow this general pattern:

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

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

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

Throughout the course, students should keep up work and learning with weekly Canvas modules, and monitor email, Canvas Announcements, and Gradebook weekly for vital communication from the instructor.

**Zoom policies:** When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background.

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

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

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

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

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

**E**. Complete work in each module (**MOD**) before or by the **underlined, bolded date\*** shown on pages 8-9 (and in Canvas) as the deadline for that module's assignment. Steps in a module leading up to the Class Zoom session Assignment must be done before that class session (by 3:00pm) for any and all modules!

**F.** Assignments to submit in Canvas that appear within each module are marked with a dollar sign **$** … for easy reference.

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

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

## There are instructions and signage for you at the top of the COURSE MODULES PAGE which help remind you on how to navigate and use the Canvas course. Please refer to these reminders at that location.

## Abide by the due time according to how each assignment is posted within each weekly module. Module steps to do before a class session is held for a particular module are indicated in STEP 1 of each module. These steps are needed to be done in preparation for that class session’s zoom meeting activities. The steps shown in a module to do during a class session for a module are marked DUE DURING CLASS. There is also a reminder in each module's last step to check the upcoming module for steps that must be done before the next class session (in preparation).

**Course Modules Schedule:** Appearing on the next page is the schedule of modules with MOD start and end dates, point worth for assignments, and assignment due dates.

The plan below is an approximation of time on the identified content and is simply a departmental generic template. Exact layout of assignments, due dates and point worth are shown on pages 8-9. Exact content breakdown (*too lengthy to place here*) is shown in each module that you will follow which includes readings, video lectures to watch, websites to visit, quizzes to take, etc. Each module always provides a list of **STEPS** to follow for what to do, read, watch, and submit. Additionally, each module has on its tag (label) that states what dates to work on the material on the COURSE MODULES page in Canvas. Usually, modules formally start on Thursdays with the following **Wednesday evenings** as your COMPLETION DATE for the module.

|  |  |
| --- | --- |
| ***Module Name & Notes*** | ***Start + Due Dates*** |
| **UNIT I: Course Orientation & Learner Motivation** |
| **MOD 1:** First Class Meeting | **Aug 21\***  |
| **MOD 2:** Basic Motivation Theories | Aug 21 – **28\*** |
| **MOD 3:** Student Motivation Continued | Aug 28 – Sept 4**\*** |
| **UNIT II: Theories of Learning** |  |
| **MOD 4:** Behavioral & Social Cognitive views | Sept 4 – **Sep 11\*** |
| **MOD 5:** Constructivist views | Sep 11 – **Sep 18\*** |
| **MOD 6:** Information Processing views | Sep 18 – **Sep 25\*** |
| **UNIT III: Online Learning / Assessment of Learners** |
| **MOD 7:** Learning Online | Sep 25 – **Oct 2\*** |
| **MOD 8:** Intro - Assessment Concepts & Principles | Oct 2 –  **Oct 9\*** |
| **UNIT IV: Assessment of Learners** |
| **MOD 9:** Objective Test & Essay Response Assessments | Oct 9 – **16\*** |
| **MOD 10:** Product/Project-based Assessments | Oct 16 – **23\*** |
| **UNIT V: Assessment: Further Approaches** |
| **MOD 11:** Summing up student progress | Oct 23 – **30\*** |
| **MOD 12:** Standardized Testing | Oct 30 – **Nov 6\*** |
| **MOD 13A:** Big Ideas & TSI Results Activities  | Nov 6-- **Nov 13**\*- *last meeting* |
| **MOD 13B:** *Culmination Project Q & A + finish work*  | Nov 13 – **29** |
| **--**Mod Steps & assignments that lead to the Zoom activity are due by 3:00pm on due date for the mod.**--**Wednesdays shown with asterisk**\*** are when we meet for Zoom class activity (5:00-7:50pm). **---**Submit late course assignments **before: Dec 2st – 2:00pm** |

|  |  |  |  |
| --- | --- | --- | --- |
| **ASSIGNMENTS** |  | **DUE**  | **POSSIBLE** |
| * M1 First zoom class meeting
 |  | Aug 21\*  |  70 5/6  |
|  --M1 Intro Discussion / *Team Creation*  |  |
| --M2 Read Syllabus--M2 Big Ideas: Zoom Class Meeting  |  | Aug 28\* | 10100 |
| --M3 Big Ideas: Zoom Class Meeting  |  | Sep 4\* | 100 |
| --M4 Quiz--M4 Lesson Plan: Zoom Class Meeting  |  | Sep 11\* | 30100 |
|  M5 Lesson Plan: Zoom Class Meeting  |  | Sep 18\* | 100 |
| --M6 Lesson Plan: Zoom Class Meeting *--M6: Formative Teamwork (TSI) Asmnt* |  | Sep 25\* |  100 60  |
| --M7 Big Ideas: Zoom Class Meeting *--M7 Formative TSI feedback*  |  | Oct 2\* |  100 10 |
| --M8 Quiz--M8 Big Ideas: Zoom Class Meeting  |  |  Oct 9\* | 50100 |
| --M9 Quiz--M9 Big Ideas: Zoom Class Meeting  |  | Oct 16\* | 30100 |
|  M10 Big Ideas: Zoom Class Meeting  |  | Oct 23\* | 100 |
|  M11 Big Ideas: Zoom Class Meeting  |  | Oct 30\* | 100 |
| --M12 Quiz--M12 Big Ideas: Zoom Class Meeting *--M12: Summative TSI Asmnt* |  | Nov 6\* | 2410060  |
| --M13**A** Big ideas: Zoom class Meeting and*--M13****A*** *Summative TSI feedback** --*M13****B*** *Culmination Project (instead of final)*
 |  | M13**A**--Nov 13\*M13**A**--Nov 13\**M13****B****--Nov 20*  | 10010100 |
| --All module assignments in Canvas open for view on Wednesday evenings 8 PM, seven days before their Wednesday due time. **--**AllMod Steps & assignments that lead to the Zoom activity are due by 3:00pm on the mod due date.**--**All Wednesdays with asterisk**\*** are when we meet for required Zoom class activity (5:00-7:50pm). **--**All late and/or remaining assignments must be submitted **before 2pm-- Dec 2nd**. |

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

The following section constitutes the grading framework for this course by this instructor. Grades earned may vary for assignments but all assignments should be completed. I grade with a *criterion-referenced* grading scheme which means that I grade based on how well a student’s work meets the criteria stipulated in the assignment instructions which are stated in each module’s assignment. Always read the **instructions** which are at the top of the assignment page which also contains the task/questions you are to create responses for.

Please keep in mind that with a word count minimum, a person can still submit good quality responses. If a person chooses to submit work beyond the minimum word count that’s fine, but it doesn’t constitute more points necessarily and never constitutes extra credit points. The word count for an assignment response will never count page labeling, name or MOD at the top, or restating of the questions. The word count minimum required for a student response only counts your response to the questions or task. The word count stated in each MOD assignment instructions represents the minimum required total response for that assignment. It does **not** indicate the word count minimum required per each question within that MOD assignment.

# 9. Criteria for Earning Your Final Grade for this Course:

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

**Criterion 1: Required:** (**A**) Proper, consistent attendance, punctuality and participation at any and all class sessions held AND; (**B**) submitting ALL assignments in their entirety and on time. Absences as well as absences which are not made up (for class) do affect final course grade, regardless of points. Active participation and communication is required throughout the course.

A final grade of “A” demonstrates work throughout the course that has consistently gone above and beyond the course requirements and reflects a deep level, conceptual understanding on the part of learner. It is possible to receive 90+ percent of the possible points in the course and receive a B or less due to less than excellent attendance and/or participation.

**Course Grading Scale By %**

90% - 100% = **A**

80% – 89.99% = **B**

70% – 79.99% = **C**

60% – 69.99% = **D**

-59.99% = **F**

The final grade for this course will be based on the following total possible points. Total possible points for course are *tentative.*  **1725.**

**\***On pages 8-9 see exact listing of assignments with due dates, point worth, and when assignments open for student submissions. Exact points per assignment and the total possible are subject to possible change somewhat but become set once each item is then graded.

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

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

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

**12. Submitting Assignments (Format):** Note that for your written assignments I will be requiring they be submitted in a Word file attachment/upload on Canvas, preferably in the SUBMISSION area for each assignment. Each assignment has its own INBOX labeled for that assignment. If something is not sent to me correctly it will have a **PROBLEM** - **NOT SUBMITTED RIGHT** notice and I often email the student so they know about the situation and to resend. It is up to the student, if they send or resend an assignment, to make sure the work comes to me properly. Make sure the attachment you sent indeed is there and opens successfully. Please always label your word file with the module number and your last name. Also, on the top of page 1 of your word file include your name and the number of the MOD assignment (SmithMOD 4). If I can’t open a file with your assignment on it, the assignment is considered **un**submitted. If the assignment is sent past a deadline, then it is late as I cannot reasonably be at a computer for a full day up until a clock deadline just to check for every student’s work that they sent material to me correctly in openable condition. This is for a student to self-check that is was posted or sent to me correctly, it contains an attachment which can be opened, and that the attachment is in a software I can open and mark.

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

**14**. **Late work and Extensions:** If you have a documented excuse for late work then that’s fine and please submit it to me as soon as possible (within one week after the assignment initial due date expires). Without any communication with me and without a documented reason or even an email trying to explain for lateness in submitted work, then the late point deductions apply (up to 25% deduction on work submitted later than Friday 2pm), after a Wednesday due date).

Remember to submit the remaining work you want to earn credit towards the Fall 2024 semester BEFORE the cut-off deadline of Dec 2nd, 2:00 pm. If you do not have enough work submitted before the cut off time to earn at least a C for the course then I will arrange for an IN (Incomplete) if you are eligible which can provide you more time to complete the work after the semester is over. An IN is only issued for when a person needs more time, does not have enough submitted to earn a passing grade (C or higher), and is eligible for an IN. To be eligible, a person must have satisfactorily completed over 50% of all course assignments by the cut off time. I will NOT accept work towards credit for this semester submitted after the cut-off time. The only way to submit more work towards course credit is if a person has arranged for an IN.

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

A student will need to catch up in order to stay on schedule but the class cannot change start or end dates for any modules or assignments. It is on the student if she/he chooses to procrastinate and not turn in work and if they fall behind as a result. I simply allow maximum time until the cut-off date/time to help the student catch up and earn many of the points if their work is good. I need time after the cut-off date and time expires to then grade for a few days. Time that I provided for your extensions and resubmissions equates to my need for time after the end of semester cut-off date to grade work. I cannot still be accepting work while also trying to grade the remaining work submitted.

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

The latest that any submission, late submission, or resubmission (*of any type*) will be accepted will be before the **Cut-off Date/time of Dec. 2nd** – **2:00pm**. *Nothing* can be submitted (*or resubmitted for any reason*) any later than this date/time in order to earn points towards course credit and final course grade for this current semester. In other words, if more time is needed, then the arrangement must be an IN (Incomplete). Once that work is completed at least to a C level, a student must notify me by email that they are finished with all the work that they intend to submit. When I receive this message on email and confirm receiving it, then I will grade that remaining work and change the mark from an IN to the letter grade earned as the final course grade.

Submitting assignments on time makes a difference in how soon instructors can grade and provide feedback to students. More importantly, this habit reflects an essential skill/disposition that the education field will demand. Circumstances like when computers fail are not an appropriate reason for lateness of work based on expectations of principals, school districts and parents. 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 the 3rd floor of Haley and, of course, there is our LRC with their computers in two classrooms, and several in the new student union.

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

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

#### 17. IN (Incomplete Policy)

It is a student’s obligation to inform this instructor of problems right away instead of waiting until the end of semester and claiming that course tasks could not be met. If there are problems, please tell the instructor while there is still plenty of time to hopefully solve them. This also pertains to potential IN (incomplete) for the course. It’s the responsibility of the student to inform the instructor if illness, death in the family or some other *extenuating circumstance* which prevents the completion of course assignments in order for an IN (*Incomplete*) to be granted (assuming a student is eligible for this status). Student request for an IN must be stated to the instructor by email by the student (or designee) **before** the cut-off date and time of Dec. 1, 2:00 p.m. If this is not communicated before that deadline expires, then an instructor can only give all **un**submitted work zero (0) points which will impact on a final grade and no recourse by the student will be permitted by the university.

**18. Class Attendance Policies:**

We have a required zoom class meetings on each Wednesday during the term from 5:00 to 7:50pm. If a student fails to attend the full class meeting at one or more of those dates and fails to do make up work for those missed sessions, then this may result in one letter grade drop for the course.

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

Arrangement to make up missed class sessions and/or 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 one week (two if needed) from the time that the student initiates arrangements for it. Instructors are expected to *allow for make-up*) for**:**

* Illness of the student or serious illness of a member of the student’s immediate family. The instructor may request appropriate verification.
* The death of a member of the student’s immediate family. The instructor may request appropriate verification.
* Trips for members of the student organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate athletics, band, and/or other required events. The student must notify the instructor prior to such absences, but in no case more than one week after the absence. Instructors may request formal notification from appropriate university personnel to document the student’s participation in such trips.
* Religious holidays. Students are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays.
* Subpoena for a required court appearance or call for jury duty.
* Any other reason the instructor deems appropriate.
* Weather or illness or other extenuating circumstances: In case of severe weather problems or personal extenuating circumstances, I do allow for absences without impact on course grade or course credit but on the condition that the absence for each class session or meeting/ appointment missed is indeed made up at 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.

*Canvas Punctuality and Participation:* This policy applies to my grading policies which consider time spent in class (on weekly Zoom class meetings) as indicative of attendance. So, I reserve the right to lower a student’s grade if I observe a pattern of missing class time by coming late, leaving in the middle, or leaving early. By examining Canvas gradebook, you will be notified of my posted records of where/when there are problems that I’m aware of. Students are expected to participate in all class discussions and assignments via Zoom. They are expected to be prepared for those meetings as well by doing all expected module steps leading up to each weekly Zoom meeting.

#### 19. Other Class Policy Statements:

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

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

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

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

--*Canvas*: Material posted on Canvas will be the key information on course content, sequence, deadlines, etc.

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

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

Academic Integrity:

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

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

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

1. **Technology**: Please do not use cell phones during your class meeting time. Thanks in advance for your cooperation on these things. Do not make or receive calls or texts using cell phones or watches.
2. **Special Accommodations**: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT). Last Updated: Apr. 24, 2012
3. **Course Contingency**: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum(s) to your syllabus and /or course assignments will replace the original materials. Changes like this will be conveyed on Canvas Announcements.
4. **Course Enrollment:** Students must properly enroll in this course with no schedule conflicts or overlaps with other courses taken during the same semester. It is the obligation of the student to ensure this and, upon a conflict, to notify this instructor so proper advisement and proper resolution be made. In-class work (i*.e. discussions, class participation activities, etc.*) missed due to a schedule conflict cannot be substituted or replaced with any outside assignments, tasks or work done outside of class time. This policy applies to all students regardless of their circumstances or their program affiliation. In nearly all cases of a schedule conflict, a student will need to drop another course if they wish to continue enrollment in this section. In a few cases, a student’s advisor or professor of the conflicting class may email me assuring me that they are aware of the conflict and are allowing the student to attend my class time in full and no requests will be made to leave any sessions early due to the conflict. It is only under these conditions that I will allow such conflicts to co-exist without dropping a student from this course. The same policy applies to my grading policies which consider time spent in class as indicative of attendance-oriented assignments. So, I reserve the right to lower a student’s grade if a student demonstrates a fairly consistent pattern of missing class time by coming late, leaving in the middle, or leaving early or by missing several sessions (*if unexcused and/or if not made up*).

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

A student may ask a question on assignments (within reason) on what things constituted a lower grade than they perhaps expected. But where things become a problem, an ethics problem, are when sometimes a student will make a request for a higher than deserved course grade for such reasons as for example, “*I need an A”,* or “*I have a scholarship that makes me need an A for the course”*. Not for an*y* reason does any student “*need*” an A. Such requests or comments are extremely inappropriate, unethical, and disrespectful from the perspective of our university, our college, and the field of teaching you are studying to enter. A basic rule and need that teachers are hired to honor is to honestly grade a student based on criteria and grading systems established and to do so as fairly as possible and with the least amount of bias. So, I ask in advance to please, at all costs, refrain from making any such comments or requests at all to me in person, on email, in writing, or on the phone.

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

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

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

 **K. 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.

**L. 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.

**Note: Student Learning Outcomes (for FOUN3110 and FOUN3120):** 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)

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

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

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

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

#### Student Development

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

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

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

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

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

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

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

#### Assessment and Alabama-Specific Initiatives

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

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

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

*Thank you in advance for carefully reading and referring to this full syllabus and being considerate of the university and community needs as we all work through Fall 2024 towards a hopefully productive, educational, and healthy term. See the home page where the syllabus is shown for any addendums that will be shown and in the Canvas announcements.*

-------- **END OF** **PART II of II for FOUN 3120 section D01 (Dr. Kelli Hendon) SYLLABUS Fall 2024** --------