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

# CTES 7470, Issues in ESOL Education, Summer 2025

## Instructor Contact Information

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Office Hours: 12:30-1 PM Mondays in person and via Zoom Thursdays 4-5 PM

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

## General Course Information

Class Days/Time: Monday 1 PM-5:30 PM

Classroom: College of Education 2203 or by Zoom or asynchronous through Canvas.

## Course Description

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

## Library Research Guides and Subject Librarians

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

## Canvas

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

### Canvas Help and Student Computing Resources

#### Canvas and OIT Help Desk

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

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

#### General Student Computing

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

## Course Format and Instructional Methods:

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

## Course Goals and Student Learning Objectives

### Student Learning Outcomes (SLO)

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

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

## Required Texts/Readings

### Textbooks:

* Hutner, G. (Ed). (2015*). Immigrant voices Volume II*. New American Library. ISBN-10: 0451472810
* Snyder, S. & Staehr Fenner, D. (2021). *Culturally responsive teaching of multilingual learners: Tools for equity*. Corwin. ISBN: 9781544390253

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

Brandl. K. (2020). Chapter 1: Principles of communicative language teaching and task-based instruction. In *Communicative Language Teaching in Action: Principles in Action* (2nd ed.), (pp. 1-22). Cognella.

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

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

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

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

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

Han, Y. C., & Love, J. (2015). Stages of immigrant parent involvement—survivors to leaders. *Phi Delta Kappan*, *97*(4), 21-25.

Herrera, S., Cabral, R. M., & Murry, K.G. (2020). Assessment of acculturation. In *Assessment accommodations for classroom teachers of culturally and linguistically diverse students.* (2nd ed.) (pp. 90-129). Pearson.

Hossain, K. I. (2024). Reviewing the role of culture in English language learning: Challenges and opportunities for educators.*Social Sciences & Humanities Open, 9*, 100781.

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

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

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

Pappamihiel, E., McNulty, C., & Galarza-Hernandez, A. (2022). Helping general education teachers integrate trauma-informed practices with English Learners. *Voices of Reform*, *5*(1), 89-103.

Tigert, J. M., Peercy, M. M., Fredricks, D., & Kidwell, T. (2022). Humanizing classroom management as a core practice for teachers of multilingual students. *TESOL Quarterly*, *56*(4), 1087-1111. [**https://doi.org/10.1002/tesq.3093**](https://doi.org/10.1002/tesq.3093)

Ting-Toomey, S. & Dorjee, T. (2018). Chapter 4: Immigrants’ acculturation process and intergroup contacts. In *Intercultural Communication 2nd ed*. (pp.101-132). Guilford.

## Classroom Protocol

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

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

1. **Cultural and Linguistic Autobiography**

For this assignment, you will compose an autobiography that considers (1) the languages and language practices you  have learned throughout your lives and how you acquired them, (2) how these language practices reflect your cultural practices, (3) how these language and cultural practices have and/or have not afforded you privileges, and (4) why it is important to have an awareness of language and culture as a teacher of multilingual students. Students may choose to write a five-page paper, or they may create a multimedia presentation (e.g., using Voicethread, uploading a YouTube video), write a spoken word poem, a short skit, or come up with another presentation mode as approved by the instructor. See Canvas for the rubric.

This assignment fulfills the Student Learning Outcome 1:­ Describe the role of racial and cultural perspectives and biases on teacher’s identity and explain how that influences teaching and learning in the classroom.

1. **Funds of Knowledge Project**
2. In this assignment, you will explore the concept of *funds of knowledge* and its implications for working with multilingual learners (MLs). Funds of knowledge refer to the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being. This assignment will help you understand how to recognize, value, and integrate these knowledge bases into your future teaching practice.

Objectives:

By completing this assignment, you will be able to:

* 1. Define and explain the concept of *funds of knowledge*.
  2. Identify and analyze the cultural, linguistic, and experiential assets MLs bring to the classroom.
  3. Design culturally responsive instructional strategies that incorporate students' funds of knowledge.
  4. Reflect on your own assumptions and beliefs about MLs and their families.

1. Part A: Background Reflection:
   1. View the following sources
      1. [https://fundsofknowledge.org/the-funds-of-knowledge-approach/](https://fundsofknowledge.org/the-funds-of-knowledge-approach/%20%20)
      2. <https://aptv.pbslearningmedia.org/resource/dsl22-sci-ets-fundsofknowledge-en/professional-development-funds-of-knowledge> (I also will explain this in more depth in class.)

* 1. Please answer the following questions in a two-page analysis.
     1. What are funds of knowledge?
     2. How do they challenge traditional deficit-based perspectives of MLs?
     3. Why is it important to incorporate students’ home knowledge into classroom instruction?

1. Part B Data Collection
   1. Identify a student or family who speaks a language other than English at home.
   2. With permission, conduct an informal interview or community walk to learn about their daily practices, cultural values, traditions, and experiences. (This interview may be done in person or virtually)
   3. Focus on the following areas:
   * Languages spoken at home and in the community
   * Family routines, jobs, and skills
   * Cultural practices and values
   * Educational hopes and expectations
   * Forms of knowledge not typically recognized in schools

* 4. Instructional Implications- Based on your findings, develop a list of 10 instructional recommendations for the age level of your participant that integrates specific funds of knowledge that you have just learned about. Explain how these recommendations would promote both academic and linguistic growth.
* 5. Reflection- Describe what you have learned from this experience.  How has your perceptions of MLs and their families changed as a result of this experience?  How will this experience influence your future teaching?

1. Your paper will include the following sections:

1. Funds of Knowledge Description

2. Summary of the content that you gained from your interview.

3. Instructional Implications

4. Reflection

5. Appendix- Include the questions that you asked during your interview**.**

See the rubric in Canvas.

This assignment fulfills the Student Learning Outcome 2: Explore the personal characteristics of an individual English learner in order to develop effective instructional practices.

1. **Multilingual Engagement Plan**

For this assignment, you have a choice: If you are a K-12 educator, please complete Choice A. If you are focused on adult education, you could choose Choice B.

Choice A:

Objective:

To explore and propose culturally responsive strategies for engaging ESL parents in their children’s education, fostering stronger home-school partnerships.

Part 1: Research & Reflection (500–750 words)

* Research common barriers to parental involvement among ESL families in their child's education (e.g., language, cultural norms, work schedules, immigration status, prior school experiences).
* Reflect on how these barriers could impact students’ academic performance and social development.

**Include at least three scholarly sources (APA format) to support your insights.**

Part 2: Strategy Design (750–1000 words or 3–5 slides + speaker notes)

Design a plan for engaging ML parents using at least three specific strategies. Your plan should:

* Address linguistic and cultural inclusivity.
* Incorporate both in-school and out-of-school engagement options
* Include ideas for communication tools (e.g., translated materials, apps, cultural liaisons).
* Suggest ways to build trust and partnership, not just attendance.

You can present this section in a written format or as a slide presentation with detailed speaker notes.

Part 3: Reflection & Connection (250–500 words)

* Reflect on how your own cultural background or language experiences shape your views on parent engagement.
* Describe how you would apply these strategies in a future classroom.
* Include one actionable goal for yourself as a future teacher regarding family outreach.

OR **Choice B**

**Community Engagement for Adult MLs**

Objective: To explore and propose culturally responsive strategies for engaging immigrant adults in their new community in order to build a strong support system as they become settled in their new environment.

Part 1: Research & Reflection (500–750 words)

* Research common barriers to immigrant involvement in their community (e.g., language, cultural norms, work schedules, immigration status, prior school experiences).
* Reflect on how these barriers could impact their social, occupational, medical, and financial growth.

**Include at least three scholarly sources (APA format) to support your insights.**

Part 2: Strategy Design (750–1000 words or 3–5 slides + speaker notes)

Design a plan for engaging ML immigrants using at least three specific strategies. Your plan should:

* Address linguistic and cultural inclusivity.
* Incorporate both vocational and social engagement options.
* Include ideas for communication tools (e.g., translated materials, apps, cultural liaisons).
* Suggest ways to build trust and partnership, not just attendance.

You can present this section in a written format or as a slide presentation with detailed speaker notes.

Part 3: Reflection & Connection (250–500 words)

* Reflect on how your own cultural background or language experiences shape your views on immigrant engagement.
* Describe how you would apply these strategies in a future classroom.
* Include one actionable goal for yourself as a future teacher regarding community outreach for ML adults.

This assignment fulfills the Student Learning Outcome 3:­ Use a range of resources in learning about the cultural experiences of English learners and their families to guide curriculum development and instruction.

* **D. Cultural Task Process Lesson**

Design a cooperative learning lesson about a cultural topic that incorporates the elements of task process to engage, scaffold, and support multilingual learners during content area group work.

Please provide the following information:

* 1. List the content area standard.
  2. Describe a group task that addresses a cultural element.
  3. List the facts that you will teach about this topic.
  4. Explain how the task will enable students to apply the content being learned.
  5. Describe the end product that will be produced as a result of this task.

3. Logistics of the task:

* 1. Decide how many students will be in each group. (There must be at least one multilingual student in each group.)
  2. Assign a specific role for each student in the group and explain the significance of the role to the completed task. Specifically address how the role for the ML student is appropriate for Level 2 proficiency.

4. Materials- explain how the materials will accommodate the differing needs and diversity of ML students and be modified for linguistic accessibility for a ML at stage 2.

5. Scaffolding- Describe which scaffolds that you will provide to meet the linguistic capabilities of an ML student at stage 2.

6. Assessment- Explain how the assessment matches the objectives stated at the beginning of the lesson. Additionally, you should state how the assessment connects to the ML students' linguistic capabilities at WIDA level 2.

This assignment fulfills the Student Learning Outcome 4:­ Identify unique factors regarding the academic characteristics of an English learner and be able to use this information to plan student centered instruction and Student Learning Outcome 5: Explore the personal characteristics of an individual English learner in order to develop effective instructional practices.

E. **My Journey: Understanding Cultural Issues in Teaching Multilingual Learners**

1. For your culminating project, you will create and deliver a Pecha Kucha presentation that synthesizes your learning from the course. Your presentation should analyze key concepts, personal insights, and actionable takeaways. The goal is not to summarize the course, but to tell a compelling story about your growth, shifts in perspective, and how this learning will impact your teaching.

For those of you who are unfamiliar with a Pecha Kucha, please see the following site:

<https://24slides.com/presentbetter/what-is-a-pecha-kucha-presentation#what-is-pecha-kucha-presentation>

1. **📌 Your presentation must address:**
   1. **Your evolving understanding** of culture, language, and identity in educational contexts.
   2. **Critical issues** facing multilingual learners (e.g., equity, access, linguistic discrimination).
   3. **Culturally and linguistically responsive teaching practices** you plan to implement or have already started using.
   4. **A-ha moments** or challenges that shifted your thinking during the course.
   5. **Voices and experiences** of multilingual learners that left a strong impression on you.
   6. **Your role** as an educator in advocating for multilingual students and their families.
2. **🔧 Presentation Format:**

* 20 slides
* Each slide auto-advances every 20 seconds (total time: 6 minutes, 40 seconds)
* Use powerful visuals and minimal text
* Tell a cohesive, reflective, and personally meaningful story

Here is a sample of a way that you could structure your slides:

1. **Introduction** – Who are you as a learner/educator? Why does this topic matter to you?
2. **Initial Beliefs** – What were your assumptions or ideas before the course?
3. **Defining Culture** – How has your understanding of culture deepened or changed?
4. **Language & Identity** – What have you learned about the connection between language and identity?
5. **Myth-Busting** – A misconception about multilingual learners you now see differently.
6. **Key Concept #1** – A course concept that really challenged or expanded your thinking.
7. **Key Concept #2** – Another major takeaway and why it matters.
8. **Multilingual Learner Voices** – A student story, video, or reading that resonated with you.
9. **Linguistic Discrimination** – An example or insight that opened your eyes.
10. **Classroom Implications** – How these issues show up in real classrooms.
11. **Culturally Responsive Practice #1** – A strategy you value and want to implement.
12. **Culturally Responsive Practice #2** – Another approach you plan to use or have tried.
13. **Family & Community Connections** – The importance of involving families and communities.
14. **Equity & Access** – One thing every school should be doing for multilingual learners.
15. **Your Role** – What kind of teacher/advocate do you want to be?
16. **Big “A-ha” Moment** – Something that truly shifted your mindset.
17. **Challenge or Tension** – A hard question you’re still wrestling with.
18. **Looking Forward** – How will this course shape your teaching next year or beyond?
19. **Call to Action** – What do you want others to understand or do differently?
20. **Closing** – Bring it full circle; leave your audience with a lasting impression.

This assignment fulfills the following Student Learning Outcomes:

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

## CTES 7470 Issues in ESOL Education, Summer 2025

All meetings will take place in the College of Education Building, Room 2203, unless otherwise communicated by Canvas and in person course announcements. Online students have the option of participating live in class via Zoom or they can participate asynchronously where they can watch the recording of the class on their own time schedule and then participate in online discussions and activities at their convenience during the week.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Date | Topic | Readings | Assignments due |
| 1 | 5/19 | Introduction  Why Culture Matters | (Snyder & Staehr Fenner Ch. 1) I will go over the content in class, but I don’t expect you to read it before you come to class. |  |
| 2 | 5/26 | Memorial Day- No Class |  |  |
| 3 | 6/2 | Exploring the Political and Cultural Foundations of ESOL Education | * Diaz-Rico Ch. 4 * Nieto & Bode * H: Min | Cultural and Linguistic Autobiography Due |
| 4 | 6/9 | Building Cultural Competence as Teachers | * Snyder & Staehr Fenner Chapters 2 and 3 * H: Cavilcante |  |
| 5 | 6/16 | Adjusting to a New Culture | * Ting-Toomey & Dorgee * Herrera * Pappamihiel et al * H: Hemon |  |
| 6 | 6/23 | Supporting and Challenging ML Students | * Snyder & Staehr Fenner Chapter 4 * Brandl Chapter 1 * H: Perez-Firmat | Funds of Knowledge Project Due |
| 7 | 6/30 | Connecting ML Families` with Schools and their Communities | * Snyder & Staehr Fenner Chapter 7 * Han * Francis * H: Ihedigbo |  |
| 8 | 7/7 | Building a Classroom Community with MLs | * Snyder & Staehr Fenner Chapter 5 * Tigert et al * Gebhard * H: Reyes | Multilingual Engagement Project Due |
| 9 | 7/14 | Teaching Cultural Concepts in the Classroom | * Lutge * Liu & Lin * Hossain * H: Yang |  |
| 10 | 7/21 | Using Language & Nonverbals to Support MLs in the Classroom | * Snyder & Staehr Fenner Chapter 6 * DeCapua & Wintergerst * Gregersen & McIntryre * H: Samuelsson | Cultural Task Process Lesson Due |
| 11 | 7/28 | Advocacy for MLs/ Case Study | * Snyder & Staehr Fenner Ch. 8 * Case study * H: Grande |  |
| 12 | 8/4 | Finals Week |  | My Journey Presentation is Due |
|  |  |  |  |  |

## Calendar of Assignments Due Dates

| **Due Date** | **Assignments** | **Points** |
| --- | --- | --- |
| 6/2/25 | Cultural and Linguistic Autobiography | 45 |
| 6/23/25 | Funds of Knowledge Project | 55 |
| 7/7/25 | Multilingual Engagement Plan | 55 |
| 7/21/25 | Cultural Task Process Lesson Plan | 35 |
| 8/4/25 | My Journey Presentation | 35 |
|  |  |  |
| Throughout semester | Class Participation | 30 |

## Grading Policy

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

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

1. Illness of the student or serious illness of a member of the student’s immediate family. The instructor may request appropriate verification.
2. The death of a member of the student’s immediate family. The instructor may request appropriate verification.
3. Trips for members of the student organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate athletic events. When feasible, the student must notify the instructor prior to such absences, but in no case more than one week after the absence. Instructors may request formal notification from appropriate university personnel to document the student’s participation in such trips.
4. Religious holidays. Students are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays.
5. Subpoena for court appearance.
6. Any other reason the instructor deems appropriate.

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

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

90%-100%= A

80%-89% = B

70%-79% =C

60%-69% = D

Below 60% = F

## University Policies

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

### Dropping and Adding

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

### Campus Policy on Disability Access for Students

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

#### Emergency Evacuation

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

### Academic Integrity

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

## COVID Policies

**Physical Distancing**

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

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

**Face Covering Policy**

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

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

**Possibility of Going Remote**

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

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

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

**Zoom Policies**

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

**Attendance Issues Due to COVID**

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

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

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

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

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

## Additional Resources

### Miller Writing Center

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

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

### Student Counseling Services (SCS)

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