 **FOUN 3100** DC2 section.

**SYLLABUS.**

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

**SPRING 2025**

Department of Educational Foundations, Leadership & Technology

**College of Education**

**Instructor:** Professor Paris Strom

Contact information is on pages 3 - 5**.**

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

and in Canvas each week and at your assigned

school site for lab (service learning).

**JANUARY 9, 2025**

**UPDATED VERSION**

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

**SPRING 2025 Course Syllabus (FOUN 3100)** – Professor Strom

**PART I** (pages 1--29) **Part II** (pages 30—49)

1. **COURSE INFORMATION BASICS:**

**Course Number:** FOUN3100 (section DC2)

**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. The only exception to this modality is the approved and required service learning, to be done on-site F2F, live, at a nearby school for 20 hours plus online for 5 hours *in-kind service learning that will be completed with specifically assigned Canvas assignments*.

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

**LAB structure:** Our lab will be service learning at a nearby school you are assigned to, on-site (F2F) for 20 required service learning site hours, and 5 required in-kind online S.L. hours for specific assignments shown in syllabus. - 1 credit hour (25 in all)

**Credit Hours: 6** semester hours {5 credits for Lecture and 1 credit for Lab service learning} The lab includes 25 clock hours.

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 hours of lab per week consist of selected service learning lab activities. Credit for this course cannot be earned until these 25 lab 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. *No exceptions!*

**Date Syllabus Prepared:** This syllabus was updated during Fall 2024. It is being distributed for Spring 2025, for Dr. Strom’s (DC2) section of FOUN3100, posted on Canvas in "**MOD 1**”, and has been provided in electronic copy in the Dept./College of Education syllabi archive (Auburn University syllabus repository).

**2. Required Course Orientation Meeting:** 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. You need to attend 1 of the below.

**Zoom Orientation Choices: Please tell me which one you choose.**

**---** Monday, JAN 13            9:00 to 11:00 am    
**---** Wednesday, JAN 15     9:00 to 11:00 am

**---** Friday, JAN 17                  9:00 to 11:00 am

*Saturday, JAN 18:     9:00 to 11:00****a.m.*** *– this date is a back-up only!!*

*Sunday, Jan 19: 1:00 to 3:00* ***p.m.****—this date is a back up only!!*

I will meet individually if needed if none of the above dates work. This must be planned and requested by the student. A site placement for service learning will not be provided unless and until I meet with a student for the full course orientation.

\*\*A link to the Zoom Orientation meetings options (for each meeting option) will be provided in the **Zoom tab** located to the left side of your Canvas page. To join the meeting, click the chosen date/time link in Zoom tab and press JOIN.

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 (FOUN3100) 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.

**3. Office Hours & Contact Info for Instructor:**

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

Dr. Strom has designed and built the full course in Canvas and wrote the syllabus. He also will make any needed Canvas and/or syllabus updates and will present all course orientations. He will plan and coordinate all service learning for this course. Other than ( in addition to) your assigned teacher at the school that I place you at, the only other person to communicate about service learning will be me. I will grade and provide feedback comments on all Canvas assignments and for those assignments that are directly Service Learning and In-Kind Service Learning related. I will also answer email and office hours questions about those assignments.

**Email:** stromps@auburn.edu **Phone & Voice Mail:** 334-728-0909

**Office:** 5088 (5th floor - Haley Center - corner office- *final term at this address*)

**PHONE and EMAIL Check & Response Times:** My cell phone is best for phone contact at 334-728-0909. I cannot check or respond at all times. If you email me then I check it as shown below.

**Mondays:** before or by 8:30am until the last check day at 4:45pm.

**Tuesdays - Fridays:** before or by 8:30 am until the last check at 3:50 pm.

My cell phone is recommended if help is needed in starting the course and/or in emergencies, and/or quick questions. I do not check or respond to phone texts so for written communication, use email please. This is due to ongoing security problems.

**Office Hours & Appt Availability: JAN 13th** through **MAY 9th**

Office hours will typically be (unless stated otherwise) MONDAYS from 12:00 to 2:00 and 2:45 to 4:45 PM and by appointment to be planned on Tiger-email at least 1 business day in advance of requested day & time. Usually, office hours and appointments will work via phone or office. If you need a Zoom meeting then tell me and I'll send you a link so we can talk that way.

**\*\*NOTE:** Some dates/times I might be unavailable due to university obligations that arise unexpectedly so check Canvas announcements for occasional changes in hours.

Friday, May 9th will be my final date for appointments. May 9th I will also be in the office from 1:00 to 3:00 p.m. and available via phone.

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 via phone at 334-728-0909. 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 well 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.

**5. Forms of communication: Communication is vital**

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. Phone communication must be enabled also. You will have my contact phone I can best be reached and I will require the same from you.

Email Communication: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. We may send occasional class wide announcements in Canvas as well so check those too please. As course instructor, 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 (click here to links to an external site video)](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).

**6. Required Course Materials:**

--Identification Tag. For service learning, get the I.D. tag in the LRC or use the one you have already. It does not need your photo on but needs your name and the Auburn University logo so that the school will know who you are at all times when at your service learning site.

--Textbook: You will have onlyone required course textbook to acquire for use in this course, *Thinking in Childhood and Adolescence,* by Paris Strom & Robert Strom. All instructions on how to purchase it will be linked on the home page of our course. It will be available for purchase as an e-textbook through Redshelf “All Access” via the Haley Bookstore. If you wish, you may get a hard/print copy instead by arranging this with Haley Bookstore (if you arrange for it with bookstore staff) or by purchasing a copy online through such vendors as Amazon. The student needs to make these arrangements. *As* *per publisher agreements, the authors of this book do not make royalties off this book.* There is only one edition of this book.

NOTE:  Other material for our course will be readings and videos and other links that I post on CANVAS and those online items will be free - at no expense to you-- but you must access them online in Canvas. These cannot be sent to you on email or postage mail, or put in a thumb-drive, or anything along those lines. We are using university supported course management software of Canvas to provide and contain all the online learning materials.

**OTHER REQUIRED ITEMS FOR THIS COURSE**

Transportation for Service Learning: You will need to make your own arrangements in traveling to and from your service learning site that you are placed at.

Daily access to effectively functioning desktop or laptop computer with functioning high speed internet connection either at home, work or on campus. 

Please wear clothing at your service learning site that is respectable as an adult working with children and to instill a professional impression of you as a future teacher. Proper attire for these reasons is a required resource related to service learning.

**RECOMMENDED:**  
**--**Wear a wrist watch so you can tell time at the service learning site.

**--**Bring to service learning sites in your pocket or in your car a bottle of either Germex, Puriel, or other germicide to protect hands against germs while and after serving. Site settings (just like at any place) have their share of germs.

**--**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.

**7. 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.

**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)

***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)

**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 Canvas assignments, due dates, and point worth are shown on pages 14-16. 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.

**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. Course content and assignments help 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.

**8. Distance Education Format Section**:

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 in Canvas. 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 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 (except for service learning) 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, I will operate under a consistent time structure for posting grades and comments in the gradebook.

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 at least 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 14-16 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. The start date for each module and due date for completion of each module are shown in this syllabus on pages 14-16. 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 modules are available, along with their assignments, a week before they are actually due and sometimes even earlier.

**This course will follow the general pattern below.**

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 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.

**10. Tips for learning from Canvas Modules 1--13 *(weekly lesson modules)***

**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 **FRONT /** **HOME PAGE** in 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.

*Before (above) step 1 in most modules is a helpful reminder about doing your weekly service learning at your assigned school site along with handy link(s) for “Slupdates” (Service learning updates) and links to journal instructions and due dates.*

**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 **$** 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 14-16 (and in Canvas) as the deadline for that module's assignment. Assignments in this syllabus, unless marked otherwise with an asterisk, are due by 11:59 p.m. (C.T.)

**F**. For **TECH HELP**, 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**. 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 pages 15-16 for when each Canvas assignment opens for access and submission). Assignments marked with **@** on page 15 and 16 may be completed at least 2 weeks in advance if you wish but give me time to grade please.

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

**11. Schedules for Service Learning at School, S. L. in-Kind, and Canvas Modules**

Appearing on the next two pages is the schedule of modules with MOD start and end dates, point worth for assignments, and assignment due dates. Unless where shown with an asterisk on the next two pages, all assignments (in Canvas) are due by 11:59pm. Important dates for service learning and prompts to update me on your service learning progress (called *SLUPDATE*) are shown on pages 47-48.

|  |  |  |  |
| --- | --- | --- | --- |
| **Schedules for Service Learning at School, S. L in-Kind, and Modules.** | | | |
| ***Weekly, do at least 2 hours and 30 minutes of service learning at your school site until done with 20 clock hours. Site service starts Feb 10—14. Complete site hours before or by the end of day on April 30th.*** | | | |
| **MODULE NAME & NOTES** | **MOD Start + Due Dates** | | **5 Hours of In-kind S.L.** |
| **UNIT I: Course Orientation + Start Service Learning** | | | |
| |  |  |  | | --- | --- | --- | | **MOD 1 and \*Orientation Meeting** | Jan 13 - **21** | **Orientation*: 2 Hours S.L. in-kind*** | | | | |
| **UNIT II: Nature of Learners + Continue Service Learning** | | | |
| **MOD 2:** Ed Psychology, Differences, Rubrics | Jan 22 – **Jan 28** |  | |
| **MOD 3:** Cognitive Development | Jan 29 – **Feb 4** |  | |
| **MOD 4:** Health, Fitness & Safety | Feb 5 – **Feb 11** |  | |
| **MOD 5:** Social, Emotional & Moral Dev. | Feb 12 – **Feb 18** |  | |
| **MOD 6:** Identity Development & Motivation  1st S.L. Journal due! | Feb 19 – **Feb 25** | **S.L. Journal 1: *1 Hour S.L. in-kind*** | |
| **UNIT III: Nature of Learning + Continue Service Learning** | | | |
| **MOD 7:** Behavioral & Social Cognitive Views | Feb 26 – **Mar 4** |  | |
| **MOD 8:** Individual, Social, Cyber-Constrctvism | Mar 17 – **Mar 25** |  | |
| **MOD 9:** Information Processing Views | Mar 26 – **Apr 1** |  | |
| **UNIT IV: Assessment of Learners + Complete Service Learning** | | | |
| **MOD 10:** Basic Concepts & Guiding Principles  2nd S.L. Journal due! | Apr 2 – **Apr 8** | ***S.L. Journal 2: 1 Hour S.L. in-kind*** | |
| **MOD 11** Strategies & Resources | Apr 9 – **Apr 15** | ***Questions: 30 mins S.L. in-kind*** | |
| **MOD 12** Standardized Tests | Apr 16 – **Apr 22** | **Field Exp survey:** ***30 mins S.L. in-kind*** | |
| **MOD 13** Assessment + Instruction 4 Learning | Apr 23— **Apr 29** |  | |
| **\*** **Finish site service learning before April 30 (end of day**) / **Submit late Canvas assignments before:** **May 6 – 9:00 a.m. CT** | | | |
| ***Almond flags = (in-kind) service learning tasks*** and **Green flags = 2 hours, 30 minutes at least to be done weekly at school.** | | | |

**@** = Assignments that can be done one or more weeks early.

**~** = Assignments if late, (submitted on or after the business day ***after the extension date has expired*** and up until the end of April 30), will have 5% deduction of point worth for the assignment. Work submitted between May 1 and May 6 will have 15% deduction for being submitted after classes have ended.

|  |  |  |  |
| --- | --- | --- | --- |
| **ASSIGNMENTS** | **EARLIEST**  **SUBMISSION** | **DUE 11:59PM CT** | **POSSIBLE**  **SCORE**  ***1816*** |
| * **@** M1 Course TASKS **~** | ASAP | Jan 16- 8pm | 9 |
| * **\*** M1 REQUIRED ZOOM MEETING + *2 Hrs IK* **~** | Jan 13 | Jan 17 | **~**50 |
| M1 text entry with dates/times to do mods & S.L. **~**  M1 Orientation & Syllabus Quiz **~**   * M1 M.o.U. for Syllabus and Service Learning **~**   M1 Practice Discussion **~**  M1 Textbook text entry **~**  M1 QUIZZES A and B **~** | Jan 13 | Jan 21 | 4/4  **~**27  4/4  3  8  **~**28/12 |
| M2 Clip text entry**~** | Jan 20 | Jan 28 | 8 |
| M3 QUIZ  M3 Clip text entry **~** | Jan 27 | Feb 4 | ~50  8 |
| M4 QUIZ  M4 H.O.T. Assignment **~** | Feb 3 | Feb 11 | ~50  ~100 |
| M5 Clip text entry  **\***M5 Discussion: **~** | Feb 10 | Feb 18 | 20  ~100 |
| M6 Clip text entry  **@ 1st S.L. Journal -** *1 Hr IK.* **~** | Feb 17 | Feb 25 | 20  ~120 |
| M7 QUIZ + Lesson Plan Behavioral comps **~** | Feb 24 | Mar 4 | ~30/~100 |
| M8 Quiz + Lesson Plan Constructivist comps **~** | Mar 17 | Mar 25 | 14/ ~100 |
| M9 Lesson Plan I.P. Theory comps**~** | Mar 24 | Apr 1 | ~100 |
| M10 QUIZ  **@ 2nd S.L. Journal –***1 Hr IK.***~** | Mar 31 | Apr 8 | ~50  ~120 |
| M11 QUIZ **~**  M11 Questions for Reflection & Conversation **~** *30m IK* | Apr 7 | Apr 15 | ~30  ~100 |
| M12 QUIZ **+** S.L. Survey*in lieu of final*  **~** *30m IK* | Apr 14 | Apr 22 | ~24  ~16 |
| M13 Basic Rubric **~** *and**finish late work* !!!!! | Apr 21 | Apr 29 | ~84 |
| ***See list of SLUPDATE assignments on pages 47 and 48.*** | | | |

**12. Grading and related details**

Grading Schedule: 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. 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 other university 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 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.

Grading Approach and considerations: 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).*

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.

Criteria for Earning Final Grade: 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 and if **all** assignments are submitted). 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 held AND; (**B**) submitting ALL assignments in their entirety. 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 (on Canvas work) but only earn a B or less due to less than excellent to poor participation, journaling, or school service learning. Further, please note that success in this course is contingent upon the completion of the Service Learning requirements and attending our full class orientation 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:*  **1,397**

**\***On pages 14-16, see exact listing of assignments with due dates, point worth, and when assignments open for student submissions.

Assignments and 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 or reconsideration by the instructor on any assignments evaluated earlier in the semester.

**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*:* 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.

In lieu of (in replacement for) a final exam,a “Watermark” Clinical Field Experiences Survey (very important) will be assigned in MOD 12*.* Simply follow my exact instructions in the survey assignment in order to properly fill out this survey. It will be due before finals week because it is directly tied to completion of site-based service learning hours and does not take long to complete. Doing this before finals week, before of by the cut-off date, will help you focus on your other finals during finals week. It will also count for 30 mins of in-Kind Service Learning time that must be earned.

Assignments and scheduling study time: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*).

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 RIGHTnotice and I often email the student so he/she knows about the situation and to resubmit. It is up to the student 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 (LarsonMOD 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.

Missed meetings and late assignment work: Opportunity to make-up late assignments, missed class sessions, and service learning visits 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.

Late Assignments 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 where explained in this syllabus below. Any Canvas work cannot be submitted after 9:00 a.m. on May 6..

Remember to submit remaining Canvas work you want to earn credit towards this term BEFORE the cut-off deadline of 9:00 a.m. on May 6. 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 the expiration of the extension date which is the business day after the original due date. So, this would mean, if an assignment is due by Tuesday 11:59 p.m., then you would have until that Wednesday evening (before 11:59 p.m.) of that same week to submit the assignment without a late point deduction. **If a person still does not submit the assignment until after that extension day/time has expired,** then that kicks in the late point deduction with 5% of possible point worth for the assignment. 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. Also, being on schedule is important in learning and in the teaching profession!!!! Part of doing good quality work means doing it on time or close to on time. Fridays are business days and are work days! They are not “off”. Working as a teacher, this will be a Monday-Friday arrangement in terms of your expected work hours weekly.

The morning after the original due date for an assignment, I will post a score of 0 points for the time being, tentatively 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. So, finish service learning and Canvas assignments knowing that no extensions exist beyond the cut-off dates.

Resubmitting improved/corrected 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 messagewill 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 resubmissions if the initial submission was late (submitted after the extension date has expired).

The latest that any submission, late submission, or resubmission (*of any type Canvas assignment*) will be accepted will be before the cut-off date/time of May 6 – morning, 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 and in the LRC.

Strategy on finishing late assignments before the term 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 4 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 or the day or two before that time, 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.

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 before the cut-off date and time 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 two of three days before then. Most importantly, get remaining and/or late work submitted hopefully safely before the **May 6 – morning, 9:00 a.m. (Central Time)** which is the cut-off timeis 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. Turn in work as you complete it and never wait to submit multiple assignments at once in Canvas. There is never an acceptable reason or excuse to turn in multiple assignments all at once, all of which are late. Submit each Canvas assignment as soon as you complete it.

**13. Class Attendance Policies**

We only have one required class meeting which is offered at a few dates/times as options. 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. Attendance at your assigned service learning school is required to earn letter grade course credit – no exceptions!

*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. *No above trips count for or towards service learning.*
* 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 possible/feasible. 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. All service learning, if any is missed, must be made up to serve the full amount of site hours and in-kind hours!!

*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.

**14. Other Class Policies:**

1. **Understanding the syllabus and canvas 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.
2. **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.

***--****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 or in person.

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**.**

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)

**To have your assignments be ready to be graded, I mandate that at the end/bottom of all of your uploaded assignments,** please ADD the following clause,***"I promise my work is genuinely mine and not made in collaboration with another person, or by copying the work from another person, or through the use of generative A.I."* If this is not provided, the work will be a zero. I will not grade or consider grading work submitted unless a student stands behind the truthfulness of their work and the above clause helps make known to me a student’s commitment to academic honesty—per each assignment. *Basic, required values and behaviors in teaching include honesty, truthfulness, dependability, reliability, and patience.***

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, videos, readings, assignments, or other materials. 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 phone or zoom 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. All accommodations to be met must be approved through their office!
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.
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 service learning 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. **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 by answering questions and such, and/or if the assignment was to be completed without help, then this is not an appropriate request.

Teacher help should be given where needed 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, instructor help is fine but needs to have some limits. Additionally, scoring and determining a final course 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 continually help them with things they need to internalize to then apply autonomously, in a self-regulated 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 further 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 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 as instructors (our paid duty) is such that, just as important as is our instructional delivery, is our assessment (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 50 states.

**M. Add/Drop, Withdrawals, and Incompletes**

**\*\*\*\*\*\* J. Add/Drop, Withdrawals, and Incompletes:** Grades associated with (IN) or (IP) Incomplete course work or a withdrawal from class will be assigned in strict conformity to University policy (se*e* A.U*.* Bulletin lates*t* edition)*.* If you wish to drop this course, you may do so no later than by the official drop date indicated by the Registration Office. 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. According to AU Policies, Incompletes (IN) and (IP) are given only under certain conditions and terms (*see AU Student Policy e‐handbook*). Please refer to the *Academic Calendar* (which shows dates for drop/add, etc.) on your HOME PAGE in Canvas.   
 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 a potential need for an 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*). This notification must be stated to the instructor by the student on university email well before grades are due for the course, before the end of the semester, and before the assignments ending/cut-off date/time of **\*\*\*** **May 6— morning, 9:00 am CT**. Also, at least 50% of coursework must be completed satisfactorily (C or higher) to be eligible for an IN (Incomplete).  
 Always look for confirmation of my receiving any such notification from you in order to be sure I did in fact receive such important information from you. Please do not assume that I received an email of such magnitude. You must hear back from me by email to be sure. This way, my confirmation to you completes the full communication loop. Student request for an IN must be stated to the instructor on email by the student **before** the cut-off date of **\*\*\*May 6, 9:00 am (CT).** If this is not communicated before that deadline expires, then an instructor must only give all **un**submitted work zero (0) points which will likely impact on a final course grade considerably.

**\*\*\***I close off access to Canvas assignments and submissions and do not accept on email or in printed form any assignments, once the cut-off date for assignments has expired. This means that for a student who has requested an IN before or by the cut-off date and time, I will then re-open access to those assignments and submission areas once the final day to report final grades has passed which means I will then re-open the selected assignments for that individual for submission the very day after final grades are due. **So, the selected assignments that a student must still complete towards earning course credit will re-open on May 12 and you will have from then until September10, 2025, before 9:00 a.m. (CT) to submit the work in Canvas.**

**N. Repetition of course:** In the event that a student takes this course for a second time, in order to earn a passing letter grade, 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 expectations. It means that if you are taking this course for a second time, then it means you must complete all modules, all 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, prior 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 re-taking FOUN 3100 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 re-takes it but still does not complete service learning (or complete other materials to the level of passing), then they will fail the course and this will be the final try.

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.

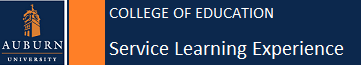
**O. Professionalism COE:**

Please 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. All Alabama Quality Teaching Standards and Candidate Proficiencies apply also to the above framework of dispositions and expectations.

----------- **END OF** **PART I of II for FOUN 3100 section DC2 SYLLABUS SPRING 2025**------------

**JANUARY 9, 2025 VERSION**



**SYLLABUS PART II - SERVICE LEARNING ORIENTATION PACKET** pages 30—49

FOUN 3100 (section DC2) – SPRING 2025

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

[stromps@auburn.edu](mailto:stromps@auburn.edu) 334-728-0909 *This number is the* *way to reach me via phone!*

**SERVICE LEARNING REQUIREMENTS, EXPECTATIONS, AND POLICIES**

**1. Goals and Purposes of Service Learning:** 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. For this section, the heart of the community to be served is a school. Service Learning supports students’ academic studies and helps to develop the skills, citizenship, and values of a pluralistic society. This experience supports these growth areas within the context and specific site-based needs of an assigned public school. The following statements give a more specific explanation of how service learning functions as an integrative educational experience within the context of this FOUN 3100 course.

* 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.
* This component allows students the unique opportunity to think about concepts covered in class lectures, discussions, readings, and assignments, and then apply or connect those to their own school-based clinical field experience as assigned for this course, in this section.
* 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 school needs.
* Service Learning represents a particular form of experiential education that emphasizes the accomplishment of tasks meeting human needs.

**2. Course Requirements:** Service Learning (S.L.) 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 followingsemester. If a student fails to receive a satisfactory assessment or fails to complete all requirements of S.L. 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 learningduring the semester. You will have, though late, until the stated deadline to finish school site 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.

In addition to 20 school site hours required, students will be doing 5 more hours of required service learning (called *in-kind S.L.* hours) during the course to be done online. See page 48 for a list of all 25 required hours and how they will be completed.

Necessarily, completion of FOUN 3100 requires participation in 25 clock hours of field experience. Students dismissed from their placements due to inappropriate behavior or lack of service cannot fulfill this requirement. Thus, 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 by you and address questions and problems. I rely on each student to communicate questions or problems.

Each week of service learning will be scheduled so that during all weeks, at least 2 hours and 30 minutes must be completed until all service is finished. 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. This syllabus contains several important items including a Service Learning Schedule (pages 47-48). 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(s) and time(s) 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 practicum 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.

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 hours of lab per week consists of service learning in certain lab activities mostly at an assigned school and for five hours, in certain in-kind types of Canvas assignments. 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.

**3. Placements and Timing**

Each student will email me an availability time to serve a site each week for at least 2 hours, 30 minutes (per week). When you commit to this time and convey it to me, I can then work with the site so they can place you. After I have conveyed the placement to you on email then you MUST keep this site and schedule. The site and teacher assigned cannot change at all. Only under needed circumstances can the day and/or time change - like only in case a student has unforeseen change in their schedule.

I need to know your day(s)/time(s) you can serve each week for 2 hours and 45 minutes. Once you have provided this then I contact the school with this information. Provide me the above information most preferred before or by **Jan 16** – **8 p.m.** and earlier than this date if possible**.** The sooner the better. That way, either before or by the end of that week, the hopeful plan is to get the class information on availability so I can send this information to each school for them to respond. A placement to an exact school and teacher will be emailed to you by me. To summarize the above, once you are assigned to a teacher and site, I will email you that information (site, teacher name) right away. *So please check your email every day please!* Please confirm as soon as possible on email once you have received this placement information.

It is very possible that I may not be able to place you with a specific teacher at your assigned school until the later part of week 2 or week 3 of classes. This is because a representative at the school must find a willing teacher, and that teacher must make known to me their available times they teach. It is not a problem per se but please be aware. I have to receive teacher placements from the schools. I cannot make them since I do not work at or lead the schools. When I place someone, I only place based on who I have placement information from at that point in time. It also would not be efficient to wait until everyone had a placement before telling everyone their placement since that would delay some unnecessarily from starting their service. Also, it would not be possible for me to tell everyone simultaneously their placement since with 25 students, each student has their own separate email with individualized information which must be written carefully, checked, and then emailed to each of you once ready-which takes time. After emailing me your availability, check your email daily for notification. *I may even* ***call you and email you*** *to inform you on your placement in case it is warranted. Check your phone and email periodically if you are waiting for a placement please*! Confirm for me on email after receiving my placement email.

If a person has to be at school during part of their service learning that falls during lunch time for the school, then they need to do something productive at the school (if school allows you to be there then) if you want that time to count towards service learning on your time sheet. Some time to eat is fine but a full hour would not be needed. Maybe 30 mins? Do not skip lunch! But during that time (the eating time), they would have to be on school premises even observing at the lunch hall - or something helpful to the school- something at least mildly helpful for the school. So, if your time falls during lunch then re-plan so it does not include lunch, or leave for lunch and return once class starts again. Its not break time if you are on the clock (time sheet). Break time away from the school is not worth any time to be recorded on a time sheet. Time during lunch that is spent on service learning must be time helping or observing or being active at the school that would count towards service learning.

**Email(s) about placement:** The email containing your service learning placement, all of the information in it, is very important to carefully read and understand. It includes ACS School Calendar and other district information. This material fits better as the ending (or as an attachment) of that email document you will receive from me along with exact placement information in the first part of the email. *You must email me confirmation of having received and understood that email—all parts, once you have read it over.*

**4. Safety and Confidentiality of Service Learning Site Information**Exact information regarding each service learning site and each student’s placement information will be shared with each student in hard copy and in a file to be posted in each student’s Canvas gradebook. Since course syllabi are public documents, this information is not in the syllabus as it is intended for student-only and Auburn University admin-only access (when needed). This privacy is mandated for the safety, protection, and well-being of Auburn University students, the service learning sites, and this professor. This information (once each student receives it) is not to be shared with, shown to, or posted for view by anyone inside this class section to anyone outside this class section for any reason at any time before, during or after the end of this semester. Only AU admin, local police, and K-12 admin at the schools involved may request this information from this instructor (if needed) and must abide by all of the same above expectations. The above privacy ensures safety and academic integrity. Thanks for your cooperation in keeping this information private.

Be an Adaptive Teacher: My role in communication with each school I have agreements with and the time that goes into coordinating your placement with the school is considerable. A great deal of time and energy is spent well before classes start and during the first couple of weeks. So, if I place you at a school that you may not be familiar with, I cannot switch you to another school or anything of that nature. I cannot take special requests for school locations, teachers, or even exact grade level of students you will work with. I try my very best to give you as close of a placement given your major as I can and based on the school limitations, some of which may be due to limited availability of placements at certain schools and grade levels and in certain subject areas. Learning how to adapt in a school environment is an important student learning outcome stemming from the service learning experience for this course. The kids and teachers will always need your help!

**5. Service learning Requires a Cleared (safe) Background Check & Raptor Check**

Being provided a placement at a school location arranged by this instructor, for this section, requires completed, cleared, and proper background check as defined by the Professional Education Services Office of the College of Education at Auburn University. If/when a student does not have a background check cleared then they cannot do service learning for this course and therefore should not be enrolled in this course unless and until they have a cleared background check. This is because it helps protect the children and employees at the school site against a person who, without a cleared background check, may (might) be a potential safety risk to those at the school. The whole purpose of legal background checks, as required by the college and by EFLT (as early as for FOUN 3000), is to ensure each student has a safe (cleared) background check before working in service learning with children, minors, and others at the site they are assigned. The School Field Experiences Request Forms that this instructor files through the College of Education (Professional Education Services) and our local school systems which is a legal partnership agreement between specific schools only in these districts and our College. This form mandates (a) you must complete service learning at the specific school where you are placed by this instructor and with whom you are placed, and (b) you have a cleared background check in order to be placed at a school. *“Prior to participating in school-based experiences, students must have proof of a cleared background check. PES monitors proof of a cleared background check for students enrolled in teacher education programs. Verification of clearance can be viewed at the Alabama Department of Education's Teacher Certification Portal.”* [Cited from AU School Field Experiences Request Form.]COE instructors attain placements via this request form and process.

In many instances, if a person cannot produce before the semester start, their cleared background check for Block II course, then they should not be enrolled or self-enrolled in such courses since the expectation was they were to have provided a cleared background check when they took FOUN3000 which is a pre-requisite to the Block II courses, including FOUN 3100, and 3110. This is even further expected (to not enroll) when/if the student’s advisor recommends the student to not be enrolled since he/she may be aware of what could be an overly lengthy wait time for processing of a background check if a student filed their check either really late or filed improperly, thereby needing to re-apply/re-file starting at the beginning of the process. In such cases, the time it will take for outside parties to process the background check in time for a letter or clearance to be made available, (if it’s done late), would likely mean that the student would not have the background check cleared remotely close to when they should be ordinarily beginning service learning. Students can check their status of background check at <https://tcert.alsde.edu/Portal/Public/Pages/SearchCerts.aspx>

Orientation to service learning: At our course orientation meeting I will cover with you the lion’s share of general orientation policies, behaviors, dress code, etc.. Remaining details about your specific classroom will be covered by those you will directly work with there. Please abide by this helpful orientation information. The supervisor at each site will be the primary person to orient you to the site, and to oversee your involvement there. I may also randomly stop by on various days and times to visit. I might contact you regarding time that you still need to serve at the site and/or how you need to record your hours or some site related issue. If I contact you I’ll likely also have the email CC as well to your cooperating teacher. It is the business of all these parties if a student has fell short of expectation in service learning or is in jeopardy of doing so.

Students are only provided permission to start service at their assigned school site once they have attended the course orientation and will also need to wait until the week stated in this syllabus to start since schools will not expect you before then.

**6. Gather / Share Contact Info & Schedule with Cooperating Teacher**

Gather and share with your cooperating teacher/ supervisor your AU contact email for sure (and phone - if you wish). You will need to gather info for your cooperating teacher as well once you are assigned to a specific site and teacher and have met them for the first time. Only you can do this. Please keep that info handy in case you need to contact them or they need to contact you. Knowing all the below information will help you know to not go on days when the school is closed and to know what to do if your teacher (or the whole class) is gone during a certain day. If you have to do make up hours then this information is also important.

**DISCUSSION ITEMS TO ASK & TELL YOUR COOPERATING TEACHER!**

**Address with your cooperating teacher the below 9 items on your first and second service visit if possible. This is your obligation as the student service learner to discuss these with teacher.**

**1.**--**ASK** Where will the green folder with your time sheet I provided be kept her her/ his room? Ensure they have it and remind them you must sign in and out on that sheet for course credit.  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2**.—**ASK** When does he/she start class time at the school each day?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3.**—**ASK** When are the kids gone (out of the classroom) during certain times of the day or week?  
  
When is the teacher’s daily planning period? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When are weekly team meeting(s) the teacher must attend?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When are kids gone to specials?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When are kids gone to lunch?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4.**-**ASK**--When are any field trips or days that they have planned in advance to be away?

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**5.-ASK** --Can you serve their classroom on days when they are gone but when their class is still there? Or, if need be, what other teacher room you could you serve (for that day only) when they are gone from school?

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**6.**-**ASK**--If you know ahead of time that your cooperating teacher will not be there, and neither will the class then you may ask your cooperating teacher (in advance) if another room/teacher could be served for that one day only ***but this must be allowed by your cooperating teacher.*** You cannot just pick a random, unknown room or teacher to serve when no agreement has been made. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**7.**-**TELL & ASK**--Remind your teacher your day/ time you will consistently serve along with another day/time which you can hopefully use as your time for make-ups. Ask to be sure if that make up time is acceptable with the teacher / site supervisor. Only you can plan with your teacher please.

**8.**--**ASK**- Ask your teacher if she/he will use a “to-do / task list” with you when you arrive each time you serve. This can be helpful so you can just start when you arrive but will need to know if they will use it and where it will be kept so you may access it right when you arrive. They can be helpful when used. If used, where will it be for your access?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**9. TELL**— Please tell your teacher if you wish to present or co-present lessons or facilitate activities. If he/she does not know your comfort zone or goals, then she/he may not choose to have you be active in direct instruction or other high stakes learning activities. Only you can communicate this to your teacher. Be active and do not only observe. Also, being reliable in terms of attendance can make such requested experiences more likely since the teacher can then rely on you to be there. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Any other contact information they provide you is fine, but it is your information to keep, not mine to keep. Please provide them your contact information as well at minimum your Auburn University email. Do not provide personal email since public school email systems and Auburn University often spam out or block personal email addresses. Know the name of the principal and vice principal at the school you serve and introduce yourself to them if you see her/him in the hallway or other location if it is convenient and non-disruptive. They lead the school.

You will be assigned to a cooperating teacher and given his or her email prior to starting your service learning. *Communication with your cooperating teachers is essential for a successful experience!* Initially, talk with your teacher about their daily schedule, classroom routines, and procedures as well as their professional expectations for you. Remember, you can and should learn from this teacher. They have volunteered to mentor you so be sure to thank him/her for the opportunity. Any online dialogue with your cooperating teacher/site supervisor must be on Auburn University email (Tigermail). So, that is an added reason to be sure to check your AU Tigermail email daily as well as Canvas Announcements and Gradebook.

**7. Effective Documentation of school service learning on assigned time sheet**

You will keep a time sheet (only using the time sheet that I provide you via your teacher) of your service hours throughout the semester at the school you work at that. It will be inside a three-ring paper green folder marked with your name and your cooperating teacher’s name and it will be with your teacher before you begin your hours. On the inside front jacket will be helpful service learning schedule (page 47) and on the inside back jacket will be helpful questions to discuss with your cooperating teacher during the first and second visit to clarify helpful procedures (pages 35-36). Also in the green folder will be helpful notes for your cooperating teacher and you as A.U. service learner so that as a glance, these will help you both be mindful of important expectations and a description of your work at the site (page 42— item **9**.). These are glued onto the folder to help as a reminder when you sign in and out of the time sheet at each visit and will be very helpful to refer back to when you wish. I took time out to personally buy the folders, pencils and pens, and other items, to print these pages out and hand-glue them on the folder, and design and print your time sheets, and to handwrite your name and other info on your time sheet as a matter of setting an example of professionalism. Please demonstrate top-rate service learning at your assigned school!

**--**Time must be served this SPRING 2025 term for this section by completing the 20 school site hours plus 5 in-kind hours. The school site hours and the 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 or in place of the school site or teacher assigned. On-site service learning and In-Kind service learning hours cannot have been completed before this term or as a promise to do the hours at a later time, once the term ends.

**--**Record time served only on your own time sheet. Your Time Sheet is only for you, never for anyone else to sign their hours on. Anyone else’s hours on your time sheet 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. For each bit of time served, please neatly record the correct number of hours followed by correct number of minutes as shown below. In-kind hours are never to be recorded on any time sheets you keep as school site hours. They are separate and cannot be double counted. When all five in-kind hours are done, I will then apply (add) them to your completed school site hours to make the final 25 hours.

**Correct: 2: 30** (This mark means you served **2 hours and 30 minutes** on that day of service.)

This allows for a short-hand version but must be used by everyone in the same way.

**Wrong:** Do not list a ratio or percentage for time served like “2.5” which could be interpreted as either 2 hours, 50 mins or 2 hours, 30 mins. Also do not add up time *in minutes only* like 150 mins. 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 timeserved that you or I notice is recorded incorrectly, this means that you will need to correct it please.

**SAMPLE TIME SHEET *(Strom will place the actual Time Sheet at your school site).***

**AUBURN UNIVERSITY** MUST HAVE **20 school site** HOURS RECORDED BY STUDENT ON THIS SHEET!

**FOUN3100 DMK SERVICE LEARNING – SPRING 2025**

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

**Service Learner**:  **Brie Larson email**: xxxxx@tigermail.auburn.edu

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

**Usual time(s) of service each week:** 8:30—11:00 a.m.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **DATE**  **SERVED** | **TIME START** | **TIME**  **END** | **TIME**  **WORKED** | **ACTIVITY DESCRIPTION** |
| 9-21 | 10am | 12:45pm | 2:45 hrs | Tutored small groups |
| 9-28 | 10am | 12:45pm | 2:45 hrs | Co-taught and graded |
| 10-3 | 10am | 10:45pm | 45 mins | Co-supervised at recess |
| Remainder time would be recorded here also. This is just a partial sample just to show you a proper way to record your time served at your assigned school. Only record school site time on this time sheet kept at your assigned school! *Never record any in-kind S.L. hours on this sheet! They will not count as site hours.* | | | | |

**Submitting the completed Time Sheet:** Once done with your school site hours, tell me in SLUPDATE area and then submit a clear, legible photo or scan of the time sheet in the Time Sheet assignment ***SLUPDATE area (linked on the Modules page in Canvas***). Ensure all school site hours are neatly and accurately documented on the time sheet please and that the time sheet is signed by your teacher. I always verify via email with the teacher.

**8. Professionalism at the School Site**

Remember that when you go to these schools, you are to represent yourself as a teacher-in- training. This means you are to dress and behave in a way that is consistent with other teachers on campus. It is what you do that defines you. Respect is earned. Respect stems from how we present ourselves and how we treat and interact with others in professional environments. Teaching and public education environments are strict in this realm since we work with children and their parents/guardians along with school teachers, administrators, and staff. We must set a safe and welcoming tone for everyone in such environments. This is the very nature of our respected profession. The upcoming sections and subsections I have clarified regarding expected behavior, attire, attendance, make-up of missed time, etc. when serving at any school. This is to help towards your orientation to service learning.

**Expected Behaviors:** Please abide by all city, county, and state laws (traffic AND school zone laws). Show the front office your driver’s license on your first day of service to the front school receptionist in order for the school to confirm a safe background assessment. *This is a very helpful and effective State of Alabama “Raptor Program” that tells within seconds if a person has a past or current problematic criminal background that would not be acceptable or safe for that person to be at a school—(it searches for criminal records related to felonies and violent crimes). Safety is key and required to be at public school in any capacity. No exceptions* ***--*** *ever!*

**--**While driving, please do not text, speed, or blast the car stereo when driving near any school.

**--**Please treat all children, parents, faculty, staff and administration at the site with full respect.

**--**Please be on time when you serve each time at the school. Being on time is another aspect of professionalism. The school relies on you being on time.

**--**When at the school, please refrain from cell phone use unless and only if and when you are photographing your time sheet--when done with all hours. Do not have the cell phone out in plain view or turned on so people hear vibrations, calls, or texts. Your time there must be devoted to teaching and helping, and this work cannot be accomplished while distracted by a cell phone. It is also very unprofessional. Also, use smart watches only to tell time, not to talk or text while at a school. *Only when you need to photograph the completed time sheet is it ok to have your cell phone out and even then, send (email) the photo to me when off campus, not while at the school please.*

**--**Never use profanity or any other offensive language, hand, or body gestures.

**--**Talk only on-site about things that are on-task there (related to what you are doing there at that time) rather than about outside life, plans, or other concerns.

**Expected Dress:** As a representative of Auburn University, you must wear an identification badge when you are at your site. A specific badge has been made for S.L. students, and you must order one with your name on it. Badges can be purchased at the LRC. Have your badge made as soon as possible, before you begin your S.L.. Since many students will need badges, allow ample time for turn-around in the LRC. It need not have your picture on it. You may use one you have used in prior or current other field experiences.

Please wear clothing at your service learning site that is respectable as an adult working with children and to instill a professional impression of you as a future teacher. First off, please make sure your wardrobe at the site *opaquely* cover*s* all special bodily areas and areas right near the special areas in order for a respectable impression to be made while there since this is a school environment. Also, please refrain from wearing clothes or jewelry that are questionable due to the themes, symbols, words, or images they contain which others can clearly see which would be objectionable in a K-12 school environment. Thanks in advance for your cooperation. Proper attire for these reasons is a required course material.

*Detailed Dress Code to Follow:*

**--**No undershirts, tank tops, strapless or spaghetti straps, flip-flops, shorts, short skirts, or T-shirts with vulgarity or alcohol ads, or anything too revealing of the bodily form.

**--**No sophie shorts.

**--**Please wear either decent tennis shoes or business casual dress shoes. Do not wear sandals, crocs, or similar non-shoes.

**--**Please cover (conceal) tattoos, face, tongue or body piercings, scarifications or other body art.

**--**Do not wear jewelry and/or other decorations on any clothing or other apparel such as hair braids, belt buckles, straps for dresses and/or shoes that contain objectionable symbols or images including alcohol or drug related ads, anything of a human sexual or violent nature, profane words, politics, or hate-oriented, etc.

**--**Also avoid wearing at your school: torn or ripped clothing revealing any body parts or any attire (clothes or jewelry) that looks obnoxious, offensive, or that are for adult-only settings.

**--**Remember that part of “being” professional means dressing appropriately for the environment!

**Absences:** As a professional, attendance during your SL experience is required. If for some reason you are unable to be present, you must notify your cooperating teacher as soon as possible. Please communicate with your cooperating teacher as to how they would like to be notified (E-mail, phone call). Email me as well just so I know you are planning for make-ups. Notify all parties by no later than the morning of your scheduled day to attend. They are relying on you to be there so please let them know early if you cannot make it that day. Additionally, it is the responsibility of each student to notify your cooperating teacher, and this university professor/ SL coordinator in advance that you will be absent from service for a religious holiday or school trip. Any missed days must be made up by April 30th but please safely complete make-up days sooner rather than late in the semester though. Refer to page 47-48) as helpful benchmarks to help monitor where you should be with school site hours (by certain dates shown) in order to stay safely on track towards timely completion of hours before the deadline (cut-off date).

**Making up for missed service learning time:** The school cooperating teacher/ site supervisor is to be contacted by you the student regarding scheduling make-ups due to absences at your site. If one misses any service learning sessions, it will be important to promptly inform the site supervisor at the after-school program about your absence and plan a later date to serve. If a little time needs to be made up that is fine but please do not plan any unnecessary conflicting appointments or events at all. If you have to miss, then miss due to necessity only (*such as a funeral, an illness, court date attendance, unexpected accident, medical appointment, etc.*) and be prepared to supply a university approved excuse for any of these reasons. I as your instructor along with the site supervisor/cooperating teacher may ask for this material and have the right to see it.

Please do not assume you can go on any day just to do a makeup service learning session. Instead, check with the supervisor/teacher at your site when you can go if you have an unexpected (unplanned) make-up session which needs to be served. In such cases, plan with the afterschool program supervisor of the school you serve via phone or email a day for makeup. Please keep all emails you send to and from the site. No service learning placement is set up in such a way to allow for excessive makeup days or makeup times. The placement times might be somewhat flexible only for purposes of AU student necessity, not convenience. What will be expected is for you to make-up a missed service session within the same week or following week from the day missed. In this way, it keeps you up to speed without getting behind. Doing it later than the suggested time will get you behind and you won’t necessarily be able to make up the missed service in as short of a window of time as you wish or intend. For example, your site might only allow, due to a heavy load of volunteers, one day a week you could intervene (*aside from your normally scheduled day*) to serve a missed session.

As long as you have site supervisor approval, you could serve “planned missed time” in advance if you know ahead of time that, for example, on two Mondays, your service learning site might not be in operation due to holidays or in-service days. By taking this proactive approach, it can keep you up to date in service hours while, if done with communication to your site supervisor, helps the service site by better planning their volunteer schedules instead of people coming randomly with overflow. Timely communication with the site supervisor/cooperating teacher is vital.

Sessions that are continually missed which are then postponed until their completion late in the semester without reasonable cause and/or without prompt communication to the site supervisor and this instructor/coordinator may result in a grade drop by at least one letter, and/or a group meeting with you, me, the site supervisor and service learning coordinator. If something happens to you or you are ill or somehow unable to serve on a certain day, then contact the site supervisor (*at the site you serve*) immediately to inform them you will not be there that day. The site and the children there count on you being there as planned so it is vital to let them know if you can’t be there so they can make alternate plans.

Any missed days must be made up by the end of the semester deadline but please safely complete make-up days sooner rather than later in the semester though.

Confidentiality: As you may already know, professionals in education, law, medicine, social work, psychology (counseling) and certain other fields are obligated to maintain confidentiality between themselves and their clients, patients, or education students. Whatever they learn from or about their patients, clients, or students is privileged and private, confidential information and cannot be revealed to others without permission from the client, patient, or students. Be aware that as a service worker in these situations, you may be shared with some privileged information by those you work with. You may learn information about students that is covered by these rules of confidentiality. Speak to your supervisor/cooperating teacher to discuss how the obligations of confidentiality may apply to you. But when in doubt, do NOT reveal or discuss information about students without their permission.

Observing Questionable Conduct**:** The one rule you should always follow is: Do not try to resolve the problem alone-- consult right away with your site supervisor, cooperating teacher, or other professionals at the site to whom you are responsible. Questionable behavior at your placement site should be first reported to the school immediately and then to this instructor.

Liability**:** You are covered under a Limited Professional Liability Policy for any negligent act, error or omission while performing services in fulfillment of requirements of this class.

Prevention**:** Prevention is good protection. Pay attention during your orientation. It will give you important tips about knowing your limits. Try to avoid accidents and injuries. Ask first. If you have any doubts about the wisdom of doing something, consult your supervisor/cooperating teacher or other professionals employed at your service learning site. You may be a volunteer, but you are doing real work with and for real people with real needs. Remember the cardinal rule: WHEN IN DOUBT, ASK. The site supervisor/cooperating teacher are there to help.

Problems with service at school site**:** Throughout the semester I will visit sites and speak with site supervisors/cooperating teachers and admin also where possible for any insights they have. Any problems will be reported to me by teachers and/or site supervisors. If any are problematic enough, this may very well affect a final course grade or result in possibly having to drop the course before the drop deadline. Additionally, if a person has reports from a site (from a teacher and/or admin) that make the site not want the student serving there anymore, then the course grade would be an (F). This would mean therefore that the only pro-active option for the student to take at that time would be to drop the course before the drop deadline and then retake the course. It’s a serious red flag to our college if a school no longer wants a service learner. It is also not possible with regards to opportunity to finish up remaining hours elsewhere. It takes often at least 3 months to be granted permission by the school system to serve at a new site so a person would need to wait that long before completing their remaining time if they were no longer welcome at the initially assigned site. Please ensure your site wants your service! If a student simply did not finish their site hours by the deadline and needed more time, then as long as the school agrees to have the student back, then that situation would lead to the student receiving an **In**complete to finish the hours within a specified window of time set by this instructor. 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 in a highly professional manner with your site supervisor and show the highest degree of respect for this person, for staff, faculty and children. If I get feedback reports or evaluations from a supervisor or cooperating teacher at the site about your performance there which is of poor quality, repeated tardiness, repeatedly missed (or postponed) sessions, email communication deficits, or attitude issues then any one or more of the following consequences will result: (**A**) possible grade drop by at least one final letter grade, (**B**) meeting with you, the supervisors, myself and the Assistant/Associate Deans, (**C**) being dropped from the site and then, as a result, be given a failing grade or IN (Incomplete) for this course.

**\*ACCEPTABLE QUALITY OF SERVICE LEARNING**: Service learning time needs to be done for course credit but it should be done in way which displays highest A.U. College of Education quality and that serves the site, leaving them wanting our help for the next semester. Your site supervisor/cooperating teacher will judge you on the three criteria below and I will consult with this person as I make my final judgment on these criteria in relation to their observations of you at the site you served. These are the “real world” types of judgment criteria as they matter a great deal in the real world of schools so they will affect your final grade for the course.

***----Communication/Collaboration with Site Supervisor, AU Service Coordinator and Course Instructor:*** This needs to be always timely and respectful whether via in person, email or phone. Communication with this person includes: asking for and retrieving feedback about how you can serve better the kids at the site; rescheduling a makeup service day; and clarifying with the site supervisor any and all onsite rules or expectations for service at their site. You may have to communicate to the site teacher at a schedule which works for them perhaps via email or phone depending on their preference. This is so because onsite they may be very busy with running the functions of the classroom or after-school program which only they can perform. So, it is up to you to please be patient and persistent. What is also required is a good attitude on things if they (*site teacher*) talk to you about improvements in your service that they deem necessary for you to make. Look at it like a vital learning opportunity.

***----Timeliness of performance of each week’s 2 hour and 30 minute minimum of service learning and make-up of time upon missed session within same week or by the end of the following week.*** See pages 47-48 for the Service Learning Hours Schedule which will help you keep count on where you should be at by certain dates in terms of hours served.

***----Helpful work with assigned teacher and in tutoring / teaching / interaction / monitoring of children and respectful treatment of them.*** Your time at the site should be spent helping children learn and interacting with them in learning activities/classes for the program. Help them learn, be patient, and be sure to seek help from the site supervisor, cooperating teacher or other appointed program staff when if/when you see or suspect that there is a problem with a child’s behavior or well-being. Don’t try to deal with something on your own which you feel is definitely beyond what you think you know.

**----*Professionalism in documenting and communicating about your school service learning hours will be required and assessed*** in the SLUPDATES, your time sheet, the quality of your two service learning journals, the *in-kind S.L.* assignments, and in the C.O.E. Watermark survey about your field experience (service learning lab).

**9. Description of Work and Expectations for Service Learning Sites**

---SL students should be given some orientation to the classroom / afterschool program in which they will be working by those who will work directly with them. They should also be instructed in the use of classroom resources that will be used during service learning hours.

-----The service learning experience is an educational experience for the student as well as assistance to the school. Duties can be a mix of activities such as: tutoring (individual or small group); lesson presentations (when in your comfort zone); leading learning activities; co-supervision of students and; some administrative assistance for cooperating teacher. In terms of administrative duties, these would include such tasks as grading papers, doing some copying (minimal), decorating the classroom or hallway, and managing room / class materials/ field or facilities (such as sports, fitness, or music materials/equipment) if these are requested and helpful for the school, teacher, and students. Plan with the teacher what activities you can help with. Do not only observe. Observing here and there is fine but you must ask how to help also! Be active!

**-----**Consider each of these as opportunities to grow and learn as a professional. It is expected that you will be actively engaged in the classroom and/or other environment at the school by assisting the cooperating teachers/program whenever possible.

**-----**Students should be supervised at all times by a teacher/ site supervisor. Service learners generally should not be left alone with the children or class for more than 15 minutes at a time.

**-----**Students are not trained to respond to emergency situations such as fights and health emergencies. Therefore, it is expected that the teacher will be in the same physical location so as to respond to these situations should they occur. Know where the nearest teacher is who you can all upon for help just in case something unexpected happens that needs their immediate attention if your cooperating teacher or supervisor needs to leave for a few moments.

**-----**Daily verbal or written instruction as to their tasks and expectations should be communicated to the student by the cooperating teacher (ask him/her if need be).

**----**Timesheets must be signed by each cooperating teacher assigned to a student to verify the students’ attendance.

Students---Please triple check to be 100% sure that all the hours are recorded on your time sheet that you are declaring you served and the sheet must be signed by your cooperating teacher. I’ll post in Gradebook a status of COURSE CREDIT STATUS of "**READY**" once I have verified either over email or in person this signature from your cooperating teacher.

**----**Contact me immediately (by email) should any major concerns or issues arise.

**Quick highlights for Expectations of Service Learning Students**

**--**Complete 20 hours of service learning at assigned school before or by April 30. Finishing earlier is safer. Complete five, in-kind service learning hours before May 6— morning, 9:00 a.m. CT.

**--**Provide a schedule of the days and exact hours you plan to serve to the cooperating teacher.

**--**Call or email to notify your cooperating teacher no later than the morning of your scheduled service day if you cannot attend due to an emergency, illness, accident, etc.

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

**--**If you become ill, do not return to the school until a medical expert has confirmed you may return on an acceptable date. *Never go to a school site and risk making others there sick!!!!!*

**10. Helpful Notes for Cooperating Teacher & Auburn University Service Learner: *Description of Work and Expectations for School Site Service Learning***

**Service learning** for this course is an educational experience for the student as well as assistance to the school. Duties can be a mix of activities such as: tutoring (individual or small group); lesson presentations (when in your comfort zone); leading learning activities; co-supervision of students and; some administrative assistance for cooperating teacher. In terms of administrative duties, these would include such tasks as grading papers, doing some copying (minimal), decorating the classroom or hallway, and managing room / class materials/ field or facilities (such as sports or music materials/equipment) if these are requested and helpful to the school, teacher, and students. Direct work with students, when possible, is of highest impact.

---Service learner students should be given some orientation to the classroom in which they will be working by those who will work directly with them. They should also be instructed in the use of classroom resources that will be used during service learning hours.

-----Verbal or written instruction as to their tasks should be communicated to the student service learner by the cooperating teacher. It is fine if the service learner asks for what is to be done for that day. The teacher may post for the service learner what is to be done during each visit on a to-do list or clipboard if helpful.

---- The service learner must plan with the cooperating teacher what activities she/he can help with. Do not only observe. Observing here and there is fine but you must ask your expert cooperating teacher how you can help! It is expected that you as service learner will be actively engaged in the classroom and/or other environment at the school by assisting the cooperating teachers/program whenever possible.

-----The student service learner should be supervised at all times by a teacher/ site supervisor when around children. Service learners generally should not be left alone with the children or class for more than 15 minutes at a time since they are not trained to respond to emergency situations. Therefore, it is expected that the teacher will be in the same general physical location so as to respond to these situations should they occur. The service learner should know where the nearest teacher is who can be called upon for help just in case something unexpected happens that needs immediate attention if your cooperating teacher or supervisor needs to leave for a few moments.

--The service learner must complete 20 hours of service learning at the assigned school before or by **April 30**. Finishing earlier is safer. They must do 2 hours, 30 minutes per week unless they plan with the teacher to do more time per week. Planning by the service learner with her/his cooperating teacher is required so the teacher knows when to expect the service learner! The service learner must initiate this planning process.

--Service learner must notify the cooperating teacher no later than the morning of your scheduled service day if you cannot attend due to an emergency, illness, accident, etc. Email your cooperating teacher for sure!!! Tigermail is Auburn University approved communication.

--If a service learner becomes ill, she/he should not return to the school until a medical expert has confirmed that it is safe to return on an acceptable date.

--Make up of all missed visits (service time) must be planned with your teacher (so he/she knows when to expect you) and then completed sooner after the missed time rather than waiting weeks later unnecessarily.

--Service learners have been informed about range in appropriate attire and expected behaviors at school.

--The service learner must keep neat records on their time served at the school by signing in and out at each visit on the official **Time Sheet** kept in this green folder the teacher at your school has been provided by Dr. Strom**.**

**11. M.o.U. (Memorandum of Understanding) for Service Learning:** Please refrain from talking about service learning with others in social contexts (with friends, classmates, or others). We may have discussion now and then during class but even then refrain from talking on any specific teacher or student that you work with. Also please refrain from any visual or audio recordings of the site, the room, school grounds, the kids, and the teacher. This includes photography, recording/video devices (anything of this nature).

The college of education and all school systems that our university works with mandate that you print out a copy of this form, fill it in and sign (agree) and date, and email back to me before being placed at a site. See the next page for this form. Please note that your phone number is also needed on this form-- the best number I can most quickly reach you at. Allowing us to call each other if and when need be then allows for an added and synchronous way to communicate during office hours, appointments, or on the spare of the moment if need be. To be given a placement and to keep one, I need this form from you properly filled out with current phone contact. Phone discussions can sometimes be the very fastest way to get certain things done as well!

**Memorandum of Understanding: Professionalism (REQUIRED)**

SPRING 2025 - FOUN 3100 – DC2 section (Dr. Strom--instructor)

**Auburn University College of Education Students**

**Preface:** Joint learning ventures between Auburn University College of Education and public schools and/or community agencies create the foundation of field-based experiences for students enrolled in the college’s academic programs and/or participating in service activities. Opportunities to practice skills and apply knowledge in professional settings are critical to the success of our students and in graduating individuals who are well prepared for their professions. The college values its partnerships with schools and community agencies so it strives to create partnerships that are mutually beneficial. In preparation for field-based experiences, students are reminded that ethical conduct is expected and required. To that end, this Memorandum of Understanding has been created to communicate to our students and school or community partners the professional expectations that we hold for our students.

***College of Education students must agree to and abide by professional expectations included in this Memorandum of Understanding.***

***I HEREBY AGREE TO THE FOLLOWING:***

* Uphold the policies and procedures of the school and school system in which I am placed by Dr. Strom. He will serve as S.L. coordinator for only this section - DMK).
* Ensure my completed, cleared background check for the AU COE and state records.
* Engage in responsible and ethical professional practices, including, but not limited to, exemplifying trustworthiness, maintaining professional relations with all students or clients, and preserving confidentiality of student & school records.
* Dress and behave professionally. Follow all traffic and school zone laws and abide by all district school and health requirements for all visitors.
* Practice all health requirements mandated at your site (*if they require it-- wear a mask at your assigned site.*)
* Refrain from displaying on websites any personally identifiable information about students (images, work samples) or about the school.
* Abstain from posting on personal social media accounts any negative or derogative comments or photos of the school (and school district) in which I am placed.
* Show respect for all members of the school community.  
    
    
  **Print**

**Name: \_\_\_\_\_\_\_Sign: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Best phone to reach you:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_**

**12. About the Service Learning Schedule & Progress Gauge** (on 47-48)

On the next two pages are dates that will serve as effective time markers by which to have served the shown amount of school site service learning hours each week. The service learning updates (SLUPDATES) that you will provide to me are for letting me know at the increments shown using the SLUPDATE tool on the Modules page. Use these green dates on the next two pages as a helpful guide and to serve as a comparison for where you are at in time served for school site hours and then if you are behind, then do make-up hours to keep on schedule. This is vital.

**\***Email me your S.L. days/times by **Jan 16 if possible.** Do at least 2 hours, 30 mins weekly. This can be once or twice per week but on consistent days/times.

You will need to start service during the week of **Feb 10—14.** On the next two pagesis a schedule (per school system) that shows the 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 in a text entry when you complete that amount of time. Neatly and consistently record ALL hours served on your Time Sheet as well.

Whatever exact dates and times you serve each week for school site hours, you will need to update me on this on your TIME SHEET that I have at your school site for your teacher, you, and I, as well as in the Canvas SLUPDATE text entry areas for each time increment completed. The SLUPDATE for you to also use will let me know once you have hit or surpassed the benchmark time increments shown by their expected dates. The overall schedule for when to complete your modules along with the service learning has been very carefully planned for you to follow. Please follow this schedule as seen on the next page.

**Schedule on the next two pages:** You will only be placed at one school, in one school system, not at any other location. All days that are off as holidays and/or with no S.L. (pink highlights) are already accounted for in the planning of what needs to be completion by no later than **April 30** for all school site hours of service learning. You will need to plan to *make-up* visits that are missed due to holidays and/or no S.L. days. This also holds for date(s) missed due to illness or other reasons. All 20 site hours must be served for course credit to be earned! Note that I have added time that is built in to compensate for holidays and non--S.L. days. That way, you know to get the underlined and bolded hours shown done by that date and that ample time has been included. For sure also, get all site hours done by the cut-off date for site hours!!!!!!!!!!

**13. Ongoing Service Learning Updates “SLUPDATES” 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 SLUPDATE 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. The time allotted for 20 hours of service on-site at your school site is based on starting during the week shown on the next page. You must perform at least 2 hours and 30 minutes of service learning each week at your assigned school site until done with all on-site hours. You may do more than this amount of time per week at the school if you wish to finish early. On dates when a student has completed a certain amount of school site service learning time as shown on the next page, 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. This is what I mean by a SLUPDATE.

Page 48 shows the schedule for completing your In-Kind service learning. Five hours of service In-Kind (ik) will be done with listed Canvas Module assignments.

**Service Learning Schedule and Progress Gauge \_**

|  |
| --- |
| **Jan 13—17**  CourseOrientation Meetings on Zoom (includes service learning orientation also) |
| **Jan 16** if possibleemailStrom on when each week you plan to do school service learning.  Thencheck email each day until you receive full S.L. placement information!!!! |
| **Feb 10 – 14** Do **2 hours, 30 mins** (**2:30**)**.** Post SLUPDATE! |
| **Feb 17 – 21** Do **2:30** hours to bring you to **5 hours.** Post SLUPDATE! |
| **Feb 24 – 28** Do **2:30** hours to bring you to **7.5 hours.** Post SLUPDATE! |
| **Mar 3 – 7** Do **2:30** hours to bring you to **10 hours.** Post SLUPDATE! |
| ***Mar 10—14:*** ***Off*** for *Spring Break for Auburn University* |
| **Mar 17 - 21** Do **2:30** hours to bring you to **12 hours, 30 mins**.Post SLUPDATE! |
| **Mar 24 – 28** Do **2:30** hours to bring you to **15 hours.** Post SLUPDATE. |
| **Mar 31 –Apr 4** Do **2:30** hours to bring you to **17 hours, 30 mins.** Post SLUPDATE! |
| **@@ Apr 7-- 11** Do **2:30** hours to bring you to **20 hours.** Post SLUPDATE! |
| ***April 18:***  *No service Learning for ACS unless it becomes Weather Make-up Day* |
| **Complete late school site service learning** **before CUT-OFF on APRIL 30** (last university class day)**.**  **Post SLUPDATE along with:** Once done with 20 site hours, submit a cell photo of your completed, signed TIME SHEET in the SLUPDATE assignment in Canvas. It must be signed by your assigned cooperating teacher, and I will verify with the teacher via email with you included on that email. I verify on email with the teacher that she/he has agreed with your hours as being done. |
|  |  |
| **Complete late Canvas assignments and** **late,** **In-kind** **service learning assignments** **before CUT-OFF at 9:00 a.m. on Tuesday morning, MAY 6, CT.**  **See required service learning SLupdates on page 48.**  **@@** symbol means you can finish by this date if you do not miss any days and/or if you make up missed days in timely manner. |

|  |  |  |  |
| --- | --- | --- | --- |
| **S.L. BENCHMARKS with S.L.UPDATES in Canvas and on Time Sheet** | | | Points |
| * 2:30 site hours service learning + SLUPDATE & Timesheet |  |  | 4 |
| * 5 site hours service learning + SLUPDATE & Timesheet |  |  | 4 |
| 7:30 site hours service learning + SLUPDATE & Timesheet |  |  | 4 |
| * 10 site hours service learning + SLUPDATE & Timesheet |  |  | 4 |
| 12:30 site hours service learning + SLUPDATE & Timesheet |  |  | 4 |
| 15 site hours service learning + SLUPDATE & Timesheet |  |  | 4 |
| 17:30 site hours service learning + SLUPDATE & Timesheet | | | 4 |
| 20 site hours service learning + SLUPDATE & Timesheet, (must include a photo of signed time sheet and confirmation by assigned teacher to me directly) | | | 100 |

**15. Crediting Time Towards Service Learning**

See below for how two types of service learning will be earned and credited. I credit a little “in-kind” assignment work that I have deemed as having strong relevance to skills and knowledge areas related to our field experience and to the course objectives. Once a student completes both types of service learning, these will add up to 25 hours which completes the required course requirement. The vast majority, 20 of the 25 hours, must be done at an assigned school site.

|  |  |  |
| --- | --- | --- |
| **HOURS**  **TYPE** | **SERVICE LEARNING HOURS BREAKDOWN** | **HOURS**  **TALLY** |
| ***In- Kind Hours*** | **Do five *In-Kind* hours using the below assignments required.** | **5 Hours** |
| **M1** Attend Zoom (S.L. part of orientation) + do prep (syllabus and other M1 tasks). | **2 Hrs** |
| **M6** Service Learning Journal 1 based on school site hours served | **1 Hrs** |
| **M10** Service Learning Journal 2 based on further school site hours served | **1 Hrs** |
| **M11** Teacher & Parent-Child Questions | **30 mins** |
| **MOD 12—**Service Learning Clinical Experiences Survey | **30 mins** |
| ***School Hours*** | **Do twenty hours at your assigned school site.** Do at least 2 hours and 30 minutes each week until done! | **20 Hours** |
| ***NOTE! TOTAL: 25 Hours***  *I will need Hours SLUPDATES (updates in hours in Canvas) and time sheets kept and submitted for all school site service learning hours completed, plus COE Clinical Field Exp survey completed!!!!!* | | |

**16. Service Learning Journals**

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 13.**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 to do them.

The links to the exact instructions to follow for Journals are on the MODULES page (near top) in Canvas as well as will be linked as the first step in each module (6 and 10) which serves as a ***weekly reminder*** to be DOING school site service learning hours and preparing bit-by-bit your written S.L. Journals 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.

**17. CONTAGIOUS ILLNESS POLICIES**

Regarding any contagious illness, use common sense! If you are not feeling well then refrain from visiting your field experience site in order to prevent possible spread of illness. Do not go back to the school until you feel better! This applies to Covid-19, the common cold, strep, flu, RSV, mono, norovirus, pneumonia, shingles, or any other illness that is strongly contagious between people during normal face-to-face interactions. The concern for our course is related to your well-being and that of all those you will work with at your service learning sites. The following policies apply below as well.

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing illness, or if you discover that you have been in close contact with others who are ill, you should not attend in-person classes or be at school sites. My hope is that if you are feeling ill or if you have been exposed to someone with an illness, you will stay home to protect others.

**18. Seriousness of service learning towards earning course credit and final letter grade**

The role of the student who has a site they are assigned with a teacher assigned is to do a great job and where need be, to make needed changes quickly if and when the cooperating teacher or admin states whatever behavior change is needed. If this instructor receives complaints by an assigned cooperating teacher or their appointed teacher the student works with or by the school administrator, then the COE and this instructor’s policy is that it will be required for the student to drop this section. Doing poorly enough that a cooperating teacher conveys that they no longer wish to have a student service learner work with them is a severe warning flag of either incompetence and/or very unprofessional behavior on the part of the student. This would mean dropping the course and then re-taking it the following term, not necessarily by the same instructor.

Note: No Canvas assignments or service learning that is completed for this course, when/once it has been dropped, can be used or counted for work to be done during the term when a student re-takes the course.

**Addendums:** If there are any updates to this syllabus, they will be posted in Canvas Announcements. Please have your Canvas set to update you of any notifications I make on your gradebook, in the announcements, or other items. Thank you in advance for carefully reading and referring to this full syllabus and being considerate of the university and school community needs as we all work through this term towards a hopefully productive, educational, and healthy term. The remainder of this syllabus contains only addendums if we have any.

------------- **END OF** **PART II of II for FOUN 3100 section DC2 SYLLABUS SPRING 2025** --------

**JAN 9, 2025 UPDATED VERSION**