#### Auburn University

#### Course Syllabus

#### 1. Course Number: FOUN 3100

#### Course Title: Child Development, Learning, Motivation, and Assessment

**Credit Hours:** 6 semester hours (LEC 5, LAB 1)

**Prerequisites:** Admission to Teacher Education; EDUC 3000; RSED 3000

**Co-requisites:** None

**2. Term:** Spring 2018

**Day/Time:** T/Th 9:30-12:15- 2456 Haley Center

**Instructor:** Dr. Jill Salisbury-Glennon

**Office Address:** 4006 Haley Center

**Contact Information: salisji@auburn.edu**

**Office Phone-** 844-3064

**E-mail-** salisji@auburn.edu

**Office Hours:**

Thursdays 12:00-2:00

And by Appointment

**3. Texts:**

 **Required:**

**Woolfolk, A. (2013). *Educational Psychology. Twelfth Edition*. Boston, MA: Pearson.**

 **Note:** Supplementary readings, cases, hand-outs and projects will also be assigned throughout the course. Please purchase a 2” binder.

**4. Course Description:** The physical,cognitive, psychosocial, and moral aspects of child development will be covered. The course will also emphasize the integration of development, learning, motivation, assessment and evaluation in the context of instruction.

**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. The objectives for each group are listed below separately.

In addition to the items listed below, course objectives include a subset of key indicators

from the Alabama Quality Teaching Standards. Indicators assigned to this course for

assessment are highlighted on Attachment A. These indicators pertain to human

development, organization and management, learning environment, instructional

strategies, assessment, learning styles, collaboration, continuous lifelong professional

learning, Alabama-specific improvement initiatives, school improvement, ethics, and

**Course Objectives- Aligned with the New Alabama Quality Teaching Standards as of March 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)
* 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)

 Learning Styles

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

 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)

**Week(s) Content**

**Communication; Planning; Collaboration; Assessment**

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

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

2 **Pre-instructional assessment:** An overview of methods and sources of information used to make preinstructional judgements on the affective, physical and cognitive development of students

**Student Development**

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

4 **Individual differences:** A broadening of students’ understanding of the complex learner through a focus on individual variation

**Instructional Strategies; Classroom Management and the Learning Environment**

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

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

**6 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

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

**Assessment**

8 **Introduction to** **Formal Assessment**: An introduction, application and evaluation to formal assessment

8, 9 **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. Emphasis will also be placed on selected response, essay and performance assessment.

10-12 **The Integration of our knowledge of the Learner, Learning, Motivation and Assessment with emphasis on Formal assessment-Standardized assessment**: An introduction, application and evaluation to assessing the degree to which instructional objectives have been met using standardized assessment methods

**6. Course Content Outline:**

*Tentative Class Schedule*

 Please note that this schedule was last updated on Tuesday January 9, 2018 and may need to be adjusted throughout the course. Any changes will be announced in class. Students are responsible for being aware of any announced changes.

 *Week 1- Introduction*

 Thursday January 11

* Introduction to our learning community
* Course, syllabus overview
* Index cards
* Hand out “All About Me”
* Assignment: Buy Woolfolk’s *Educational Psychology Twelfth Edition*

 Tuesday January 16

* Introductions II- “Truth or Lie”
* Review course requirements
* Service Learning Overview, Hand out Service Learning Guidelines
* Discuss written assignment: All *about Me: My Journey as a Learner and a Test-taker*

Thursday January 18

* Wrights Mill Road Orientation 10:00 (TENTATIVE)

*Week 2- Validity, Inferences, Pre-instructional Assessment, and Cognitive Development*

 Tuesday January 23

* *All about Me* assignment due
* Follow-up Discussion on *All about Me* assignment
* Read Chapter 1for Class
* Discuss validity, inferences and pre-instructional assessment
* Validity, inferences and pre-instructional assessment applied activity
* Dyslexia YouTube Video “The Power of Dyslexia”

Thursday January 25

* Read Chapter 2: *Cognitive Development* for Class
* Piagetian Tasks

 *Week 3- Social and Moral Development and Individual Differences*

 Tuesday January 30

* Read Chapter 3: *The Self, Social and Moral Development* for Class
* Self-Questionnaires

 Thursday February 1

* Read Chapter 4: *Learner Differences and Learning Needs*
* Individual Differences Questionnaires

 *Week 4- The Behavioral Views and The Cognitive Views of Learning*

 Tuesday February 6

* Read Chapter 7: *Behavioral Views of Learning* for Class
* In-Class Whole Child Group Exercise

 Thursday February 8

* Read Chapter 8*: Cognitive Views of Learning* for Class
* Discuss the implications of the cognitive theories of learning including: Learning and Study Strategies Questionnaires, Metacognitive Journals, Reading Comprehension

 *Week 5- Complex Cognitive Processes and Constructivism*

 Tuesday February 13

* Read Chapter 9*: Complex Cognitive Processes* for Class

Thursday February 15

* Read Chapter 10: *The Learning Sciences and Constructivism*

 *Week 6 –Exam I*

 Tuesday February 20 \*\*\*Exam I\*\*\*

Exam I- On Chapters 1, 2, 3, 4, 7, 8, 9, 10 (Including information presented in both the text and class notes):

Introduction

Ch. 1: Learning, Teaching, and Educational Psychology

Theories of Development

Ch. 2: Cognitive Development

Ch. 3: The Self, Social and Moral Development

Ch. 4: Learner Differences and Learning Needs

Theories of Learning

Ch. 7: Behavioral Views of Learning

Ch. 8: Cognitive Views of Learning

Ch. 9: Complex Cognitive Processes

Ch. 10: The Learning Sciences and Constructivism

Thursday February 22

 In class- work on Take Home Essay Exam #1

 *Week 7- Social Cognitive Views of Learning and Motivation;*

 *Motivation in Teaching and Learning*

 Tuesday February 27

Read Chapter 11: *Social Cognitive Views of Learning and Motivation*

Thursday March 1

 Read Chapter 12: *Motivation in Learning and Teaching*

* Susan Boyle You Tube Clip
* *Profiles of Motivational Problems* Group Project

 *Week 8- Learning Environments and Assessment*

 Tuesday March 6

Read Chapter 13: *Creating Learning Environments*

 Thursday March 8

Read Chapter 15: *Classroom Assessment, Grading, and Standardized Testing*

 March 12-March 16

 Auburn University Fall Break-No Class

 *Week 9- Exam II and Assessment (Continued)*

Tuesday March 20

Exam II- On Chapters 11, 12, 13, 15 (Including information presented in both the text and class notes):

Motivation

Ch. 11: Social Cognitive Views of Learning and Motivation

Ch. 12: Motivation in Learning and Teaching

Introduction to Teaching and Assessment

Ch. 13: Creating Learning Environments

Ch. 15: Classroom Assessment, Grading, and Standardized Testing

 Thursday March 22

* Read Chapter 15: *Selecting Proper Assessment Standards* for Class

 *Week 10- Development, Learning, Motivation and Assessment*

*Project Week 1*

Tuesday March 27

* Selected Response, Essay, Performance and Portfolio Assessment

 Thursday March 29

* Read Chapter 16: *Selected Response Assessment* for Class

 *Week 11- Development, Learning, Motivation and Assessment*

 *Project Week 2*

 Tuesday April 3

* Read Chapter 15 (from former text edition- to be handed out in class) *Essay Assessment* for Class

 Thursday April 5

* Read Chapter 17: *Performance Assessment* for Class

 *Week 12- Development, Learning, Motivation and Assessment*

*Project Week 3*

 Tuesday April 10

* Read Chapter 18: *Standardized Test Development* for Class

 Thursday April 12

 Finish Development, Learning, Motivation and Assessment Project and Presentations

 *Week 13- Service Learning*

 Tuesday April 17

 Service Learning Experiences Presentations

Thursday April 19

 Service Learning Hours

 Service Learning Journal Due

***Week 14- Service Learning Presentations***

Tuesday April 24

Service Learning Hours

Thursday April 26

 Service Learning Hours

 Note: All Service Learning hours must be completed by Friday April 27, 2018

**7. Assignments and Projects**

**All about me: My journey as a learner and a**

**test taker personal reflection………………………………….….......25 points**

**Chapter teaching presentation(\*)…………………………….……...50 points**

**Exam I- Chapters 1, 2, 3, 4, 7, 8, 9, 10 ………………………..…….100 points**

 Exam II- Chapters 11, 12, 13, 15………………….……………..... ..100 points

 Service Learning Experience Journal and Presentation………..….60 points

**Total Possible Points 335 points**

**(\*)Chapter(s) teaching presentation:** For this assignment, you will choose one class andfacilitate a ***discussion*** (this part is *not* a lecture-based presentation) of *all* of the major concepts covered in the assigned readings/chapters for that evening. You may want to develop discussion questions to help you to facilitate the discussion. Your objective is to make sure that the class develops a thorough, deep-level understanding of the readings/chapter through *active* participation and discussion. In other words, you must actively involve all of your classmates in your discussion.

 After you thoroughly cover the material from the reading(s), you are required to conduct an applied class activity to help your classmates to further apply this information. For example, you may choose to do a game such as Family Feud, Jeopardy, Wheel of Fortune, etc. or you may wish to have the class engage in role-plays, debates, projects, a classroom scenario or any other type of learner-centered activity to help them to actively participate in learning the information in your chapter. You have a lot of room to be creative for this part of your teaching presentation—please take advantage of that and try to be as creative as possible. Due to the final number of students enrolled in the course, you may do this teaching presentation in pairs.

 Finally, you will need to prepare a detailed outline of the major concepts from your readings for each class member so that they may later use it as a study guide. Please be thorough and comprehensive in your outline.

**Service Learning Experience Presentation:** You will berequired to complete a Service Learning Experience Presentation as part of the course. For this presentation, you will present a 5-7 minute max presentation about your service learning experience. This will be conducted during the scheduled final exam time for this course. A rubric will be handed out in class indicating the required components of this presentation.

**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 on

Attachment B. These indicators pertain to human development, organization and

management, learning environment, instructional strategies, assessment, learning styles,

collaboration, continuous lifelong professional learning, Alabama-specific improvement

initiatives, school improvement, ethics, local, state and federal laws and policies and

professionalism. For each of the targeted proficiencies, students will be assigned a

holistic rating that reflects performance throughout the semester (1- poor; 2 –

approaching competence/marginal; 3- competent, 4-exemplary).

The primary purpose of this assessment is to provide students with feedback regarding

relevant candidate proficiencies. Ratings do not positively or negatively affect the course

grade. The instructor submits each student’s ratings to the Coordinator of Assessment and

Evaluation who is responsible for keeping track of students’ ratings on the Alabama

Quality Teaching Standards throughout their programs. If a student receives one or more

ratings below 2, the instructor forwards a copy of the evaluation signed by the instructor

and student to the student’s department head and program coordinator to alert them to

specific concerns that may require attention. The e-mail is copied to the student.

***Service Learning Requirements*:**

You will be expected to serve a minimum of 25 hours of service learning at the site assigned to you. Please note that this is mandated by the Alabama State Department of Education and is necessary for you to complete your degree/graduate from Auburn University *and* to receive credit for this course. Fulfilling this service learning requirement must be done and nothing else can be used as a replacement or substitute. Please see the attached Service Learning booklet for additional information.

**SERVICE LEARNING REQUIREMENTS:**

A few nearby schools are allowing us to serve children as we work towards the fulfillment of a 25 hour service learning expectation held by the AL State Dept. of Education.

PLEASE NOTE THAT I CAN’T EMPHASIZE ENOUGH THE IMPORTANCE OF YOUR COMPLETING THIS 25 HOUR SERVICE LEARNING REQUIREMENT. SPECIFICALLY, YOU CAN’T PASS THIS COURSE, NOR CAN YOU GRADUATE FROM AUBURN UNIVERSITY WITHOUT COMPLETING THESE 25 HOURS OF SERVICE LEARNING.

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 hours per week must be served on a single day. 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 continually missed (or postponed) without reasonable cause and/or without prompt communication to the site will result possibly in a grade drop by one letter, a meeting with you, and my service learning coordinator, and myself. In extreme cases when multiple service learning sessions are missed, failure in this course will occur. If something happens to you or you are ill, contact the site coordinator immediately to inform them you will not be there that day and then call me later (the same day) to leave a message or send me an email regarding your situation. The site is counting on you being there so 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, attire, and helping the children as directed) will be made clear to you by the coordinators of these after-school programs during the orientation I have planned for you at your site. If something is not clear is it your obligation to ask for clarification. You will be expected to call your coordinator for the after-school program to inform her on a day when you are unable to attend. They are counting on you being there. Call by the deadline the coordinator provides you at your site which they state is a sufficient same–day notification. This will be vital if you know ahead of time (a day or more in advance) that you will not be able to serve on a certain day. Upon any sudden accident or illness which prevents you from serving, the obligation on your part remains to call the site as soon as possible, preferably the same day. If you know you won’t be able to attend or know that a partner who will be unable to attend then you may call the site to inform them that your partner will be unable to attend but was too ill or in a situation where they were not able to communicate this information on their own. The advance notice given to after-school program coordinators about your absence (planned or sudden) is what the school programs need! Please note that I’m trying to help you as much as possible to

meet this obligation but with my help also comes obligation on your part to follow through in serving and to do so each week.

You will need to monitor the dates of operation of the program in order to not go on days in which a program may not be in operation. Be mindful that the last day you can do service learning without a grade drop is Friday April 27, 2018. Any service learning time served after this date will be late likely resulting in a grade drop by one letter or failure in the course in the case of multiple service learning absences. Your service learning sign-in sheet(s) and time cards will have to be signed by the coordinator you serve with at the site with the full 25 hours noted with each date and time of day served. This will be mandatory in order for the service learning to be declared complete.

The after school service learning sessions are always done during the same day and time (i.e. Mondays 2:30-5:00). Other service learning hours, dependent upon your assignment, may be completed during the school day. Whenever the exact time slot is that you are able to serve, you must fulfill this requirement and it has to be done at this school for the hours required, separate from any other hours you serve for another class, lab or practicum. All service learning requirements must be met in full to get credit for this six credit hour course. This is mandated by our college and most importantly by the Alabama State Department of Education. It will also serve as a helpful “primer” to your labs and internship. 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 which is educational to the student servers and provides relevant experience and practice toward preparation for their future job setting of teaching children. This service learning must be done at an after-school type program site where the EFLT service learning coordinator has secured school district permission for placements for students in the program. These 25 hours are not to be counted toward fulfillment of teaching internship or for lab hours for other courses. No other service learning or lab experience, volunteer work, internship or job, (paid or unpaid) will be counted towards the fulfillment of these 25 hours.

In terms of our College of Education’s candidate proficiencies which you will become familiar with, some of them pertain directly due to the example you set while serving at your site. Therefore, I have some specific criteria which will be important to consider and these are definitions or manifestations of certain proficiencies. These are criteria to assess the level of your service performance which will be provided to you when the time comes to serve and the coordinators will also 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 card punch in/out times kept on record at your site. Under no conditions do you remove your sheet or time card from the site. Only I, the service learning coordinator and the site coordinator can remove the card for our own monitoring purposes. Even when you complete your hours, do NOT remove your sign in/out sheet or time card from the site for any reason. This is very important. It will appear from many perspectives to be suspect if a student removes his/her sign in sheet or time card from the site and I will require you to explain this to the higher powers that be. There are no reasons or conditions which would result in a student needing to remove his/her time sheet.

On some days I may be there to oversee your involvement, and to be of assistance. The coordinator 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 my assistant service learning coordinator. She may 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 coordinator. It is the business of all these parties if a student has fallen short of expectation in service learning or is in jeopardy of doing so. She’ll check each site to see that the fulfillment of the 2 hour a week minimum is met at the site you are assigned to and will report back to me and often the coordinator of the site. Please keep in mind that the coordinator at some sites (such as at Cary Woods Elementary) will also play a vital and helpful part in counting service learning hours and our Service Learning Coordinator, Heidi Tucker will also be performing this functions and then informing me of your progress.

**MAKEUP SERVICE LEARNING TIME TOWARDS 25 HOUR REQUIREMENT:** The afterschool coordinator 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 coordinator 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 conflicting appointments or events at all. If you have to miss, miss due to necessity only and be prepared to supply a university approved excuse for any illness or other reason. I may ask for this material and have the right to see it.

Please do not assume you can go on any day just to do a makeup service learning session. Instead, check with the coordinator when you can go if you have an unexpected (unplanned) makeup session which needs to be served. In such cases, contact the after-school program coordinator of the school you serve via email and CC me as well and plan with this person a day of makeup. Again, plan with this person but I want your email to that person that is CCd (carbon copied to me). Again, 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 learning 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 makeup 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 do a make-up session (aside from your normally scheduled day) to serve a missed session. The key to performing service learning properly is to keep up with your service each week. The district calendar shows specific dates when the school and program are not in operation. As long as you have school site coordinator approval, (which should be signed on your time card and/or sign in/sign out sheet), you possibly could serve one or maybe two “planned missed days” in advance if you know ahead of time that on two upcoming Mondays for example, the school would not be in operation due to a holiday or in-service day. In this way you could keep up date. Again however, do NOT get ahead though any more than this as it will be at the cost of another who serves your site on a different day.

**8. Rubric and Grading Scale:**

1. Grade Requirements:

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

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

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

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

 ***the course***

***C= 70-79 percent of possible points***

***D= 60-69 percent of possible points***

*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. NOTE: It is possible to receive 90+ percent of the possible points in the course and receive a B or less due to less than excellent attendance and/or participation. Further, please note that success in this course is contingent upon the successful completion of the Service Learning requirements. It is possible to fail the course if the Service Learning is not completed satisfactorily. Problems reported to us by your Service Learning site (such as not reporting, not completing assigned duties etc.) may also result in a reduction in your final course grade or failure in the course. Please note that excellent attendance and participation may be defined as having no more than one unexcused absence. Good attendance and participation may be defined as having no more than two unexcused absences. If a student misses more than one half hour (30 minutes) of a class session, at any point during the class session (i.e. beginning or end) it will count as an unexcused absence. If you are late to class, but have arrived within the first 30 minutes of the class, it is your responsibility to see me after class if you came in after attendance has already taken so that I can remove the mark from my gradebook.*

*Peer evaluations in the form of “confidential contribution forms" will accompany all group exercises and assignments. Students who receive an evaluation of less than 100% effort from their group members (based on their contribution to the exercise or assignment) will receive a reduction in the points earned. For example, if your group earned 22 out of 25 points on an assignment but your group members' average contribution rating for you is 80%, you will receive 80% of the 22 points that the group earned for a total of 17.6 points. Therefore, I strongly encourage all group members to work together and to fully participate in each project to avoid any problems and/or loss of points.*

*Additional information is provided in the Class Policy Statements below.*

**9. Class Policy Statements**

1. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence. Any unexcused absence during class time of 30 minutes or more, at the beginning, middle or end of the class will result in a full class unexcused absence. I will take attendance at the beginning of each class. If you are not present at the time, I will make a note of the date on which you were absent in my gradebook. If you arrive to class after attendance has been taken, but within the first 30 minutes of class, it is your responsibility to come to me after class to make sure that I erase the written date on which you were absent from my gradebook, otherwise it will remain in my gradebook, and it will be counted as an unexcused absence.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *eHandbook at www.auburn.edu/studentpolicies* for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *eHandbook at www.auburn.edu/studentpolicies* 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.
5. Disability 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). This policy is also available at:

<https://fp.auburn.edu/disability/faculty/syllabus.asp>

1. 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, and addendum to the syllabus and/or course assignments will replace the original materials.
2. 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:

O Engage in responsible and ethical professional practices

o Contribute to collaborative learning communities

o Demonstrate a commitment to diversity

o Model and nurture intellectual vitality

1. Technology Policy:

Due to the potential incompatibility of word processing programs and formats, and the potential for the transmission of viruses, absolutely no work that is due for the course will be accepted as an E-mail and/or as an E-mail attachment, or on a disk, . flash drive, CD etc. All graded work must be printed off by you and delivered to me in hard copy format.

While there may be designated times during the course for which I will suggest that you may want to bring and use a laptop (for example, in the case of a group project etc.); please do not use laptops, cell phones, Blackberries, iPods, iPhones, iPads, text messaging, E-mail devices or any other forms of technology during class. If you are using one of these, I will first politely ask you to put it away. If I have to mention it again at any point during the semester, you will be asked to leave the class, and that will count as an unexcused absence.

1. Policy Regarding Late Work

All late work will be deducted using the following scale per day that it is late:

Projects and other assignments-5 points per day

Take-home Exam sections- One letter grade per day

All work submitted for the course must be typed.

1. Auburn University Evaluations

AU eValuate spring semester 2018 evaluations will be conducted from late April-early May. You will receive an email regarding this process at the end of the semester.