

EPSY 8416

(Distance Education section)

Learning in the Social Context

Spring 2011

Department of Educational Foundations,
Leadership & Technology

College of Education

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appointment. I'm available often for appointments.

COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

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College of Education, Dept. of EFLT Spring 2011 Course Syllabus

1. Course Number: EPSY 8416 —Distance Ed Format (Asynchronous)

Course Title: Learning in the Social Context

Credit Hours: 3 semester hours (3 lecture)

2. Term: Spring 2011

Day/Time (TBA) Note that this course is being offered in distance education format which means all the lecture and assignment materials are to be accessed on Blackboard. We will also talk once or twice on the phone as well. Meeting one will be during week one of classes via phone appointment that you plan on Doodle Scheduler I've posted on email. Agenda: [*Course introduction, Blackboard clinic*]. Any meetings, if missed, will need to be rescheduled and attended the following week.

Most of the time, assignments in the course will be conducted and submitted on a week to week basis online via Blackboard. You will attend lectures and use course materials online from week to week but you will watch the material and take online assessments at a time that works within your weekly schedule and submit any and all assignments by the weekly deadlines (stated in this syllabus). The lectures and all other course materials are accessible 24/7 except for when Blackboard is down on scheduled times typically only on Sunday mornings (see Blackboard for down times).

If there are problems then we'll need to schedule and hold an appointment (phone or on-campus) to help solve the problem but this appointment will not count toward fulfillment of the formal class meeting.

3. Office Hours & Contact Information:

Professor Strom, Ph.D., Educational Psychology – Lifespan Development

Office: 4082 (4th floor) - Haley Center-Department of EFLT

Phone 334-844-3077: Message machine is at same number. Please leave a message if you call.

EMAIL RESPONSE times: Earliest email check time each morning (T-TH) is around 8:00 a.m. and latest check time for those days is by 6:00 pm. On Mondays and Fridays, the earliest email check time is 8 am and latest check time is 8pm. Any email check time before usual check time or after the usual end-of day check time is only where I need to do so out of planning for other work obligations while also trying to respond to your questions to be helpful. So, please rely on the usual times listed only so if you send email or post assignments after the 6:00 pm time Tuesdays through Thursdays, or after 8pm on Fridays and Mondays, (and any time on the weekends), then please know that you most likely will hear from me not then but instead the next business day morning on email (on business days).

Tigermail and Blackboard email: stromps@auburn.edu

Office Hours and Appointment Opportunities: My weekly office hours will be on T, W, TH from 8:00 a.m. to 9:00 a.m. and by appointment. Office hours, appointments, and email/phone correspondence are put on hold while I'm away during conferences and business trips. You may email me or call me while I'm gone but I may very likely not be able to respond until my return. I'll post on my door if I'm away for a day or longer

along with when I return. My office hours begin on the first week of our class and end on the last day of our final project due date deadline. Aside from normal office hours, I will be available by appointment (time outside of normal office hours) but appointments will need to be scheduled on email. I'll send you email confirmation that the time works. If I have to change my office hours for a particular day due to a required AU meeting or some other obligation or event, then I'll post on my door if I'm away that day so that you know and then also post on email and BB announcements when I will serve make-up office hours time.

I will allow for appointments to be scheduled within reason up to when finals are submitted but not after. If you call the campus office phone and I'm not there please leave a message and contact phone and when I can call back or if I can email you the information you need. I will return the call or email shortly thereafter accordingly. If you are there at my door, please wait a few moments as I may need to briefly use other facilities. Also, if you are onsite, please knock on my door loudly as I often leave the door shut in order to alleviate unnecessary hallway distractions/interruptions when I'm in my office working.

Office hours will be held at stated times on-campus and students are encouraged to utilize this time (or appointment times made) to meet in person or on the phone regarding their questions. Unless an appointment is necessary, all other questions or dialogue will be addressed via email (on Tigermail) and on Blackboard email so please check both daily (M-F).

Date Syllabus Prepared: This syllabus was updated January 1, 2011 and is being distributed for Spring 2011 for Dr. Strom's section of EPSY8416, is posted on BlackBoard in the "WEEK ONE MODULE" folder, and is posted in electronic PDF copy in the EFLT Department main office.

4. Text and Class Materials: A packet of readings was sent to you. Also, several readings will also be available on Blackboard via posted PDF file and Link to websites.

Required: Daily access to effectively functioning 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 or film and are in a sitting where you can't play it aloud around others (like at a campus computer for example) or at home in the late evenings. 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.

5. Course Description:

This course is designed to enable students to understand the many social contexts that implicate learning and the varied learners, across age group, ethnicity, gender, and educational settings. Points of emphasis will included but are not limited to reflection, conceptualization and application of learning approaches and theories as they can be used in varied social contexts. Application of select concepts, theories and methods and social context issues of concern will be also points of focus.

6. Course Objectives:

Upon completion of this course, students will be able to:

- 1 Identify and define several social contexts of learning (settings, target groups, approaches, issues).
- 2 Identify and conceptualize numerous implications & applications for learning for different learner target groups in their varied social contexts and settings.
- 3 Identify and conceptualize numerous obstacles in learning for different learner target groups in their varied social contexts and settings.
- 4 Identify and conceptualize numerous solutions (suggestions for improvement) in response to obstacles in learning for different learner target groups in their varied social contexts and settings.
- 5 explain several implications & applications of learning theories and approaches in social contexts.
- 6 Apply theories, approaches and models of learning in personal and professional social contexts.
- 7 Identify and conceptualize research implications for various learning theories, approaches, models, and target groups in relation to relevant social contexts.

7. Course Content and Module Schedule:

WEEK ONE MODULE –Intro to Course, Syllabus, Help Folder,

Connections Assignment Instructions & Phone meeting-----Jan. 10th –Jan. 16th

*WEEK TWO MODULE –Piaget’s Individual Constructivist Theory -----Jan. 18th – 21st

*WEEK THREE MODULE-Social Constructivism----- Jan. 24th – 28th

*WEEK FOUR MODULE- Social Cognitive Learning Theory-----Jan. 31st –Feb. 4th

*WEEK FIVE MODULE- Cooperative & Collaborative Learning-----Feb. 7th – 11th

*WEEK SIX MODULE- Social Maturity and Teamwork-----Feb. 14th – 18th

*WEEK SEVEN MODULE-Situated Learning (part A) -----Feb. 21st – 25th

*WEEK EIGHT MODULE-Situated Learning (part B)----- Feb. 28th –March 4th

*WEEK NINE MODULE- Stress in Social Learning Contexts----- March 7th –11th

-----SPRING BREAK -----March 14th –18th

*WEEK TEN MODULE-Intergenerational Learning/Reciprocal Learning---- March 21st – 25th

*WEEK ELEVEN MODULE- Mental Abilities in Transition-----March 28th – April 1st

*** WEEKS TWELVE through FOURTEEN MODULES-----April 4th –22nd

You will choose three*** modules in the final UNIT entitled, “*MODULES OF CHOICE*”. Then, for each one, learn through it in the usual manner and for each, submit a CONNECTIONS assignment using the same instructions and format as usual. Commit to three modules (minimum) you will choose as a focal point to the course that allows for personal interest.

WEEK FIFTEEN MODULE- Culmination and course reflections -----April 25th –27th

**** 2 course evals due (10 pts each)**

Exact Course Content Outline and Assignments: The schedule above displays the exact time allocated on the identified course content (*shown in the title of each learning module*). Exact layout of content is seen in each learning module’s PLAN that you will follow to doing the work for each learning module which includes reading assignment(s), video(s) to watch, website(s) to visit, and written assignment(s). The PLAN is always the first (top) file in each learning module in Blackboard. Please follow each exactly.

8. DISTANCE EDUCATION FORMAT SECTION OF EPSY 8416: Course material (all of it) is to be accessed via Blackboard files, some have assignment instructions, while other files have video lectures, etc. It is entirely the obligation of the student in this course, since it is in this format, to ensure they have proper, reliable access to a computer (at home, work or school) to access this internet based material. This may mean for example, downloading RealPlayer (free) to be able to view the lectures and downloading Adobe Acrobat Reader (free) to open and view text files and assignments posted on Blackboard. No other substitute, replacement or arrangement for Blackboard is possible in terms of accessing lectures or other course material (not DVDS, VHS tapes, CDs, printed course packets, etc.). If you are at a place of work where the computer is controlled by I.T. staff, please quickly communicate to them your needs of accessing any and all files on the Blackboard site and for them to download any and all software needed to open documents (Adobe Reader) and to view videos (Realplayer, Quicktime and Windows Media Player). Taking the appropriate steps to access the material online will be required. Some video files are in RealPlayer which cannot be changed to any other type of file so make sure you can play Realplayer files on your computer. I sent the link to the free download for Realplayer in an email with the “diagnostic task” that you all responded to. Other files for this course, with films or speeches or animations, will be in other file types so please download whatever video player software is needed (perhaps Quicktime or Windows Media Player depending if you use a Mac or PC computer).

Watch all the lectures and films but do so according to times of day that meet your schedule best as long as you complete each module on or by the posted finish date shown in this syllabus. In addition, you can pause, start and stop the lectures anytime, replay them as many times as you wish, etc. You can stand or exercise while you listen or watch them, or sit at your home or school computer to view them. All of these choices help with the main goal of allowing more time for actual focused watching, listening, non-stressed note taking, more in-depth thinking and writing. The time factor is in your hands as long as components and assignments of the course are completed by the specified dates/times (*indicated on*

Blackboard for each module).

I think you will enjoy the freedom of this distance education format but be aware that with the freedom comes responsibility and expectation of going through the material in its entirety and in a timely manner. Again, please be 100% sure to read and watch all module materials and to do so in a timely manner in order to maximize your potential for success in the course. This will be a core expectation.

9. Course Requirements/Evaluation/Earning Grades for Course

Procedures for Grading: Grades earned may vary for assignments on any of the tasks or exams but all must be completed (fulfilled) to receive course credit. Any assignments missing must be made up if late (regardless of excused or unexcused absence status). Based upon meeting the above conditions, the following is the remainder of the grading framework.

Grading Requirements:

Definition of (A) level course grade: 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. This means that a student must submit ALL assignments in their entirety, on time, and with good to great level of quality.

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 the course will be based on the following total possible points:

(10 pts) 1 Phone meeting during week 1 and later if requested.

60 pts each (780 pts) 13 Module CONNECTION Assignments

10 pts each (20 pts) 2 course evals (one for sure on BB/one also possibly one via mail)

100% = 810 total possible points for course grade

Course Requirements:

A. Phone meeting during week 1 and later if requested.

B. Read and watch all module assigned readings, lectures and videos. (*all materials in each PLAN*).

C. Complete all module written assignments.

Course Grade Feedback/Notification: I will post attendance and your status on assignments and tests online for your private view in an area (link) called GRADEBOOK on Blackboard 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. Other due work in the course may include small papers, class presentations, discussions, or other tasks. In your GRADEBOOK each assignment will be labeled with a title. This is done to help you identify and monitor your grades. Unsubmitted work will be marked as **NOT YET SUBMITTED**). *Once you submit late work, the grade for that assignment changes from a zero to whatever the grade earned is with consideration to how late it was submitted.* In a few cases, total unsatisfactory work will be identified with the label, **RESUBMIT** "resubmit with improvements" if the initial work turned in is unsatisfactory. I do this with assignments occasionally to help a person know they're expected to put effort into their assignments. In such a case, I allow the opportunity to resubmit the work with changes but there will be at least some late points deducted. *If you are doing this after the deadline then of course the late deductions take effect also as the work is late but late work is much better than work that's so poor that it constitutes an F.*

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 mygradebook.com, 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 Blackboard will post the numerical score grades for the assignments. BlackBoard will also post a record about which assignment, if any, is late, how late, and how many points deducted, as well as any notes regarding the points deducted. I'll update grades on Blackboard once every week (according to when this best meets my differing schedule week to week or close to this after I receive work from students. Times when I travel will likely require an additional week for the numerical score to be posted.* During the semester, scores for your work, when graded, will be posted on Blackboard 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.

10. Assignments and scheduling study time: You will have assignments for readings and video lectures posted in each module of Blackboard. Carefully follow each modules PLAN file in doing all work (readings, videos, and other tasks in exact order). You may submit all assignments earlier than the shown deadlines if you wish. It is recommended to begin working on each assignment early on rather than late. I've posted them for view all at the beginning of the course in order to make this feasible and have also embedded in the schedule on Blackboard a safe window of work time according to how substantial each assignment is in completing. Note, the time between when one assignment ("Assignment X" for example) is due and when the next assignment, "Assignment Y" is due does not indicate the recommended time to begin work on "Assignment Y". *Looking ahead of time on this list of assignments (as I've arranged them in the modules) and at the instructions for each assignment will help allow you time to adequately plan on what needs to be done for each assignment and then allow enough time to actually do the assignment, work on it, reflect, etc.. Please examine the assignment dates and the assignments descriptions at or near the beginning of this semester so you can plan ahead and make the time to work on things. I've provided a display on Blackboard of each UNIT's page and ordering of modules so you can see the overall rhythm/timing for when to work on and complete each module's materials, (abide by the listed start date and completion date for each module), along with when to start working on assignments).*

Please note: Regular Maintenance hours for Blackboard: Sunday Mornings from 1am to noon. During this time, the server may be shutdown without warning. When on Blackboard please monitor all downtimes

which are announced on Blackboard in the Campus Announcements tab.

11. Submitting Assignments: Note that for your assignments I will be requiring they be submitted in a Word file attachment on BlackBoard, preferably in the ASSIGNMENTS INBOX (located under the *Course Tools* tab. Each assignment as its own INBOX labeled for that assignment. Refer to the HOW-TO INSTRUCTIONS FOLDER if you need help to do this and you may also call me if need be if you still have questions I'll accept work sent in email attachment (Word file) in Blackboard email as well--if need be. Sending attachments on Tigermail is accepted *but only in situations* where the two other prior approaches are problematic since emailed attachments on Tigermail email consumes too much Tigermail email space.

I will have, for assignments submitted, a short email back to you in your Blackboard email (*possibly also on your gradebook*) that shows confirmation that I indeed received your work in condition for me to examine it towards grading. This is not a grade but simply a status of it being ok for me to begin to read versus being a file that I cannot open. If something does not send to me correctly it will have a **MISSING or NOT YET SUBMITTED statement in the gradebook** and I often email the student so they know about the situation and to resend as soon as possible. It is up to students, if and when they send assignments, to make sure the work comes to me properly. With written assignments you send to me in the INBOX (using the assignments tab) or as attachments in Blackboard email, this means you should look under your sent email or on Blackboard to make sure the attachment you sent indeed is there and opens successfully.

If I can't open a file with your work on it, the assignment is considered not 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. It is a student's obligation to self-check that what was submitted was done so correctly, (it contains an attachment which can be opened, and that the attachment is in a software I can open and mark). I'll check a few times for student work on the day when work is due but if work is not received or sent correctly to me by the deadline then its late. All deadlines are based on time zone in Auburn, AL.. Send in your assignments with time to spare.

I will not accept work that is not sent in an attachment. I do this for record keeping and for academic honesty purposes to I can cross check where need be similarities between one student's work in the class and that of another student. So, hard copies only of assignments will not be accepted. Read-only files will not be accepted. I will not accept files that I cannot open with Word software. In order to be safe, always have your assignments on at least two other drives as backup in case a computer fails you. Have it on a thumb drive and in your blackboard email (as an email attachment to yourself) and possible of the university's H drive which helps as storage in cyberspace. Do not yank out thumb drives from a computer. Follow the proper steps to remove it safely. Ask me and I'll show you.

Deadline Clock Times for Submitting Assignments, Quizzes and Discussions on Blackboard:

Assignments that involve sending an attachment on email or posting an attachment to an assignment INBOX in Blackboard will all have 8 p.m. deadlines (8 p.m. Auburn, AL time). Preferred submission time is by end of module week by Friday (by 8pm). I'll allow for the immediately following Monday evening (by 8pm) to be the latest time when assignment (for the previous weeks module assignment), can be submitted without late points deducted. Again, the initial deadline (recommended) for each module assignment is on the Friday as the ending date for each module. ~~This is an extended deadline.~~ Please note that my latest time in checking/responding to email and assignment submissions officially will be by

6:00 pm each day Tuesdays through Thursdays and on Mondays and Fridays by the latest will be 8pm. So, it's your assumed risk if you choose to submit an assignment on the due date but after the time when I'm finished checking email and Blackboard inboxes for the day. You risk it being late since it's beyond the time when I can respond to help, etc. For this reason, it's always strongly recommended to submit work earlier than my official email end time for a day. Also, it is more professional as well when you submit work in a manner that is not frequently "last minute", - a habit which does not reassure my perception of a person who is at the graduate level. In all education-related fields, getting things done ahead of time actually only means getting them done on time. For those of you who have teaching or administration jobs or jobs with a lot of work, then you can appreciate that advice I'm sure.

12. Submitting Late Assignments:

It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed/late work. Any assignment that is late must be submitted but it will have as much as a 20% point deduction from the total possible points for that particular assignment. To help minimize a grade penalty for a late assignment, it should be submitted as soon as possible after a missed date either the next day or the following day after the original due date or sooner if possible. This policy applies to all assignments.

Turning work in on time makes a difference in how soon instructors can grade it and provide feedback to students. More importantly, this habit reflects an essential skill/disposition that the education field will demand. Circumstances like when computers or printers fail or run out of ink or anything of this nature are not an appropriate reason for lateness of work based on expectations of principals, school districts and parents. My professional and helpful advice is don't do things at the last minute and, make sure you have a contingency plan so that you can (A) use a CD or jump drive to send your assignments via another computer, (B) send yourself an email containing your work (in progress and done) and keep it there (C) keep on an online AU drive or (D) have quick access to another reliable computer in case the one you use fails right up to the last hour before an assignment is due. There are computers in the main library, there is a whole computer room on 3rd floor of Haley and of course there is our LRC with their computers.

Personal extenuating circumstances address absences (i.e. excused absences) for on campus *absences* but typically do not often apply as "excused" when submitting late assignments in this course. This is because no assignment, which is due in writing or online format, requires any on campus attendance of a student at the time of its submission on the deadline due date. This includes all assignments that require posting an attachment. These assignments are all due online on Blackboard, not in person or in hard copy. So, when so much time in advance has been provided to work on and submit assignments and one may turn them in at any time before and up to a deadline, there really is almost zero excuse for late work. Please work on assignments right when they are assigned or earlier if you end a particular module before its completion date. The sequence of the learning modules are laid out for this purpose, to help discourage procrastination and instead to promote reflection, correction, and "distributed practice" and the production of high quality thinking and responses. If you don't follow carefully the modules by their start date and completion date and instead revert to procrastination, then as a future educator or professor, one is turning their back to the very learning processes they will be obliged to use and instill with your own future students/clients.

13. Email Communication-Vital: As far as communication goes for this course, this will be an expectation to check your regular Tiger email but also your BlackBoard email for this course. I'll certainly respond to Tiger emails but we need to use BlackBoard email just as often because it is for classes like this one (distance

education format). Blackboard email is 100% protected from all spam and other announcements unlike regular Tiger email. It also enables me to send class-wide announcements to you (about content, deadlines or assignments regarding this class only) which link and send to all of you. Lastly, it enables for a more organized record keeping system in terms of keeping regular generic email (Tigermail) separate from material you as my students send me for this semester on BlackBoard email, containing your correspondence and assignments to this class. The only times when you will get email from me on Tigermail is of course at the beginning of the course as we get things started and in cases during the semester if and when/if I'm not hearing back from you on email when I should, or are late with an assignment(s), etc.. I may send occasional class wide announcements as well on Tigermail just to make sure you get important information (to send in BB and on Tigermail). In those cases, I really try the utmost to communicate on both email platforms to reach a person about announcements or problems so they can take the steps necessary to correct things in a timely manner.

It is a student's obligation to inform this instructor of problems right away instead of waiting until the end of the semester and claiming that course tasks could not be met due to some problem. 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 the documentation for an IN (Incomplete) to be granted. This notification must be stated to the instructor by the student (or designee) in writing well before grades are due for the course, before the end of the semester. Always look for confirmation of my receiving any such notification from you in order to be sure I did in fact receive such important information from you. Don't assume I received an email of such magnitude. You must hear back from me on email to be sure. Better safe than sorry. This way, my confirmation to you completes the full communication loop.

14. Other Class Policy Statements:

A. Understanding the syllabus and Blackboard course material:

Please carefully read the syllabus and Blackboard 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.

B. Retrieval of Missed Class Material & Assignments:

All course materials are on the Blackboard site for this course as well as in the text loaned.

-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 its late in the game.

C. Academic Honesty / Misconduct Code: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub 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, all assignments will assess your personal (individual) knowledge of course material. ALL assignments are to be done individually only. If someone is giving considerable help to

someone else, then that's considered cheating. Our university now utilizes the services of plagiarism detection software for professors to screen student work. I will not award a grade or points toward a grade for assignments unless and until each is submitted in the manner and format required.

D. Special Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours (or appt) during the first week of classes(or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

E. 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 (within reason) to allow completion of the course. If this occurs, an addendum to your syllabus and /or course assignments will replace the original materials.

F. Required Auburn Email Account and Synchronization: Keep your email account active so that needed student-school communication can take place in the proper timely fashion. This is now an active rule/policy of the entire university. Also, synchronize your password /account so that you can use computers in the LRC computer labs. Ask the campus (O.I.T.) Office of Information Technology staff for immediate assistance if you need to activate or reinstate your Auburn email account. Inquire with LRC staff about synchronizing your password for access to LRC computers. Please take note of their hours of operation for the LRC which are posted right outside their entry doors. If you have any more specific questions regarding certain days or hours of operation or other LRC related questions just ask someone at their LRC help desk. Note that for your assignments I will be requiring they be submitted to me via email on BlackBoard. As far as communication goes for this course, this will be an expectation to check your regular Tiger email but also your BlackBoard email for this course. I use BlackBoard email often because it is protected from spam, unlike regular email. It also makes it more organized in terms of keeping regular generic email separate from email from you as my students for this semester, your correspondence and assignments.

G. Scaffolding (help) Policy: After some help has been given in a formative manner, I will sometimes need to limit the amount later on so that you rely more on your own skills and effort which hopefully become internalized. In other words, I provide limited scaffolding (help). In addition, the help must have limits or instead of being scaffolding which is defined as helping a student perform a task so that she/he learns to do it on their own, the opposite can happen without expressed limits. In other words, to write well, some help on mistakes or grammar are provided from time to time but not on everything or almost everything. Some areas of improvement on a task will be left unsaid so that a student can learn to apply criteria so they can effectively search, locate and correct and improve their work. Again, without this understanding between a student and instructor, the opposite may happen-total reliance of the student on the instructor. So, if the goal is student autonomy, then not all things I see as wrong with an assignment can be reasonably expressed to a student in a formative assessment manner. A few things can be communicated but not all things. Remember, a student won't begin to be self-regulatory until and unless some expectation for autonomy is reinforced by an instructor and placed back onto a student. So when someone says in an email or in class, *"Let me know if my paper looks ok or if there is anything wrong with it before I turn it in for a grade."* Again, if I've already helped a reasonable amount in that way, and/or if the assignment was to

perform the assignment without help from this instructor, then this is not an appropriate request.

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

The psychology here as it directly affects your motivation is that there are limits in the amount of help that should be provided to a teacher in training student on any one assignment to help and these limits are so that a student expects more of her/himself in effectively producing their own work and understanding rather than being overly dependent/reliant on an instructor. You too one day will need to establish this overall expectation (to some extent) with your own students or workers (even with most children) in order to help them see a need to learn to do things on their own and to do them well. As an illustration, you will have to *"Teach them how to fish so they can gather their own meals"*. An outcome of this kind is a most basic part of human learning, cognition, autonomy, development, motivation and educational progress.

H. 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 *any* 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 education field. A basic rule and need that teachers are hired to honor is to honestly grade a student based on criteria and grading systems established and to do so as fairly as possible and with the least amount of bias. So, I ask in advance to please, at all costs, refrain from making any such comments or requests at all to me in person, on email, in writing, or on the phone. Such statements,

(whether intended this way or not), are simply unethical and misguided ways to apparently appeal to an instructor's supposed sympathy, sense of forgiveness, etc.. In reality, our job (our paid duty) is such that, just as important as is our instruction, is our grading (judgment) on the level of student attainment of course objectives. You soon will be held to just as high (maybe even higher) standards for grading per each class you teach and particularly when your students' grades are compared inevitably by district and state administrators with each student's performance on standardized tests in relation to *No Child Left Behind* requirements each school must meet. So, to sum it up, you too will very soon be in the same seat as a judge of student performance. Teacher judgments on student progress must be sound and fair to properly serve children, parents, schools, and society. Please also refer to the Alabama Educator Code of Ethics. (5)(c)5.(i) to further your understanding of ethics in teaching which you will need to know. These are fairly uniform across all 50 states. No matter where you educate, these will be important to know and abide by.

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 latest edition). If you wish to drop this course, you may do so no later than by the official drop date indicated by the Registration Office. 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 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 Tiger Cub).

J. Any changes in syllabus policy, assignments, points, etc. will be announced on email in Blackboard and in the class announcements area on Blackboard. Students are responsible for being aware of changes and checking their Blackboard email and Blackboard class announcements as well as their Tigermail.

*Thanks for reading this syllabus and becoming informed about the course so you can succeed!!
I look forward to you being in this course, your assignments and to talking with you.*

-----End of Syllabus for EPSY 8416 – Spring 2011 – section 001- Dr. Strom-----