**Auburn University**

**Course Syllabus**

**Course Number:** CTSE 5243

**Course Title:** Clinical Residency Seminar in Science Teaching

**Credit Hours:** 1 Semester Hr

**Prerequisites:** Admission to Teacher Education

**Co-requisites:** CTSE 4923 or CTSE 7920/7926

**Date Syllabus Prepared:** July 2015

**Texts/Resources:** Wong, H. K. & Wong, R. T. (2009) *First days of school: How to be an effective teacher.* Mountain View: Harry K. Wong Publications, Inc.

**Instructor:** George Turner

**Contact Info:** Haley Center 5086

 get0002@tigermail.auburn.edu

**Office Hours:** Mondays 3:30 -4:30 pm

**Course Description:**

The aim of this course is to provide a time and space to discuss topics relevant to teaching science at the secondary level. The internship should be a time of great personal and professional growth. Flexibility in adapting to differences in school cultures, teaching styles, supervisors’ philosophies, and students’ needs will reduce anxiety and foster a productive learning environment.

At the discretion of the instructor, this syllabus is subject to minor amendments throughout the semester.

**Course Objectives:**

To provide opportunities so that students will:

* Connect curriculum to other content and real-life settings (Standard 1.3)
* Design instructional activities based on state content standards (Standard 1.4)
* Design lessons that integrate a variety of effective instructional strategies (Standard 2.6)
* Design a classroom organization and management system (Standard 2.1)
* Demonstrate standard oral and written communication (Standard 3.1)
* Facilitate inclusive learning environments (Standard 4.8)
* Engage in ongoing professional development (Standard 5.2)

**Course Content and Schedule:**

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| --- | --- | --- |
| **The Teacher** | **Readings** | **Tasks/Discussion** |
| **Week 1:**  | Wong (2009)Chapters 1: Why You Need to Succeed on the First Days of SchoolChapter 2: What is an Effective Teacher | * Tales from the first week.
* Organizing and structuring the classroom.
* Developing the characteristics of becoming an effective teacher.
 |
| **Week 2:** | Wong (2009)Chapters 3: How You Can Be a Happy First-Year TeacherChapter 5: Why you Should Use Proven, Research-Based Practices | * Tales from the previous week.
* Tools to help you through the first year.
* Increasing your effectiveness
 |
| **Positive Expectations** | **Readings** | **Tasks/Discussion** |
| **Week 3:** | Wong (2009)Chapter 6: Why Positive Expectations are ImportantChapter 7: How to Help All Students Succeed  | * Tales from the previous week.
* Strategies for setting high expectations
* Discussing the belief that all students can succeed
 |
| **Week 4:** | Wong (2009)Chapter 8: How to Dress for SuccessChapter 9: How to Invite Students to LearnChapter 10: How to Increase Positive Student Behavior | * Tales from the previous week.
* Your professionalism goes a long way
* Tips on motivating students
 |
| **Classroom Management** | **Readings** | **Tasks/Discussion** |
| **Week 5:** | Wong (2009)Chapter 11: How to have a Well-Managed ClassroomChapter 12: How to Have your Classroom Ready | * Tales from the previous week.
* Organization, organization, organization is key.
* Tools to help organize your classroom
 |
| **Week 6:** | Wong (2009)Chapter 13: How to Introduce Yourself to the ClassChapter 14: How to Arrange and Assign Seating | * Tales from the previous week.
* Keeping your reputation clean
* Does assigned seating work?
 |
| **Week 7:** | Wong (2009)Chapter 15: How to Start a Class EffectivelyChapter 16: When and How to Take Roll | * Tales from the previous week.
* Consistency is key
 |
| **Week 8:** | Wong (2009)Chapter 17: How to Maintain an effective Grade Record System | * Tales from the previous week.
* The most important piece of data
 |
| **Week 9:** | Wong (2009)Chapter 18: How to Have an Effective Discipline Plan | * Tales from the previous week.
* Strategies for tackling student discipline
 |
| **Week 10:** | Wong (2009)Chapter 19: How to teach students | * Tales from the previous week.
* A well-managed classroom is the best way
 |
| **Week 11:** | Wong (2009)Chapter 20: How Procedures improve the Opportunity to Learn | * Tales from the previous week.
 |
| **Week 12:** | Chapter 25: Becoming a Teacher-Leader | * Tales from the previous week.
* Does learning stop once I receive my degree?
 |
| **Week 13:** |  | Presentations (Sharing of best practices) |
| **Week 14:** |  | Presentations (Sharing of best practices) |

**Course Requirements/Evaluation:**

Assignments/Grading:

Professional educators thrive on collaboration and the sharing of best practices. Evaluation in this course will be based solely on participation during each session and presenting/sharing one aspect of your internship that went really well. A hardcopy of your “best practice” must be distributed to each intern; hence, building a portfolio of teaching strategies. A rubric and further instructions will be provided at the appropriate time.

Grading Scale:

A 90 – 100%

B 80 – 89%

C 70 – 79%

D 60 – 69%

F 0 – 59%

Absences:

As a professional, it is expected that you will attend every seminar. In the event that you need to miss a class due to illness, emergency, religious holiday, or any other reason, it is imperative that you let your instructor know as soon as you are aware of the absence. **Please review the AU Student Handbook for further information about what qualifies as an excused absence.** If you will miss seminar, you are required to make-up the time and assignments you miss.

Confidentiality:

Confidentiality is essential in this course. **Any assignments, discussions, cases or episodes are not to be shared outside of this course.**

Academic Honesty:

The Auburn University TITLE XII STUDENT ACADEMIC HONESTY CODE will apply to this course. Please refer to the following link for more clarification:

<https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>