

EPSY 8416

(Distance Education section)

Learning in the Social Context

Spring 2015

AUBURN UNIVERSITY

Department of Educational Foundations, Leadership & Technology

College of Education

Professor Paris Strom

Work phone with voicemail: 334-844-3077

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Tigermail, Canvas email and phone voice mail will be checked business days M-F before or by 9:15 am and latest by 4:30 pm.

Office Hours: Tuesdays and Wednesdays from 9:00 to 11:00 a.m. and by appointment to be planned on email at least two days in advance of date requested.

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

Course Title: Learning in the Social Context

Credit Hours: 3 semester hours (3 lecture)

May count either EPSY 8410 or EPSY 8416. No prerequisite required.

2. Term: Spring 2015

Day/Time: Note that this course is being offered in distance education format which means almost all the lecture and assignment materials are to be accessed on Canvas. We will also meet once on campus as well as shown in this syllabus. MEETING ONE, if missed, will need to be rescheduled for the following week or sooner in order to keep on a reasonable schedule. It prepares for this course and is vital in importance.

Most of the time, assignments in the course will be conducted and submitted on a week to week basis online via Canvas. You will read readings, view lectures, and use course materials online from week to week but you will do this at a time that works within your weekly schedule and submit any and all assignments by the weekly deadlines (*stated in this syllabus*) for each module (MOD). The lectures and all other course materials are accessible 24/7.

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

3. Office Hours & Contact Information:

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

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

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

EMAIL RESPONSE times: Earliest email check time each morning (M-F) is before or by 9:15 a.m. and latest check time for those days is by 4:30 pm. Any email check time before usual check time or after the usual end-of day check time is only where I need to do so out of planning for other work obligations while also trying to respond to your questions to be helpful. So, please rely on the *usual* times listed only so if you send email or post assignments after the 4:30 pm time M-F, (*and any time on the weekends*), then please know that you most likely will hear from me not then but instead by the next business day morning on email.

Tigermail address: stromps@auburn.edu

My weekly office hours will be on Tuesdays and Wednesdays from 9:00 to 11:00 a.m. and by

appointment to be planned on email at least 2 days before requested meeting. I'll send you email confirmation that the time proposed works. Office hours, appointments, and email/phone correspondence are put on hold while I'm away during conferences and business trips. You may email me or call me while I'm gone but I may very likely not be able to respond until my return. I'll post on my door if I'm away for a day or longer along with when I return. My office hours begin on the first week of our class and end on the week of final exams. I do not hold summer office hours or teach during summer.

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 this in the Announcements and 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. If you are there at my door, please wait a few moments as I may need to briefly use other facilities. Also, if you are onsite, please knock on my door loudly as I often leave the door shut in order to alleviate unnecessary hallway distractions/interruptions when I'm in my office working.

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

Also check your Canvas gradebook and look for any comments I leave there.

Date Syllabus Prepared: This syllabus was updated Fall 2014 and is being distributed for Spring 2015 for Dr. Strom's section of this course, is posted on Canvas in MOD 1 and is posted in electronic PDF copy in the EFLT Department's online syllabus repository.

4. Text and Class Materials: 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, "Learning Throughout Life: An Intergenerational Perspective" by Robert Strom & Paris Strom ©2012

ISBN: 978-1-62396-046-9 (*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.

LINK to Publisher Website for this book is:

<http://www.infoagepub.com/products/Learning-Throughout-Life>

IAP Phone: 704-752-9125

***IF YOU ORDER ONLINE FROM Auburn University Haley Bookstore:**

Use the online ordering 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 print on demand 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 ask whomever you order your book from (if you order it) how long it will take to get to you and if they have it stock already or if not, how long before they will have it in stock/ or will 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.

There is only one edition of this book. **I will check on our first day of class when we meet that you each have a copy of the text.** 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 distance education section so this is vital-no exceptions.

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

5. Course Description:

Examination of social realms of learning and of the complex nature of learning as a socially shared experience. A few of the many topics will include social development and maladjustment (bullying), the social construction of knowledge, scaffolded instruction, cognitive apprenticeships, cooperative learning, the role of family and community in learning, and online social networks. Social learning contexts and environments of focus will include those for K-12, higher education, work force, and retirement aged learners. This course is intended to represent many diverse social contexts of learning throughout the human lifespan. These contexts also portray the value of learning from the interaction of diverse learners

across (between) different generations, ethnicities, nationalities, genders and other sectors of human diversity/contexts.

Course Objectives:

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

- identify and describe several social contexts of learning (settings, target groups, approaches, issues).
- identify and synthesize numerous implications & applications for learning for different learner target groups in their varied social contexts and settings.
- analyze and evaluate the numerous obstacles in learning for different learner target groups in their varied social contexts and settings.
- synthesize numerous solutions (suggestions for improvement) in response to obstacles in learning for different learner target groups in their varied social contexts and settings.
- synthesize and explain several implications & applications of learning theories and approaches in social contexts.
- apply theories, approaches and models of learning in personal and professional social contexts.
- identify and evaluate research implications for various learning theories, approaches, models, and target groups in relation to relevant social contexts.

6. Distance Education Format Course Section: Course material (*almost all of it*) is to be accessed via Canvas files, some have assignment instructions, while other files have video lectures, etc. It is entirely the obligation of the student in this course, since it is in this format, to ensure they have proper, reliable access to a desktop or laptop computer with Internet (at home, work or school) to access this Internet based material. This will mean for example, downloading Flash (free) to be able to view the lectures and downloading 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** a thumbdrive, DVDS, VHS tapes, CDs, printed course packets, etc.).

If you are at a place of work where the computer is controlled by I.T. staff, please quickly communicate to them your needs of accessing any and all files on the Canvas site and for them to download any and all software needed to open documents (*Adobe Reader*) and to view videos (such as *Flash* player). Taking the appropriate steps to access the material online will be required. Many of the videos for this course, with films or speeches or animations, will be on Internet websites so please download whatever video player software is needed (*often*

is Flash but could be sometimes other player depending if you use a Mac or PC computer). Flash works on both platforms. We have already had you test your Flash player as a preparation for this course in advance.

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

Please watch all the lectures and films as directed in each module's STEPS but you may do so according to times of day or on days that meet your schedule best as long as you complete each module and its assignment(s) before or by the posted due date for the module assignment. These dates are shown in this syllabus and posted on the main Table of Contents page for the course in Canvas next to each week's module. In addition, you can pause, start and stop the lectures anytime, replay them as many times as you wish, etc. You can stand or exercise while you listen or watch them, or sit at your home or school computer to view them. All of these choices help with the main goal of allowing more time for actual focused watching, listening, non-stressed note taking, more in-depth thinking and writing. The time factor is in your hands as long as components and assignments of the course are completed by the specified dates/times (*indicated in this syllabus and on Canvas for each module*). I think you will enjoy the freedom of this distance education format but be aware that with this 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 textbook and module materials and to do so in a timely manner in order to maximize your potential for success in the course. This will be a core expectation.

7. Course Content Outline and Assignments: The schedule on page 9 displays the exact time allocated on the identified course content. Exact layout of content is seen in each week's learning module that you will follow step by step. The module STEPS consist of what to do, where to access it, and what to submit or do. These are laid out on each module in a very clear step by step manner. All active links in each learning module to readings or videos you are to access will be noted with a bullet (007) except when they are obviously a URL. Please follow each module's STEPS exactly.

The **Course Content Outline** contains *Module Schedule with all assignments, point worth and due dates*) and is presented on page 9 in order so that the material is all neatly on one page for easier reference. These modules and start and due dates are also on CANVAS on the TABLE of CONTENTS PAGE. Assignments submitted on Canvas are due by 11:59pm (C.T.) on Wednesday evenings shown in the schedule on the next page. For **TECH HELP** page, click this brown link located in Canvas on the Table of Contents page (near the top) and even more technical help can be reached by emailing lrcdist@auburn.edu and CC me as well.

Aside from online work we will have one required on-campus class session on the listed **SATURDAY time below or on the SUNDAY date and time --- for make-up). Course meetings, regardless of date and time, will be held at Haley Center in the basement computer lab 0015B.** Our class meeting will be on Saturday, Jan. 17 from 10:00am--12:50pm. In case this is missed then the make-up day and time will be on that Sunday, Jan. 18th from 10:00am--12:50pm. This meeting must be conducted in a group class on-campus format in order to be reasonably feasible. For this meeting, it is an orientation meeting and **must be attended**—no replacement work or responses will be accepted.

-- Continue on next page --

Course Content Outline (*Module Schedule with all assignments, point worth and due dates*):

On the next page, exact dates are shown for module start & end dates and due dates for all assignments and point worth. Additionally, chapters assigned from the class textbook are shown for each module (c). All assignments which are to be submitted on Canvas are marked with **red, bolded, underlined date** indicate the **due date** for the assignment to be submitted for that module. Attendance at our required meeting is also worth points. **Complete work in each module before or by the **red, underlined, bolded date** shown as the deadline for that module's assignment.** A due date NOT marked with red color, bold underlined means it is the date by which to complete readings and video viewing for that module (MOD end date) but that there will be **no assignment due for submission in that module.** If there are any MODS that do not have assignments due then all this means is to just learn though the materials. Just read the readings, watch the videos and follow all steps in the module.

Canvas Table of Contents Page contains all learning modules with the below instructions to note:

MOD 1 provides our meeting and orientation (60 pts). Complete work in each MOD before or by its **red, bolded underlined ending date** shown below as the deadline for that module's assignment. **D** = Discussion assignment (60pts) and **R** = Reflection assignment (100pts or 50pts). **Q** if we have any, are quizzes that occasionally may replace a reflection or discussion assignment. The **Q** would show the point worth which may differ from the assignment it is replacing. **Q** quizzes may be taken repeatedly until full points are earned. **C** if we have any, show an assignment that has been **C**anceled (deleted) in that module. Any **Q** or **C** would be shown on the Table of Contents page in Canvas since these would be addendums to the syllabus and would be announced at least 3 weeks in advance of due date.

All deadline times for online submitted work are by 11:59 p.m. (C.T.). A black, non-underlined, non-bolded ending date for a MOD means the date by which to complete readings and video viewing for that MOD but there will be no assignment due. For **TECH HELP** page, click this brown link. For MODS 2--12, you will see a c = chapter from textbook. Study from materials in each MOD by following all STEPS. Assignment instructions and link to "Submit Reflection Assignment", "Discussion," and "Quiz" are inside each MOD in the **green link**. Complete all assignments and follow all steps in MODS 1--13. Some assignments are the final step in that MOD or near the start of the module.

- **MOD 1** Course orientation: **Attend Meeting on 1/17 or 1/18** Jan 14 -- **Jan 21: D* 130**

PART I: INFANCY & EARLY CHILDHOOD (Birth--Age 6)

- **MOD 2** Language & Soc.c1 / Self-Cntrl & Patience c2 Jan 22 -- **Jan 28: D* 60**
- **MOD 3** Reflection & Imagination c3 / Fear c4 Jan 29 -- **Feb 4: D* 60**

PART II: MIDDLE & LATER CHILDHOOD (Ages 6--10)

- **MOD 4** TV & Social Net c5/ Selective Attention c6 Feb 5 -- Feb 11
- **MOD 5** Integrity & Ethics c7 Feb 12 -- **Feb 18: D* 60**

PART III: ADOLESCENCE (Ages 10--20)

- **MOD 6** Identity c8 / Team Skills c9 Feb 19 -- **Feb 25: R 100**

PART IV: EARLY ADULthood (Ages 20--40)

- **MOD 7** Creative Thinking c11 / Stress c12 Feb 26 -- **Mar 4: D*+R 110**
- **MOD 8** College & Family Choices c13 Mar 5 -- **Mar 11: R 100**

PART V: MIDDLE ADULthOOD (Ages 40--60)

- **MOD 9** Self-Eval & Maturity c14 / Recip Learning c15 Mar 12 -- **Mar 18: R 100**
- **MOD 10** LCs / Caregivers & Aging Parents c16 Mar 19 -- **Apr 1: R 100**

PART VI: OLDER ADULTS (Age 60+) & Exploration for Connections

- **MOD 11** Grndprnts c17 / Cog Health c18 Apr 2 -- **Apr 8: R 100**
- **MOD 12** S.L. & Longevity & Change c19 Apr 9 -- **Apr 15: R 100**
- **MOD 13** Personal Exploration Apr 16 -- **May 1: D* 60**

Note: All remaining assignments must be submitted no later than **May 8 - 10pm (CT).*

8. Submission of Assignments: Each module (MOD) allocates 5 full business days plus the weekends in which to complete the work (7 full consecutive days). The due date (*deadline*) for each module assignment is indicated in red, bolded, underline in this syllabus. These are due on the ending date (**Wednesday evenings**) of each module by 11:59 p.m., Auburn, AL time (C.T.). These due dates are also shown in the **Table of Contents** page in Canvas you use to enter each module. This schedule provides you as much time as possible (*for each module*) if you need that time in order to complete each module and submit the assignment.

With the Discussions assignments, there is an asterisk next to each **D*** (Discussion) assignment on page 9 and on the Table of Contents in Canvas. This asterisk is my kind request to please use manners in responding promptly to our discussions. All of the discussions but the last one happen at the start of the modules. So, in order to not leave our classmates waiting too long, please complete the discussion part first and do so on the module start date or before that or as soon after it as humanly possible so that our discussions are more active due to happening in a smaller window of time. Note also that if I get one part of a discussion response, I'll grade it but then cannot post remainder points until you complete the discussion task (typically responding to a classmate(s) about their thinking).

Do **not** enter a module using any other tab or feature. Use only the **Table of Contents** page as initially entered by pressing the **home page "Course Material: Table of Contents link"**.

Unless stated otherwise, assignments must be submitted in a Word file attachment posted to the ASSIGNMENT area (*we will go through this for orientation*). Each module assignment has its own INBOX labeled for that module. Refer to the **TECH HELP** link near the top of the Table of Contents page if you need help to do this (see Canvas Steps). When you submit your Reflections Assignment, please label/name your file first with your last name, followed by the module number spelled out and in caps. *Example: stromONE*

Except for responses for online discussions in Canvas, 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 of assignments will not be accepted. *Read-only* files will not be accepted. I will not accept files that I cannot open with Word software. If I can't open a file with your work on it, the assignment is not considered submitted.

It is a student's obligation to self-check that what was submitted was done so correctly, (*that it contains an attachment which can be opened, and that the attachment is in a software I can open, mark and do a word count on*). All deadlines are based on time zone in Auburn, AL (C.T.). Submit assignments with time to spare please.

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 (4 business day extension -EXT)** which indicates the assignment has not been received and you have until the end of the 4th business day after the due date to submit (always will be the following *Tuesday* evening). I also, at that time, will post a temporary grade of 0 (zero) points signifying you have a 4 day extension. After than time as expired, if you request an **EXTRA-extension**, that will be

noted in the comments area for that assignment in the gradebook. Once either of these statuses have expired then the grade is then left as a zero points earned 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 if you are marked as having a 4 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 my normal amount of time to grade it. Four business day extensions and EXTRA-extensions I define in detail in the section below.

In order to be safe, always have assignments on at least two other drives as backup. Keep work 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 to be safe.

Extensions for Assignments: I will allow extensions for assignments with an automatic extension of 4 consecutive business days immediately following the originally assigned due date as shown in the syllabus. Any longer after this 4 business day extension (on 4th day 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 end of the 4th day (last day of your initial extension)**. Once this 4th 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 LATE with possibly as much as a 25% deduction in points possible. So, if a student needs more than 4 days after an original due date to submit work and also wishes to avoid a LATE submission point deduction, then please email me no later than by the end of this 4th 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 really behind.

Resubmission of Assignments: I do allow for a resubmission of work for possibly a better grade as long as 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** 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 4 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 4 consecutive business days after the original due date for the module of concern in order so that you will not fall behind and to keep our discussions (when assigned) as timely as possible for you, your classmates, and myself. The latest that any submission or resubmission (of any type) can be accepted will be the last day of finals (May 8 - 10pm CT). 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.

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 400 words or 450 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.

Definition of (A) level final course grade: A final course grade of “A” demonstrates work throughout the course that has consistently gone above and beyond the course requirements and reflects a deep-level, conceptual understanding on the part of learner. This means that a student must submit ALL assignments in their entirety, on time, and with good to great level of quality.

Course Grading Scale by %

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

The final grade for the course will be based on the following total possible points.

1 email response to Course Info Tasks @ 7pts	7 pts
1 Meeting: @60pts + 1 practice word file@3pts	63 pts
6 Module Discussion Assignments @ 60pts each	360 pts
6 Module Reflection Assignments @ 100pts each	600 pts
1 Module Reflection Assignment @ 50pts	50 pts
Total possible points for course (tentative)	(1080 pts) = 100% possible

Canvas Grade Postings: If a mark in your gradebook is of concern but not understood then email me. I'll gladly communicate back with you. If you aren't sure about how well you are doing overall even after examining your gradebook, then please ask me so we can meet to go over how to interpret the gradebook 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. Your gradebook in Canvas will have posted the numeric score in points for each assignment. Canvas will also post a record or comment about which assignment, if any, is late, how late, and how many points were deducted, as well as any simplified notes regarding the points deducted.

I'll update grades on Canvas daily M-F (business days) and will do so where possible, as close to after I receive your work as possible (often within a day or two of it being received). Times when I travel on university business (or when I have other pressing demands) will likely require up to 4 business days after the date the work is submitted for the score to be posted. Its not often I'll need this but from time to time I may need it just as you may need an extension.

During the semester, scores and brief related comments 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. You can check your grades 24/7. Please have your Canvas settings set to receive an email notice to your Canvas email inbox and that will also go to your AU Tigermail. These come to you when I send announcements in Canvas, post grades or comments to graded work in Canvas and when I send you email in Canvas. Please **only** use your official student Auburn University Tigermail and not personal, non-student email addresses.

In looking at your course grade in Canvas gradebook (at any point during the semester) if there are still assignments without a grade (without a score at all), then the final course grade and percentage only reflects things graded, *not the ungraded, unscored material still left to do*. Remember I will allow until a stated deadline during finals week for you to submit or resubmit any remaining work. So, please be mindful of this. If a person has an A as shown in the gradebook, that's only for work up to that point in time that has scores recorded but the course grade does not reflect the final course grade of any unscored or yet to be scored work. So, please be sure to keep in mind any remaining work in need of submission. Any assignments that are unscored and that, without submissions by the finals week deadline, will turn to zeros and those will affect a final course grade. I'm sure to most this is common sense (I hope it is) but just wanted to be sure we are on the same page since the last two weeks of school are so hectic. Please monitor your Canvas gradebook which shows any and all assignments that are unsubmitted (from past weeks) or recommended for resubmission or that have yet to be submitted (for a future due date).

By 12 p.m. on the morning of Monday, April 27th, the Monday of the last week of classes for the university I will mark the scores in your Canvas Gradebook for any and all unsubmitted assignments with zeros but ONLY so that at that point in time, you will then know the full mathematical effect these unsubmitted items have on your final course grade. You will then know I will provide until 10pm on Friday, May 8th, our last finals day for the university to submit any and all remaining work to me in order to receive any credit on it towards the final course grade. Once received, then I replace the zero(s) with whatever points are earned.

10. Schedule for Checking All Email and Canvas for Assignments and Communication:

The latest official Tigermail/Canvas check and Assignment check/grading for any work submitted on any due day will be no later than 4:30pm, Auburn, AL time. Work submitted on any due day later than 4:30 pm will be checked in / graded the following business day usually. Earliest email and Canvas check time is before or by 9:15 a.m. M-F and latest check time is 4:30 p.m., M-F. Occasionally I may have to check/respond earlier or later than the official morning time due to university meetings. The same is true with the latest check time. In such cases, if I have not yet checked/responded by 4:30pm (*due to my being at a meeting on campus or elsewhere*), then I'll respond when I am able later that same evening if at all possible. If not, then look for an email responses the following business day morning.

You may submit an assignment *ahead of time* as well. Keep in mind if any Tigermail or Canvas email or assignments are submitted on weekends, I'll check them/grade them on the next available business day (*usually Mondays*). Holidays are not assignment due days and are also not official check/response days for Tigermail, Canvas email or check-in/grading of any work submitted or resubmitted. I will allow submissions often two modules in advance but likely no more ahead than two. The assignment submission area in Canvas shows the exact date and time when an assignment opens up for access to student submissions. Please wait until it opens to read the assignment prompt and to answer the questions and submit them.

11. Plan Study Time: You will have assigned readings and video lectures posted in each module

and listed in steps to follow. Carefully follow each module's STEPS and instructions by doing all work (*readings, videos, and other tasks in exact order*). It is recommended to begin working on each MOD and its assignment early on rather than late. I've posted these for view all at the beginning of the course in order to make this feasible and have also embedded in the schedule a safe window of work time. Looking ahead of time at each module will help you determine what needs to be done in each module before you work on your assignment for that module. By planning ahead, this will allow you enough time to actually go through the module materials (*readings and videos/films*) and then complete the assignment for that module. Please *abide by the listed start date and completion date for each module*. The completion date for each module is always the same week day (Wednesday) when the assignment will be due for that module (*by that same evening 11:59pm-C.T.*).

12. Email Communication-Vital: As far as communication goes for this course, this will be an expectation to check your regular Tigermail but also your Canvas email and Gradebook for this course. I'll certainly respond to Tigermails but we need to also use Canvas email often because it is for classes like this one (*distance education formats*). Canvas email "Messages" are 100% protected from spam. I really try the utmost to communicate on both email platforms to reach a person about announcements or problems so they can take the steps necessary to correct things in a timely manner.

13. Other Class Policy Statements:

A. Understanding the Syllabus and Canvas Course Material:

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

B. Academic Honesty / Misconduct Code: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to this university course. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. The Department of EFLT recognizes university policy regarding academic misconduct. In accordance with University policy regarding academic misconduct, students may be subject to several sanctions upon violations of the Student Academic Honesty Code. Unless I state otherwise, all assignments will assess your personal (individual) knowledge of course material. ALL assignments are to be done individually only. If someone is giving help to someone else on their assignments or doing their assignments for them then that's considered cheating by our university. Auburn University utilizes the services of plagiarism detection software for professors to screen student work. I will not award a grade or points toward a grade for assignments unless and until each is submitted in the manner and format required.

C. Special Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours (*or appointment*) during the first week of classes (*or as soon as possible if accommodations are needed immediately*). The student must bring a copy of their Accommodations letter and an Instructor Verification Form to the meeting. If the student

does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

D. Course Contingency: If normal class is disrupted due to mass, campus-wide illnesses, city or campus wide emergencies, or campus or a city wide crisis situation, the syllabus and other course plans and assignments may be modified (*within reason by this instructor*) to allow completion of the course. If this occurs, an addendum to your syllabus and /or course assignments will replace the original materials. Again, this is put into effect *ONLY* for problems affecting the whole campus or city(s) and for several days or weeks of impact.

E. Required Auburn Email Account and Synchronization: Keep your email account active so that needed student-school communication can take place in the proper timely fashion. This is now an active rule/policy of the entire university. Also, synchronize your password /account so that you can use computers in the LRC computer labs. Ask the campus (O.I.T.) Office of Information Technology staff for immediate assistance if you need to activate or reinstate your Auburn email account. Inquire with LRC staff about synchronizing your password for access to LRC computers. Please take note of their hours of operation for the LRC which are posted right outside their entry doors. If you have any more specific questions regarding certain days or hours of operation or other LRC related questions just ask someone at their LRC help desk.

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

Teacher help should be given where appropriate but shouldn't be entwined with a student's grade in such a way that blame for a lower than expected assignment or course grade is presumed to be the fault of a teacher for not giving an unending amount of help on an assignment(s) before it/they are submitted for grading. Again, some help is fine but this needs to have some limits in order for true learning to take place and be evidenced. But the grade still has to be a separate process and the grading, within reason, must be done so with the understanding to the student that help is limited for developmental reasons. 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 be of what you do, on your own, with what you've learned, practices, skills, thinking, etc. A student can't grow if all of their improvement rests solely on the extent of their teacher to help them with things. Instead, they need to internalize what was learned and to then apply it in a self-help, self-regulatory manner. 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. 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 student on any one assignment 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.

I may at times ask for a phone call so I can provide some verbal help via phone or meeting during office hours or appointment. Not all feedback on course work can be necessarily fit into an email due to the far too excessive time it may take as well as the mental limits in understanding from written feedback only versus an augment of live, oral/verbal dialogue as added feedback or as replacement to written feedback. If I request a time to talk on the phone, this is stating that I feel as the instructor that it is best in that situation to give feedback on phone to ensure you understand it. It works out best for the both of us that way.

G. Ethics of grading and earning 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 final course grade for such reasons as for example, "*I need an A*", or "*I have a scholarship that makes me need an A for the course*". Not for any reason does any student "need" an A. Such requests or comments are extremely inappropriate, unethical, and disrespectful from the perspective of our university, our college, and the education field. A basic rule and need that educators 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. So, this university asks students to please refrain from making any such comments or requests at all to instructors in person, on email, in writing, or on the phone. Such statements, (*whether intended this way or not*), are simply unethical and very 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. Please also refer to the Alabama Educator Code of Ethics. (5)(c)5.(i) to further your understanding of ethics in teaching.

H. Add/Drop, Incompletes and Withdrawals: Grades associated with (IN) or (IP) Incomplete course work or a withdrawal from class will be assigned in strict conformity to University policy (see A.U. Bulletin latest edition). If you wish to drop this course, you may do so no later than by the official drop date indicated by the Registration Office. After the official university deadline for withdrawals, a withdrawal from this course will only be granted under very unusual circumstances and must be approved by the Dean of the College of Education. According to AU Policies, Incompletes (IN) and (IP) are given only under certain conditions and terms (see

Student Policy ehandbook). Please refer to the active links to this ehandbook and to the *Academic Calendar* which shows dates for drop/add, etc. I also have links to both of these resources on your HOME PAGE in Canvas for convenient access. They are below as well.

It is a student's obligation to inform this instructor of problems right away which may prevent the completion of this course instead of waiting unnecessarily until the end of a semester to give notice that course tasks could not be met due to some personal problem. If there are problems, please tell this instructor while there is still plenty of time to hopefully solve them. This pertains in particular to a potential IP (In-Progress) status (same as an *Incomplete*) mark for the course. It's the responsibility of the student to inform the instructor if illness, death in the family, or of some other extenuating circumstance which prevents the completion of course assignments in order for the documentation for an IN (*Incomplete*) to be granted. This notification must be stated to the instructor by the student in writing (*or by a student's designee in writing-spouse or adult aged family member*) well before grades are due for the course, before the end of the semester. Their email and immediate phone contact info must also be in writing if they are a designee so they can be contacted by Auburn University. Also, over 50% of coursework must also have been completed in order to be eligible for an IN or IP.

Always look for confirmation of my receiving any such notification from you in order to be sure I did in fact receive such important information from you. Please do not assume that I received an email of such magnitude. You must hear back from me on email to be sure. This way, my confirmation to you completes the full communication loop. Please refer to the student ehandbook regarding policy and procedure regarding IN/IP status for a course grade (*Incompletes/In-Progress*). The above material is simply intended to help you see the basic gist of things, not to serve as the defining procedure for Incompletes.

**Student Policy eHandbook*

http://www.auburn.edu/student_info/student_policies/

**Academic Calendar (note dates for withdrawal, drop/add, etc.)*

http://www.auburn.edu/main/auweb_calendar.html

I. Any changes in syllabus policy, assignments, points, etc. will be announced on campus class-wide email and in Canvas Announcements. For change in assignments, these changes will be announced in Canvas Announcements and in a class-wide email and be noted in Canvas on the Table of Contents page with the colored symbols as explained on page 8. Students are responsible for being aware of changes by checking these areas of communication.

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

-----End of Syllabus for EPSY 8416 – Paris Strom © SPRING 2015----