

FOUN 3110

Adolescent Development, Learning,
Motivation and Assessment

Spring 2012

Department of EFLT

College of Education

Jessica Cooper, Instructor

E-Mail: jzc0032@auburn.edu

Office: 108 Ramsay Hall

Office Hours: By appointment

Classroom: 3334 Haley Center

COLLEGE OF EDUCATION



strive to prepare and be professionals who are:

Competent

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

Committed

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

Reflective

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

A Keystone in Building a Better Future for All



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

1. Course Number: FOUN3110 (Section 001)

Course Title: Adolescent Development 1: Learning, Motivation & Assessment

Credit Hours: 3 {2 credits for Lecture and 1 credit for Lab-service learning}

Prerequisites: Admission to Teacher Education; RSED3000; FOUN 3000 (EDUC 3000)

Class Times and location: Tuesdays from 5:00-7:50, Haley 1454

Office Hours & Contact Information:

- Instructor: Jessica Cooper
- Office: 108 Ramsay Hall (On Magnolia across from McDonalds)
- Tigermail email (preferred): jzc0032@auburn.edu (checked multiple times a day M-F--- time of day varies).
- Phone 334-844-4101: Please leave a message if you call. (Checked once a day M-F--- the time of day varies).

Office Hours and Appointment Opportunities: My weekly office hours will be 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.

My office hours begin on the first week of our class and end on the last day of our final project due date deadline. Aside from normal office hours, I will be available by appointment (time outside of normal office hours) but appointments will need to be scheduled at least 2 days in advance via email (with email confirmation by instructor that the time works). Often, you can meet with me after class releases in the same room we meet in during class.

I will allow for appointments to be scheduled within reason up to when the final project is due. If you call the 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.

Date Syllabus Prepared: This syllabus as updated in January 2012 is being distributed for Spring 2012 for Jessica Cooper section (001) of FOUN3110.

Special Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the PSD office, but need accommodations, make an appointment with The Program for Students with Disabilities, 1228 Haley Center, 844-2096 (V/TT).

2. Text and Class Materials: ***Required Textbook:** "Adolescents in the Internet Age" Information Age Publishing, 2009 paperback. This is offered 100% stock in Haley Bookstore. Please bring this text to class by our second class session and to every class session from then onward, as it will be referred to often during class.

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

Recommended Device: "Jump drive" or "thumb drive" so you have your work on it as a back up. Keep all your *in progress*

work on it and stored online as an email attachment to yourself in Blackboard email. This way, you can access your work anywhere you can get online and in worse cases, have it on thumb drive. One of your assignments is to keep your work and compile into a CD portfolio to submit at the end of the semester so keeping your work, all of it, will be important.

Course Description: An integrated approach to the effective instruction of the adolescent learner in context. Biological, cognitive, psychosocial, and moral aspects of adolescent development will be emphasized as well as informal and formative approaches to classroom assessment.

Course Objectives: This course is designed based on the following instructional objectives, which are articulated below by subject area.

In addition to the items listed below, course objectives include a subset of key indicators from the Alabama Quality Teaching Standards. Indicators assigned to this course for assessment are highlighted on syllabus supporting material. 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, and local, state and federal laws and policies.

3. FOUN 3110 objectives (aligned with the Alabama State Standards as of March 2007)

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)

Instructional Strategies

Knowledge of the importance of parents and/or families as active partners in planning and supporting student learning. (2)(c)4.(iv)

Learning Styles

- Knowledge of research and theory related to learning styles and multiple intelligences. (4)(c)4.(i)

Local, State and Federal Laws and Policies

- * Ability to access school, community, state, and other resources and referral services. (5)(c)6.(ii)

4. Week(s) Generic Content Overview by Week (Rough Outline Only)

Communication; Planning; Collaboration; Assessment

Week 1: Introduction: An integrated approach to development, learning, motivation, and assessment through

instruction and planning.

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

Student Development

Week 3-11: Adolescent Development: An overview of physical, cognitive, and socio-emotional theory in relation to the school-aged child.

Week 12-15: Individual differences: A broadening of students' understanding of the complex learner through a focus on individual variation.

Tentative Class Schedule

Please note that this schedule was typed on August 18, 2011 and may need to be adjusted throughout the course. Any changes will be announced in class. Students are responsible for being aware of announced changes.

Tue	Date	Topic
	Tuesday, January 10	<ul style="list-style-type: none"> • Introduction • Course/syllabus overview • Service Learning overview (Chenetra) • Journal/Final Project Overview • Student-Presentation sign-up • Index cards
	Tuesday, January 17	<ul style="list-style-type: none"> • Chapter 1: Perspectives on Adolescence • Video/Discussions • Connections Journal
	Tuesday, January 24	<ul style="list-style-type: none"> • Chapter 3: Goals, Identity, and Motivation • Video/ Discussions • Connections Journal
	Tuesday, January 31	<ul style="list-style-type: none"> • Chapter 4: Mental Abilities and Achieve. • Video/Discussions • Connections Journal • Review for test

Tuesday, February 7	<ul style="list-style-type: none"> Chapter 5: The Internet & Media Literacy Video/Discussions Connections Journal_
<i>Tuesday, February 14</i>	<ul style="list-style-type: none"> <u>TEST ONE: Chapters 1,3,4,5</u>
Tuesday, February 21	<ul style="list-style-type: none"> Work Day: Start on Service Learning Journal and next week's readings. No Formal class! It's FAT TUESDAY! Stuff yourself.
Tuesday, February 28	<ul style="list-style-type: none"> Chapter 8: Risks for Adolescents & Schools Video/Discussions Connections Journal
Tuesday, March 6	<ul style="list-style-type: none"> Chapter 9: Values & Ethical Character Video/Discussions Connections Journal
Tuesday, March 20	<ul style="list-style-type: none"> Chapter 10: Physical Health & Lifestyle Video/Discussions Connections Journals
Tuesday, March 27	<ul style="list-style-type: none"> Chapter 11: Self-Control and Safe Schools Video/Discussions Connections Journal
<i>Tuesday, April 3</i>	<ul style="list-style-type: none"> <u>TEST TWO: CHAPTERS 8,9,10,11</u>
Tuesday, April 10	<ul style="list-style-type: none"> <u>Work Day: Finish Service Learning Journals, Make sure you are ON TRACK with S.L. Hours</u>
Tuesday, April 17	Last Day of Class <ul style="list-style-type: none"> Service Learning Journals Due Course Evaluations Video: The First Year* Discussions: Service Learning/Teaching
<i><u>Friday April 13, 2011</u></i>	<u>ALL 25 SERVICE LEARNING HOURS DUE</u>
<i><u>Tuesday, April 25</u></i>	<ul style="list-style-type: none"> <u>All assignments must be turned in by 5:00 pm to receive a grade, if eligible.</u>

*Tentative. Subject to change.

5. Course Requirements/Evaluation:

Course Requirements:

Chapter Presentation (100 points):

You will be required to choose one class and facilitate discussion-based presentation over the assigned readings. You must cover all of the major concepts covered in the assigned readings for that evening's class. Your objective is to make sure that the class develops a thorough understanding of the readings through active participation and discussion.

Please provide each class member and the instructor with a detailed chapter outline. You may email this outline to me no later than 3 hours before class and I will post it on BlackBoard. You will also be responsible for conducting an applied activity centered on your assigned chapter. You could make a Jeopardy game, role play, conduct a debate, or anything other type of learner-centered activity that will ensure the class has a deep-level understanding of the readings through active participation and discussion. You have a lot of room to be creative for this part of your teaching presenting—please take advantage of that and try to be as creative as possible Due to the final number of students enrolled in the course, you will most likely do the teaching presentation in groups of one or two. Please note, each presentation should last about 60-90 minutes (including the activity). If the presentation is too short/inadequate, points will be deducted. Try your best to make the chapter presentation active and engaging. This is an excellent opportunity to structure your presentation as you would a lesson plan.

Each member is required to contribute equally to the development and execution of the presentation and applied activity. Each group member will evaluate his or her other group members on their level of cooperation, participation, and contributions. Therefore, if “Jane’s” group members collectively gave her a 75 on the group evaluation, Jane will only receive 75% of the points the group earned (i.e. the group received a 95 on their presentation, Jane will only receive 71.25 points).

Chapter Questions (80 points total):

Each Tuesday beginning January 17th, each student is expected to hand in at least two questions from the readings. The goal of these weekly questions is to reflect on any lingering questions you may have about the material covered in the chapter. This will also serve as a weekly review for each chapter. At the beginning of each class period, we will discuss the previous weeks questions (i.e. on January 24th, we will be discussing/reviewing the questions from chapter one). Each student is expected to participate in the discussion (a portions of your participation grade relies on this). If you have any questions, please let me know. Since the questions are assigned ahead of time, no exceptions will be made on the due date. Since you will have been reading your chapters and articles each week for the chapter questions, exams should be a breeze!

Reflective Journal (75 points):

In addition to completing your Service Learning for this semester, you will be required to write a summative journal/report on your overall experiences. I will hand out general guidelines in class.

Evaluation Criteria:

Exam I.....	100 points
Exam II.....	100 points
Chapter Presentation.....	100 points
Service Learning Reflective Paper	75 points
Chapter Questions.....	80 points
Participation.....	50 points
Attendance.....	50 points

Total.....555 points

Grade Requirements:

A= 90-100 percent of possible points and excellent attendance and participation

Excellent attendance may be defined as having no more than one absence throughout the course

B= 80-89 percent of possible points and at least good attendance and participation

Good attendance may be defined as having no more than two absences throughout the course

C= 70-79 percent of possible points

D= 60-69 percent of possible points

F= 59 and below percent of possible points

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. Further, please note that success in this course is contingent upon the successful completion of the Service Learning requirements. It is possible to fail the course if the Service Learning is not completed satisfactorily. Problems reported to us by your Service Learning site (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. Please note that excellent attendance and participation may be defined as having no more than one unexcused absence. Good attendance and participation may be defined as having no more than two unexcused absences. If a student misses more than one half hour (30 minutes) of a class session, at any point during the class session (i.e. beginning or end), it will count as an unexcused absence.

Peer evaluations in the form of "Confidential Contribution Forms" will accompany all group exercises and assignments. Students who receive an evaluation of less than 100% effort from their group members (based on their contribution to the exercise or assignment) will receive a reduction in the points earned. For example, if your group earned 90 out of 100 points on an assignment but your group members' average contribution rating for you is 80%, you will receive 80% of the 90 points that the group earned for a total of 72 points. Therefore, I strongly encourage all group members to work together and to fully participate in each project to avoid any problems and/or loss of points.

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 will 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

Submitting Assignments: All assignments must be submitted in class in hard copy. **Chapter questions will not be accepted late and MUST BE TYPED in order to receive credit.**

Email Communication: As far as communication goes for this course, this will be an expectation to check your regular Tiger email for this course on every business day of each week.

6. Class Attendance & Participation Policies (10 points a day: 5pts= attendance & 5pts= participation):

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.

Your enrollment in this class is taken by the college as an act of good faith in your efforts to become an effective teacher. Your attendance and in-class participation are expected. Courtesy to those who are speaking is expected at all times. Due to my legal obligations to Auburn University and to the Alabama State Department of Education, both institutions entrust education professors to instill in their students the proper standards for conduct, work hour requirements and responsibility to assume supervision of children in labs, service learning and internships. Children can't be supervised or taught if a teacher is late or negligently absent. Final habits for dependability in this way must be formed now, not later. Most schools require at bare minimum, two hours phoned notice of planned absence by a teacher so a school can successfully hire a substitute (early in the morning) in time to sub that same day. In addition, the course you will take for student-teaching internship will be very stringent on attendance so my course and others in this college are expected to prepare you for this final testing ground. My syllabus policies are supported by my superiors including E.F.L.T. Department Chair -Dr. Sheri Downer and the College of Education Associate Dean, Professor Susan Valliume. With this in mind, the following stipulations apply regarding attendance. Students are expected to attend all class meetings (latest version of Tiger Cub). A student may be dropped on the first day of class if they miss that class. For all other class sessions for the course, those who miss a class day because of an illness or other reason and wish for it to be excused must show me a written doctor's statement for verification of sickness and must present this document to me by the day they return to class. A written excuse should be an original and shown to me. In general, whatever the reason for absence is, I also want you to inform me ahead of time if possible. In case of an unforeseen absence, leave a message on my email as soon as possible.

If you are on an Auburn University sports or cheer team, band, or work in an A.U. employed position and must miss a class session due to an event requiring your involvement, the following applies. For such an absence to be excused, you must provide me formal documentation explicitly stating your involvement during the missed class day/time in the A.U. event which is written by the professor/coach/boss that requires your involvement. This documentation must include the name and contact info (A.U. phone and A.U. email) of the person who provides you written, university approved absence documentation. This expectation for documented absences also applies to students in a Practicum course who may need to attend a lab at an off-campus site or who must miss as they are due in court, involved in an incident, accident, injury, etc. In these instances as well, for an absence to be excused, I must be provided formal documentation explicitly stating your involvement during the missed class date/time in the event, incident, or accident written by an involved official (*i.e. doctor, judge, attorney, officer, etc.*). This written documentation should be provided to me at the very next class session that you attend in order for it to be excused.

Participation: Students are expected to participate in all class and team discussions and in all assignments in class.

PLEASE NOTE: If you are not engaged in discussion/activities, surfing the Internet, texting, etc. your participation and attendance grade for the day will be a “0.”

7. SERVICE LEARNING REQUIREMENTS & POLICIES:

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 Chenetra Buchannon 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 cd0015@auburn.edu. You will 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 coordinator immediately to inform them you will not be there that day and then call or email Chenetra Buchannon later (that same day) to leave a message or leave email about your situation. 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 programs during the orientation you agreed to attend as part of your online registration for the service learning day and time you chose on our website with the direction of Lisa Lively. If something is not clear is it your obligation to ask for clarification.

You will be expected to call your coordinator for 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 coordinators about your absence (planned or sudden) is what the school programs need.

You will need to monitor the dates of operation of the afterschool program in order to avoid driving there on days in which a program will not be in operation. At the orientation to the site, ask the supervisor for a hard copy (handout) of their calendar for this purpose. You must be complete with all 25 service learning hours by April 13--by 5:30pm. 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. Leave the sign-in sheet onsite when done and email Chenetra Buchannon that you are finished.

The after school service learning sessions are always done during the same day and time at the site assigned on the day you chose on the online registration posted by Chenetra Buchannon. 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, Chenetra Buchannon, 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 check on things and so may our service learning coordinator, Chenetra Buchannon. 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. Any of us may need to meet with you regarding service problems if need be in order for you to be allowed to continue service at your site. In such cases, the sooner you meet with us, the better.

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 to the site earlier on, 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 Lisa Lively 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) Chenetra Buchannon as well. Plan with the site supervisor a day for makeup. Again, plan with this person but Buchannon needs your email to that person that is CC (Carbon Copied) to her. 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 Shepard 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 13th** . *Triple check that you've completed all 25 hours--it is improper to 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.

8. Class Policy Statements

- A. All assignments must be handed in by **Tuesday April 25th at 5:00 pm**, to be graded (only if eligible).
- B. Students are expected to attend all class meetings and participate in all classroom exercises as outlined in the Tiger Cub. Should students need to be absent for any reasons, please contact the course instructor at jzc0032@auburn.edu prior to missing that class meeting.
- C. 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 must be documented and cleared with the instructor **in advance**. Unannounced quizzes and chapter questions cannot be made up under any circumstances.
- D. Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by E-mail. Bring a copy of your Accommodations Memo and Instructor Verification Form to the meeting. If you do not have an Accommodations Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center as soon as possible. Telephone: 334-844-2096(V/TT).
- E. The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.
- F. Professionalism- As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined by 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
- G. All late work will be deducted 10 points per day that it is late.
- H. All work submitted for the course must be typed.
- I. While there may be designated times during the course for which I will suggest that you may want to bring and use a laptop (for example, in the case of a group project etc.); please do not use laptops, cell phones, Blackberries, iPods, iPhones, text messaging, E-mail devices or any other forms of technology during class. If you are using one of these, I will first politely ask you to put it away. If I have to mention it again at any point during the semester, you will be asked to leave the class, and that will count as an unexcused absence.

** Any changes in syllabus will be announced either in class and/or on email. Students are responsible for being aware of changes and checking their Tiger mail.

Thank you for taking the time to become informed about this course. I hope you benefit from and enjoy our semester!!