# Auburn University College of Education, Department of Curriculum and Teaching

# CTSE 7000, 7000D Orientation to Teaching and Learning, Fall 2022

## Instructor Contact Information

Name: Gwendolyn M. Williams, Ph.D.

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Office Hours:

I prefer to be contacted by email, and I will usually respond in 48 hours.

## General Course Information

Class Days/Time: Wednesday – 2:00- 2:50 PM

Classroom: Haley 2461 or by Zoom

Course Description This course is an orientation to teaching and learning and will give the student an opportunity to explore the Department of Curriculum and Teaching and the various graduate programs offered while engaging in graduate level discourse about general topics related to curriculum and teaching. Students will be guided in aspects of graduate research and will have multiple experiences to support their upcoming work in their chosen degree program.

Text: No required text for the course Readings will be posted on Canvas at least one

week prior to the date the reading will be discussed in class

In this course, I expect you to:

• Reflect critically on all experiences and readings.

• Be prompt and in attendance at all course sessions.

• Demonstrate critical reflection through discussion, writing and course assignments.

• Complete assignments to the best of your ability.

• Communicate expe c t a t ions and ideas.

• Recognize and validate the values of other class members.

# • Participate fully in all class discussions

# Course Objectives:

1. Develop an appropriate plan of study

2. Successfully navigate the AU library

3. Employ APA for writing style

4. Implement appropriate educational technology

5. Evaluate current and past research

6. Develop an appropriate research proposal

# Course Evaluation

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| --- | --- |
| Description | Points |
| CITI Training Completion | 20 |
| Research Proposal | 10 |
| Research Presentation | 25 |
| Plan of Study | 10 |
| Annotated Bibliography | 25 |
| Chat or Discussion | 30 |
| **Total** | **120** |

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CITI TRAINING: Complete CITI training to facilitate obtaining appropriate permission as needed to work in schools and study human subjects. Submit completed CITI training documents to Canvas. Student must complete all assigned modules to receive full credit for this assignment. The instructor will provide information on modules to be completed.

PLAN OF STUDY: Create a tentative plan of study. Send this to your advisor for feedback. Submit the plan of study and email exchange with your advisor. S/U. Five points may be deducted from the final grade for the course if not completed by due date.

ANNOTATED BIBLIOGRAPHY: Students will prepare an annotated bibliography using the Publication Manual of the American Psychological Association (7th edition) on their research topic of interest for the proposal assignment. Students will use library resources and evaluate prior research as it relates to their research interest for the proposal assignment.

Students must include 20 citations from research journals and 1 paragraph overview of each research article. If you can not find 20 articles on the topic you are researching, please select another topic or inform the instructor so they can guide you in finding additional articles.

RESEARCH PROPOSAL: Submit research topic and question for approval along with a list of 5 articles you plan to use for review. See Canvas for more information.

CHAT or DISCUSSION POSTS: You will be given weekly prompts for discussion. You will be asked to write your response to the prompt in the online discussion forum. Your responses can then be used in class to help stimulate our F2F discussion.

RESEARCH PRESENTATION: You will prepare a 5-slide PREZI research presentation for the class that showcases your research topic/question, summarizes your literature review, and details your plan of action for collecting data for a theoretical research project of interest. You will present this proposal to the rest of the class on the last day before Thanksgiving break.

# Grading and Evaluation:

At Auburn University, a 4.0 grade scale is used. An A equals 4.0; B, 3.0; C, 2.0; D, 1.0; and F equals 0.0. The final grade for this course will be based on lecture assignments, exams, quizzes and additional assignments or The grading scale will be:

**A = 100 – 90 average**

**B = 89 – 80 average**

**C = 79 – 70 average**

**D = 69 – 60 average**

**F = 59 or below average**

Attendance and Participation: This is a one-hour course. We will meet weekly for one hour, but you should plan to spend up to three hours outside of class preparing for class or doing work for the class. Be prepared to participate in class as a group, individually, or online in discussion posts. Students in both the face2face on asynchronous course may be required to participate in online chat and discussion boards.

**Distance Student Requirements**: The distance section is "asynchronous" for distance students. The following will be available to distance students:

- full Panopto or Zoom recording of weekly F2F class sessions

- Canvas modules that outline weekly expectations

- Canvas distance chat or discussion boards

- Office hours via Zoom (details will be sent later)

- Other Zoom chat sessions as requested

Distance students follow the same weekly schedule as F2F students, and adhere to all assignment due dates as listed in the syllabus or outlined in Canvas as the course proceeds.

Justification for Graduate Credit: CTSE 7000 is an orientation course for a graduate level teaching and learning degree program. During the semester students will

(a) select a topic of study related to their area of specialization,

(b) prepare an annotated bibliography, and

(c) write a proposal to include a description of the study, objectives, methodology (including resources), and evaluation. Students will become informed consumers of applicable teacher education research.

Graduate courses “should be progressively more advanced in academic content than undergraduate programs” and should “foster independent learning” (SACS guidelines 3.6.1 and 3.6.2).

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.

Participation: Students are expected to attend class and participate in all class discussions, exercises, and activities. 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.

Attendance/Absences: Excused Absences: Students are granted excused absences from class for the following reasons:

1. Illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family,
2. trips for student organizations sponsored by an academic unit, trips for University classes,
3. trips for participation in intercollegiate athletic events,
4. subpoena for a court appearance
5. 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.

Late Assignments: No late assignments accepted

Accommodations: Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes – or as soon as possible if accommodations are needed immediately.

## COVID Policies

**Physical Distancing**

Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to 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.

**Face Covering Policy**

In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas.

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

**Possibility of Going Remote**

In the event that the University is forced to move to fully online instruction, 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 a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensuring that you have access to a computer and Internet.

**In the Event that a Student in the Class Tests Positive**Students must conduct daily health checks in accordance with [CDC Guidelines](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center](https://cws.auburn.edu/aumc/)  or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

**In the Event that the Instructor Tests Positive**If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**Zoom Policies**

When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your residence, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**Attendance Issues Due to COVID**

Participation grades will be worth 30 points, and you will receive 2 points per class. To earn these points, you are expected to be active participants in all of the class activities.

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 should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. 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. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

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

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

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.

## Additional Resources

### Miller Writing Center

The Miller Writing Center helps Auburn University students become better writers and produce better written documents. The MWC has multiple locations: RBD Library, SADC, Multicultural Center, Forestry & Wildlife Building, and Auburn Global. The knowledgeable and friendly tutors can help you with a wide array of concerns, from generating good ideas and organizing papers more clearly to learning citation formats and using semi-colons correctly. Visit the Writing Center website [http://wp.auburn.edu/writing/writing-center/](http://wp.auburn.edu/writing/writing-center/%20) for more information on how to schedule time with a tutor.

Please see the flyer for the Writing Center on Canvas for more information.

### Student Counseling Services (SCS)

SCS is a unit of the Auburn University Medical Clinic. SCS offers confidential counseling to students experiencing personal problems that interfere with their academic progress, career or well-being. The SCS website [http://wp.auburn.edu/scs/](http://wp.auburn.edu/scs/%20) provides information only. If you would like to talk with someone or make an appointment, please call (344) 844-5123 during business hours, or (344) 501-3100 after hours or on weekends.

***Graduate Student Policy eHandbook:*** <http://graduate.auburn.edu/handbook/>

***Health and Wellness Resources*** <http://graduate.auburn.edu/health-wellness-resources/>

***Masters’ Checklist*** <http://graduate.auburn.edu/current-students/masters-completion-checklist/>

**Tentative Course Schedule**

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| Week | Topics | Readings | Assignments |
| 1: 8/17 | Module 1: Orientation to Curriculum & Teaching | Review syllabus  Review AU College of Education and Curriculum & Teaching Websites: <http://www.education.auburn.edu/curriculum-and-teaching> |  |
| 2: 8/24 | Module 2: Graduate Studies  Guest speakers-graduate students at the end of their program. | Read: 20 Key Habits of Successful Graduate Students  <https://www.gradschoolcenter.com/key-habits-successful-graduate-students/>  Review Auburn University Graduate School Website: <http://graduate.auburn.edu/current-students/> | Discussion: Introduce yourself, your background, your educational goals. What characteristics do you have that will help you be successful in graduate school?  Note: 3 interesting facts from C&T website  Note: 3 interesting facts from graduate school website |
| 3: 8/31 | Module 3: Ethics in Research and Study/IRB | Complete all of the Modules needed for CITI Training  <https://cws.auburn.edu/shared/files?id=159&filename=CITI%20Registration%2C%20Enrollment%20%26%20Completion%20Instructions%20-%20ALL%20COURSES.pdf>  <https://cws.auburn.edu/OVPR/pm/compliance/irb/regulations>  Make an appointment with one of the major professors in your future program. Conduct a 10 minute interview (see handout) | **Assignment 1: CITI Training due**  Discussion: What did you learn from your professor interview? What surprised you? What are you most looking forward to? |
| 4: 9/7 | Module 4: Using the AU Library | Review Auburn University Library Website <http://www.lib.auburn.edu/>  Workshop: Using the AU Library, Todd Shipman | Discussion: Brainstorming & Developing a Research Topic  What are you interested in about ‘teaching’? teaching your subject area?  What topic are you interested in? What question do you want to answer in your research? |
| 5: 9/14 | Module 5: Navigating APA & Avoiding Plagiarism | View: <https://study.com/academy/lesson/what-is-apa-format-style-definition-quiz.html>  Read: <https://www.unl.edu/gradstudies/connections/26-guidelines-avoiding-plagiarism>  <https://auburn.app.box.com/s/bb07yn2v07sihrv8201cf6gt5oi0ws4g>  Avoiding Plagiarism: Dr. Susan Bannon | Discussion  Define plagiarism and discuss its importance in higher education. Is the concept of ‘plagiarism’ cultural? Discuss. |
| 6: 9/21 | Module 6: Writing Tips & Tricks: Miller Writing Center | Review Auburn University’s Miller Writing Center website:  <http://wp.auburn.edu/writing/>  Read: <https://www.gradschools.com/get-informed/surviving-graduate-school/study-skills-grad-school/10-rules-graduate-level-writing> | Discussion: What do you think is the most challenging part of academic writing? What tips do you have to help others with their writing? |
| 7: 9/28 | Module 6: Writing a literature review | Read:  Pautasso, M. (2013). Ten simple rules for writing a literature review. *PLoS computational biology*, *9*(7), e1003149. |  |
| 8: 10/5 | Module 8: Using Technology for Education | Reading:  <https://newedtechclassroom.com/how-to-use-education-technology/>  [https://www.brookings.edu/essay/realizing-the-promise-how-can-education-technology-improve-learning-for-all](https://www.brookings.edu/essay/realizing-the-promise-how-can-education-technology-improve-learning-for-all/)  Tech Tools for Education: Jessica Garrett | Discussion:  Search and explore a variety of tech tools. Share a list of what you find for this week’s discussion.  **Assignment 2: Technology Assignment**  Tech Tools for Education - Search and explore a variety of tech tools used in education in  general and in your specific educational field. Share a list of what you find for this  week’s discussion. Share a list of your top 10 apps. What is the name, include a link,  short description of its usefulness – in general or field specific. |
| 9: 10/12 | Module 9: Reading Content Area Research | Reading: TBA  Preparing for comprehensive exams: Program Coordinator of various programs  Visit: one full class session of a course taught in your degree program | Discussion: topic TBA  What did you observe in your class visit? What questions do you have? What would you like to know more about? What are your concerns? **Assignment 3: Research Proposal- Submit research idea and question for approval** |
| 10: 10/19 | Module 10-Diversity, Equity and Inclusion in the Classroom | <https://peopleadmin.com/2016/03/diversity-guide-top-10-practical-steps-for-advancing-diversity-equity-and-inclusion-in-higher-education/>  <https://www.chronicle.com/article/how-to-make-your-teaching-more-inclusive/?cid2=gen_login_refresh&cid=gen_sign_in> | Discussion:  What does diversity, equity, and inclusion mean to you? How can you integrate viewpoints and perspectives of underrepresented groups into your studies?  **Assignment 4: Annotated bibliography due** |
| 11: 10/26 | Module 11- Health, Resilience, and Self Care in Graduate School | <https://gsc.upenn.edu/10-self-care-tips-returning-graduate-students>  <https://uncssw.wordpress.com/2021/09/26/prioritizing-self-care-and-your-mental-health-in-graduate-school/>  <https://www.youtube.com/watch?v=EPrLjdlvwvE> | Discussion- What strategies do you use to manage stress in your studies? |
| 12: 11/2 | Module 12: Paperwork and procedures for Graduation | Guest Speaker-Lisa Ross | **Assignment 5: Tentative Plan of Study** |
| 13: 11/9 | Module 13: Looking ahead to careers or doctoral study | Read: Calarco chapter  Calarco, J. M. (2020). Chapter 1: Choosing a program. In *A field guide to grad school: Uncovering the hidden curriculum (pp*.10-54). Princeton University Press. | Discussion: What questions do you have about what is next after your master’s degree is completed? |
| 14: 11/16 | Module 14: Student Research Presentations |  | **Assignment 6: You will present your Prezi presentations to the class** |
| 15. 11/23 | NO CLASS- THANKSGIVING BREAK | | |
| 16: 11/30 | Wrap-up |  |  |
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