# Course Syllabus

# Spring 2019



“If we are not doing equity, we are not doing education” (Cornelius Minor)

“The best thing about teaching is that it matters. The hardest thing about teaching is that it matters every day” (Carol Yago)

**Course**: CTSE 4150, Teaching English Language Arts I

Haley Center 2461 and Loachapoka High School (room 6).

8am-10:45am, Tuesdays and Thursdays

**Instructor**: Dr. Mike Cook, Assistant Professor of English Education

**Prerequsites:** Admission to Teacher Education

**Office**: 5056 Haley Center

**Phone**: 844-4415 (office); 828-320-0917 (cell)

**Email address**: [mpc0035@auburn.edu](mailto:mpc0035@auburn.edu)

Email is the best way to contact me. I will do my best to respond within 24 hours.

**Office hours**: 12:00-1:00 (Tues. & Thurs.) and 3:00-5:00 (Wed.)**.** Other hours by appointment. We can also visit via phone or skype, depending on the issue.

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**Course Texts:**

Christenbury, L. & Lindblom, K. (2016). *Making the journey: Being and becoming a teacher of English language arts*. Portsmouth, NH: Heinemann. 9780325078212

Garcia, A. & O’Donnell-Allen, C. (2015). *Pose wobble flow: A culturally proactive approach to literacy instruction*. New York, NY: Teachers College Press. 9780807756522

Minor, C. (2018). *We got this: Equity, access, and the quest to be who our students need us to be*. Portsmouth, NH: Heinemann. 9780325098142

Rademacher, T. (2017). *It won’t be easy: An exceedingly honest (and slightly unprofessional) love letter to teaching)*. Minneapolis, MN: University of Minnesota Press. 9781517901127

Additional readings will be provided.

I also encourage you to become student members of NCTE and consider subscribing to one of their journals (English Journal is great for high school and Voices from the Middle is excellent for middle school)

* Student Membership: $25.00
* Student fee for journals: $12.50

\*Common Core State Standards (ALEX here in AL)

\*NCTE Teacher Preparation Standards

\*Alabama Quality Teaching Standards

\*Key to your success as a teacher is to know standards. You are expected to familiarize yourself with these.

For all readings, please bring a copy of the text to class (physically or electronically) without resorting to using your smartphone.

**Course Goals:**

As prospective teachers, my intention is for you to leave this course being able to…

1. Describe the complexities of being an English teacher.
2. Create an environment in which students’ interpretations are at once respected and challenged (when called for) and where students (and you) are encouraged to view texts from a variety of perspectives.
3. Select a variety of texts (materials and resources)—print and nonprint; literary and nonliterary; textbooks and trade texts; multimedia—which are appropriate for students from diverse backgrounds and with different skill levels and which are fitting to educational goals developed from standards set by local, state, national and professional agencies.
4. Develop instruction using the Common Core State Standards.
5. Plan lessons using backwards planning design principles.
6. Plan appropriately for individualized, self-paced, and self-selected reading.
7. Learn about and incorporate multiliteracies and multimodality into your reading and writing instruction.
8. Use a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction in your teaching of the English language arts.
9. Vary your teaching roles such as instructor, facilitator, coach, listener, and evaluator.
10. Alter your teaching plans appropriately based on student responses, teacher observation, formal and informal assessment, and general reflection.
11. Use a variety of informal and formal means of assessment and evaluation.
12. Exhibit general knowledge on several topics related to the teaching of English Language Arts.

**Student Learning Outcomes:**

NCTE Teacher Preparation Standards

I. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

II. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

IV. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

VI. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students’ opportunities to learn in English Language Arts.

VII. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

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**Course Content and Schedule**

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| **Week/Date** |  |
| **Week One:**  **Thursday Jan. 10** | * Course/Class Introductions, * Review Syllabus, * Discuss Course Texts * Discuss Major Class Assignments |
| **Week Two:**  **Tuesday Jan. 15** | * Read *Making the Journey*, Chapter 1 (pp. 1-45) * **Playlist Presentations** |
| **Week Two:**  **Thursday Jan. 17** | * Read *Making the Journey*, Chapter 2 (pp. 48-84) * **Playlist Presentations** |
| **Week Three:**  **Tuesday Jan. 22** | * Read *Making the Journey*, Chapter 3 (pp. 86-126) * Unpacking the CCSS (ALEX) |
| **Week Three:**  **Thursday Jan. 24** | * Read *Making the Journey*, Chapter 4 (pp. 128-168) * Unpacking the CCSS (ALEX) |
| **Week Four:**  **Tuesday Jan. 29** | * Read *Making the Journey*, Chapter 5 (pp. 170-223) |
| **Week Four:**  **Thursday Jan. 31** | * Read *Making the Journey*, Chapter 6 (pp. 228-248) * **Teacher-Activism Project: Identify an Issue** |
| **Week Five:**  **Tuesday Feb. 5** | * Read *Making the Journey*, Chapter 7 (pp. 252-289) * Teaching Demos |
| **Week Five:**  **Thursday Feb. 7** | * Read *Making the Journey*, Chapter 8 (pp. 293-332) * **Reflective Letter 1 Due** |
| **Week Six:**  **Tuesday Feb. 12** | * Read *Making the Journey*, Chapter 9 (pp. 334-356) * Teaching Demos |
| **Week Six:**  **Thursday Feb. 14** | * Read *Making the Journey*, Chapter 10 (pp. 358-389) * **Teacher-Activism Project: In-Process Check** * **Professional Planning: Part 1 Due** |
| **Week Seven:**  **Tuesday Feb. 19** | * Read *Pose Wobble Flow*, Forward and Introduction (pp. xi-xii, 1-16) * Read *It Won’t Be Easy*, Forward and Introduction (pp. ix-xiii, 1-9) * Teaching Demos |
| **Week Seven:**  **Thursday Feb. 21** | * Read *Pose Wobble Flow*, Chapter 1 (pp. 17-32) * ePortfolio Shell Peer Review * Teaching Demos * **Teacher-Activism Project: Defining Your Issue and Planning an Approach** |
| **Week Eight:**  **Tuesday Feb. 26** | * Read *Pose Wobble Flow*, Chapter 2 (pp. 33-55) * Read *It Won’t Be Easy*, Part I: Summer (pp. 11-52) * Teaching Demos |
| **Week Eight:**  **Thursday Feb. 28** | * Read *Pose Wobble Flow*, Chapter 3 (pp. 56-74) * Teaching Demos |
| **Week Nine:**  **Tuesday March 5** | * Read *Pose Wobble Flow*, Chapter 4 (pp. 75-88) * Read *It Won’t Be Easy*, Part II: Fall (pp. 53-94) * Teaching Demos |
| **Week Nine:**  **Thursday March 7** | * Read *Pose Wobble Flow*, Chapter 5 (pp. 89-108) * **Teacher-Activism Project: In-Process Check** |
| **Week Ten:**  **Tuesday March 12** | **Spring Break—No Class** |
| **Week Ten:**  **Thursday March 14** | **Spring Break—No Class** |
| **Week Eleven:**  **Tuesday March 19** | * Read *Pose Wobble Flow*, Chapter 6 (pp. 109-129) * Read *It Won’t Be Easy*, Part III: Winter (pp. 95-144) * Teaching Demos |
| **Week Eleven:**  **Thursday March 21** | * Read *Pose Wobble Flow*, Conclusion (pp. 130-136) * Teaching Demos * **Professional Planning: Part 2 Due** |
| **Week Twelve:**  **Tuesday March 26** | * Read *We Got This*, Forward and Introduction (pp. vi-vii, xii-xvi * Read *It Won’t Be Easy*, Part IV: Spring (pp. 145-179) * **Teacher Panel Discussion** |
| **Week Twelve:**  **Thursday March 28** | * Read *We Got This*, Part 1 Intro, Chapter 1, and Chapter 2 (pp. 1-8, 9-26, 27-46) * Teaching Demos * **Reflective Letter 2 Due** |
| **Week Thirteen:**  **Tuesday April 2** | * Read *We Got This*, Chapter 3, Part 2 Intro, and Chapter 4 (pp. 47-70, 71-76, 77-102) * Read *It Won’t Be Easy*, Part V: Summer, Again (pp. 181-189) * ePortfolio Shell Peer Review * Teaching Demos |
| **Week Thirteen:**  **Thursday April 4** | * **No Class—Dr. Cook at National Field Experience Conference** * Read *We Got This*, Chapter 5 (pp. 103-124) |
| **Week Fourteen:**  **Tuesday April 9** | * Read *We Got This*, Chapter 6 and Epilogue (pp. 125-142, 143-144) * Teaching Demos |
| **Week Fourteen:**  **Thursday April 11** | * **Teacher-Activism Project: Final Project Due** |
| **Week Fifteen:**  **Tuesday April 16** | * **Present Teacher-Activism Project** * **ePortfolio Shell Due** |
| **Week Fifteen:**  **Thursday April 18** | * Unit Plan Workshop * **Present Teacher-Activism Project** * **Professional Planning: Part 3 Due** |
| **Week Sixteen:**  **Tuesday April 23** | * Unit Plan Workshop |
| **Week Sixteen:**  **Thursday April 25** | * **Choice Unit Plan Due** |
| **Exam Week (4/-29-5/03 )** |  |

**Assignments/Projects**

**Course Requirements/Evaluation:**

**Class and Online Participation: 10%**

**Writer’s Notebook: 10%**

**Reflective Letters**

**Clinical Experience Journal: 10%**

**Professional Planning and Reflection around Teaching: 20%**

**Teaching Demonstrations: 10%**

**Response to Teaching Demonstrations**

**Teacher-Activism Project: 10%**

**Choice Unit Plan: 20%**

**ePortfolio Shell: 10%**

**Day to Day Assignments**

**Class & Online Participation: 10%**

As this class will work like a Professional Learning Community (PLC), you will be expected to contribute meaningfully to all readings, topics, and content. Your participation in class activities and through CANVAS discussions will help you build knowledge together and explore various aspects of the readings to apply them to your own future teaching. In order to participate, you must be present (both physically and cognitively) and have completed the assigned readings. Ongoing failure to meaningfully contribute to class activities and collaborative knowledge will result in a lower grade. Failure to attend class will result in a lower grade.

**Writer’s Notebook: 10%**

Each student will use a Reading Journal/Writer’s Notebook as the site for personal and professional exploration of ideas and readings during the semester. Students are expected to contribute entries to this notebook on a regular weekly basis; some entries will be assigned. The Writer’s Notebook should be brought to all class sessions; the course-related contents of the Notebook will be used as the basis of class discussions and activities and will be shared periodically with classmates. Similarly, I may require weekly postings on Canvas.

**Note:** The Writer’s Notebook can also be used for writings, musings, sketches, etc. totally unrelated to this course. And you will also use it for your contemplative (post-meditation) writings.

**Reflective Letters: (combined with Writer’s Notebook)**

Twice throughout the course of the semester, you will send me a reflective letter about what you are learning. Your letter should show substantive thinking about one or more of the following questions.

What have you learned about teaching English from course readings, class discussions, or field experiences?

Who are you becoming as an English teacher? What kind of teacher do you want to become?

How are the course readings, class discussion, and field experiences connected?

What important questions have emerged from course readings, class discussion, or field experience? Why are these issues important and how have you thought about them?

In what specific ways will you apply your learning to your future classroom?

Send these letters to me in an MS Word file via email. Each letter needs to be at least 500 words. Letters are due to me by 11:59pm on the due date.

**Clinical Experience Journal: 10%**

As part of your clinical experience, you will keep a journal representing your in-the-moment thoughts and your after-the-fact reflections. The goal here is to promote observation, inquiry, and metacognition and to then use those to make sense of the teaching profession and of yourselvse as teachers.

This should be a hard copy, tangible journal so you can take it with you each time you visit a LHS classroom. You should also bring it with you to all class meetings, as your entries will help foster conversations with your classmates. Note that I may ask for these from time to time.

**Teaching Demonstrations: 10%**

You will demonstrate a minimum of two mini-lessons to us (we'll be a small class of students for you). You will co-teach at least one of these. We will serve as a space and a time to try out ideas, get useful, substantive feedback, and explore the role of teacher. These lessons can be part of your unit plan or they can be lessons you intend to roll out as part of your field placement teaching.

**Response to Teaching Demonstrations:**

You will also respond to the teaching demonstrations of others. Responses will be both written and oral.

**Twitter Professional Learning Network: (combined with Online Participation)**

This semester, we’ll continue our use of Twitter as a way to extend our discussions and to engage in professional learning. As always, it is important that you tweet regularly, that you respond to the tweets of your peers, and that you engage those outside the Auburn English Education program. Remember that all of your tweets should include the hashtag: #auburnela.

Requirements:

1. Weekly tweeting: You are expected to tweet regularly (minimum of 2 original tweets) and to regularly respond to, like, retweet, and quote the tweets of your classmates. However, tweets should not be posted all at once, but should be posted regularly throughout the week and the semester. While I encourage you to engage in conversations with other #auburnela students and classes, I would also like you to engage with professionals outside of our program and geographic area. Note: Given our course focus on activism, Twitter can be a useful resource for you to reach out to others, to engage in important dialogue, to find ideas, and to begin thinking about how you will engage in (and engage your future students in) work that leads to a more socially just worlk.
2. Participate in two live #auelachat sessions
   1. 3 sessions will be offered:
      1. Sunday Feb. 3: 7:00-8:00 pm
      2. Monday March 4: 7:00-8:00 pm
      3. Tuesday April 9: 7:00-8:00
      4. Alternative date (if needed)—Thursday April 11: 7:00-8:00
3. Participate in one additional chat. We will use these experiences to drive our conversations in class and to assist in your unit designing work. You should participate in your chat by 11:59 pm on Sunday Oct. 15. While there are many ongoing professional Twitter chats (and you can choose any relevant chat you find), I have listed some resources below.
   1. Education Chats Google Doc: <https://sites.google.com/site/twittereducationchats/education-chat-calendar>
   2. #edchat (Tues. 11:00 and 6:00 EST)
   3. #edtechchat (Mon. 8-9 EST)
   4. #digcit (2nd and 4th Wed. of the month—7-8 EST)
   5. #tlap (Mon. 9:00 EST)
   6. #nctechat (various dates—check the NCTE website for info)
   7. you may also look for other options and run them by me
4. You will also follow a variety of pre-service teachers, in-service teachers, educators and scholars, education professionals, etc. You should include them in your tweets and conversations. The goal here is to go beyond the constraints of the traditional classroom by inviting expert/mentor voices ino our discussions. We will collaboratively compose a list.
5. Posting usernames: These will be posted to Canvas, so you can easily follow one another. We will discuss this.

Possible Professionals to Follow (non-comprehensive list of examples)

Dr. Cook (@mikepcook) NCTE (@ncte)

ILA (@ILAToday) Teach Social Justice (@socialjusticeED)

Pernille Ripp (@pernilleripp) Nicole Sieben (@Teach4JusticeNS)

Teaching Tolerance (@Tolerance\_org) Greg Michie (@GregoryMichie) Summer Pennell (@summerpennell) Christopher Emdin (@chrisemdin) Jennifer Gonzalez (@cultofpedagogy) Sarah J. Donovan (@MrsSJDonovan)

Ernest Morrell (@ernestmorrell) Cornelius Minor (@MisterMinor)

Leila Christenbury (@JourneyLeila) Ken Lindblom (@Klind2013)

Antero Garcia (@anterobot) Cindy O’Donnell-Allen (@Cindy\_OA)

Tom Rademacher (@MrTomRad)

**Major Projects**

**Professional Planning and Reflection around Teaching: 20%**

This project serves two purposes. First, it engages you in good teaching practices by requiring you to get to know your context, plan for and implement instruction based on that knowledge (and the knowledge of equitable and socially just teaching), and reflect on your teaching and assessment. Second, it will introduce you to a smaller version of edTPA (which you will complete as part of clinical residency). There are three parts to this layered project (see below). You will complete these in pairs/small groups.

* Part 1: Write up context for teaching (1 page single-spaced)
  + Must meet with teacher and “interview” her
  + We will brainstorm questions and areas of interest
* Part 2: Small group instruction (two of these—2 pages each)
  + Write up reflection: what went well? What didn’t go well? Why? What would you change? What did you notice with the learners? What else is important for you as a teacher to notice and consider?
* Part 3: Reflection and “Assessment” (2-3 pages total)
  + What evidence do you have that all students learned? What evidence do you have that not all students learned? How can you use this information to reteach or to plan follow-up instruction?

**Teacher-Activism Project: 10%**

You will work in small groups to identify, discuss, plan for, and engage in activism related to an issue within education that you feel is socially unjust and/or inequitable. See the assignment sheet for more detail. We will talk in great detail about this, and you will be alloted plenty of in-class time to work on this project. See the assignment sheet on Canvas for details.

**Choice Unit Plan: 20%**

For this assignment, you will choose a specific focus and design an 8-10 day instructional unit. Your options include:

* A Shakespeare Unit
* A Short Story and Writing Unit
* A Unit Pairing YAL and the Canon
* A Poetry Unit

Selecting one of the above foci, you will design an 8-10 day unit that incorporates the appropriate text(s), a comprehensive utilization of the CCSS (ALEX), and sound principles of differentiation and assessment. You should also ensure your unit is engaging, authentic, and culturally relevant for students. This work can be performed solo or in pairs/small groups. I will provide more details on this project in the coming days/weeks.

**ePortfolio Shell: 10%**

We will talk about ePortfolio frequently during the term. The English Education ePortfolio is a summative portfolio that you build across courses and finish during your internship. This semester, you can expect to work on your teaching resume, statement of teaching philosophy, and begin developing your website.

In general, you will be instructed on ePortfolio through reading and discussing existing ePortfolios; drafting and work-shopping key materials (teaching statements, artifact designs, reflective writing); and by experiencing design and technology presentations from the Office of University Writing.

You will receive a separate handout that explains ePortfolio. I will be inviting the ePortfolio Project to visit our class in March to present on Wix websites and principles of effective virtual design. The components of the ePortfolio shell will include an “about me” section; a teaching resume; a statement of teaching philosophy; and an artifact with accompanying reflection. You will continue to work on your ePortfolio in Methods 2 and Internship/Clinical Residency.

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**The College of Education’s Statement on 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.

**A Note on Fieldwork**

Because our methods class is embedded in Loachapoka High School, your “field placement” will be a regular and ongoing part of our class meetings. Classroom visits will begin ealy in the semester and will continue to the end of our semester. To make this more manageable for us and for the LHS teachers, you will be staggered (i.e., some of you will be in classroomss while the rest are in class with me and vice versa). During your classroom visits, you are expected to comport yourself professionally – which means *being* *on time; dressing appropriately; coming prepared to observe and/or participate as a teacher; being in dialogue with your teacher about your role*. In field placement, you will often perform as a teacher. You will be asked to help students individually, grade student work, lead small group discussions or workshops, lead whole-class activities, and/or otherwise plan and lead instruction for literature, reading, writing, and grammar. Keep in mind that when you are out in classrooms, you are representing Auburn University, this department and program, yourself and your classmates. Your professionalism really, really matters.

Because we have the good fortune of holding class on the campus of Loachapoka High School, all Clinical Experiences will be embedded within CTSE 4150 and at LHS. As this is a smaller school, and we want to avoid being distractions, I will group you for Clinical Experiences. While some of you are in classrooms, others will be in our methods classroom (and vice versa). This will require patience and attention to detail, but the potential benefits are awesome. We will have lots of discussion about this and how it will work.

You will begin your fieldwork by doing more observation than teaching; this is normal (even for Clinical Residency). You will, however, have opportunities to work with the classroom teachers to (1) lead mini-lessons, (2) facilitate small group instruction, and/or (3) conduct focused pull-out instruction with targeted students.

**Magic Number: A Minimum of 35 Field Hours (but you should get MORE)**

To meet the hours required by the State Board, you may have to do additional fieldwork outside our class meeting hours.

**A Note on Shared Teaching Resources**

Although all educators are glad to share their teaching materials, for the purposes of academic integrity it is essential that you cite all uses and incorporation of materials that you obtain from others and turn in as class assignments or utilize in your own teaching. Acknowledgement is key in maintaining academic honesty.

**Recommendation**

Widen your circle of influence. Become a member of The National Council of Teachers of English (NCTE), the Alabama Council of Teachers of English (ACTE), the Literacy Research Association (LRA), or the International Literacy Association (ILA). Visit their webpages and view their resources. Like the facebook pages of these and related groups devoted to the teaching of English. Visit readwritethink.org or <http://www.nwp.org/> (National Writing Project) to find teaching resources.

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# Expectations & Policies:

I expect students to attend all scheduled class meetings, arrive on time and not leave early, come prepared, and contribute by participating in discussions and activities.

**Absences**. The university considers certain absences to be “excused,” and I abide by university guidelines. For what constitutes excused absences, see the latest edition of the Student Policy eHandbook; the URL is [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies).

If you have to be absent, please follow the procedures teachers do. That is, just as teachers make arrangements ahead of time for a known absence, so, too, you must make arrangements ahead of time for a known absence. Just as teachers must notify their schools as soon as possible for an emergency absence such as illness, so, too, you must notify me as soon as possible for an emergency absence such as illness. Send me an email.

You are allowed one unexcused absences from course meetings. For any unexcused absence beyond one, there will be a 3-point deduction from your final course grade. To discuss an absence, see me during office hours, or check with me by email. (See below, “Make-up work.”)

**Tardies**. Make every effort to be on time for class. Coming in late, no matter how quiet you try to be, will be a disruption. Again, a single tardy will not set off alarm bells; a pattern of tardies will.

**Absences from fieldwork**. You must make every effort to be present, and on time, in your assigned classroom on fieldwork days. If you are ill, however, you must: 1) contact the school office and leave a message for the teacher 2) email the teacher 3) email me 4) notify your field teammates so they can deliver the message to the teacher. You are also responsible for 1) getting a teammate to substitute for you (if you are responsible for teaching) and 2) making up the missed field day *on your own time*. **NOTE**. Being tardy on a fieldwork day is not professional behavior and will not be tolerated.

**Make-up work**. If you are absent, you are still responsible for turning in work that’s due and for finding out about material presented and assignments made. As per the Student eHandbook, you are the one responsible for initiating and turning in make-up work for an excused absence. To help you in this regard, prompts for quick writes, quizzes, and other such in-class activities will be posted after class.

**Note**: Full credit will not be given for work missed due to an unexcused absence.

**Late work**. I do not give full credit for work turned in late. 10 points will be subtracted for every day your work is late (e.g., 20 points off for an assignment 2 days late). Work is late if it’s not ready at the start of class on the specified due date or if it is not sent electronically on the due date.

**University rules**. I abide by all university rules, including those concerning academic honesty and harassment/discrimination.

**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.

# Contingency statement

If there is an emergency and I am to be absent from class, I will make every effort to send you an email message ahead of time (or have one sent to you by a departmental assistant).

If the university closes for emergency or crisis situation, I may have to modify the syllabus, the course plans, and other assignments. If this happens, I will replace the original assignment schedule with one having an addendum. I’ll do the same to assignments already published.