# Auburn University College of Education, Department of Curriculum and Teaching

# CTES 7470, Issues in ESOL Education, Spring 2022

## Instructor Contact Information

Name: Gwendolyn M. Williams, Ph.D.

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Office Hours: 1:45-3:45 PM Mondays and Wednesdays

I prefer to be contacted by email, and I will usually respond in 48 hours.

## General Course Information

Class Days/Time: Monday 4:00- 6:50 PM

Classroom: Haley 2406 or by Zoom

## Course Description

Examination of central issues in the teaching and learning of ESOL including language policy, language diversity and multiculturalism

## Library Research Guides and Subject Librarians

The Auburn University Library can help you find information and conduct research. You can make an appointment with a librarian, get help online, or contact the Education librarian, Dr. Todd Shipman at [todd.shipman@auburn.edu](mailto:todd.shipman@auburn.edu)

## Canvas

Canvas is Auburn University's official Learning Management System (LMS). Canvas is the place where you will find the course syllabus, read posted announcements, participate in online class discussions with classmates, submit your assignments online and view the materials for this course. To access Canvas use your AU user ID and password to log into Auburn’s [Canvas homepage https://auburn.instructure.com/login/ldap](https://auburn.instructure.com/login/ldap). When you log in, you will be directed to your dashboard. Click on the link for this course (classes are listed by course name and number). Note: The Login link is also conveniently located in [AU Access www.auaccess.auburn.edu](http://www.auaccess.auburn.edu/) and many other university pages.

### Canvas Help and Student Computing Resources

#### Canvas and OIT Help Desk

Contact the [OIT Help desk https://oit.auburn.edu/helpdesk](https://oit.auburn.edu/helpdesk) if you need assistance with Canvas or other information about computing and information technology at Auburn. Three ways to contact the OIT Help Desk are:

* Call: 334-844-4944
* Email: [helpdesk@auburn.edu](mailto:helpdesk@auburn.edu)
* Visit Location: RBD Library, 2nd and 3rd floors

#### General Student Computing

Review the information posted at [OIT Computing Lab Locations http://www.auburn.edu/oit/labs/](http://www.auburn.edu/oit/labs/). There you will find computer use guidelines and a list of available computer labs.

## Course Format and Instructional Methods:

The course will be taught using multiple instructional methods. These methods will include group interactive activities, literature circles, lectures, and oral presentations with an associated critical discussion. Typically, course topics will be introduced through an interactive opening activity before moving to interpretive discussions. Lectures will be included to emphasize the theoretical foundation of educational practice. Students will engage in literature discussions about immigrant stories to explore a range of issues that immigrants might encounter as they settle in a new country and face the challenges of learning English. Video clips will be used to provide deeper understanding of course content.

## Course Goals and Student Learning Objectives

### Student Learning Outcomes (SLO)

Upon successful completion of this course, students will be able to:

1. Explain how a variety of contextual factors, such as academic, personal, familial, and sociocultural issues impact the education of English learners.
2. Use a range of resources in learning about the cultural experiences of English learners and their families to guide curriculum development and instruction.
3. Describe how knowledge of research and theory and issues of equity and diversity can be applied to facilitate instruction for English learners.
4. Identify unique factors regarding the academic characteristics of an English learner and be able to use this information to plan student centered instruction.
5. Explore the personal characteristics of an individual English learner in order to develop effective instructional practices.
6. Describe the role of racial and cultural perspectives and biases on teacher’s identity and explain how that influences teaching and learning in the classroom.

## Required Texts/Readings

### Textbook:

**Hutner, G. (Ed). (2015*). Immigrant Voices Volume II*. New York: New American Library. ISBN-10: 0451472810**

### Other Readings: These readings will be provided in Canvas.

Alemán Jr, E., Pérez-Torres, J. C., & Oliva, N. (2013). Adelante en Utah: Dilemmas of leadership and college access in a university–school–community partnership. *Journal of Cases in Educational Leadership,16*(3), 7-30.

Akay, M., & Jaffe-Walter, R. (2021). Excavating the layers of trauma in homelands and hostlands: Supporting political refugees in US schools. *Journal of Cases in Educational Leadership,* 24(4):47-59

Daniel, S. M., & Pacheco, M. B. (2016). Translanguaging practices and perspectives of four multilingual teens. *Journal of Adolescent & Adult Literacy*, *59*(6), 653-663

DeCapua, A. & Wintergerst, A. C. (2017). Chapter 1: An introduction to culture. In Crossing cultures in the language classroom, 2nd ed. (pp. 9-35). University ofMichigan Press.

DeCapua, A. & Wintergerst, A. C. (2016). Chapter 6: Pragmatics and communication. In *Crossing cultures in the second language classroom* (pp 257-285). University of Michigan Press.

Diaz-Rico, L. T. (2020). Chapter 4: Program models for English learners. In *A Course for teaching English learners* (pp. 81-105). Pearson Education.

Everson, E. G., & Hedges, S. (2019). From law to policy and practice: Lessons learned from a policy discriminating against English learners*. Journal of Cases in Educational Leadership, 22*(4), 19-31

Francis, G. L., Haines, S. J., & Nagro, S.A. (2017). Developing relationships with immigrant prfamilies: Learning by asking the right questions. Teaching Exceptional Children, 50(2), 95-105.

Fusilier, M., & Munro, D. (2014). Enterprising university put to the test: Transnational education in the Middle East. *Journal of Cases in Educational Leadership, 17*(2), 76-93.

Gebhard. J. G. (2017). Chapter 5: Classroom management. In Teaching English as a foreign or second language: A self-development and methodology guide, 3rd ed. (pp. 72-91). Michigan.

Gonzales, S. M., & Gabel, S. L. (2017). Exploring involvement expectations for culturally and linguistically diverse parents: What we need to know in teacher education. *International Journal of Multicultural Education, 19*(2), 61-81.

Gregersen, T. & McIntyre, P.D. (2017). Background on nonverbal behavior, its teachability, and general training recommendations. In *Optimizing language learners’ nonverbal behavior: From tenet to technique* (pp. 7-22). Multilingual Matters.

Herrera, S., Cabral, R. M., & Murry, K.G. (2013). Assessment of acculturation. In *Assessment accommodations for classroom teachers of culturally and linguistically diverse students.* (2nd ed.) (pp. 90-129). Pearson.

Linan-Thompson, S., Lara-Martinez, J. A., & Cavazos, L. O. (2018). Exploring the intersection of evidence-based practices and culturally and linguistically responsive practices. *Intervention in School and Clinic, 5*4(1), 6-13.

Lindholm, T., & Myles, J. M. (2019). Chapter 3: Teacher as cultural informant and classroom strategist. In *Navigating the intercultural classroom* (pp. 83-106). TESOL.

Liu, Y., & Lin, A. M. (2017). Popular culture and teaching English to Speakers of Other Language (TESOL). Language, education and technology. *In Encyclopedia of Language and Education,* 87-101.

Lutge, C. (2018). Literature and film: Approaching fictional texts and media. In C. Surkamp & B. Viebrock (Eds*). Teaching English as a foreign language* (pp. 177-194). J.B. Metzler Verlag.

Neuliep, J. W. (2020). Chapter 12: Acculturation, culture shock, and intercultural competence. In *Intercultural Communication: A contextual approach* (pp. 402-431). Sage.

Neuliep, J. W. (2020). Chapter 8: The non-verbal code. In I*ntercultural communication: A contextual approach* (pp. 248-289). Sage.

Nieto, S. (2018). Chapter 4 Culture and learning. In *Language, culture, and teaching: Critical perspectives for a new century, 3rd ed.*  (pp. 65-92). Routledge.

Nieto, S., & Bode, P. (2018). Chapter 3 Racism, discrimination, and expectations of student achievement. In *Affirming diversity: The Sociopolitical context of multicultural education 7th ed*. (pp.49-90). Pearson.

Parrish, B. (2019). Chapter 7: Managing learning in adult English language classes. In Teaching adult English language learners (pp. 213-250). Cambridge.

Ting-Toomey, S. & Chung, L.L. (2011). Chapter 8: What causes us to hold biases against outgroups? In *Understanding intercultural communication* (pp.157-178). Oxford.

## Classroom Protocol

* + Be respectful of yourself and others. Talking while others are addressing the class (including the instructor) is not appropriate.
  + The class will start and end at the instructor’s designated time. If you arrive late or leave early, points will be deducted from your attendance and participation.
  + No unauthorized guests.
  + Cell phones, beepers, and pagers must be turned off or placed on vibrate mode. Inappropriate use of cell phones and other technology during class time will result in loss of points.
  + All students are expected to participate in all class discussions and participate in all exercises.
  + It is the student’s responsibility to contact the instructor if assignment deadlines are not met and for initiating arrangements for missed work.

## Course Requirements: Each of these assignments should be submitted electronically on Canvas. Feedback will be provided in Canvas for each assignment using the rubrics and in text comments.

1. **Reaction Paper/ Discussant**

Each student will sign up to write a 1-page reaction to an issue covered in the required content area readings (This does not include the readings from the Hutner book, Immigrant Voices.) You will write and hand in that 1-page response on the day that it is assigned on the syllabus, but then you will also talk about your response to share it with the rest of the class so that your classmates can respond to your analysis. You should not read your paper to the class, but just talk about what you are thinking. This is not a summary- this is solely your response to what you read. What stands out to you? What connections can you make to cultural issues about teaching ELs? Your response will be used to generate discussions of the content among your classmates. This is worth 15 points.

This assignment will meet one of the selected course outcomes, depending on which topic that you would choose.

1. **Engagement Plan**

**OPTION 1: Family Engagement Plan**

You will select and explain how to implement 5 different strategies to engage the families of English learners in a ESOL child’s education in a K-12 school context. Each of the 5 strategies must be explained what the strategy is, and the theoretical reasons on how this strategy would benefit the parent, the teacher, and the student.

Page length- 4 pages

**OR**

**OPTION 2: Community Engagement Plan**

You will select and explain how to implement five strategies that would help adult English learners become more integrated into their community. You will describe how you would communicate this strategy to adult ESOL students, and explain how the theoretical reasons that this strategy would benefit the long-term development of the students in terms of their language development and community engagement.

Page length 4 pages. For rubric see Canvas. Due Date- 2/21.This assignment is worth 15 points.

This assignment fulfills the Student Learning Outcome 2:­ Use a range of resources in learning about the cultural experiences of English learners and their families to guide curriculum development and instruction.

The next three assignments are all related to each other, but they will be handed in at different times throughout the semester. You are going to choose an English learner (cultural informant), and each of these three assignments will be centered around the characteristics of that learner.

1. **Cultural Research Paper**

First, you will complete a research paper on the background culture of a particular English learner. This research paper will focus on funds of knowledge.

In this assignment, we are going to work to gain deeper knowledge about a particular culture. You should include internet sources and peer reviewed materials for this information,

* 1. The questions provided are just suggestions; you can include additional elements in the topic area, and if you just can’t find out the answer to a particular guiding question, this is OK,—do your best and indicate what you can find. You should select at least three areas to discuss in your paper.
     1. The categories are as follows:
* Topic 1: **Languages, scripts, and naming practices**

o What languages are used in home, school, religion, and government?

o Does the language have different dialects?

o What writing system(s) are used? Are scripts alphabetic, syllabic, or character based?

o Do languages have tones? What else should we know about the morphology or syntax?

o How are people named?

* Topic 2: **Gestures and body language**

o How do you indicate "come here"?

o How do you indicate "me"?

o How close do people typically stand when conversing?

o When do you look people in the eye? When don't you?

o What gestures or body language might we be unfamiliar with? Which are obscene or taboo?

* Topic 3: **Religious beliefs**

o What religion(s) is/are prominent?

o Are there major variations within the religion(s)?

o What are some of the major beliefs?

o What are religious gathering places, and what are spiritual leaders called?

o What are major religious holidays? When are they celebrated? How are they celebrated?

* Topic 4: **Marriage and family**

o At what age do men and women typically marry?

o What are typical courtship and marriage practices? Are marriages arranged by families? Do they include financial arrangements?

o Do married couples live alone or with family, and whose family?

o What are women's and men's roles in a marriage?

o When do grown children leave home (or do they?)?

o What duties or obligations do people have to their families?

* Topic 5: **Social hierarchy and politeness**

o What are considered to be good manners in this country?

o How do polite people greet one another?

o What sorts of questions are considered polite for small talk, and which are considered rude or taboo?

o Are there differences in how one treats people from different age and social groups?

o What is considered polite when eating?

o What does it mean to be timely in this culture?

o How does one disagree or refuse something politely?

* Topic 6: **Learning and schooling**

o Which members of this group are usually educated? How much

education do most receive? Are there gender differences?

o Is education public, private, or both? Is there compulsory education?

o What is the status of teachers in this culture and how are they treated?

o How big are classes?

o How would ideal students conduct themselves in this culture? How would they behave in class?

o What do parents expect from schools? What do schools expect from parents?

* 1. Note: You need to be careful to cite all your sources in this paper. You should rephrase the information in your own words or put in quotations and attribute the source! You should organize your paper into these six categories- put a heading for each category in your paper. I would expect that 1-2 paragraphs per topic area would be sufficient for this paper. Please use in-text citations in your paper.
* This paper should be roughly 5-7 pages long, and the total point value is 50 points. Please see Canvas for a rubric that breaks down the total point value.

This assignment meets the following Course Learning Outcome 1: Explain how a variety of contextual factors, such as academic, personal, familial, and sociocultural issues impact the education of English learners.

1. **English Learner Interview**

Next you will interview the English learner that you have chosen and find out information about your learner. Your interview should last 30-45 minutes. You do not have to transcribe the interview, but you should jot down notes during the interview to remind yourself what you talked about. You should choose a person from a different culture from yours.  These are some suggested questions,

* What has the interviewee been most surprised about your (interviewer) culture?
* How does the interviewee think he or she has been most misunderstood by members of your (interviewer) culture?
* Describe a humorous or embarrassing incident involving either the target language or culture
* What has been your greatest cross-cultural disappointment or disillusionment? Why?
* What is the most important advice they would give to people headed for cross-cultural service?
* Describe some specific ways that your life has been richer because of cross-cultural experience

You will then write a 5- page paper describing what you have learned about your participant and what conclusions that you can draw about the experiences of English language learners and how you can apply this knowledge to classroom instruction. You should cite course readings to support your findings and conclusions. This interview paper is worth 40 points.

This assignment meets Course Learning Outcome 5- Explore the personal characteristics of an individual English learner in order to develop effective instructional practices.

**E. Culture in the ESOL Classroom Project-** In this assignment, you will explore the cultural issues that you may face in your personal classroom.

* 1. You will start by describing your target classroom context for your ESOL teaching.
     1. Specifically, you will describe where/when/how your students will use English,
     2. With whom they will interact in English
     3. Which values and beliefs are held by those with whom they interact. (This must include research support)
  2. Next, you will summarize three cultural issues that are salient to that teaching context and use appropriate research support to validate your claims. These should be issues that occur in the classroom, and not just a repetition of your earlier research paper.
  3. Then, you will identify 5 existing instructional resources that address your selected cultural issue and
  4. Then analyze and modify these 5 instructional resources to meet the needs of your target language learners.
  5. Explain how language functions and vocabulary would be integrated into the lesson.

This assignment meets the following course objectives:

* + - 1. Explain how a variety of contextual factors, such as academic, personal, familial, and sociocultural issues impact the education of English learners.
      2. Use a range of resources in learning about the cultural experiences of English learners and their families to guide curriculum development and instruction.
      3. Describe how knowledge of research and theory and issues of equity and diversity can be applied to facilitate instruction for English learners.
      4. Identify unique factors regarding the academic characteristics of an English learner and be able to use this information to plan student centered instruction.

## F. Concept Test- This test will be a take home test to assess your understanding of the concepts presented in this course. The terms on the exam are taken directly from the Terms to Know section of the weekly module overviews. The questions will be short answer and longer paragraph explanations in response to teaching scenarios. The test is open book, but you should not discuss your answers with your classmates. This assignment is worth 45 points.

This test addresses Learning Outcome 3: Describe how knowledge of research and theory and issues of equity and diversity can be applied to facilitate instruction for English learners.

## CTES 7470 Issues in ESOL Education, Spring 2022

All meetings will occur in Haley 2406 unless otherwise communicated by Canvas and in person course announcements.

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| --- | --- | --- | --- | --- |
| Week | Date | Topic | Readings | Assignment Due |
| 1 | 1/17 | NO CLASS- Martin Luther King, Jr. Day |  |  |
| 2 | 1/24 | Introduction to Culture and ELs | None |  |
| 3 | 1/31 | Understanding Culture | * DeCapua & Wintergerst Ch. 1 * Nieto * H: Min |  |
| 4 | 2/7 | Cultural Foundations of ESOL Education | * Diaz-Rico * H: Ansary |  |
| 5 | 2/14 | Culture & Adjustment | * Neuliep Ch. 12 * Herrera et al * H: Hemon | Cultural Research Paper is Due |
| 6 | 2/21 | Culture & Families | * Francis et al. * Gonzales & Gabel * H: Ihedigbo |  |
| 7 | 2/28 | Culture & Language | * DeCapua & Wintergerst Ch. 6 * Garcia & Kleifgen * H: Cavilcante | Engagement Plan is Due |
| 8 | 3/7 | NO CLASS | SPRING BREAK |  |
| 9 | 3/14 | EL Case Study Analysis | Choose 1 from the following:   * Aleman **or** Akay   AND  Choose 1 from the following:   * Everson **or** Fusilier * H: Hayslip |  |
| 10 | 3/21 | Culture & Classroom Interaction | * Gebhard * Parrish * H: Tuhanbonye | EL Interview is Due |
| 11 | 3/28 | Culture & Non-Verbal Communication | * Neuliep Ch. 8 * Gregersen & McIntyre * H: Samuelsson |  |
| 12 | 4/4 | Culture & Racism | * Nieto & Bode * Ting-Toomey & Chung * H: Dumas |  |
| 13 | 4/11 | Cultural Competence for Teachers | * Linan-Thompson et al * Lindholm & Myles Ch. 3 * H: Perez-Firmat | Concept Test is Due |
| 14 | 4/18 | Teaching Culture in the Classroom | * Lutge * Liu & Lin * H: Marafioti |  |
| 15 | 4/25 | Wrap-up |  | Culture in the Classroom Project is Due |

## Calendar of Assignments and Exam Due Dates

| **Due Date** | **Assignments and Exams** | **Points** |
| --- | --- | --- |
| When you sign up | Reaction paper | 15 |
| 2/14/22 | Research Paper | 25 |
| 2/28/22 | Engagement Plan | 50 |
| 3/21/22 | Concept Test | 45 |
| 4/11/22 | EL Interview Paper | 40 |
| 4/25/22 | Culture in the ESOL Classroom Project | 50 |
| Throughout semester | Class Participation | 30 |

## Grading Policy

Assignments will be graded according to the categories on the specified rubric in Canvas. Students may not revise and resubmit for higher grades. This course does not have extra credit, so it is important to complete each assignment carefully**. Late work will be penalized 5 % per day**. There will be no final exam in this course. Participation grades will be worth 30 points, and you will receive 2 points per class. To earn these points, you are expected to be active participants in all of the class activities each week.

Auburn University considers all of the following reasons to be an excused absence:

1. Illness of the student or serious illness of a member of the student’s immediate family. The instructor may request appropriate verification.
2. The death of a member of the student’s immediate family. The instructor may request appropriate verification.
3. Trips for members of the student organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate athletic events. When feasible, 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.
4. Religious holidays. Students are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays.
5. Subpoena for court appearance.
6. Any other reason the instructor deems appropriate.

If you have an excused absence, it is your responsibility to contact the professor and make arrangements to make up the work that you missed.

The final grade for the course is based on the following:

90%-100%= A

80%-89% = B

70%-79% =C

60%-69% = D

Below 60% = F

## University Policies

There are important university policies that you should be aware of, such as the add/drop policy; cheating and plagiarism policy, grade appeal procedures, accommodations for students with disabilities and degree requirements. Please see the following link for more information <http://bulletin.auburn.edu/thegraduateschool/other/#generalregual>

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, course loads/overloads, etc. <https://sites.auburn.edu/admin/universitypolicies/Policies/GraduateSchoolPolicyonWithdrawingfromCourses.pdf>

### Campus Policy on Disability Access for Students

If you are a student with a disability, and think you may need academic accommodations, please contact the Office of Accessibility, located in Haley Center, Room 1228, Phone: (344) 844-2096, as early as possible in order to avoid a delay in receiving accommodation services. Use of OA services, including testing accommodations, requires prior authorization by the Office of Accessibility. For more help see [Steps to Receive Accommodations https://cws.auburn.edu/Accessibility/cm/prospective](https://cws.auburn.edu/Accessibility/cm/prospective).

#### Emergency Evacuation

If you are a student with a disability and you think you may require assistance evacuating a building in the event of a disaster, you should inform your instructor about the type of assistance you may require. You and your instructor should discuss your specific needs and the type of precautions that should be made in advance of such an event (i.e. assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and contact the Office of Accessibility if other classroom accommodations are needed.

### Academic Integrity

Students should be familiar with the university’s [Academic Honesty Code https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf](file:///C:\Users\rennesr\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\RVZWJHZ4\Academic%20Honesty%20Code%20https:\sites.auburn.edu\admin\universitypolicies\Policies\AcademicHonestyCode.pdf). Your own commitment to learning, as evidenced by your enrollment at Auburn University and the university’s policy, require you to be honest in all your academic course work. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the university. For this class, all assignments are to be completed by the individual student unless otherwise specified.

## COVID Policies

**Physical Distancing**

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.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

**Face Covering Policy**

In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas.

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

**Possibility of Going Remote**

In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensuring that you have access to a computer and Internet.

**In the Event that a Student in the Class Tests Positive**Students must conduct daily health checks in accordance with [CDC Guidelines](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](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 immediately to make instructional and learning arrangements.

**In the Event that the Instructor Tests Positive**If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**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 residence, 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.

**Attendance Issues Due to COVID**

Participation grades will be worth 30 points, and you will receive 2 points per class. To earn these points, you are expected to be active participants in all of the class activities.

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.

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 coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

## Additional Resources

### Miller Writing Center

The Miller Writing Center helps Auburn University students become better writers and produce better written documents. The MWC has multiple locations: RBD Library, SADC, Multicultural Center, Forestry & Wildlife Building, and Auburn Global. The knowledgeable and friendly tutors can help you with a wide array of concerns, from generating good ideas and organizing papers more clearly to learning citation formats and using semi-colons correctly. Visit the Writing Center website [http://wp.auburn.edu/writing/writing-center/](http://wp.auburn.edu/writing/writing-center/%20) for more information on how to schedule time with a tutor.

Please see the flyer for the Writing Center on Canvas for more information.

### Student Counseling Services (SCS)

SCS is a unit of the Auburn University Medical Clinic. SCS offers confidential counseling to students experiencing personal problems that interfere with their academic progress, career or well-being. The SCS website [http://wp.auburn.edu/scs/](http://wp.auburn.edu/scs/%20) provides information only. If you would like to talk with someone or make an appointment, please call (344) 844-5123 during business hours, or (344) 501-3100 after hours or on weekends.