

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

1. Course Number: FOUN3100 (Section 001—Hybrid format)

Course Title: Child Development: Learning, Motivation & Assessment

Credit Hours: 6 semester hours {5 credits for Lecture and 1 credit for Lab-service learning} The lab includes 25 clock hours (on site contact hours) at a nearby assigned afterschool program in which you will be tutoring and managing children. Approximately 2.5 to 3 hours per week must be served at the placed site on a consistent week day until a full 25 hours have been served. Teacher education core courses, like this one with a service learning component use a 1:3 ratio for lab credit hours to lab clock hours per week. The three hours of lab per week consists of service learning at the assigned site, lab activities in the campus classroom, or online activities. Lab hours must include a minimum of 25 clock hours in your assigned service learning placement on-site at the service learning location. These 25 service hours are part of the total number of field experience hours mandated by the Alabama State Department of Education for teaching certification and license. Credit for this course cannot be earned until these 25 hours have been completed.

Prerequisites: Admission to Teacher Education; FOUN 3000

2. Term: Spring 2011 --- Haley Center- room 3218

Day/Time (T/TH (6-8:50pm) and Hybrid) Note that this course is being offered in hybrid format which means nearly all the lecture and assignment materials are to be accessed on Blackboard but we will also meet a few times as well. Class session 1 will be Friday, January 14th from 3:30pm to 8:00 p.m. (LOCATION: LRC Computer Lab #2. [Agenda: *Course introduction, Blackboard clinic & service learning*] This is a whole-class required session. Any meetings, if missed, will need to be rescheduled and attended the following week. We will also meet on February 17th, March 10th, and April 14th (*all Thursdays*) during our normally scheduled course time from 6pm to 8:40pm. Unless I tell you otherwise we will meet in our normally scheduled room as well. I will send an email notice far in advance to you with a new location if, for one of those class meeting dates, we meet at another location other than our normally scheduled room (Haley 3218).

This particular section of this course (FOUN3100) will be in HYBRID format which means that most of the course material, including lectures (videos) and other things, will be on Blackboard. Most of the time, assignments in the course will be conducted and submitted on a week to week basis online via Blackboard. Most of the time you will attend lectures and discussion boards 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. The lectures are accessible 24/7.

The course is not entirely online however and we will meet on campus approximately 3 times on dates/times to be decided with you as we progress in the class. All course meetings/sessions will be required. These will be decided once you know your schedule for other courses and will be decided for each meeting at a time.

One or more of the meetings above may include meeting with the instructor individually/or possibly with at least a few other class teammates at agreed upon appointment times we plan together for discussion and testing purposes. Class meetings, other than our first one (see above), will be planned and stated in this syllabus in the Course Content and Schedule section. Please avoid scheduling any class meetings/appts with this instructor during service learning time day/time you

have agreed to serve.

For dates and times we meet as a class, as a team or by individual appointment, in case we can't use Haley Center for unexpected reasons, our "just in case" meeting location will be at the new student union, the building directly next to Haley. Meet on second floor near the help desk area which is next to the really old Aubie costume). Many tables and sitting areas are there along with a few standing computers. This area should suffice as a contingency location when/if Haley is inaccessible. This is only to be used if we can't meet in Haley for some unexpected reason.

In addition to the times we meet for class, I may (time allowing) see you at your service learning site once or twice to observe and possibly briefly talk. It will be a surprise visit--not planned. All missed class sessions must be made up as soon after a missed session/appointment as possible. If there are problems then we'll need to schedule and hold an appoint to help solve the problem but this appointment will not count toward fulfillment of the formal class meetings.

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. (checked once a day M-F). For office hour days (T - TH), the earliest official email check time is between 8:00-9:00 a.m. Any email check time before usual check time or after the 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. I'll check email as late as 6 pm T-TH and as late as 8pm on Mondays and Fridays.

Office Door Pick-Up Pouches: Attached on office door # 4082 labeled, 3100 Pouch A and B

Tigermail and Blackboard email: stromps@auburn.edu

Office Hours and Appointment Opportunities: My weekly office hours will be on T-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 research 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. 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. You are welcome!

Date Syllabus Prepared: This syllabus as updated between January 1, 2011 is being distributed for January 2011 for Dr. Strom's section of FOUN3100, is posted on BlackBoard in Course Content in the "Starter Module", in electronic PDF copy in the EFLT Department main office.

3. Text and Class Materials: *Required Textbook: "*Assessment, Development, Learning, and Motivation of Children and Adolescents*" Purchase only the 2nd Custom Edition (2006) by Pearson Custom Publishing. This was compiled by Drs. Forbes, Ross, Salisbury–Glennon, and Strom. On the cover of this 2nd Edition is a photo of a child looking at another child's work. This is the correct version. Please only purchase this one. Your obligation will be to purchase the book during the first week of the course and bring it to our first class session so I can check to see you have it and for possible use at that time. I have met with bookstore staff and they have shown me on their database that proper ordering has occurred. However, it will be important for you to inform bookstore staff if a textbook is not on the shelf so they can restock shelves or order more copies via fast delivery. Two sources of assistance in the A.U. Bookstore (Haley Center) you may contact are: Textbook Manager, Russell Weldon at 334-8441352 weldora@auburn.edu, and/or the Textbook Department at 334-844-1363 books@auburn.edu. You may also speak with Kim in this dept at 844-1361. Students may also check with the other bookstores that serve Auburn University to see if they have these books in stock. They are: Anders Inc. at 821-1137 (212 W. Magnolia Ave.) and J& Mat 887-7007 (115 South College St.).

***Required: Identification tag** to be used for all service learning visits. Get it in LRC.

***Required: Note pad & CD Case:** Taking notes from lectures will be important periodically so pads or spiral pads are fine. Also, at least a few readings, a few note-handouts, or other course material will be handed out in class. Some readings (from sources other than the text) and some lecture highlights from class may be posted on BlackBoard for your convenient access to read or print out. Organization of class material is key to effective studying so please maintain notes in binder or three-ring.

Required: Daily access to effectively functioning computer with functioning high speed internet connection either at home, work or on campus. This is a hybrid course so this is vital-no exceptions.

Required: Please wear clothing at your service learning site that is respectable as an adult working with children and to instill a professional impression of you as a future teacher. So, oftentimes, full shoes (*not sandals or crocks*) are recommended or mandatory. Additionally, please make sure your wardrobe at the site opaquely covers all special bodily areas and areas near the special areas in order for a respectable impression to be made while there since this is a school environment. Also, please refrain from wearing clothes or jewelry which are questionable due to the themes, symbols, words, or images they contain which others can clearly see which would be objectionable in a K-12 school environment. Thanks in advance for your cooperation. Proper attire for these reasons is a resource related to service learning.

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 sitting where you can't play it aloud around others (like 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, and moral aspects of child development; integration of development, learning, motivation, assessment, and evaluation in context of instructional learning.

5. Student Learning Outcomes: This course is designed with instructional objectives continuing throughout the block experience as well as objectives designed for specific content areas. Course objectives include a subset of key indicators from the Alabama Quality Teaching Standards. Indicators assigned to this course for assessment are listed below and pertain to human development, organization and management, learning environment, instructional strategies, assessment, learning styles, collaboration, continuous lifelong professional learning, Alabama-specific improvement initiatives, school improvement, ethics, and local, state and federal laws and policies. **Course Objectives Aligned with New Alabama Quality Teaching Standards** (updated 03/ 2007)

Content Knowledge

Academic Discipline

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

Human Development

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

Knowledge of the role of language in learning. (2)(c)1.(ii)

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)

6. Course Content Outline: The plan below is an approximation of time on the identified content. Exact layout of assignments, due dates and point worth are shown in table A and B in this syllabus. Exact content breakdown (too lengthy to place here) is shown in each learning module's PLAN that you will follow to do the work for each learning module which includes reading assignment, video to watch, websites to visit, quiz to take, etc. The PLAN is always the first (top) file in each module in Blackboard.

Communication; Planning; Collaboration; Assessment; Laws and Policies

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

2 Validity and Inferences: A discussion of the nature of validity and inference making and the importance of these concepts with individuals and classrooms

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

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

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

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

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.

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

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

More about the Course:

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

In addition to building your knowledge on child development, classroom assessment, learner motivation, etc, you will refine skills and dispositions basic to teaching including dependability, professionalism, collaboration, critical thinking, planning, organization and writing. A target of our college in this course is to develop a number of candidate proficiencies, knowledge and dispositions on assignments and in your service learning. A final target by the college is for students to practice and refine the skills/dispositions listed in Dynamics of College of Education Conceptual Framework for Undergraduates.

7. HYBRID LEARNING FORMAT SECTION OF FOUN3100: Course material (almost all of it) is to be accessed via Blackboard files, some have assignment instructions, while other files have video lectures. It is entirely the obligation of the student in this course, since it is in this hybrid 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.). Taking the appropriate steps to access the material online will be required.

Offering this section in a hybrid format was jointly approved by EFLT Dept Chair, Professor Sheri Downer, FOUN Program Coordinator Professor, James Kaminsky, and Associate Dean, Professor Susan Vuillame. One of the main goals (in the immediate time frame) for this format is such that I as an instructor wanted for you to visit with me during times that are more concentrated in small group or individual settings. Here's the even bigger point. The lectures, which constitute the vast majority of class instruction for this section, I have placed on video (on Blackboard) and organized in a very orderly, easy to use manner for you. The reason for doing all this is that I wanted for your time to be spent reading extensively, working on assignments and watching lectures / taking

notes in such a way where you are allowed a much larger level of choice as to when you observed the lectures. In turn, this freedom also allows for there to be no course scheduling conflicts which numerous students were having before this section was offered. No scheduling conflicts exist with other courses nor with service learning times you choose.

Watch all the lectures 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 and UNIT*).

I think you will enjoy the freedom of this 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 and as a future teacher. This will be a core expectation. Remember that I'll also see you a few times and we'll have online discussion activities so our interactions and dialogue will still be an important part of the course but instead this social component will be at times that meet our needs as well as be under conditions that allow for more person to person and small group dialogue. Discussions will occur when we meet and a few times in Blackboard Discussion areas. Office hours (see section) 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.

8. Learning Modules and Assignments:

Table A, below, is the exact schedule you will follow for each week with all assignments (by letter) listed along with the start date and finish date for each learning module along with start date and due date for each assignment. Date time frame for each module shown includes time for reading, watching video lecture and whatever assignment is given which normally would be consumed by on-campus attendance/lecture. Additional homework time will be needed, at least to some extent for some assignments. Plan your time closely based upon what is provided below (**Table A**).

The table following this one (**Table B**) lists each assignment by letter with point worth and its status as either team or individual. This indicates if it is a team allowed assignment or if it is to be done only by each individual, without collaboration with others. Nearly all items are to be done individually only.

Table A			
WEEK	Module Start & Finish Dates	Assignment	Assignment Due Date
Week 1 <i>1/12--1/15</i>	Start Module-- <u>2 days</u> -- 1/14--1/15		Have TB test done & emailed SL Coordinator on preferred SL day before this time. A.1 -Get class text by 1/14. A.2 -Attend Meeting One -1/14 A.3 -Confirm Letters by 1/14
Week 2 <i>1/18--1/21</i>	m2--- <u>2 days</u> ---1/18--1/19 m3---1 <u>day</u> --1/20	m2--- B m2 quiz--- C m3 quiz--- C K	B due by 1/21 --Attend service learning orientation this week at site. K --Start service learning this week is possible.
Week 3 <i>1/24--1/28</i>	m4---1 <u>day</u> ---1/25 m5---1 <u>day</u> ---1/27	m4 quiz--- C m5 quiz--- C	K ---Must start service learning hours this week--finish by April 27.
Week 4 <i>1/31--2/4</i>	m6---5 <u>days</u> ---1/31--2/4	m6 quiz--- C m6--- D	
Week 5 <i>2/7--2/11</i>	m7---1 <u>day</u> ---2/7 m8---2 <u>days</u> ---2/10--2/11	*m7---*prep for meeting two on 2/17	C quizzes & D due by 2/9
Week 6 <i>2/14--2/18</i>	m8---2 <u>days</u> ---2/15--2/16 *class meeting Two on 2/17	m8 quiz--- F	*Class meeting Two on 2/17 (Thursday) 6:00--8:40pm
Week 7 <i>2/21--2/25</i>	m9---5 <u>days</u> ---2/21--2/25	m9 quiz--- F	
Week 8 <i>2/28--3/4</i>	m10---5 <u>days</u> ---2/28--3/4	m10 quiz--- F	---Reminder- service learning must be done by April 27.
Week 9 <i>3/7--3/11</i>	m11---2 <u>days</u> ---3/7--3/8 *Class meeting Three on 3/10	m11 quiz--- F	*Class meeting Three on 3/10 (Thursday) 6:00--8:40pm F quizzes due by 3/11
Week 10 <i>3/21--3/25</i>	m12---3 <u>days</u> ---3/21--3/23 m13---2 <u>days</u> ---3/24--3/25	m12 quiz--- H	
Week 11 <i>3/28--4/1</i>	m13---2 <u>days</u> ---3/28--3/29 m14---1 <u>day</u> ---3/31	m13 quiz--- H m14 quiz--- H	
Week 12 <i>4/4--4/8</i>	m15---3 <u>days</u> ---4/4--4/6 m17---2 <u>days</u> ---4/7--4/8	m15 quiz--- H m17 quiz--- M	H quizzes due by 4/6
Week 13 <i>4/11--4/15</i>	m18---5 <u>days</u> ---4/11--4/15 *Class meeting Four on 4/14	m18 quiz--- M	*Class meeting Four on 4/14 (Thursday) 6:00--8:40pm

Week 14 4/18—4/22	m19--- <u>2 days</u> ---4/18—4/19 m20--- <u>2 days</u> ---4/21—4/22	m19 quiz-- M m20 quiz— M	
Week 15 4/25—4/27	m21--- <u>2 days</u> ---4/25—4/26 m22--- <u>1 day</u> ---4/27	m21 quiz— M m22— N, N.1, P.1	-- M quizzes due by 4/27 --4/27 is last class day & deadline for service learning hours.
FINALS WEEK 5/2--5/6	See due dates on right for remaining assignment due dates		For assignments N.1 and N.2 , and P.1 : <i>Earliest submission -4/14 <u>if</u> you are all done using loans. Latest submission - 5/5.</i>

Table B Assignment Name	Point worth
asnmt A.2 - Meeting One- (Individual)	50 + required
asnmt A.3 - confirmed TB / Tech letters (Individual)	5 + required
asnmt B -1st Team Discussion	20
asmnt-Meeting Two - (Individual only)	40 + required
asmnt-Meeting Three - asnmt N (Individual)	45 + required
asmt-Meeting Four	40 + required
asnmt K-Complete 25 service learning hours (Individual)	100 + required
asnmt D - Physical Ed Websites (Individual)	30
asnmt C -MODULE 2 Quiz (Individual only)	5
asnmt C -MODULE 3 Quiz (Individual only)	10
asnmt C -MODULE 4 Quiz (Individual only)	4
asnmt C -MODULE 5 Quiz (Individual only)	4
asnmt C -MODULE 6 Quiz (Individual only)	31
asnmt F - MODULE 8 Quiz (Individual only)	20
asnmt F - MODULE 9 Quiz (Individual only)	30
asnmt F- MODULE 10 Quiz (Individual only)	30
asnmt F- MODULE 11 Quiz (Individual only)	10
asnmt H- MODULE 12 Quiz (Individual only)	23
asnmt H- MODULE 13 Quiz (Individual only)	37
asnmt H- MODULE 14 Quiz (Individual only)	10
asnmt H- MODULE 15 Quiz (Individual only)	25
asnmt M- MODULE 17 Quiz (Individual only)	7
asnmt M- MODULE 18 Quiz (Individual only)	6
asnmt M- MODULE 19 Quiz (Individual only)	9
asnmt M- MODULE 20 Quiz (Individual only)	12
asnmt M- MODULE 21 Quiz (Individual only)	11
asnmt N.1 - BB Course Eval (Individual only)	5
asnmt N.2 - BB Service Learning Site Eval (Individual only)	5
asmt P.1 - Return Loaned Items (Individual only)-due by 5pm	11 + required
Total Possible- tentative-any changes will be announced in Blackboard	635 pts

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 missed due to absence, not submitting them on time, or not submitting them at all (regardless of excused or unexcused absence status). Based upon meeting the above conditions, the following is the remainder of the grading framework. You will receive a full description of guidelines, points and requirements for each assignment when each is assigned in class.

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

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

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

A final grade of "A" demonstrates work throughout the course that has consistently gone above and beyond the course requirements and reflects a deep-level, conceptual understanding on the part of learner. It is possible to receive 90+ percent of the possible points in the course and receive a B or less due to less than excellent attendance and/or participation at service learning, etc.. Further, please note that success in this course is contingent upon the completion of the Service Learning requirements. One will fail the course if the Service Learning is not completed satisfactorily. Problems reported to us by your Service Learning site supervisor or by our EFLT service learning coordinator (such as not reporting, not completing assigned duties, etc.) may also result in a reduction in your final course grade or failure in the course.

Course Grading Scale by %

90% – 100%	= A
80% – 89.99%	= B
70% – 79.99%	= C
60% – 69.99%	= D
-59.99%	= F

The course policies on Service Learning, Class Attendance and Class Participation implicate one's final course grade and are based on terms additional to those set forth in this section. For details, see those sections. In the following table (B), is the array of assignments categorized point worth. Exact points per assignment and test and the total possible are subject to change slightly but become set once each item is then graded.

All assignments shown in **Table B** are kept exactly as labeled with their alphabetical letter as displayed above. Additionally, there are occasionally letters (such as G, J and L) that have been omitted because the assignment has been omitted. But all above assignments maintain their current letter as shown. The letter for each assignment does not change or shift even when/if an assignment is omitted or canceled.

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. Attendance will be marked under each class session's date with "Present", "Present-LT 10 ms" = present but late to class by 10 minutes, or "Present-LE 15ms" = present but left class 15 minutes early. 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 and quizzes and will show a score for a learning quizzes as well so you know your score right after taking it. 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 on attendance and punctuality for each class session/appointment and in relation to your service learning days--if I'm informed of problems. I'll update grades on Blackboard once every other week or close to this after I receive work from students. 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.

Mid-Term Project and Final Project: For this section of this course you will complete projects in place of an exam for the mid-term and final. In the field of teaching, we should honor the best definition to

date of higher order thinking as defined by Bloom's Taxonomy. We will use this taxonomy by having projects in the form of essay/reflection question responses (for the mid-term) and essay/reflection question responses (for final project) which focus on your service learning. Essentially, both are journals about your service which also connect your understanding of various course concepts to the service and visa versa. For this section of this course, a take home project format will rely on the learner to construct understanding of course material in a way that more closely approximates the tasks that will be called for in the teaching field. Bloom's taxonomy calls for application, synthesis and evaluation to be used in exercises (or exams) that assess high order thinking and in-depth understanding. So, the format of mid-term and Final meet Bloom's Taxonomy. The mid-term project and the Final Project are presented in full (along with the grading criteria and point worth) at the end of this syllabus (the hard copy version) in order to not interrupt the normal progression of the other main parts of this syllabus. These materials are handed out in class on day 1 of class and are housed in MODULE 1 for your access and assigned for you to go over and reread and watch my explanation of them. On Day 1 we will also briefly go over these materials.

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 do each modules materials, (abide by the listed start date and completion date for each module), along with when to start working on assignments, especially the large assignments, which will require extensive time to work on to produce decent quality work.

11. Submitting Assignments: Note that for your assignments (except for quizzes and Blackboard Discussions) 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 approaches are problematic since emailed attachments on Tigermail consumes too much email space.

I will have, for big assignments, a short email back 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, 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 an

MISSING or NOT YET SUBMITTED and I often email the student so they know about the situation and to resend. It is up to the student, if they send an assignment or take a quiz, to make sure the work comes to me properly. If you take a quiz for example, you must hit the “*SUBMIT*” button at the end in order for the quiz to then be graded and your point score earned. 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. This is on a student to self-check that it was posted or sent to me correctly, it contains an attachment which can be opened, and that the attachment is in a software I can open and mark. I'll check a few times for student work on the day when work is due but if work is not received or sent correctly to me by the deadline then it's late. Send in your assignments with time to spare like a recommended full 24 hours earlier than the deadline, even earlier is better.

I will not accept work that is not sent in an attachment. I do this for record keeping and for academic honesty purposes so I can cross check where there be similarities between one student's work in the class and that of another student. So, hard copies only of assignments will not be accepted unless and until accompanied by electronic copies. *Read-only* files will not be accepted. I will not accept files that I cannot open with Word software or Inspiration software (*Inspiration will be shown later to you*). 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 the computer. Follow the proper steps to remove it safely. Ask me and I'll show you.

Deadline Clock Times for Submitting online 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 11:59 p.m. deadlines (Auburn, AL time zone). These are clearly marked with 5pm deadlines. Discussions on Blackboard as well as all module quizzes may be submitted no later than by 11:59 pm (Auburn, AL time) on the stated due date for each quiz or discussion. Please note that my latest time in checking for work & responding to email officially will be by 6:00 pm each day T-TH and latest for Mondays and Fridays will be 8 p.m. Earliest check time M-F will be between 8 and 9am. So, it's your assumed risk if you choose to submit a quiz, discussion, or any other assignments on the due date but after the time when I'm finished checking email 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 when things are due. Also, it looks more professional as well when you submit work in a manner that is not “last minute”, which does not reassure my perception of a person who is ready for teaching. In teaching, getting things done ahead of time is actually only being on schedule.

12. Submitting Late Exams & Assignments: Make-up exams will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangements to take the make-up exams must be made in advance. Students who miss an exam because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor on the day of the return to class. Other unavoidable absences from campus class time must be documented and cleared

with the instructor in advance.

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, learning quiz, discussion, mid-term project or final project 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, quiz, discussion, mid-term project or final project. 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 quizzes and 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.

As for the learning quiz in each module, the following applies. These are important as they constitute learning and feedback right away to you on correctness of your responses to each item. They are for you to take and learn from right away. Please take these seriously. They help you with understanding specific concepts in a way which is designed to actively engage you and provide feedback immediately. These work directly in correspondence with your 007 cards. Please always refer to the exact 007 card number that the feedback points you to refer back to regarding where to read about a certain concept that the quiz item entailed (*i.e.* conservation, *mid-brain*, ZPD psychosocial/ developmental/ stages, etc.) will be how any late testing will be conducted. The 007 cards you may keep as they are a good source to find information in the book that is of focus (and important for you to know) in your video lectures and readings and important to use towards completing your assignments. There will be several dates which are listed in this syllabus and all over in Blackboard which remind you of when all of learning quizzes for a particular UNIT will be due and must be taken by on Blackboard. I have set Blackboard to automatically cut off quiz access at the listed deadline date and time (**11:59 p.m.--*Auburn, Alabama* time**) on any and all due dates for the module quizzes. This means that if a student fails to take a learning quiz or a few of them or any part by the deadline date and time, then the access is cut off at the date and time of the deadline and I make a record of this in Blackboard gradebook so we both know reason for point deduction. The very next day, no later than by 11:59 a.m, I'll enable access again to the module quizzes for that were missed for any remaining people who still need to take the learning quizzes even though they are late in doing so. Again, it will mean though that the grade deduction policies applies since the quiz will be completed late.

Personal extenuating circumstances address absences (i.e. excused absences) for on campus *absences* but typically do not apply as “excused” when submitting late assignments or quizzes 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 quizzes, Blackboard Discussions, polls, and assignments require posting an attachment (Midterm, Final, and one or two other assignments). The submissions are all due online on blackboard, not in person. So, when so much time in advance has been provided to a student to work and submit quizzes or other class 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 learn to begin working on assignments and quizzes right when they are assigned or earlier if you end a particular module before its completion date. Furthermore, for the large assignments, all those assignments (with assignment letters noted with a square in the Assignments list), these are provided to you in the scheduling of the order of the modules specifically to allow you ample time to begin work on the module’s assignment and then to continue work on it bit by bit, improving, enhancing it, until the time it is due. The sequence of the learning modules are laid out for this purpose, to help discourage procrastination and massed practice and instead to promote reflection, correction, and “distributed practice” and high quality thinking and work products. If you don’t follow carefully the modules by their start date and completion date and instead revert to procrastination, then as a future teacher, one is turning their back to the very learning processes they will be obliged to use and instill with your own future students.

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 most often because it is for classes like this one (hybrid format) as well as for courses that are entirely in 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 instantly where as Tigermail does not allow for this. 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. In those cases, I really try the utmost to communicate on both email platforms to reach a person about 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 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. This must be stated to the instructor by the student (or designee) before grades are due for the course before the end of the semester.

14. Class Attendance & Participation Policies:

Attendance:

Tiger Cub, Attendance (2) states:

Students are expected to attend all their scheduled University classes. College work proceeds at such a pace that regular attendance is necessary to receive proper instruction. Specific policies regarding the class attendance are the prerogative of individual faculty members in writing at the beginning of the course regarding effect of absences in the determination of grades.

In this course section, since we have only about 4 different dates when we meet for discussions and other on campus activities, then all dates are required attendance. If any are missed then each must be made up as soon afterwards as humanly possible. Emailing this instructor as to make up date and time will be expected. Then, an email from the instructor to you confirming a particular date and time that works will be important to receive so you know for sure when the make-up session can be held. If you know you can't make a certain meeting please tell me in advance if possible and then just reschedule. In the grading area, it lays down that missing a meeting and not making it up leads to a grade drop-please refer to that area.

Punctuality and Participation as components of attendance: This policy applies to my grading policies which consider time spent in class as indicative, to a certain extent, of attendance. So, I reserve the right to lower a student's grade by one letter grade if I observe a pattern of missing class time or service learning lab time by coming late, leaving in the middle, or leaving early. By examining BlackBoard, 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 and team discussions and in all assignments in class and online.

Weather or illness or other extenuating circumstances: In case of severe weather problems or personal extenuating circumstances, I do allow for absences without impact on course grade or course credit but on the condition that the absence for each class session or meeting/appointment missed is indeed made up on-site on a day/time that works for us both. In this way, student needs towards missing a class session/meeting are respectfully met according to the situation, but for balance and accountability, the make-up expectation meets the university's requirement towards a "professional follow-through (i.e. completion)" by a student of such course obligations which require attendance on-campus or at a service learning site.

15. SERVICE LEARNING REQUIREMENTS & POLICIES: Field Placement:

The rules of the State Board of Education, 290-3-3-.02(4)(f)2 read:

Beginning with the first professional course, each candidate shall participate in extended field experiences with specific purposes and assessment. At a minimum, each candidate shall have participated in 150 contact hours (90 of these 150 hours shall be in increments of at least three hours each) prior to the internship.

Necessarily, completion of FOUN 3100 requires participation in 25 clock hours of field experience. Students dismissed from their placements due to inappropriate behavior or lack of service cannot, by definition, fulfill this requirement. Failure to meet the 25 hour requirement will result in a failing grade

for this course. Your service learning coordinator is Anna Shepherd and she coordinates our Block 2 EFLT students in placement and service at their sites, monitors student hours served and addresses needs or problems. Her email is on the service learning packet provided to you. You will also need to gather the contact phone, name and email of your site supervisor (the main supervisor at the site you serve.) Keep in mind the site supervisor and our EFLT Service Learning coordinators may have to communicate from time to time and you will need to communicate with them. As they are coordinators and supervisors, it is their job to address problems and needs where necessary with you. Instructors rely on them to perform these duties. We rely on the student to communicate needs or problems to the coordinators and supervisors.

A few nearby schools are allowing us to serve children at their after-school programs towards the fulfillment of a 25 hour service learning expectation held by the AL State Dept. of Education. The following subsections apply on rules and expectations for your successful service at these sites. You will be expected to serve 25 hours onsite at the site assigned to you. At these service learning sessions you will be working with children in grades K-6. Each service session will be scheduled so that at least 2.5 hours per week must be served on a single day, until all service is complete. Service cannot be done during a full day of normal school hours. Instead, service will be accepted during after school hours only like for two and half hour sessions or longer where allowed. Some sites may allow for 3 hours per visit which is fine but not all sites have this time window. Fulfilling the service learning must be done and nothing else can be used as a replacement or substitute for this towards course credit under any conditions or for any reason. In other words, if a service learning session is missed, you will have to make it up by attending another one on a later time. Sessions that are continually missed which are then postponed until their completion late in the semester without reasonable cause and/or without prompt communication to the site supervisor and our EFLT coordinator will result in a grade drop by at least one letter, and/or a group meeting with you, me, the site supervisor and service learning coordinator. If something happens to you or you are ill or somehow unable to serve on a certain day, then contact the site supervisor (at the site you serve) immediately to inform them you will not be there that day. The site and the children there count on you being there as planned so it is vital to let them know if you can't be there so they can make alternate plans.

You will be expected to follow all rules of the site at which you are assigned to serve. Further details on rules and expectations for each site (conduct, attitudes, language, attire (dress), cell phone use, and helping the children as directed) will be made clear to you by the supervisor(s) of these site during the orientation you agreed to attend. If something is not clear is it your obligation to ask for clarification. You will be expected to call your supervisor at the after-school program to inform her/him on a day when you are unable to attend. They are counting on you being there. Call by the deadline the supervisor provides you at your site which they state is a sufficient "same-day notification". This will be vital if you know ahead of time (a day or more in advance) that you will not be able to serve on a certain day. In other cases, upon any sudden accident or illness which prevents you from serving, the obligation on your part remains to call the site as soon as possible, preferably the same day. If you know you won't be able to attend or know that a partner who will be unable to attend then you may call the site to inform them that your partner will be unable to attend but was too ill or in a situation where they were not able to communicate this information on their own. The advanced or timely notification given to after-school program supervisors (at the site you serve) about your absence (planned or sudden) is what the school programs need! Please note that I'm trying to help you as much as possible to meet this obligation but with my help also comes obligation on your part to follow through in serving and to do so each week.

You will need to monitor the dates of operation of the program in order to not go on days in which a program may not be in operation. You must be complete with all 25 service learning hours by December 3 by end of the time allowed that day for service at your site. Any service later than this date will count only in cases where an (I) Incomplete is appropriate as a temporary grade and once served, may provide class credit but with a grade drop due to late completion. Service learning sign-in sheet(s) and time cards will have to be signed by the coordinator you serve with at the site with the full 25 hours noted with each date and time of day served. This will be mandatory in order for the service learning to be declared complete.

The after school service learning sessions are always done during the same day and time at the site assigned on the day you chose. Whenever the exact time slot is that you are able to serve, you must fulfill this requirement and it has to be done at this school for the hours required, separate from any other hours you serve for another class, lab or practicum. All service learning requirements must be met in full to get credit for this six credit hour course. This is mandated by our college and most importantly by the Alabama State Department of Education. My students in the past who have done this felt the experience was worthwhile and made the class more relevant in context to our learning about child development, teaching, learning, assessment and motivation. Please note that our college and the Alabama State Department of Education define service learning with the following essential qualifiers or conditions. Service learning must include 25 hours of onsite, unpaid work (service) and learning in a setting we place you at which is educational to the student servers and provides relevant experience and practice toward preparation for their future job setting of teaching children. This service learning must be done at an after-school type program site where the EFLT service learning coordinator has secured school district permission for placements for students in the program. These 25 hours are not to be counted toward fulfillment of teaching internship or for lab hours for other courses. No other service learning or lab experience, volunteer work, internship or job, (paid or unpaid) will be counted towards the fulfillment of these 25 hours. Driving time to and from the site is never to be counted or recorded toward service of the 25 hours.

Lab Hours and Service Learning: Teacher education core courses with a service learning component use a 1:3 ratio for lab credit hours to lab clock hours per week. The three hours of lab per week consists of service learning at the assigned site, lab activities in the campus classroom, or online activities. Lab hours must include a minimum of 25 clock hours in your assigned service learning placement on-site at the service learning location. These 25 service hours are part of the total number of field experience hours mandated by the Alabama State Department of Education. You will not receive credit for this course until these 25 hours have been completed.

In terms of our college of education's candidate proficiencies which you will become familiar with, some of them pertain directly due to the example you set while serving at your site. Therefore, I have some specific criteria which will be important to consider and these are definitions or manifestations of certain proficiencies. These are criteria (A-C) to assess the level of your service performance and the site supervisors will evaluate you in this way. In general, the main objectives are to tutor children and to do so in the appropriate time increments each week, rather than postponing service of the service learning sessions. You must remember to sign in and out on each service learning session day you serve. If you serve at a site with time cards, you will have to punch in and out for the time served to be counted. For your own records, you should maintain days and times served and these must match the sign in/out and time clock card (or finger time card) punch in/out times kept on record at your site. Under no conditions do you remove your sheet or time card from the site. Only I, Lisa Lively, and your site supervisor can remove the card from the site for our own monitoring

purposes. Even when you complete your hours, do NOT remove your sign in/out sheet or time card from the site for any reason. This is very important. It will appear from many perspectives to be suspect if a student removes his/her sign in sheet or time card from the site and we will require you to explain this to the higher powers that be as it may likely be questioned as academic dishonesty (which includes falsifying school and class related records). There are no reasons or conditions which would result in a student needing to remove their time card, or sign in/out sheet from their site in order to have in their own possession.

The supervisor at each site will be the primary person to orient you to the site, and to oversee your involvement there. I may also randomly stop by on various days and times to visit and so may our service learning coordinator, Anna Shepherd. She might contact you regarding missing time or time that you still need to serve at the site. If she contacts you I'll likely also have the email as well and so likely will the supervisor. It is the business of all these parties if a student has fell short of expectation in service learning or is in jeopardy of doing so. At some point during the semester she may check each site to see that the fulfillment of the 2.5 hour a week minimum is met at the site you are assigned to and may report back to me and the supervisor of the site. Please keep in mind that the site supervisor at some sites may also play a vital and helpful part in counting and monitoring the hours served. This is important.

A student must facilitate/gain his/her site placement with the service learning coordinator no later than by the end of week 2 of the course or they risk not starting service learning in time enough to finish by the deadline. Another point, without a willing, approved site placement, no service learning can be performed. Without service learning there will be zero credit given for this course (state mandate). Furthermore, a student's placement, must be declared as "cleared" or acceptable by the site within the first week or two of expected starting time of service so the placement is maintained. If a placement is first approved but then a student's TB documentation is not shown by the student to the site earlier on or when called for, then the site is either dropped or put on hold temporarily as it won't work unless and until the student produces the documentation.

Makeup of Service Learning Time: The after school site supervisor is to be contacted regarding rescheduling or absences at your site. If one misses any service learning sessions it will be important to promptly inform the site supervisor at the after-school program about your absence and plan a later date to serve. If a little time needs to be made up that is fine but please do not plan any unnecessary conflicting appointments or events at all. If you have to miss, miss due to necessity only (such as a funeral, an illness, court date attendance, unexpected accident, medical appointment, etc.) and be prepared to supply a university approved excuse for any of these reasons. I as your instructor along with Anna Shepherd or the site supervisor may ask for this material and have the right to see it, have a copy of it, and to confirm the excuse with those who issued it. Please do not assume you can go on any day just to do a makeup service learning session. Instead, check with the coordinator when you can go if you have an unexpected (unplanned) makeup session which needs to be served. In such cases, contact the after-school program supervisor of the school you serve via email and CC (Carbon Copy on email) Anna Shepherd as well. Plan with the site supervisor a day for makeup. Please keep all emails you send to and from the site. Also, please avoid missing service learning sessions at all costs. No service learning placement is set up in such a way to allow for excessive makeup days or makeup times nor to have extra days be served in advance just so that a person can get their service done early in the semester. With either of these approaches, another person's time slot is essentially stolen away as there are only so many placement slots and these slots cannot overlap or else too many volunteers

and service learners will be at one site at one time with too few children to help. This causes both confusion and does not help or serve the school at all. The placement /service times are flexible only for purposes of AU student necessity, not AU student convenience. What will be expected is for you to makeup a missed service session within the same week or following week from the day missed. In this way, it keeps you up to speed without getting behind. Doing it later than the suggested time will get you behind and you won't necessarily be able to make up the missed service in as short of a window of time as you wish or intend. For example, your site may only allow, due to their heavy load of volunteers, one day a week in which you could intervene (aside from your normally scheduled day) to serve a missed session.

The key to performing service learning properly is to keep up with your service each week. The calendar of the school (or other site) you serve shows specific dates when the school and program are not in operation. For some sites, this information may also be posted on the Block 2 Service Learning website. As long as you have site supervisor approval, (which must be signed on your time card and/or sign in/sign out sheet), you could serve "planned missed time" in advance if you know ahead of time that, for example, on two or three Mondays, your service learning site will not be in operation due to holidays or in-service days. By taking this proactive approach, it can keep you up date in service hours while, if done with communication to your site supervisor, helps the service site by better planning their volunteer schedules instead of people coming randomly with overflow. Again however, do not get ahead though any more than is permitted by your site supervisor as it will be at the cost of others who serve your site on a different day/time (*causing an overflow of volunteers with an insufficient number of children to help*). Also, a site supervisor, near the end of the semester, if not before then, may typically communicate to me or Lisa about students who serve on extra days but on days which were not agreed upon with them. This possibly could substantiate a lower grade for the course based on problematic Student/Supervisor Communication (Criterion A) of Acceptable Quality of Service Learning. Your clear and timely communication with the site supervisor and with our coordinator Anna Shepherd is very important. Always know their names, contact information and when/where they can be contacted, called, etc. That's your job as the adult student to learn this information and keep it handy when need be. *An orientation to service learning must be attended before service at the site can begin. Look on the service learning handout for the date, time, and location for the orientation for the site you serve. If need be, contact Lisa Lively for this information.

*All 25 service learning hours must be completed by **April 27**. *Triple check that you've completed all 25 hours--we don't round off or anything along those lines.*

* All policies and information in your Service Learning Packet and on the Service Learning Website provided by your service learning coordinator apply in this syllabus. Refer to these materials for other information not included in this syllabus.

SERVICE REQUIRES RESPECT & COLLABORATION: This is a work site in the same way as your internship is a work site so you will have to collaborate in a highly professional manner with your site coordinator, and show the highest degree of respect for the coordinator, staff, faculty and children. If I get feedback reports or evaluations from a coordinator about your performance which is of poor quality, repeated tardiness, repeatedly missed (or postponed) sessions, communication deficits, or attitude issues then, anyone or more of the following consequences will result: (A) Possible grade drop by one letter, (B) A meeting with you, the coordinators, myself and the Assistant/Associate Deans. (C) Sometimes severe cases happen in service learning which lie on the failure or choices of a student in various ways

including: a student not serving; or of their misconduct at the site; or of their falsifying sign-in or time cards, approvals, excused absence documents, and/or other related service learning documentation. In these cases, a person will be dropped from the site and then, as a result, be given a failing grade for this course regardless of what point in the semester this takes place.

*** ACCEPTABLE QUALITY OF SERVICE LEARNING:** Service learning time needs to be done for course credit but it should be done in way which displays highest A.U. College of Education quality and that serves the site, leaving them wanting our help for the next semester. Your site supervisor will judge you on the three criteria below and I or my coordinator will consult with this person as I make my final judgment on these criteria in relation to their observations of you at the site you served. These are the real world types of judgment criteria as they matter a great deal in the real world of teaching so they can and will affect your final grade for the course.

–Communication/Collaboration with your Site Supervisor, AU Service Coordinator and Instructor: This needs to be always timely and respectful whether via in person, email or phone. Communication with this person includes but is not limited to: asking for and retrieving feedback about how you can serve better the kids at the site that the site coordinator states are important mindful of; rescheduling a makeup service day; and clarifying with the site supervisor any and all onsite rules or expectations for service at their site. You may have to communicate to the site supervisor at a schedule which works for them perhaps via email or phone depending on their preference. This is so because onsite they may be very busy with running the functions of the after-school program which only they can perform. So, it is up to you to please be patient and persistent. What is also required is a good attitude on things if they (site supervisor) talks to you about improvements in your service that they deem necessary for you to make. If changes aren't made and made quickly, your grade for this course will be dropped by one letter grade. Dropping of the grade also applies to criteria B and C as well if these criteria are not in cases such as repeated problems (even if minor) and/or the student's display of problems which are considerable (i.e. serious).

--Timeliness of performance of each week's 2.5 hour minimum of service learning and make up of time upon missed session within same week or by the end of the following week. At the same time it is expected that aside from make-ups, as explained previously, that you will do one session per week but none extra. If a person finished their 25 hours really early then it means they took extra days each week from others and this will warrant a loss of points just as a person who procrastinates and tries to push into doing many makeup sessions within a short period of time. The time by which to gauge yourself in finishing reasonably is considering 2.5 hours minimum a week at the site. Abide by the earliest time for completion as well as the latest time for completion which are both identified in the service learning packet. These visits may start as early as the orientation (if your site supervisor credits the time for this) but it must start no later than on week two of this course so as to give you a good start with service.

– Helpful tutoring / teaching / interaction / monitoring of children and respectful treatment of them. Your time at the site should be spent helping children learn, and interacting with them in learning activities/classes for the program. Help them learn, be patient, and be sure to seek help from the site supervisor or other appointed program staff when if/when you see or suspect that there is a problem with a child's behavior or well-being. Don't try to deal with something on your own which you feel is definitely beyond what you think you know how to deal with.

*****Platinum Service Learning Opportunity:** If you choose to serve at the Boykin Center program, please be aware that you are agreeing to an added 2 hours of training (*on top of the 25 hour requirement*). So, you would serve at least a total of 27 hours (*with training included*). The site cannot have service without the training. This is a very good program and wonderful opportunity in which, during your service there, you can learn to apply differentiated learning including advanced assessment of student reading and abilities and scaffolding techniques. Additionally, this site is very close to campus as an extra incentive. Last but not least, your completed, successful service to this program can be highlighted in included in your vita/resume since it's a grant funded project which is quite prestigious to be involved with. Please contact our service learning coordinator, Anna Shepherd, about your interest in service for this program if this interests you.

16. 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:

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

-Study Buddies: It is preferable to get any missed info, lecture notes or handouts as soon as possible so one way is to check with *study buddies* regarding class material covered that session. Choose 2 or 3 such people in class either whom you know or whom you grow comfortable with once you become acquainted when we form cooperative learning teams. Information you should seek includes: main concepts covered, what the day's activity was, and any announced due assignment, project, or test dates.

-BlackBoard: Material posted on Blackboard will be the key information on course content, sequence, deadlines, etc. You will be provided many handouts on Day one of class but some materials you still may decide to print out if you wish which may only be on Blackboard.

-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.

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, tests and all assignments will assess your personal (individual) knowledge of course material (*see list of assignments for individual markings which mean these are to be done individually only*). In these cases, having someone help you is considered cheating. Our university now utilizes the services of plagiarism detection software for professors to screen student work. I may, on any assignment, test or paper require your work to be submitted in hard copy and 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. Work submitted electronically must be written the same word for word as is submitted to me in hard copy--no exceptions or exemptions. Keep in mind that not all work will need to be submitted in this way. I will inform you of submitting your work in electronic format when the time comes to submit certain assignments or tests.

Any service learning sessions recorded or reported by a student or his/her peer on fraudulent days and/or times will result in academic misconduct discipline and failure for this course. Record exact times when you begin and end your service learning on each day served. During class time and in our classroom all cell phones, mobile phones, pagers, PDAs, iPods, dictaphones and any other electronic recording or communication devices must be stowed away in your backpacks or purses. They are to be set to off or silent mode and are not to be accessed during class time, especially not during tests. During breaks, if you wish to use phones in the hallway, I don't mind but please do not use them in our classroom. Please do not use them at your service learning site at all. Please do not eat or drink in the LRC. Thanks in advance for your cooperation on these things.

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

F. Course Enrollment: In order to be accepted for enrollment by the instructor into this course, a student must be accepted into the teacher education program. This fall class has the two dates listed in the syllabus as required. 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 college or 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 coexist without dropping a student from this course. The same policy applies to my grading policies which consider time spent in class as indicative, to a certain extent, of attendance. So, I reserve the right to lower a student's grade if a student demonstrates a fairly consistent pattern of missing class time or service learning time by coming late, leaving in the middle, or leaving early or by missing several sessions back to back (if unexcused) . The same applies to any falsifying of data or improper conduct at the service site. Any and all time lost at such class meetings or service must be made up.

Please also note that this course will be a lot of work as it is a six hour course, not a three hour course. Ponder the number of credits you choose to take this semester in consideration with how well you anticipate you will be able to learn and perform in these courses. In other words, know your limitations. I say this to be helpful to you in a proactive manner.

G. Required Auburn Email Account and Synchronization: Keep your email account for active so that needed student-school communication can take place in the proper timely fashion. This is now an active rule/policy of the entire university. Also, synchronize your password /account so that you can use computers in the LRC computer labs. Ask the campus (O.I.T.) Office of Information Technology staff for immediate assistance if you need to activate or reinstate your Auburn email account. Inquire with LRC staff about synchronizing your password for access to LRC computers. Some computer programs I assign you to use will have to be used at school, specifically in the LRC. In other words, your home computer may not have capabilities for streaming video from sites such as www.glef.org, or for programs like Inspiration, WIMBA audio files or United Streaming. In these cases, it is not necessary at all to buy any software but instead to budget your time to visit the LRC to use their computers to watch the films, or use software needed for a class assignment. 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 most 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. The only exception will be CC emails (regarding service learning) from our EFLT Coordinator, Lisa Lively and possibly from your site supervisor. In those cases, you may receive occasionally some emails on your regular Tiger email.

H. Alternate (just in case) class locations and times: On all class meetings or appointments in which Haley Center is not an option, we will use the student union near the help desk on the second floor (near Aubie costume), as an alternate location. Many tables and sitting areas are there along with a few standing computers. This area should suffice as a contingency location when/if Haley is inaccessible. This is only to be used if we can't meet in Haley for some unexpected reason.

In case of bad weather, then read my email close to or on the date (near time) of missed class session which prompts you to email me makeup/reschedule time as soon as possible so we can plan a makeup/rescheduled session. The main expectation is on the student to communicate

immediately an available day and time for a makeup session so this can be planned and then held.

I. Materials on loan: All materials loaned to you must be returned by the end of the semester. I loan these to you so you don't have to purchase them and since we normally would use them in an on-campus class as a part of class activities weekly. Returning them at the end makes loans possible.

J. Observers and Apprentices in this class: Please be mindful that I often will have doctoral students observe my teaching and/or lead class activities, assessments, etc. This is a part of a course I'm teaching to doctoral students which directly focuses on the teaching of this type of foundations course. This would be analogous to your teaching internship you will do soon. In addition, I may have an apprentice assist me during the times when we meet as a class or in discussion board activities.

K. Scaffolding (Instructional help) Policy: After some help has been given in a formative manner, I will sometimes need to limit the amount later on so that you rely more on your own skills and effort which hopefully become internalized. In other words, I provide limited scaffolding (help). In addition, the help must have limits or instead of being scaffolding which is defined as helping a student perform a task so that she/he learns to do it on their own, the opposite can happen without expressed limits. In other words, to write well, some help on mistakes or grammar are provided from time to time but not on everything or almost everything. Some areas of improvement on a task 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, and/or if the assignment was to perform the assignment without help, then this is not an appropriate request.

Teacher help should be given often but shouldn't be entwined with a student's grade in such a way that blame for a lower than expected grade is presumed to be the fault of a teacher for not giving an unending amount of help on an assignment before it is submitted for grading. Again, help is fine but needs to have some limits. But the grade still has to be a separate process and the grading, within reason, must be done so with the understanding to the student that help is limited for developmental reasons. As an adult, even a young adult, this expectation is the only appropriate way of moving through this class or any other in that learning will involve help but then the assessment (grading) will often be of what you do on your own, with what you've learned, practices, skills, thinking, etc. A student can't grow if all of their improvement rests solely on the extent of their teacher to help them with things they need to internalize to then apply in a self-help, self-regulatory manner. This includes but is not limited to such things as writing papers, analysis, thinking, etc. So, from time to time, it may be necessary to remind someone that they may be asking for an undue (excessive) amount of

feedback or help. I'll be respectful in doing this by simply pointing out that your own efforts are needed as you work on your assignment and I've played my helper role for this particular assignment to the fullest. I may at times ask for a phone call so I can provide some help via phone or meeting during office hours or appointment. Not all feedback can be necessarily fit into an email due to the excessive time it may take as well as the limits in understanding as a possible outcome from feedback in writing only versus an augment of oral/verbal dialogue as added feedback.

The psychology here as it directly affects your motivation is that there are limits in the amount of help that should be provided to a teacher in training student on any one assignment 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 (even with most children) in order to help them see a need to do things on their own and to do them well. As an illustration, you will have to *"teach them how to fish so they can gather their own meals"*. An outcome of this kind is a most basic part of human learning, cognition, autonomy, development, motivation and educational progress.

L. 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 field of teaching you are studying to enter. A basic rule and need that teachers are hired to honor is to honestly grade a student based on criteria and grading systems established and to do so as fairly as possible and with the least amount of bias. So, I ask in advance to please, at all costs, refrain from making any such comments or requests at all to me in person, on email, in writing, or on the phone. Such statements, (whether intended this way or not), are simply unethical and misguided ways to apparently appeal to an instructor's supposed sympathy, sense of forgiveness, etc.. In reality, our job (our paid duty) is such that, just as important as is our instruction, is our grading (judgment) on the level of student attainment of course objectives. You soon will be held to just as high (maybe even higher) standards for grade distribution 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 teach, these will be important to know and abide by.

M. Add/Drop, Incompletes and Withdrawals: Grades associated with incomplete course work or a withdrawal from class will be assigned in strict conformity to University policy (*see A.U. Bulletin latest 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 nor is it within my authority to prevent or change this protocol. According to AU Policies, Incompletes (I) are given only for certain conditions and situations (see Tiger Cub). If service learning hours by the end of a semester's deadline are below 25 hours then this will constitute an "F" Failure for the course. According to the AL. State Dept. of Education, a sufficient amount of service must be done during the time in which a student is taking this course to the number of 25 clock hours. They actually make zero allowances for anything less than 25 hours.

N. Professionalism: 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:

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

Alabama Quality Teaching Standards and Candidate Proficiencies: The Alabama State board of Education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards. These standards have been aligned with the 15 Candidate Proficiencies in the College's conceptual framework. Students will be assessed on a course-appropriate subset of these proficiencies. The candidate proficiencies assessed in this course are highlighted in the Syllabus Supporting Materials file. These indicators pertain to human development, organization and management, learning environment, instructional strategies, assessment, learning styles, collaboration, continuous lifelong professional learning, Alabama-specific improvement initiatives, school improvement, ethics, local, state and federal laws and policies and professionalism. For each of the targeted proficiencies, students will be assigned, where necessary, with a 1 when they perform poorly and notification of this rating will be provided to the student, the FOUN program coordinator and the EFLT chair.

The primary purpose of this assessment is to provide students with feedback regarding relevant candidate proficiencies and/or other areas in strong need of improvement, some which may not be on the list of proficiencies but still important. Ratings do not positively or negatively affect the course grade. They may coincide with a poor course grade but do not affect the course grade. The instructor submits a student's ratings to the Coordinator of Assessment and Evaluation who is responsible for keeping track of students' ratings on the Alabama Quality Teaching Standards throughout their programs. If a student receives one or more ratings below 2, the instructor forwards a copy of the evaluation signed by the instructor to the student's department head and program coordinator to

alert them to specific concerns that may require attention. The e-mail is copied to the student. Faculty will refer students to a course-appropriate subset of the college's 15 candidate proficiencies (CPs). See Syllabus Supporting Material for this list of Candidate Proficiencies along with the Teaching Standards used to update this syllabus.

Any changes in syllabus policy, assignments, points, etc. will be announced on email in Blackboard and in the class announcements area on Blackboard. Assignment posts (instructions, etc) will be announced so you know when you can open and begin each UNIT of MODULES. Students are responsible for being aware of changes and checking their Blackboard email and Blackboard class announcements as well as their Tigermail. For remaining parts of syllabus, see the Syllabus Supporting Material files which are provided in hard copy to student on meeting 1 of class and posted in Blackboard in the STARTER MODULE in the Syllabus folder. Also part of this syllabus (*in your hard copy-in three ring binder*) includes the midterm project and final project. These are additional parts to this syllabus but shown on Blackboard in their own files for the sake of better organization, less, clutter and consume less space in their own files. They will be discussed at length when we meet for Meeting Two.

Thanks for reading this syllabus and becoming informed about the course so you can succeed!!