 **FOUN 3103** MKS section

**SYLLABUS**

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

**Spring 2021**

Department of Educational Foundations, Leadership & Technology

College of Education

**Instructor:** Professor Paris Strom

**Educational Psychology**

**(**Lifespan Developmental Psychologist) **Phone & Voicemail:** cell 334-728-0909

**Fax:** 334-844-3072

**E-Mail:** [stromps@auburn.edu](mailto:stromps@auburn.edu)

**Remote Office Hours**: Mondays 8:30am-12:30pm (Zoom and phone only) and by Zoom or phone appointment made by scheduling on email two business days in advance M-F while term is in session. *If urgent, just call my cell 334-728-0909 but no later than 6pm.*

**Office Location:** Main Campus Haley Center - 5th Floor

Office door number— 5088

**Class Location:** Zoom only on syllabus dates

and Canvas each week

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

**SPRING 2021 Course Syllabus (FOUN 3103)** – Professor Strom

**PART I** (pages 1--32) **Part II** (pages 33—43)

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

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

**Instructional/Teaching Modality:** Online Asynchronous is the main format/modality. We will meet synchronously on Zoom for one required meeting at the semester’s start to ensure everyone knows all details about the course and then after that, all other sessions are **a**synchronous with weekly assignment due dates. This modality appropriately addresses all course objectives for this course and has been approved.

**LEC Course Structure:** Nearly all Asynchronous Online – 5 credit hours (on Canvas as the LMS supported by Auburn University)

**LAB structure for course:** For this term, our lab will be an Alternate Service learning set of online activities and journals. - 1 credit hour

The lab requires 25 clock hours of work (core hours plus in-kind hours).

**Credit Hours: 6** semester hours {5 credits for Lecture and 1 credit for Lab service learning} The lab includes 25 clock hours. Service learning time must be served per week by doing online activities as assigned until a full 25 hours have been served. See more details later in this syllabus.

Teacher education core courses, like this one 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 selected service learning lab activities in the Canvas classroom and mostly online activities. 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 RSED 3000/3003 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.

1. **Term: Spring 2021**

**Meeting Day/Time/Location:** Meeting dates shown below will be held on Zoom only. These class meeting options were emailed to students to plan and choose one date/time to attend). These choices were:

***Early Meeting Options* (only for if you wish to meet early):**

**Monday JAN 4**----------1:00–3:45 PM

**Wednesday  JAN 6**----1:00–3:45 PM

**Thursday  JAN 7**-------1:00–3:45 PM

**Friday JAN 8**------------1:00–3:45 PM  
**Saturday JAN 9**---------2:00–4:45 PM

**Sunday JAN 10**---------2:00–4:45 PM

**Week 1 Meeting Options:**   
**Monday JAN 11**----------9:00--11:45 AM

**Wednesday JAN 13**-----9:00--11:45 AM

**Friday JAN 15**-------------6:00--8:45 PM  

***\*Week 1 Back-up***(if Friday is missed) is **Saturday, JAN 16**-- 2:00--4:50 PM

The one meeting back-up session was made available in case we needed it. The back-up meeting will also be held on Zoom only. A link to the above Orientation meeting options (a different link for each meeting date) will be provided in the Zoom tab located to the left side of your Canvas page.

**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 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 weekly assignment deadlines that are posted in this syllabus and in Canvas. All online learning modules (these contain the lectures, readings, and written assignments) are accessible 24/7.

For MOD 5 I will hold a Zoom meeting on one date shown on page 15. You can, if you prefer, to meet us on Zoom to complete the discussion assignment **or** you may complete the asynchronous discussion assignment in Canvas, without meeting on Zoom. I will not record this zoom meeting (for MOD 5) and the reason why is because students will be sharing and discussing answers to an assignment.

1. **Office Hours & Contact Information:**

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

\*University email: [stromps@auburn.edu](mailto:stromps@auburn.edu)

\*Office: 5088 (5th floor) Haley Center Department of EFLT

\*Phone 334-728-0909: Message machine is at same number. Leave a message if you call when I’m away. Call my cell - 334-728-0909.

\*Email & Phone check times: First check time (Mondays) is before or by 8:45 a.m. and last check time is at 3:30 p.m. First check time (Tuesday-Friday) is before or by 9:00am and last check time is at 3:30pm.

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

**Weekly Remote Office Hours from Jan 11 to May 3:** (*Unless announced otherwise*)

Call-in office hours (no appointment needed) start the week of Jan 11 on Mondays 8:30am –12:30pm. 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 3 is final date for Spring 2021 appointments. Appointments may be held on Zoom or 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 the Canvas announcements 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 Canvas Announcements if I’m away that day so that you know and then also post when I will serve make-up office hours.

If you call my cell 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.

Office hours will be held on the phone first 334-728-0909. Then if requested, I’ll be glad to arrange within a moment or two, a Zoom meeting when you call me (if needed). Students are encouraged to utilize this time (or appointment times made) to meet regarding their questions. Unless an appointment is necessary on Zoom or via phone call, then other questions or dialogue will be addressed via email (on Tigermail) and in the Canvas gradebook comments so please check both daily (M-F). If you have either a question or problem that would require too lengthy or impersonal email, then in those cases, I require us to conduct a phone meet or Zoom. Email works most of the time but not all of the time.

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

**About Email & Phone Check Times**:

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 by the end of the next business day for I always appreciate timely work submitted by students, so I try to reciprocate with timely feedback and grades in the Canvas gradebook. 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. If you submit work early, like by several days or more, then please also allow for even a day or more as well. I grade fairly soon after getting the work but if a person is like a week ahead or more, then I still have to grade work that is due within the immediate time frame first.

**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 Gradebook and Announcements in Canvas. 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 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 late Fall 2020, is being distributed for Spring 2021 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).

**4. REQUIRED COURSE MATERIALS:**

---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

There is only one edition of this book. Authors are Paris Strom & Robert Strom. This textbook WILL BE ACCESSIBLE on/in Canvas as provided by the Auburn University Haley Bookstore platform called ALL ACCESS via RedShelf. This is the cheapest, most convenient, and most immediate way to purchase the book. It also will be accessible before or on day 1 of classes for our university. The arrangement details for how to pay for access will be made available in Canvas.

--Computer with Internet: Daily access to effectively functioning desktop or laptop computer with functioning high speed internet connection either at home, work, or on campus- if you live on campus. The LEC (Lecture) portion of this course is in distance education format so using a computer with internet is vital.

**RECOMMENDED COURSE MATERIALS:**

--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.

---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.

**5. 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.

**6. 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)

**7. 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 a certain day of the week and then end on the end of the seventh day later (as shown in this syllabus). 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 for 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 pages 31-32). 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, even if you plan to teach in Alabama.

**8. DISTANCE EDUCATION FORMAT SECTION -- FOUN3103** (MKS):

Course material (almost all of it) is to be accessed via Canvas modules. 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 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.).

**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 usually require your “live” (synchronous) electronic presence” at any particular one time or day, there should be no need to "miss" class. The orientation meeting, we have you need to be on Zoom with class “live”. The rest of the Canvas course material though is asynchronous online for your convenience based on your heavy school schedules and to avoid any and all day/time conflicts with other courses, other field work, and your other living needs (job, etc.). *Making this course available to you in nearly all* ***a****synchronous format and at the quality you will see has taken actually several years!* Please 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.

**Logging On**

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.

**Posting Responses**

Interaction between students is an important part of this course and requires prompt postings and responses. In an attempt to be efficient with our time and considerate of everyone’s schedules—beyond the requirements of this course—we will operate under a consistent time structure for posting assignments and responses to online discussions.

This course has been designed in accordance with Auburn University consulting from Biggio Center 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 and some e-tablets. 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 and smart phones 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’s work date(s) are clearly marked in the schedule *(on Canvas and in this syllabus*) to help guide you on when to do work for the module, assignments and all. Please follow this schedule in order to 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 watch from your home or school computer. 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.

**9. Learning Modules and Assignments:**

Pages 14-15 contain the 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 each Module and due date for completion of each Module are shown in this syllabus on pages 14-15. The date time frame for each module shown includes (allocates) time for readings, watching video lectures, and whatever assignment(s) are given. 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.

The course will follow this general pattern:

At the start of each Canvas module, students start with STEP 1 and progress to the next steps.

To supplement the textbook, students will have Canvas readings, videos, and service learning.

Throughout each module, students will follow all steps in reading, watching, doing activities and submitting whatever assignments are due.

At the end of each module, students will submit whatever assignments are due and complete any remaining steps near or at the end of the module.

Throughout the course, students should keep up work and learning with weekly Canvas modules, service learning core hours, service learning Journal assignments, and monitor email, Canvas Announcements and Gradebook weekly as vital communication from this instructor.

**Zoom policies:** When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**TIPS: USING CANVAS MODULES 1--14 *(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 web link 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 **due date** shown on pages 14-15 (and in Canvas) as the deadline for that module's assignment. Assignments in this syllabus, unless marked otherwise with an asterisk, 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 class sessions, is divided in half by an **orange striped line** about halfway through just to show you a halfway 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 (module) ahead. You may read and/or watch ahead even more (far more ahead) if you wish, but not submit the actual module assignments in Canvas any more ahead than by one module (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 at least 2 weeks in advance.

**K.** There are instructions seen at the top of your COURSE MODULES page in Canvas to always be mindful of when going through your modules.

**Course Modules Schedule:** Appearing on the next two pages is the schedule of modules with MOD start and end dates, point worth for assignments, assignment due dates, late point deductions, important dates for service learning, and prompts to update me on your service learning progress (called *SLUPDATE*). Unless where shown with an asterisk on the next two pages, all assignments (in Canvas) are due by 11:59pm.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Module Name & Notes*** | ***Mod Start + Due Dates*** | | | ***Schedule for 25 Hours of S.L.*** | |
| **UNIT I: Course Orientation + Start Service Learning** | | | | | |
| **MOD 1** + **\*Orientation Meeting** | Jan 11 - **19** | | ***\* < Orientation: 3 hrs in-kind*** | | |
| ***Service Learning Core Tasks and Journals:*** *Refer to anytime.* | | | | | |
| 1:30 core hr Service learning SLUPDATE/TS | *Jan 11* ***– 26*** (*may start hours earlier—after orientation is done*) | | | | |
| 4 core hrs Service learning SLUPDATE/TS | *Jan 27 –* ***Feb 2*** | | | | |
| 7:30 core hrs Service learning SLUPDATE/TS | *Feb 3 –* ***17*** | | | | |
| 9:45 core hrs Service learning SLUPDATE/TS | *Feb 18--* ***24*** | | | | |
| 12:15 core hrs Service learning SLUPDATE/TS | *Feb 25 –* ***Mar 3*** | | | | |
| 14:45 core hrs Service learning SLUPDATE/TS | *Mar 4* -- ***11*** | | | | |
| 17:15 core hrs Service learning SLUPDATE/TS | *Mar 12—****18*** | | | | |
| 19:30 core hrs Service learning SLUPDATE/TS | *Mar 19 –* ***25*** | | | | |
| **UNIT II: Nature of Learners + Continue Service Learning** | | | | | |
| **MOD 2:** Ed Psychology, Diversity, Rubrics | Jan 20 – **26** | ***< Rubric: 1 hr in-kind*** | | | **+ 1:30 hrs core** SLP1:30 |
| **MOD 3:** Cognitive Development | Jan 27 – **Feb 2** | **+ 2:30 hrs core** SLP4 | | | |
| **MOD 4:** Health, Fitness & Safety | Feb 3 – **Feb 9** | **+ 2:30 hrs core** | | | |
| **MOD 5:** Social, Emotional & Moral Dev. | Feb 10 -- **17** | ***< Cases:******1:30 hrs in-kind*** | | | **+ 1 hr core** SLP7:30 |
| **MOD 6:** Identity Development & Motiv.  **1st**  **S.L. Journal due!** | Feb 18 -- **24** | **< 1st S.L. Journal: 2:15 hrs core writing time.**  Journal must portray your **first (+)** 7:30 hours core, not including hrs for writing journal. SLP9:45 | | | |
| **UNIT III: Nature of Learning + Complete Service Learning** | | | | | |
| **MOD 7:** Behavioral & Social Cognitive Views | Feb 25 –**Mar 3** | | **L**  **2:30 hrs core**  SLP12:15 | | |
| **MOD 8:** Individual, Social, & Cyber Construct | Mar 4 – **11** | | **L**  **2:30 hrs core** SLP14:45 | | |
| **MOD 9:** Information Processing Views | Mar 12 – **18** | | **L** **2:30 hrs core** SLP17:15 | | |
| **MOD 10:** Instructional Strategies  **2nd S.L. Journal due!** | Mar 19 – **25** | | **< 2nd S.L. Journal: 2:15 hrs core writing time.**  Journal must portray your **Latter (L)** 7:30 hours core, not including hrs for writing either journal.  SLP19:30 | | |
| **UNIT IV: Assessment of Learners** | | | | | |
| **MOD 11** Basic Concepts & Guiding Principles | Mar 26 – **Apr 2** | |  | | |
| **MOD 12** Strategies & Resources | Apr 5 -- **12** | |  | | |
| **MOD 13** Standardized Tests & Implications | Apr 13 – **19** | |  | | |
| **MOD 14** TK20 in lieu of final ex + finish late work! | Apr 20 - **22** | |  | | |
| **\*** Submit ALL service learning and other course assignments before cut-off:  **Apr 27 – 9:00 a.m.** Tuesday morning. | | | | | |
| **+1:30 hours core = 1 hour, 30 minutes core time served. SLP = service learning update (SLUPDATE) and on Time Sheet.**  ***Almond flags (in-kind)*** and **Green flags (core)** show the type of service learning hours by amount expected for each module. Service learning marked with **<** is earned once those assignments are completed satisfactorily as shown in gradebook. | | | | | |

**@** = Assignments that can be done two or more weeks early. Arrow items = service learning related assignments.

~ = Assignments if late more than 1 business day, get deducted 5 pts per day. See **Late** Column on the far right.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ASSIGNMENTS** | **EARLIEST**  **SUBMISSION** | **DUE 11:59PM CT** | **POSSIBLE**  **SCORE**  ***1816*** | **~Late**  5 pts per day |
| * **@** M1 Course TASKS | ASAP | **\***Jan 11--6pm | 9 |  |
| * **\*** M1 REQUIRED CAMPUS MEETING **~** | **\***Jan 4 | **\***Jan 15 | 10 | ~5 |
| M1 Text Entry with dates/times to do mods & S.L.  M1 Practice Quiz  M1 Practice Word file   * M1 M.o.U.--Syllabus   M1 Practice Vidquiz  M1 Practice Discussion  M1 Textbook Text Entry | Jan 4 | Jan 19 | 5  19  2  5  5  3  8 |  |
| * 1:30 core hour service learning + SLPDATE & TS | After we meet | Jan 26 | 3 |  |
| * ***@*** 4 core hours service learning + SLPDATE & TS |  | Feb 2 | 3 |  |
| **@** 7:30 core hours service learning + SLPDATE &TS |  | Feb 17 | 3 |  |
| * **@** 9:45 core hours service learning + SLPDATE & TS |  | Feb 24 | 3 |  |
| **@** 12:15 core hours service learning + SLPDATE & TS |  | Mar 3 | 3 |  |
| * **@** 14:45 core hours service learning + SLPDATE & TS |  | Mar 11 | 3 |  |
| **@** 17:15core hours service learning + SLPDATE & TS |  | Mar 18 | 3 |  |
| **@**19:30 core hours service learning + SLPDATE & TS |  | Mar 25 | 100 |  |
| M2 Basic Rubric **~**  M2 Vidquiz | Jan 19 | Jan 26 | ~100  8 | ~5 |
| M3 QUIZ  M3 Vidquiz | Jan 26 | Feb 2 | 50  8 | ~5 |
| M4 QUIZ  M4 H.O.T. Asnmt **~** | Feb 2 | Feb 9 | 50  ~100 | ~5 |
| M5 Vidquiz  M5 Discussion: Do on Canvas or Zoom. **~** | Feb 9 | Feb 17  **\***Zoom 7-8pm | 20  ~100 | ~5 |
| M6 two Vidquizzes  **@ 1st S.L. Journal -**after first 7:30 **core** hrs **~** | Feb 17 | Feb 24 | 30  ~120 | ~5 |
| M7 QUIZ | Feb 24 | Mar 3 | 30 | ~5 |
| M8 Lesson Plan Constructivist components **~** | Mar 3 | Mar 11 | ~120 | ~5 |
| M9 Lesson Plan I.P. Theory components**~** | Mar 11 | Mar 18 | ~120 | ~5 |
| M10 two Vidquizzes  **@ 2nd S.L. Journal –**after latter 7:30 **core** hrs **~** | Mar 18 | Mar 25 | 15/20  ~120 | ~5 |
| M11 QUIZ  M11 Discussion **~** | Mar 25 | Apr 2 | 50  ~100 | ~5 |
| M12 QUIZ  M12 Items of value **~** | Apr 5 | Apr 12 | 30  ~120 | ~5 |
| **@** M13 QUIZ | Apr 12 | Apr 19 | 24 | ~5 |
| **@ M14:** TK20 Survey*in lieu of final exam + finish all late work!* | Mar 18 | Apr 22 | ~16 | ~5 |
| **\*** Cut-off to submit all late work - **\***April 27, 9 a.m. |  | April 27 |  |  |

**10. Procedures for Grading 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 either failed to submit work or failed to submit work that effectively met or addressed the assignment task and/or instructions (*rules, format, word count, due date*). Always read the instructionswhich 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 instructionshere 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.

**11. 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 assignments) is **90%** or higher. If a student falls short on either criterion 1 or 2 then, even if he/she has 90% 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 (campus and online) 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 are 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 90+ percent of the possible points in the course and receive a B or less due to less than excellent attendance, participation, or journaling for 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.

**Course Grading Scale by %**

90% - 100% = **A**

80% – 89.99% = **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. The total possible points for this course is *tentative.*  **1,538**

**\***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.

**12. 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. Failure to monitor your grade progress as the semester progresses does not warrant a re-grade on any assignments evaluated earlier in the semester. For more detailed information about university grading standards, please refer to information on the following link: [Auburn University Undergraduate Academic Policies on Grades](https://www.auburn.edu/cosam/departments/student-services/academic-policies.htm#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.

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 weekday 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. 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. 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 around halfway and at 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 I am informed and then confirm that a person is not serving, then that WILL be entered in and affect 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.

**13.** The TK20 Clinical Field Experiences Survey (in MOD 14) will be *in lieu of a final exam.*  Even though we are completing the service learning requirement using the Alternate S.L. Assignment Tasks, you still must complete the survey. Simply follow the instructions in the survey assignment in order to properly fill out this survey.

**14. 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*).

**15. Submitting Assignments (Format):** Note that for many of 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 resubmit. It is up to the student, if they submit or resubmit 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.

I will not accept attachments in Canvas that are not in Word files. 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.

**16. Missed meetings and late assignment work**: Opportunity to make-up late 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.

**17**. **Late work and Extensions:** If you have a documented excuse for late work then that’s fine and please submit it to me as soon as possible (within one week after the assignment initial due date expires). Without any communication with me and without a documented reason or even an email trying to explain for lateness in submitted work, then the late point deductions apply as shown on page 15 per each specific assignment listed with a tilda sign (**~**).

Remember to submit remaining work you want to earn credit towards the Spring 2021 semester BEFORE the cut-off deadline of 9:00 a.m. on April 27. 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.

If I did not receive your assignment by an assignment’s original due date, then know you will have a one day extension. I will post on your Canvas gradebook a status of **“NOT RECEIVED - 1 day extension.”** which indicates the assignment has not been received and you need to submit it before 11:59pm on the extension date which is the business day after the original due date. So, this would mean, if an assignment is due before Tuesday 11:59 p.m., then you would have until that Wednesday evening (before 11:59pm) of that same week to submit the assignment without a late point deduction. **If a person does not submit the assignment until after that extension day/time has expired,** then that starts the late point deduction with 5 points deducted per each business day (M-F) late. So, if submitted on Thursday of that same week, that would be a 5 points late deduction. Five points will be deducted per each business day late. So, that Friday it would be 10 points late deduction and if turned in on that Monday, it would be 15 points late deduction. The goal here is to hold you to catch up and to do so in as timely a manner as possible so you won’t fall behind. Being on schedule important in learning and in the teaching profession! Part of doing good work is doing it on time or close to on time.

**Late point deduction Cessation point:** The late point deductions stop after 25 points have been deducted (per an assignment) in order to still provide a student some degree of incentive to complete and submit an assignment. The 25 points deducted is per assignment, so it is possible for a student to have multiple assignments late, each assignment with as much as 25 points deducted. Nearly all the assignments that will have late deductions are worth a possible of 100 to 120 points. So, even if a student has all 25 late points deducted on an assignment, she/he still can possibly earn as high as a C on those particular assignments (**~**) if they submit them with high quality.

The morning after the original due date for an assignment, I will post a score of 0 points for the time being until and unless I get the work. This helps you by drawing it to your attention and showing the mathematical effect of the work being unsubmitted on your running course grade in the Canvas Gradebook. By doing it this way, you will know right away, each week, the status on work in terms of if I have received it. You will know if I received late work once I post a grade for the work after having scored it.

Keep in mind I allow the one-day extension as described above 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 and the class cannot change start or end dates for any modules or assignments. 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 to help the student catch up and earn many of the points if their work is good. 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 and resubmissions equates to my need for time after the end of semester cut-off date to grade work. I cannot still be accepting work while also trying to grade the remaining work submitted. There are zero extensions allowed for completing service learning hours and/or for Canvas assignments beyond the end of semester cut-off deadlines for service learning and Canvas assignments. So, finish service learning and Canvas assignments knowing that no extensions exist beyond the cut-off dates.

**18. 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 and want to try to earn more 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’s obligation to draw to my attention via email when/once you have resubmitted an assignment. Late points apply to the above if the initial submission was late.

The latest that any submission, late submission, or resubmission (*of any type*) will be accepted will be before the **Cut-off Date/time of April 27** – **9:00 a.m.** *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 the letter grade earned as the final course grade.

Submitting assignments on time makes a difference in how soon instructors can grade 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 computers in the main library, there is a whole computer room on 3rd floor of Haley, there are our LRC computers, and several in the student union.

**19. Policy and strategy on finishing late and/or remaining course assignments before the end-of-semester cut-off date:**

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 business days before the end of semester cut-off deadline date, 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 (April 27), or the day before, to turn in those types of assignments is “allowed” but very unwise since there likely will NOT be time for me to provide formative feedback being there is so little time remaining. 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 is that 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 April 27 before 9:00 a.m. but my point is there very 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 or perhaps a day or two before then. Most importantly, get remaining and/or late work submitted hopefully safely before the **April 27 – 9:00 a.m. 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.

**20. Email Communication-Vital:** As far as communication goes for this course, this will be an expectation to check your regular Tigermail but also your Canvas Gradebook Comments for each assignment as well as the Canvas email for this course daily M-F. I'll certainly respond to Tigermail often quickly! I may send occasional class wide announcements in Canvas as well so check those too please. I really try the utmost to communicate on a few university supported communication platforms to reach a person about problems so they can take steps necessary to correct things in a timely manner.

**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 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.

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; post Announcements; and for Canvas Discussion updates. Notifications are helpful 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/Conversation/Message* ”, “*Due Dates*”, “*Grades*”, and “*Submission Comments*”. Set them to be ASAP status (As Soon As Possible).

**21. 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 and time of April 27, 9:00 a.m. 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.

**22. Class Attendance Policies:**

We only have one required class meeting which is offered at 4 dates/times. 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 Zoom meeting is required to ensure access to Canvas.

Students are only provided permission to start service 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. All time missed at service learning (lab) must be made up towards completion of 25 hours. See Part II of syllabus regarding missed days and communication in these instances.

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 should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. 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. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms. *Our entire course, the Canvas material and the service learning, are perfectly designed to accommodate all work at home if need be based on our current COVID-19 era.*

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

* Notify me in advance of your absence if possible.
* Keep up with Canvas coursework and service learning as much as possible.
* Participate in class activities and submit assignments electronically as much as possible.
* Notify me if you require an extension 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. An IN Incomplete is the option.

*Student Policy e-Handbook*: 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 several options (already stated well before the start of the semester) for when we can meet for orientation on the one date that you select. Attending on only one of these dates is required. If none of these options are attended, then a make-up session must be attended 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. 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.

*Canvas Punctuality and Participation:* 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 or being late to these expectations. By examining Canvas and email, 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 discussions and assignments in class and online.

**23. 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 and due dates. Knowing them and fulfilling them will lead you on your path to success in this class and to becoming a successful teacher.

1. **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 e-Handbook*). 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.

*--Virtual 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 on Zoom 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 session recorded/reported on a time sheet by a student or by others on fraudulent dates and/or times will result in academic misconduct discipline. Abiding by academic honesty at service learning means that there is (a) no forgery, falsifying, or theft of time sheets and (b) no false attendance by surrogates (imposters) falsely claiming identity of a student or professor. Record exact dates and times when you begin and end your service learning on each day served and do so neatly so I can read them. Thank you for your cooperation.

Academic Integrity:

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)

1. **Technology in class**: During class time all cell phones and other electronic communication devices must be stowed away/off to prevent distractions. 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. Thanks in advance for your cooperation on these things.
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(s) to your syllabus and /or course assignments will replace the original materials. Changes like this will be conveyed on Canvas Announcements and Email as in the Syllabus B policy on page 43.
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 service learning sessions early due to the conflict. It is only under these conditions that I will allow such conflicts to co-exist 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 for service learning. 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.
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.

1. **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.

**L. Back-up Instructor Contingency Plan**: The late point deductions policies and attendance policies are all supported by my department and colleagues, across several departments and undergraduate programs. Note that if I as your instructor must be replaced due to health reasons or similar extenuating circumstances, then Professor Salisbury-Glennon will take my place [salisji@auburn.edu](mailto:salisji@auburn.edu) (334-844-3064). She is not to be contacted by you before that time for any reason. The late policies help me grade work and work with you in a reasonable time frame and these would be in place for my replacement instructor. You will know if I was going to be replaced since you would hear from her via Canvas Announcement and on Tigermail. This transition to a different instructor would only happen on very serious situations such as COVID-19 related issues or other health issues. I plan to do the same for her courses. The university is now mandating we have such instructor back-up plans.

**M. Diversity:** "All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed...I will do my best to address and refer to all students accordingly and support classmates in doing so as well."

Names and Pronouns: Many people might go by a name in daily life that is different from their legal name. In this classroom, we will refer to people by the names that they go by. Pronouns are a way to affirm someone's identity. They are simply a public way in which people are referred to in place of their name (e.g., "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited to share what pronouns you go by, and we will refer to people using the pronouns that they share.

**N. 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).

**O. Repetition of this course:** In the event that a student takes this course for a second time, in order to perform better and earn a higher letter grade than in the first section they took, he/she must know the following in order to continue enrollment in this section. The instructor of this section cannot change the way the course is designed, the assignments, or the service learning expectation. It means that if you are taking this course for a second time, then it means you must complete all modules, course assignments, and all service learning hours as instructed for this section. This instructor will not waive the service learning expectation for this section if service learning was completed for another section. The course is based on an interwoven transaction between the Canvas coursework and the service learning work. There are no exceptions or exemptions to this policy. Taking the course again, without also going through the service learning would make zero curricular sense. Please also know that if a person is retaking this section of the FOUN 3100/03 course in order to earn a passing grade, then it also means all of the above—that the service learning must be completed as a partial fulfillment of the overall course requirements. If a person did not complete service learning the first time they took the course and then retake it but still do not complete service learning (or complete other materials to the level of passing), then they fail the course.

**P. 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:**

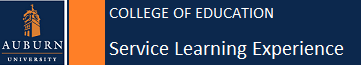
The Alabama State board of Education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards. These standards have been aligned with the 15 Candidate Proficiencies in the College’s conceptual framework. Students will be assessed on a 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.

**P. Tentative Syllabus:**

The syllabus is subject to change at the discretion of the class instructor. Students will be notified in a timely manner of any syllabus changes via email. 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.

----------------------------END OF **PART I**  OF SYLLABUS----------------------------



**SYLLABUS PART II - SERVICE LEARNING ORIENTATION PACKET** pages 33--43

FOUN 3103 (sections MKS) – Spring 2021

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

[stromps@auburn.edu](mailto:stromps@auburn.edu) 334-728-0909

**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 S.L. 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 S.L. component of this course requires at least **25 hours of service learning** during the semester. You will have, though late, until April 27, before 9:00 a.m. to finish service hours and submit your remaining service learning assignments (SLUPDATES, Time sheet, Journals, and any in-kind service learning assignments). Failure to complete this service requirement will result in an Incomplete for this course.

**Hours Note:** In addition to 19:30 core hours required, students will be doing 5:30 more hours of required service learning (called in-kind hours) during the course. See pages 40-42 for a full account of all 25 required hours and how they will be completed.

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 that are reported to me and address questions and problems. I rely on the student to communicate questions or problems.

Each service session will be scheduled so that during most weeks, at least 2 hours and 30 minutes must be completed until all service is complete. 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 neither will hours served for other classes or doing other activities.

You will receive in class (ZOOM MEETING 1) a presentation about service learning. I will serve as service learning coordinator for this section. I will go through your syllabus with you on Zoom. The syllabus contains several important items including an **Important Dates Checklist (**page 40**).** On this check-list please keep and mark important dates to follow regarding deadlines for emailing me your time availability, notification of teacher placement, and the first week by which you should have started service learning.

The service learning should be done during the same day and time each week at where and when possible to keep on schedule. Whenever the exact time slot is that you are able to serve, you must fulfill this requirement and it has to be done 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 that I 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. 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. We do not round off any time when tallying the amount of time 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 in certain lab activities in the canvas classroom and online activities. Lab hours must include a minimum of 25 clock hours completed in the format assigned. 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.

**Placement Time Planning:** Each student will email me an availability time(s) to complete their modules each week. This is important in planning your time for this course, along with your other courses. It also is important since, built into the timing of each weekly module is the service learning. Some weeks this will include only core hours, while other weeks, only in-kind hours, and occasionally, a split between core and in-kind hours. This is intended to facilitate you to complete this amount of time each week to stay on schedule! Nearly for all weeks, at least 2 hours and 30 minutes of service learning will need to be completed in order to stay on schedule with completing those hours and since some assignments rely on completing core service learning hours like the two journals. The journals each rely on a person completing 7 hours and 30 minutes of core hours as a primer towards then writing and submitting each service learning journal. These two journals, along with the SLPDATEs and the Time Sheet provide me evidence for how you spent your time for the core hours.

**Orientation to service learning** will be done during our class orientation MEETING at the start of the semester. Please abide by this helpful orientation information.

Professional Documentation of Core Hours Time Served on Your Time Sheet:

You will keep a timesheet of your service hours throughout the semester in your own Box folder that you and I have access to. Box is an online cloud-based document storage system.

--Time must be served this Spring 2021 term for this section by completing the 19:30 core hours plus 5:30 in-kind hours. The core hours and in-kind hours of service learning are described briefly in this syllabus and more in-depth in Canvas. We will go over these and how to do them as a part of our course orientation at the start of the semester. You cannot change these tasks or do something else in place of these tasks.

--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 the exact date, exact start time and then end time (once you finish for the day) and then in column near to the right, state the exact amount of time served for that day in the following manner described below. Also tell me what you did for that time duration in the far right-hand column. Refer to the time sheet example on page 38. You may write detailed info or just the name of the website explored like (IRIS or Edutopia) or the TASK (like TASK A). For each bit of time served, please neatly record the correct number of hours followed by correct number of minutes as shown below. You will use the time sheet in Box that will allow you to type in your hours to update me and this will ultimately be downloaded from Box and then submitted in Canvas by you. In-kind course assignments can never be recorded on the time sheet as core hours. They are separate and cannot be double counted. When all in-kind hours are done, I will then apply them to your completed core hours to make the final 25 hours.

**2: 40** (This mark means you served **2 hours and 40 minutes** on that day of service.)

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

***Never do:***Do not list a ratio or percentage for time served like 2.5 which 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 Time Sheet:** Once done with your core hours, tell me in SLUPDATE area and then submit the time sheet in the Time Sheet assignment area (on Modules page). Ensure all 19:30 core hours are neatly and accurately documented on the time sheet please!

**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. These SLPDATE reports in Canvas never count in place of a time sheet kept. Please help keep me in the loop. You reporting to me every so often about hours served will help you be mindful of your progress.

The service learning requirement is 25 hours for the semester. This will include 5:30 hours of in-kind work to be done with 3 assignments, in addition to 19:30 core hours (core hours will be using only the Alternate S.L. Task Assignments A-H). The time allotted for this service is based on starting no later than during the week of Jan 19. For further details, see “Important Dates Checklist for Service Learning” (page 40). Five hours and 30 minutes of service in-kind (ik) will be done as shown with 3 marked Canvas Module assignments on pages 40-42 at points throughout the course. For most weeks, you will perform at least 2 hours and 30 minutes of service learning each week (as shown on pages 14 and 39-40) until done with 25 core hours. You may do more than this amount of core time per week if you wish to finish early. On dates when a student has completed a certain amount of core service learning time as shown below and shown on the COURSE MODULES page in Canvas, there are linked assignment text entry boxes for each time increment. In each, click it and type in that you have served that time frame.

-- After completion of at least 1:30 core hour

-- After completion of at least 4 core hours

-- After completion of at least 7:30 core hours

-- After completion of at least 12:15 core hours

-- After completion of at least 14:45 core hours

-- After completion of at least 17:15 core hours  
-- After completion of 19:30 core hours

-- Monitor gradebook for completion of 5:30-in-kind S.L. hours (for certain assignments).

Making up missed time: Any missed days must be made up by the end of the semester deadline but please safely complete make-up days sooner rather than late in the semester though. Refer to pages 14 and 39-40 as helpful benchmarks to help monitor where you should be with core hours (by certain dates shown) in order to stay safely on track towards timely completion of hours before the deadline.

**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.

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 with this instructor in a highly professional manner. Service learning time needs to be completed for course credit, but it should be done in way which displays highest A.U. College of Education quality. I will judge you on the two criteria below in addition to your professionalism in accounting for your core hours time in the SLUPDATES, the time sheet, and the quality of your two service learning journals and the in-kind assignment work.

***----Communication/Collaboration with Course Instructor:*** This needs to be always timely and respectful.

***----Timeliness of performance of each week’s minimum service learning time and make up of time upon missed session within same week or by the end of the following week.*** See page 39 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.

Students---Please triple check to be 100% sure that all the hours are recorded on your time sheet that you are declaring you served.

--Contact me (by email) should any questions arise.

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

**AUBURN UNIVERSITY** MUST HAVE **19:30** CORE HOURS RECORDED BY STUDENT ON THIS SHEET.

**OFFICIAL TIME SHEET: FOUN3103** MKS **SERVICE LEARNING – Spring 2021**

**University Coordinator** **for student:** *Professor Paris Strom* 334-728-0909

**\*Service Learner**:  **Brie Larson** \***em**: cmbl@tigermail.auburn.edu

Could be any weekdays and/or on weekend.

**\*Usual day(s) of service each week:** Mondays or Thursdays

**\*Usual time(s) of service each week:** 10 am—1 pm

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **DATE**  **SERVED** | **TIME START** | **TIME**  **END** | **TIME**  **WORKED** | **ACTIVITY DESCRIPTION** |
| 1-21 | 2pm | 3:30pm | 1:30 hrs | Task A |
| 1-28 | 10am | 11:45pm | 1:45 hrs | Task C |
| 2-1 | 10am | 10:45pm | 45 mins | Task C and Task D |
| 2-4 | 10am | 11:45am | 1:45 hrs | Task D |
| 2-8 | 10am | 10:45am | 45 mins | Task D and Task E |
| 2-11 | 10am | 11am | 1 hr | Task E |
| 2-18 | 10am | 11:15am | 1:15 hrs | Task F |
| 2-22 | 10am | 11:15am | 1:15 hrs | Task F |
| *Remainder time would be recorded here also. This is just a partial sample just to show you a proper way to record your core time served. Only record CORE time on this sheet!* | | | | |

***Notes for Students to follow: Please fill out this form on computer in Box at*** [***https://auburn.account.box.com/login***](https://auburn.account.box.com/login) ***. Put in your Auburn University credentials to log in. Triple check to ensure all CORE hours are neatly and properly recorded and correctly tallied before submitting this time sheet in Canvas in the TIME SHEET assignment area.***

***Please do NOT record any in-kind S.L. hours on this sheet! Those are counted elsewhere and cannot count here!! Together, the in-kind hours plus core hours will add to the required 25 hours for this course! I will add in-kind hours served to this sheet only once you have completed them and have completed all core hours satisfactorily.***

**SERVICE LEARNING CORE HOURS SELF-CHECK GAUGE**

The below dates are good time markers to have served the below amount of service learning CORE hours by. This page is only about doing your CORE hours and letting me know at the increments below using the SLPDATE tool on the Modules page. Use these dates below as a helpful guide and to serve as a comparison for where you are at in time served for core hours and then if you are behind, then do make-up hours to keep on schedule. This is vital.

**\***Email me your S.L. & module times by **Jan 19 or earlier.** *Plan for 6 hours per week total.*

You will need to start service no later than during the week of **Jan 19.** Below is a gauge that shows amount of time each week by date that needs to be completed in order to stay on time. **Bold, underlined** dates indicate deadlines! Green items show when you need to report me in a text entry when you complete that amount of time. Neatly and consistently record ALL hours served on your Time Sheet that will be kept in Box that I link you to.

|  |  |
| --- | --- |
| **M2** | **Jan 11 – 26 Do 1:30 hours** *(may start earlier but only after orientation)* Post SLPDATE! |
| **M3** | **Jan 27 – Feb 2 Do 2:30 hours to bring you to 4:00 Hours.** Post SLPDATE! |
| **M4 + M5** | **Feb 3 – 17 Do 3:30 hours to complete 7:30 Hours.** Post SLPDATE! |
| **M6** | **Feb 18 – 24 For 2:15 hours, write Journal 1 to complete 9:45 Hours.** Post SLPDATE! |
| **M7** | **Feb 25 – Mar 3 Do 2:30 hours to complete 12:15 Hours.** Post SLPDATE! |
| **M8** | **Mar 4 – 11 Do 2:30 hours to complete 14:45 Hours.** Post SLPDATE! |
| **M9** | **Mar 12 – 18 Do 2:30 hours to complete 17:15 Hours.** Post SLPDATE! |
| **M10** | **Mar 19 – 25 For 2:15 hours, write Journal 2 to complete 19:30 Hours.** Post SLPDATE  and then submit your completed TIME SHEET in the TIME SHEET assignment in Canvas. |

**Notes:** Whatever exact dates and times you serve each week for CORE hours, you will need to update me on this on your TIME SHEET that I have you linked to in BOX. The SLUPDATE function for you to also use will let me know once you have hit or surpassed the benchmark time increments above shown by their expected date. Please note that once you meet with me on Zoom for our course orientation, then you will email me a request to access your BOX file that holds your TIME SHEET. So, once I give you access to that file, you will then, from that date forward be able to serve core time. Before you have met me and before you have requested the box file is not a permitted time to start core time or record any time since you need to fully understand how core hours and in-kind hours are to be done, where the TASKS A-H instructions are, etc. Those who do the course orientation early can begin early if they wish!

The overall schedule for when to complete your modules along with the associated in-kind service learning assignments and the core service learning time has been extremely carefully planned for you to follow. Please follow this schedule as much as possible to either stay on schedule or to perhaps even get ahead of schedule.

**SERVICE LEARNING IMPORTANT DATES CHECKLIST & SCHEDULE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Module Name & Notes*** | ***Mod Start + Due Dates*** | | ***Schedule for 25 Hours of S.L.*** | |
| **UNIT I: Course Orientation + Start Service Learning** | | | | |
| **MOD 1** + **Orientation Meeting** | Jan 11 - **19** | ***Orientation: 3 hrs in-kind*** | | |
| *You may start core hours after meeting with me for the orientation. Tell me by Jan 19 about when, each week, you plan to do modules along with service learning. Plan specific weekdays and time frames to get them done!* | | | | |
| **Jan 18** M.L.K. Holidayfor Auburn University and all public schools. | | | | |
| **Feb 16** A. U. Wellness day (This day is off.) Classes and assignments resume the next day. | | | | |
| **Feb 17** Due date to complete your first (**+**) **\*7:30** core (Ala-carte) hours of service learning. That time does not include the 2:15 hours for writing the first journal. | | | | |
| **Mar 10** A. U. Wellness day (This day is off.) Classes and assignments resume the next day. | | | | |
| **Mar 18** Due date to complete your latter (**L**) **\*7:30** core (Ala-carte) hours of service learning. That time does not include the hours for writing either of the two journals. | | | | |
| **Apr 1** A. U. Wellness day (This day is off.) Classes and assignments resume the next day. | | | | |
| **UNIT II: Nature of Learners + Continue Service Learning** | | | | |
| **MOD 2:** Ed Psychology, Diversity, Rubrics | Jan 20 – **26** | ***Rubric: 1 hr in-kind*** | | **+1:30 hr core** SLP1 |
| **MOD 3:** Cognitive Development | Jan 27 – **Feb 2** | **+ 2:30 hrs core** SLP4 | | |
| **MOD 4:** Health, Fitness & Safety | Feb 3 – **Feb 9** | **+ 2:30 hrs core** | | |
| **MOD 5:** Social, Emotional & Moral Dev. | Feb 10 -- **17** | ***Cases:******1:30 hr in-kind*** | | **+ 1 hr core** SLP7:30 |
| **MOD 6:** Identity Dev. & Mot. + **1st**  **S.L. Journal** | Feb 18 -- **24** | **1st Journal - 2:15 hrs core** for writing time  SLP9:45 | | |
| **UNIT III: Nature of Learning + Complete Service Learning** | | | | |
| **MOD 7:** Behavioral & Social Cognitive Views | Feb 25 – **Mar 3** | **L 2:30 hrs core** SLP12:15 | | |
| **MOD 8:** Individual, Social, & Cyber Construct | Mar 4 – **11** | **L 2:30 hrs core** SLP14:45 | | |
| **MOD 9:** Information Processing Views | Mar 12 – **18** | **L 2:30 hrs core** SLP17:15 | | |
| **MOD 10:** Instruct. Strategies + **2nd**  **S.L. Journal** | Mar 19 – **25** | **2nd Journal - 2:15 hrs core** for writing time  SLP19:30 | | |
| **UNIT IV: Assessment of Learners** | | | | |
| **MOD 11** Basic Concepts & Guiding Principles | Mar 26 – **Apr 2** |  | | |
| **MOD 12** Strategies & Resources | Apr 5 -- **12** |  | | |
| **MOD 13** Standardized Tests & Implications | Apr 13 – **19** |  | | |
| **MOD 14** TK20 in lieu of final exam + finish late work | Apr 20 - **22** |  | | |
| **April 22 is last class day!** Submit ALL service learning and other course assignments **before cut-off on Apr 27 –9:00 a.m.**  Tuesday morning. This is the cut-off deadlinefor all late assignments to be submitted towards earned points for 2021 Spring term. Canvas assignments cut-off from access at9:00 a.m. on this date. | | | | |

**SERVICE LEARNING ALTERNATE ASSIGNMENT- COVID-19 Contingency Plan**

Since service learning is not possible this spring at the several local school sites I normally work with each semester due to concerns over COVID-19, we are completing all service learning for this section, with the Alternate service learning tasks and will not be at any site. This is for the utmost, maximum safety! I will not allow other assignments to count in replacement for the Alternate Assignment for Service learning as these will allow you to complete 25 hours from your computer. For your health and safety and that of the schools, this is why I do this in cooperation with the schools and our university. Future terms when Covid-19 is not a threat to the schools and/or to AU students, service learning then shall be done in the schools, but not Spring 2021. This is only for my section. If other sections have field experiences they have formalized, then they have a right to do that. Again, my efforts are to make for maximum safety for you and the schools! Aside from protecting your health and that of the schools, the side benefits are no driving time spent to and from each site each week and no gas money being spent!

**CREDITING TIME (in-kind) and (core) TOWARDS SERVICE LEARNING HOURS**

See pages 41-42 for how two types of service learning will be earned and credited. The rationale for some in-kind assignment work being credited is that it credits work that has strong relevance to skills and knowledge areas related to field experience and to the course objectives. The core hours to be served have the same level of relevance as well but are earned in a different manner that is also necessary (searching and learning from online sources along with deep reflection and intensive writing about what was learned). Once a student completes both types of service learning, these will add up to 25 hours which completes the required course requirement.

**Journals for service learning:**

A student must complete two S.L. Journal Assignments. They will be due on the due dates for the MOD 6 and MOD 10. The S.L. Journal assignments and their instructions will be open for view, along with the SLUPDATES, as early as Jan 4th.The assignment instructions will be up for view so you can know exactly how you want to do these assignments with a far-in-advance notice to enable you plenty of time from the start of the course to do them. The instructions for each core Ala-Carte Task A-H contains what you will do for the engagement time along with what exactly you will write about in your journal if you chose a certain task.

|  |  |  |
| --- | --- | --- |
| **HOURS**  **TYPE** | **ALTERNATE SERVICE LEARNING ASSIGNMENT BREAKDOWN** | **HOURS**  **TALLY** |
| ***In- Kind Hours:***  ***Same tasks for all!*** | ***Do 5:30 (5 hours, 30 minutes) of In-Kind hours using the below***  ***Assignments required by all which are also shown on page 14.*** | ***5:30***  ***Hours*** |
| ***M1*** *Attend orientation, read syllabus, do M1 Canvas assignments.* | ***3 Hours*** |
| ***M2*** *Develop**a Rubric to score student work samples.* | ***1 Hour*** |
| ***M5*** *Watch Cases in MOD 5 and participate in discussion.* | ***1 Hour,***  ***30 mins*** |
| **CORE**  **Hours:**  ***Ala-Carte***  ***Tasks***  ***A-H*** | **Do 19:30 CORE hours using chosen Ala-Carte Service Learning Tasks A-H  15 hours:** These hours also can be referred to as “Ala-Carte core tasks” since you will do the ones you choose in order to complete 15 hours of them. Time is spent on the actual engagement with the chosen tasks.  **4:30 hours:** M6 + M10\*Write two Service Learning Journals based on the time spent engaged in the core tasks of choice. Two hours and fifteen minutes are earned per each well done journal. Time is spent reflecting and writing about what you did while engaged for the hours spent on chosen “Ala-Carte core tasks A-H”.  See schedule for when core hours should be done shown on page 14. | **19:30**  **Hours** |
| ***NOTE! TOTAL:***  *I will need Hours SLUPDATES (updates in hours in Canvas) and* ***25 Hours***  *time sheet kept and submitted for all CORE hours, plus TK20 completed.* | | |

**Regarding 19:30 CORE HOURS of Ala-Carte Tasks A-H with two S.L. Journals**

**MAIN EXPECTATION FOR CORE HOURS:** Use the Ala-Carte S.L. Tasks as a base for what you will spend your time doing for core hours. Additionally, the instructions on exactly what to do for these tasks and their corresponding journals, are also part of these instructions. The links to the exact instructions to follow for Ala-carte Tasks and their Journals are on the MODULES page (near top) in Canvas as well as will be linked as the last step in each module which serves as a weekly reminder to be DOING core hours and preparing your written S.L. Journal for each upcoming due date. Additionally, MOD 1 will refer you to these same instruction links so that you have an understanding from the course beginning about what is expected and will be due later on at the end of MOD 6 and 10. Furthermore, all S.L. Journal assignment instructions will be viewable from the first day of our class so that you can read about the assignment expectations far in advance of when they will be due.

Each of the Core, Ala-carte Service Learning TASKS in Canvas can be done once or twice as long as each time done, the focus of the materials explored are *different from those done previously - if done previously*.

**COVID-19 Related Policies:** Physical Distancing: For this section, we are not holding any campus meetings. All meetings will be held on Zoom only - for this section.

In other courses, please know the following. Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces.

In the event that the University campus is forced to move to fully online (remote instruction), please be assured that the learning goals and outcomes of this course will not change since this section is already a distance education section. So, this means that no aspects of the course will change in terms of the mode of delivery, participation, and/or testing methods. Those will be all the same since we are already in a distance education instruction mode.

The assignments schedule is subject to change due to a possibly changing level of seriousness of the pandemic. The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes drastically, then I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and other course obligations may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

Students must conduct daily health checks in accordance with [CDC guidelines (links to an external site)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center (links to an external site)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor(s) who you see on campus immediately to make instructional and learning arrangements.

**SYLLABUS B:** This clause, known as Syllabus B, goes into effect in case all F2F classes at Auburn University are canceled due to serious limitations caused by COVID-19. For our course section (for Spring 2021), since it is already a distance education course and since we are doing service learning with only alternate (non-site) tasks, it would only mean that some select assignments are changed or deleted. Again, this is only in case such measures are communicated as necessary from higher administration in the College of Education and/or from the university higher administration.

*Thank you for carefully reading and referring to this syllabus and being considerate of the university and community needs as we all work through Spring 2021 towards a hopefully productive and healthy time.*

---------------------------- END OF **PART II** OF FOUN 3103 MKS SYLLABUS ----------------------------