

Fall 2015

EDUC 2100

Kate Reynolds
University of New Orleans

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EDUC 2100
Child and Adolescent Development for Teachers
Fall 2015

EDUC 2100: Child & Adolescent Development (3 cr. hrs.)


This course presents a balance of research findings, theory, and application relevant to the study of child development from infancy through adolescence, as developmental stages and tasks are relevant to classroom teachers. The emphasis throughout the course is on the implications and use of developmental information in classrooms.

This course is designed to facilitate disciplined reflective inquiry through the interaction of theory, practice and research. Field experiences included in this course support candidates to engage in the following professional roles/responsibilities in the conceptual framework of the college: **Use inquiry to inform practice.** (applying information from professional literature, peers, Internet resources to instruction)

PREREQUISITES

This course is taken prior to admission to the teacher education program. You are **STRONGLY** encouraged to purchase Live Text access if you have not done so already. You will need to have your portfolio ready in Live Text for all tier assessments.

YOUR INSTRUCTORS

Instructor:	Dr. Kate Reynolds	Class Time:	12:15-1:45 T/TH
Phone:	280-6609	Classroom:	ED 224
Office:	ED 305A	E-mail:	kate.reynolds@uno.edu
<hr/>			
	Office Hours: Tuesday & Thursday:	9:30-10:30am	3:00-3:45pm
	Wednesday: (Online only)	4:00-5:00; 7:45-8:45pm; or by appointment.	
<hr/>			
Teaching Schedule:			
T/TH: 9:30-11:00, 11:00-12:15 & 12:30-1:45			
W: 5:00-7:45 (online via Adobe Connect)			

Conceptual Framework:

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal

is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.



Objectives Alignment with Unit and State Standards

In addition to the identified goals and objectives, this course addresses UNO Teacher Roles and Louisiana State COMPASS Standards.

I. EFFECTIVE TEACHERS MANAGE CLASSROOM CONTEXTS AND ENVIRONMENTS

A. They establish a culture for learning by:

1. Managing classroom procedures (COMPASS 2c)
2. Managing student behavior
3. Organizing physical space
4. Organizing classrooms to integrate technology
5. Maintaining accurate records using available technology

B. They create an environment of respect and rapport by:

1. Using cultural contexts in the classroom
2. Demonstrating knowledge of diversity among students
3. Presenting rationales for change to meet students needs

II. EFFECTIVE TEACHERS DESIGN CURRICULUM AND INSTRUCTION

A. They understand and use curriculum and instruction by:

1. Knowing content
2. Knowing pedagogy
3. Setting instructional outcomes (COMPASS 1c)
4. Designing coherent instruction
5. Designing student assessments
6. Incorporating knowledge of diversity in the classroom
7. Planning for the use of technologies in curriculum and instruction
8. Demonstrating knowledge of resources, including technologies
9. Planning for the use of collaborative group practices in the classroom

B. They communicate effectively by:

1. Incorporating effective written communication in the classroom
2. Incorporating effective oral communication in the classroom

III. EFFECTIVE TEACHERS *DELIVER INSTRUCTION AND ASSESS LEARNING***A. They engage students in active learning (COMPASS 3c) by:**

1. Interacting effectively with students
2. Demonstrating flexibility and responsiveness
3. Integrating technology and other resources

B. They integrate disciplines into instruction by:

1. Applying connections to multiple disciplines
2. Demonstrating connections to real life

C. They use assessment in instruction by:

1. Incorporating performance tasks in the classroom
2. Using questioning and discussion techniques (COMPASS 3b)
3. Using pre-assessment, formative assessment, and summative assessment appropriately (COMPASS 3d)

D. They embed diversity in decision-making by:

1. Selecting resources
2. Delivering instruction
3. Assessing learning

IV. EFFECTIVE TEACHERS *PARTICIPATE IN PROFESSIONAL RESPONSIBILITIES***A. They advocate for children, in terms of services and supports by:**

1. Communicating with families
2. Demonstrating knowledge of resources in school and the community

B. They collaborate to improve professional practice by:

1. Engaging in a professional community
2. Participating in professional development
3. Collaborating with teachers and mentors
4. Developing goals for social justice
5. Using research-based practices that include current available technology

C. They reflect on teaching and learning by:

1. Focusing on cultural contexts and social justice
2. Collecting and analyzing data to improve practice

➔ Teacher Candidates will demonstrate competencies in integrating Common

Core State Standards in lesson plans, unit plans, and field-based activities.

Required Textbook:

Woolfolk, A. & Perry, N. E. (2015). *Child and Adolescent Development*. (2nd ed.). Upper Saddle River, NJ: Pearson Prentice Hall. **ISBN: 978-0-13-343979-3**

****You will need to purchase all materials including access to the electronic files on the textbook's website and the links in your text. You may purchase the e-text and/or the printed copy of the text.***

Course Goals and Objectives:

The goal of this course is to acquaint pre-service teachers with the major theories of child and adolescent psychological, physical, and social development; to teach pre-service teachers how to apply knowledge of child and adolescent development in order to create learning environments, strategies for teaching, and presentation of content appropriate to the developmental stages of students in the class. At the completion of this course,

The student should be able to:

1. identify major theories of child and adolescent development as they are important to the classroom teacher;
2. use developmental knowledge of children and adolescents to create physically and psychologically safe learning environments;
3. apply theories of child development, including research-based evidence, to learning situations in school and community contexts;
4. identify typical and atypical patterns of human growth and development across domains (cognitive, motor, language, social, emotional);
5. explore the potential impact of differences in values, languages, and customs that can exist between home and school;
6. discuss factors that affect all areas of development to create healthy learning environments;
7. and, support the role of families and communities in fostering development and learning.

Objectives Alignment with Unit and State Standards

Objective	Unit Standard Alignment	State Standard Alignment
1	4	IIA, IIIB
2	3,4	IIA, IIC, IIIB, IIID
3	3,4,6	IIA, IIC, IIIA & D, IVA-B, VB
4	6	IIA
5	3,6	IIIA & B
6	3,6	IA, IIA-C
7	6	VB

The content and experiences of this course align with multiple professional standards as this course is included in the program of study of multiple certification areas. Refer to http://coehd.uno.edu/educ/table_alignment.cfm for more information.

Course Requirements and Policies:

1. **Participation in Discussion of Assigned Readings for the Course:** Each student will be expected to read the required assignments and be prepared to actively engage in classroom discussions.
2. **Moodle:** You will be expected to log on to check for announcements and additional assignments, grades, and communicate with all class members and your instructor.
3. **Observation Assignment--Field Experience:**
Field experiences included in this course support candidates to address unit, state, and national standards. Candidates are required (by the tier evaluation) to enter both the location and number of field experience hours completed to meet the requirements of this course into Live Text (the e-portfolio system).
4. You will be expected to complete 2 guided classroom observations (**2 separate visits of 2.5 hours each**) throughout the semester. **You may log more than 5 hours for this course, but it must be documented time in a classroom and must be reasonable.**

I will provide an, “Observation Guide” for the two observations. You will complete them and submit them to your primary instructor on the due date.

I will post a letter on Moodle, explaining the purpose of this assignment, which you can print out to bring with you to the school. More information about this requirement will be provided in class.

- a. **School and Teacher Selection:** You will choose two classrooms. One will be aligned with your intended certification level. The second will be at a different level/intended certification area. We will need to know which school you are going to and the teacher’s name and contact (phone # & email address) information. You must submit this information to us when requested.
- b. **Field Experience Record (found at the end of this syllabus)-** You must record school visits on this document and have the classroom teacher initial it each time you visit the school. You cannot receive credit for the field experience assignment without this document completed and turned in to us. You will need to make a copy of this sheet to include with both observations.
- c. **Observation Guides:** Observations will focus on different topics covered in this course. We will provide an, “Observation Guide” for each observation. You will use these documents to guide your observations. You will then type your notes, in

“question and answer” format and submit them to us in class. A completed Observation Guide #1 will be due on September 30th and Observation Guide #2 will be due on November 20th.

- d. **Live Text:** Near the end of the semester, after both Observation Guides have been submitted, we will create an assignment on Live Text for you to upload one document containing both guides.
5. **Chapter Presentations:** You will work with your assigned group to create and present a chapter assigned to you from your textbook. You will be expected to use PowerPoint or something comparable in your presentation, and to provide a handout for each of your classmates. Your presentation should last approximately 30 minutes and only highlight the chapter. You will each research outside resources (check chapter references) and discuss with your group members what should be included from this research. A rubric will be provided for this assignment. You will submit a grade for yourself and each of your group members. **PLEASE refer to the rubric when completing this assignment.**
6. **Live Text (E-Portfolio) Requirement:** You must enter the following on Live Text
- Observation Reports
 - Field experience hours

Once you are fully admitted to UNO's Teacher Education Program you **MUST** purchase access to Live Text, so you might as well do it now. **All candidates in initial certification and advanced degree teacher education/educational leadership programs in the College of Education and Human Development are required to develop an e-portfolio using Live Text. An electronic portfolio in Live Text that aligns authentic evidence with unit, state, and national standards is required for progression through and completion of the program of study. Candidates will also be required to document completion of a required number of field experience hours at various points in the program of study. The only documentation that will satisfy this requirement will be the data in the Live Text portfolio. Thus, it is necessary that all candidates accepted in school career programs register for Live Text.**

7. PROFESSIONALISM

Each student is to demonstrate professionalism while communicating in any way with his/her classmates and the instructor. This includes your written language and any email messages. Be courteous.

Attendance and Participation (A&P) – You are expected to attend and **actively participate** in all class sessions. Two absences will be excused. You are allowed these two absences; there is no need for a doctor's note.

1st absence-A&P = 100

2nd absence-A&P grade = 100

3rd absence-A&P grade = 50

4th+ absence- A&P grade = 0

5th absence – No matter what you earn on assignments, you will fail this course.

Minutes tardy do add up to an absence. Thirty minutes (30) of accumulated tardy minutes will equal 1 absence.



Hard Facts: You can get full credit on all assignments, but if you also have 4 absences, you will earn only 900 points, just making an A.

Keep in mind, the above is only true for perfect scores on all other assignments.

Five absences---you cannot pass this course.

We do understand that things happen and people get very sick and have special circumstances. If this happens to you during this semester, you need to drop this course. Attendance is expected and anything that keeps you from attending class needs to be addressed. Excessive absences cannot be allowed, even with a doctor's note. Nothing can replace time spent in the classroom.

Professional Demeanor – Each student is expected to behave professionally in the university classroom and dress and behave professionally while observing in elementary and secondary school classrooms.

- Maintain a professional disposition (as specified by NCATE).
- Cell phones should be placed in silent mode while class is in session.

Late papers are unacceptable! If you deem it necessary to turn in a late paper, 10 points will be deducted from your grade for each day it is late. **NO assignment will be accepted after one week.** Do not put us on the spot by handing in a paper after one week beyond the due date. There will be no exceptions to this policy!

8. **Academic Integrity:** Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information. The Code is available online at http://www.uno.edu/~stlf/policy%20Manual/judicial_code_pt2.htm.

- 9. Accommodations for Students with Disabilities:** Students who qualify for services will receive the academic modifications for which they are legally entitled. It is the responsibility of the student to register with the Office of Disability Services (UC 260) each semester and follow their procedures for obtaining assistance.

Grading and Evaluation:

<u>Assignment</u>	<u>Points</u>	<u>Percentage of Grade</u>
Exams (3)	600	60%
Observations (2)	200	30%
Chapter Presentation (1)	100	10%
*Attendance and Participation (A&P)	100	10%

***Remember - If you accumulate 5 or more absences, you will fail this class!**

Grading Scale:

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F 59 and below

I reserve the right to alter of our syllabus during the course of the semester.

References:

- Angelou, M. (1969). *I Know Why the Caged Bird Sings*. New York: Random House.
- Boyatzis, C. J. (1992). Let the caged bird sing: Using literature to teach developmental psychology. *Teaching of Psychology*, 19 (4), 221-222.
- Fry, E. (1968). A readability formula that saves time. *Journal of Reading*, 11, 587.
- Hernandez, D. J. (1997). Child development and the social demography of childhood. *Child Development*, 68, 149-169.
- Kellough, R. D., & Kellough, N. G. (1999). *Secondary school teaching: A guide to methods and resources*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- McLoyd, V. C. (1998). Children in poverty: Development, public policy, and practice. In W. Damon (Editor-in-Chief), I. E. Sigel & K. A. Renninger (Vol. Eds.), *Handbook of child psychology: Vol. 4, Child psychology in practice* (5th ed., pp. 135-208). New York: Wiley.
- Ross, N. M. (1979). Assessing readability of instructional materials. *Vocational Education* 54, 10-11.
- Sherrod, L. R. (1997). Promoting youth development through research-based policies. *Applied Developmental Science*, 1, 17-27.

Van Horn, R. (1995). Teachers and stuff. *Phi Delta Kappan*, 76(10) 744-750.

Vitz, P.C. (1990). The use of stories in moral development: New psychological reasons for an old education method. *American Psychologist*, 45, 709-720.

WEBSITES

Child Development Institute

<http://www.childdevelopmentinfo.com/>

Award-winning site with information on child development, parenting, child psychology, teenagers, health, safety and learning disabilities.

National Association for the Education of Young Children (NAEYC)

<http://www.naeyc.org/>

The National Association for the Education of Young Children (NAEYC) is the nation's largest organization of early childhood educators and others working to improve the quality of programs for children from birth through third grade. NAEYC sets standards for accreditation of child care centers. Browse the Professional Development link, and review the Table of Contents of NAEYC's publication, *Young Children*.

National Middle School Association

<http://www.nmsa.org/>

This site is the homepage for the National Middle School Association, which strives to improve the educational experiences of young adolescents. Browse the numerous links, including Professional Development, Resource Center, Research, and Web Links.

National Association of Secondary School Principals

<http://www.nassp.org/>

This site is the homepage for the National Association of Secondary School Principals. The site includes many layers and links, including Professional Development (providing Safe Schools statements), very recent Research, News (including Legal Issues), and other services helpful to principals, assistant principals, and aspiring principals.

Developmental Psychology Links

http://www.psychwatch.com/develop_page.htm

Links to resources and organizations focusing on aspects of development.

Both Genetics and Environment Influence Children's Maladjustment During Divorce

<http://www.apa.org/releases/childofdivorce.html>

Behavioral problems in children from divorced families have been partially blamed on family conflict and parental maladjustment. New research, however, has found that both genetic and environmental factors mediate how well or not so well a child will do after parents divorce. This finding is part of a study of adoptive and biological families over a 12-year period reported in the July issue of *Developmental Psychology*, published by the American Psychological Association (APA).

Parental Involvement in Secondary Schools: Problems, Solutions, and Effects

<http://chiron.valdosta.edu/whuitt/files/parinvol.html>

Article by Jeri LaBahn presents problems associated with parental noninvolvement in secondary schools, and substantive solutions to improve parental involvement. When these solutions are implemented the effects are great, especially for the student.

Search ERIC Database

EDUC 2100	Fall 2014	Course Outline
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<http://searcheric.org/> The database (Educational Resources Information Center) contains more than one million abstracts of education-related documents and articles.

David Elkind's book, *The Hurried Child: Growing Up Too Fast, Too Soon*

<http://familyeducation.com/article/0,1120,3-1233,00.html?email>

A commentary about this book that encourages parents to allow children to have childhoods and to stop trying to force them to engage in activities at a pace that they are not ready for developmentally.

Cognition

<http://chiron.valdosta.edu/whuitt/col/cogsys/cogsys.html>

Very brief general overview of cognition with relevant links.

About Piaget

<http://www.piaget.org/aboutPiaget.html>

Direct link to information about Piaget provided by the Jean Piaget Society, which is an organization of cognitive developmental researchers.

Overview of Piagetian Theory

<http://chiron.valdosta.edu/whuitt/col/cogsys/piaget.html>

Detailed overview of Piaget's theory of cognitive development (process and stages)

Month	Date	Topic	Assignment
August	19	Syllabus will be handed out	Read Chapter 1: <i>Introduction: Dimensions of Development</i>
Please note that due to unforeseen circumstances, the first full meeting of this course will occur on September 8, 2015.			
September	8	Introductions; Review of Syllabus; Form Groups	Read the syllabus. Begin identifying schools for Field Experiences.
	10	Course Overview and Discussion Getting to know you handout <i>Class Activity 1</i>	
	14	Discuss Observation Guide #1 Major Theories of Child Development - Biological Theories - Psychoanalytical Theories - Behavioral Theories	Read Chapter 2: <i>Theory and Research in Child Development</i>
	21	Major Theories of Child Development - Social Learning/Social Cognition Theories - Information Processing Theories - Cognitive Stages Theories <i>Class Activity 1</i>	
	24	Chapter 2 Presentation Group Genetic Transmission Review; Prenatal Development; Video-Prenatal Development	Read Chapter 3: <i>Genetics, Prenatal Development, and Birth</i>
	28	Prenatal and Perinatal Causes of Disabilities; The Birth Process and Medical Issues <i>Class Activity 3</i>	
	30	Chapter 3 Presentation Group The Newborn and Infant: Domain development 0-12 months -Physical	Read Chapter 4: <i>Infancy and Toddlerhood</i>

		<ul style="list-style-type: none"> -Motor (Fine and Gross) -Social-Emotional -Brain Development and Cognition -Language and Speech 	
October	1	<p>Chapter 4 Presentation Group</p> <p>Early Intervention Systems</p> <p><i>Class Activity 4</i></p>	
<p>We will be meeting on SATURDAY, October 3rd to make up hours missed in late August. There will be no group chapter presentation. We will review for the exam and catch up on topics missed. Exact meeting times will be announced in class, however, plan to be available from 9-12.</p>			
	6	<p>Exam 1 (Chapters 1-4)</p>	
	8	<p>Return and Review: Exam 1</p> <p>Discuss 1st observation in class groups</p> <p><i>Class activity 5</i></p>	<p>Read Chapter 5: <i>Physical development in Early Childhood</i></p> <p>First observation completed by this date. The report is NOT due. You must bring your notes to class.</p>
	13	<p>Early Childhood Years</p> <p>Physical Domain Development 2-6 years</p> <ul style="list-style-type: none"> -Brain development -Body Growth -Fine Motor -Gross Motor -Raising a Healthy Child -Children with Special Physical Needs <p><i>Class activity 6</i></p>	<p>Observation Guide #1 DUE</p>
October	15	<p>Chapter 5 Presentation Group</p> <p><i>Class activity 7</i></p>	
	20	<p>Early Childhood Years</p> <p>Cognitive Domain Development: 2-6 years</p> <ul style="list-style-type: none"> -Language and Cognition -Emerging Literacy 	<p>Read Chapter 6: <i>Cognitive development in Early Childhood</i></p>

		<i>Class activity 8</i>	
	22	Early Childhood Years Cognitive Domain Development: 2-6 years - What the Theorists Say: Developmental Theories -Instructional Strategies and Early Childhood Cognitive Development -The Role of Play Chapter 6 Presentation Group	
	27	Early Childhood Years Social Emotional Development: 2-6 years -Self Esteem and Self Regulation -Morality Development -Gender Development -Peer Relationships	<i>Read Chapter 7: Social Emotional Development in Early Childhood</i>
	29	Early Childhood Years Social Emotional Development: 2-6 years -Issues of Diversity -Parenting in the Early Childhood Years Chapter 7 Presentation Group	
We will be meeting on SATURDAY, October 31st to make up hours missed in late August. There will be no group chapter presentation. We will review for the exam and catch up on topics missed. Exact meeting times will be announced in class, however, plan to be available from 9-12.			
November	3	Exam 2 <i>(Chapters 5-7)</i>	
	5	Return and Review: Exam 2 Middle Childhood Years: 6-12 years -Body Growth -Brain growth -Health issues	<i>Read Chapter 8: Physical Development in Middle Childhood</i>
November	10	Middle Childhood Years: 6-12 years -Children with Physical and/or Sensory Needs	

		<i>Class activity 9</i>	
	12	Chapter 8 Presentation Group Middle Childhood Years: 6-12 years - What the Theorists Say: Theoretical Views of Cognition -Language Development -Issues of Diversity Affecting Language and Cognition	Read Chapter 9: <i>Cognitive Development in Middle Childhood</i>
	17	Middle Childhood Years: 6-12 years -School and Learning -Intelligence Testing -Learning Deficits <i>Class activity 10</i>	
	19	Chapter 9 Presentation Group Middle Childhood Years: 6-12 years Social Emotional Development -Moral Reasoning and Behavior -Gender Development -Bullying -Peer Relationships -The Role of the Family -The Role of the School	Read Chapter 10: <i>Social Emotional development in Middle Childhood</i>
	24	Chapter 10 Presentation Group Discuss 2 st observation in class groups	Second observation completed by this date. The report is NOT due. You must bring your notes to class.
No Class on Thursday November 26th - Thanksgiving holiday – UNO closed			
December	1	Adolescence: 13-19 years Physical Development -Puberty -Nutritional Needs -Staying Safe	Observation Guide #2 DUE Read Chapter 11: <i>Physical Development in Adolescence</i>
	3	Chapter 11 Presentation Group Adolescence: 13-19 years	Read Chapter 12: <i>Cognitive Development in Adolescence</i>

		Cognition - What the Theorists Say: Cognitive Development -Issues of Diversity and Cognition -Issues of Family and Cognition	
December	8	Adolescence: 13-19 years Social Emotional Development -Social Identity -Adolescent Stressors -Gender and Sexual Identity -Parenting Issues -Leaving Adolescence <i>Last Day of Class</i>	Read Chapter 13: <i>Social Emotional Development in Adolescents</i>
	10	<div>FINAL EXAM</div> <div>THURSDAY, December</div> <div>10</div>	ALL hours and artifacts should be posted on LiveText by this date at midnight.

FIELD EXPERIENCE RECORD

Your Name	Classroom Teacher
School	Grade/Subject
School Address	Teacher's Phone #
School Phone #	Teacher's email

Date	Time (Example: 9:00-11:30)	Total Hours	Activity	Teacher's Initials

PRINT AND SUBMIT THIS PAGE TO DR. REYNOLDS

Student's Name (print)

Semester

- I have read the syllabus for EDUC 2100 and I understand the course expectations, policies and procedures.
- I understand the attendance and participation policy contained in the course syllabus and listed below.
- If I find myself in a situation that requires me to miss numerous classes, I understand that it is not the best semester to complete this class.

Student's Signature

Date

Attendance and Participation (A&P) – You are expected to attend and actively participate in all class sessions. Two absences will be excused. You are allowed these two absences; there is no need for a doctor's note.

Attendance and Participation (A&P) – You are expected to attend and **actively participate** in all class sessions. Two absences will be excused. You are allowed these two absences; there is no need for a doctor's note.

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