**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** CTSE 5213

 **Course Title:**  Teacher Inquiry Workshop: Problems and Possibilities

 **Credit Hours:** 1 credit hour

 **Prerequisites:** Admission to Clinical Residency

 **Corequisites:**  CTSE 4923--Clinical Residency: English

**2. Term:** Fall 2015

 **Day/Time/Location:** T 5:15-7:05 p.m. in Haley 2461

 **Instructor:** Mrs.Latasha Warner

 **Office:** Haley 5009

 **Contact Information:** Latasha Warner hamillb@auburn.edu

 **Office Hours:** Available before and after class, and by appointment

**3. Texts:**

Harlacher, J. E. (2015). Designing Effective Classroom Management. Bloomington, IN: Marzano Research.

 Other readings as assigned

**4. Course Description:**

 Community of practice for English Language Arts clinical residents to support professional practice

 through teacher inquiry. May count either CTSE 5210, CTSE 5213, CTSE 6210, or CTSE 6216.

1. Credit Hours, 1.0 Lecture Hours

**5. Student Learning Outcomes:**

Aligned to the Alabama Quality Teacher Standards, given continuous study and engagement in this course, students will

Gain knowledge of developmentally appropriate instructional and management strategies. (AQTS 2.a.4)

Gain knowledge of norms and structures that contribute to a safe and stimulating learning environment. (AQTS 2.c.1)

Gain knowledge of factors and situations that promote or diminish intrinsic motivation. (AQTS 2.c.2)

Gain knowledge of the components and characteristics of collaboratively designed and implemented individual behavioral support plans. (AQTS 2.b.3)

Understand the importance of developing positive relationships with every student; demonstrate ability to take action to promote positive social relationships among students, including students from different backgrounds and abilities. (AQTS 2.c.3)

Understand the importance of communication with parents and/or families to support students’ understanding of appropriate behavior. (AQTS 2.c.4)

Use their knowledge of sound classroom organization and management to organize, allocate, and manage the resources of time, space, and activities to support the learning of every student. (AQTS 2.b.8)

Use their knowledge of sound age-appropriate classroom organization and management to create classroom environments conducive to learning. (AQTS 2.b.2)

Use their knowledge of sound age-appropriate classroom organization and management to create learning environments that increase intrinsic motivation and optimize student engagement and learning (AQTS 2.c.5)

Articulate and reflect on a personal philosophy and its relationship to teaching

practice and professional learning choices and commitments (AQTS 5.b.4)

**6. Course Content and Schedule:**

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| **Week/Date** | **Readings/Assignments Due in BOLD** |
| **Week One (8/18)** | Course/Class Introductions, Review Syllabus, Discuss Textbook, Discuss Major Class Assignments,Discuss ePortfolio,Discuss Classroom Management Observation Assignment**“Pre-Service Teachers and Classroom Authority”** |
| **Week Two (8/25)** | **No Class Meeting****Ch. 1 of *Designing Effective Classroom Management*****Online Posting 1 Due by Midnight** |
| **Week Three (9/1)** | Guest Visitor (ePortfolio), (Need Wix account created and bring device to class)Discuss Ch. 1Resume Writing/Cover Letter**Classroom Management Observation Assignment Due****Discussion Responses to Two Classmates’ Postings Due** |
| **Week Four (9/8)** | **No Class Meeting****Ch. 2 of *Designing Effective Classroom Management*****Online Posting 2 Due by Midnight** |
| **Week Five (9/15)** | Discuss Ch. 2Discuss Statement of Teaching PhilosophyPWS Planning Session**“9 Mistakes New Teachers Make”****Resume/Cover Letter Due****Discussion Responses to Two Classmates’ Postings Due** |
| **Week Six (9/22)** | **No Class Meeting****Ch. 3 of *Designing Effective Classroom Management*****Online Posting 3 Due by Midnight** |
| **Week Seven (9/29)** | Discuss Ch. 3Continue discussing/working on statement of teaching philosophy **Discussion Responses to Two Classmates’ Postings Due** |
| **Week Eight (10/6)** | **No Class Meeting****Ch. 4 of *Designing Effective Classroom Management*****Statement of Teaching Philosophy Due** |
| **Week Nine (10/13)** | Discuss Ch. 4Classroom Management Plan**Shell of ePortfolio Due****(Education Interview Day is Tomorrow!)** |
| **Week Ten (10/20)** | **No Class Meeting****Ch. 5 of *Designing Effective Classroom Management*****Online Posting 4 Due by Midnight** |
| **Week Eleven (10/27)** | Discuss Ch. 5Classroom Management PlanePortfolio**Discussion Responses to Two Classmates’ Postings Due** |
| **Week Twelve (11/3)** | **No Class Meeting****Ch. 6-7 of *Designing Effective Classroom Management*****Online Posting 5 Due by Midnight** |
| **Week Thirteen (11/10)** | Discuss Ch. 6-7Classroom Management PlanePortfolio**Discussion Responses to Two Classmates’ Postings Due** |
| **Week Fourteen (11/17)** | ePortfolio**Classroom Management Plan Due** |
| **Week Fifteen (11/24)** | **No Class Meeting—Thanksgiving Break** |
| **Week Sixteen (12/1)** | **Last Class Day**ePortfolio PresentationsMock Interviews**Final ePortfolio Due** |

 \*\*Tentative Course Schedule—All readings and assignments are subject to change at the instructor’s discretion. Any changes made to the schedule will be announced in class and/or through CANVAS.\*\*

**7. Assignments:**

**Classroom Management Observation 10 pts.**

During the first two weeks at your placement site, you will observe two teachers (your cooperating teacher and one other teacher in a different subject area) and complete a write-up comparing/contrasting the two teachers’ classroom management styles. A list of guiding questions will be provided to you in order to focus your observations.

**Resume/Cover Letter 10 pts.**

As a soon-to-be graduate, you will undoubtedly be searching for employment with school systems, which will require you to submit a resume and cover letter. Therefore, you will prepare your resume and write a cover letter to go with it.

**Statement of Teaching Philosophy 15 pts.**

As part of the interview process, potential employers will want to know your teaching philosophy. You will create a statement of your teaching philosophy for this purpose.

**Classroom Management Plan 20 pts.**

Classroom management is the area where most new teachers struggle the most. Having a classroom management plan will allow you to focus more on teaching. Your classroom management plan will incorporate several pieces of information from the textbook. Requirements for the Classroom Management Plan will be outlined in a separate assignment sheet.

**Online Discussion Postings 10 pts.**

You will have a total of five online discussion postings. Topics will address the textbook chapters in relationship to your internship experience. Topics may also address course assignments. Each posting will be graded as follows:

1 pt.—your response to the topic

1 pt.—your responses to two classmates’ responses (1/2 pt. per response)

Your initial response is due by midnight on the due date. Responses to your classmates’ responses are due by the beginning of the following class session.

**ePortfolio Shell 5 pts.**

In order to ensure you don’t wait until the last minute to complete your ePortfolio, the basic shell of it will be evaluated early in the semester. Requirements for the shell will be outlined in a separate assignment sheet. You will present your ePortfolio shell to the class for feedback/revision suggestions.

**Final ePortfolio Presentation 10 pts.**

On the final class day, you will present your ePortfolio to the class. Requirements for the final ePortfolio and presentation will be outlined in a separate assignment sheet.

**Mock Interview 20 pts.**

On the final class day, you will participate in a mock interview to demonstrate your preparedness for employment. You are encouraged to use your ePortfolio in answering questions.

**Attendance/Participation**

Each student is expected to attend each class and participate in discussions and class activities. Students’ participation in class activities and discussions will help students build knowledge together and explore various aspects of the readings/assignments to apply them to their own future teaching. In order to participate, students must be present and have completed the assigned readings. Attendance and participation will be factored in for borderline grades.

**8. Rubric and Grading Scale**

Classroom Observations Write-up 10 pts.

Resume and Cover Letter 10 pts.

Statement of Teaching Philosophy 15 pts.

Classroom Management Plan 20 pts.

Online Discussion Postings 10 pts. (5 postings, 2 pts. each)

Shell of ePortfolio 5 pts.

Final ePortfolio and Presentation 10 pts.

Mock Interview 20 pts.

Total Points Possible 100 pts.

**Grading Scale:**

89.5-100 = A

79.5-89.4 = B

69.5-79.4 = C

59.5-69.4 = D

000-59.4 = F

**9. Class Policy Statements:**

Attendance is expected of every student. If you must miss class, you will be held responsible for any content covered during your absence.

All assignments must be submitted by the beginning of class time through CANVAS on the due date specified, unless otherwise instructed. Any assignments not submitted on time will receive a grade of 0, except in the case of extenuating circumstances as determined by the instructor. All reading assignments should be read by the beginning of class time on the date specified in the course schedule. Not completing the reading assignments will prevent you from being an informed participant of class discussions and in-class assignments. As future teachers, it is expected that you exhibit characteristics of professionalism, which include adhering to all deadlines/due dates for assignments and completing all readings as assigned.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. 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.

Disability 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 in 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).

Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

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