**CTEE 7010**

**APPROACHES TO TEACHING**

**AUBURN** **UNIVERSITY**

**COURSE SYLLABUS**

**Instructor Contact Information:**

Dr. Jennifer VanSlander

503-930-8092 (call or text as needed)

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**Office Hours**: As needed (conducted virtually)

**Course Number:** CTEE 7010/6

**Course Title:** Approaches to Teaching

**Credit Hours**: 3 semester hours

**Prerequisites**: Admission to Graduate Program

**Co-requisites:** None

**Date Syllabus Prepared**: August 2021

**Texts:** All required readings will be available through Canvas via links or articles.

**Web Resources:**

* National Board for Professional Teaching Standards at http://www.nbpts.org
* Auburn University online library resources at http://www.lib.auburn.edu

**Course Description:**

An in-depth examination in approaches to teaching when meeting the diverse needs of learning, based on possible gender differences, poverty, social justice, climate, and learning identities in the elementary school.

**Course Objectives**:

*The graduate student will:*

1. Reflect and articulate their own philosophy of teaching.
2. Become acquainted with the National Board Standards as they relate to professional practice and growth.
3. Read, reflect and comment on the assigned readings through reflections and discussion board postings.
4. Analyze, evaluate, and apply concepts and principles related to developing teaching practices when meeting the needs of diverse populations.
5. Analyze a compendium of research-based instructional procedures and techniques

such as questioning, small-group discussions, cooperative learning, critical thinking and inquiry teaching, and inclusion, etc., which are research-based and documented for specific use in enhancing student learning.

**Online Course Expectations:**

1. Be prepared to spend more time on the online course than a traditional classroom course as you will be expected to read, analyze, and synthesize materials on your own.
2. Understand that most courses are not self-paced; typically, there are deadlines for assignments and activities and consequences for missing deadlines.
3. Check Canvas weekly and follow all directions and criteria for submitting assignments.
4. Participate with your peers in discussions. Your instructor will not respond to every thread you post in every discussion forum, just as your instructor does not respond to every contribution you make to an in-class group discussion.
5. Use correct APA format (7th edition) for written assignments.

**Course Content and Schedule:** See end of syllabus.

**Course Requirements/Evaluation (Points):**

*D=Discussion*

Flipgrid Introductions: 10

Self-Reflection Philosophy: 40

Implicit Bias (D): 10

The Brain and Education (D): 10

Identity Mapping (D): 20

The Haves and Have Nots: 20

Are Schools Still Segregated? (D): 20

Social Justice (D): 20

Teaching Role: 10

Classroom Dialogue Observation: 10

Holidays in Schools (D): 10

Professional Noticing Article Annotation: 20

NBS Content Area Analysis: 10

Classroom Questions: 10

To Raise Hands, or Not to Raise Hands: 10

Adverse Childhood Experiences (D): 10

Final Assignment: 20

Special Interest Group: 100

**Total Possible Points: 350**

**Class Policy Statements:**

*Participation*-Students are expected to participate in all class discussions and participate in all exercises. **Assignments are due on announced date no later than 11:59 pm**. 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 and receive a passing grade to pass the course.

*Excused Absences/Late Assignment Submissions*: This is an asynchronous, online course and seeking permission for an excused absence is typically not necessary. However, circumstances may warrant an excused late assignment submission. Permission *may* be given by the instructor for a late assignment submission 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 need to request a late assignment submission for any reason must contact the instructor *in advance* of the absence to request permission, unless the late submission is due to an emergency. In that case, contact the instructor as soon as possible, but no more than 72 hours after the assignment due date. The instructor will weigh the merits of the request and render a decision. This course includes frequent engagement with colleagues through discussion boards which close on the due date. Under NO circumstances will discussion boards be re-opened. If permission is given by the instructor for a late assignment submission that involves a discussion board, an alternate assignment will be given. Appropriate documentation for all excuse absences is required. Please see the *Student Policy* *handbook for more information on excused absences http://www.auburn.edu/student\_info/student\_policies/*

*Make-Up Policy*: Arrangements to make up a missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the students 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 students initiates arrangements for it. Except in extraordinary 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 students 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 specified by the instructor.

*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 email. If you have not established accommodations through the Office of Accessibility, nut need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

*Honesty Code*: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student Policy eHandbook* 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.

*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

*Plagiarism*: All assignments are subject to plagiarism check. Any assignment determined to contain plagiarized material will receive a zero and the student ay be subject to disciplinary action in accordance with the Auburn University policies as listed in Student Academic Honesty Cone in the Student e-Policy Handbook.

Course Schedule Fall 2021

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| **Week of** | **Topic** | **Assignments** |
| August 16 | Introductions  Syllabus  Approaches to Teaching Overview | Flipgrid Introduction Video-August 22  Sign up for Special Interest group |
| August 23 | Implicit Bias  NBS Core Propositions | Self-Reflection Philosophy  Implicit Bias (DB)-August 29 |
| August 30 | The Brain and Education | The Brain and Education (Partner DB)-September 5 |
| September 6 | Identities | Identity Mapping (DB)-September 12 |
| September 13 | Poverty | The Haves and Have Nots-September 19 |
| September 20 | Poverty (continued) | Are Schools Still Segregated? (Small Group DB)-September 26 |
| September 27 | Social Justice | Social Justice (DB)-October 3 |
| October 4 | The Teacher’s Role | Teaching Role-October 10 |
| October 11 | Dialogic Discourse | Classroom Dialogue Observation-October 17 |
| October 18 | Challenging Behaviors | Challenging Behavior Assignment-TBD (tentatively October 24) |
| October 25 | Culturally Responsive Teaching | Holidays in Schools (DB)-October 31 |
| November 1 | Professional Noticing  NBS Content Area Exploration | Professional Noticing Article Annotation-November 7  NBS Content Area Analysis-November 7 |
| November 8 | Questioning | Classroom Questions-November 14  To Raise Hands, or Not to Raise Hands (DB)-November 14 |
| November 15 | Adverse Childhood Experiences | Adverse Childhood Experiences (DB)-November 21 |
| November 22 | Special Interest Groups | Final Assignment-November 28 |
| November 29 | Final Assignment | Special Interest Group-November 28 |