

AUBURN UNIVERSITY SYLLABUS

1. Course Number: CTSE 7910

Course Title: Practicum in Area of Specialization: English Language Arts Education

Credit Hours: 3 semester hour (may be repeated for credit not to exceed 6 hours)

Prerequisites: Departmental Approval

Corequisites: None

2. Date Syllabus Prepared: Sept. 2012

3. Texts: Textbook and/or other resources (journals, research monographs, unpublished research, etc.) Selected as appropriate to the individual practicum topics.

4. Course Description:

Provides individual students with experiences relating theory and practice, usually in a school setting

5. Course Objectives:

The course is designed to:

- A. Provide experience closely relating theory and practice, usually in a school setting.
- B. Provide various and flexible-learning activities to afford the student the opportunity to achieve required or desired experience in an area of specialization.
- C. Submit evidence that demonstrates advanced teaching proficiencies.

6. Course Content and Schedule:

The teaching practicum is designed to give the student actual teaching experience and developmental feedback. Practicum students should be involved in course planning and implementation as well as assessment of students and of the course throughout the semester. They should perform a variety of instructional roles, including at a minimum, the independent teaching of a subject unit in the course and regular classroom attendance for a semester. The supervising instructor should approve all assessment instruments developed by the practicum student.

7. Course Requirements/Evaluation:

- The teaching practicum should include a minimum of fifteen (15) hours of face-to-face instruction. These teaching hours can be divided in many different ways from one hour/week over the course of a semester to several intense weekend workshops. While shorter teaching experiences can be useful, this minimum requirement insures that our students will be in a teaching setting long enough to have a variety of experiences and, therefore, be required to deal with a range of challenges during their practicum. The fifteen hours of instruction time does not include preparation hours.
- The practicum student must be observed teaching at least three class sessions.
- The practicum student should complete some form of self and course appraisal before the class observation visit. This should be the basis for a conference discussion between the student and the supervisor/observer before the class observation. This appraisal should include:
 - a. An overview of the class-to-date,
 - b. The practicum student's overall course objectives and teaching philosophy,
 - c. How well the students in class are prepared and motivated,
 - d. The physical or environmental factors that may be influencing the class,
 - e. The teaching approaches being used and reasons for using them,
 - f. The direct purpose of the observation and particular needs or things to look for,
 - g. The practicum student's goals for the class being observed,
 - h. Class assignments/activities and those that preceded the class.
- The supervisor/observer should review the course syllabus carefully before visiting the class.

- The practicum student should inform his/her class prior to class visit explaining the purpose and value of the observation and encourage students to act as natural as possible.
- The class observation should last the entire class or at least 50 minutes for multi-hour class.
- The supervisor/observer should use the same procedures and observation checklist for each observation (sample observation check-lists are available at the Biggio Center).
- The supervisor/observer should comment on student behavior as well as practicum student behavior.
- Written and Verbal Feedback:
- Based on the observation and pre-observation consultation, and examination of course materials, the supervisor/observer should provide written and verbal feedback to the practicum student on (as appropriate):
 - a. Mastery of course content Auburn University Certificate in College/University Teaching,
 - b. Communication skills
 - c. Enthusiasm
 - d. Clarity of instruction
 - e. Organization
 - f. Selection of course and lesson content
 - g. Appropriateness of course objectives
 - h. Appropriateness of instructional materials (e.g., readings, use of media)
 - i. Application of most appropriate methodology for teaching specific content areas
 - j. Commitment to teaching and concern for student learning
 - k. Student achievement based on performance on exams and projects
- The supervisor/observer should prepare a detailed follow-up report and meet with the practicum student to discuss results of the observation within one week of the classroom visit.
- It is recommended that the supervisor/observer provide feedback following this format:
 - a. Ask the practicum student to share his/her reactions and thoughts of the class.
 - b. Review written comments made during and after the observation
 - c. Start feedback with positive (strengths) and then alternate strengths and suggestions for improvement.
 - d. Avoid judgmental statements.
 - e. Discuss follow-up improvement activities.
 - f. Schedule additional observations as needed.
- Capstone Practicum Portfolio:
 - A Practicum Portfolio approved by the practicum student's supervisor should be used to document successful completion of a teaching practicum. The portfolio should contain:
 - a. An overall description of the teaching practicum
 - b. A philosophy of teaching statement
 - c. A copy of the syllabus
 - d. A sample lesson plan
 - e. Examples of student work
 - f. Evaluations by students of the practicum student's teaching
 - g. Pre-observation appraisal reports
 - h. Supervisor/observer's classroom observation report.
 - i. Practicum student's reflective journal

8. Evaluation

The professor will determine whether the student has met the criteria established jointly by professor and student and will assign an S (Satisfactory) or U (Unsatisfactory) for the course.

9. Class Policy Statements

Participation: Students are expected to participate in all class discussions and in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. Students are responsible for initiating arrangements for missed work due to excused absences as outlined in the Student Policy *eHandbook*.

Attendance/Absences: Attendance is required. Please be on time. Those with more than one unexcused absence can receive no more than a “D” for the course. Three unexcused tardies are the equivalent of an absence. E-mail or phone and leave a message at my office number above if you are going to miss class. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Student Policy *eHandbook*. Arrangement to take a make-up exam must be made in advance. Students who miss an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable excused absences from campus must be documented and cleared with the instructor **in advance**.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of class or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center as soon as possible. Telephone: 334-844-2096 (V/TT).

Honesty Code: The Auburn University Academic Honesty Code and the Student Policy *eHandbook* Rules and regulations pertaining to Cheating and Plagiarism will apply to this class.

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

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

Justification for Graduate Credit

This course fulfills the requirements for the Certificate in College/University Teaching Practicum managed by Auburn University’s Biggio Center.