**Practicum in Social Science Education - CTSE 4910: Fall 2019**

**Credit Hours: 2**

**Prerequisites: CTSE 4210, CTSE 4050 and pending internship**

**Instructor Contact Information:**

Dr. Jada Kohlmeier 334-844-3834 (office) 5064 Haley Center kohlmjl@auburn.edu

**Office Hours: Class Sessions:**

Tues. 12:30-3:30, Fri. 9-11, and by appt. Haley Center 1414

 T/Th, 11:00-12:15

**Course Description**

CTSE 4910 is designed to apply pedagogical principles learned in CTSE 4050 to field examples of implementation of problem-based historical inquiry (PBHI). Students will analyze the strengths and challenges of designing and implementing PBHI in the Social Studies. Students will experience PBHI instruction, then identify the learning challenges facing students. Students will then analyze the role of scaffolding, teacher implementation decisions, and assessment in supporting students in PBHI.

**Course Objectives:** Upon completion of this course, students will be able to:

1. Identify the instructional triangle: intellectual demand of task, depth of student thinking, role of teacher in influencing student thinking.
2. Explain the different levels of Bloom’s Taxonomy.
3. Apply EdTPA rubrics to lessons implemented in social studies classrooms.
4. Analyze the instructional triangle and explain how to raise student thinking in problem-based inquiry-based instruction.

**Course Requirements and Evaluation**

|  |  |
| --- | --- |
| **Task** | **% of Course Grade** |
| I. Participation in class pedagogy experiences and reflection | 30% |
| II. Video Case written analysis and EdTPA scoring | 30% |
| III. Professionalism\* | 30% |
| IV. Final Reflection on instructional triangle | 10% |

**\*** Core Competency--See # 1 in General Policies and Professional Performance Index

**Texts:** Materials on Canvas

**General Class Policies:** BE PROFESSIONAL

1. **Core Competency:** Professionalism
	1. Students must receive at least an “Approaching Competence (C)” assessment of competency on the Professional Performance Index to exit the course.
	2. Assignments are due on announced dates. Unexcused late assignments are unacceptable. Students are responsible for initiating arrangements for missed work due to excused absences.
	3. Cell phones and other mobile media devices should not be used during class or in field experiences. Devices should be turned off and put away during all professional meetings at AU or in the field. Laptops or iPads should not be left open throughout class but used only to access material directly related to class activities.
	4. Attendance is required. Punctuality is essential. Those with more than one unexcused absences 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.
		1. 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 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* for more information on excused absences.
		2. Make-Up Policy: Arrangement to make up missed work due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, make-up work will be completed within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up work will be arranged during the last three days before the final exam period begins.
2. Texts will be heavily used in class. BRING ASSIGNED READINGS EACH DAY.
3. Monitor your Tigermail e-mail account regularly for class messages.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student Policy eHandbook* 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.
5. 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. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me 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).

### 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.

**Professional Performance Index (PPI): Descriptive Evaluation Criteria**

# For use in Assessing Contributions to Class Activities and Professionalism

## Exemplary

93-100 A Exceptional organization and performance in all facets of the course.

90-92 A- Defines own standards beyond those established. Work reflects serious consideration of

readings and shows substantial variety and significant creativity. Demonstrates ability to ask pertinent questions as well as answer them. Demonstrates holistic view of the subject and of secondary students in instructional decisions. Significant leadership in contributing to content of class sessions.

**Competent**

87-89 B+ Formulates useful questions. Shows creativity.

83-86 B Physically and mentally alert to standards. Places subject in context of social studies content

courses. Answers questions independently.

80-82 B- Draws some parallels to other experiences and readings.

**Functional**

76-69 C+ Participates with cueing.

70-75 C Physically and mentally present. Passive acceptance of subject.

**Minimal**

60-69 D Inability to understand or accept basic standards. Physically and/or mentally absent too

often.

**Unsatisfactory**

59 F Massive indifference to standards of professional behavior and scholarship or professional

negligence in a laboratory experience.

|  |  |
| --- | --- |
| **Due Date** | **Reading and Lesson Assignments** |
| 8/20 | Syllabus Intro to Palmer Raids Congressional Hearing Lesson |
| 8/22 | Prepare expert presentation for Congressional Hearing |
| 8/27 | Perform Congressional Hearing – reflect on learning challengesHW: View video clips and post reflections in Canvas |
| 9/3 | Discuss instructional triangle reflections on Congressional Hearing video caseShow EdTPA lesson plan and instruction rubrics |
| 9/10 | Intro to Imperialism Lesson and expert group document analysis |
| 9/17 | Make persuasive billboards and presentHW: analyze video clips and score with EdTPA rubrics |
| 9/24 | NO CLASS – EJI FIELD TRIP |
| 10/1 | Discuss scores for EdTPA rubrics on Imperialism lesson implementation HW: lesson implementation of SC lesson with EdTPA planning and instruction rubrics |
| 10/8 | Discuss scores of teacher implementation of NY EdTPA rubrics.Discuss themes about role the teacher in implementing PBHI and student thinking. |
| 10/15 | Discuss final reflection on instructional triangle from SC video case. |
| 10/22 | FINAL REFLECTION PAPER DUE – email to Kohlmeier by 11:00 am |