AUBURN UNIVERSITY

Syllabus

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| Auburn University Homepage | **Dr. Brian Parr**  **Faculty Office: 5088 Haley**  **Office Phone: (334) 844-6995**  **E-mail: bparr @auburn.edu**  **Office Hours: Tuesday and Thursday 10:00 a.m. – 12:00 Noon Other times by appointment** |

1. Course Number: CTCT 5050/5053

Course Title: Methods of Teaching in Area of Specialization

Credit Hours: 3 semester hours (Lecture 2, Lab 2). Credit will not be allowed for both CTCT 5050 and CTCT 6050.

Prerequisites: Admission to Teacher Education

Corequisites: None

2. Date Syllabus Prepared: Fall 2013

1. **Text and Major Resources:**

Phipps, L.J., Osborne, E.W., Dyer, J.E., & Ball, A. (2008). *Handbook on agricultural education in public schools,* 6th ed.

ISBN-10: 1418039934 ISBN 13: 9781418039936

Journals/resources within the areas of specialization and additional internet resources will be required, such as:

* Alabama Department of Education – Career Tech - <http://www.alcareertech.org/>
* Alabama Department of Education – [http://www.alsde.edu](http://www.alsde.edu/)
* Courses of Study – specific content areas
* 2008 Adopted Course of Study
* Business and Industry Certification Checklist (BIC)
* Career/Technical Education Equipment List and Facility Plans -
* National Standards for specific content areas
* Agricultural Teachers Survival Kit
* FFA/ Agricultural Education Local Program Resource Guide
* Other Relevant State Materials
* Auburn University Internship Handbook
* Auburn University Assessment
* Alabama Educator Code of Ethics

**4. Course Description:**

Methods and techniques of instruction using appropriate instructional materials; planning and evaluation of instruction for career and technical education programs in public schools.

**5. Course Objectives:**

Upon completion of this course, students will be able to project themselves as **competent, committed, and reflective professionals** through their ability to:

1. Demonstrate knowledge of the state Course of Study applicable to teaching field and how the Course of Study relates to other teaching fields**.** (290-3-3-.23-1.a.3)
2. Design career/technical instruction which accommodates all student learning styles, needs, abilities, interests, and backgrounds. (290-3-3-.23.1.b.2)
3. Develop lesson plans that include academic core concepts specific to career/technical education. Integrate mathematical and scientific concepts into coursework (290-3-3-.23.1.b.3)(290-3-3-.24-1.b.6)
4. Develop lesson plans that include project-based learning, alternate assessments, and other teaching techniques applicable to career/technical programs. (290-3-3-.23.1.a.4)
5. Demonstrate knowledge of principles and practices associated with applicable business/ industry certification of career/technical programs. . (290-3-3-.23.1.a.6)
6. Use computer software applicable to area of specialization (290-3-3.24.1.b.5)
7. Knowledge of the importance of parents and/or families as active partners in planning and supporting student learning. (290-3-3-.04(2)(c)4.(iv))
8. Knowledge of the purposes, strengths, and limitations of formative and summative assessment and of formal and informal assessment strategies. (290-3-3-.04(2)(c)5.(i))
9. Knowledge of measurement-related issues such as validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results. (290-3-3-.04(2)(c)5.(iii))
10. Knowledge of a range of professional learning opportunities, including job-embedded learning, district- and state-sponsored workshops, university offerings, and online and distance learning. (290-3-3-.04(5)(c)2.(ii))
11. Knowledge of Alabama’s state assessment requirements and processes. (290-3-3-.04(5)(c)3.(ii)) Knowledge of research relating collective responsibility for student learning to increased achievement for all students. (290-3-3-.04(5)(c)4.(i))
12. Knowledge of the principles of individual and organizational change and a commitment to assume personal responsibility for leading and supporting others in results-oriented changes. (290-3-3-.04(5)(c)4.(ii))
13. Knowledge of appropriate professional behavior and dispositions expected of professionals as outlined in the Alabama Educator Code of Ethics. (290-3-3-.04(5)(c)5.(i))
14. Knowledge of available and emerging technologies that support the learning of all students. (3)(c)4.(i)
15. Knowledge of the wide range of technologies that support and enhance instruction, including classroom and school resources as well as distance learning and online learning opportunities. (3)(c)4.(ii)
16. Ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning. (2)(c)2.(v)
17. Knowledge of media communication technologies that enrich learning opportunities. (3)(c)1.(iii)
18. Knowledge of a range of curricular materials and technologies to support the cognitive development of diverse learners. (4)(c)4.(ii)
19. Ability to use and maintain confidential student information in an ethical and professional manner. (5)(c)5.(iii)
20. Knowledge of safe, responsible, legal, and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies. (5)(c)5.(ii)

**6. Course Content:**

Fall 2013

**August 22 -** Introductions, Expectations, Discuss Syllabus, Assignments, Grading, Timeline, etc. FFA Jeopardy. Discuss Characteristics of Effective Teachers The JIT Method

**Assignment**- Read “Duties of an Advisor”, “Research on Teaching has Shown That”, and “Necessary Characteristics for Teachers”

**August 27 -** History of Agricultural Education, Understanding Your Students, Hierarchy of Needs

**Assignment**- Read Chapter 6 and complete online quiz.

**August 29 -**Goals and Objectives, Bloom’s Taxonomy, LOTS vs HOTS, JIT Presentations

**Assignment**- Read Chapter 7 and complete online quiz.

**September 3 -** The interest approach, Questioning Strategies, FFA/SAE Review, Using technology in the classroom

**Assignment**- Read Chapter 12 and complete online quiz.

**September 5 -** Visit Tallassee HS, Using technology to diversify

**Assignment**- Read Questioning Strategy- Camp

**September 10 -** The Case Study and Problem Solving Methods

**Assignment**- Read Chapter 13 and complete online quiz.

**September 12 -** Lesson Introduction/Interest Approach Microlesson Presentations using Question, Answer, and Discussion Method

**Assignment**- Read Chapter 8 and complete online quiz, Prepare Lesson Introduction/Interest Approach

**September 17 -** Unit and Lesson Planning, The Essential Components

**Assignment**- Read Chapter 14 and complete online quiz

Prepare Lesson Introduction/Interest Approach.

**September 19 -** Case Study/Problem Solving Micro Lesson Presentations

**Assignment**- Read Chapter 18 and complete online quiz.

**September 24 -** The Math-in-CTE Method

**Assignment**-. Read Chapter 15 and complete online quiz.

**September 26 -** Case Study/Problem Solving Micro Lesson Presentations

**Assignment**- Read Chapter 19 and complete online quiz.

**October 1 -** Inquiry-based, Problem Solving Self-Directed Learning, Distance learning technologies

**Assignment-** Read Chapter 16 and complete online quiz.

**October 3 -** Math-in-CTE Micro-lesson presentations

**Assignment-** Read Chapter 20 and complete online quiz.

**October 7 -** The Demonstration and Simulation Methods**,** Using computer labs

**Assignment**- Read Chapter 17 and complete online quiz.

Study for Midterm

**October 10 -** Math-in-CTE Micro-lesson presentations

**Assignment-** Study for Midterm

**October 15 -** **MIDTERM**

**Assignment**- Read Chapter 21 and complete online quiz.

**October 17 -** Demonstration or Simulation Microlesson Presentations

**Assignment**-Read Chapter 22 and complete online quiz,

**October 22 -** Agriscience Experiments

**Assignment**- Prepare for demonstration or simulation

**October 24 -** Demonstration or Simulation Microlesson Presentations

**Assignment-** Prepare for lesson presentations

**October 29 –** In school presentations.

**Assignment-** Watch National FFA Convention on RFDTV

**October 31 -** In school presentations

**Assignment-** Watch National FFA Convention on RFDTV

**November 5 –** Assessment, Using digital media for communication and issues with confidentiality

**Assignment-** Prepare for lesson presentations

**November 7 -** Agriscience Experiment Microlesson Presentations

**November 12 -** Classroom Management, Ethical use of media and technology

Assignment- Prepare for lesson presentations

**November 14 -** Agriscience Experiment Microlesson Presentations

**November 19 –** In-school Presentations

**November 21 -** In-school Presentations

**November 26 -** Thanksgiving Break

**November 28 -** Thanksgiving Break

**December 3 –** Wrap-up Review for Final

**December 5 –** Final thoughts

**Final Exam: Monday December 9, 12:00 – 2:30 pm**

**7. Course Requirements/Evaluation:**

1. Participate in all class discussions and exercises.
2. Complete all reading assignments. Reading assignments may be tested.
3. Complete all exams.
4. Complete one course syllabi. Course Syllabi must contain all the necessary components required for business/industry certification of Career/Technical Education programs in Alabama.
5. Complete four written lesson plans utilizing current textbooks and other resources. All lesson plans must be related to your current Course of Study.
6. Conduct at least four peer teachings. Each peer teaching will be videoed and evaluated by instructor, student, and other students in the course. A one-page self-reflection of the video discussing strengths, weaknesses, and areas of needed improvement is required.
7. Field Experience Requirement
8. Complete a unit plan of instruction.

* Undergraduates – 8 hours of required Field Experience – Form provided
* Graduate – 41 hours of Field Experience Required through Practicum

The following grading scale will be used:

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| --- | --- |
| 90 - 100 % | A |
| 80% - 89.9% | B |
| 70% - 79.9% | C |
| 60% - 69.9% | D |
| Below 60% | F |

**Graded Activities**

**JIT Lesson Presentation**

Presentation- 15 points

Plan-10 points

Reflection- 5 points

**Lesson Introduction/Interest Approach Microlesson-**

Presentation- 25 pts.

Plan- 15 pts.

Reflection- 10pts.

**Demonstration/Simulation Microlesson**

Presentation-50

Plan-40

Reflection-10

**Math-in-CTE Microlesson**

Presentation-50

Plan-40

Reflection-10

**Problem Solving/Case Study Microlesson**

Presentation-50

Plan-40

Reflection-10

**Agriscience Experiment Microlesson**

Presentation-50

Plan-40

Reflection-10

**Unit Plan including Syllabus-** 200 points

**Chapter Reading quizzes** 50pts.

**Midterm Exam** -200pts.

The following standards will be assessed on the midterm

(5)(c)5.(ii)

(4)(c)4.(ii)

(3)(c)1.(iii)

(3)(c)4.(ii)

(3)(c)4.(i)

**Final**-200pts.

The following standards will be assessed on the final.

(5)(c)5.(iii)

(2)(c)2.(v)

**Total Possible Points- 1130**

8. **Class Policy Statements:**

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance/Absences: **Attendance is required at each class meeting**. **Attendance will be recorded for each class period. Unexcused absences will result in the following actions: 1 unexcused absence- 5% reduction in final grade, 2 unexcused absences- 15% reduction in final grade, 3 or more unexcused absences- failure of the course.** If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Student Policy eHandbook www.auburn.edu/studentpolicies Arrangement to take the make-up exam must be made in advance or immediately after return if absence is due to illness. **Students who miss any class or lab 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.** **If a lab is missed, the student must make arrangements the day they return to make up the assignment.** Other unavoidable absences from campus must be documented and cleared with the instructor **in advance to be considered excused**. Arriving more than 10 minutes late to class without advance approval from the instructor will be considered an absence.

Cell Phone Policy: Cell phone usage will not be permitted in the classroom (including text messaging). If an emergency arises, please leave the classroom to use the phone. If a student sends text messages during class, they will be dismissed from the classroom and an unexcused absence will be recorded.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an 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 Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the Student Policy eHandbook, Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors 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:**

CTCT 6050/6056 (Methods of Teaching in Area of Specialization) is the graduate-level teaching methods course for students enrolled in the 5th year teacher certification program. Students will learn how to develop course syllabi and lesson plans for teaching in secondary Career/Technical Education programs. Furthermore, students will analyze various teaching techniques used in instruction and defend the use of such teaching techniques in Career/Technical Education.

**Field Experience Documentation Form**

Field experiences shall facilitate candidates’ development as professional educators by observing in schools and other agencies, tutoring student, assisting teachers or other school personnel, attending board meetings and participating in education-related community events prior to internship(290-3-.02(4)(f)2) (290-3-.02(4)(f)1)

**STUDENTS ARE REQUIRED TO HAVE A MINUMUM OF 8 HOURS OF FIELD EXPERIENCE IN CTCT 5050/5053/6050/6056 AND CTCT 4000 (Total 16 hours).**

**Attach any additional documentation and a reflection of the experience.**

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| **Student Name** | **Course Number and Name** | **Student Number** |

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| --- | --- | --- | --- | --- |
| **Date** | **Location**  **(School)** | **Briefly Describe Experience** | **Hours** |  |
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**Student Signature**

**Acceptable Field Experiences:**

* Observe in schools
* Tutor students after school
* Tutor students during school
* Assist teachers
* Assist other professional school personnel
* Attend school board meeting
* Participate in education- related community events
* Interact with diverse faculty
* Interact with diverse learners
* Use information technology to support teaching and learning
* Engage in reflections including feedback from peers and supervisors
* Include both the opening and closing of school
* Team teaching
* Must include at least three lesson presentations (Graduate)
* Must include at least one lesson presentation (Undergraduate)

**DETAILED DESCRIPTION AND REFLECTION**

**(Required for each activity)**

**Authorized Signature**

**Student Signature and Date**