# EDMD 3300 -- INSTRUCTIONAL TECHNOLOGY FOR EDUCATORS

**Credit Hours**

2 semester hours (lecture/lab)

Date Syllabus Prepared: January 2020

# Professor

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Office Hours HC 2316 by appointment

# Text(s):

Cennamo, K., Ross, J., Ertmer, P. (2019). *Technology integration for meaningful classroom use: A standards-based approach 3rd Edition* Belmont, CA: Wadworth.

*\*****note: textbook will be available in Canvas via All Access text****. Students who wish a print version should contact Rusty Weldon (*[*books@auburn.edu*](mailto:books@auburn.edu)*) at the AU bookstore.*

Other readings as assigned by the instructor

# Other Materials:

## Required:

*Electronic Storage media*

One Drive

Canvas E-Portfolio

Gmail Account

Google Classroom

## Recommended:

*Software*. Students will be using a variety of software packages throughout the semester. Some of the pieces of software are available to students on the AU campus. Students should ensure that they have the skills and ability to permit trial versions of software to be loaded onto their personal devices (if appropriate).

# Course Description:

Basics of current and emerging instructional and communication technologies with primary emphasis on curricular integration. Location, selection, and application of technology resources (Internet, commercially authored software, etc.) for curricular needs with emphasis on developmental stages, learning styles and learning taxonomies.

# Course Objectives:

In addition to the items listed below, course objectives include a subset of key indicators from the Alabama Quality Teaching Standards. Indicators taught within this course for are in bold font in this list. These indicators pertain to “Content Knowledge,” “Teaching & Learning,” “Literacy,” and “Professionalism.”

# Content Knowledge

* + Designs instructional activities based on state content standards
  + Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner

# Teaching & Learning

* + Designs coherent lessons that integrate a variety of instructional strategies
  + Uses formative assessments to adjust instruction
  + Uses summative assessments to measure learner attainment of specified learning targets

# Literacy

* + Demonstrates standard oral and written communications
  + Identifies and integrates available emerging technologies into the teaching of all content areas
  + Facilitates learners' individual and collaborative use of technology

# Professionalism

* + Exhibits professional ethics and integrity
  + Complies with local, state, and federal regulations and policies

# Course Requirements:

* Successfully complete all mini-projects and final project.
* Successfully complete all reflection activities.
* Successfully master quizzes covering concepts from the textbooks & online lectures/discussions.
* Attend each scheduled lab meeting as well as participate in activities and discussions in an active and collegial fashion.

***Note:*** ([https://sites.auburn.edu/admin/universitypolicies/](https://sites.auburn.edu/admin/universitypolicies/Policies/CreditHourPolicy.pdf) [Policies/CreditHourPolicy.pdf](https://sites.auburn.edu/admin/universitypolicies/Policies/CreditHourPolicy.pdf)) Please be aware that the university has the expectation that for each credit hour a course is worth, students should spend between **3 and 3½** total hours per week on that course. So, for EDMD 3300 (a 2 credit hour course) students should expect to spend **6-7 hrs** per week working on assignments, studying for quizzes

and completing other activities for the class. These numbers are true for a regular semester-long class that does not include a lab component. For classes that have lab components, such as EDMD 3300, the lab work is in addition to the in-class work. As a rule, the 6-7 hr expectation is an “average” expectation. Some weeks, the time required will be lighter than others. Some weeks, it will be heavier. Also, some students may require a fewer number of hours spent in class preparation.

**Please be aware this Course Outline is subject to change. If changes are made you will be notified via a class announcement in Canvas that the syllabus has been revised.**

# Course Content:

|  |  |  |
| --- | --- | --- |
| **Date** | **Activities/Readings** | **Assignment(s) due** |
| **JAN 8 & 13** | **Introduction Chapter 1 – Standards & Integration**  **Welcome**  **Technology Survey – Google Forms**  **History of Technology**  **Phases of Computer Development**  **Deeper Learning – Page 56**  **ISTE Standards for Teachers - Overview**  **Integration Continuum Activity**  **Google Classroom**  **READ Chapter 1 by next class.**  **Review notes** | **.** |
| **JAN 15 & 22** | **Chapter 2 Teacher as Learner**  **TECHNOLOGY STANDARDS**  **Final Project Overview**  **Self-Assessment Activity using Google Forms**  **Setting Personal Tech Goals**  **Identify 1 goal or focus for yourself from each domain in ISTE teacher standards**  **Setting Student Tech Goals**  **Identify 1 goal for each of your students from each domain in ISTE student standards**  **INSTRUCTIONAL STANDARDS**  **ALEX Identifying a Lesson Focus/Standard for FINAL PROJECT**  **Instructional Objectives**  **MiniProject #1 e-Portfolio / Wiki in Canvas – Select grade level, topic and standard**  **PLN BONUS ACTIVITY**  **PLN**  **READ Chapter 3**  **Review notes** | **Quiz Chapter**  **1**  **REFLECTION #1**  **Standards** |
|  |  |
| **JAN 27 & 29** | **Chapter 3 Authentic Instruction**  **Introduce Google Classroom**  **Basic Google Classroom Tools**  **Virtual Fieldtrip examples**  **Google Earth**  **Simulation examples – Frog Guts / Heart**  **Critical Thinking**  **Bloom’s Taxonomy - review**  **Miniproject #2 Virtual Fieldtrip / Simulation Mini-Lesson using GOOGLE SLIDES**  **READ Chapter 4**  **Review notes** | **Quiz Chapter**  **2** |

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| --- | --- | --- | --- |
| **Date** | **Activities/Readings** | **Assignment(s) due** | |
| **FEB 3 & 5** | **Chapter 4 Personalized Learning**  **Merrill’s First Principles of Instruction.**  **Setting Goals – page 86**  **Objectives activity**  **Provide Learning Activities – pages 86 & 87**  **Monitor Student Progress – pages 87 & 88**  **Evaluating Instructional Effectiveness – pages 88 & 89**  **Differentiation – Stories from Practice page 95**  **Gardner’s Multiple Intelligences – Figure 4-3**  **UDL Principles Figure 4-4**  **Appendix D Assistive Technologies**  **Mini-project #3: Personalized Learning**  **Collaboration Mini-project #3 KWHL Chart / Accommodations scenario (Collaboration activity using Google DOCS and Google SHEETS)**  **READ Chapter 5**  **Review notes** | **Quiz Chapter 3** | |
| **FEB 10, 12 & 17** | **Chapter 5 Supportive Classroom Culture**  **How to ask good questions Figure 5-2**  **Strategies for Effective Class Discussion Table 5-1**  **TOPIC – Is there inherent danger in continued development of Artificial Intelligence?**  **Productive Student Groups**  **Interactive Displays – Tech Tools & Tips pages 123 & 124**  **Variations in Interactive Boards/ Minimum requirements**  **SMART software**  **Teacher Tools**  **Assignment:**  **Mini-project #4 Interactive Whiteboard Activities – create 1 session lesson using Smart Notebook software**  **READ Chapter 6**  **Review notes** | **Quiz Chapter**  **4**  **REFLECTION #2**  **Differentiation – Read and discuss articles/ strategies for Differentiated Instruction**  **Chapter 5 quiz**  **February 17** | |
| **FEB 19 & 24** | **Chapter 6 Technology Enriched Learning**  **Common Applications – Table 6-2 Table 6.3**  **Selecting & Evaluating Apps – page 137**  **Apps Evaluation Form**  **Using Streaming Media Sites**  **Mini-project #5 Effective use of Media Streaming / Discovery Ed. Select variety of resources**  **USING GOOGLE COLLECTIONS**  **Distribute Midterm Study Guide** | |  | |
| **FEB 26 & MAR 3** | **Chapter 7 Facilitating Problem Solving**  STEM  MAKERSPACE  CODING CLASS ACTIVITY  BRAIN STORMING  DESIGN MODELS  **MAKERSPACE LAB EXPLORATION**  Mini-project #6 STEM / Makerspace  CONCEPT MAP BONUS ACTIVITY  **Review Chapters 1-7**  **Review all notes**  **Use midterm study guide to prepare** | | **Chapter 6 quiz**  **& Midterm** | |
| **MAR 5** | **MIDTERM**  **Read Chapter 8** | | **MIDTERM** | |
| **MAR 16 & 18** | **Chapter 8 Creative Expression**  **Digital Storytelling**  **Wikis**  **Blogs**  **Shared Productivity – Google Docs**  **Digital Curation**  **Authority, Value & Validity of Information**  **Mini-project # 7 Creativity/Curation – search for a variety of web based resources.**  **COLLABORATION USING GOOGLE COLLECTIONS and GOOGLE SITES**  **READ Chapter**  **Review notes** | | **Quiz Chapter**  **7** | |
| **MAR 23 & 25** | **Chapter 9 Teacher as Analyst**  **Summative**  **Formative**  **Varied Formats**  **Rubrics**  **Student Management Systems**  **Mini-project #8 Create Rubric & Online Assessment – create 4 assessments. One formative quiz, One Summative Quiz using GOOGLE FORMS, One project based rubric, One checklist**  **READ Chapter 10**  **Review notes** | | **Quiz Chapter**  **8** | |
| **MAR 30 & APR 1** | **Chapter 10 Teacher as Collaborator**  **BYOD Forsyth County GA**  **BYOD Initiatives – page 213**  **Equitable Access**  **Digital Divide**  **Miniproject #9**  **QR Codes Activity.**  **READ Chapter 11**  **Review notes** | | **Quiz Chapter 9**  **REFLECTION #3 BYOD / Digital Divide**  **How will these impact your classroom? What techniques can you employ to implement BYOD or overcome a Digital Divide issue?** | |
| **APR 6 & 8** | **Chapter 11 Digital Citizenship**  **AUPS for Teachers & Students**  **Stories from Practice page 244**  **Acceptable Use Table 10.1**  **Copyright Table 10.2**  **Fair Use page 248**  **Creative Commons**  **Protecting Student Rights/Safety**  **Mini-project # 10 Common Sense Media – search for Digital Citizenship lesson**  **Lesson Plan template**  **Create Google Classroom**  **READ CHAPTER 12** | | **Quiz Chapter 10** | |
| **APRIL 13th** | **NO CLASS!** | |  | |
| ***APR 15*** | **Chapter 12 TEACHER AS LEADER**  **Become an Advocate**  **Promote Student Use of Technology**  **Appropriate Use of Technology**  **Selecting & Evaluating Resources ACTIVITY**  **GOOGLE FORMS SURVEY BONUS ACTIVITY** | | ***Quiz Chapter 11***  ***Reflection #4***  ***Self Assessment revisit*** | |
| ***APR 20 & 22*** | ***Final Project Introduction***  ***Final Project Work Session*** | | **Quiz Chapter 12** | |
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**Assessment:**

Students will receive points for assignments based on the following scale.

Points Available

(10) Mini-Projects 10 points each…………..100

(4) Reflections 5 points each…...……………20

1 Midterm……………………………………60

(12) Quizzes 10 points each………………….120

Final Project………………………...…….….60

# Total ............................................................................... 360 pts

Compare the **total number of points that you earn** to this scale in order to determine your final letter grade in the class.

|  |  |  |
| --- | --- | --- |
| 324 - 360= A  288 - 323= B  252 - 287 = C  216 - 251 =D  250 or below = F | Any assignment presented or submitted after the due date will have a maximum score equal to 70% of the original maximum. For example, 7/10 etc… (up to 2 class days).  Unexcused late assignments presented or turned in after 2 class days will not be accepted and will receive a grade of zero (0). |  |

***Note:*** *Extra Credit points are not available. Students should not expect to rely on extra credit points in order to earn any particular desired letter grade. Bonus point activities may be available at the instructor’s discretion but these points will be available to ALL students.*

([https://sites.auburn.edu/admin/universitypolicies/](https://sites.auburn.edu/admin/universitypolicies/Policies/FacultyPolicyonAssigningGradesofIncomplete.pdf) [Policies/FacultyPolicyonAssigningGradesofIncomplete.pdf](https://sites.auburn.edu/admin/universitypolicies/Policies/FacultyPolicyonAssigningGradesofIncomplete.pdf)) From time to time, students request a grade of IN (Incomplete) be assigned for the course. The University has a policy that describes the requirements for the assignment of IN grades. This policy will be followed when IN grades are requested.

# Class Policy Statements:

## Special notes:

* Students should make sure that any technological problems encountered while using public computers in the LRC, or while in class are *immediately* reported to the instructor, and to the LRC staff in writing. Students should write the number of the computer (found either on the monitor or on the CPU), the time the problem occurred, the specific tasks being attempted when the problem occurred, name & email of the student discovering the problem, and a detailed description of the problem. This will provide the LRC staff with the necessary information to quickly address and correct the problem.
* Students are also *strongly* encouraged to contact the instructor regularly during class, office hours or via e-mail for assistance; clarification, if needed, on assignment requirements; and for periodic review of class progress.
* Auburn University has provided each student with an email account. These accounts are used as the official communication medium between the university and the student. For this reason, students should communicate with the instructor using *only* their official university (TigerMail) accounts or via the Canvas messaging options. Email originating from Hotmail, AOL, or other non-Auburn sources will *not* be opened by the instructor.

## Evacuation Policy:

In case of fire or other building evacuation alarm being sounded in an Auburn University building, students and instructors are expected to **immediately leave the building**. In the event of a severe weather alert (e.g. tornado), students and instructors are expected to **immediately leave the classroom and proceed to the nearest safe destination** (to be identified by the instructor during the first week of class) **This is to ensure the safety of all class members.** In case an alarm is sounded during the class meeting period, the following locations will be designated meeting areas for members of EDMD 3300.

Student who may require special assistance in the event of a needed evacuation are asked to speak with the instructor after class. Arrangements will be made to ensure the safe evacuation of ALL students in the class.

# Building Re-entry (All Sections)

1. If the evacuation alarm sounds within the last 30 minutes of a class meeting period, class will be dismissed once all students have checked in with the instructor at the designated meeting area.
2. If the alarm sounds with more than 30 minutes of class time remaining, the instructor will notify the students regarding class dismissal once the entire class has checked in at the designated meeting area.
3. Bottom Line: Get out of the building safely and then the instructor will tell you what to do from there.

## Professionalism:

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

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

*EDMD 3300 Policies related to Professionalism:*

* An important skill for teachers is the ability to communicate effectively with a wide variety of people. Parents, administrators, students and peers all participate in the communication process with teachers. As such, future teachers should begin to master the art of effective and appropriate communication skills. The instructors are aware that many students utilize shorthand methods of communication with peers that are associated with text message software and hardware. However, this type of communication is *not appropriate* in a professional setting, such as with instructors and professors. Therefore, the instructors expect students to use standard forms of grammar, punctuation and spelling when using email to inquire about course-related activities or problems. Some examples of inappropriate written communication habits that have been used by past students include:
  + Addressing the instructor using inappropriately familiar language
  + Use of “Hey…” to begin written communication
  + Use of all capital letters in a message
  + Failure to punctuate and spell properly
  + Formatting written communication as if it were an instant message or text message between peers (particularly the use of text message shorthand)

This list is not exhaustive, however, it does provide a good starting point for proof- reading and editing of written communication.

* In addition to professional written communication, EDMD 3300 students are expected to comport themselves in a professional manner during class meeting times as well as conferences with the instructors. Accessing non-class related websites during class (i.e. Face Book, wedding planning sites, etc.) demonstrates a lack of professionalism and respect for the instructor and others enrolled in the class. This type of web use during class should not occur.
* At times there will be guest speakers or guest lecturers invited to present to the class. When guests are present students should ensure that they comport themselves with the utmost professionalism. To do otherwise reflects poorly on Auburn University, the College of Education and themselves.

## Assignment Submission:

1. Assignments are due on the due date assigned. The assignment may be available for a longer period, but this does not change the original due date.
2. Any assignment presented or submitted after the due date (without prior permission from the professor) for an unexcused reason will be penalized. The assignment will be accepted for 2 class periods beyond the due date but the maximum score possible will equal 70% of the original maximum score. For example, a maximum of 10 points becomes a maximum of 7 points.
3. EDMD 3300 instructors will utilize the Canvas and/or Google Classroom for the submission of most work.
4. **DO NOT STORE your files on the computers in the classroom. These machines are virtual machines. Any files you save on the desktop or in documents will be ERASED and CAN NOT BE RETRIEVED.**

**Students are strongly encouraged to keep electronic archival copies of all work submitted or being prepared for submission.**

## Data Maintenance:

* It is the *student's responsibility* to maintain backup copies of disks and assignments and to complete the work in the time available. Students are *strongly encouraged* to utilize their One Drive space provided by Auburn University as one of their back-up options. However, this should **not** be the **only** option used by students. Cloud storage, backup removable media and multiple copies of files should also be used to guard against data loss. Failure to submit assignments due to data loss is not an acceptable excuse.
* Students are *strongly encouraged* to make regular time in their schedules for the completion of computer-based projects. Typically *more time* is needed than is available in the class meeting schedule for the successful completion of these projects.
* The instructor may request to see a student's backup copies of electronic files at any time during the semester in order to assess progress.

## Personal Electronic Device(s) Policy (based on the AU Classroom Behavior Policy)

(https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf)

* As a future professional educator it is important that you are able to demonstrate an appropriate level of attentiveness during professional meetings such as faculty meetings, parent/teacher conferences, and staff development workshops. The parallel to those activities is demonstrated in your attentiveness during class sessions. This includes instructional presentations by your instructor, your classmates and guest speakers as well as your ability to attend to activities or projects that you are

directed to complete during class sessions. **As such students are reminded that laptops, cell phones, Blackberries, iPods, iPhones, text messaging, E-mail devices or any forms of technology or technology related activities (i.e. “surfing” the Web) that are not pertinent to the lesson being conducted during class should not be used.** If you are using one of these during an unapproved time, I will request that you put it away. If I have to mention it again at any point during the semester, you will be asked to leave that class session, and that will count as an unexcused absence.

* Obviously, this is a technology utilization course, and there will be times when the use of such devices MAY be warranted (such as if you need to use your personal laptop to complete a project due to software that you have loaded on to it but might not be on the classroom computers). Also, I recognize that some students function very well in a

“multi-tasking” mode. These students may be able to have a word processing document open to take notes, the specific software open that is being demonstrated in class to follow along, as well as possibly having related web-sites open for reference or further study. **I do not want to discourage this sort of learning activity.** HOWEVER, other than bona fide learning or class concept related sites, software and activities, all “surfing” and email checking and other forms of electronic communication should be confined to those times of “break” as may be provided by the instructor during the class session. If the instructor asks, you may have to justify your use of any websites or software that are not being directly used during that class session’s lesson.

* Some examples of activities that you should not engage in during class time (unless specifically directed to do so by your instructor) include (but are not limited to):
  + Visiting Social Network sites such as My Space or Facebook
  + Online shopping/ordering
  + Wedding Planning
  + Online gaming
  + Completing or working on assignments or projects for classes other than this one
* Some examples of activities that you should feel free and are encouraged to engage in during class time include (but are not limited to):
  + Following along with skills lessons
  + Asking your instructor for technical help for projects of any sort (time permitting). We want you to ask questions, that’s how you learn. If you have a technology problem with a project or assignment for another class, we’re happy to help to the extent possible.
  + Demonstrate to your instructor how you’ve implemented skills or concepts learned in one class session to projects/assignments for another class session.
  + Submit to the instructor resources that may apply to skills, topics, or lessons that have been completed in class. If they’re good, we’ll include them on the class Canvas site.
  + Use the technology resources available to you in the classroom in order to organize your own learning activities for class.
  + During appropriate times, explore, try, learn, … put your hands on the software or other equipment and “get your hands dirty.” That’s also how you learn.
* Cell phones should be set to silent or vibrate and be kept in your bag or pocket during class time. Your instructor will not have a cell phone on, neither should you. If you have a compelling reason to have your phone visible and in a potentially distracting situation, you must receive permission from the instructor first. Otherwise, you will be asked to put the phone away as indicated in the first bullet point.

## Attendance Policy

(https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf)

* As future professionals, it is incumbent upon you to demonstrate that you are ready to begin meeting the demands of the teaching profession. When you are employed as a full-time teacher, you will be expected to be present in your classroom each of the days of your contract (typically 150-180 teaching days

per year plus additional staff-only days, depending on the district). ***You cannot teach if you are not present!***

* If you are absent on a day that work is due, you must make sure that it was submitted ON TIME via Canvas or Google Classroom. Then, when you return to class, you should bring your documentation for absence to me. **Students who are absent for “excused” reasons (please see the Student Policy eHandbook for specific information regarding excused absences) must provide the instructor with appropriate documentation within one (1) week from the date of the absence.** For classes that meet once per week, that means that the documentation must be provided to the instructor **no later than the end of the class session following the date of the absence.** If the reason for the absence is such that this is not possible, it is the student’s responsibility to communicate with the instructor and make other arrangements.
* Other unavoidable absences (e.g. pre-scheduled medical appointments, travel for university sponsored events/organizations, etc.) from campus must be documented and cleared with the instructor in advance. ***Please note:*** Simply informing the instructor of an absence does not automatically cause that absence to be considered “excused.” It is the student’s responsibility to provide appropriate documentation of excused absences for make-up purposes. In the case of travel for University sponsored events, you will need to provide documentation from the sponsor/faculty member in charge on University letterhead to authenticate the reason for the absence. Failure to provide documentation within 1 week of return to class will result in a 0 being entered in the gradebook for any missed work or examinations.
* “Excused” absences are defined as absences that have been documented as occurring for University approved reasons. **ALL absences will be considered to be “Unexcused” until and unless the instructor is in possession of the appropriate documentation for that absence.** Please be aware that the instructor will verify any or all medical or other documentation that is presented for absence verification purposes. *The falsification or forgery of medical documentation or other documentation for absence verification is considered to be an act of Academic Dishonesty, subject to sanctions as spelled out in the Student Policy eHandbook by the Academic Dishonesty Committee.* Additionally, some physicians have been known to file separate civil charges against those who have committed this type of forgery.
* ***Sending an email notifying me of an absence DOES NOT MEAN your absence is excused. You are allowed 1 NO EXCUSE absence. All other absences are only excused if you provide me with a valid medical excuse.***
* ***Students will earn 5 bonus points for perfect attendance and decreased points for only one absence, this includes excused absences.***

***28 days - 5 bonus points***

***27 days - 4 bonus points***

***26 days – 3 bonus points***

***25 days – 2 bonus points***

***24 days – 1 bonus point***

## Make-up quizzes:

Make-ups for quizzes will be given **only** for University approved excuses as outlined in the Student Policy eHandbook. For example: Caring for a sick pet is NOT EXCUSED. Arrangements to take a make-up quiz must be made in advance. Students who miss a quiz or an exam because of illness need a doctor’s statement of verification of sickness and should clear the absence with the instructor the day they return to class. See above for specific information regarding the documentation of pre-scheduled absences from class.

## Make-up assignments:

Students who miss class on days when assignments are due have two responsibilities. First, they must submit the work that is due *prior* to the start of class using the appropriate online submission procedure(s) (i.e. Assignment drop box, posting a discussion, or other as communicated by the instructor). Second, they must be sure to bring university approved documentation in cases where the absence should be considered “excused.” If students have questions regarding the submission procedures, they should email the appropriate instructor for clarification *prior* to the absence.

Situations of “extenuating” circumstances (ie. Extended stays in the hospital) should be communicated to the instructor as soon as is possible. Students should make every effort to resolve any missing work upon their return to class(es). Appropriate documentation **will** be required in order to make arrangements for special scheduling needs in these circumstances.

## Academic Misconduct:

*The College of Education’s Honesty statement:* The University Academic Honesty Code Rules and Regulations pertaining to Cheating will apply to this class.

*EDMD 3300 Honesty statement:* All acts of dishonesty (including, but not limited to: giving or receiving assistance on exams or quizzes, acts of

plagiarism, submitting work completed by another individual) in any work constitute academic misconduct. The University Academic Honesty Code will be followed in the event of academic misconduct. Acts of dishonesty in any work will result in a grade of "Pending" (PE) for the affected assignment for all parties involved until such time as the matter is resolved as per university policy. See the Student Policy eHandbook for more specific information. ([https://sites.auburn.edu/admin/universitypolicies/Policies/](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf)

[AcademicHonestyCode.pdf](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf)) Each instructor will provide specific information regarding what constitutes acceptable and unacceptable practice regarding use of the work from others to the students of each class. Students who have questions regarding the acceptability of any action dealing with class-related work should contact the instructor prior to submitting the work for credit. Once the work has been submitted for evaluation and/or credit to the instructor, academic honesty standards will be applied to the work and the student.

## Computer Security:

Printers in the LRC are networked so that students do not have to pay as they print. However, students should remember that each print job that is executed under their userid will be charged to their bursar bill.

Only students in the College of Education, or those students enrolled in College of Education courses are permitted to use the computers in the LRC computing center and the LRC classrooms. Under ***no*** circumstances should students share userids and/or passwords with roommates, classmates, or other Auburn University students. The sharing of userids and passwords is considered to be in violation of the Auburn University computing terms of use, and may result in a revocation of computing privileges.

Students are *strongly encouraged* to change their passwords on a regular basis to ensure against unauthorized use by others.

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## Accommodations:

Students who need accommodations are asked 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 alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Accessibility Office at 1244 Haley Center, 844- 2096 (V/TT).

## Other Class Policy Statements:

*The instructor reserves the right to alter the schedule and content of this syllabus in order to accommodate the needs of the students and/or in light of university and academic schedule changes.*

***Extra Credit is not available. Bonus point activities may be provided at the discretion of the instructor but they will be available to ALL students.***

***Sending an email notifying me of an absence DOES NOT MEAN your absence is excused. All absences are only excused if you provide me with a valid medical excuse.***