## Auburn University Syllabus CTSE 7510/7516

**Spring 2021**

**Professor: Dr. M. L. Russell**

**Course Title:** Research Studies in Area of Specialization: Secondary Science

**Credit Hours:** 3 semester hours

**Prerequisites:** Admission to departmental graduate program

**Class meeting times:** Wednesdays 5:00pm-7:50pm via Zoom, Panopto or another virtual platform, or Face to face. **Class meeting location: 2462/4 Haley Center**

**Date Syllabus Prepared:** Revised January 2021

Professor: Dr. M. L. Russell 5004 Haley Center

334-844-6880

Office Hours: By appointment only Email: russeml@auburn.edu

I will respond to emails typically within 48 hours unless I am away from the office. If you do not hear back within 48 hours of emailing please send another email

## Students are required to check Canvas regularly for notes and important information. Please be sure to check your AU email account regularly, as well. Please note the class may also meet virtually via Zoom or another designated platform. Texts:

**Required Readings**:

\*Readings and articles will be disseminated or placed on reserve in the library, LRC., or posted in Canvas You are responsible for reading all materials prior to the class meetings and should be prepared to facilitate the group discussions on articles assigned.

Lack of preparation and failure to have read assignments may result in point reductions from your final course grade (at the discretion of the instructor for the course).

Students must have a device (preferably not a cell phone) to participate in virtual and remote lessons in the event that we have classes virtually. If you do not have a device please let me know and we can see if the LRC has a device that you can check out.

## Course Description:

Review, analysis, and interpretation of available research, with emphasis on interpreting new research to meet the changing needs of science teaching. Research methodology, landmark studies, critique and application of research in the area of specialization. Learn to recognize, use and apply results of both action and quasi-experimental research for the school environment. Research techniques will be discussed, with emphasis on their potential and limitations. Students will learn how to write and defend a research proposal in their subject area. We will build and revise a model of how science learning occurs based on reading and interpretation of current research. We will examine how research has contributed to establishing national standards for classrooms.

**Course Objectives:** Upon completion of this course, students will be able to:

1. develop a model that explains how effective learning environments work with research that supports your model;
2. identify and use indices and other resources designed to help locate science research studies [ERIC, Dissertation Abstracts, other remote databases and library searching aids, and the internet.
3. learn to locate, read, and generalize from current research in science education - be a wise "consumer" of research;
4. learn to abstract research findings into a format easily shared with other science teachers.
5. describe those current national standards for science education that are derived from research and how research supports their implementation in your classroom;
6. identify current and probable future areas of promising science education research;
7. address the issue of epistemology or knowing in research through: (a) study of different research paradigms in social science.
8. compare and contrast the two main methodologies in educational research.
9. be informed of some of the all-encompassing research findings on science learning.
10. become adept at using various library resources, as well as technology to learn about current research in the literature on science education.
11. address issues of equity in science teaching.

## Cultural Diversity

“I don’t care that you know. I want to know that you care” Author Unknown

This course reflects the College of Education’s commitment to cultural diversity. The goal of professional education programs at Auburn University is to prepare outstanding educators who are competent, capable, and caring in complex, diverse educational arenas. Such individuals are

Effective in their roles as culturally responsive teachers, designing and implementing sound meaningful and balanced instruction with the full range of learners. Effective as they assist learners in their comprehension of issues surrounding diversity; and Effective in their contributions of thoughtful and informed discourse to their own educational communities as they work to build equitable and supportive environments learners.

## Expectations

In this course I expect you to:

Reflect critically on all experiences and readings. Be prompt and in attendance at all course sessions.

Demonstrate critical reflection through discussion, writing and course assignments. Complete assignments to the best of your ability.

Communicate expectations and ideas.

Recognize and validate the values of other class members.

## Course Requirements Participation

This class is intended to be both interactive and collaborative. You are expected to come to class prepared to discuss assignments. We may also designate small groups during the initial class session, and you will spend some time doing group work. Learning is most effective when we fully participate in the process of constructing knowledge. In this course it is my expectation that everyone actively participate. Participation starts with preparation. It is my expectation that each class participant will be fully prepared for each day by having read the assigned materials and completed other work requested and required.

## Please note that this is a course that moves quickly and students are expected to come prepared. The format of the course is discussion and student centered and the instructor promotes more student-student interaction.

**Late/remedial work policy**

No late assignments unless in accordance with AU missed work policy (i.e. excused absence) and at the discretion of the instructor of the course.

## Grading Scale:

A 90%-100%

B 80%-89%

C 70%-79%

D 60%-69%

F <60%

Grading Scale

At Auburn University, a 4.0 grade scale is used. An A equals 4.0; B, 3.0; C, 2.0; D, 1.0; and F equals 0.0. Students must maintain a

* 1. average GPA in all courses in order to progress in this program. If addition, students must earn at least a D in each individual course in order to earn credit and progress to the next course.

Grades of “D” are possible, but do not give credit for this course-failure (D or F). Students must retake the course if their final course grade is below a “C.”

The final grade for this course will be based on lecture assignments, exams, quizzes and the field experience evaluations. You must pass the lecture and laboratory portion of the course to receive a passing final grade for the course.

## Course Evaluation

Your final course grade will be based on the following:

## Assignments Points

Article /seminar paper and presentation -5 at 10 points each 50

4 unannounced pop quizzes 5 at 5 points each 20

Final Exam 20

Outreach Field Experience 10 hours Required (10 points will be deducted from you final grade for failure to complete the field hours)

Reflection paper on outreach field experience 10 (must complete outreach field

experience to receive credit)

**Please pay special attention to specific course assignment due dates**. There will be no late assignments accepted unless in accordance with AU policy for missed work (i.e. due to an excused absence). Some class meetings will entail a discussion of a featured chapter from the assigned readings. You are expected to have read assigned readings or assigned articles and bring prepared notes to use in contributing to class discussion. You may be invited to lead this discussion.

## Article/Seminar paper and presentation guidelines (5 total)

* + 1. **Assignment must be a minimum 2 pages in length double-spaced and maximum 3 page. You are to present the article and upload the paper to Canvas on the assignment due date. Students are to use Prezi and at least 5 slides to present the “essence” of each article presented. Each student has 10 minutes to conduct the presentation and discussion for 5 minutes.**

**Article selected must be on “hot topics” in science education (preferably). Articles can address technology, equity, technology in the science classroom, NGSS, ELL in the science classroom, or any other recent topics in science and STEM education.**

**Students will present the article (give a brief overview) 5 at 10 points each (50 points total).**

**Guidelines for in class presentations on seminar articles:**

--Essentially we will share what we are learning from reading current published research. You will be asked to select an article that describes a quality research study in science education for grades 6-12.

--Each student will present a 10 minute presentation on the scheduled presentation days on their article selection for the week and respond to suggestions and criticism. You should use technology (Prezi) and other media to help us understand your main ideas. After the presentations there will be a 5 minute question/answer/discussion session.

You will select a research article to critique from a science education journal which addresses the area listed for the article seminar assignment due on the assigned due date. All assignments must be typed, double-spaced and in APA style 6th edition. Please select an article from research based or practitioner based journals. Please get prior approval from the instructor so I can be sure multiple students do not present on the same article.

## Please share with the class your article selection during the prior class meeting to ensure that students do not present on the same article. Also be sure not to present subsequent articles on an article that has already been presented. Discuss with your classmates articles so as not to duplicate assignment presentations.

Format:

* + - 1. Attach a citation of the article and scan the article and post it to Canvas assignment posting no later than 10 minutes prior to the class meeting time/due date for the assignment and attach the assignment to Canvas as well. All assignments are to be turned in electronically. If there is no posting for the assignment on Canvas then students are to email the assignment no later than 10 minutes prior to the class meeting time for the due date of the assignment.
			2. All articles must be from research journals and no articles prior to 2010.
			3. Include a complete citation for the article at the bottom of the last page in APA 6th edition style.
			4. Writing must be clear, and paper well organized. Please type all papers.
			5. If possible attach the assignment in a PDF file on Canvas or MS word document so that I can make comments in the document through edit options.

## Checklist for the articles submitted

Criteria for grading assignments: 10 points total (5 total due). Total credit for all 5 seminar articles will be 50 points.

## Overview of research article guidelines for online paper submission

**-purpose for study (2 points)**

**-research methodology, sample selection technique/sample size (2 points),**

* **data collection techniques and data analysis (2 points),**
* **major themes and findings, conclusion, (2 points)**

**-how this adds to existing literature (2 point)**

**\*Please do not rewrite the article. Attach a copy in PDF format of the article to Canvas with this assignment.**

* + 1. **There will be 4 Pop quizzes: 20 points total (5 points each quiz)**

There will be 4 unannounced pop quizzes at 5 points each. (20 pts). These pop quizzes will be on assigned readings and discussions in class

## Outreach Field experience hours at Forest Ecology Preserve, or an additional approved outreach experience (10 hours)

Students are required to document and complete at least 10 field experience hours at the Forest Ecology Preserve, or other approved outreach experience.

### Mandatory Outreach experience (10 hours) must be completed by April 14. Signed documentation that hours have been completed are due April 21st. Failure to submit or complete will result in 10 point deduction from final grade and student will still be required to complete 10 hours of field experience before completing the program since this is a program requirement.

There are opportunities provided for students to complete this outreach experience component. Students will in outreach work with the Forest E c o l o g y Preserve (FEP) or another field experience opportunity designated by the course instructor. Please make sure that you have completed a fingerprinting/background check with Professional Ed. Services.

DO NOT wait until the last minute try to complete the outreach hours because the outreach venue reserves the right to decline any student participating if they try to arrange to complete hours after April 1. Keep in mind that if you wait until too late you may not be allowed to complete t h e hours and will not receive credit for the paper or field hours

Documentation of outreach experience is due on the last class meeting date of April 21, 2021. You will need turn in the following: *Name, dates and times attended for the outreach experience documentation and this document must be signed by your outreach administrator and turned in by April 21, 2021.*

Please note that in the event that field or outreach hours can not be completed due to COVID-19 restrictions an alternative assignment will be designated for students.

It is mandatory to tell me where you will be doing the outreach experience before you begin. You must make arrangements and inform me of what you will do for the outreach hours no later than Feb.17. After you complete the hours you must provide documentation of outreach detailing what you did and the coordinator of the program must signature your participation.

### Documentation of outreach experience is due on the last class meeting date of April 21

* + 1. ***Outreach reflection paper. (10 points)***

Students will write a minimum 2 page double-spaced reflection paper on their outreach experience and the paper must include the following:

* + - 1. What insights do you have now on teaching in the informal setting based on this experience?(2 pts)
			2. What will you do in your own classroom to integrate more informal science opportunities for your students? (2 pts)
			3. What did you do as part of your outreach hours and how has this helped you improve professionally? (2 pts)
			4. What teaching strategies did you think work best in the informal setting and why? (2 pts)
			5. Provide a brief overview of what you did for your outreach hours at the Forest Ecology Preserve. (2 pts)

### Please note if you attend different outreach experiences you can write or address the questions in the context of the overall experience In addition, if you are enrolled in another class with outreach experiences you will have to complete hours for both classes.

**Course Content and Schedule** **Week 1 (January 13, 2021)**

***Overview of course***

Get acquainted. Discuss syllabus and course objectives. Discuss resources available for this course.

## January 18, 2021 Dr. MLK Jr. Holiday Week 2 (January 20, 2021)

Students are also assigned to select a research interest that is a problem in science education or STEM education. What is your

research interest? Why is this a problem? How would you investigate this topic? Why does it interest you? Students are assigned to look up the term action research and begin working on a literature search for topics they are interested in learning more about relative to STEM or Science Education.

## January 25, 2021 10th class day

**January 16-February 1 Drop Course penalty days (See AU Academic Calendar) Week 3 (January 27, 2021)**

**Article/seminar paper #1 due-Must be on an innovative teaching strategies in STEM or Science Education**

Students are assigned to look up the term action research and begin working on a literature search for topics they are interested in learning more about relative to action research STEM Education or action research in Science Education. Conducting a study; Introduction, literature review-SLO-5

## February 1, 2021 15th class day

**-Last day to drop from course with no grade assignment**

**-Last day for potential tuition refund for dropped classes**

**Week 4 (February 3, 2021)**

Discuss action research and its value for improving classroom teaching. Attempt to define effective teaching, and build a working model for how it works: inputs and outputs. Discussion on action research.

## Week 5 (February 10, 2021)

**Article/seminar paper #2 due-Must be on integrating technology in STEM Education or Science Education.**

Conducting a study; literature review

(SLO 1-5) IRB procedures and protocols; Ethic in research Ethics in research

## February 16, 2021 Wellness day, No class

**Week 6 (February 17, 2021)**

Conducting a study; literature review, statement of the problem (SLO 1-5) IRB procedures and protocols; Ethic in research Ethics in research

## February 23, 2021 Early alert midterm grade Week 7 (February 24, 2021)

**March 2, 2021 Early alert day-Midsemester 36th class day**

**Week 8 (March 3, 2021)**

**Article/seminar paper #3 due-Must be on an equity issue in STEM Education or Science Education.**

Data a na l ys i s a nd re porting Ethics in research

Data collection

## Week 9 (March 10, 2021)

Ethics in research

Data collection

## March 11, 2021 41st class day

**Week 10 (March 17, 2021)**

**Week 11 (March 24, 2021)**

**Article/seminar paper #4 due-Must be on classroom management in STEM Education or Science Education.**

Data analysis and reporting

**April 1st**

## Wellness day-No Class

**Week 12 (March 31, 2021)**

**Week 13 (April 7)**

Data analysis and reporting

## Week 14 (April 14)

**Article/Seminar paper #5 due-Must be a topic in the area of ELL students in STEM Education or Science Education.**

Overview of topics discussed for course Writing and reporting

## Week 15, April 21, 2021) Last day of class

**April 22 (last day of the semester) Classes end. Last day to withdraw.** *-* Last day to withdraw from course with no grade penalty. "W" assigned.

# Students who need to submit forms to lift holds on their accounts must submit the forms several business days ahead of the deadline to allow for processing.

## April 23-25 Study/Reading Day April 26-April 30 Final Exam Period May 1-3 Commencements

**Class Policy Statements:**

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. The instructor for the course reserves the right to make minor amendments to the syllabus or course as necessary.

\*Traditional Masters students- Please note that traditional Class A certification students will be required to complete a field project and 30 clock hours of field experience hours as a requirement for this course.

**Attendance/Absences**: Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the student eHandbook. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**. Attendance is mandatory and participation is paramount for success in this class. You are responsible for attending all class sessions. In the event of an emergency (or something pretty close to it) please make every effort to notify me in advance (prior to the class meeting). You are required to contact the instructor personally in advance for the absence via e-mail, telephone, or leave a message with the administrative asst. Mary Lin, or Elaine Prust in the Dept. of Curriculum and Teaching (844-4434) if you are unable to contact me personally in the event of an emergency. Each absence may result in a five point deduction per absence. After three absences students will be recommended for withdrawal from the class.

Should an extended illness or family emergency arise please notify your instructors as soon as possible. In the event that there is an absence it must be in accordance with AU policies on absences in order to be excused. Please remember that assignments are still due, in the event that you are absent. Attendance is mandatory. \*Please arrive at each class on time (5:00pmCST) and be prepared to discuss and respond to issues and topics covered in the class. Excessive tardiness will not be accepted and two tardies (more than 10 minutes late) will be considered as one absence and will result in a 5 point deduction from your final grade.

Moreover, late students may not be permitted to enter class and may be counted as an unexcused absence at the discretion of the professor of the course.

\*If you miss a class, you are still required to turn in the assignments on time for full credit. Please contact me prior to turning in your assignment via e-mail as an attachment only. In the event that you are have an excused absence in accordance with AU’s excused absence policy all assignments must be turned in no later than 5 days after the date you miss class. Preferably, unless you have a medical emergency make every effort to turn assignments in on the date that they are due even if you have an excused absence.

## Unannounced quizzes: There will be 4 unannounced quizzes.

**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 Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

**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 ethics**; **Contribute to collaborative learning communities; Demonstrate a commitment to diversity; Model and nurture intellectual vitality.**

There may be some class meetings that utilize Canvas or Zoom and entail on-line discussions or live chat discussions.

Students are required to log in and participate in all discussion. Failure to participate or being a disruption to the rest of the class may be considered an unexcused class absence and could result in a 5 point deduction from your final grade for each infraction.

* + \*Traditional Masters students- Please note that traditional Class A certification students will be required to complete a field project as a requirement for the program. More information will be provided to students who are completing the traditional masters.

All assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional.

***All assignments must be turned in within ten minutes of the start of class on the day that they are due or within ten minutes of the time identified on the syllabus.*** They must be submitted as a hard copy or via email or Canvas unless otherwise specified.

Assignments must be turned in by the student completing the assignment.

**Please note**: Any incomplete assignments or assignments not typed up in the proper format will not be accepted. All papers must be in 12 font, Times New Roman, and line spacing should be according to guidelines outlined for the assignment

All submitted work should be typed and neatly arranged. NO creative margins. Please start all assignments at the very top of the first page and put your name, assignment, and date on the very last page.

## Late/remedial work policy

If you miss a weekly class and the absence is excused (in accordance with AU absence policy), you can turn in the assignments on time if you would like to receive credit. Otherwise NO late assignments will be accepted unless students have an excuse in accordance with the AU absence policy listed in the AU online guidelines. **All assignments are due via Canvas at the start of each class meeting on the date they are scheduled.**

If the absence is unexcused then the assignment may not be accepted. All absences must be in accordance with the AU absence policy in order for the absence to be excused and late work to be accepted based on the absence.

If a student misses turning in an assignment and has a university approved excuse, he or she will have **one week (5 business days)**

from the time he or she returns to class to turn in the assignment.

## Any assignment completed and /or submitted not in accordance with the guideline in this syllabus may be returned and may not be accepted for credit.

**Honesty Code:** The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class. As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the needs for fairness require that all dishonest work be rejected as a basis for academic work.” (AU Bulletin) Any questions related to academic honesty will be subject to the Policy on Academic Honesty as stated in the Auburn University Bulletin.

**Classroom Behavior:** “Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal (learning) is considered disruptive and therefore subject to sanctions. Students have the responsibility of complying with behavioral standard.

Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephone, and web activities associated with the courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence. (See *AU guidelines available online)*

Classroom Behavior: The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the Student Policy eHandbook at <http://www.auburn.edu/student_info/student_policies/>for details of this policy.

Students are responsible for checking class emails and Canvas daily, if you use email or Canvas. You are to use your AU official email address only for all correspondence with the instructor for the class.

Except for virtual class cell phones may **NOT** be used during this class unless otherwise designated by the instructor of the class. However, students should not use cell phones for virtual class because some in class assignments require using applications not accessible on cell phones. Students should use laptops and other devices for the class or instructed to use the device for class meetings. **Placing or receiving calls, text messages, instant messages, or emails may result in immediate dismissal from the instructional sessions. Failure to adhere to the policies for this class will result in the student being dismissed from the class meeting. In the event that the student is asked to leave and does not comply the AU Code of Conduct policy will be enforced. In addition, the student may be recommended to the Deans office for removal from the course and/or program.**

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the *AU guidelines* will apply to university courses. All academic honest 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. Honesty Code: The University Academic Honesty Code and the AU ehandbook Rules and Regulations pertaining to Cheating and all Academic Honesty policies will apply to this class. All portions of the Auburn University Student Academic Honesty code (Title XII) found in the Student Policy eHandbook at <http://www.auburn.edu/student_info/student_policies/>will apply to this class.

Justification for Graduate Credit

Graduate courses “should be progressively more advanced in academic content than undergraduate programs” and should “foster independent learning” (SACS guidelines 3.6.1 and 3.6.2).

Factors to consider in evaluating a course for graduate credit include but are not limited to the following:

use of specific requisites; content of sufficient depth to justify graduate credit (materials beyond the introductory level); content should develop the critical and analytical skills of students including their application of the relevant literature; rigorous standards for student evaluation (all students in a 6000-level course must be evaluated using the same standards); course instructor must hold graduate faculty status or be approved by the Dean of the Graduate School.

## Auburn University’s official Contingency Plan

Policies a nd Procedures

If normal class and/or lab activities are disrupted due to high number of

students experiencing illness or an emergency or crisis situation (such as a widespread H1N1 flu outbreak), 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.

Confidentiality is essential in this course. Any assignments, discussions, cases or episodes are not to be shared outside of this class.

\*Please note that lack of professionalism in this course will not be tolerated. This includes making any derogatory of negative comments about the course and its course contents, students, or the instructor of the course, which can be deemed as unprofessional and will be duly noted and reported to the appropriate administration. Please maintain professional at all times both in the classroom and at the schools during your field placement and refrain from all derogatory or defamatory comments outside or inside of class about the instructor, teachers, school systems and administrators, other professors or classmates. If it comes to the attention of the instructor that a student is exhibiting this unprofessional behavior disciplinary actions may be taken to remove the student from the course and recommendation for removal from the program due to violation of the professional behaviors and memorandum of understanding contracts.

## Science Education Field Experience Code of Conduct:

**Please be mindful that appropriate conduct is paramount to the success of your Field Experience. Students are required to adhere to the following guidelines regarding dress code:**

* + - **No flip-flops**
		- **No baseball caps or hats**
		- **No food or drinks in the classroom if you are teaching (i.e. do not carry a bottle of water of cup of coffee around the classroom).**
		- **No low-cut blouses or shirts, shorts, or mini-skirts**
		- **No tee-shirts (only on spirit day)**
		- **Tattoos and body piercings should be concealed and discrete so as not to draw unnecessary attention.**
		- **No gossiping or unproductive behaviors or discussions regarding university supervisors, instructors, or the College of Education.**
		- **No exceptions regarding the dress code outside of spirit day**
		- **No excessive complaining about assignments, professors, courses, teachers or students to other colleagues, teachers, students etc. Any and all concerns must be directed to your university supervisor so that they can arrange a meeting to address your concerns.**
		- **Students are not to attend placement sites under the influence or inebriated. If it is determined that the student is under the influence of any substance they will automatically be dismissed from the placement site for that day and will be subject to dismissal from the program and receive an unsatisfactory for the Clinical Residency.**

**Failure to adhere to the policy on professionalism may result in your receiving an unsatisfactory rating for the Methods lecture and lab component. You must pass the laboratory component in order to pass the methods course since they are taught together.**

**In the event that your university supervisor arrives and you are not dressed according to the dress code, you may be asked to make-up the day, which would be considered an unexcused absence. Receiving this document and reviewing the document as part of the clinical residency orientation for science education clinical resident means that you comply with this document and will abide by the guidelines in the c o d e of conduct listed.**

**\*Students will also be required to sign a professionalism contract and COE memo of understanding contract**. **Failure to comply with the guidelines in this contract will result in receiving an unsatisfactory rating for the methods course lecture and lab.**

**GoReact Virtual Observations**

Intern Observation Guidelines Students will be observed using GoReact platform a minimum of four observations. Students will have intern feedback conferences via Zoom or another online videoconferencing platform. We will also have a review of using GoReact to familiarize students. Students may also be observed using Zoom or another virtual platform (or possible observed face2face to be determined by the instructor for the course).

See below for information on GoReact: For Students:

[Student Training Video](https://goreact.wistia.com/medias/khx8jd3sb0)

[Student Tech Support](https://help.goreact.com/hc/en-us/requests/new)

**Online Student Learning Expectations**

All students in this course are expected to have all the equipment and software needed to be successful in the course.

All students are expected to contribute to their own learning as active and well-prepared participants. Weekly modules will provide various opportunities for reading, reflection, applied experiences, collaboration, and writing. Since these activities are woven through the entire week and generally do not require your “electronic presence” at any particular time or day, there should be no need to "miss" class. You should plan on spending the same amount of preparation and “in class” time on this course as you would if you were taking the course face-to-face.

Assignments will be submitted via Canvas and you should check your email and Canvas regularly for updates. The learning activities for each week are carefully sequenced and offered in small chunks so you can accomplish reasonable amounts throughout the week. You should log on to the course website regularly to work through course materials and participate in course discussions.

For more detailed information about university grading standards, please refer to information on the following link: [Auburn](https://www.auburn.edu/cosam/departments/student-services/academic-policies.htm#grades) [University Undergraduate Academic Policies on Grades (Links to an external site.)](https://www.auburn.edu/cosam/departments/student-services/academic-policies.htm#grades)

***Posting/Appealing Exam and Assignment Grades***

All exam and assignment grades will be posted to Canvas. Students will have five business days from the date that the exam/assignment scores are posted on Canvas to send an email to the instructor requesting grade adjustments on their work. To appeal a grade that you have received, please compose and send an email to your instructor writing out the exam or assignment in question, indicating the answer you submitted, and providing a written justification from the reading/class notes/etc. on why you think your answer is correct.

Once received, the instructor may or may not communicate with you regarding your appeal. Ultimately, the instructor will render a decision. If no appeal is sent to the instructor after five business days, the assignment score is final. Failure to monitor your progress as the semester progresses does not warrant a re-grade on assignments evaluated earlier in the semester. Once the 5-day appeal period has passed, students forfeit their right to have the graded material reassessed at a later date.

**Late/remedial w o r k policy**

**Please note assignments will NOT be accepted late unless the student has a university approve d e x c u s e .**

It is very important that students submit work on time, or they will find it very difficult to catch up. All work in the course (e.g., assignments, discussions, exams, quizzes, etc.) will be due by 5:00pm CST on the date noted on the class calendar. Students should reach out to their instructor immediately to discuss any concerns. In situations where you are experiencing technical difficulties submitting your assignment near the deadline, please consult the Canvas help desk resources available in left navigation. Please work to avoid encountering technical difficulties near the assignment due dates by completing your work ahead of deadlines.

## Make Up Policy

Students who miss the normal exams will need to contact the instructor and turn in the valid excuse within **48 hours** from the time that the exams were given. The makeup exam schedule is determined by the instructor and will need to be done within ONE week (5 work days) from the time that the exams were given. Students will need to check the class email for the makeup details. Students who miss the makeup without valid excuses will get zero on the exam.

The format, questions and difficulty-level of make-up exams are not guaranteed to be same as the normal exam, which are at the discretion of the instructors. Students are not allowed to choose the make-up dates, formats on their own.

**Valid excuses** include: 1). illness documented by a physician. 2) evidence of personal or family emergency. 3) official university excuses.

## Excuses are only accepted for the exams and missed assignments due to one of the university approved excuses. Faculty and Communication Feedback

At the beginning of each course, make sure that you understand the instructor’s preferred mode of communication and any specific communication protocol. One of the best ways to be effective as a student is to understand the instructor’s expectations and operate within those boundaries. Students should give the instructor **48 hours** to get back to them on any communication, and **one week** for grading turnaround time on major assignments. **The instructor reserves the right to alter these feedback parameters due**

**to contingencies such as holidays, course progress, campus emergencies, weather, holidays, professional activities, etc. with notice provided.** If students have concerns about communication or feedback, they should always go to the professor first. Students should explain their concern as clearly as possible without judgment or emotion. Effective communication is an important skill, and every interaction in their program is an opportunity to develop this skill.

**Your Auburn University email address is the university-approved form of communication between instructors and students.** Follow the steps [in the video linked here (Links to an external site.)](https://community.canvaslms.com/videos/1072)to set your notifications preferences and specify that all course alerts are routed to your Auburn University email address (userid@auburn.edu). You can contact [Auburn University's OIT Help](http://www.auburn.edu/oit/helpdesk/)

[Desk (Links to an external site.)](http://www.auburn.edu/oit/helpdesk/)for assistance forwarding mail sent to your Auburn email address to a different email address that you

regularly check. Additionally, it is your responsibility to read course announcements sent by your instructor. These are posted in Canvas, and you can configure your notification preferences to receive an email each time a new announcement is posted.

**This course will be supported by Auburn University’s Canvas platform.** The syllabus, class assignments, occasional lectures, test grades, final grades, and important announcements will be posted to the Canvas site for this course. Check the Canvas site for this course frequently.

## Instructor Assistance with Course Performance

If you are struggling academically with this class, do NOT wait until the end of the semester to ask for help. Your instructor is here to help you, but cannot provide help unless you communicate the problem. In announcements to the class, your instructor may specify a preferred method of communication. You are strongly encouraged to reach out to your instructor early in the course and follow-up whenever you encounter challenges with the material.

## Accessibility

Auburn University has adopted an Honor System proposed by its students and faculty to promote academic integrity and has enacted the following code:

*“We, the faculty, instructors, and students of the (University course here) pledge to fulfill our mutual responsibilities to each other and the academic community at large with honor and integrity in order to build and maintain a climate of respect and trust that will enhance our research, teaching, and learning. We will support the Honor System of the School, and will not tolerate activities that undermine academic integrity.”*

Academic dishonesty is an offense that will be reported to the Academic Honesty Committee. Please refer to the following document for further information regarding academic honesty: [Auburn University Student Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/policies/academichonestycode.pdf)

## COVID-19 Related Policies

Due to the Coronavirus pandemic, public health measures have been implemented across Auburn’s campus. Students should stay current with these practices and expectations through the campus reentry plan, [A Healthier U (Links to an external site.).](https://ahealthieru.auburn.edu/) The sections below provide expectations and conduct related to COVID-19 issues.

## Health and participation in Class

You are expected to complete your Healthcheck screener daily.

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on the Healthcheck app. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.

Please do the following in the event of an illness or COVID-related absence:

* + Notify me in advance of your absence, if possible
	+ Provide me with medical documentation, if possible
	+ Keep up with coursework as much as possible
	+ Participate in class activities and submit assignments remotely as much as possible
	+ Notify me if you require a modification to the deadline of an assignment or exam
	+ Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID- related issues, please let me know as soon as possible so we can discuss your options.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at ahealthieru@auburn.edu

## Health and Well-Being Resources

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* + COVID Response Team ([ahealthieru.edu (Links to an external site.)](http://www.ahealthieru.edu/))
	+ Student Counseling and Psychological Services ([http://wp.auburn.edu/scs/ (Links to an external site.)](http://wp.auburn.edu/scs/))
	+ AU Medical Clinic [(https://cws.auburn.edu/aumc/ (Links to an external site.)](https://cws.auburn.edu/aumc/)

If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>

## A Healthier U Community Expectations

We are all responsible for protecting ourselves and our community. Please read about student expectations for fall semester, including completing the daily GuideSafe™ Healthcheck ([https://ahealthieru.auburn.edu/ (Links to an external site.)](https://ahealthieru.auburn.edu/)).

You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your A Healthier U pass.

## You may be asked at any time during class to show your pass.

Course Expectations Related to COVID-19

* + - **Face Coverings**: As a member of the Auburn University academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate.

You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the university’s [policy on face coverings (Links to an external site.),](https://ocm.auburn.edu/news/coronavirus/updates/20200618-face-masks-required.php?ref=coronavirus) you will be instructed to leave the classroom and will be held to the protocols outlined in the [Auburn University Policy on Classroom Behavior (Links to an external site.).](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf) Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.

* + **Physical Distancing**: Students should observe appropriate physical distancing and follow all classroom signage/avoid congregating around doorways before or after class. If the instructional space has designated entrance and exit doors, you should use them. **Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.**
	+ **Course Attendance**: If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any such absences.
	+ **Course Meeting Schedule**: This course might not have a traditional meeting schedule in Fall 2020. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with me.
	+ **Technology Requirements:** This course may require particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at aubookstore@auburn.edu.

*Disruptive or concerning classroom behavior involving the failure to wear a face covering, as directed by Auburn University, represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the* [*Classroom Behavior Policy* (Links to an external site.).](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf)

## Plan B due to COVID-19

**Dr. Schnittka and Mr. Mark Brennamen will be the “back up plan” instructors for the course in the event that the instructor**

**assigned for the course can not attend or conduct classes.**

**Course Delivery Changes Due to COVID-19**

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods.

Those details will be shared via Canvas as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer and reliable Internet.

Please signature that you have read this document in its entirety and understand the contents and guidelines outlined in the document. Failure to comply with all of the guidelines outlined in this document may result in immediate dismissal from the Science Education Program at Auburn University. Upon completion of reading and reviewing this document for the class you you have read, understand, and agree to follow all of the guidelines outlined in the syllabus and A Healthier U policies and procedures. Please sign and date that you agree to follow all guidelines outlined in this document: Print name Signature Date