***AUBURN UNIVERSITY***

***COURSE SYLLABUS***

Course Number CTSE 5240/5243/6240

Course Title Clinical Residency Seminar in Science Teaching

Credit Hours 1 Semester hour

Prerequisites Admission to Teacher Education

Co-requisites CTSE 4920 or CTSE 7920/7926

Date Prepared August 2021

Instructor Dr. M. Russell

Additional Instructor Plan B instructor-Dr. Chris Schnittka

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Office Location Haley Center 5004

Office Hours By appointment only via Zoom

Course Description

The aim of this course is to provide an avenue to discuss topics relevant to teaching science at the secondary level. The internship should be a time of 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.

Course Objectives

To provide opportunities so that students will:

* Connect curriculum to other content/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/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).
* Design and demonstrate activities in a 6-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students (Standard AS 4.1).
* Design and demonstrate activities in a 6-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom, emphasizing safe, humane, and ethical treatment of animals and complying with the legal restrictions on the collection, keeping, and use of living organisms (Standard AS 4.2).
* Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure/certification area (Standard AS 3.4).

Recommended Text

Wong, H. K., & Wong, R. T. (5th ed). First days of School: How to be an effective teacher.

Mountain View, CA: Harry K. Wong Publications.

Course Assignments and Evaluation

*Readings and reflections 5 at 10 points each (50 total):* each class meeting will have an assigned reading. There will be (in general) five questions that you will type and submit on Canvas. These questions will be reflections on a specific topic in the readings. I am looking for your thoughts about the question posed. Each question should have a minimum of four sentences to answer it. You may include quotations from the assigned reading. This should be no more than 1-2 pages double spaced.

Students will be provided specific assigned readings where they will be required to write a two-page minimum (3-page maximum) reflection single spaced/no-creative margins). Guiding questions will be provided with each assigned reading. Students will be given at least 1 week notice of assigned reading due date. Questions for each assigned reading are as follows and each question is worth 1 point. Please note that although you may be assigned multiple chapters for the reflective readings you are to write your reflection from a “holistic” perspective to encompass all chapters covered. In addition, the professors for this course may assign additional readings to discuss for the class or be covered in pop quizzes. Complete the assignment with numbers listed and then include the question and your answer/response.

1. Which surprised you the most about the assigned reading?
2. What did the assigned reading tell you that you already knew?
3. What did the assigned reading tell you that you did not already know?
4. What implications does this assigned reading have for teaching students?
5. What part of the assigned reading influenced you the most and how will you implement this in your own classroom?

*Quizzes 5 quizzes at 5 points each (25 total).* These will be on material discussed in class as well as the readings. Each quiz will be scenario-based questions that you will respond to in writing, and the quiz can be multiple choice, fill in the blank etc. These quizzes will be completed on Canvas. have taken, but you may not consult any other individuals.

*Safety Plan (25 points):* as future science teachers, you are trusted with the safety of your students, the ethical treatment of organisms, and teaching your students about safety in the science classroom. This assignment is designed to help you prepare for that. A grading checklist will be provided for this assignment. Additional information will be provided on guidelines for this assignment.

Due 11/30 is your safety plan. Take what you have learned in science lab courses and your science education courses and develop a safety plan. Your safety plan should include: a safety contract, a safety quiz, and a short (5 minute) safety presentation that you would present to your students. For your initial plan *DO NOT* consult any outside sources. Your safety plan should include the following:

* Chemical safety
* Appropriate safety measures for heating materials
* Treatment of live organisms during a laboratory experiment
* Dissection safety
* Appropriate laboratory attire

Grading Scale

A 90 – 100% C 70 – 79% F >59%

B 80 – 89% D 60 – 69%

Absences

As a professional, it is expected that you will attend every seminar. Class will meet virtually via Zoom or another virtual platform (unless otherwise instructed). If you need to miss a class due to illness, emergency, religious holiday, it is imperative that you let your instructor know as soon as you are aware of the absence. All absences must be in accordance with AU excused absence policy to be considered excused. In addition, all work must be turned in within 5 business days of an excused absence. Late work will not be accepted due to unexcused absences (at the discretion of the course instructor). Please review the AU Student Handbook for further information about what qualifies as an excused absence.

Confidentiality and Professionalism

Confidentiality is essential in this course. Any assignments, discussions, cases, or episodes are not to be shared outside of this course. Also, it is expected that you will conduct yourself as a professional during this course. Venting frustrations or problems you are having is minimally allowed during the class meeting; however, please be respectful and courteous in your discussions.

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>

Course Content and Tentative Schedule

Readings will also be assigned the week prior to the next class meeting date for discussion.

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| --- | --- |
| Week | Tasks/Discussion |
| *08/17* | Introduction and overview of syllabus |
| *08/24* | Discuss classroom management plan and student expectation |
| *08/31* | **Student reflection 1 due**  Students will select an article on classroom management topic and complete a reflection for the article. Students will give an overview of the article and their reflection paper in class.  Setting high expectations, Professional Dress, Talking to Parents |
| *09/07* | Discuss classroom management plan and student expectation |
| *09/14* | **Student reflection 2 due**  Students will select an article on classroom management topic and complete a reflection for the article. Students will give an overview of the article and their reflection paper in class.  Discuss classroom management plan and student expectations |
| *09/21* | Discuss classroom management plan and research a current issue in the science classroom for discussion. |
| *9/28* | Discuss strategies for using technology in the science classroom |
| *10/05* | **Student reflection 3 due**  Students will select an article on a classroom management topic and complete a reflection for the article. Students will give an overview of the article and their reflection paper in class.  Discuss classroom management plan and student expectations  Discuss technology in the science classroom |
| *10/12* | Discuss classroom management plan and student expectations |
| *10/19* | **Student reflection 4 due**  Students will select an article on classroom management topic and complete a reflection for the article. Students will give an overview of the article and their reflection paper in class.  Discuss classroom management plan and student expectations |
| *11/02* | Discuss classroom management plan and student expectations |
| *11/09* | **Student reflection 5 due**  Students will select an article on a classroom management topic and complete a reflection for the article. Students will give an overview of the article and their reflection paper in class. |
| *11/16* | Discuss classroom management plan and student expectations |
| *11/23* | Discuss classroom management plan and student expectations |
| *11/30* | End of semester wrap-up |

**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 alternative time can be arranged. To set up this meeting, please contact me by e-mail. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities. If you need accommodations but have not established them, make an appointment with the Office of Accessibility, 1228 Haley Center, 334-844-2096.

***COVID-19 Related Policies***

**Health and Participation in Classes**

You are expected to complete your Healthcheck screener daily. A survey link will be provided in Canvas for your daily screening. If we meet in class face2face please be prepared to show your screen-check. You must also wear a mask to class and on campus if we meet on campus. If the university mask policy changes you will still be required to wear a mask if we meet for class or an event for class on campus.

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on the Healthcheck app. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence, if possible.
* Provide me with medical documentation, if possible.
* Keep up with coursework as much as possible.
* Participate in class activities and submit assignments remotely as much as possible.
* Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

Students with questions about COVID-related illnesses should contact the COVID Resource Center at (334)844-6000 or at [ahealthieru@auburn.edu.](mailto:ahealthieru@auburn.edu.)

**Health and Well-Being Resources**

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Response Team (<https://ahealthieru.auburn.edu/>)
* Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
* AU Medical Clinic (<https://cws.auburn.edu/aumc/>)

If you or someone you know are experiencing food, housing, or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>)

**A Healthier U Community Expectations**

We are all responsible for protecting ourselves and our community. Please read the student expectations, including completing the daily GuideSafe™ Healthcheck (<https://ahealthieru.auburn.edu/>).

You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your A Healthier U pass. **You may be asked at any time during class to show your pass.**

**Course Expectation Related to COVID-19**

* **Face Coverings**: As a member of the Auburn University academic community, you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate. You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the university’s policy on face coverings, you will be instructed to leave the classroom and will be held to the protocols outlined in the Auburn University Policy on Classroom Behavior. Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.
* **Physical Distancing**: Students should observe appropriate physical distancing and follow all classroom signage/avoid congregating around doorways before or after class. If the instructional space has designated entrance and exit doors, you should use them. **Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.**
* **Course Attendance**: If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will still be expected to develop a plan to keep up with your coursework or attend class virtually (unless you are ill) during any such absences.
* **Course Meeting Schedule**: This course might not have a traditional meeting schedule during the Fall 2021 semester. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with me.
* **Technology Requirements:** This course may require particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at [aubookstore@auburn.edu.](mailto:aubookstore@auburn.edu)

*Disruptive or concerning classroom behavior involving the failure to wear a face covering, as directed by Auburn University, represents a potential Code of Student Conduct violation, and may be reported as a non-academic violation. Please consult the Classroom Behavior Policy. Students must be involved in the class and not distracted by use of cellphones, or devices outside of the device used to Zoom for the current class meetings. etc.*

**Course Delivery Changes Related to COVID-19**

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via Canvas as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer and reliable Internet.

**Contingency Plan:**

If normal class and/or lab activities are disrupted due to a high number of students experiencing illness or an emergency or crisis, 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. In the event that a student in the class is unable to complete the course assignments due to illness they may receive an incomplete for the course.

**Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors.

The following standards will be honored to create a professional learning environment.

1. Attendance and punctuality demonstrate that you value this course. Classroom teachers model these behaviors for their students
2. It is a good idea to develop a buddy system with others in class in case of unexpected absences. You will need to find out from a classmate what you have missed.
3. Teaching is a field that requires professional reading and reflection. Your thoughtful reading before class, your engaged participation in class discussions and activities, and the positive stance you take in interacting with your instructor and with others in the group are expected.
4. Be attentive to class presentations and discussions. Professionalism is more than just showing up for class. In this course, you will be expected to treat the others in our group with respect and to support their successes. Respect does not mean always agreeing with others. It means allowing others their dignity. It means actively and courteously listening to what others say and responding with your own perspective. It means taking an active role and enhancing others’ thinking by sharing your own rough draft thinking as it develops, and by clarifying the reasons you might “agree to disagree” with others. Developing strong relationships with colleagues is one of the most important things we do as teachers.
5. As a courtesy to the class, please turn off your phones and put them away. Cell phones must be on vibrate and should not be answered in class. In the event of an emergency, please ask to be excused from class to take the call. If a student is deemed to be using their cellphone excessively (e.g., texting, Facebook) then the cell phone will be placed in cell phone “jail” for the remaining of the class and the student can get the phone when class is over (the instructor is not responsible for the cell phone while it is in cell phone “jail”).
6. Laptops and other electronic devices can only be used for classwork. Students should not have laptops open unless they are taking notes for class or reviewing information that the instructor has directed them to review for the class. Failure to adhere to this policy will result in the student not being allowed to use their electronic device during the class meeting times.
7. All faculty, staff, and students interact in professional settings; they are expected to demonstrate professional behaviors. This includes refraining from gossiping with classmates, instructors, cooperating teachers or professors regarding any aspect of the class or the instructors for the course. In the event that the instructor of the course is notified of this behavior and if this behavior is deemed disruptive to the class the student may be referred to the COE Deans office for appropriate disciplinary actions.
8. Please refrain from any unnecessary outbursts or displays of noncompliance, sarcasm, or any derogatory, negative comments. Please note that any displays of blatant disrespect for the instructor for the course or classmates will not be tolerated and may result in the student being asked to leave the class or immediate dismissal from the class. If this occurs this will be considered and unexcused absence for that day and 5 points may be deducted from the final grade for the course at the discretion of the instructor for the course).

***Canvas, or Zoom discussion, online discussion board***

Class meetings will utilize Canvas/Panopto or Zoom and entail on-line discussions or live chat discussions. Students are expected to log in and participate in all discussions.

**Distance Learning Students:** Unless specific instructions have been given

for a designated course, students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, or a dean or department head of a college. Proctors shall be verified, and exams shall be sent directly to the proctor, who will manage the examination in a secure manner, requiring students to present a picture ID.

**Justification for Graduate Credit**

Graduate courses “should be progressively more advanced in academic content than undergraduate programs” and should “foster independent learning”. Factors to consider in evaluating a course for graduate credit include but are not limited to the following: use of specific requisites; content of sufficient depth to justify graduate credit (materials beyond the introductory level); content should develop the critical and analytical skills of students including their application of the relevant literature; rigorous standards for student evaluation (all students in a 6000-level course must be evaluated using the same standards); course instructor must hold graduate faculty status or be approved by the Dean of the Graduate School.

Confidentiality is essential in this course. Any assignments, discussions, cases, or episodes are not to be shared outside of this class. \*Please note that lack of professionalism in this course will not be tolerated. Please maintain professional at all times both in the classroom and at the schools during your field placement and refrain from all derogatory or defamatory comments outside or inside of class about the instructor, teachers, school systems and administrators, other professors, or classmates. If it comes to the attention of the instructor that a student is exhibiting this unprofessional behavior disciplinary actions may be taken to remove the student from the course and recommendation for removal from the program due to violation of the professional behaviors and memorandum of understanding contracts.

**Plan B**

**In the event that AU and assigned school placements have to transition to remote/online/virtual learning only students will continue their field placements and all field placement responsibilities. If the school placement site closes or does not allow clinical residents or teacher candidates to continue the field placement remotely/online/virtually then the instructor for the course may be able to designate an alternative field placement (with approval of the COE Deans office). If the instructor cannot assign an alternative field placement (due to COVID-19 restrictions, etc.) then the clinical resident may have to be assigned an incomplete for the semester.**

**If classes are transitioned to remote only, it is expected that students will follow all course policies and complete all assignments to complete the course. Failure to do this may result in a failing grade for the course of incomplete at the discretion of the instructor of the course.**