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| EAGL 1102**Hot Topics*****Spring 2024*****- - - - - - - - - -****Department of Special Education, Rehabilitation, and Counseling****College of Education**Instructor Information**Emmaree Wilson**Office: Foy 136E EMW00027@auburn.edu **Morgan Borrelli**Office: Foy 136SMEB0117@auburn.edu | **A logo of an auburn eagles program  Description automatically generated** |

**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**Course Syllabus**

**Course Number EAGL 0330**

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| **Course Title** | **Employment Exploration** |
| **Credit Hours** | 2.5 Semester Hours |
| **Course Meetings** | M/W 10:00 - 11:15 am Foy 136KQ |
| **Prerequisites** | Departmental approval |
| **Corequisites** | RSED 4910: Disability Empowerment  |
| **Professor** | Emmaree Wilson & Morgan Borrelli |
| **Office Location** | Foy 136E & Foy 136S |
| **Phone/E-mail** | emw0027@auburn.edu & meb0117@auburn.edu |
| **Office Hours**  | By appointment  |
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1. **Date Syllabus Prepared:** Updated November 2023
2. **Textbooks or Major Resources-** There are no required textbooks for this course. All students will have internet access to libraries, learning centers, and/or laboratories to facilitate their successful course completion.
3. **Course Description-** Students will explore relevant, current events and topics to help prepare them for their transition from college to adulthood. They will receive refreshers on information they have already covered, as well as new information. Students will be involved in the planning process and offer feedback on “hot topics” they would like to see included. This course is taken concurrently with RSED 4910 Disability Empowerment.
4. **Student Learning Outcomes:**
	1. Students will actively explore current and relevant topics in the field of transition.
	2. Students will apply effective communication and organizational skills by offering feedback and participate in planning future class sessions.
	3. Students will actively explore relationships and self-awareness. They will recognize and apply safe boundaries within different types of relationships.
	4. Students will actively explore self-advocacy, safe judgement, and problem-solving.
	5. Students will actively explore safety in the community, and develop plans for safety.

**Course Schedule:**

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| **CLASS DATE** | **INDICATOR** | **TOPIC** | **IN CLASS ASSIGNMENT** |
| Wed- 01/10 | - | - Syllabus Overview | - Syllabus Quiz |
| Mon- 01/15 | PS.SA.1 PS.SA.2PS.SA.3PS.SA.4 PS.SA.5PS.SA.6PS.SA.7 PS.SA.8 | - Interpersonal Skills | - Guided Notes- 7 word life story activity- Waterline of Visibility Reflection |
| Wed- 01/17 | - Interpersonal Skills Activity | - Communication Jeopardy |
| Mon-01/22 | PS.SA.2PS.SA.3PS.SA.5PS.SA.7PS.SA.8PS. RB.1PS. RB.2PS. RB.5 | - Conflict Management | - Guided Notes |
| Wed-01/24 | - Conflict Management Activity | - In class activity |
| Mon-01/29 | PS. RB.1 PS.RB.3PS.RB.5 | - Self-advocacy & Boundaries | - Guided Notes- Self-Advocacy Card |
| Wed-01/31 | - Self-advocacy & Boundaries | - “Pick a Side” Activity and Reflection |
| Mon-02/05 | PS.SA.1 PS.SA.2PS.SA.3PS.SA.4 PS.SA.5PS.SA.6PS.SA.7 PS.SA.8 | - Social Skills Refresher | - Guided Notes |
| Wed-02/07 | - Social Awareness Activity | - In class activity |
| Mon-02/12 | PS. RB.5PS. RB.6PS. RB.8 | - Red Flags | - Guided Notes- Dr. Patten Speaker |
| Wed-02/14 | - Red Flags Activity | - In class activity |
| Mon-02/19 | IL. S.45 | - Safety in the community | - Guided Notes |
| Wed-02/21 | - Safety in the community activity | - In class activity-Clarence  |
| Mon-02/26 |  | - OPEN | -  |
| Wed-02/28 |  | - OPEN |  |
| 03/04 |  | **SPRING BREAK (NO CLASS)** |
| 03/06 |  | **SPRING BREAK (NO CLASS)** |
| Mon-03/11 | PS.RB.3 PS.RB.6PS.RB.8 | - Positive Choices Refresher | - Guided Notes |
| Wed-03/13 | - Positive Choices Activity | - Refresher Quiz |
| Mon-03/18 | IL.TM.4 | - Healthy Outlets | - Guided Notes |
| Wed-03/20 | - Healthy Outlets activity | - Healthy Outlet practice\_ Healthy Outlet Reflection |
| Mon-03/25 | PS.RB.3 PS.RB.6PS.RB.8 | - Different Types of Relationships | - Guided Notes |
| Wed-03/27 | - Different Types of Relationships | - Visit Marriage and Therapy Center |
| Mon-04/01 | IL.S.1 | - Social Media Apps | - Guided Notes |
| Wed-04/03 | - Social Media Apps activity | - Class Visit- Sheryl Caldwell |
| Mon-04/08 | PS.RB.4PS.RB.2 | - Solving problems independently | - Guided Notes |
| Wed-04/10 | - Solving problems independently activity | - In class activity |
| Mon-04/15 |  | - OPEN |  |
| Wed-4/17 |  | - OPEN |   |
| Mon-04/22 |  | - Final Presentation Workday |  |
| Wed04/24 | - Final Presentations  | - Final Presentations due in class |

**Course Requirements/Evaluation**

Course Assignments:

1. Reflections- Throughout the semester, students will be expected to reflect on assignments, class discussions, and other prevalent topics. **(TOTAL 30% of final grade)**
2. Learning Activities- Throughout the semester there will be in-class learning activities. These activities may include small group and independent assignments and *may or may not be announced ahead of time*. The learning activities may begin in class and have follow-up assignments to be completed outside of class time. In case of an absence, a university approved excuse must be presented to make up any learning activities. You must be present in order to complete AND turn in synchronous learning activities **(see Attendance Policy and** [**Student Policy eHandbook**](https://cas.auburn.edu/owa/redir.aspx?C=6030eed59dec435abc9061fa4edc1426&URL=http%3a%2f%2fwww.auburn.edu%2fstudent_info%2fstudent_policies%2f)**)**. **(TOTAL 50% of final grade)**
3. Guided Notes- Throughout the semester, students will be expected to complete guided notes (completed simultaneously with lectures). Guided notes are to be turned in at the end of class. **(TOTAL 10% of final grade)**
4. Quizzes- Students will have quizzes to test their knowledge of presented topics. The quizzes will cover material presented during class. Quizzes will be announced, and may be required to be completed in or outside of class.

**Class Policy Statements:**

Students are responsible for advocating for extended time and accommodations in advance prior to the set due date for the assignment. (It is best practice to advocate at least one week in advance.) Extended time will not be granted after a missed due date.

**Participation**: Students are expected to participate in all class activities. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for advocating to make up missed work. Participation is required for satisfactory academic performance.

**Attendance**: Students are required and expected to attend all classes unless they have an approved University excuse. After the third unexcused absence, there will be a 3% meeting, and the parent/guardian will be informed. Attendance is required for satisfactory academic performance.

**Tardies**: Students are required and expected to arrive in class on time. You are tardy if you are more than 5 minutes late. You will be marked as an unexcused absence if you are more than 10 minutes late. After the third unexcused tardy, there will be a 3% meeting. Being on time for class is required for satisfactory academic performance.

**Assignments:** Written assignments are expected to be typed and of high quality. Assignments must be turned in on the day the assignment is due and during the regularly scheduled class time on Canvas. All assignments should be posted on Canvas under the corresponding assignment link. Please do not email assignments. No late assignments will be accepted unless accompanied by an excuse approved by the university.

**Excused** **Absences**: Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor before the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor before any excused absences, but such notification shall not occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences ([http://www.auburn.edu/student\_info/student\_policies/).](http://www.auburn.edu/student_info/student_policies/%29.%C2%A0%C2%A0%C2%A0)

**Make-Up Policy**: Arrangements to make up missed major examinations (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences. Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks from the time the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam begins. The format of the make-up exam will be online via Canvas.

**Written Assignments** are expected to be prepared using word processing software (or other assignment-appropriate software e.g., PowerPoint for poster project), grammatically accurate, and free of spelling and typographical errors. Written assignments should be prepared in accordance with the latest edition of the American Psychological Association (APA) Publication Manual.

**Disability Accommodations:** Students who need accommodations are asked to submit their approved accommodations through AU Access electronically and to arrange a meeting during office hours the first week of classes or as soon as possible if accommodations are needed immediately. To set up the meeting, please contact the instructor 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).

**Honesty Code:**  All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/)will apply to this class. 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.

**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 to your syllabus and/or course assignments will replace the original materials.

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

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

**Notice of Non-Discrimination:** Diversity, equity, inclusion, and social justice are essential values at Auburn University. Auburn University prohibits harassment and discrimination based on the following protected classes: race, color, sexual orientation, gender identity and gender expression, age, religion, national origin, disability, and veteran status. Auburn University does not discriminate based on race, color, national origin, sex, pregnancy, sexual orientation, gender identity or expression, religion, disability, protected veteran status, genetic information, or age in its programs and activities. A bias incident is a non-criminal harassing or discriminatory act reasonably believed to be motivated by someone’s actual or perceived protected class status. Examples of bias-related incidents include epithets, slurs, negative stereotyping, damage to property, theft, physical violence, and sexual assault. The Bias Education and Response Team, or BERT, housed under the Auburn University Division of Student Affairs, consists of a cross-disciplinary group of Auburn University staff who will ensure that students can report bias incidents and receive information concerning prevention and awareness resources. A bias incident can be reported via the BERT website at: <https://cm.maxient.com/reportingform.php?AuburnUniv&layout_id=7>