SYLLABUS: EPSY 4100-D

Learning & Wellness in Later Life

Fall 2025 AUBURN UNIVERSITY

Department of Educational Foundations, Leadership & Technology

College of Education – *the new Education Building*

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Tigermail, Canvas gradebook, and phone voice mail will be checked business days M – F. Check time on these days is before or by 9:45 am and then at 3:50 pm.

**Office Hours**: Unless announced otherwise, I will hold campus and call-in/phone office hours (no appointment needed) on Mondays 9:30—11:30 am and 1:50--3:50 pm business days. For appointments, please contact me and plan on email at least one business day in advance of date/time requested. I’ll be happy to meet by ZOOM or phone or in person. Week 1 will have different office hours as shown on page 3.

 No office hours or appointments are planned or held during university holidays, break times between semesters/terms, during spring break or summers. On some office hour dates/times I may be unavailable due to unavoidable university obligations that arise without advance notice so please refer to Canvas announcements for occasional changes in hours. This syllabus was updated in Summer 2025 and posted in Canvas. It was posted in the university repository at the start of the Fall 2025 term. It is organized into three sections, **A** (pages 1-6) , **B** (pages 7-15), and **C** (pages 15-20).

**SECTION A: GENERAL COURSE INFO & POLICIES**

**1. Course Numbers:** EPSY 4100-D

**Course Title:** Learning & Wellness in Later Life

**Credit Hours:** 3 semester hours (lecture). No prerequisite required.

**2. Term:** Fall 2025 Day/Time: Please note that this course is being offered in approved *Canvas remote, asynchronous online format .* This means that all the instruction and assignment materials are to be accessed on Canvas in order to meet the collective scheduling needs of those enrolled. This was made known in a course information email to all who enrolled in the course very soon after they enrolled (within a day or two).

**3. Syllabus for EPSY 4100 sections:** This syllabus is specifically written and prepared for all who take Learning & Wellness in Later Life, undergraduate students in EPSY 4100. This course has been formally approved by the university.

**4. HOW TO START THIS COURSE: Follow all steps in the Self-Orientation - located on the Front page (Home page) of Canvas for our course. Below are details.**

**\*CANVAS SELF-ORIENTATION** **(REQUIRED):**  Canvas will have the first week of material for you to access (Module 1) which will orient you to the course in Canvas and about the course syllabus. You may start this early (as early as Aug 16 - 8:00 a.m.) if you wish. This is linked in Canvas on the course home/front page and should be worked on during week 1 of classes and will be due by Tuesday, Aug 26, 11:59 pm. This is a step-by-step self-orientation that you will follow when prompted to read, watch, and then complete a few small assignments that help towards orientation. This also will contain the syllabus and videos of the syllabus highlights, videos on how to navigate the course and course assignments. This will be worth points and required by all students.

 Going over this self-orientation material will be required as the way to begin this course. This material will include videos to watch, a couple of short assignments to complete, and the syllabus to read carefully. You will need to go through these materials before moving on to the second module of course material. If you still have questions after having gone through all the self-orientation materials, then we can plan a short phone or Zoom conversation to answer any remaining questions, or you email your questions. I’m always happy to help!!

**ZOOM HELP SESSIONS IF NEEDED (30 mins):**  I will offer several Zoom help sessions for those who need one. The dates and times for these are posted below.  Attending a Zoom help session will not be required.  Instead, these will be offered in case you wish to attend. I strongly recommend that you attend one but it is up to you to decide if you need one. You do not need to plan with me ahead of time to attend a help session as listed below - just join in on Zoom at the start time if you wish to attend. You would only attend one if you need to—they are the same help session but provided LIVE on Zoom on separate dates/times to be as accommodating as possible. For any of the below choices, there is only one ZOOM link to press to join. It is linked on the HOME/FRONT PAGE of our course in Canvas. **\****All times below and elsewhere in this email are Central Time.*

**\*Sunday, AUG 17 @**3:00—3:30 pm**.**

**\*Each day,** **Monday, AUG 18 through Friday, AUG 22** **@** 12:00--12:30 pm and 5:30–6:00 pm)**.**

**\*Saturday AUG 23** **@** 10:00–10:30 am**;**  and

**\*Sunday AUG 24** **@** 3:00–3:30 pm

**5. Office Hours & Contact Information:**

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

Office: 3316 (3rd floor) 345 W. Samford -College of Education Building: Department of EFLT

Phone: 334-728-0909: Message machine is at same number.

**EMAIL/PHONE CHECK TIMES:** Tigermail, Canvas email and phone voice mail will be checked on all business days M-F (before or by 9:45 a.m. and at 3:50 p.m.) Any email check time before usual check time or after the usual end-of day check time is only where I need to do so out of planning for other work obligations while also trying to respond to your questions to be helpful. So, please rely on the *usual* time*s* liste*d* onl*y* so if you send email after the 3:50 p.m. time, (*and any time on weekends, break, or holidays*), then please know that you most likely will hear from me not then but instead by the next university business day morning.

**6. My weekly office hours** (*call-in or campus visits with no appointment needed*) will be on Mondays 9:30 to 11:30 a.m. and 1:50 to 3:50 p.m. (business days). I can also meet by appointment to be requested and planned on email at least two business days before the requested meeting date. I’ll send you email confirmation that either the time proposed works or if an alternate time is needed. *Emailing* and/or *calling me* is better instead of texting, which I prefer to not do.

 Office hours, appointments, and email/phone correspondence are put on hold while I’m away during university business trips. You may email me or call me while I’m gone but I may very likely not be able to respond in full detail until my return. I’ll post on Canvas announcements if I’m away for a day or longer along with when I will return.

 My office hours begin on the first week of our classes and end on the day when final course grades are due to the Office of the Registrar’s office. I may from time to time need to re-schedule my office hours simply due to having to hold or attend university related meetings which conflict with my office hour time. When that happens, I'll announce in Canvas the time that I have set aside as the replacement office time for that week.

 If you call my cell and I’m not able to pick up then I will return the call or email as soon as I can do so. **Week 1 office hours** will be 9:30—10:45 a.m. and 3:00 to 4:45 p.m. on Aug 18. Dec 12th will be my final date for Fall 2025 appointments since finals will be over by the end of that day and grades will be due the following Monday. I do not use “Teams” for communication since Tigermail, Canvas Gradebook scores and comments, Zoom, and cell phone calls should be sufficient.

 Office hours will be held at stated times and students are encouraged to utilize this time (or appointment times made) to meet on campus, or ZOOM, or on the phone regarding their questions.

Unless an appointment is necessary, questions or dialogue can generally be addressed either during office hours or via email (on Tigermail). Please check email daily (M-F). Also check your Canvas Gradebook for grades and any comments I leave there regarding your assignments. Also check the Announcements in Canvas too which serve to remind you of weekly assignments and other helpful things.

**7. Date Syllabus Prepared:** This syllabus was updated Fall 2025 and is being distributed for Fall

2025 for all sections of this course, is posted on Canvas in MODULE 1, and is posted in an electronic Word file copy in the COE online university syllabus repository.

**8. Course Information Email:**

A course information email was emailed to you promptly upon your enrollment so that you could learn about how to best prepare for the course.

## 9. Class Materials:

There is no required textbook for this course. All required readings will be posted in Canvas in files and in links to website readings. These have been reviewed and chosen by this instructor.

**10. Required High Speed Internet Connection**: Daily access to effectively functioning desktop or laptop computer with functioning high speed internet connection either at home, work or on campus. This course is taught with an asynchronous online modality, so this is vital-no exceptions. Also, you may need to ask your employer or whomever controls your Internet access at the computer you plan on using, to enable your access to Auburn University's Canvas courses if you work at a school or other location that may have I.T. blocks on Canvas. This, only you can address with your I.T. people at your site.

**11. Required Desktop/Laptop/ or E-Tablet Computer:** Please note that this course was designed for desktops, laptops, or e-tablets. Many iPads and e-tablets also usually work. It may be that a smart phone or cell phone may not work well with the course due to lack of access to certain websites or canvas features and since the cell phone screen (all models) have too small of a viewing interface. I cannot guarantee any adequate access to course materials for those who attempt to access them through cell phones or smart phones. I also cannot change my course in any way to accommodate those technologies in case you have problems using them to access the course in Canvas. Please know this in advance.

**12. Required Browser:** Auburn University I. T. and Biggio Center often recommend students to use *Mozilla Firefox or Google Chrome*, which are free downloads. If you prefer an alternative browser then as long as it works, that’s fine too. Most current browsers already have video playback built-in for content that they are hosting. The more important thing is to please use an up-to-date browser.

 Go to this page below for questions about updating the browser on your computer. <https://www.whatismybrowser.com/guides/how-to-update-your-browser/>

All or the vast majority of our video content should play within the browser, and you should not need VLC. However, if you are looking for an all-in-one video player for local content, you may download VLC…but again, it should not be needed for playback of our course content in Canvas. The link for VLC is <https://www.videolan.org/vlc/index.html>

**13. Required Tech Assistance to Access:** Once you start the course, please know that you can access a TECH HELP link at the bottom of the Course Modules page if you need links to video player help, Adobe Reader, and other similar types of Canvas help or tech help contact information. If you have further technical problems with videos or Canvas issues, then please access help using the below process and contacts:

Provide LRC Expert Staff, Mr. Brian Phillip at phillbr@auburn.edu the info from steps 1-5 (\*below). This will help him gather some information needed to help you solve things. I cannot answer any of this information myself at all but will rely on you to contact Mr. Phillip for further help. *Please copy me in on the email* when you email him just so we are all on the same page.

\*1- your name and contact phone number

\*2- your professor’s name and class you are taking STROM EPSY 4100

\*3- your computer specs and operating system

\*4- your internet connection speed

\*5- the problem you are having (*please be specific*) and where in the course module you are experiencing the problem (*state the MODULE number and STEP number*).

**14. Required: Weekly Time Commitment for Effective Learning:** This course is a 3-credit hour lecture course so you will need to plan your time for at least one day per week (*requiring a minimum of 3 plus solid hours, uninterrupted)* to consistently rely upon for coursework. Also plan on some homework time for some reading and assignments that may require over the 3-hour class time. The time you spend should *not* have numerous interruptions like phone calls, texting, or other interruptions or distractions. So, if you have many, then simply know that more time after the interruptions are over will be needed to effectively learn in each weekly lesson module.

**15. Recommended:**One pair of headphones/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 or film and are in a setting where you can’t play it aloud around others (like at a campus computer for example) or at home. Just for you to know, if you are in the Learning Resources Center and don’t have headphones, the LRC has a very large number of them that you as a student can check out for use. Be mindful of LRC hours of operation they post.

**16. Course Description:**

Relevant settings, instructional processes, and purposes of learning for older adults. Learner characteristics will also be examined including motivations and needs. Examples of curricula and programs will be explored in-depth such as learning for family harmony, life transitions and adjustment, community involvement, recreation, reciprocity, wellness, and physical and mental health.

**Course Objectives -** **Upon course completion, students will be able to:**

**A.** Identify and describe several older adult learner characteristics and needs that implicate curricula and instruction;

**B.** Explore, identify, and describe several contexts of learning for older adults (settings and programs);

**C.** Explore, identify, and explain appropriate approaches of learning and instruction, motivation, and assessment that apply to educational settings and programs for older adults;

**D.** Analyze and evaluate various educational wellness settings and programs for older adults based on their instructional and motivational approaches; and

**E.** Create and defend proposed improvements for instructional and motivational components of educational programs that serve older adults.

**F.** In portraying learning and/or wellness of older adults, search, find, and review selected: (A) research studies (using any research method/s) that appear in news, journal articles, or books); (B) works in creative expressionist media (such as films, novels, stories, art exhibits, dance, theater, or musical works) and; (C) any best practices for your field with relation to older adult learners as found in journals, websites, or other professional media reflective of your field.

##  17. Asynchronous Online Canvas Learning Modality - all sections:

All course material and assignments for this course will be accessed on a week-to-week basis online via Canvas. You will read readings, view lectures, and use course materials online from week to week but you will do this at a time that works within your weekly schedule and submit any and all assignments by the weekly deadlines (*stated in this syllabus*) for each module (MOD). The lectures and all other course materials are accessible 24/7.

 Course material is to be accessed via Canvas files and links and in the textbook you purchase. On Canvas, some material will include assignment instructions, while other files or links will have video lectures, extra readings, etc. It is entirely the obligation of the student in this course, since it is in this format, to ensure you have proper, reliable access to a desktop or laptop computer with Internet (at home, work or school) to access this Internet-based material. This will mean for example, downloading an updated browser (Firefox) and Adobe Acrobat Reader (free) to open and view text files and assignments posted on Canvas. No other substitute, replacement or arrangement for or in place of Canvas is possible in terms of accessing lectures or other course material (not any of the following: thumb/jump drives; DVDS; VHS tapes; CDs; faxes; printed course packets; and not placing course material on any other online location or website, online repository, etc.).

 If you are at a place of work where the computer is controlled by I.T. staff, please quickly communicate to them your needs of accessing any and all files on the Canvas site and for them to download any and all software needed to open documents (*Adobe Reader*) and to view videos. Taking the appropriate steps to access the material online will be required.

 Please watch all the lectures and films as directed in each module’s STEPS but you may do so according to times of day or on days that meet your schedule best as long as you complete each module and its assignment(s) before or by the posted due date for the module assignment. These dates are shown in this syllabus and posted on the main COURSE LESSON MODULES page for the course in Canvas next to (to the right of) each week’s module. 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 sit at your home or school computer to view them. All these choices help with the main goal of allowing more time for actual focused watching, listening, non-stressed note taking, more in-depth thinking, writing, and discussion. The time factor is in your hands as long as the learning modules and their assignments are completed by the specified dates/times (*indicated in this syllabus and on Canvas for each module*). I think you will enjoy the freedom of this course format but be aware that with this freedom comes responsibility and expectation of going through the material in its entirety and in a timely manner. Again, please be 100% sure to read, watch, and do all course material in a timely manner to maximize your potential for success in the course. This will be an expectation.

**SECTION B: MODULES, ASSIGNMENTS, GRADING**

## 1. How to Access all Learning Modules and Assignments:

You will access each learning module by logging into Canvas, going to the course home page, and then clicking the blue COURSE MODULES link. This takes you to the COURSE LESSON MODULES page which contains links to all the learning modules. Each module is titled with the lesson theme, along with the start date and end/due date.

**The Canvas COURSE LESSON MODULES page contains all learning modules with the following instructions as shown in approximate form here.**

**COURSE LESSON MODULES**

**INSTRUCTIONS:** On this COURSE MODULES page resides all of the learning modules for this course. Study from each MOD by following all STEPS with each step being numbered. Then move forward to learn in the next MOD. All items in each module that are linked to readings, videos, and/or assignments are shown with a bullet (mostly) or an asterisk (occasionally) to the left of the link.

Each MOD has a start date and ending date and in nearly all cases is seven days in length. Complete work in each MOD before or by its **bolded ending date** shown as the deadline for that module’s assignment.

Assignment instructions and a link to submit each assignment are inside each module in the step marked as, **$ Assignment**. Deadlines for assignments shown on the course modules page are 11:59 p.m. (C.T.). Except for the end of term cut-off date and time, all weekly modules have a normal assignment due time of 11:59 p.m. (C.T.), typically on Tuesday evenings. For **TECH HELP**, click this link shown at the bottom of the home page for our course.

All assignments in the Self-Orientation (MOD 1) must be completed in Canvas by all students.

**2. Course Content Outline and Assignments:** The schedule on page 10 displays the exact time allocated on the identified course content per weekly module. The exact layout of content is seen inside each week’s learning module that you will follow step-by-step. *The module STEPS consist of what to do (read, watch, explore), where to access it, and what to submit for your assignment. These are laid out on each module in a very clear step-by-step manner.* Please follow each module’s STEPS exactly. All active links you are to access to each learning module, and within each module to readings, assignments, and videos, are indicated with a **bullet (to the left), and are underlined**.

 The weekly lesson module course content schedule appears on page 10 in this syllabus and contains the module list with all assignments, point worth, and start and due dates for each module). Again, these modules with all MOD information are also posted with links in Canvas on the COURSE LESSON MODULES page.

**3. Follow Assignment Instructions:** We will have some variation in what assignment tasks are to be done. Sometimes these will be discussions in Canvas based on assigned questions or cases. Other times, they will be reflections for students to do individually, in response to questions, tasks, or cases. By reading the instructions carefully, you will clearly see when specific questions or prompts must be answered by *everyone* or alternately, when you have a choice to answer certain selected items, based on your preference.

**4. Weekly Lesson Module Assignments:**

 The element of choice for the individual student in what assignment question(s) they answer is periodically provided and is key for learning needs. This condition is based on the relevance to a student’s particular program such as KINE, ADED, EPSY and other programs. Even in several of the modules, before an assignment appears, there will be a module step calling for "*BRANCHED learning"*, whereby students will explore one or more *BRANCHED galleries* of readings, videos, and resources, based on the most relevance to (A) their area of study (where possible and feasible) and/or to (B) their personal life with relation to older adulthood wellness and/or older adulthood learning or to both topics. These branched learning areas are clearly marked as steps in the modules of concern and several modules have this innovative feature.

**5. TIPS: USING CANVAS MODULES 1--13 *(weekly learning modules in Canvas.)***

1. To enter the learning modules (MODs) which are your weekly online lesson material, enter these ONLY by clicking the COURSE MODULES page link on the **HOME PAGE** on Canvas.
2. Once in a module, study all materials (*from top to bottom*) by following each **"STEP"** accordingly. Each module step is clearly numbered along with a short heading. Each step will contain instructions and often with links for what to WATCH, READ, or DO. *Follow each step closely.*
3. All active linked items in the course including your weekly lesson modules, as well as your readings, videos, and assignments (those that rest inside the modules) are indicated in each module with a *bullet or asterisk* to the left side. That means you click that link to access that item.
4. Most of the time, at or near the bottom of each module is a link marked as, **$ Assignment** showing that module’s link to the assignment instructions with submission area (inbox). Much of the time, assignments are at the end of a module, but a few are at the start.
5. Complete work in each module (**MOD**) before or by the underlined, **bolded date** shown on page 10 *(and on the Canvas Module page)* as the due date for that module's assignment. Assignments are due by *11:59 pm (C.T.)* on each due date. For **TECH HELP**, click pink link at base of the COURSE MODULES page in Canvas. Students who wish to get ahead on work should not get ahead any further in Canvas *assignment submissions* than by about one module ahead. You may read and/or watch far more ahead if you wish but *not* submit the actual module assignments in Canvas any more ahead than by one mod. Refer to the exact dates on page 10 for when each Canvas module starts and ends. The early submission date for each module assignment is the Tuesday morning of the week *before* the due date for that module’s assignment.

**F. Submission of Assignments:** Each module (MOD) usually allocates five full business days plus the weekends in which to complete the work (**7** full consecutive days in nearly all modules). The due date (*deadline*) for each *module assignment* is indicated in bolded, underline in this syllabus on page 10. These assignments are due by the ending date for their respective module as shown by 11:59 p.m., Central Time. These due dates are also shown on the **COURSE LESSON MODULES** page in Canvas per module. This schedule provides you with as much time as possible (*for each module*) if you need that time to complete each module and submit the assignment.

**G.** With the Discussions assignments, please note that it will be my kind request to please use manners/etiquette in responding promptly to our discussions. Also, if you submit one part of a discussion response, (like your posted response only) then I'll grade it but then cannot post remainder points until you complete the discussion task (responding to a classmate(s) about their posts). To facilitate more timely discussions, go to the Canvas Account tab, located in the upper left of your Canvas page. Click the Account tab and then choose Notification Preferences. Have all of the following notification preferences selected with the check icon which means “notify me right away”: Due Date, Announcement, Grading, Submission Comment, Discussion, Discussion Post, Added to Conversation, and Conversation Message. For Discussion assignments, please also subscribe to each discussion so that when others join in and/or reply to your post, you will receive a Tigermail notice. That way, it enables you to then know when to re-enter a discussion.

**H.** You may refer to the Calendar in Canvas but do not simply use it as a link to assignments and bypass going through a module. That will cause much confusion on your part and will not result in an acceptable assignment. Be sure to go through all steps in the module, reading, watching, etc. before doing the assignment.

**I.** The readings and videos and other links in this course have been hand-picked and closely reviewed by this instructor. This means that they need to be read, watched, and learned from in order to truly benefit from the class towards your learning. Use of A.I., as a way to bypass the readings or watching of videos, among other steps, cheats you since you will miss the context and specificity of the themes and guiding principles presented. Most importantly, A.I., though it can be helpful in other ways, does not present things in a context as designed by this course. So, please refrain from using it specifically to *bypass* going through the materials in each weekly lesson module. I think by at least stating this, it shows what is important towards learning for this course and others, and presents a stance that our university supports.

**6.** Auburn University classes end on Dec 5. To earn credit for this term, all late/remaining assignments must be submitted before Wednesday, Dec. 10, 2:00 PM (CT). This is the third day of finals week. I cannot allow later than this as I need time to grade remaining work and have other work duties to plan time for as well which cannot be rescheduled.

Time off for Auburn University:

---- Monday, September 1: Labor Day Holiday

---- October 9 and 10: Winter Break

---- Nov 24--28: Thanksgiving Break

**7. MODULE SCHEDULE** with start and due dates, assignment points, and notes.

Notes: The course will consist most often of reflections; discussions, and an occasional quiz. The points shown below for each module assignment(s) are tentative and may be changed by this instructor if needed and changes will be shown in the announcements in Canvas. L & T = Learning & Teaching

**I. COURSE START / OLDER ADULTS, LEARNING, & WELLNESS**

**MOD 1 Canvas Self-Orientation ----------------------------Aug 18 - 26** *78 pts*

**MOD 2 Older Adult Learner Characteristics -------- Aug 27 - Sep 2** *80 pts*

**MOD 3 Learning: Initial Theories & Components -------- Sep 3 - 9** *80 pts*

**MOD 4 Aging & Health Ed Intro / L & T ------------------Sep 10 - 16** *80 pts*

**II. RECREATION, COMMUNITY, HEALTH, & RECIPROCITY**

**MOD 5 Localized Programs / L & T --------------------------Sep 17 - 23** *80 pts*

**MOD 6 National & International Programs / L & T ------ Sep 24 - 30** *80 pts*

**MOD 7 Reciprocity & Volunteering ---------------------------- Oct 1 - 7** *80 pts*

**III. ADUSTMENTS IN RELATIONSHIPS, ENVIRONMENT, & HEALTH**

**MOD 8 Bereavement, Loneliness, & Adjustment ------- Oct 13 - 21** *80 pts*

**MOD 9 Learning for Changing Health ----------------------- Oct 22 - 28** *80 pts*

**MOD 10 Assistive Care Learning & Engagement -------Oct 29 - Nov 4** *80 pts*

**IV. FAMILY HARMONY & WELLNESS**

**MOD 11 Grandparent Education** **--------------------------- Nov 5 - 11** *80 pts*

**MOD 12 Family Involvement in Health ------------------ Nov 12 - 18** *80 pts***MOD 13 Culminative Reflections----------------------- Nov 19 - Dec 4** *80 pts*

 **Cut-off** **Deadline:** Submit remainder/late work before **Dec 10, 2:00 PM (CT).**

**8. Format in Assignment Submission:**Unless stated otherwise, assignments *with attachments required* must be submitted in a Word file attachment posted to the ASSIGNMENT area (*we will go through this for orientation*). Each module assignment has its own INBOX labeled for that module. When you submit Reflections Assignments, please label/name the file first with your last name, followed by the module number spelled out and in caps. *Example:* **stromONE**

*Except for written responses* in online Discussions in Canvas, I will not accept work that is not sent in a Word file attachment. 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 of assignments will not be accepted. I will not accept files that I cannot open with Word software. If I can’t open a file with your work on it, the assignment is not considered submitted.

It is a student’s obligation to self-check that what was submitted was done so correctly, (*that it contains an attachment which can be opened, and that the attachment is in a software I can open, mark and do a word count on*). Please upload *Word* files only, *not* files in “Pages” or in PDF. If you do not have Microsoft 360, the good news is there is a link to downloading this that the university has provided for free (paid by the university). This link is in the MOD 1( Self-Orientation).

Many of the reflection assignments will require written Word file uploads. A few of the reflections assignments will ask for reflections to be done on video with you on camera speaking or reading your reflections. The platform we can for sure use for this will be Zoom so you will share the link to the Zoom meeting you have with yourself so that I can then watch/listen to your response. \*\*\*\*Be sure you have a functioning camera and microphone on your desktop or laptop computer or on your e-tablet.

**9. Submitting Assignments in Advance:** You may submit an assignment *ahead of time* where often allowed usually no more than *one lesson module in advance*. The final mod allows for extra early access and submission. Keep in mind that if any Tigermail or Canvas email or assignments are submitted on weekends, I’ll check them/grade them on the next available *business day* (*usually Mondays*). Holidays for the university and spring break are not assignment due days since classes are not in session and are also not official check/response days for Tigermail, Canvas email, phone voice mail, or check- in/grading of any work submitted or resubmitted.

 The assignment submission area in Canvas shows the exact date / time when an assignment *opens for student access*, the *due date/time*, and *cut-off date/time*. Assignments most often open for *early* access and submission a full week *before* they are due. Please wait until an assignment opens to read the assignment instructions and to answer the questions and submit responses.

**10. Timing Concerns of Assignment Submissions:**If I did not receive your response by the posted deadline, then the following day as soon as I can I will post on your Canvas gradebook and Tigermail a status of NOT RECEIVED—EXTENSION IS IN PROGRESS which indicates the assignment has not been received and *you need to make it a point to work towards completing* and *submitting it as soon as possible.* I also, at that time, will post a temporary grade of *0 (zero) points showing* then the effect of missing work on the running course grade. The grade is then left as zero points earned unless and until the assignment is submitted. By doing it this way, you will know right away the status on work in terms of if I have received it or if you are provided a comment in the gradebook as having an extension. Once work is received, (assuming it is *fit for grading*), I’ll need my normal amount of time to grade it.

Keep in mind I allow these extensions as long as the understanding is that the start and end time of any and all modules (and their assignments) do not change. This means that a student will need to catch up in order to stay on schedule, but the class cannot change start or end dates for any modules or assignments. I ask that any extension used by a student, when possible, would be only for a few days extra and no more than a full week after the original due date. Otherwise, you may get behind in the course and either fail, earn a low grade, or need an IN (Incomplete).

**11. Timing & Quality Concerns [Re-submission of Assignments]:** I do allow for a resubmission of work for possibly a better grade. In your gradebook for the module of concern, a status of RESUBMIT RECOMMENDEDwill be posted if I deem the *work (once receiving it) poor in quality (roughly estimated at a C level or below).* 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. Re-submissions 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.

 I kindly ask and highly recommend that re-submissions be done, if possible, within a week after the original due date for the module of concern so that you will not fall behind. This recommendation also applies to our (**D**) discussion assignments (when assigned) so these can be conducted as timely as possible for you, your classmates, and myself. The latest that any submission or re-submission (of any assignment) can be accepted for course credit will be *before* **Dec 10, 2025, 2:00 PM (CT).** Unless an IN(Incomplete) is arranged, nothing can be submitted (or re-submitted for any reason) any later than this date and time in order for the points to take effect for course credit for this semester. Canvas cuts off from accepting any further assignment work at 2:00 PM CT, Dec 10, 2025 and I will not accept work on email or any other medium after this time unless an Incomplete is arranged and confirmed with me on email. An IN allows a few more months to finish and the deadline to complete remaining work for an IN is stated in this syllabus.

**12. Assignment Criteria & Expectations / Procedures for Holistic Scoring (Grading):**

The following section constitutes the grading framework for this course by this instructor. 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 failed to create assignment responses that effectively met or addressed the assignment task and/or instructions (*rules, format, word count, etc.*)

**13. Always follow the assignment instructions**. These are shown at the top of the assignment page which also contains the task/questions you are to create responses for. I even either bold or underline some of the instructions here and there for important prompts to draw your attention to those such as word count minimum, which may differ per each assignment.

**Submit responses that meet or exceed word count minimum.** 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 more than 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 400 words while another person takes more than that to create a response, both are allowed and be graded according to WHAT is said and HOW CLEARLY and WELL it is said. Extra length of an assignment response has little to do with the score earned as long as it meets the minimum word count stated in the instructions for that assignment.

**Word Count Minimum Definition:** Word count of a student response will *never* count page labeling, name or MOD at the top, restating of the questions, citations, a reference section, or anything else. 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*. Word count minimum for an assignment does **not** indicate the word count minimum required *per each question* within that MOD assignment. Instead, it means that your written response to *all questions for a certain module assignment,* when your response is *added up*, must be at least the stated word count and may exceed this if you wish.

**14. Final Course Grade Scheme:** Definition of **“**A**”** level final course grade**:** A final course 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. This means that a student must submit ALL assignments in their entirety, on time, and with a good to great level of quality. Below is the breakdown for each letter grade.

**Course Grading Scale**

 100%--90.00% = **A**

 89.00%--80.00% = **B**

 79.00%--70.00% = **C**

 69.00%--60.00% = **D**

< 60.00% = **F**

**\*\*\*\*** The final grade for the course will be based on the following total possible points.

**Total possible points for course** *(tentative)* ***\*\*\**(953 pts) = 100%**

**15. Canvas Grade Postings:** If a mark in your gradebook is of concern but not understood, then

email me. I’ll gladly communicate back with you. If you are unsure about how well you are doing overall even after examining your gradebook, then please ask me so we can meet to go over how to interpret the gradebook at that point in time (*either via phone, Zoom, or in person*). The sooner you ask the sooner I will be able to communicate to you about it. Your gradebook in Canvas will have posted the numeric score in points for each assignment. The Canvas gradebook will also post comments about which assignment is late, and how many points were deducted based on quality. I try to share positive thoughts too on work that makes sense.

 I’ll update grades on Canvas daily M-F (business days) and will do so where possible, as close to after I receive your work as possible (*often within a day or two of it being received*). Times when I travel on university business (or when I have other pressing demands) will likely require up to three and a half business days after the date the work is submitted for the work to be graded and the score to be posted. It is not often when I will need this but from time to time I may (might) need it just as you may need an extension too. If work is submitted early, well before the due date, then I may need an extra day or two to grade those items.

 During the semester, scores and brief related comments for your work, when graded, will be posted on Canvas in the gradebook 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. You can check your grades 24/7. Please set your Canvas *notification preferences* to send you a Tigermail notice on various important items. These come to you when I send announcements in Canvas, post grades or comments to graded work in Canvas and when I send you email in Canvas.

 To set your notification preferences in Canvas, go to the Canvas Account tab, located in the upper left of your Canvas page. Click the Account tab and then choose *Notifications*. Have the following notification settings selected with the check icon which means “notify me right away”: Due Date, Announcement, Grading, Submission Comment, Discussion, Discussion Post, Added to Conversation, and Conversation Message. Students are responsible for checking their Gradebook in Canvas for weekly for scores and comments regarding their assignments and for monitoring Announcements made in Canvas and on Tigermail too.

 In looking at your course grade in Canvas gradebook (at any point during the semester) if there are still assignments **un**submitted and without a grade (*without a score at all*), then the ongoing/running course grade AND the final course grade and percentage are only calculated based on the assignments that have grades (*point scores earned*) that were entered into the gradebook in Canvas, not any *ungraded, unscored material*. If a person has an A as shown in the gradebook, that’s only for work up to that point in time that has scores recorded but the course grade does not reflect the final course grade of any unscored or yet-to-be scored work. So, please be sure to keep in mind any remaining work in need of submission.

Unless a person has requested an IN and is eligible for one, any assignments that are still unsubmitted after the cut-off deadline (Dec 10—2:00 PM) will turn to permanent zeros. Zero-point items will affect a final course grade (unless submitted before the cut-off deadline). I’m sure for most people this is common sense, but I just wanted to be sure we are all on the same page since the last few weeks of classes for the semester are so hectic. Please monitor your Canvas gradebook often which shows any and all assignments that are unsubmitted or recommended for resubmission or that have yet to be submitted (for a future due date).

 Before or by 10 am on the Monday morning of the last week of classes for the university, I will have marked in your Canvas Gradebook any and all unsubmitted assignments with zeros but ONLY so that at that point in time, you will then know the full mathematical effect that these unsubmitted items will have on your final course letter grade. You will then know I will provide until before 2:00 PM on Dec 10 to submit any remaining late work to me in order to receive any credit on it towards the final course grade. Once received, then I replace the zero(s) with whatever points are earned based on the quality of the work.

***Notice about extra credit and assignment fidelity:*** In terms of extra credit, please know that I do not allow it. The helpful reason for this is to grade the work required within the scheme of possible points allowed in order to (A) curb grade inflation and (B) maintain student motivation for doing well on and for submitting *all assigned* course assignments. Assignments for this course *cannot* be negotiated, altered, changed, or replaced with other types of work or products. Maintaining a high fidelity to assignments as I have designed them keeps the class consistently fair as well as true to the course content and course objectives. Now and then, when I see a great response to an assignment, I may provide 1 point extra – only 1 point. But note that this is *not extra credit* since it is such a miniscule amount of points which therefore cannot mathematically alter an overall letter grade for the course and nor can these replace points for doing an expected assignment. One point now and then, with exceptional work, is just a way to say - great work!!

**SECTION C: OTHER COURSE POLICIES**

**1. Professionally Plan Your Study Time:** You will have assigned readings and video lectures posted in each module and listed in steps to follow. Carefully follow each module’s STEPS and instructions by doing all work (*readings, videos, and other tasks in exact order*). It is recommended to begin working on each MOD and its assignment early on rather than late. I've posted these for view all at the beginning of the course to make this feasible and have also embedded in the schedule a *safe window of work time.* Looking ahead of time at each module will help you determine what needs to be done in each module before you work on your assignment for that module. By planning ahead, this will allow you enough time to actually go through the module materials (*readings and videos*) and then complete the assignment for that module. Please abide by the listed start date and completion date for each module. I’d recommend to complete each weekly module on two different days during the week in order to spread out the work to make things less stressful as well as more conducive to learning. Avoid doing a full module in one day for those reasons.
***\*\*\*\****Except where shown otherwise, the *typical* due date for each module's assignment is the seventh day after the starting day for a given module (*by that evening 11:59pm‐ C.T.*). For *all remaining late work*, the final cut-off deadline of ***Wednesday, Dec 10, before 2:00 pm*** will be provided.
**2. Email and Gradebook Communication-Vital:** As far as communication goes for this course, this will be an expectation to check your regular Tigermail but also your Canvas Gradebook for this course. I really try the utmost to communicate on both email platforms to reach a person about announcements or problems so they can take the steps necessary to correct things in a timely manner. Please ***only*** use your official student Auburn University Tigermail and **not** personal, and/or non-AU student related email addresses.

**3. Understanding the Syllabus and Canvas Course:**
 Please carefully read this syllabus and Canvas course material so you know the policies, duties, assignments, due dates, etc. Knowing them and fulfilling them will lead you on a path to success.

**4. Academic Honesty / Misconduct Code:** All portions of the Auburn University student academic honesty code will apply to this university course. 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, all assignments will assess your responses. If someone or something helped you create/generate a response for an assignment or did it for you, then that’s considered cheating by our university. The same holds for the use of A.I. technology. If a person is using ChatGPT or any other website software that is A.I. based, then, if they use this as a way to create and write the assignment response in place of their own thinking and writing, then this is also considered cheating. If I have specific instructions that allow you to use generative A.I. as a way, in part, to learn information related to forming an assignment response then that’s acceptable. My assignments, unless stated otherwise, do not allow for generative A.I. due to the nature of the assignments since they rely on doing the course readings and watching of the module videos as the knowledge base from which to create your responses. Any assignments that allow for the use of generative A.I. will be clearly marked. By default, if not marked as allowing for this, then this means that generative A.I. is disallowed. Additionally, your assignment instructions require you to write your understanding of course material in your own words (avoid using quoted material) and where applicable, to cite the work of others.

 I do not mind if you use A.I. tools for rough searching for topics of interest related to the course, and for grammar/spelling help, towards better crafted writing, as long as your assignment response is still conceived of, generated, and written by you, not by generative AI. I will not award a grade or points toward a grade for assignments unless and until each is submitted in the manner and format required. If an assignment is allowed use of generative AI, it will state very specifically that it is allowed. Where not stated, assume its use is *disallowed*.

**5. Special Accommodations**: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours (*or appointment*) during the first week of classes (*or as soon as possible if accommodations are needed immediately*). The student must bring a copy of their Accommodations letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096(V/TT). This syllabus, along with other documents for the class, are being provided in Canvas as either Word documents, downloadable, and in other cases as links to websites. This being done for easier, better accessibility to these materials for all students. **6. Course Contingency**: If normal class is disrupted due to mass, campus-wide illnesses, city or campus wide emergencies, or campus or a city-wide crisis situation, the syllabus and other course plans and assignments may be modified (*within reason by this instructor*) to allow completion of the course. If this occurs, an *addendum* to your syllabus and /or course assignments will replace the original materials, and this will be announced in the Canvas announcements and on Tigermail. Again, this is put into effect *ONLY* for problems *affecting the whole campus or city(s) and for several days or weeks of impact*.

 **7. Required Auburn Email Account and Synchronization:** Keep your email account 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. Inquire with LRC staff about synchronizing your password for access to LRC computers. Please take note of their hours of operation for the LRC which are posted outside their entry doors.

**8. Scaffolding (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. Some areas of improvement on a task will be left unsaid so that a student can learn to apply assignment criteria so they can effectively search, locate, evaluate, 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.

 A student won’t begin to be self-regulatory until and unless some expectation for autonomy and responsibility is reinforced by an instructor and placed back onto a student. So, when someone says in an email , “*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 in that way, then this is not an appropriate request. It is your work. It is your job to check your work before submitting it for a grade. Instructor help should be given where appropriate but should never be assumed to be entwined with a student’s grade in such a way that blame for a lower-than-expected assignment or course grade is presumed to be the fault of a teacher for not giving an unending amount of help on an assignment(s) before it/they are submitted for grading. Again, some help is fine, but this needs to have some limits in order for true learning to take place and be evidenced. But the grading, within reason, must be done with the understanding to the student that help is limited for developmental reasons. 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 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 help them with things. Instead, they need to internalize what was learned and to then apply it in a self-help, self-regulatory manner.
 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 further efforts are needed as you work on your assignment, and I’ve played my helper role for this particular assignment to the fullest. 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 student 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.

 I may at times ask for a phone call meeting so I can provide some verbal help during office hours or an appointment time that we set up. Not all feedback on course work can be necessarily fit into an email due to the far too excessive time it may take as well as the mental limits in understanding from written feedback only versus an augment of live, oral/verbal dialogue as added feedback or as replacement to written feedback. If I request a time to talk on the phone, this is stating that I feel as the instructor that it is best in that situation to give feedback on the phone to ensure you understand it. It works out best for the both of us that way.

**9. Ethics of grading and earning 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 final course grade for such reasons as for example, “*I need an A*”, or “*I have a scholarship or job 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 education field. A basic rule and need that educators 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. So, this university asks students to please refrain from making any such comments or requests at all to instructors in person, on email, in writing, or on the phone.

**10. 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 or loved one, 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 and time of ***Wednesday, Dec 10, at 2:00 pm (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 **Dec 10, 2:00 pm.** If this is not communicated before that deadline expires, then an instructor must only give all **un**submitted work zero (0) points which will impact on a final course grade.

 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 assignments for submission the very day after grades are due. So, the assignments will re-open on Dec 16th (which is the day after Fall final grades have to be submitted). You will have from **Tuesday, Dec 16th until Friday, April 10th, 2026, 2:00 p.m. (CT)** to complete the work in Canvas. No further time will be permitted!

*Academic Calendar* <http://www.auburn.edu/main/auweb_calendar.html>

**11. Required Camera and Microphone and your Laptop or Desktop Computer:** There will be a few assignments calling for you to record yourself talking through your response. I ask for responses to a few assignments to be on camera so I can see and hear your responses. So, please make sure your technology, microphone and camera, are working. Its fine if you use an external microphone and/or external camera (like LogiTech or other company). You need to be on camera and then record the Zoom meeting that you use to record your response and then simply send me the link. It must be kept accessible to us both for the full term. I will have instructions for making your own Zoom meeting recording in the same area where the assignment instructions are located.

**12. Small Group work:** If I have any assignment (likely only one) that allows for small group work( with a stated number allowed on the team), then it needs to be where students organize themselves, by choice, into groups, if they wish to do that specific assignment in groups. Only the assignment marked with, “*May work in teams if you choose*”, will allow for work in teams. If not stated, then the assignment must be completed on your own- solo. You will need to plan time to allow for some group work discussion for an assignment. I cannot orchestrate that for anyone.

 I will have a very brief online tool for people to make known how each person did on their team and will send you a link to access this tool which enables you to rate the effectiveness of your team skills and those of each of your teammates and this is confidential with only me knowing who said what. The data from this tool that you receive will be simply a percentage of the team that felt you successfully completed each skill on the Teamwork Skills Inventory, a tool that I devised. A lot of our assignments are shorter assignments but this tool helps when everyone *who works in a team* fills it in and does so on time, by the given deadline.

 If a person joins a team and the team does a Zoom meeting of their responses, then you have to be on camera with full audio and make your own comments to earn credit. If a person is not on camera and/or there is no audio for me to hear, or if they do not contribute to the team response with their own comments, then no points will be earned and you will need to do the assignment on your own.

**13. Addendums to Course:** Any changes in the syllabus, assignments, points, etc. will be announced on email and in Canvas Announcements. Students are responsible for being aware of changes by checking these areas of communication and reading this updated syllabus.

*This course was developed and designed by Dr. Paris Strom and approved by the Department of EFLT, the College of Education, and the University Curriculum Committee. Thanks for reading this syllabus and becoming informed about the course so you can succeed!! I look forward to you being in and learning from this course, reading your assignments, and corresponding with you. I also hope to learn from you as well through the discussions and your other assignment work. I wish everyone a great, productive semester.*

 End of Fall 2025 Syllabus for EPSY 4100-D.

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