

**FOUN 3103 -** MKS

**SYLLABUS**

**Child Development:** *Learning, Motivation & Assessment*

**Spring 2019**

## Department of Educational Foundations, Leadership & Technology

College of Education

**Instructor:** Professor Paris Strom

**Educational Psychology**

**(**Lifespan Developmental Psychologist) **Phone & Voicemail:** 334-844-3077 **Fax:** 334-844-3072

**E-Mail:** stromps@auburn.edu

**Office Hours**: Wednesdays 9:00-11:00am & 11:45am-1:45pm CT and by appointment made by scheduling on email two business days in advance M-F while term is in session.

**Office Location:** Main Campus Haley Center - 4th Floor

Office door number— 4080

**Class Location:** Haley Center, basement 0015B

**AUBURN UNIVERSITY -** College of Education, Dept. of EFLT

**Spring 2019 Course Syllabus (FOUN 3103)** – Professor Strom

**PART I** (pages 1--30) **Part II** (pages 31—47j)

1. **Course Number:** FOUN3103 (section MKS)

**Course Title:** Child Development: Learning, Motivation & Assessment

**Credit Hours: 6** semester hours {5 credits for Lecture and 1 credit for Lab service learning} The lab includes 25 clock hours (on site contact hours) at a nearby assigned afterschool program in which you will be tutoring and managing children. At least two hours, 30 minutes per week must be served at the placed site on a consistent week day until a full 25 hours have been served.

Teacher education core courses, like this one with a service learning (field lab requirement) component use a 1:3 ratio for lab credit hours to lab clock hours per week. The three hours of lab per week consists of service learning at the assigned site, lab activities in the campus classroom, or online activities. Lab hours must include a minimum of 25 clock hours in your assigned service learning placement on-site at the service learning location. Credit for this course cannot be earned until these 25 hours have been completed.

**Prerequisites:** Admission to Teacher Education; AND FOUN 3000 completion with minimum grade of “C”; AND RSED3000/3003 completion with minimum grade of “C”.

You cannot take this course while taking during the same semester either or both of the above courses since they are **pre**-requisites. You must take both and pass both before taking this course.

#### Term: Spring 2019

**Meeting Day/Time/Location:** Meeting dates shown below will be held in Haley Center basement in room 0015B. Class meeting options were emailed to students to plan (choose one date/time). These choices were:

***\*Main session****:***Fri, Jan 11**     6:00--8:50pm

***BACK UP session****:*  **Sat,****Jan 12**  2:30--5:20pm

A meeting back up session was made available in case weather, campus threat, or personal absences were a problem. The back-up meeting will be held in Haley Center in basement—Room 0015B.

**CLASS MEETING OPTIONS:** Until you meet for the meeting planned, reserve the back-up meeting date as well. When the meeting is then held **and then** attended by a student, then the other meeting back up date/time is not needed to be reserved by those who have attended.

This particular section of this course (FOUN3103) will be in Distance Education format which means that most of the course material, including lectures (*videos*) and readings, will be on Canvas. Most of the time, assignments in the course will be conducted and submitted on a week to week basis online via Canvas. Most of the time you will attend lectures online from week to week but you will watch the material and take online assessments at a time that works within your weekly schedule and submit written assignments and quizzes by the typical weekly deadlines (on **Tuesday evenings 11:59pm C.T**.). All online learning modules (these contain the lectures, readings, and written assignments) are accessible 24/7.

Please avoid scheduling any make-up class meetings or appointments with this instructor during service learning time day/time you have agreed to serve. All missed class sessions must be made up as soon after a missed session / appointment as possible.

In addition to the required meeting we will hold, I may (*time allowing*) see you at your service learning site once or twice to informally observe and possibly briefly talk. It will be a surprise visit if it happens. I will not interrupt your teaching if you are in the middle of it. I’d only talk if the situation allows for it and it would only be brief. For MODs 4 and 11, I will hold **live only** Zoom meetings on two dates shown on page 15. You can meet us then on Zoom to complete the discussion assignment and must plan with me a time from the options shown **or** you may complete the discussion assignment in Canvas, without meeting on Zoom. I do not record zoom meetings nor do I allow a response to any recorded zoom meetings to satisfy an assignment.

#### Office Hours & Contact Information:

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

\*University email: stromps@auburn.edu

\*Office: 4080 (4th floor) Haley Center Department of EFLT

\*Phone 334-844-3077: Message machine is at same number. Leave a message if you call when I’m away.

\*Email & Phone check times: First daily check time (Mon - Fri) is before or by 9:30 am & and last check time is at 3:00 pm.

\*Main Office for EFLT Department: 4036 (4th floor of Haley Center) 334-844-4460

**Weekly Office Hours from Jan 9 to May 3: (*Unless announced otherwise*)**

Walk-in and call-in office hours (no appointment needed) start the week of JAN 9 on Wednesdays 9:00 –11:00am & 11:45am –1:45pm. At times other than the above, appointments must be made on Tigermail at least 2 business days in advance of requested day and time. May 6 is final date for Spring 19 office hours and appointments. Appointments may be held face-to-face or phone depending on need. Appointments may be held face-to-face or on the phone depending on need. Please plan appointments at least 2 business days in advance of day/time requested and be sure you have my email confirmation that your proposed time will work for us both.

Office hours, appointments, and email/phone correspondence are put on hold while I’m away during research conferences. You may email me or call me while I’m gone but I may very likely not be able to respond until my return. I’ll post on my door if I’m away for a day or longer along with when I return. Aside from normal office hours, I will be available by appointment (time outside of normal office hours) but appointments will need to be scheduled on email. I’ll send you email confirmation that the time works. If I have to change my office hours for a particular day due to a required AU meeting or some other obligation or event, then I’ll post on my door if I’m away that day so that you know and then also post on email and Canvas “*Announcements*” when I will serve make-up office hours.

If you call the campus office phone and I'm not there please leave a message with your phone number and when I can, I will either call back or email you the information you need. I will return the call or email shortly thereafter accordingly once I return to the office. If you are there at my door, please wait a few moments as I may need to briefly use other facilities. Also, if you are on-site, please knock on my door loudly as I have earphones on 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 on campus or via phone call then all other questions or dialogue will be addressed via email (on Tigermail) and on Canvas email so please check both daily (M-F). If you have either a question or problems that would require too lengthy or impersonal email, then in those cases, I require us to conduct a phone meet or face-to-face meeting. Email works most of the time but not all of the time. Feb 24 –27 and April 17--19 I’ll be out of the office. Office hours for Feb 27 will be on Feb 28 and office time for April 17 will be served on April 15 (both dates; 9:00-11:00am & 11:45am—1:45pm).

No office hours or appointments are planned or held during holidays, break times between semesters, or during Spring break. Some office hour dates/times I might be unavailable due to university obligations that arise without advance notice so refer to Canvas announcements for occasional changes in hours.

#### About Email & Phone Check Times:

During this regular Spring term session, I check email and phone messages Monday through Friday mornings before or by 9:30am and at 3:00pm. Any email responses to you before my usual first check times or after the usual last (end‐of day) check times are only where I need or wish to do so out of planning for other work obligations or meetings while also trying to respond to your questions or needs to be helpful in a timely manner. So, please rely on the *usual times listed only* so if you send email or post assignments after my usual check times (and any time on the weekends), then please simply know that you most likely will hear from me not then but instead by the next business day morning on email.

**Grading Schedule for Written Assignments** (*a general indicator*): My overall flow for grading work coincides only somewhat with the email and phone times shown above. However, because grading takes longer than just a quick email response, please know that I will not likely be able to have work graded by the email/phone morning (first) check times nor have posted grades by then. Instead, I look at the work as submitted in Canvas after I have addressed any and all email or phone messages that morning. So, I’m good generally in terms of grading work either on the day received (if it is submitted before the time check has passed) or by the end of the next business day for my usual check times. I always appreciate timely work submitted by students so I try to reciprocate with timely feedback and grades. I try to score assignments and provide feedback within 1 to 2 business days of receiving the work as often as possible. There may be weeks when I may need longer due to business travel or other duties that have me needing up to 3 business days after the submission of work to grade it. This is the same time I afford you for an initial extension (by the end of 3rd business day after the initial due date).

#### Three Forms of Approved Online Communication:

As far as communication goes for this course, it will be an expectation to check your regular Tiger email once per day M-F but also your Canvas email and your Gradebook in Canvas. I'll certainly respond to Tiger emails but we need to also use Canvas email when need be because it is very helpful for classes like this one (*distance education formats*). Just as important and often used as Tigermail, I check and send messages using the comments area for each assignment in your Canvas gradebook. So, look for messages from me there when an assignment is **un**submitted or has some problem or in times when I wish to let you know my thoughts on the work. I really try the utmost to communicate on these three platforms - to reach students about announcements or problems so they can take the steps necessary to correct or be aware of things in a timely manner. Communication is vital.

**Date Syllabus Prepared:** This syllabus as updated in Fall 2018, is being distributed for Spring 2019 for Dr. Strom’s (MKS) section of FOUN3103, posted on Canvas in "**MOD 1**”, and has been provided in electronic copy in the EFLT Department main office and online in the Dept./College of Education syllabi archive (repository). It has also been distributed in *printed, hard copy for each student* when we meet.

#### Course Materials:

\***Required: Identification Tag** used for all service learning visits. Get it in the LRC.

**\*Required: Note pad:** Taking notes from lectures will be important periodically so pads or spiral pads are fine. Also, at least a few handouts will be provided in class. Readings and some lecture highlights from class will be posted on Canvas for your convenient access to read or print out (if you wish). Organization of class material is key to effective studying so please maintain notes in a binder.

**\*Required: Transportation for Service Learning:** You will need to make your own arrangements in traveling to and from your service learning site where you are placed for this course. Your location is close to the university.

**\*Required: Textbook:** You will have 1 required textbook to purchase. Other material we also plan to use for the course will be readings that I post on CANVAS and those online items will be free but you must access them online. These cannot be sent to you or mailed to you. The required textbook to purchase is, “**Thinking in Childhood and Adolescence**” by Paris Strom & Robert Strom © 2013. ISNB: 978-1-62396-433-7

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.

PHONE and [LINK to Publisher Website for this book](http://www.infoagepub.com/products/Learning-Throughout-Life) is: 704-752-9125 <http://www.infoagepub.com/products/Thinking-in-Childhood-and-Adolescence>

Most IAP titles are also available from the **eBook** retailers in link below (*such as Kindle on amazon.com).*

<https://www.infoagepub.com/iap-ebook-retailers.html>

**\*IF YOU ORDER ONLINE FROM Haley Bookstore:** Use link below. [http://auburn.verbacompare.com](http://auburn.verbacompare.com/) Toll free number: 800-880-0392

**\*IF YOU BUY ON CAMPUS:** You should be able to purchase a copy at the Haley Bookstore and possibly at other nearby bookstores that carry textbooks.

**WHEN ORDERING A PRINTED COPY 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 do have it in stock/ or have it printed. If need be, you might want to have the book sent to you rush delivery so you will then have it in time once the course starts. There is only one edition of this book. I will check 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 one book being required for purchase.

**\*Required:** Daily access to effectively functioning desktop or laptop computer with functioning high speed internet connection either at home, work or on campus. This is a distance education course so this is vital, no exceptions.

**\*Required:** Please wear clothing at your service learning site that is respectable as an adult working with children and to instill a professional impression of you as a future teacher. Proper attire for these reasons is a required resource related to service learning. See page 38 for full description of dress code expectations.

##### Recommended:

--Wear a wrist watch so you can tell time at the service learning site if a wall clock is not nearby.

--Bring to service learning sites in your pocket or in your car a bottle of either Germex, Puriel or other germicide to protect hands against germs after serving. School settings have germs (cold, flu, strep throat, and other contagious illnesses). Protect yourself.

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

1. **Course Description:** Cognitive, psychosocial, physical, and moral aspects of child development; integration of development, learning, motivation, assessment, and evaluation in the contexts of instructional learning.
2. **Student Learning Outcomes:** This course is designed with instructional objectives continuing throughout the block experience as well as objectives designed for specific content areas. Course objectives include a subset of key indicators from the Alabama Quality Teaching Standards. Indicators assigned to this course for assessment are listed below and pertain to human development, organization and management, learning environment, instructional strategies, assessment, learning styles, collaboration, continuous lifelong professional learning, Alabama-specific improvement initiatives, school improvement, ethics, and local, state and federal laws and policies.

**Course Objectives Aligned with New Alabama Quality Teaching Standards** (updated 03/ 2007)

#### Content Knowledge

##### Academic Discipline

\*Knowledge of the ways to organize and present content so that it is meaningful and engaging to all learners whom they teach (pedagogical content knowledge). (1)(c)1.(ii)

##### Human Development

Knowledge of the physical, emotional, and social development of young people and the relationship of these to learning readiness and to cognitive development. (2)(c)1.(i)

\*Knowledge of the role of language in learning. (2)(c)1.(ii)

\*Knowledge of developmentally appropriate instructional and management strategies. (2)(c)1.(iv)

##### Organization and Management

* Knowledge of the principles underpinning a sound age-appropriate classroom organization and management plan and of supportive behavior management strategies. (2)(c)2.(ii)

##### Learning Environment

* Knowledge of factors and situations that promote or diminish intrinsic motivation. (2)(c)3.(ii)

##### Instructional Strategies

\*Knowledge of research and theory underpinning effective teaching and learning. (2)(c)4.(i)

\*Knowledge of a wide range of research-based instructional strategies\and the advantages and disadvantages associated with each. (2)(c)4.(ii)

\*Knowledge of strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes. (2)(c)4.(iii)

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

#### Assessment

\*Knowledge of the purposes, strengths, and limitations of formative and summative assessment and of formal and informal assessment strategies. (2)(c)5.(i)

\*Knowledge of the relationship between assessment and learning and of how to integrate appropriate assessments into all stages of the learning process. (2)(c)5.(ii)

\*Knowledge of measurement-related issues such as validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results. (2)(c)5.(iii)

\*Knowledge of current Alabama assessment requirements and procedures. (2)(c)5.(iv)

#### Diversity

##### Learning Styles

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

#### Professionalism

##### Collaboration

\*Knowledge of the purposes, processes, structures, and potential benefits associated with collaboration and teaming.(5)(c)1.(i)

##### Continuous, Lifelong Professional Learning

\*Knowledge of a range of professional literature, particularly resources that relate to one’s own teaching field(s).(5)(c)2.(i)

\*Knowledge of the processes and skills associated with peer coaching and mentoring. (5)(c)2.(iii)

##### Alabama Specific Improvement Initiatives

\*Knowledge of Alabama’s state assessment requirements and processes. (5)(c)3.(ii)

##### School Improvement

\*Knowledge of research relating collective responsibility for student learning to increased achievement for all students. (5)(c)4.(i)

##### Ethics

\*Knowledge of appropriate professional behavior and dispositions expected of professionals as outlined in the Alabama Educator Code of Ethics. (5)(c)5.(i)

##### Local, State and Federal Laws and Policies

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

1. **Course Content Outline:** The plan below is an approximation of time on the identified content and is simply a departmental generic template. Exact layout of assignments, due dates and point worth are shown on pages 14-15. Exact content breakdown (*too lengthy to place here*) is shown in each module that you will follow which includes readings, video lectures to watch, websites to visit, quizzes to take, etc. Each module always provides a list of **STEPS** to follow for what to do, read, watch, and submit. Additionally, each module has on its tag (label) that states what dates to work on the material on the COURSE MODULES page in Canvas. Usually, modules formally start on Wednesdays with the following **Tuesday evenings** as your COMPLETION DATE (7 full days). You can read and watch materials in modules that are ahead but may also get ahead on assignments, within reason, by about 1 module (a full week’s time). However, I kindly limit getting ahead more than 1 module in terms of submitting mod assignments. Any more than 1 module ahead gets to be a bit much and difficult to manage, grade, etc. Additionally, for the student, it is vital for you to reflect, deliberate and savor what has been learned rather than just going through the motions. The only assignments that can be done a few weeks ahead of their due date are shown on page 15 with **@** symbol.

#### Communication; Planning; Collaboration; Assessment; Laws and Policies

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

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

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

#### Student Development

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

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

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

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

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

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

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

#### Assessment and Alabama-Specific Initiatives

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

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

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

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

In addition to building your knowledge on child development, classroom assessment, learner motivation, etc., you will refine skills and dispositions basic to teaching including dependability, professionalism, collaboration, critical thinking, planning, organization and writing. A target of our college in this course is to develop a number of candidate proficiencies, knowledge and dispositions on assignments and in your service learning. A final target by the college is for students to practice and refine the skills/dispositions listed in Dynamics of College of Education Conceptual Framework for Undergraduates (see page 30). Course content and assignments help collectively to help build your knowledge base, skill set, and professional dispositions, all of which will be needed to succeed in the field of K-12 teaching and in preparation for the EdTPA Test you will have to pass to earn your teacher certification.

#### DISTANCE EDUCATION FORMAT SECTION -- FOUN3103 (MKS):

Course material (almost all of it) is to be accessed via Canvas, some have assignment instructions, while other files have video lectures. It is entirely the obligation of the student in this course, since it is in this distance education format, to ensure they have proper, reliable access to a computer (at home, work or school) to access this internet based material. This may mean for example, downloading Flash (free) to be able to view the lectures and Adobe Acrobat Reader (free) to open and view text files and assignments posted on Canvas. No other substitute, replacement or arrangement for Canvas is possible in terms of accessing lectures or other course material (**not**: DVDS; VHS tapes; CDs; thumb-drives, printed course packets; and/ or different file types, etc.).

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 enrollment if this is a problem.

Taking the appropriate steps to access the material online will be required. One of the main goals (in the immediate time frame) for this format is such that I as an instructor wanted for you to dialogue with the class so when we meet, it is for discussion and similar activities. Here's the even bigger point. The lectures, which constitute the vast majority of class instruction for this section, I have placed on video (*on Canvas*) and organized in a very orderly, easy to use manner for you. The reason for doing all this is that I wanted your time to be spent reading extensively, working on assignments and watching lectures / taking notes in such a way where you are allowed a much larger level of choice as to when you observed the lectures. I very highly recommend that you do the online work (on Canvas) in each module on two different days each week so that it approximates how we normally would conduct class on campus and any additional time needed. This time should be spread out since each online MOD, in most cases, requires the same amount of time as would be spent at two on-campus class sessions (representing a full week (*typically about* ***5 lecture hours*** *of instruction and learning activities each week*).

Each module work date(s) are clearly marked in the schedule *(on Canvas and in this syllabus*) to help guide you on when to do all work for each module and when to submit assignments due for each module. The schedule is very specific and helpful so please follow this schedule in order to keep on schedule and avoid getting behind. Watch all the lectures and do the readings and assignments in each module during this time. Be sure to complete each module’s assignments before or by the posted finish date shown in this syllabus. In addition, you can pause, start and stop the lectures anytime, replay them as many times as you wish, etc. You can stand or exercise while you listen or watch them, or sit at your home or school computer to view them. All of these choices help with the main goal of allowing more time for actual focused watching, listening, non-stressed note taking, more in-depth thinking and writing. Assignments of the course must be completed by the specified dates/times (*indicated in this syllabus and on Canvas for each module*). Again, please be 100% sure to read and watch all module materials and to do so in a timely manner in order to maximize your potential for success in the course and as a future teacher.

#### Learning Modules and Assignments:

Pages 14-15 contain MOD SCHEDULE with learning modules and assignments. This is the exact schedule you will follow for each week with content and assignments with due dates for each week. Except where marked differently, the start date for MODs will be **Wednesdays** and the completion date for MODs and any **MOD** assignments will be the following **Tuesdays by 11:59 pm**. The date time frame for each module shown includes time for readings, watching video lectures and whatever assignment(s) are given. Additional time (outside of the “module” time provided per module) may be needed for some students from time to time in the same way that students have time for homework, outside of class time. Plan your time closely based upon what is provided in the schedule**.** You may start modules early too if you wish! Most are available in terms of the assignments being accessible a week before they are actually due and sometimes even earlier.

**TIPS: USING CANVAS MODULES 1--13 *(weekly learning modules in Canvas.)***

## **A**. To enter the learning modules (MODs) which are your weekly online lesson material, enter these ONLY by pressing the COURSE MODULES page link in the center of the **HOME PAGE** on Canvas.

**B**. Once in a module, study all materials (*from top to bottom*) in each module 1-13 by following each "**STEP**" accordingly. Each mod step is marked with a dark blue flag box (at the left) and contains instructions on what to WATCH, READ, or DO. Follow each step closely.

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

**D**. At or near the bottom of each module is a link marked as $ and red square showing that module’s assignment instructions with submission area (in box).

**E**. Complete work in each module (**MOD**) before or by the **underlined, bolded date** shown on pages 14-15 (and in Canvas) as the deadline for that module's assignment. Assignments marked with **\*** on page 15 are due by 11:59pm (C.T.)

**F**. For [**TECH HELP**](https://auburn.instructure.com/courses/782150/wiki/tech-help-info), click pink link at base of the COURSE MODULES page in Canvas.

**G**. Green highlighted boxes marked with **SL** on the **COURSE MODULES** page and other course locations signify important tasks with due dates for service learning. Arrow symbols with green highlighted boxes signify Text Entry assignments to update me on your service learning progress according to specific benchmarks expected.

**H**. Each learning module in Canvas, since each is a full week’s length of two on campus class sessions, is divided in half by an **orange striped line** about half way through just to show you a half way point where you could/may do work on one day and then do remainder work on the second day.

**I.** Assignments to submit in Canvas that appear within each module are marked with a dollar sign **$** … for easy reference. They are most often at the end of each module.

**J**. Students should NOT get ahead any further in Canvas assignments than by about one MOD ahead. You may read and/or watch ahead even more (far more ahead) if you wish but not submit the actual mod assignments in Canvas any more ahead than by one mod (see exact dates on page 15 for when each Canvas assignment opens for access and submission). Assignments marked with @ on page 15 may be completed by at least 2 weeks in advance.

**Below are instructions seen at the top of your COURSE MODULES page.**

**MODS 1--13: Instructions & Signage**

## Pay attention to the **MOD** Title (atop each Mod) flagged with light blue. Study all materials from top to bottom in each module, (MOD 1-13), by following each "**STEP**". Assignment instructions and submission area for MODs 1-13

are *inside* each module (*often last or near last step*) marked with **$ . .**. Complete work

and assignment(s) in each module and text service learning updates before or by

each **bold date** shown. Assignments are due by 11:59pm (C.T.) except where**\*** appears.

--Tech Help … **=** click link at bottom of page.

##  **=** deadlines for SL placing, to start/finish service, & MOD service learning.

**SL**

 [**=**](https://auburn.instructure.com/courses/978611/assignments/4354073) Text entry updates to me on service learning progress.

[**>**](https://auburn.instructure.com/courses/978611/assignments/4354073)

[*SLUPDATE*](https://auburn.instructure.com/courses/978611/assignments/4354073)

**Course Modules Schedule:** Appearing on the next page is the schedule of modules with MOD start and end dates, point worth for assignments, assignment due dates, important dates for service learning, and prompts to update me on your service learning progress (called *SLUPDATE*).

|  |  |  |
| --- | --- | --- |
| ***Mod Name & Notes*** | ***Start + Due Dates*** | ***Asnmt*** |
| **UNIT I: Course Orientation + Start Service Learning** |
| **MOD 1:** Meeting + MOD 1  | Jan 9 - **15** |  |
| ***Service Learning MOD:*** *Refer to anytime.* |
|  *Service Learning: Email your availability before*  | \*Jan 10 7pm |  |
|  *Service Learning: Placement emailed to you*  | Jan 7 - **11** |  |
|  *Service Learning: Begin service* | \*Jan 14 - **18** |  |
| * *SLUPDATE 2 hours, 30 mins*
 | *Jan 14 -* ***18*** |  |
| **UNIT II: Nature of Learners + Continue Service Learning** |
| **MOD 2:** Ed Psych, Diversity & Rubrics | Jan 16 – **22** |  |
| **MOD 3:** Cognitive Development | Jan 23 - **29** |  |
| **MOD 4:** Social, Emot & Moral Dev | Jan 30 – **Feb 5** |  |
| **MOD 5:** Identity Dev & Motivation | Feb 6 - **12** |  |
| **MOD 6:** Health, Fitness & Safety | Feb 13 – **19** |  |
| * *SLUPDATE 5 hours*
 | *Jan 22 –* ***Feb 1*** |  |
| * *SLUPDATE 10 hours*
 | *Feb 11 -* ***15*** |  |
| **UNIT III: Nature of Learning + Continue Service Learning** |
| **MOD 7:** Behavioral & Social Cog Views | Feb 20 - **26** |  |
| **MOD 8:** Individual, Social, & Cyber Const | Feb 27 - **Mar 5** |  |
| **MOD 9:** Information Processing Views | Mar 6 - **26** |  |
| **MOD 10:** Instructional Strategies | Mar 27 – **Apr 2** |  |
| * *SLUPDATE 15 hours*
 | *Feb 25 –* ***Mar 1*** |  |
| * *SLUPDATE 20 hours*
 | *Mar 18 -* ***22*** |  |
| **UNIT IV: Assessment of Learners + Finish Service Learning** |
| **MOD 11** Basic Concepts & Guiding Principles | Apr 3 - **9** |  |
| **MOD 12** Strategies & Resources | Apr 10 - **16** |  |
| **MOD 13** Standardized Tests + Field Experience Assessments (*FEA* are *in lieu of final exam*) | Apr 17 – **23** |  |
| * *SLUPDATE 25 Hours: Finish early or by*
 | ***\*Apr 30*** |  |
| Remaining Assignments Deadline: Submit before | **Apr 30**—11:59 PM!! |  |

@ = Assignments that can be done two or more weeks early.

* Arrow items = Service learning related assignments.

|  |  |  |  |
| --- | --- | --- | --- |
| **ASSIGNMENTS** | **EARLIEST** **SUBMISSION** | **DUE 11:59PM CT** | **POSSIBLE****SCORE** |
| * **@** M1 Course TASKS
* **@** M1 *SL* Time availability
 | ASAP | Jan 10 | 95 |
| * M1 REQUIRED CAMPUS MEETING
* M1 Signed M.o.U. for S.L.

M1 Practice Text EntryM1 Practice QuizM1 Practice Word fileM1 M.o.U.--SyllabusM1 Practice VidquizM1 Practice Discussion | Jan 11 (12th as back up) | Jan 12 | 603262553 |
| * 2 Hrs, 30 mins *SL*
 | Jan 14 | Jan 18 | 2 |
| M2 Basic RubricM2 Vidquiz M2 Textbook Text Entry | Jan 16 | Jan 22 | 8488 |
| M3 QUIZM3 Vidquiz * M3 S.L. Reflection
 | Jan 23 | Jan 29 | 508120 |
| * ***@*** 5 Hrs *SL*
 |  | Feb 1 | 2 |
| M4 VidquizM4 Discussion: Do on Canvas or Zoom. Zoom link is on homepage, Modules page, and in assignment  | Jan 30 | Feb 5Zoom 7-8, 8-9, or 9-10pm on Feb 5 | 20100 |
| M5 two VidquizzesM5 H.O.T. Asnmt | Feb 6 | Feb 12 | 30100 |
| * **@** 10 Hrs *SL*
 |  | Feb 15 | 2 |
| M6 VidquizM6 QUIZM6 H.O.T. Asnmt | Feb 13 | Feb 19 | 1550120 |
| M7 QUIZ | Feb 20 | Feb 26 | 30 |
| M8 VidquizM8 H.O.T. Asnmnt | Feb 27 | Mar 5 | 20120 |
| * **@** 15 Hrs *SL*
 |  | Mar 1 | 2 |
| M9 Asnmt | Mar 6 | Mar 26 | 100 |
| M10 Vidquiz* M10 S.L. Reflection
 | Mar 27 | Apr 2 | 15120 |
| * **@** 20 Hrs *SL*
 |  | Mar 22 | 2 |
| M11 QUIZM11 Discussion: Do on Canvas or Zoom. Zoom link is on homepage, Modules page, and in assignment | Apr 3 | Apr 9Zoom 7-8, 8-9, or 9-10pm on Apr 9 | 50100 |
| **@** M12 Essay Asnmt**@** M12 QUIZ | Apr 3 | Apr 16 | 8030 |
| * **@** M13 S.L. TK20 Survey
* **@** M13 S.L. Reflection

**@** M13 QUIZ | Apr 10 | Apr 23 | 1612024 |
| * **@** 25 Hrs *SL* + Confirmation from Teacher
 |  | Apr 30 | 100 |
|  TOTAL POSSIBLE POINTS **1748** |
| \*ALL LATE / REMAINING ASSIGNMENTS SUBMIT BEFORE 11:59PM, APR 30, 2019 |

**9. Procedures for Grading Written Assignments:**

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

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

# Criteria for Earning Your Final Grade for this Course:

Criteria 1 and 2 (as explained below) are basic course expectations which, if satisfied, can enable an A for a course grade (*if and only if*) a student’s academic grade (on written and meeting assignments) is **93%** or higher. If a student falls short on either criteria 1 or 2 then, even if he/she has 93% or higher on their academic work, a final course grade may be one letter grade lower because criteria 1 and 2 reflect basic behaviors in teaching duties and professionalism the field. Anything less does not reflect what Auburn would consider "A" quality performance because "A" means excellent. Well done written assignments done by a student who is poor in service learning or in other ways equates to less than excellent for his/her course grade by anyone’s standards in the teaching profession.

**Criterion 1: Required** (GOOD or GREAT QUALITY SERVICE LEARNING) See related sections.

**Criterion 2: Required:** (**A**) Proper, consistent attendance, punctuality and participation at any and all class sessions and appointments held AND; (**B**) submitting ALL assignments in their entirety and on time. Absences which are not made up (for class and service learning) and service learning policies in this syllabus do affect final course grade, regardless of points earned on items below. Active participation and communication is required throughout the course.

A final grade of “A” demonstrates work throughout the course that has consistently gone above and beyond the course requirements and reflects a deep level, conceptual understanding on the part of learner. It is possible to receive 93+ percent of the possible points in the course and receive a B or less due to less than excellent attendance and/or participation at service learning, etc. Further, please note that success in this course is contingent upon the completion of the Service Learning requirements and attending our full class meeting. Problems reported to us by your Service Learning site supervisor or cooperating teacher (such as not attending, not completing assigned duties, etc.) may also result in a reduction in your final course grade.

**Course Grading Scale By %**

93% - 100% = **A**

80% – 92.99% = **B**

70% – 79.99% = **C**

60% – 69.99% = **D**

-59.99% = **F**

The final grade for this course will be based on the following total possible points. Total possible points for course is *tentative.*  **1748**

**\***On page 15 see exact listing of assignments with due dates, point worth, and when assignments open for student submissions. Exact points per assignment and the total possible are subject to possible change somewhat but become set once each item is then graded. I’ll post a point change on anything *BEFORE* you work on it also so you are aware of how much it is worth.

The course policies on Service Learning and Class Attendance implicate one’s final course grade. For details, see those sections.

**10. Course Grade Feedback/Notification:** I will post your status on assignments and tests online for your private view in the GRADEBOOK on Canvas so that you know where progress has been made, credit been given, and where improvement is needed. This serves as formal notification of your grade at ongoing points in time to help you keep up with the course in a timely, self-directed manner. In your GRADEBOOK each assignment will be labeled with a title. This is done to help you identify and monitor your grades.

**Un**submitted work will be marked as ***NOT SUBMITTED or similar message*** *and most noticeably have zero points.* Once you submit extension work or late work, the grade for that assignment changes from a zero to whatever the grade earned is. In a few cases, total unsatisfactory work will be identified with the label, ***RESUBMIT*** *“resubmit with improvements”* if the initial work turned in is unsatisfactory. I do this with assignments occasionally to help a person know they’re expected to put effort into their assignments. In such a case, I allow the opportunity to resubmit the work with changes.

If a mark in your gradebook is of concern but not understood then email me and I’ll gladly communicate back with you. If you aren’t sure about how well you are doing overall even after examining your GRADEBOOK in Canvas then ask me and we can meet to go over how to interpret the course at that point in time (either via phone or in person). The sooner you ask the sooner I will be able to communicate to you about it. Note that your gradebook in Canvas will post the numerical score grades for the assignments. Canvas will also post a record about which assignment, if any, is late, how late based on when it was due, as well as any notes (comments) on service learning if I'm informed of problems. I’ll update grades on Canvas every week day after I receive work from students. During the semester, scores for your work, when graded, will be posted on Canvas for your password protected, private access until the end of the semester when the final letter grade for the course then goes on the AU grade post area for your final view.

**Status Grade Reports and Mid-Term Grade Reports** (*please be advised):*

Except for any mandated Mid-Term or similar grade reports, I **do not** use the function by the university for mid-term "Early Alert" grade reporting which is really only for "core courses" according to my check with COE administration in PES. Instead, my alerts and grading are all during the semester so a student knows from their Canvas Gradebook their status all along during the course. Keep in mind that the gradebook is fairly limited to canvas assignment progress status. I cannot have verification for students as to their true status in performing their service learning hours at any single point in time for all students since I cannot be at each site every day during the full service day. So, the caveat is that the Canvas grade ONLY represents the above progress on Canvas assignments but does not and cannot (*due to feasibility*) represent the service learning progress since I would need to go to each site in order to truly confirm status. This is important since without completing service learning, it makes it an impossibility for a letter grade to be earned or issued by an instructor. This course has 1 credit of lab which is the service learning 25 hours. We can only feasibly get actual confirmation of performance in hours served at or near the end of the semester for all students. So, this is why you must note that any grade status reported to any affiliation party for that student (athletics, band, counselor, advisors, employers, sorority, fraternity, etc.) cannot include the full course grade because it cannot include, at that time, how a person is most accurately doing in their service hours. If we happen to be told by a site that a person is not serving then that WILL be entered in and effect a grade status report in the comments of selected gradebook assignments of either a below average (D) or (F) failing grade (*since service learning is so important that without it*) no credit can be earned. This is true *regardless* of points earned for online assignments or class assignments, etc. *Service learning is vital!!*

If I’m ever asked to sign on a document stating your grade status (by an organization or other party) at that time I also need a copy of that signed document and I need it the very next business day either in print or a copied/PDF version. This is required as an instructor cannot very well be expected to sign a document without being given a copy as well in a timely fashion or else it is non-binding.

**11. Field Experience Assessments** (***in lieu of final exam***) are posted inside MOD 13 as the first two steps in that module in Canvas. You will have access to the location for submitting these assignments about two months before the last day of classes which gives you the chance to do these way ahead of time once done or at least half way done with service learning.

**12. Assignments and scheduling study time:** You will have readings and video lectures posted in each module of Canvas. Carefully follow each modules STEPS in doing all work (*readings, videos, and other tasks in exact order*). It is recommended to begin working on each assignment early on rather than late. I’ve provided a display on Canvas showing the ordering of modules so you can see the overall timing for when to do each module's tasks, (*abide by the listed start date and completion date for each module*), along with when to start working on assignments, especially the large assignments.

**13. Submitting Assignments (Format):** Note that for your written assignments I will be requiring they be submitted in a Word file attachment on Canvas, preferably in the SUBMISSION area for each assignment. Each assignment has its own INBOX labeled for that assignment. If something does not send to me correctly it will have a **PROBLEM** - **NOT SUBMITTED RIGHT** notice and I often email the student so they know about the situation and to resend. It is up to the student, if they send or resend an assignment, to make sure the work comes to me properly. Make sure the attachment you sent indeed is there and opens successfully. Please always label your word file with the module number and your last name. Also, on the top of page 1 of your word file include your name and the number of the MOD assignment (StromMOD 4). This eliminates confusion and helps in record-keeping.

 If I can’t open a file with your assignment on it, the assignment is considered **un**submitted. If the assignment is sent past a deadline then it is late as I cannot reasonably be at a computer for a full day up until a clock deadline just to check for every student’s work that they sent material to me correctly in openable condition. This is on a student to self-check that is was posted or sent to me correctly, it contains an attachment which can be opened, and that the attachment is in a software I can open and mark. I’ll check a few times for student work on the day when work is due but if work is not received or sent correctly to me by the deadline then it is late. Send in your assignments with time to spare like a recommended full 24 hours earlier than the deadline, even earlier is better.

I will not accept work that is not sent in an attachment. I do this for record keeping and for academic honesty purposes so I can cross check where need be similarities between one student’s work in the class and that of another student. So, hard copies only of assignments will not be accepted unless and until accompanied by electronic copies. I will not accept files that cannot be opened using Office Word software. In order to be safe, always have your assignments on at least two other drives as back-up in case a computer fails. Have it on a thumb drive and an your email to yourself.

#### 14. Targeted Deadlines for Submitting Assignments on Canvas:

Class assignments that involve sending an attachment on email or posting an attachment to an assignment INBOX in Canvas will all have **11:59 p.m. deadlines** (*Central Standard Time*) on their stated due dates. These deadlines are clearly marked on the COURSE MODULES page and in this syllabus. It is your assumed risk if you choose to submit assignments on the due date but after the time when I’m finished checking email for the day or week. You risk it being late since it is beyond the time when I can respond to help you may need, etc. For this reason, it is always strongly recommended to submit work earlier than my official email end time for a day when things are due.

**15. Missed meetings and late work**: Opportunity for make-up assignments and missed class sessions will be given for University-approved excuses as outlined in the Student Policy e- Handbook (illness, funeral, court date, religious holidays, university approved events, etc.) Arrangements to do make up class sessions and/or assignments should be made in advance where possible. Other unavoidable absences from campus class time or service learning must be documented and cleared with the instructor in advance where humanly possible. It is the student’s responsibility to contact the instructor if assignment deadlines are not met.

**16**. **Late work and Extensions:** Students are responsible for initiating arrangements for missed/late work. To help minimize complications of late work, late work should be submitted as soon as possible after a missed/due date.

Remember to submit remaining work you want to earn credit for towards Spring 2019 semester BEFORE the cut-off of 11:59pm on Apr 30. If you do not have enough work submitted before the cut off time to earn at least a C for the course then I will arrange for an IN (Incomplete) if you are eligible which can provide you more time to complete the work after the semester is over. An IN is only issued for when a person needs more time, does not have enough submitted to earn a passing grade (C or higher), and is eligible for an IN. To be eligible, a person must have satisfactorily completed over 50% of all course assignments by the cut off time. I will NOT accept work towards credit for this semester submitted after the cut off time. The only way to submit more work towards course credit is if a person has arranged for an IN.

With late work, as long as it is submitted BEFORE the cut off date and time, then I typically do not deduct points for lateness. The work, though late, is considered on its merits based on the quality. Keep on schedule though please!

If I did not receive your response by the assignment due date, then the following day as soon as I can I will post on your Canvas gradebook a status of **NOT RECEIVED, “Extension in progress.”** or similar message which indicates the assignment has not been received and you need to submit it as soon as you can and before the cut-off date and time. My strong recommendation is to hold yourself to having only until the end of the 3rd day after the initial due date to submit the late work.

The morning of the day after an assignment is due, I will post a score of 0 points for the time being until and unless I get the work. This helps you by bringing it to your attention and showing the mathematical effect of the work being unsubmitted on your running course grade in Canvas Gradebook. By doing it this way, you will know right away the status on work in terms of if I have received it or that you are marked as having an extension. You will know if I received late work once I post a grade for the work after looking at it. Please email me to let me know a specific date by which I can expect the work. By doing this, you won’t likely get further behind. Instead, it helps us both push you to submit the work by the date that you promise in your email to me.

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 would be only for a few days extra as described above. Otherwise you may get yourself really behind. It is on the student if she/he chooses to procrastinate and not turn in work and if they fall behind as a result. I simply allow maximum time until the cut off date/time out of good intention to help the student catch up. I need time after the cut-off date and time expires to then grade for a few days. Time that I provided for your extensions when you need it for late work also equates to my need for time after the cut-off date to grade work. I cannot still be accepting work while also trying to grade the remaining work submitted.

**17. Resubmission of Assignments:** I do allow for a resubmission of a written assignment for possibly a better grade. In your gradebook comment area for the assignment of concern, a status of **RESUBMIT RECOMMENDED or similar message** will be posted if I score the work *at a C level or below*. You may also resubmit too in case you get higher than a C but want to earn maximum points. 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. Work resubmitted will often help a grade if the newer work is truly of better quality. 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. It is the student obligation to draw to my attention via email when/once you have resubmitted an assignment. Please check Tigermail and Canvas gradebook once per day Monday through Friday to facilitate this process.

I kindly ask and highly recommend that resubmissions be done, if at all possible, *within the 3 days after the original due date* for the module of concern in order so that you will not get more behind. The latest that any submission or resubmission (*of any type*) will be accepted will be before the **Cut-off Date/time of Apr 30** – **11:59pm**, 2019). *Nothing* can be submitted (*or resubmitted for any reason*) any later than this date/time in order to earn points towards course credit and final course grade for this current semester. In other words, if more time is needed, then the arrangement must be an IN (Incomplete). Once that work is completed at least to a C level, a student must notify me on email that they are finished with all the work that they intend to submit. When I receive this message on email and confirm receiving it, then I will grade that remaining work and change the mark from an IN to whatever letter grade is earned as the final course grade.

Turning work in on time makes a difference in how soon instructors can grade it and provide feedback to students. More importantly, this habit reflects an essential skill/disposition that the education field will demand. Circumstances like when computers fail are not an appropriate reason for lateness of work based on expectations of principals, school districts and parents. My professional and helpful advice is don’t do things at the last minute and, make sure you have a contingency plan. There are numerous computers in the main library, there is a whole computer room on 3rd floor of Haley and, of course, there is our LRC with their computers, and several in the student union. Where necessary, email me if you need a slight extension of a day or two but do so by providing a date and time by which the work will be completed.

#### 18. Policy and strategy on finishing late and/or remaining course assignments:

I wanted to provide some vital hints on strategy in finishing up remaining and/or late assignments, so below are a few strategies and things to know so please read.

It would be recommended to take the module assignments which are the most points and do those first. A second strategy is then also to do those assignments first or sooner which might, if not done well, may benefit from feedback. So, if you submit those like at least 3 days before the final deadline cut-off date of Apr 30, then there's the chance I may be able to provide feedback in time for you to correct and then re-submit. However, waiting until the actual day that is the cut-off date (Apr 30) to turn in those types of assignments is allowed but there likely will NOT be time for me to provide formative feedback since there is so little time remaining. In other words, I need time enough to provide feedback in time enough for you to then change the work if earning the full points is a realistic goal. The quizzes give feedback right away and so those can be submitted and resubmitted, if need be, somewhat later on versus earlier. My point was any assignment that asks for open-ended responses like short essays, those items can best be done first (sooner) so there is still time enough to resubmit. You can submit them on Apr 30 before 11:59pm but my point is there likely will not be time for me to give you feedback in time for you to work further on the work in time enough for resubmission if submitted on the very last day. Obvious I know but I wanted to be sure we all were on the same page. Most importantly, get remaining and/or late work done and submitted hopefully safely before the **Apr 30 – 11:59pm cut off time** is the strong recommendation. The same thing is true with computer problems. If you complete and submit assignments safely before the cut off day then great. But if you work on the last day on things and you experience computer problems and don't submit before the cut off time then that's a risk that the student assumes.

**19. Email Communication-Vital:** As far as communication goes for this course, this will be an expectation to check your regular Tiger email but also your Canvas email called INBOX for this course daily M-F. I'll certainly respond to Tiger emails but we need to use Canvas email often because it is for classes like this one (*distance education format)* as well as for courses that are entirely in distance education format. Canvas Email is 100% protected from all spam and other announcements unlike regular Tiger email. Lastly, it enables for a more organized record keeping system in terms of keeping regular generic email (Tigermail) separate from material you as my students send me for this semester on Canvas email, containing your correspondence and assignments to this class. I may send occasional class wide announcements as well on Tigermail just to make sure you get important information. In those cases, I really try the utmost to communicate on both email platforms to reach a person about problems so they can take the steps necessary to correct things in a timely manner.

Have your CANVAS NOTIFICATION SETTINGS set to where you get ASAP notifications when I grade your work or post comments about it, when I email you in Canvas, and when I post Announcements in Canvas. Those notifications are helpful but only if you set them in the NOTIFICATIONS TAB (upper left hand side) – after hitting the SETTINGS tab, (*in upper right- hand side of screen on Canvas*). These ASAP notices would be for “*Announcements*”, “*Mail* ”, “*Due Dates*”, “*Grades*”, and “*Submission Comments*”.

#### 20. IN (Incomplete Policy)

It is a student’s obligation to inform this instructor of problems right away instead of waiting until the end of semester and claiming that course tasks could not be met. If there are problems, please tell the instructor while there is still plenty of time to hopefully solve them. This also pertains to potential IN (incomplete) for the course. It’s the responsibility of the student to inform the instructor if illness, death in the family or some other *extenuating circumstance* which prevents the completion of course assignments in order for an IN (*Incomplete*) to be granted (assuming a student is eligible for this status). Student request for an IN must be stated to the instructor on email by the student (or designee) **before** the cut-off date of Apr 30, 11:59pm. If this is not communicated before that deadline expires, then an instructor can only give all **un**submitted work zero (0) points which will impact on a final grade and no recourse by the student will be permitted by the university.

**21. Class Attendance Policies:**

We only have one required class meeting which is offered at two dates/times if need be. If a student fails to attend the full class meeting at one of those dates or at a make-up session (on a day and time agreed upon with the professor), then this results in one letter grade drop for the course. This is due to the high importance of the one session which orients you to the Canvas course, the syllabus, and to the service learning. I must see your active access and use of Canvas at this meeting so self-enrollment in the course a minimum of 24 hours before the time of the meeting is required to ensure access to Canvas.

Students are only provided permission to start service at their assigned service site only once they have attended the class orientation (our one class meeting). They cannot start service learning until and unless they have met for the full time of the class orientation which includes orientation to service learning which is required by our school sites before students begin their service. All time missed at service learning site (lab) must be made up towards completion of 25 hours. See Part II of syllabus regarding missed days and communication with school in these instances.

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

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

* Illness of the student or serious illness of a member of the student’s immediate family. The instructor may request appropriate verification.
* The death of a member of the student’s immediate family. The instructor may request appropriate verification.
* Trips for members of the student organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate athletics, band, and/or other required events. The student must notify the instructor prior to such absences, but in no case more than one week after the absence. Instructors may request formal notification from appropriate university personnel to document the student’s participation in such trips.
* Religious holidays. Students are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays.
* Subpoena for a required court appearance or call for jury duty.
* Any other reason the instructor deems appropriate. In this course section, we have only 2 different dates (already stated well before the start of the semester) when we meet for discussions and other on-campus activities. Both of these dates are required attendance. If any are missed then each must be made up as soon afterwards as humanly possible. Emailing this instructor as to make up date and time will be expected. Then, an email from the instructor to you confirming a particular date and time that works will be important to receive so you know for sure when the make-up session can be held. If you know you can’t make a certain meeting please tell me in advance if possible and then just reschedule with me.
* Weather or illness or other extenuating circumstances: In case of severe weather problems or personal extenuating circumstances, I do allow for absences without impact on course grade or course credit but on the condition that the absence for each class session or meeting/ appointment missed is indeed made up on-site on a day/time that works for us both. In this way, student needs towards missing a class session/meeting are respectfully met according to their situation, but for accountability and fairness, the makeup expectation meets the university's requirement towards a "professional follow-through (i.e. completion)" by a student of such course obligations which require attendance on-campus and/or at a service learning site.

*Punctuality and Participation as components of attendance:* This policy applies to my grading policies which consider time spent in class as indicative, to a certain extent, of attendance. So, I reserve the right to lower a student’s grade if I observe a pattern of missing class time or service learning lab time by coming late, leaving in the middle, or leaving early. By examining Canvas, you will be notified of my posted records of where/when there are problems that I’m aware of. Students are expected to participate in all class and team discussions and in all assignments in class and online.

#### 22. Other Class Policy Statements:

1. **Understanding the syllabus and Canvas course material:**

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

#### Retrieval of Missed Class Material & Assignments:

Students are responsible for initiating arrangements for becoming informed about missed work that was assigned on the class day of their absence (*Student Policy eHandbook*). Being a self- directed, self-disciplined learner is a must for all those preparing to be teachers. Using the retrieval methods listed below will aid in this goal and empower you to keep up with assigned readings and to prepare assignments due in forthcoming sessions.

--*Canvas*: Material posted on Canvas will be the key information on course content, sequence, deadlines, etc. You will be provided handouts of the syllabus at our class meeting of class but other materials you still may decide to print out if you wish which may only be on Canvas.

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

1. **Academic Honesty / Misconduct Code:** All assignments are to be done individually except where stated otherwise. All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy e-Handbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. The Department of EFLT recognizes university policy regarding academic misconduct. In accordance with University policy regarding academic misconduct, students may be subject to several sanctions upon violations of the Student Academic Honesty Code. Unless I state otherwise, quizzes, and all assignments will assess your personal (*individual*) knowledge of course material. In these cases, having someone help you or do the work for you is considered cheating. Our university now utilizes the services of plagiarism detection software for professors to screen student work. I require your work to be submitted in electronic format. I will not award a grade or points toward a grade for the work unless and until it is submitted in the manner and format required.

Any service learning sessions recorded or reported by a student or his/her peer as fraudulent days and/or times will result in academic misconduct discipline. Record exact times when you begin and end your service learning on each day served and do so neatly so I can read them.

1. **Technology in class**: During class time all cell phones and other electronic communication devices must be stowed away. You may use recording devices to help aide your personal learning only if you need them but are not permitted to post, reproduce, or share any class footage. During breaks, if you wish to use phones I don’t mind but please do not use them during class time. Please do not use them at your service learning site at all. Thanks in advance for your cooperation on these things. Do not make or receive calls or texts using cell phones or watches at SL sites.
2. **Special Accommodations**: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT). Last Updated: Apr. 24, 2012
3. **Course Contingency**: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and /or course assignments will replace the original materials.
4. **Course Enrollment:** In order to be accepted for enrollment by the instructor into this course, a student must be accepted into the teacher education program. Students must properly enroll in this course with no schedule conflicts or overlaps with other courses taken during the same semester. It is the obligation of the student to ensure this and, upon a conflict, to notify this instructor so proper advisement and proper resolution be made. In-class work (i*.e. discussions, class participation activities, etc.*) missed due to a schedule conflict cannot be substituted or replaced with any outside assignments, tasks or work done outside of class time. This policy applies to all students regardless of their circumstances or their program affiliation. In nearly all cases of a schedule conflict, a student will need to drop another course if they wish to continue enrollment in this section. In a few cases, a student’s advisor or professor of the conflicting class may email me assuring me that they are aware of the conflict and are allowing the student to attend my class time in full and no requests will be made to leave any sessions early due to the conflict. It is only under these conditions that I will allow such conflicts to coexist without dropping a student from this course. The same policy applies to my grading policies which consider time spent in class as indicative, to a certain extent, of attendance oriented assignments. So, I reserve the right to lower a student’s grade if a student demonstrates a fairly consistent pattern of missing class time or service learning time by coming late, leaving in the middle, or leaving early or by missing several sessions back to back (*if unexcused and if not made up*). The same applies to any falsifying of data or to improper conduct at the service site. Any and all time lost at such class meetings or service must be made up. This is vital.
5. **Required Auburn Email Account and Synchronization:** Keep your email account for active so that needed student-school communication can take place in the proper timely fashion. This is now an active rule/policy of the entire university. Also, synchronize your password /account so that you can use computers in the LRC computer labs. Ask the campus (O.I.T.) Office of Information Technology staff for immediate assistance if you need to activate or reinstate your Auburn email account. Inquire with LRC staff about synchronizing your password for access to LRC computers.
6. **Apprentices:** Please be aware I have to have an apprentice in my course almost every semester since it is a part of the doctoral coursework in Educational Psychology, the graduate program that I support. An apprentice will present to you but will not be grading your work and will not be communicating with you about course work or service learning. Only I communicate with you and grade your work.
7. **Scaffolding (Instructional help) Policy:** After some help has been given in a formative manner, I will sometimes need to limit the amount later on so that you rely more on your own skills and effort which hopefully become internalized. In other words, I provide limited scaffolding (help). In addition, the help must have limits or instead of being scaffolding which is defined as helping a student perform a task so that she/he learns to do it on their own, the opposite can happen without expressed limits. In other words, to write well, some help on mistakes or grammar are provided from time to time but not on everything or almost everything. Some areas of improvement on a task may be left unsaid so that a student can learn to apply criteria so they can effectively search, locate and correct and improve their work. Again, without this understanding between a student and instructor, the opposite may happen--total reliance of the student on the instructor. So, if the goal is student autonomy, then not all things I see as wrong with an assignment can be reasonably expressed to a student in a formative assessment manner. A few things can be communicated but not all things. Remember, a student won’t begin to be self-regulatory until and unless some expectation for autonomy is reinforced by an instructor and placed back onto a student. So when someone says in an email or in class, “*Let me know if my paper looks ok or if there is anything wrong with it before I turn it in for a grade.”* Again, if I've already helped a reasonable amount, and/or if the assignment was to perform the assignment without help, then this is not an appropriate request.

Teacher help should be given often but shouldn’t be entwined with a student’s grade in such a way that blame for a lower than expected grade is presumed to be the fault of a teacher for not giving an unending amount of help on an assignment before it is submitted for grading. Again, help is fine but needs to have some limits. But the grade still has to be a separate process and the grading, within reason, must be done so with the understanding to the student that help is limited for developmental reasons. As an adult, even a young adult, this expectation is the only appropriate way of moving through this class or any other in that learning will involve help but then the assessment (grading) will often be of what you do on your own, with what you’ve learned, practices, skills, thinking, etc. A student can’t grow if all of their improvement rests solely on the extent of their teacher to help them with things they need to internalize to then apply in a self-help, self-regulatory manner. This includes but is not limited to such things as writing papers, analysis, thinking, etc. So, from time to time, it may be necessary to remind someone that they may be asking for an undue (excessive) amount of feedback or help. I’ll be respectful in doing this by simply pointing out that your own efforts are needed as you work on your assignment, and I’ve played my helper role for this particular assignment to the fullest. I may at times ask for a phone call so I can provide some help via phone or meeting during office hours or appointment. Not all feedback can be necessarily fit into an email due to the excessive time it may take as well as the limits in understanding as a possible outcome from feedback in writing only versus an augment of oral/verbal dialogue as added feedback.

The psychology here as it directly affects your motivation is that there are limits in the amount of help that should be provided to a teacher in training student on any one assignment and these limits are so that a student expects more of her/himself in effectively producing their own work and understanding rather than being overly dependent/reliant on an instructor. You too one day will need to establish this overall expectation (to some extent) with your own students (even with most children) in order to help them see a need to do things on their own and to do them well.

As an illustration, you will have to *“teach them how to fish so they can gather their own meals”.* An outcome of this kind is a most basic part of human learning, cognition, autonomy, development, motivation and educational progress.

#### Ethics of grading and receiving a grade (sound and fair grades):

A student may ask a question on assignments (within reason) on what things constituted a lower grade than they perhaps expected. But where things become a problem, an ethics problem, are when sometimes a student will make a request for a higher than deserved course grade for such reasons as for example, “*I need an A”,* or “*I have a scholarship that makes me need an A for the course”*. Not for an*y* reason does any student “*need*” an A. Such requests or comments are extremely inappropriate, unethical, and disrespectful from the perspective of our university, our college, and the field of teaching you are studying to enter. A basic rule and need that teachers are hired to honor is to honestly grade a student based on criteria and grading systems established and to do so as fairly as possible and with the least amount of bias. So, I ask in advance to please, at all costs, refrain from making any such comments or requests at all to me in person, on email, in writing, or on the phone. Such statements, (whether intended this way or not), are simply unethical and misguided ways to apparently appeal to an instructor’s supposed sympathy, sense of forgiveness, etc. In reality, our job (our paid duty) is such that, just as important as is our instruction, is our grading (judgment) on the level of student attainment of course objectives. So, to sum it up, you too will very soon be in the same seat as a judge of student performance. Teacher judgments on student progress must be sound and fair to properly serve children, parents, schools, and society. Please also refer to the Alabama Educator Code of Ethics. (5)(c) 5.(i) to further your understanding of ethics in teaching which you will need to know. These are fairly uniform across all states.

1. **Add/Drop, Incompletes and Withdrawals:** Grades associated with incomplete course work or a withdrawal from class will be assigned in strict conformity to University policy *(see A.U.* Bulletin lates*t* edition)*.* If you wish to drop this course, you may do so no later than by the date indicated by the Registration Office. Students who drop at this time will receive a “W”. After the official university deadline for withdrawals, a withdrawal from this course will only be granted under very unusual circumstances and must be approved by the Dean of the College of Education.

 Please be advised that an Incomplete mark for this course may be reported first, temporarily (in a student’s GPA), as an F which will negatively affect a GPA. This is a protocol of the registrar’s office. It is not my protocol and nor is it within my authority to prevent or change this protocol. According to AU Policies, Incompletes (IN) are given only for certain conditions and situations (see Student Policy e-Handbook). If service learning hours by the end of a semester’s deadline are below 25 hours then this will constitute either an “IN” Incomplete, or “F” (Failure) or “FA” (Failure due to non-attendance) for the course according to eligibility or non-eligibility for an IN. It is the responsibility of the student to request an IN before the cut-off date for receiving all final course assignments and she/he or his/her appointee must do this on email. This instructor will then confirm receiving that email and then provide a response on email as well. Please check email in case you request an IN from me. To be eligible for an IN, at least 50% of all course assignment work must be completed before the cut-off assignment deadline and must be completed at a satisfactory level (see Student Policy e-Handbook).

1. **Professionalism COE:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

\*Engage in responsible and ethical professional practices

\*Contribute to collaborative learning communities

\*Demonstrate a commitment to diversity

\*Model and nurture intellectual vitality

Please also practice the below COE Dynamics of Our Conceptual Framework Building Competent, Committed, & Reflective Professionals:

## **\***Display appropriate dispositions. **\***Create and maintain a safe, inclusive, tolerant and stimulating learning environment. **\***Understand multicultural, global, and community perspectives. **\***Focus on learning of all students and methods to assess performance. **\***Integrate appropriate technology and other resources into the instructional program. **\***Collaborate with parents, community leaders, practitioners, and other professionals. **\***Understand how students develop and learn. **\***Build upon empirical and experimental knowledge within dynamic and diverse programs. **\***Teach effectively as evidenced by knowledge of content and appropriate pedagogy.

**Alabama Quality Teaching Standards and Candidate Proficiencies:**

## The Alabama State board of Education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards. These standards have been aligned with the 15 Candidate Proficiencies in the College’s conceptual framework. Students will be assessed on a course-appropriate subset of these proficiencies. The candidate proficiencies assessed in this course are highlighted in the Syllabus Supporting Materials file. These indicators pertain to human development, organization and management, learning environment, instructional strategies, assessment, learning styles, collaboration, continuous lifelong professional learning, Alabama-specific improvement initiatives, school improvement, ethics, local, state and federal laws and policies and professionalism.

See Canvas for Syllabus Supporting Material (List of Candidate Proficiencies and Alabama Teaching Standards). These files are in MOD 1.

Any changes in syllabus policy, assignments, points, etc. will be announced on email in Canvas and in the class announcements area on Canvas. Students are responsible for being aware of changes and checking their Canvas email and Canvas class announcements as well as their Tigermail. This syllabus is well planned but is still tentative in that I reserve the right to make change if needed.

**SYLLABUS PART II - SERVICE LEARNING ORIENTATION PACKET pgs 31-47j**

FOUN 3103 (section MKS) – Spring 2019

Dr. Strom - Service Learning Coordinator (for this section only)

stromps@auburn.edu 334-844-3077

**SERVICE LEARNING REQUIREMENTS, EXPECTATIONS, AND POLICIES**

The primary goal of Service Learning is to encourage students to learn and benefit from a diverse and interconnected world by becoming contributing members of their communities. Service Learning supports students’ academic studies and helps to develop the skills, citizenship, and values of a pluralistic society. The following statements give a more specific explanation of how Service Learning functions as an integrative educational experience within the context of the FOUN 3100 / 3103 and 3110 courses.

* Service Learning functions as an integration of community service and course work. It facilitates students’ academic studies and helps to develop a wide range of skills that are beneficial for those who hope to be effective educators in the future.
* The Service Learning component of this course is designed to aid students in their understanding of child and adolescent development, learning, motivation, assessment, instruction, instructional planning, and classroom management.
* The Service Learning component of this course allows students the unique opportunity to think about concepts covered in class lectures, discussions, readings, and assignments, and then apply or connect those classroom experiences to their own practical experiences in community service.
* Service Learning requires active participation of the student on a volunteer basis, and it facilitates each student’s ability to draw from experiences by performing service work that meets community needs.
* Service Learning represents a particular form of experiential education that emphasizes the accomplishment of tasks meeting human needs.

**Course Requirements:** Service Learning (SL) will be assessed as Satisfactory or Unsatisfactory. Students must receive an assessment of Satisfactory to complete the course for credit. Students who receive an assessment of Unsatisfactory for service learning will receive a course grade/mark of Incomplete. Students who receive a grade of Incomplete must again attempt SL the **following** semester. If a student fails to receive a satisfactory assessment or fails to complete all requirements of SL a second time, he or she will receive a grade of “F” for the course. Aside from this document (Part II), for all other service learning policies to also honor, please read those relevant sections in PART I of this syllabus where they appear.

**Hour Requirements:** The SL component of this course requires at least **25 hours of service** during the semester. You must complete all 25 hours, and ALL hours must be completed by April 30, 2019. Failure to complete this service requirement will result in an Incomplete for your course.

Necessarily, completion of FOUN 3100/3103 requires participation in 25 clock hours of field experience. Students dismissed from their placements due to inappropriate behavior or lack of service cannot, by definition, fulfill this requirement. Failure to meet the 25 hour requirement will result in a failing grade for this course. I will serve as your service learning coordinator in placement and monitoring student hours served and addresses problems. Keep in mind that I and your site supervisor/cooperating teacher may have to communicate from time to time and you will need to communicate with them as well. As they work with you directly at the site, they will address certain problems and needs where necessary with you. We rely on the student to communicate needs or problems to th*e* cooperating teacher/ site supervisors.

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 elementary school aged children. Each service session will be scheduled so that at least 2 hours, 30 minutes per week must be served on a single day, until all service is complete. Some sites often may allow for more than 2 hours, 30 minutes of service per visit which is fine but not all sites have this time window. Fulfilling the service learning must be done and nothing else can be used as a replacement or substitute for this towards course credit under any conditions or for any reason. In other words, if a service learning session is missed, you will have to make it up by attending another one on a later time. Nothing else counts and hours at other locations will not count.

You will receive in class (MEETING 1) a presentation about service learning along with a packet with important information. I will serve as coordinator for this section. I will go through your copy of this service learning packet which contains several important items including an **Important Dates Checklist (**page 46**).** On this checklist please keep and mark important dates to follow regarding deadline for email time availability, notification of teacher placement, and the first week by which you must have started service learning (or before). You must complete all 25 service learning hours by **Apr 30**.

The service learning should be done during the same day and time each week at your site as you stated for your time availability. 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.

Please note that our college defines service learning with the following essential qualifiers or conditions. Service learning must include 25 hours of onsite, unpaid work (service) and learning in a setting we place you at which is educational to the student servers and provides relevant experience and practice toward preparation for their future job setting of teaching children. This service learning must be done at a site where the EFLT service learning coordinator (this instructor) has secured school district permission for placements. No other location or program will count towards these 25 hours. These 25 hours are not to be counted toward fulfillment of teaching internship nor for lab hours nor practica for other courses. No other service learning or lab experience, volunteer work, internship or job, (paid or unpaid) will be counted towards the fulfillment of these 25 hours. Driving time to and from the site is never to be counted or recorded toward service of the 25 hours. We do not round off any time when tallying the amount served.

**Lab Hours and Service Learning:** Teacher education core courses with a service learning component use a 1:3 ratio for lab credit hours to lab clock hours per week. The three hours of lab per week consists of service learning at the assigned site, lab activities in the campus classroom, or online activities. Lab hours must include a minimum of 25 clock hours in your assigned service learning placement on-site at the service learning location. You will not receive credit for this course until these 25 hours have been completed.

I have some specific criteria which will be important to consider and these are definitions or manifestations of certain proficiencies. These are criteria (**A-C**) to assess the level of your service performance and the site supervisors will evaluate you in this way.

The supervisor at each site will be the primary person to orient you to the site, and to oversee your involvement there. I may also randomly stop by on various days and times to visit. I might contact you regarding time that you still need to serve at the site and/or how you need to record your hours or some site related issue. If I contact you I’ll likely also have the email CC as well to your cooperating teacher / afterschool program supervisor. It is the business of all these parties if a student has fell short of expectation in service learning or is in jeopardy of doing so. Another point, without a willing, approved site placement, no service learning can be performed.

**Placement Time Registration:** Each student will email me an availability time to serve a site each week for at least 2 hours, 30 minutes (per visit). When you commit to this time and convey it to me, I can then work with the site so they can place you. After I have conveyed the placement to you on email then you MUST keep this site and schedule. The site and teacher assigned cannot change at all. Only under extenuating circumstances can the time change - like only in case a student has unforeseen change in their school schedule.

I need to know your day(s)/time(s) you can serve each week for 2 hours and 30 minutes. Once you have provided this then I contact the school with this information. Provide me the above information most preferred before or by **Thursday**, **Jan 10** – **7pm** and earlier than this date if possible**.** The sooner the better. That way, either before or by the end of that week, the plan is to get you a placement (to be emailed to you) with a specific school and teacher/supervisor. To summarize the above, once you are assigned to a teacher and site I will email you that information (site, teacher name) right away. *So please check your email every day please!* Please confirm as soon as possible on email once you have received this placement information from me as a professional courtesy. If placed before or by **Friday, Jan 11, by the end of class or the following make up session**, you will need to start service during the week of **Jan 14 - 18 since the school will expect you.**

**Service Learning Placement Requirement of Background Clearance:**

Being provided a placement at a school location arranged by this instructor, for this section, requires completed, cleared, and proper background check as defined by the Professional Education Services Office of the College of Education at Auburn University. If/when a student does not have a background check cleared then they cannot do service learning for this course and therefore should not be enrolled in this course unless and until they have a cleared background check. This is because it helps protect the children and employees at the school site against a person who, without a cleared background check, may (might) be a potential safety risk to those at the school. The whole purpose of legal background checks, as required by the college and by EFLT (as early as for FOUN 3000), is to ensure each student has a safe (cleared) background check before working in service learning with children, minors, and others at the site they are assigned. The School Field Experiences Request Forms that this instructor files through the College of Education (Professional Education Services) and Auburn City Schools is a legal partnership agreement between specific schools only in this district and our College. This form mandates (a) you must complete service learning at the specific school where you are placed by this instructor, and (b) you have a cleared background check in order to be placed. *“Prior to participating in school-based experiences, students must have proof of a cleared background check. PES monitors proof of a cleared background check for students enrolled in teacher education programs. Verification of clearance can be viewed at the Alabama Department of Education's Teacher Certification Portal.” [Cited from the School Field Experiences Request Form.]*

In many instances, if a person cannot produce before the semester start, their cleared background check for Block II course, then they should not be enrolled or self-enrolled in such courses since the expectation was they were to have provided a cleared background check when they took FOUN3000 which is a pre-requisite to the Block II courses, including FOUN 3100, 3103, 3110 and 3113. This is even further expected (to not enroll) when/if the student’s advisor recommends the student to not be enrolled since he/she may be aware of what could be an overly lengthy wait time for processing of a background check if a student filed their check either really late or filed improperly, thereby needing to re-apply/re-file starting at the beginning of the process. In such cases, the time it will take for outside parties to process the background check in time for a letter or clearance to be made available, (if it’s done late), would likely mean that the student would not have the background check cleared remotely close to when they should be ordinarily beginning service learning.

**Orientation to service learning** will be done during our class MEETING. I will cover with you the lion’s share of general orientation policies, behaviors, dress code, etc. Remaining details about your specific classroom or afterschool program will be covered by those you will directly work with there. Please abide by this helpful orientation information.

**Gather / Share Contact Info & Schedule with Cooperating Teacher / Site Supervisor** Gather and share with your cooperating teacher/ supervisor your AU contact email for sure (and phone - if you wish). You will need to gather info for your cooperating teacher as well once you are assigned to a specific site and teacher and have met them for the first time. Only you can do this. Please keep that info handy in case you need to contact them or they need to contact you. Knowing all the below information will help you know to not go on days when the school is closed and to know what to do if your teacher (or the whole class) is gone during a certain day. If you have to do make up hours then this information is also important. **Ask your cooperating teacher/site supervisor the below questions on your first service visit.** **This is your obligation as the student to discuss the below items.**

*a--- Make sure you have this person’s school email address. They need yours also.*

*b---When do they start their time at the school each day?*

*c---When do they have their planning period or are gone (out of the classroom) during certain times of the day and when is their lunch time?*

*d---When are any field trips or days that they have planned in advance to be gone?*

*e---Can you serve their classroom on days when they are gone but when their class is still there? Or, if need be, what other teacher's room you could you serve (for that day only) when they are gone from school?*

*f---*If you know ahead of time that your cooperating teacher will not be there and neither will the class then you may ask your cooperating teacher (in advance) if another room/teacher could be served for that one day only but this must be by the allowance of that teacher only. You cannot just pick a random room to serve when they don’t know who you are, etc.

*g---Refer to the school calendar so you know all days when school is closed or in half days.*

*h---Tell your teacher your time you will consistently serve along with another day/time which you can hopefully use as your time for make-ups. Ask to be sure if that make up time is acceptable with the teacher / site supervisor.*

*i--- Ask your teacher if she/he will use a “to-do / task list” with you when you arrive each time you serve. This can be helpful so you can just start when you arrive but will need to know if they will use it and where it will be kept so you may access it right when you arrive. Not all teachers use them but they can be helpful when used.*

*j— Please tell your teacher if you wish to present or co-present lessons or facilitate activities. If the teacher does not know your comfort zone or your goals then she/he may not choose to have you active in direct instruction or other high stakes learning activities. Only you can communicate this to your teacher. Also, being reliable in terms of attendance can make such requested experiences more likely since the teacher can then rely on you to be there.*

Any other contact information they provide you is fine but it is your information to keep, not mine to keep. Please provide them your contact information as well at minimum your Auburn University email. Do not provide personal email since public school email systems and Auburn University often spam out or block personal email addresses like gmail, aol, etc. Know the name of the principal and vice principal at the school you serve and introduce yourself to them if you see her/him in the hallway or other location if it is convenient and non-disruptive. They lead the school.

You will be assigned to a cooperating teacher and given his or her email and room number prior to starting your service learning. *Communication with your cooperating teachers is essential for a successful experience!* Initially, talk with your teacher about their daily schedule, classroom routines, and procedures as well as their professional expectations for you. Remember, you can and should learn from this teacher. They have volunteered to mentor you so be sure to thank him/her for the opportunity. Any online dialogue with your cooperating teacher/site supervisor must be on AU email since Canvas is only within the university. So, that is an added reason to be sure to check your AU Tigermail email daily as well as Canvas email.

Professional Documentation of Time Served On TIME SHEET:

You will keep a timesheet of your service hours throughout the semester. Each site has its own binder I have set forth there containing timesheets for this section of FOUN 3103 students. When I email you your placement I will include where you will access your TIME SHEET. It differs depending on what school and what teacher or program you serve. You will record your time served at each day you are on site. The binder with time sheets will remain at the site until the end of the semester when I will then collect these. The timesheet must be fully completed with hours tallied and the signature of the cooperating teacher or site supervisor indicated at the bottom of the form (see example on page 51). NEVER REMOVE YOUR TIMESHEET FROM YOUR SITE. The signature from your cooperating teacher/ site supervisor does not need to be put on your time sheet for every visit—just after all 25 hours are completed does he/she need to sign at the bottom confirming all 25 hours are served. They also confirm directly to me on email.

--Time must be served under the cooperating teacher assigned to you at the school assigned to you. You cannot change location or teacher assigned.

--Sign in / out during times you serve and only sign for yourself—never for or by anyone else.

--Record time served only on your own log page (time sheet). Your Time Sheet page is only for you, never for anyone else to sign their hours on. Anyone else’s hours will be erased.

--Record exact date, exact start time and then end time (once you finish for the day) and then in column to the right, state the exact amount of time served for that day in the following manner described below. For each visit of service learning, please neatly record correct number of hours followed by correct number of minutes as shown below.

**2: 35** (This mark means you served **2 hours, 35 minutes** on that day of service).

This allows for recording a short-hand version but that is understood and used by everyone in the same way.

*Never do the following:* Do not list a ratio or percentage for time served like 2.5. This could mean either 2 hours, 30 mins or could be 2 hours, 50 mins. Also do not add up time *in minutes only* like 150m. If you served at least one hour, then record **1:** plus any added time in minutes as shown above.

Recording time properly and accurately as described above will be vital for you to get credit for that time served. Any *amount of time* served that is recorded incorrectly I’ll bring to your attention if I need to correct it. A note on your time sheet will be left regarding this either on the front or backside of your time sheet (sign in/out sheet).

**Service Learning Hours Binder:** Never take your time sheet from the binder except once you are all done with 25 hours and need to get teacher sign off of their confirming you are done with all hours. Put it back right after you have her/his signature. Never take the *binder* for any reason anywhere off the site campus. Only I will collect time sheets at or near the semester’s end. Please leave your Time Sheet in the binder or in its originally kept location once you are done with all your hours. Email me as soon as possible once you are done.

**Ongoing Service Learning Update Assignment:** Keep me updated with hours served at the various points in the semester when I assign you to report to me that information. Canvas will be used for this- just to keep me informed on your progress. These reports in Canvas never count in place of a signed time sheet kept at the site. They just help keep me in the loop and remind you of the importance of keeping tabs on your hours. *“Out of site, out of mind.”* So, to combat this human tendency, having you report to me every so often hours served will help you be mindful of your progress.

Service Learning requirement is 25 hours for the semester, based on starting during the week identified in your Important Dates Checklist for Service Learning. You will perform at least 2:30 hours once per week for ten weeks. You may do more on each visit to finish early. On dates when a student has completed a certain amount of service learning time below, shown with a > green highlighted box below certain Modules on the COURSE MODULES page in Canvas, there are six assignment text boxes for each time increment. In each, click it and type in that you have served that time frame.

-- After completion of at least 2 hours, 30 minutes

-- After completion of at least 5 hours

-- After completion of at least 10 hours

-- After completion of at least 15 hours

-- After completion of at least 20 hours

-- After completion of 25 hours + confirmation that hours on time sheet were shown to teacher, the teacher signed, and the sheet was then left in the binder at the site.

PROFESSIONALISM

Remember that when you go to these schools, you are to represent yourself as a teacher-in- training. This means you are to dress and behave in a way that is consistent with other teachers on campus. It is what you do that defines you. Respect is earned. Respect stems from how we present ourselves and how we treat and interact with others in professional environments. Teaching and public education environments are strict in this realm since we work with children, minors, and their parents/guardians. We must set a safe and welcoming tone for everyone in such environments. This is the very nature of our profession. The two areas below I have clarified for behavior and dress.

Behaviors:

--Please abide by all city, county, and state laws (traffic and school zone laws). Show the front office your driver’s license on your first day of service to confirm a safe background assessment.

--Please do not blast the car stereo when driving around, at, or near the school.

--Please treat all children, parents, faculty, staff and administration at the site with full respect.

--Please be on time when you serve each time at the school. Being on time is another aspect of professionalism. The school relies on you being on time.

--Refrain from all cell phone use. Do not have the cell phone out in plain view or turned on. If you can, just leave it in the car out of plain site. Lock your cell in your glove compartment of your car or leave it at home. Your time there is to be devoted to teaching and helping, and this devotion cannot be accomplished while on a cell phone. It is also very unprofessional. Also, watches are only to tell time, not to talk or text while at a school.

--Never use profanity or any other offensive language, hand or body gestures.

--Talk only onsite about things that are on-task there (related to what you are doing there at that time) rather than about outside life, plans, or other concerns.

**--MoU (Memorandum of Understanding) for Service Learning:** Please refrain from talking about service learning with others in social contexts (with friends, classmates, or others). We may have discussion now and then during class but even then refrain from talking on any specific teacher or student that you work with. Also please refrain from any visual or audio recordings of the site, the room, school grounds, the kids, and the teacher. This includes photography, recording devices (anything of this nature). See page 44.

**Dress**:

As a representative of Auburn University, you must wear an identification badge when you are at your site. A specific badge has been made for SL students, and you must order one with your name on it. Badges can be purchased at the LRC. Have your badge made as soon as possible, preferably before you begin your SL. Since many students will need badges, allow ample time for turnaround in the LRC.

Please wear clothing at your service learning site that is respectable as an adult working with children and to instill a professional impression of you as a future teacher. First off, please make sure your wardrobe at the site *opaquely* cover*s* all special bodily areas and areas near the special areas in order for a respectable impression to be made while there since this is a school environment. Also, please refrain from wearing clothes or jewelry that are questionable due to the themes, symbols, words, or images they contain which others can clearly see which would be objectionable in a K-12 school environment. Thanks in advance for your cooperation. Proper attire for these reasons is a required course material.

***Detailed Dress Code to Follow:***

--No undershirts, tank tops, strapless or spaghetti straps, flip-flops, shorts, short skirts, or T-shirts with vulgarity or alcohol ads, etc.

--No sophie shorts (or any short shorts-whatever their name or style is called).

--Please wear either some decent tennis shoes or business casual dress shoes. Do not wear sandals, crocs, or similar non-shoes.

--Please cover tattoos, face, tongue or body piercings, scarifications or other body art.

--Do not wear jewelry and/or other decorations on any clothing or other apparel such as hair braids, belt buckles, straps for dresses and/or shoes that contain objectionable symbols or images including alcohol ads, anything of a human sexual or violent nature, profane words, etc.

--Avoid wearing torn or ripped clothing revealing any body parts or that look obnoxious in a primary school or elementary school setting.

--Remember that part of being professional means dressing appropriately for the environment.

**Absences:** As a professional, attendance during your SL experience is required. If for some reason you are unable to be present, you must notify your cooperating teacher as soon as possible. Please communicate with your cooperating teacher as to how they would like to be notified (E-mail, phone call). Email me as well just so I know you are planning for make-ups. Notify all parties by no later than the morning of your scheduled day to attend. They are relying on you to be there so please let them know early if you cannot make it that day. Additionally, it is the responsibility of each student to notify your cooperating teacher, and this university professor/ SL coordinator in advance that you will be absent from service for a religious holiday or school trip. Any missed days must be made up by the end of the semester deadline of April 30 but please safely complete make-up days sooner rather than late in the semester though. Refer to the Service Learning Hours Self-Check Gauge on page 45 as a helpful benchmark to help monitor where you should be with hours (by certain dates shown) in order to stay safely on track towards timely completion of hours before the deadline.

**Makeup of Service Learning Time:** The school cooperating teacher/ site supervisor is to be contacted by you the student regarding scheduling make-ups due to absences at your site. If one misses any service learning sessions, it will be important to promptly inform the site supervisor at the after-school program about your absence and plan a later date to serve. If a little time needs to be made up that is fine but please do not plan any unnecessary conflicting appointments or events at all. If you have to miss, then miss due to necessity only (*such as a funeral, an illness, court date attendance, unexpected accident, medical appointment, etc.*) and be prepared to supply a university approved excuse for any of these reasons. I as your instructor along with the site supervisor/cooperating teacher 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 supervisor at your site when you can go if you have an unexpected (unplanned) make-up session which needs to be served. In such cases, plan with the afterschool program supervisor of the school you serve via phone or email a day for makeup. Please keep all emails you send to and from the site. No service learning placement is set up in such a way to allow for excessive makeup days or makeup times. The placement times might be somewhat flexible only for purposes of AU student necessity, not convenience. What will be expected is for you to makeup a missed service session within the same week or following week from the day missed. In this way, it keeps you up to speed without getting behind. Doing it later than the suggested time will get you behind and you won’t necessarily be able to make up the missed service in as short of a window of time as you wish or intend. For example, your site may only allow, due to their heavy load of volunteers, one day a week in which you could intervene (*aside from your normally scheduled day*) to serve a missed session.

As long as you have site supervisor approval, you could serve “planned missed time” in advance if you know ahead of time that, for example, on two Mondays, your service learning site will not be in operation due to holidays or in-service days. By taking this proactive approach, it can keep you up date in service hours while, if done with communication to your site supervisor, helps the service site by better planning their volunteer schedules instead of people coming randomly with overflow. Timely communication with the site supervisor/cooperating teacher is vital.

Sessions that are continually missed which are then postponed until their completion late in the semester without reasonable cause and/or without prompt communication to the site supervisor and this instructor/coordinator may result in a grade drop by at least one letter, and/or a group meeting with you, me, the site supervisor and service learning coordinator. If something happens to you or you are ill or somehow unable to serve on a certain day, then contact the site supervisor (*at the site you serve*) immediately to inform them you will not be there that day. The site and the children there count on you being there as planned so it is vital to let them know if you can’t be there so they can make alternate plans.

**Confidentiality**: As you may already know, professionals in education, law, medicine, social work, psychology (counseling) and certain other fields are obligated to maintain confidentiality between themselves and their clients, patients, or education students. Whatever they learn from or about their patients, clients, or students is privileged and private, confidential information and cannot be revealed to others without permission from the client, patient, or students. Be aware that as a service worker in these situations, you may be shared with some privileged information by those you work with. You may learn information about students that is covered by these rules of confidentiality. Speak to your supervisor/cooperating teacher to discuss how the obligations of confidentiality may apply to you. But when in doubt, do NOT reveal or discuss information about students without their permission.

**Observing Unethical or Illegal Conduct**: The one rule you should always follow is: Do not try to resolve the problem alone-- consult right away with your site supervisor, cooperating teacher or other professionals at the site to whom you are responsible. Illegal and/or questionable behavior at your placement site should be reported to the school immediately and to this instructor.

**Liability**: You are covered under a Limited Professional Liability Policy for any negligent act, error or omission while performing services in fulfillment of requirements of this class.

**Prevention**: Prevention is good protection. Pay attention during your orientation. It will give you important tips about knowing your limits. Try to avoid accidents and injuries. Ask first. If you have any doubts about the wisdom of doing something, consult your supervisor/cooperating teacher or other professionals employed at your Service Learning site. You may be a volunteer, but you are doing real work with and for real people with real needs. Remember the cardinal rule: WHEN IN DOUBT, ASK. The site supervisor/cooperating teacher are there to help.

**Contact Information**: It is important to check daily your University email (M-F), Canvas email (Inbox), and Gradebook in Canvas. These three modes of contact are the easiest way to contact me and will be the way I will be contacting you. You may also contact me during office hours and appointments via phone or in the office on campus.

**Problems doing service at site**: Throughout the semester I will visit sites and speak with site supervisors/cooperating teachers also where possible for any insights they have. Any problems will be reported to me by teachers and/or site supervisors. If any are problematic enough, this may very well affect your final course grade. Additionally, if a person has reports from a site that make the site not want the student serving any more there, then the course grade may become an **In**complete since the college wants students to successfully complete hours with a school they started with during that same semester (Peggy Dagley-COE-2015). It’s a serious red flag to our college if a school no longer wants a service learner. It is also very limited with regards to opportunity to finish up remaining hours elsewhere and permission is asked to serve elsewhere for that purpose only after a student has unsuccessfully and problematically served time at the initially assigned site. It takes often at least 2-3 months to be granted permission by the school system to serve at a new site so a person would need to wait that long before completing this time if they were no longer welcome at the initially assigned site. Please ensure your site wants your service! Failure to complete service learning and/or Canvas course assignment work during a second semester attempt (when first granted an IN) will be deemed automatic failure for the entire course.

SERVICE REQUIRES RESPECT & COLLABORATION:

This is a work site in the same way as your internship is a work site so you will have to collaborate in a highly professional manner with your site supervisor and show the highest degree of respect for this person, for staff, faculty and children. If I get feedback reports or evaluations from a supervisor or cooperating teacher at the site about your performance there which is of poor quality, repeated tardiness, repeatedly missed (or postponed) sessions, email communication deficits, or attitude issues then any one or more of the following consequences will result: (**A**) possible grade drop by at least one final letter grade, (**B**) meeting with you, the supervisors, myself and the Assistant/Associate Deans, (**C**) being dropped from the site and then, as a result, be given a failing grade or IN (Incomplete) for this course.

**\*ACCEPTABLE QUALITY OF SERVICE LEARNING**: Service learning time needs to be done for course credit but it should be done in way which displays highest A.U. College of Education quality and that serves the site, leaving them wanting our help for the next semester. Your site supervisor/cooperating teacher will judge you on the three criteria below and I will consult with this person as I make my final judgment on these criteria in relation to their observations of you at the site you served. These are the real world types of judgment criteria as they matter a great deal in the real world of teaching so they can and will affect your final grade for the course.

***----Communication/Collaboration with Site Supervisor, AU Service Coordinator and Course Instructor:*** This needs to be always timely and respectful whether via in person, email or phone. Communication with this person includes: asking for and retrieving feedback about how you can serve better the kids at the site; rescheduling a makeup service day; and clarifying with the site supervisor any and all onsite rules or expectations for service at their site. You may have to communicate to the site supervisor at a schedule which works for them perhaps via email or phone depending on their preference. This is so because onsite they may be very busy with running the functions of the classroom or after-school program which only they can perform. So, it is up to you to please be patient and persistent. What is also required is a good attitude on things if they (*site supervisor*) talk to you about improvements in your service that they deem necessary for you to make. Look at it like a vital learning opportunity.

***----Timeliness of performance of each week’s 2 hour, 30 minute minimum of service learning and make up of time upon missed session within same week or by the end of the following week.*** See page 45 for Service Learning Hours Self-Check Gauge which will help you keep count on where you should be at by certain dates in terms of hours served.

***----Helpful tutoring / teaching / interaction / monitoring of children and respectful treatment of them.*** Your time at the site should be spent helping children learn, and interacting with them in learning activities/classes for the program. Help them learn, be patient, and be sure to seek help from the site supervisor, cooperating teacher or other appointed program staff when if/when you see or suspect that there is a problem with a child’s behavior or well-being. Don’t try to deal with something on your own which you feel is definitely beyond what you think you know.

Expectations for Service Learning Sites

* SL students should be given some orientation to the classroom / afterschool program in which they will be working by those who will work directly with them. They should also be instructed in the use of classroom resources that will be used during service learning hours.
* The service learning experience is an educational experience for the student as well as assistance to the school. Duties can be a mix of activities such as: tutoring (individual or small group); lesson presentations (when in comfort zone); leading learning activities; co-supervision of students and; some administrative assistance for cooperating teacher. In terms of administrative duties, these would include such tasks as grading papers, doing some copying, decorating the classroom or hallway, and managing room / class materials/ field or facilities (such as sports or music materials/equipment) if these are requested and helpful for the school, teacher, and students.
* Consider each of these as opportunities to grow and learn as a professional. It is expected that you will be actively engaged in the classroom and/or other environment at the school by assisting the cooperating teachers/program whenever possible.
	+ Students should be supervised at all times by a teacher/ site supervisor. Service learners generally should not be left alone with the children or class for more than 15 minutes at a time.
	+ Students are not trained to respond to emergency situations such as fights and health emergencies. Therefore, it is expected that the teacher will be in the same physical location so as to respond to these situations should they occur. Know where the nearest teacher is who you can all upon for help just in case something unexpected happens that needs their immediate attention if your cooperating teacher or supervisor needs to leave for a few moments.
	+ Daily verbal or written instruction as to their tasks and expectations should be communicated to the student by the cooperating teacher (ask him/her if need be).
	+ Timesheets should be signed by each cooperating teacher/supervisor assigned to a student to verify the students’ attendance at the completion of the 25 hours. Upon being notified that the above is completed, this instructor will retrieve the time sheets at the end of the semester and verify your final tally of hours to be sure your hours are in fact completed. Students---Please triple check to be 100% sure that at least 25 hours are recorded on your time sheet and signed by your cooperating teacher!! I’ll post in Gradebook a status of COURSE CREDIT STATUS of "**READY**" once I have in my hands on your signed time sheet AND have verified either over email or in person this signature from your cooperating teacher.
	+ Contact me immediately (by email) should any major concerns or issues arise.

**Expectations for Service Learning Students**

--All of the above items students will be informed on so they understand how the school will work with them.

--Complete 25 hours of service learning before or by Apr 30. Finishing earlier is safer.

--Provide a schedule of the days and exact hours you plan to serve.

--Call or email to notify your cooperating teacher no later than the morning of your scheduled day if you cannot attend due to an emergency, illness, accident, etc.

--Make up all missed hours sooner after missed time rather than later.

--Sign in and out on your time sheet with date, start time, end time, and time tallied.

--Wear a name tag at all times.

--Adhere to the school’s dress code and all rules/ policies as instructed.

--Follow instructions as given for each service learning day and perform service well.

**Service Learning Site information:** Please check and KEEP your Service learning placement Email for exact information on your official placement at the school you are assigned to, your cooperating teacher/supervisor, his/her contact information, and where your time sheet will be kept at the site. ALSO- please respond back to me on email so I know you received and understand your placement. Email requires confirmation responses from the student in order to work effectively for the instructor and the student.

***THIS FORM IS ONLY A SAMPLE*)** - **DO NOT USE AT SITE, SHARE, OR REPRODUCE**.

### FOUN 3103 (MKS section)

Service Learning Experience Time Sheet

Service Learning Coordinator for this student: Dr. Strom stromps@auburn.edu

Student Name Charles Barkley

SL Site Chaparral Elementary School Mon Tue Wed Thu Fri

FOUN 3103 Instructor Dr. Deniro \_

Teacher assignment Ms. Barrieles – Room 43 8:00-10:30am

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE SERVED** | **TIME IN** | **TIME OUT** | **HOURS WORKED** |
| 1-27 | 8:00 | 10:30 | 2:30 |
| 2-3 | 8:00 | 10:30 | 2:30 |
| 3-10 | 8:00 | 10:30 | 2:30 |
|  |  |  |  |
|  |  |  |  |
|  |  | **TOTAL HOURS** |  |

**Hours must be completed by XX/XX/XXXX\_**

Supervisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_

MUST be signed/dated here on last day

***THIS FORM IS ONLY A SAMPLE*)** - ***A copy will be given for you to sign and return.***

**Memorandum of Understanding: Professionalism (REQUIRED)**

Spring 2019 - FOUN 3103

**Auburn University College of Education Students**

**Preface:** Joint learning ventures between Auburn University College of Education and public schools and/or community agencies create the foundation of field-based experiences for students enrolled in the college’s academic programs and/or participating in service activities. Opportunities to practice skills and apply knowledge in professional settings are critical to the success of our students and in graduating individuals who are well prepared for their professions. The college values its partnerships with schools and community agencies, and strives to create partnerships that are mutually beneficial. In preparation for field-based experiences, students are reminded that ethical conduct is expected and required. To that end, this Memorandum of Understanding has been created to communicate to our students and school or community partners the professional expectations that we hold for our students. *College of Education students must agree to and abide by professional expectations included in this Memorandum of Understanding.*

I HEREBY AGREE TO THE FOLLOWING:

* Uphold the policies and procedures of the school and school system or community agency in which I am placed by Dr. Strom (S.L. coordinator for this section).
* Engage in responsible and ethical professional practices, including, but not limited to, exemplifying trustworthiness, maintaining professional relations with all students or clients, and preserving confidentiality of student or client records.
* Dress and behave professionally.
* Refrain from displaying on websites any personally identifiable information of students (images, work samples) without the written consent of parents and administrators.
* Abstain from posting on personal social media accounts any negative or derogative comments or photos of the school or community agency in which I am placed.
* Show respect for all members of the school community or community agency.

Print

Name: Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_

**SERVICE LEARNING HOURS SELF-CHECK GAUGE**

The below dates are good time markers to have served the below amount of service learning hours by. Use them as a comparison for where you are at and then if you are behind just do make up hours to keep on schedule. This is vital. The below does not include unforeseen days possibly missed due to illness, school in-service days, canceled school days due to weather, bomb threats or other problems. So, plan ahead and get ahead on things if possible.

**\***Email me SL availability by **Jan 10 or earlier** if possible **-** *Sooner is best!*

**\***SL placement will be emailed during **Jan 7 - 11** if possible**.** *Check email daily so you can start hours as soon as possible!!*

If placed before or by **Friday, Jan 11, 8:30pm**, you will need to start service during the week of **Jan 14 - 18 since the school will expect you.** Starting as early as you can is recommended if you get placed early on. Below is a gauge that shows amount of time each week by date that needs to be completed in order to stay on time. Red dates indicate deadlines! Arrow items show when you need to report me in text entry when you complete that amount of time. Neatly and consistently record ALL hours served in your Time Sheet that I provide your SL site!!!!! I’ll tell you where to access it.

|  |  |  |
| --- | --- | --- |
|  | **Jan 14 - 18 2 H, 30m** | text entry |
|  | **Jan 22 – Feb 1 5 H** | text entry |
|  | **Feb 4 - 8 7 H, 30m** |  |
|  | **Feb 11 - 15 10 H** | text entry |
|  | **Feb 18 - 22 12 H, 30m** |  |
|  | **Feb 25 – Mar 1 15 H** | text entry |
|  | **Mar 4 – 8 17 H, 30m** |  |
|  | **Mar 18 - 22 20 H** | text entry |
|  | **Mar 25 - 29 22 H, 30m** |  |
|  | **Apr 30 (deadline) 25 H** (*can finish earlier if serving 2 hours & 30 mins weekly).* | text entry |
| Apr 30: The first two days of finals week only if needed can be used to complete service learning!! This is only for extenuating circumstances. This instructor needs at least 3 full business days after you email me you are finished and which must allow for no less than the last two week days of finals week to verify with your assigned site supervisor your completion of service learning hours via email or in person. I always check to be sure. It is strongly recommended to finish hours well before this time and to have communicated to me on this well before that time. Leave time sheet **at the site** and email me when done with hours!!!!  |

Service Learning for FOUN 3103 Spring 2019 **Important Dates Checklist**

|  |  |  |
| --- | --- | --- |
|  | **DATES** | **EVENT DETAILS & DEADLINES** |
|  | **Jan 10** | ***Plan SL*:** Email Strom day/time availability by **Thurs. Jan 10** or earlier if possible once you know for sure your service learning day/time availability.  |
|  | **Jan 11** **Jan 12 is backup**  | ***Class Meeting***: See meeting date / time options with location on email sent when you enrolled and this is on Canvas Home page also.  |
|  | **Jan 7 - 11****Jan 14 - 18**  | ***Placement at site to be emailed to you:*** School places based on availability day/time that student emails to Strom. I *cannot* facilitate placement without your availability day/ time info. We also must wait for schools to get back with me on your placement before I can let you know that placement information (site location and name of supervisor/teacher). *After emailing me your availability, check your email daily for notification from me about your placement (site & teacher.)****Start service:*** If placed before or by **Friday, Jan 11, 8:30pm**, you must start service during the week of **Jan 14 - 18 since the school will expect you.** Service will go for 10 weeks for at least 2 hours and 30 minutes per week or until done with 25 hours. You may serve more than 2.5 hours each weekas long as you plan this with your cooperating teacher /supervisor.  |
|  | **Jan 21** | *MLK Holiday: Off for ACS and University* |
|  | **Mar 11 - 15** | *Spring Break for University and ACS*  |
|  | **Apr 26** | Last University class day + aim to complete Service Learning. |
|  | **Apr 30** **Apr 30 before** **11:59 pm** | **Apr 30** is last day to finish **late** service learning since I need the next 3 school days afterwards (at least) to confirm with site your completion of hours.**Apr 30– Before 11:59pm** is **cut-off deadline** for all late/remaining assignments to be accepted towards earned points for Spring 2019 term final letter grade. Canvas assignments cut off from access **at** 11:59pm (CT) on this date. |

**

***Please note regarding the remaining pages of this syllabus:***

*Pages 47 a – j in this syllabus are intended for student-only and admin-only access (when needed by admin) that contain exact service learning site and*

*contact information. This privacy is mandated for the safety, protection and well being of Auburn University students, the service learning sites, and this professor. Additionally, this privacy is also specifically intended to prevent: (a) any chance of forgery/falsifying of time sheets and (b) false attendance by surrogates (imposters) falsely claiming identity of a student or professor. These remaining pages are not to be shared with, shown to, or posted for view by anyone inside this class section to anyone outside this class section for any reason at any time before, during or after the end of this semester. Only AU admin and K-12 admin at schools involved may request this information from this instructor (if needed) and must abide by all of the same above expectations.*