**CTRD 5030: The Reading of Adolescents Course Syllabus**

**Spring 2022, Auburn University**

**Instructors:** Gretel Thornton and

**Pre-requisites**: Admission to Teacher Ed

**Co-requisites**: Language Study,

Rhetoric for Teachers

**Term**: Spring 2022

**Classroom**: 2461 Haley Center

**Meeting Days**: Tuesdays & Thursdays

**Meeting Times**: 8:00am-9:00am

**Office**: 5040 Haley Center

**Email**: gat0019@auburn.edu

**Office Hours**: Virtually by appointment (Zoom/phone meetings are also an option)

**Credit Hours**: 3

**Welcome to CTRD 5030!!!**

**Course Texts and Materials**

The following texts are required. Many are quite recent, and you can easily find most of them through multiple outlets such as local independent bookstores, big names booksellers, used bookstores, or online retailers. You may choose to purchase print or digital versions or obtain the texts from a local library. Some might already be familiar to you, whether you have encountered them for academic or pleasure reading. Regardless, you are still expected to obtain the texts, read (or re-read) them, and be prepared to discuss them.

**Required Texts/ Theoretical Frameworks:**

* Muhammad, Gholdy. *Cultivating Genius.*
* Probst, Robert and Beers, Kylene. *Forged By Reading*
* Smith, Michael & Wilhem, Jeffrey D. *Fresh Takes On Teaching Literary Elements*
* Love, B.L. (2019). *We Want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Beacon Press.

**\* Required Class Reading Texts: Please Consult Google Doc for complete class book list and signup sheet.**

<https://docs.google.com/document/d/1nNfzLz8QV5vbBfctrhQ1kKbuOzJVT_hkDBOyIHaE22k/edit>

Additional texts and Course materials will be posted to Canvas.

**Guiding Course Questions**

1. What is adolescence? Who are adolescents? How does this age-based identity connect to other identities such as race, gender, sexuality, class, and nationality?
2. What is literacy? How does literacy connect to identities such as age?
3. Why do people read young adult texts? How does young adult literature enter into conversations about power, identity, and important life events?
4. How can teachers effectively plan literature and literacy instruction?

**Course Description**

This course will engage students in the reading patterns of adolescents, while simultaneously introducing students to educational theories that navigate ways to facilitate the instruction of young adult literature in reading and English language arts programs in grades 6-12. Specifically, this course will employ an array of texts to introduce students to new educational theories that he, she, or they can use todevelop their own classroom library, criticality, and knowledge that will assist students in designing reading curricular based in current antiracist and antiblack literacy instruction. Therefore, students must be prepared to embark on a young adult literacy odyssey that may at times disrupt the ways he, she, or they may currently think about the lives of all adolescents. Students should understand that they will be challenged as they read some texts. Lastly, this course as well as the field of English Education invites students to enjoy the disruption as they engage in conversations surrounding a variety of concepts, theories, and “worlds” of young adult literature. This Course is guided by Racial Literacy Development

Yolanda Sealey-Ruiz (2020).

“Arch of Self: Toward Sustaining Racial Literacy in Teacher Education and the Academy. Individuals who develop racial literacy can engage in the necessary personal reflection about their racial beliefs and practices and teach their students to do the same. Racial literacy in schools includes the ability to read, write about, discuss, and interrupt situations and events that are motivated and upheld by racial inequity and bias. Sustaining racial literacy across the lifespan is possible by engaging in an "Arch of Self" - an action-oriented process requiring love, humility, reflection, an understanding of history, and a commitment to working against racial injustice.”

Diagram, funnel chart

Description automatically generated

The Racial Literacy Development model theorized by Dr. Yolanda Sealey-Ruiz Visual: Dr. Angel Acosta

**Student Learning Outcomes**

Upon completion of this course, students will develop an understanding of adolescence, adolescents, and literacy through exploring young adult literature and scholarly texts related to this literature’s production, interpretation, and educational use. More specifically:

1. Students will be able to plan and enact English language arts instruction that integrates required reading of young adult texts in order to support adolescents’ literacy learning.
2. Students will be able to plan and discuss how to respond to adolescent readers in ways that support and encourage their learning literacy skills and developing a passion for reading.
3. Students will be able to articulate a definition of young adult literature, identify the importance of this literature in relation to adolescents’ literacy learning, and develop and apply informed selection and evaluation criteria to these texts.
4. Students will be able to interpret and analyze young adult texts using HRL and BHH frameworks along with disrupt texts theory. They will be able to explain connections among sociocultural contexts, young adult texts, and schooling practices.

**Course Assignments**

**(More detailed descriptions of these are on Canvas and at the end of this document)**

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Points** | **Due Dates** |
| Weekly Discussion Posts/ Flipgrid | 15 | Throughout the semester on a weekly basis, alternating between Canvas and Flipgrid delivery.  Original Post and or Flipgrid is due after class Thursday @11:59 pm. and the students reply to a minimum of two classmates is due by Sunday @ 11:59 pm.  \*Please note: The topics of each discussion post/Flipgrid shall very. Further, it will be expressed in each Discussion post by the instructor if students are to utilize the requirements stated in the syllabus regarding discussion post length and makeup.  \*Note: Make sure you reply to at least one classmate each week. Students must reply to different classmates each week, which means that each student cannot reply consistently to the same students each week. If this happens all students will be placed in a rotation schedule designed by instructors. |
| Ongoing E- Journal entries | 10 | Students are required to keep an electric journal of their thoughts and i.e., reactions, frustrations. As you read each text begin to ponder and write things that interest you down, feelings, thoughts, words, etc.  E- Journal entries must accompany every text that we read which are 8 texts for a total of 8 points.  The additional two points are earned during the two turns in times of the E-Journal entries.  These entries must be turned in two times within the semester. One time before midterm and on the other during the last week of classes. The makeup of these entries depends upon the student and can vary in length, structure, and originality. |
| Class Participation and Quizzes | 10 | Engage in thoughtful, and substantive conversations in the course in the weekly meetings of said course. Be in attendance, allowing your mind to add to the critical conversations being had. We might have a quiz or two Stay Ready! |
| Your Literacy Journey Narrative Essay/Video Upload to the FlipGrid online class portal. | 10 | 1. In the form of a narrative essay take us the readers on your literacy journey. Take us back to your first memories of literacy in early childhood and adolescence, any frustrations, and any subsequent milestones. How has the journey influenced how you read and think of reading and literacy? Bring a copy of this essay to class to share with your group members  2. Record a video where you walk us through your literacy journey, and share the things you learned about when you met with your group members. |
| Group Literature Circles & Documentation | 5 | Throughout the semester you will meet with your literature circle group members and during these meetings you will complete minilessons that will assist you all in conversing and interacting with the text and each other. The artifacts produced should be turned in on Canvas on Sunday @ 11:59 assignment will be decided by instructor. |
| Create two lesson plans  utilizing the texts and skills taught in the course on any texts of your choice on the Syllabus. | 20(10 x 2) points each | On two occasions in the semester, you will be required to create a lesson plan based on a text(s)that we are reading utilizing Auburn University Templates and Alabama State Standards/  You are expected to utilize what you have learned about in this course to add to the rigor, criticality, and effectiveness of your lesson. no limit your lessons do so. |
| Teacher for the “Day”! | 10 | Select a day that we are meeting and present a 15- 20-minute lesson to the class on the text(s)assigned for that day, (this lesson can also serve as one of your lesson plans) teach the class in a manner that you would teach your future students in your future classroom. Make sure to use the lens’, words, and tactics of the scholars we have read in the course. Auburn University Lesson Plan Template should be employed. |
| Classroom Library Annotated Bibliography and one- two-page rationale for your Library | 25 | Design a classroom library based on the requirements set forth by us in the assignment description. For each entry create and write an annotated bibliography based on said entry. After you have curated your library list and Annotated Bibliography write a one-page rationale explaining how your thinking has been stretched or grown surrounding the literacy practices of young adults. Please inform us on why you choose these texts and how you are thinking of literacy in your classroom. |
| **Total** | **100** |  |

**Assignments/ Program Requirements:**

ELA Program Common Book Discussions

This semester, every Auburn ELA program course is including We Want to Do More than Survive as a required text. In addition to reading the text, you are expected to attend at least one of our program-wide book discussions. The expectation is that you read the book in its entirety and come to the meeting prepared, with an open mind, to do the necessary but complex work of discussing race/ism and antiracism in society and education, specifically in ELA education. In an effort to accommodate everyone’s schedules, we are offering two days/times for our program book   
discussion. We ask that you attend one of them (although you are certainly welcome at both).  
● Thursday, April 7 6:00- 7:00 pm  
● Friday, April 8, 10:00- 11:00 am  
   
We’ll provide more information on location as we get closer to the time and can assess COVID   
numbers. While we hope to hold this discussion face-to-face, we may make the decision to utilize   
Zoom if it feels safer for everyone

**Weekly Discussion Posts (15%) – Due weekly throughout the semester, alternating with Canvas and Flipgrid)**

Responding to and discussing course texts is the central learning opportunity for our course. To help you be an active reader, engage with texts, and practice important analytic skills, you will be posting a weekly discussion post. This will help us collectively develop insights and extend our conversations beyond our classroom since we will only be meeting once per week.

The minimum requirements are as follows:

1. You are expected to draft an original discussion post no later than Thursday by 11:59 pm of each week. This original post is an opportunity for you to begin to articulate your ideas about the topics covered in the course. At the core of your writing, you might ask yourself: what do these texts have to do with each other and me? You will post a 600+ word response engaging with the readings for that week by analyzing and synthesizing, NOT summarizing, the texts. For each week’s post, you should be engaging with all of the readings, not some, assigned for that week. In doing so, you should identify 1-2 key or unifying concerns presented through the readings. When discussing texts, you should do so through putting the authors’ perspectives in conversation with one another (and your own ideas) and citing relevant direct quotes from the texts to illustrate or substantiate the issue. You must include at least 2 quotes from the week’s readings. Furthermore, you must explicitly discuss and explain connections between the current week’s reading and a text from a previous week. At the end of your post, include the word count.
2. You may reply to the class members following our class meeting and this will count towards your grade. It will not penalize you if you do not. Hopefully the combination of post before class and then class discussion will further your understanding. Some approaches for replies include but aren’t limited to:
3. Comparing and contrasting their insights with your own learning.
4. Offering alternative insights or ideas based on your interpretation of the readings.
5. Suggesting potential ways to make sense of the things that don’t make sense, are frustrating, etc.
6. Engaging substantively with the original person’s post in a way that is productive and generous expected to post a unique, original discussion post.

Some elements to avoid in your posts:

1. Summary for summary’s sake (retelling plot)

2. Evaluation of whether or not you liked the book (“This book is great because...”)

3. Opinion (“I believe/I think/I feel”)

4. Appropriateness (“The book shows teens drinking, which is not appropriate behavior, so...”)

5. Generalizations (“The novel is too complicated for teens” or “Boys will be boys” or “Teens are self-centered.”)

Grading Rubric for Original Discussion and Peer Reply Posts:

**A:** A great post: is creative and surprising with ideas that move way beyond the obvious, literal, typical, or expected while still clearly growing out of course materials and topics in ways that address the prompt; is organized and coherent with very few mechanical errors; uses an abundance of direct quotations that are cited, text-based forms of evidence from the texts under consideration--the general (paraphrasing) and the specific (quotations)--to directly support points; substantially discusses a text from a previous week; directly and thoroughly explores ideas with depth, complexity, and nuance; focuses on a central idea (or two related ideas) to synthesize the materials; meets or exceeds word count minimum requirement.

**B:** A good post: reflects good ideas that move beyond the obvious and literal while still clearly growing out of course materials and topics in ways that address the prompt; is an organized, coherent piece of writing with no distracting mechanical errors; uses text based evidence to support points, though perhaps more generally and/or less effectively than an A-rated post; discusses a text from a previous week; directly explores ideas; mostly focuses on a central idea (or two related ideas) to synthesize the materials; meets or exceeds word count minimum requirement.

**C:** An average post: is one in which ideas hardly move beyond the obvious or literal or the writer rehashes, rather than extends, previous discussions from the class; the writer might demonstrate a general misunderstanding or misuse of course concepts, the prompt, and/or the text itself; the post meanders rather than gets right to the argument; the writer satisfies the minimum word count requirement, but overlooks essential points that shouldn't be ignored; the writer only engages with texts on a general summary level rather than with specificity and precision; the writer may or may not discuss a text from a previous week; the post lacks a clear central idea or two interrelated ideas that unify the post and synthesize the readings.

**D**: A below-average post. It is missing a main point or argument, it ignores or does not engage the intended audience, it is fraught with mechanical and grammatical errors, and/or does not indicate much thought, and/or is clearly working in a vacuum with little relation to the assigned texts, course conversations, and previous weeks’ texts. A post that is noticeably (but not considerably) shorter than the assigned length or does not make a clearly discernible point is also a D-level post

**Class Participation & Quizzes (10%) Due the duration of entire course**

Students need to maintain ongoing and engaged attention and conversations throughout the duration of the course as well as in individual class sessions. Whether the mode of instructional delivery is held in Face-to-Face or online classroom settings. Ultimately, this means that students are alert and refraining from technology usage unless instructed by the instructor; that students have come to class with: the necessary reading materials, having already read/ or viewed the assigned readings, and are ready to engage in conversations on the assigned artifacts. In the online classroom the same is expected along with displaying their person through the camera in the online classroom.

**Literacy Journey Narrative Essay 10% & Video Upload to Flipgrid 5%: 15%=total**

Literacy has been with us all our lives therefore in this assignment you are required to write a two-three-page essay which details your journey through literacy thus far. This will help you to understand how the various environments, teachers, texts, family life, community, and instructional modes that you have encountered have shaped your Literacy Journey thus far. Reflect on the different books, cinematic film, teachers, and life circumstances that have shaped your literacy in this essay. After you have written and uploaded the essay on Canvas, bring a copy to share with your group. Then record a video of your literacy journey and the things you learned while reading and discussing your journey with your classmates.

**Group Literature Circles & Documentation 5 circles = 5% total**

Throughout the semester you will meet with your literature circle group members and during these meetings you will complete minilessons that will assist you all in conversing and interacting with the text and each other. The artifacts produced should be turned in on Canvas on Sunday @ 11:59 assignment will be decided by instructor.

**Lesson Plan centered on any Course Texts (2) @ 10 points each (20% total)**

Learning to curate engaging and effective lessons will help you become an educator that understands that to first teach students one must first plan out his, her, or their teaching method and materials needed to facilitate instruction. Therefore, on two separate occasions throughout the semester you will be required to complete a well thought out lesson plan based on the books that we are reading as a class on the weeks that the lesson plans are due. Lastly, while reading these texts and developing your individual lessons, bring in what you have learned as we have engaged in the theoretical frameworks of the course.

**Teacher for the “Day”! 10 % points**

Select a day that we are meeting and present a 15- 20-minute lesson to the class on the text(s)assigned for that day, (this lesson can also serve as one of your lesson plans) teach the class in a manner that you would teach your future students in your future classroom. Make sure to use the lens’, words, and tactics of the scholars we have read in the course. Auburn University Lesson Plan Template should be employed.

**Classroom Library and One- Two Page Proposal (25%) –**

On an episode of *Teen Titans Go!* Robin asked Raven what she would do with her paycheck and she replied that she would spend it on: “Some books, books, and more books.” Future Teachers, although, I agree with Raven wholeheartedly that books are more essential than most anything. The cost of book-sets for your classroom can be very expensive. Therefore, we present this hypothetical situation to assist you all with this pricey conundrum. For the final assignment of the semester, you will be putting together a proposal for a classroom library purchase. So, imagine if you will, that you are a secondary ELA teacher preparing for the new school year during the week of planning before school starts your principal informs you that you will receive some literacy funds to aid you as you support students’ literacy learning by promoting independent reading/ reading groups. Ultimately, you will have enough funds to purchase 10 class sets of books for your classroom library. Your principal wants you to submit a list of the texts as well as supplementary texts that you will use to enhance the facilitation of the texts.

* Specifically, an annotated Bibliography is expected to follow each book title.
* For the annotated bibliography of for each of the 10 books, each annotation should be 200-400 words in length and explain for each text how, when, and why you would use it with a reader. At the beginning of your proposal, you’ll need an overall justification explaining what you’re trying to accomplish with your library choices (again, approximately 200-400 words in length). This should come at the beginning of your proposal. Then, list each book with a bibliographical entry (APA or MLA style) and your annotated bibliography for that book. You’ll have 10 total books, with an individual annotation for each (so 10 total Annotations, followed by a poem and a song with a reason why you have chosen to use the song and poem in tandem with this text so 10 songs and 10 poems need to be included as well).
* Also, you must include a poem, coupled with either a song or a cinematic text.

If done correctly you’ll receive 5 copies of each book to add to your classroom library so that you can begin independent reading, critical reading groups, and or book clubs in the upcoming school year( Per this hypothetical situation) \*Note this is imaginary there is not a principal or fund that we have access to. You’ll need to make sure that you choose compelling books to get your students excited about and invested in reading so that they develop a love of reading that endures for their lifetime.

* After you cultivate this list of engaging and texts effective artifacts, please include the one-two page rationale that utilizes elements outlined in the frameworks of HRL & BHH (include citations) to your principal as a preface that explains the theories that you have used to curate this wonderful book lists. In consideration of all we have completed as a class this semester it is now time for us to take all our theoretical sense and place it in tandem with our practical sense. As Gholdy Muhammad, as well as Beers & Probst help us understand reading teachers have an important role in that they need to connect students with books that will be engaging yet challenging avenues for them to learn about literacy and the world. It is understood by us and others in our field that unless teachers are familiar with a wide-range of texts, they will struggle to identify engaging, challenging texts that support their students’ learning.
* Please note that while you must be familiar with each of the 10 books and must have read at least a portion (I suggest a blurb, review, or chapter) of each book there are many free previews on Google books, and many titles are available at Ralph Brown Draughon, The LRC, the local library, and the American Library Association is a great resource as well <https://www.ala.org/awardsgrants/awards/browse/bpma/all/cyad?showfilter=no>
* Of course, it’s tough to plan for students you haven’t met. So, I’d like you to choose a school context for your classroom library. This can be a school placement from the current semester, previous one, or one you would like to teach in. At the start of your assignment, include a brief description of the school, classroom, grade level, and community.
* Finally, you’ll need to select one book and do a book talk online with either instructors . You’ll complete the book talk acting “as if” the other party is the “principal”. The grade level depends on the school you choose. Your book talk should be short and to the point (about 2 minutes). It should preview the text and get the principal excited about picking it up about seeing you incorporate it in your classroom the next year! This part will be done in the online delivery method during the week of finals you will set up a time between either of your instructors. Be creative!

**Course Policies**

**Technology**: One quality of an effective learning community is that members of that community are present, not only with respect to their physical bodies but also their attention, intellect, and emotions. I am asking you to honor this request through being mindful and considerate use of technology. Use your devices only when you need to for a class activity. Otherwise, please do not have them open or use them.

*As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another’s voices, in recognizing one another’s presence. - bell hooks*

**Grade**: Your grade for the course will be determined through your completion of the course assignments, your participation, and your attendance. Any adjustments or questions about assignments must be communicated before the due date. You can work on assignments at any point in the semester since all requirements are included on the syllabus.

**Commitment to Success**: My overall goal is for everyone to complete this class with a broader and deeper understanding of language and literacy. Please don’t hesitate to contact me or to make an appointment if you have any questions or concerns regarding any aspect of the class. I want you to be successful, and I want to help you along your path to teaching, especially by helping you to be a high quality, well prepared, knowledgeable, and professional educator.

**Incompletes**: Incompletes are not given except in the case of a documented emergency such as a medical emergency. If you choose to take an incomplete for any other reason, the default grade will be an “E.”

**COVID Related Policies are as followed:**

Due to the Coronavirus pandemic, public health measures have been implemented across Auburn’s campus. Students should stay current with these practices and expectations through the site [A Healthier U](https://ahealthieru.auburn.edu/).

**Health and Participation in Class**

You are expected to

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

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

* Notify us in advance of your absence, if possible
* Provide us with medical documentation, if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments remotely as much as possible
* Notify us 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 us know as soon as possible so we all can discuss your options.

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

**Health and Well-being Resources**

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

* COVID Response Team ([ahealthieru.edu](http://www.ahealthieru.edu/))
* Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
* AU Medical Clinic (<https://cws.auburn.edu/aumc/>

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

**Course Expectations Related to COVID**

* **Face Coverings**: As a member of the Auburn University academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate.  
  You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the university’s [policy on face coverings](https://ocm.auburn.edu/news/coronavirus/updates/20200618-face-masks-required.php?ref=coronavirus), you will be instructed to leave the classroom and will be held to the protocols outlined in the [Auburn University Policy on Classroom Behavior.](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf)
* Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.
* **Physical Distancing**: Students should observe appropriate physical distancing and follow all classroom signage/avoid congregating around doorways before or after class. If the instructional space has designated entrance and exit doors, you should use them. **Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.**
* **Course Attendance**: If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any such absences.
* **Course Meeting Schedule**: This course might not have a traditional meeting schedule in Spring 2021. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with me.
* **Technology Requirements:** This course may require particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at aubookstore@auburn.edu.

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

**Course Delivery Changes Related to COVID**

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via Canvas as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer and reliable Internet.

**Mental Health**

If you are experiencing stress that feels unmanageable (personal or academic) during the semester, Auburn University’s Student Counseling & Psychological Services (SCPS) offers a variety of services to support you. The mission of SCPS is to provide comprehensive preventative and clinical mental health services to enhance the psychological well-being of individual students, as well as the broader campus culture. As an instructor, I am available to speak with you regarding stresses related to your work in this course, and I can assist in connecting you with the SCPS network of care. You can schedule an appointment yourself with the SCPS by calling (334)844-5123 or by stopping by their offices on the bottom floor of Haley Center or the second floor of the [Auburn University Medical Clinic.](http://auburn.edu/map/?id=150)

If you or someone you know needs to speak with a professional counselor immediately, the SCPS offers counseling during both summer term as well as the traditional academic year. Students may come directly to the SCPS and be seen by the counselor on call, or you may call 334.844.5123 to speak with someone. Additional information can be found at [http://wp.auburn.edu/scs](http://wp.auburn.edu/scs/)

**Policy on Classroom Attendance**

Students are expected to adhere to the university’s [Policy on Class Attendance](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf). If diagnosed with or exposed to COVID-19 or who are engaging in self-quarantine at the direction of a healthcare professional, students should not attend class. After completing the required [Self-Report Form](http://aub.ie/covidselfreport) on the [COVID-19 Resource Center](http://auburn.edu/covid-resource-center/) website, students will receive an official return to campus notification that will serve as documentation for the missed class excuse. Instructors will also receive a copy of the documentation from the COVID-19 Resource Center.

If students have to miss class due to COVID-19 illness or exposure, they should:

* Notify instructors in advance of the absence, if possible
* Keep up with classwork if they can do so
* Submit assignments digitally

Work with their instructors to try to reschedule exams, labs and other critical academic activities.

**Accessibility Accommodations for Students with Disabilities**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on a disability (including chronic or temporary mental health or medical conditions), please let me know via email immediately so that we can privately discuss options. If you would like to request academic accommodations, please contact the Office of Accessibility at (334) 844-2096 or [accessibility@auburn.edu](mailto:accessibility@auburn.edu) to register for services and/or to coordinate any accommodations you might need in this course and others at Auburn University. If you already have a relationship with the office, make sure to submit your accommodations electronically. After registering with the Office of Accessibility, please talk to me as soon as possible to arrange your accommodations so that they may be implemented in a timely fashion.

Office of Accessibility

1228 Haley Center

Go to <https://cws.auburn.edu/accessibility> for more information

**Other Useful Campus Resources**

The Office of Academic Support offers several programs to help you be successful in your coursework, including general academic coaching and one-on-one tutoring through study partners. You can easily schedule appointments in person or online. All services are free.

<http://academicsupport.auburn.edu/>

[Academic Coaching](http://academicsupport.auburn.edu/academic-support-home/academic-coaching/) Appointment & Check-in Desk: [academic\_support@auburn.edu](mailto:academic_support@auburn.edu)

[Study Partners](http://academicsupport.auburn.edu/academic-support-home/study-partners-home/) Appointment & Check-in Desk: [partner@auburn.edu](mailto:partner@auburn.edu)

The Miller Writing Center offers free, one-on-one consultation for all writers at Auburn University. Their highly trained staff of undergraduate and graduate peer tutors will help students with any kind of writing, whether for class or otherwise, at any stage in the writing process.

Their goal is to help students become better writers. Students can bring in any kind of assignment, including (but not limited to) lab reports, essays, research papers, PowerPoints, dissertations, theses, annotated bibliographies, scientific posters, cover letters, CVs/resumes, personal statements, [ePortfolio](http://wp.auburn.edu/writing/eportfolio-project/)—bring whatever. Students can be just developing your ideas, working on your first draft, putting finishing touches on your final version, or anywhere in-between.

<http://wp.auburn.edu/writing/writing-center/>

The Auburn University Career Center delivers comprehensive services for students to explore majors and careers, network with employers and professionals, prepare for advanced education, and successfully transition from college to career.

<http://career.auburn.edu/>

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://www.auburn.edu/administration/aaeeo/title-ix/>, including information for learning more, talking to someone, and reporting incidents. They offer both confidential and non-confidential resources.

Safe Harbor believes, supports, and assists students and employees of Auburn University who have experienced power-based personal violence, including dating/domestic violence, sexual assault, and stalking/harassment.

24/7 Crisis Phone Number: (334) 844-SAFE(7233)

<http://wp.auburn.edu/healthandwellness/safe-harbor/>

The primary focus of the Cross-Cultural Center for Excellence (CCCE) is to ease the social transition of underrepresented students to Auburn University. The CCCE provides programming and activities for student engagement, facilitating cross-cultural learning experiences where all students can engage in dialogue, develop leadership skills, and build collaborative relationships that will help them be effective in an increasingly global society. Though the focus of the CCCE is to support and celebrate specific affinity groups, including African American/Black, Asian American, American Indian/Indigenous, Hispanic/Latinx, International, LGBTQ+, and faith communities, all are welcome to participate in CCCE events, programs, and services.

<http://diversity.auburn.edu/cross-cultural-center-for-excellence/>

Located in 217 Foy Hall, the Auburn Veterans Resource Center (AUVRC) helps students make the transition from military life to civilian life. Whether someone is a new student who has completed their service, a student who interrupted their education to serve, or a student who began their studies elsewhere and are transferring here, the AUVRC will help guide students to the resources they need to make the most of their AU experience

<http://veterans.auburn.edu/>

Student Counseling and Psychological Services (334-844-5123) offers students support with mental health with services ranging from individual therapy sessions, group therapy sessions, workshops, drop-in groups, and psychiatric services. Services are free and confidential.

[http://wp.auburn.edu/scs/#](http://wp.auburn.edu/scs/)

Through Substance Use Services, Health Promotion and Wellness Services provides a wide array of evidence-based programs to address substance use issues. Through their programs, students are able to explore how their substance use may be impacting other areas of their life in a non-judgmental and safe environment. Furthermore, students are able to learn skills to reduce their risk for substance related consequences. There is also the Auburn Recovery Community helping to build peer support.

<http://wp.auburn.edu/healthandwellness/alcohol-drugs/>

<http://wp.auburn.edu/healthandwellness/recovery/>

Health Promotion and Wellness Services offers a number of other educational and supportive services. These include: the Be Well Hut, which is a peer education organization that informs students every week about a different health topics; Tobacco Cessation information, for anyone thinking about quitting, in the process of quitting, or anyone looking for general information about smoking and its harmful effects; and Project Protect, which provides information about safe sex and provides free condoms in the HPWS office.

<http://wp.auburn.edu/healthandwellness/other-services/>

**Late Assignments**:All assignments must be turned in on the due date and by the time indicated in the assignment descriptions below. Assignments turned in late will have one point deducted from each calendar day (not class day) after the due date and time. Flexibility is possible but only when advance arrangements are made, and only when there is a reason defined by the university through its policy on class attendance in the student policy e-handbook (<http://www.auburn.edu/student_info/student_policies/>).

**Turning in Assignments**: All work that is turned in for assessment should be typed and should employ 1-inch margins on all sides. Please use a 12-point, legible typeface with double spacing. If an assignment is due in class, you must submit a printed out, hard copy of the assignment on the due date at the beginning of class. Otherwise, it is considered late. Online assignments must be submitted to the correct location by the specified time. When submitting electronic copies, be sure to format your file so that it can be opened in MS Word and that **the file is titled with your name and assignment name**. When you are asked to cite sources, please use APA format.

**Grading Scale**:The following percentage scale will apply for your end-of-course grade:

90 – 100% = A 89.9 – 80% = B 79.9 – 70% = C

69.9 – 60% = D 0 – 59.9% = E

**Academic Honesty**: Scholastic honesty is expected and required. All work submitted for this course must be your own. Copying or representing the work of anyone else (in print or from another student) is plagiarism and cheating. This includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas. All cases of suspected plagiarism, in accordance with university policies, will be reported to the Office of the Provost. See the student policy e-handbook <http://www.auburn.edu/student_info/student_policies/>