**Auburn University**

**Syllabus**

1. Course Number: CTCT 6050/6056

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. Term: Fall 2019 (Syllabus Prepared August 2019)

**Day/Time:** Class Hours: T/R 12:30p-1:45p

Lab Hours: R 2:00p-3:15p

Final Exam Dec 7, Noon-2:30p

**Instructor:** Chris Clemons, Ph.D.

Assistant Professor

Office Address: Faculty Office: 5070 Haley

Contact Information: Office Phone: 334.844.4411

Email: [cac0132@auburn.edu](mailto:cac0132@auburn.edu)

Office Hours: Wednesday 10:00a-Noon and by appointment

3. Text and Major Resources:

Talbert, B. A., Vaughn, R., Croom, B., & Lee, J. S. (2014*). Foundations of agricultural education*. Boston: Pearson Higher Education.

Alabama State Department of Education. (2015). Career/technical education. Retrieved from <http://www.alsde.edu/sec/sct/Pages/cos-all.aspx> (Alabama Course of Study: Career and Technical Education)

Alabama Department of Education. (2015). All students college and career ready. Retrieved from <http://www.alcareertech.org/>

Alabama Department of Education. (2015). Alabama professional education personnel evaluation program. Retrieved from <http://www.alabamapepe.com/>

U.S. Department of Education. (2004). Survival guide for new teachers. Retrieved from <http://www2.ed.gov/teachers/become/about/survivalguide/index.html>

Auburn Univeristy, College of Education. (2015). Forms and handbooks. Retrieved from <http://www.education.auburn.edu/edustudents/forms_handbooks/index.html> see also Teacher education information from <http://www.education.auburn.edu/edustudents/teacher_edu_info/index.html>

State of Alabama. (2015). Administrative code. Retrieved from <http://www.alabamaadministrativecode.state.al.us/>

This course will require the use of Canvas. Canvas can be accessed from the Auburn University website through AU Access.

**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. Student Learning Outcomes:**

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))
12. Knowledge of research relating collective responsibility for student learning to increased achievement for all students. (290-3-3-.04(5)(c)4.(i))
13. 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))
14. 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))

**6. Course Content Outline:**

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| --- | --- | --- | --- |
| **Session#** | **Course Topic** | **Readings** | **Assignment** |
| Module 1  Tues Aug 20 | Introductions and Course Expectations | None |  |
| Thur Aug 22 | Historical and Contemporary Issue  Curriculum Development  Lesson Plan | Mercier Pg 1-10  Talbert Cht 4  Survival guide for new teachers  Talbert Cht 6 |  |
| Module 2  Tues Aug 27 | Organization and Structure of AGED  Curriculum Development | Talbert Cht 5  Talbert Cht 6 |  |
|  | Alabama Course of Study  Curriculum Development | <http://www.alsde.edu/sec/sct/Pages/cos-all.aspx>  Talbert Cht 6 |  |
| Module 3  Tues Sep 3 | Program Planning  Curriculum Development | Talbert Cht 6 |  |
|  | The psychology of learning  Curriculum Development | Talbert Cht 12  Talbert Cht 6 |  |
| Module 4  Tues Sep 10 | The teaching process  Curriculum Development | Talbert Cht 13  Talbert Cht 6 |  |
|  | Factors that influence learning  Curriculum Development | Rosenshine and Furst (1971)  <http://scholar.lib.vt.edu/ejournals/JCTE/v22n2/roberts.html>  Talbert Cht 6 |  |
| Module 5  Tues Sep 17 | Classroom Management | Talbert Cht 14  Talbert Cht 6 |  |
|  | Curriculum Development | Talbert Cht 6 |  |
| Module 6 | Curriculum Development |  |  |
| Thur Sep 26 | National Teach Ag | http://www.naae.org/teachag/ |  |
| Module 7  Tues Oct 1 |  | Talbert Cht 19 |  |
|  |  | Developing grading rubrics [online resources] |  |
| Module 8  Tues Oct 8 | Meeting the Needs of Diverse Students | Talbert Cht 20 |  |
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| Module 9  Tues Oct 15 | Meeting the Needs of Diverse Students |  |  |
| Thur Oct 17 |  |  |  |
| Module 10  Tues Oct 22 | National FFA | https://www.ffa.org/events/conventionandexpo/ |  |
|  | National FFA |  |  |
| Module 11  Tues Oct 29 | Student Engagement | Online readings |  |
|  | Student Engagement |  |  |
| Module 12  Tues Nov 5 | Syllabi Due #1 |  |  |
| Thur Nov 7 |  |  |  |
| Module 13  Tues Nov 12 | Lesson Plan # 1 |  |  |
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| Module 14  Tues Nov 19 | Lesson Plan # 2 |  |  |
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| Module 15  Tues Nov 26 | Teaching Video #1 |  |  |
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| Tues Dec 3 | Teaching Video #2 |  |  |
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| Final Dec 9-13 | Teaching Reflections 1 and 2 due by December 9, 2019 |  |  |

**7. Assignments/Projects:**

1. Participate in all class exercises.
2. Complete all reading assignments.
3. Complete all quizzes and exams.
4. Develop a course syllabus. Course Syllabus must contain all the necessary components required for business/industry certification of Career/Technical Education programs in Alabama. Must include: Instructional philosophy, program names, program goals, course name, prerequisite, course goals, course description, course outline, and assessment procedures.
5. Complete two written lesson plans using current textbooks and other resources. Lesson plans must be related to your current Course of Study. Must include: Course title, overview, embedded/substitute credit documentation, materials/equipment/technology resources, procedures/activities/learning experiences, varied assessment strategies, provisions for individual differences, and estimated duration in time. Embedded throughout include safety instruction, teamwork activities, project-based activities, integrated academics, employability skills, and problem-solving skills.
6. Conduct two instructional lessons, video them, and upload to canvas. A one-page self-reflection of the video discussing strengths, areas for improvement, etc. will be completed by the student and uploaded to canvas. .

**8. Rubrics and Grading Scale:**

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| **Graded Activity** | **Points for each activity** | **Total points available** |
| Syllabus | 100 | 100 |
| Lesson Plans | 50 | 100 |
| Teaching Presentations | 100 | 200 |
| Teaching Reflection | 100 | 200 |
|  | Total Points Available | 600 |

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 |

**8. Class Policy Statements:**

1. Participation: Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. 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. Students must satisfy all course objectives to pass the course.
2. **Excused Absences**:  Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).
3. **Make-Up Policy:**Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.  The format of the make-up exam will be (as specified by instructor).
4. **Disability Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up the meeting, please contact the instructor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
5. Honesty Code:  All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply to this class.  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.
6. 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, and addendum to your syllabus and/or course assignments will replace the original materials.
7. 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**