AUBURN UNIVERSITY - College of Education, Dept. of EFLT
Spring 2014 Course Syllabus (FOUN 3103) – Professor Strom

1. Course Number: FOUN3103 (Section 001)

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 (field lab requirement) 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 <u>cannot be earned until these 25 hours have been completed</u>.
Prerequisites: Admission to Teacher Education; FOUN 3000

2. Term: Spring 2014 (see schedule on page and on Canvas homepage)
Day/Time: (on 3 stated dates below) and online (on Canvas). Note that this course is being offered in distance education format which means nearly all the lecture and assignment materials are to be accessed on Canvas but we will also meet three times as well on campus on the below dates and times (required).

Class <u>MEETING 1</u> - Friday, Jan 10   6:00 pm to 8:45 pm
    Back up to <u>MEETING 1</u> – Saturday, Jan 11   2:00 pm to 4:45 pm

Class <u>MEETING 2</u> – Friday, Jan 17   6:00 pm to 8:45 pm
    Back up to <u>MEETING 2</u> – Saturday, Jan 18   2:00 pm to 4:45 pm

Class <u>MEETING 3</u> – Friday, Mar 28   6:00 pm to 8:45 pm
    Back up to <u>MEETING 3</u> – Saturday, Mar 29 2:00 pm to 4:45 pm

CLASS MEETING LOCATION: <u>Haley Center in basement in room **0015B**</u>. All of the above meetings are required and need to be made up if missed. The back-up dates and times for specifically for the make-up of missed meetings so until we meet for the actual meeting, please reserve both the main meeting date and its corresponding back up date. When the main dates for the above meetings are attended, then their corresponding back-up dates are not needed to be reserved.

This particular section of this course (FOUN3103) will be in <u>Distance Education</u>

format which means that most of the course material, including lectures (*videos*) and readings, will be on Canvas. Most of the time, assignments in the course will be conducted and submitted on a week to week basis online via Canvas. Most of the time you will attend lectures 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 written reflection assignments by the typical weekly deadlines (on **Wednesday evenings 11:59pm (C.T**.). All online learning modules (these contain the lectures, readings, and written assignments) are accessible 24/7.

Please avoid scheduling any make-up class meetings or appointments with this instructor during service learning time day/time you have agreed to serve. All missed class sessions must be made up as soon after a missed session / appointment as possible. Again, the reason for the back-up dates shown above is to enable a specific time, way in advance, in case a make-up is needed. If there are problems then we'll need to schedule and hold an appointment to help solve the problem but this appointment will not count toward fulfillment of the formal class meetings or make-ups.

In addition to the times we meet for class, I may (*time allowing*) see you at your service learning site once or twice to informally observe and possibly briefly talk. It will be a surprise visit. I will not interrupt your teaching if you are in the middle of it. I'd only talk if the situation allows for it and it would only be brief.

3. Office Hours & Contact Information:

*Professor Strom, Ph.D., Educational Psychology – Lifespan Development
*Office: 4082 (4th floor) Haley Center Department of EFLT
*Phone 334-844-3077: Message machine is at same number. Please leave a message if you call. (*checked once a day M-F*).
*The earliest official check for email/phone/canvas M-F business days is 10a.m and latest is 5 p.m. Any 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.

*Tigermail and Canvas email: stromps@auburn.edu
*Office Hours and Appointments: My hours will be (*unless stated otherwise*) on T/W, from 3:00 p.m. to 5:00 p.m. and by appointment. Please plan any appointments at least 2 business days in advance of day/time requested and be sure you have my email confirmation that your proposed time will work for us both. 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 Canvas "*Announcements*" when I will serve make-up office hours time.

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 once I return to the office. 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 to see me!* I will allow for appointments to be held up to the evening before I submit final course grades.

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

Date Syllabus Prepared: This syllabus as updated in Fall 2013 is being distributed for Spring 2014 for Dr. Strom's section of FOUN3103, is posted on Canvas in "**MOD 1**", and has been provided in electronic PDF copy in the EFLT Department main office and online in the Dept./College of Education syllabi archive. It is also being provided in *print* when we meet on meeting 1 so you have it.

Course Materials:
***Required: Identification tag** used for all service learning visits. Get it in the LRC.
***Required: Note pad:** Taking notes from lectures will be important periodically so pads or spiral pads are fine. Also, at least a few readings and handouts will be provided in class. Readings and some lecture highlights from class may be posted on Canvas for your convenient access to read or print out (if you wish). Organization of class material is key to effective studying so please maintain notes in a binder or three-ring binder.

Text: You will have 1 required textbook to purchase. Other material we also plan to use for the course will be readings that I post on CANVAS and those online items will be free but you must access them online. These cannot be sent to you or mailed to you. The required textbook to purchase is, "**Thinking in Childhood and Adolescence**" by Paris Strom & Robert Strom ©2013

ISNB: 978-1-62396-433-7   (*paperback*)

You can order this book through the publisher online, through Auburn University Haley Bookstore online or by picking it up at Haley Bookstore on campus. Please use the information below accordingly to how you wish to purchase it.

*IF YOU ORDER FROM BOOK PUBLISHER ONLINE:

Publisher: Information Age Publishing, Inc.
<u>LINK to Publisher Website for this book</u> is:

http://www.infoagepub.com/products/Thinking-in-Childhood-and-Adolescence

IAP Phone: 704-752-9125

*IF YOU ORDER ONLINE FROM Auburn University Haley Bookstore: Use link directly below.

 http://auburn.verbacompare.com   Toll free number: 800-880-0392

*IF YOU BUY IT ON CAMPUS: You should be able to pick up a copy at the Haley Bookstore in Auburn, AL campus. The bookstore is in Haley Center, first floor.

ORDERING ONLINE: Please know that this text is a <u>print on demand</u> book so if you order from the publisher, be sure to ask them how long, from the time you order it, how long it will take to come to you. Alternately, if you order online from Haley Bookstore online store, it may (might) possibly be already in their stock and then simply need to be mailed to you. **Again, please <u>ask whomever you order your book from (*if you order it*</u>)** <u>how long it will take to get to you and if they have it stock already or if not, how long before they do have it in stock/ or have it printed. If need be, you might want to have the book sent to you rush delivery so you will then have it in time once the course starts.</u>
There is only one edition of this book. <mark>I will check on our first day of class when we meet that you each have a copy of the text.</mark> Again, it is required. I've tried to save you a lot of money by only that 1 item being required for purchase.

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: <mark>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.</mark> So, oftentimes, full shoes (*not sandals or crocks*) are recommended or mandatory. Additionally, please make sure your wardrobe at the site *opaquely* cover*s* 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 that 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 required 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 setting 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, physical, and moral aspects of child development; integration of development, learning, motivation, assessment, and evaluation in the contexts 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 and is simply a departmental generic template. ==Exact layout of assignments, due dates and point worth are shown on page 11 in this syllabus.== Exact content breakdown (*too lengthy to place here*) is shown in each module that you will follow which includes readings, video lectures to watch, websites to visit, quizzes to take, etc. ==Each module always provides a list of **STEPS** to follow for what to do, read, watch, and submit. Additionally, each module has on its tag (label) that states what dates to work on the material on the Table of Contents page. Usually modules start on Thursdays with the following **Wednesday** as your COMPLETION DATE (7 full days).== You can also get ahead, within reason, by about 2 MODs. However, I kindly ask to please not get ahead more than 2 modules. Any more than 2 modules ahead gets to be a bit much and difficult to manage, grade, etc. Additionally, for the student, its vital for you to reflect, deliberate and savor what has been learned rather than just going through the motions. Seriously, learning needs time to sink in.

Communication; Planning; Collaboration; Assessment; Laws and Policies

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

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

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

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

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

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

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

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

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

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

Assessment and Alabama-Specific Initiatives

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

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

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

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

In addition to building your knowledge on child 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. DISTANCE EDUCATION FORMAT SECTION -- FOUN310<u>3</u>:

Course material (almost all of it) is to be accessed via Canvas, some have assignment instructions, while other files have video lectures. It is entirely the obligation of the student in this course, since it is in this distance education 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 Flash (free) to be able to view the lectures and Adobe Acrobat Reader (free) to open and view text files and assignments posted on Canvas. No other substitute, replacement or arrangement for Canvas is possible in terms of accessing lectures or other course material (**not**: DVDS; VHS tapes; CDs; printed course packets; or altnerate file types, etc.).

Taking the appropriate steps to access the material online will be required. One of the main goals (in the immediate time frame) for this format is such that I as an instructor wanted for you to dialogue with the class so when we meet, its for discussion and similar activities. 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 Canvas*) and organized in a very orderly, easy to use manner for you. The reason for doing all this is that I wanted 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. I very highly recommend that you do the online work (on Canvas) in each module on two different days each week so that is approximates how we normally would conduct class on campus and any additional time needed. This time should be spread out since each online MOD requires the same amount of time as would be spent at an on-campus class session.

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

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 discussion activities so our interactions and dialogue will still be an important part of the course.

8. Learning Modules and Assignments:
The following page contains MOD SCHEDULE with learning modules and assignments. This is the exact schedule you will follow for each week with content and assignments with due dates for each week. The start date for each online MOD will be often **Thursdays** (*except where marked differently*), and the completion date for MODs and any **MOD** written assignments will be the following **Wednesday by 11:59 pm**.(*except where marked differently*). The date time frame for each module shown includes time for readings, watching video lectures and whatever assignment(s) are given which normally would be consumed by on-campus attendance/lecture. Additional time (outside of the "session" time provided per module may be needed for some students from time to time in the same way that students have time for homework, outside of class time. Plan your time closely based upon what is provided in the schedule on the next page**.**

USING CANVAS MODULES 1--13 *(These are your weekly learning modules in canvas.)*

A. To enter the learning modules (MODs) which are your weekly online lesson material, enter these ONLY by pressing the COURSE MATERIAL (TABLE OF CONTENTS page) link in the center of the **HOME PAGE** on Canvas. **Do NOT** enter the course materials or modules by using any of the right-hand side areas like common pages, pages, or recent changes. Those will not get you to the intended modules and will cause you much confusion. Avoid those please. Those are only for instructors.

B. Once in a module, study all materials (*from top to bottom*) in each module 1-13 by following each "**STEP**" accordingly. Each and every step has quick instructions to WATCH or READ an item, etc. Follow each step closely.

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

D. At the bottom of each module is a **purple link** to that module's Assignment instructions and submission area.

E. Complete work in each module (**MOD**) before or by the **red, underlined, bolded date** shown as the deadline for that module's assignment. Assignments are due by 11:59pm (C.T.) on dates indicated on the next page. Our **3** meetings with dates are also shown, highlighted in yellow.

F. For **TECH HELP**, click brown link at the base of the Table of Contents page in Canvas.

G. Magenta highlight means that MOD is not yet ready. Please do not look at it, print things out or do anything in that MOD. Please avoid doing any work whatsoever in modules that are still under construction. I have it for many reasons that students should NOT get ahead any further by my marking of modules with the magenta color. Typically,

if I'm provided time to build the course (without having to grade material which is too far ahead pace), then I'll be able to have at least 1 full week of material ready (one MOD) ready that will be a week ahead of where the calendar lies at that time. So, getting ahead on one or two MODs (if NOT marked in magenta color) is fine. I appreciate your patience as I build the course while also am allowing you to get a little ahead but not overly so.

MODULES (Schedule with content, start/due dates, meetings & points)

Course Orientation & Service Learning
- MOD 1 Course orientation   **Jan 10-- Jan 14: *Jan 10 MEETING 1**   100
- MOD Service Learning Packet & Hours   18
        *Start service learning the week of **Jan 20**

Nature of Learners
- MOD 2 Know Your Learners   **Jan 15 - Jan 22: *Jan 17   MEETING 2**   100
- MOD 3 Cognitive Development   **Jan 23-- Jan 29**   100
- MOD 4 Socio-Emotional Development   **Jan 30-- Feb 5**   100
- MOD 5 Motivation   **Feb 6 -- Feb 12**   100
- MOD 6 Health   **Feb 13-- Feb 19**   100

Nature of Learning
- MOD 7 Behavioral & Social Cognitive views   **Feb 20 -- Feb 26**   100
- MOD 8 Individual, Social, & Cyber Constructivism   **Feb 27 -- Mar 5**   100
- MOD 9 Information Processing views   **Mar 17 --Mar 26**   100
- MOD 10 Instructional Strategies   **Mar 27 - Apr 2: *Mar 28 MEETING 3**   100

Assessment of Learners
- MOD 11 Basic Concepts and Principles   **Apr 3 -- Apr 9**   100
- MOD 12 Perf & Selected Respnse Assessment   **Apr 10-- Apr 16**   100
- MOD 13 Standardized Testing   **Apr 17-- Apr 25**   100
- Final Project - *in place of final exam*   **Apr 17 -- May 1**   100
        *Complete service learning by **April 25**
        *Submit late Canvas assignments & final project by **May 1**

        NOTE: Jan 20 is MLK Holiday & Mar 10--14 is Spring break.

9. Course Requirements / Procedures for Grading:
The following section constitutes the grading framework for this course by this instructor. Grades earned may vary for assignments but all assignments should be completed. I grade with a *criterion-referenced* grading scheme which means that I grade based on how well a student's work meets the criteria stipulated in the assignment instructions which are stated in each module's assignment. This scheme gives everyone a fair chance at doing well in the course. If a person does not do well it has nothing to do with their work being compared to that of classmates. It only means the student failed to create assignment responses that effectively met or addressed the assignment task and/or instructions (*rules, format, word count, etc*). Always read the blue instructions which are at the top of the assignment page which also contains the task/questions you are to create responses for. I even highlight some of the blue instructions here and there for important prompts to draw your attention to those such as

==word count, which may differ per each assignment.==

==Please keep in mind that with a word count minimum, a person can still submit good quality responses. If a person chooses to submit work beyond the minimum word count that's fine but it doesn't constitute more points necessarily and never constitutes extra credit points.== If work is within the high quality range, a student will earn either full points or close to full points. The point being made in this paragraph is that more writing does not necessarily equate to being a better or higher quality response for an assignment. So, if a person writes a lot more for an assignment it should be with the understanding that they are doing so for their own purposes of clarity and enjoying the assignment, _not_ with an expectation of topping other people in terms of a grade or in earning any extra credit. Again, if a person can make their thinking known in 450 words or 470 words while another person takes more than that to create a response, both are allowed and both will be graded according to WHAT is said and HOW CLEARLY and WELL it is said. The length has very little to do with the score earned as long as it (the response) meets the minimum word count. ==Word count of a student response will never count page labeling, name or MOD at the top, restating of the questions, citations, or anything else. The word count minimum required for a student response only counts your response to the questions or task. The word count stated in each MOD assignment instructions represents the minimum required total response for that assignment. It does not indicate the word count minimum required per each question within that MOD assignment.==

==Criteria 1 and 2 (as explained below) are basic course expectations which, if satisfied, can enable an A for a course grade (_if and only if_) a student's academic grade (on written and meeting assignments) is 90% or higher.== If a student falls short on either criteria 1 or 2 then, even if he/she has 90% or higher on their academic work, a final course grade may be one letter grade lower because criteria 1 and 2 reflect basic behaviors in teaching duties and professionalism the field. Anything less does not reflect what Auburn would consider "A" quality performance because "A" means excellent. 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 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 final grade for the course will be based on the following total possible points.
3 on-campus Meetings   @100pts each   **300 pts**
11 Module Assignments @100pts each   **1100 pts**
6 text entries on service learning progress@ 3 pts each   **18pts**
Total possible points for course *(tentative)*   **1418 pts =** 100% possible

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. Page 11 displays exact point worth for the module assignments (tentative). Exact points per assignment and the total possible are subject to change somewhat but become set once each item is then graded. I'll post a point change on anything *BEFORE* you work on it also so you are aware of how much it is worth.

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 Canvas so that you know where progress has been made, credit been given and where improvement is needed. This serves as formal notification of your grade at ongoing points in time to help you keep up with the course in a timely, self-directed manner. Attendance may 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 SUBMITTED**. Once you submit extension work or 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 (if late). 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 may be at least some late points deducted. If you are doing this after an extension deadline has passed 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 is 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 Canvas then ask me and we can meet to go over how to interpret the course at that point in time (either via phone or in person). The sooner you ask the sooner I will be able to communicate to you about it. Note that your gradebook in Canvas will post the numerical score grades for the assignments. Canvas will also post a record about which assignment, if any, is late, how late, and how many points deducted, as well as any notes (comments) 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 Canvas almost every week day after I receive work from students. During the semester, scores for your work, when graded, will be posted on Canvas for your password protected, private access until the end of the semester when the final letter grade for the course then goes on the AU grade post area for your final view.

Status Grade Reports and Mid-Term Grade Reports (*please be advised):*
I do use the function by the university for mid-term grade reporting. I use it so that by the time your mid-term grade is posted, it reflects your grade for online assignments and class assignments at our meetings. It is typically limited to those criteria. I cannot have verification for all students as to their true status in performing their service learning hours at that point in time. So, the caveat is that the mid-term grade ONLY represents the above progress but does not and cannot (*due to feasibility*) represent the service learning progress. This is important since without completing service learning, it makes it an impossibility for a letter grade to be earned or issued by an instructor due to mandate from Alabama State Dept. of Education. This course has 1 credit of lab which is the service learning and the 25 hours of this service learning is the state mandate. We only get actual confirmation of performance in hours served (*that is confirmed by our service learning coordinator*) at the end of the semester. So, this is why you must note that the mid-term grade or any grade status reported to any affiliation party for that student (athletics, band, counselor, advisors, employers, sorority, fraternity, etc.) cannot include the full course grade because it cannot include, at that time, how a person is doing in their service hours. If we happen to be told by a site that a person is not serving then that WILL be entered in effect in a Mid-Term or similar grade status report of either a below average (D) or (F) failing grade (*since service learning is so important that without it*) no credit can be earned—*regardless* of points earned for online assignments or class assignments, etc. *Labs are real important!!*

If I'm ever asked to sign on a document stating your grade status at that time I also need a copy of that signed document and I need it the very next business day either in print or a copied/PDF version. This is required as an instructor cannot very well be

expected to sign a document without being given a copy as well in a timely fashion or else it is non-binding.

==Final Project== (*in place of final exam*) ==is posted at bottom (last item) on the== Table of Contents ==page in Canvas. It will be explained in class far before it is due.== You will not have access to the location for submitting this assignment until approximately 2 weeks before class ends. Again it will be explained with instructions far before it is due.

10. Assignments and scheduling study time: You will have readings and video lectures posted in each module of Canvas. Carefully follow each modules STEPS in doing all work (*readings, videos, and other tasks in exact order*). It is recommended to begin working on each assignment early on rather than late. I've provided a display on Canvas the ordering of modules so you can see the overall 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 written assignments I will be requiring they be submitted in a Word file attachment on Canvas, preferably in the SUBMISSION area for each assignment. Each assignment has its own INBOX labeled for that assignment. If something does not send to me correctly it will have a **PROBLEM- NOT SUBMITTED RIGHT** notice and I often email the student so they know about the situation and to resend. It is up to the student, if they send or resend an assignment, to make sure the work comes to me properly. Make sure the attachment you sent indeed is there and opens successfully. ==Please always label your file with the module number and your last name. Also, on the top of page one in your word file include your name and the number of the MOD assignment (StromMOD 4). This eliminates any confusion and helps in my recordkeeping==.

If I can't open a file with your assignment 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 is was posted or sent to me correctly, it contains an attachment which can be opened, and that the attachment is in a software I can open and mark. 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 is 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 need be similarities between one student's work in the class and that of another student. So, hard copies only of assignments will not be accepted 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. 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 email (*as an email attachment to yourself*).

Deadline Clock Times for Submitting Assignments on Canvas:
Class assignments that involve sending an attachment on email or posting an attachment to an assignment INBOX in Canvas will all have **11:59 p.m. deadlines** (*Central Standard Time*) on their stated due dates. These deadlines are clearly marked on each the Table of Contents page and in this syllabus. It is your assumed risk if you choose to submit assignments on the due date but after the time when I'm finished checking email for the day or week. You risk it being late since it is beyond the time when I can respond to help you may need, etc. For this reason, it is 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 the schools. In teaching, getting things done ahead of time is actually only being on schedule.

12. Submitting Assignments: Opportunity for make-up assignments and missed class sessions will be given for University-approved excuses as outlined in the Student Policy eHandbook (illness, funeral, court date, religious holidays, university approved events, etc.) Arrangements to do make up class sessions and/or assignments should be made in advance. Other unavoidable absences from campus class time must be documented and cleared with the instructor in advance where humanly possible. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed/late work. Any assignment that is UNEXCUSED LATE (as defined below) may have as much as a 25% point deduction from the total possible points for that particular assignment depending on how late it is. To help minimize a grade penalty for a late assignment, it should be submitted as soon as possible after a missed/due date either the next day or the following day after the original due date or sooner if possible. Please read below on how to avoid LATES.

If I did not receive your response by the deadline, then the following day as soon as I can I will post on your Canvas gradebook and Tigermail a status of **NOT RECEIVED (10 day ext)** which indicates the assignment has not been received. I also, at that time, I will post a temporary grade of 1 point signifying you have a 10 day extension. If you request an **EXTRA-extension**, that will be signified in the gradebook with 2 points. Once either of these statuses have expired then the grade is then marked as a zero points unless and until the assignment is submitted. By doing it this way, you will know right away the status on work in terms of if I have received it or that you are marked as having a 10 day extension or EXTRA-extension (if you requested it in time). You will know if I received late work once I post a grade for the work after looking at it. Once work is received, (assuming it is *fit for grading*), I'll need a day or two to grade it in full. 10 day extensions and EXTRA-extensions I define in detail in the section below.

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 Tigermail (as an email attachment to yourself). Do not yank out thumb drives from a computer. Follow the proper steps for removal.

Extensions for Assignments: I will allow extensions for assignments with an automatic extension of 10 consecutive days immediately following the originally assigned due date as shown in the syllabus. Any longer after this 10 day period extension (after the original due date) that may be needed would be called an *EXTRA-Extension* and a request for this added time must be emailed to me **no later than by the 10th day of your first extension**. Once this 10th day is done (has passed and expired), if you have not emailed me with a request for more time (*EXTRA-Extension*) then the assignment will still be allowed for submission but is considered UNEXCUSED LATE with as much as a 25% deduction in points possible. So, if a student needs more time than 10 days after an original due date to get the work in, then please email me no later than by this 10th day after the original due date. The request for the EXTRA-Extension must state to me a specific date by which I can expect the work. By doing this, you won't get further behind. Instead it helps us both hold you responsible to submit the work by the EXTRA-extension date that you promise in your request.

Keep in mind I allow these extensions as long as the understanding is that the start and end time of any and all modules/assignments (and their assignments) do not change. This means that a student will need to catch up in order to stay on schedule but the class cannot change start or end dates for any modules or assignments. I ask that any extension requested, if possible, would be only for a few days extra and no more than a full week. Otherwise you may get yourself really behind.

Resubmission of Assignment: I do allow for a resubmission of work for possibly a better grade as long as the late points are understood to still have an effect (*as much as 25% deduction from total points possible if the work is LATE*). If a student requests on email to improve and resubmit a better version of an assignment then this will then be posted on gradebook as a **REQUESTED RESUBMISSION 10 day EXTENSION** for that assignment. Another status may be necessary. In your gradebook for the module of concern, a status of **RESUBMIT RECOMMENDED** will be posted if I deem the work (*once receiving it*) *poor in quality* (*roughly estimated at a C level or below*). In such cases, a resubmit may lead to a better grade, if it is improved accordingly, and this is recommended instead of staying with the initial low grade (*without resubmitting*). Once resubmitted, then points will be determined and posted. Again, late points can apply if a resubmission is submitted after the 10 day first extension without an EXTRA-EXTENSION requested according to the above rules. Work resubmitted will often help a grade if the newer work is truly of better quality, even with/if late points are deducted. Resubmissions help enable you to do quality work and allow you opportunity to perform at a higher level in the class toward the highest course grade possible instead of being disallowed second chances. Please check Tigermail and Canvas gradebook once per day Monday through Friday to facilitate this process.

I kindly ask and highly recommend that resubmissions (*of either type*) be done, if at all possible, *within the 10 days after the original due date* for the module of concern in order so that you will not fall behind. The latest that any submission or resubmission (*of any type*) can be accepted will be the last day when work is accepted for this course (May 1, 2014). *Nothing* can be submitted (*or resubmitted for any reason*) any later than this date in order to for the points to take affect for course credit for this semester.

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. 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. Where necessary, email me if you need a slight extension of a day or two but do so only if you provide a date and time by which the work will be completed.

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 Canvas email called INBOX for this course. I'll certainly respond to Tiger emails but we need to use Canvas 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. Canvas Email is 100% protected from all spam and other announcements unlike regular Tiger email. 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 Canvas email, containing your correspondence and assignments to this class. 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. Have your CANVAS NOTIFICATION SETTINGS set to where you get ASAP notifications when I grade your work or post comments about it, when I email you in Canvas, and when I post Announcements in Canvas. Those notifications are helpful but only if you set them in the NOTIFICATIONS TAB (upper left hand side) – after hitting the SETTINGS tab, (*in upper right-hand side of screen on Canvas*).

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. If this is not communicated, then an instructor can only give all unsubmitted work zero points which will impact on a final course grade and no recourse by the student will be permitted by the university.

14. Class Attendance Policies: Policy on Attendance (*Student Policy eHandbook*) Students are expected to attend all their scheduled classes. College work requires regular class attendance as well as careful preparation. The student is expected to carry out all assigned work and to take examinations at the class period designated by the instructor. Failure to carry out these assignments or to take examinations at the designated times may result in an appropriate reduction in grade, except as provided in paragraph 4 below.

Arrangement to make up missed major examinations (*e.g. hour exams, midterm exams*) due to properly authorized excused absences (as defined by the Student Handbook) shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a make-up exam (or assignment) shall occur within two weeks from the time that the student initiates arrangements for it.

Instructors are expected to excuse absences (*allow for make up*) for:
1. Illness of the student or serious illness of a member of the student's immediate family. The instructor may request appropriate verification.

2. The death of a member of the student's immediate family. The instructor may request appropriate verification.

3. Trips for members of the student organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate athletic events. The student must notify the instructor prior to such absences, but in no case more than one week after the absence. Instructors may request formal notification from appropriate university personnel to document the student's participation in such trips.

4. Religious holidays. Students are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays.

5. Subpoena for court appearance.

6. Any other reason the instructor deems appropriate. In this course section, we have only 5 different dates (already stated well before the start of the semester) when we meet for discussions and other on campus activities. All of these 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. Make-ups will NOT be held at our usual class location but instead meet at 4082 (*4th floor of Haley—Strom's office*). If you know you can't make a certain meeting please tell me in advance if possible and then just reschedule with me.

7. 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 their situation, but for accountability and fairness, the makeup expectation meets the university's requirement towards a "professional follow-through (i.e. completion)" by a student of such course obligations which require attendance on-campus and/or at a service learning site.

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 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 Canvas, 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.

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 3100/3103 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 Heidi Tucker 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 coordinator may have to communicate from time to time and you will need to communicate with them as well. 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 th*e* coordinator*s* and supervisors.

A few nearby schools are allowing us to serve children either during school and/or 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. 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 sites during the orientation you agreed to attend. If something is not clear is it your obligation to ask for clarification. You will need to monitor the dates of operation of the school/program in order to avoid going on days in which a program may not be in operation or when a teacher is on field trip or similar absence. Each school has a listing of days of operation and days off so please ask the school or supervisor for this information at the site you serve.

You will receive in class (MEETING 1) a live presentation of the service learning by our coordinator, Heidi Tucker. She will go through your copy of a service learning packet which contains **Important Dates Checklist (last page of syllabus).** You will get this at this meeting. On this checklist please keep and mark important dates to follow regarding deadline for on-line site registration, site orientations, notification of teacher assignment, and the first week you must start service learning. You must complete all 25 service learning hours by **April 25**. Service learning sign-in sheet(s) /time cards will have to be signed by the coordinator/cooperating teacher you work 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 by Heidi Tucker and this instructor.

The service learning should be done during the same day and time at the site assigned on the day planned in the registration. 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. 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. No other location or program service will count towards these 25 hours. These 25 hours are not to be counted toward fulfillment of teaching internship nor for lab hours nor practica 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. We do not round off 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.

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 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 Heidi Tucker can remove the card from the site for 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. Please also do not ever sign in or out on someone else's log

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, Heidi Tucker. 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 deadline stated by your coordinator, Heidi Tucker 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.

Makeup of Service Learning Time: The 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, then 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 Heidi Tucker or the site supervisor/cooperating teacher 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 supervisor at your site when you can go if you have an unexpected (unplanned) make-up session which needs to be served. In such cases, plan with the afterschool program underline supervisor of the school you serve via phone or email 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.

As long as you have site supervisor approval, you could serve "planned missed time" in advance if you know ahead of time that, for example, on two 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 abnormal overflow of volunteers with an insufficient number of children to help*).

Your clear and timely communication with the site supervisor and with our coordinator Heidi Tucker is very important. Always know their names, contact information and when/where they can be contacted, called, etc.

*You must self-register for service learning day, time, and site by the deadline stated by our service learning coordinator (shown in **Important Dates checklist**) using the instructions provided via email by Heidi Tucker. You must also BEGIN service learning hours by the date stated on this checklist as well.

*The exact day/time/location assigned for your weekly service learning will be communicated to you by Heidi Tucker, your service learning coordinator.

ONGOING SERVICE LEARNING REPORT ASSIGNMENT
Service Learning requirement is 25 hours for the semester, based on starting during the week identified in your **Important Dates Checklist** for Service Learning. You will perform at least 2.5 hours once per week for ten weeks. On dates when a student has completed a certain amount of Service Learning time below, in the MOD-SERVICE LEARNING PACKET & HOURS (directly *below MOD 1 in Canvas*) there are six assignment inboxes for each time increment below. In each, click it and type in that you have met that time along with responding to any other question in that assignment.

--*After 2.5 hrs:* After completion of at least 2.5 hours + state the site location, assigned day & time of service, Teacher name & Room number.
--*After 5 hrs*: After completion of at least 5 hours
--*After 10 hrs*: After completion of at least 10 hours
--*After 15 hrs*: After completion of at least 15 hours
--*After 20 hrs*: After completion of at least 20 hours
--*After 25 hrs*: After completion of 25 hours + confirmation that hours on log were shown to teacher and signed by teacher, and the log was left at the site in the normal location.

All times served will be verified for course credit by the sign-in log kept at the site. The above assignment is only meant for the student to be monitoring his/her own progress and for this instructor's

***All 25 service learning hours must be completed by April 25.**
Triple check that you've completed all 25 hours. We <u>don't</u> round off hours.
*All policies and information in your Service Learning Packet provided by your service learning coordinator apply in this syllabus. Refer to these materials for other information not included in this syllabus. Heidi Tucker's email address is hzt0011@tigermail.auburn.edu and her phone is 770-356-3446. Heidi says to text or call her if you need to discuss anything. This contact info will also be given it out at the orientation.

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 or the S.L. Coordinator get feedback reports or evaluations from a supervisor or teacher at the site about your performance there 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 at least one final letter grade, (**B**) meeting with you, the coordinators, myself and the Assistant/Associate Deans, (**C**) being dropped from the site and then, as a result, be given a failing grade or IN (Incomplete) for this course.

* **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: asking for and retrieving feedback about how you can serve better the kids at the site; 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 classroom or 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.

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.

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.

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

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 (*Student Policy eHandbook*). Being a self-directed, self-disciplined learner is a must for all those preparing to be teachers. Using the retrieval methods listed below will aid in this goal and empower you to keep up with assigned readings and to prepare assignments due in forthcoming sessions.

-Canvas: Material posted on Canvas will be the key information on course content, sequence, deadlines, etc. You will be provided many handouts on MEETING 1 of class but some materials you still may decide to print out if you wish which may only be on Canvas.

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

C. Academic Honesty / Misconduct Code: All assignments are to be done individually except where stated otherwise. All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook 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. 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 require your work to be submitted in electronic format. I will not award a grade or points toward a grade for the work unless and until it is submitted in the manner and format required.

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, other electronic communication devices must be stowed away in your backpacks or purses. You may use recording devices to help aide your personal learning only if you need them but are not permitted to post, reproduce, or share any footage. Devices are to be set to off or silent mode and are not to be accessed during class time, especially not during tests or class activities. 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. Thanks in advance for your cooperation on these things.

D. Special Accommodations: "Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)." - Last Updated: February 9, 2012.

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 oriented assignments. So, I reserve the right to lower a student's grade if a student demonstrates a fairly consistent pattern of missing class time or service learning time by coming late, leaving in the middle, or leaving early or by missing several sessions back to back (*if unexcused and if not made up*). The same applies to any falsifying of data or to improper conduct at the service site. Any and all time lost at such class meetings or service must be made up.

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.

I. Material on loan: Material loaned, if any, must be returned by the end of the semester. I might loan an item (DVD) since we normally would use it in an on-campus class as a part of class activities weekly. Returning it at the end makes loans possible.

J. Observers and Apprentices in this class: Please be mindful that I often will have doctoral students observe or help in teaching and/or lead class activities, assessments, etc. This is a part of a course our department has which involves doctoral students 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(s) assist me during the times when we meet as a class. They are ONLY there during that time frame (*during our meetings*) and NOT to be contacted regarding any course information, assignments, or other correspondence.

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 an*y* reason does any student "*need*" an A. Such requests or comments are extremely inappropriate, unethical, and disrespectful from the perspective of our university, our college, and the field of teaching you are studying to enter. A basic rule and need that teachers are hired to honor is to honestly grade a student based on criteria and grading systems established and to do so as fairly as possible and with the least amount of bias. So, I ask in advance to please, at all costs, refrain from making any such comments or requests at all to me in person, on email, in writing, or on the phone. 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 (IN) are given only for certain conditions and situations (see Student Policy eHandbook). If service learning hours by the end of a semester's deadline are below 25 hours then this will constitute either an "IN" Incomplete or "F" (Failure) or "FA" (Failure due to non-attendance) accordingly for the course.

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.

See Canvas for <u>Syllabus Supporting Material</u> (for this list of Candidate Proficiencies along with the Teaching Standards) used to update this syllabus. These files are in MOD 1, underneath the syllabus file.

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

Below is a helpful link to the 2014 SPRING SEMESTER SCHEDULE.
http://www.auburn.edu/main/auweb_calendar.html

Full listing of university policies on class attendance as well as Academic Honesty Code Policy, Code of Student Discipline Policy, Classroom Behavior Policy and other University policies are in <u>Student Policy eHandbook</u> at
http://www.auburn.edu/student_info/student_policies/

Thanks for reading this syllabus to become informed so you can succeed!!
Welcome to class. May your semester be productive, positive and healthy.
Seize the day!

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Service Learning Experience
FOUN 3100
Spring 2014
Important Dates Checklist

	Date	Details
	Dec. 29 – Jan. 5	On-line site registration
	January 8	Classes begin
	January 8-14	Service Learning orientation and paperwork during first class ♦ 1/10: Strom FOUN 3100 6:00 pm
	January 20	Martin Luther King Holiday
	January 13 - 17	Site orientations: TBA ?? ♦ WMR: ♦ Richland: ♦ Dean Rd: TBA ♦ LLP – Auburn B&G: ♦ Opelika B&G: ♦ Ogletree Elem: ♦ Yarbrough Elem:
	January 15	Notification of teacher assignment
	January 20	Service Learning **begins** 10 weeks @ 2.5 hours per week
	March 10 – 14	Auburn University Spring Break
	March 24 - 28	Auburn City Schools Spring Break
	April 25	Classes end Service Learning **must be completed**