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AUBURN UNIVERSITY

SYLLABUS

Course Number: CTSE 5240/6240

Course Title: Clinical Residency Seminar in Science Teaching

Credit Hours: 1 Semester hour

Prerequisites: Admission to Teacher Education

Co-requisites: CTSE 4920/CTSE/7920

Time: 5:30pm-6:30pm

Days: Tuesdays

Date Syllabus Prepared: updated August 2024

Course Instructor: Dr. Melody Russell

Texts or Major Resources Required:

Wong, H. K., & Wong, R. T. (5th ed). *First days of School*. *How to be an effective teacher.* Harry and Rosemary Wong. Mountain View, CA: Harry K. Wong Publications. (Available through [www.effectiveteaching.com o](http://www.effectiveteaching.com/)r numerous other online sources, or the AU bookstore.)

Clinical Residency Handbook (copied provided during orientation). There may be additional articles or handouts assigned for reading on some occasions and reflective readings on additional articles, chapters or handouts will be disseminated at least one week prior to the due date for the reflective reading assignments. These additional readings will be posted in the files section of Canvas.

**Course Description:**

This seminar course provides a time and space to discuss special topics related to clinical residency and career development in teaching. Topics discussed will include classroom management, professional development, diversity and equity, theory and practice.

This document is subject to amendments, and we may need to adjust the schedule (due to workshops/guest speakers, or professional development opportunities) as we move through the fall semester, adjusting the pace for the readings and inserting into the agenda additional resources that may become appropriate. Pay close attention to assignment dates.

Additional Required Readings:

\*Most of the assigned readings and articles/chapter readings will be from the Wong & Wong textbook (5th edition) assigned for the class. You are responsible for reading all materials prior to the class meetings and should be prepared to facilitate any group discussions on articles or chapters assigned for discussion. Lack of preparation and failure to have read assignments may result in 5-point deductions from your final course grade. It is at the discretion of the instructor to determine is a student is unprepared and has not read the assigned readings.

 Page 1 of 12 This document is subject to amendments at the discretion of the instructor for this course.

**Course Objectives:**

AS 4.1

Design and demonstrate activities in a Grades 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.

AS 4.2

Design and demonstrate activities in a Grades 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.

To provide opportunities so that students will:

1. Connect science curriculum to other content and real-life settings .
2. Design instructional activities based on state science content standards.
3. Design science lessons that integrate a variety of effective instructional strategies.
4. Design a science classroom organization and management system.
5. Demonstrate standard oral and written communication.
6. Facilitate inclusive science learning environments.
7. Engage in ongoing science teacher professional development. **Course Content and Schedule:**

Please note that this class meets on varying weeks. Please note that the dates assigned below are subject to change if guest speakers or time conflicts arise.

Class meetings are Tuesdays from 5:30pm-6:30pm each week unless the instructor modifies meeting date and time due to additional professional development workshops for interns.

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| --- | --- | --- | --- |
| Week 1  |  | August 22, 2024  | Introduction to course/review syllabus  |
| Week 2  |  | August 27, 2024  | Classroom management strategies  |
| Week 3  |  | Sept. 03, 2024  | Reflective reading #1 due on  |
|   |   |  | Chapters 1&2 from Wong textbook  |
| Week 4  |  | Sept. 10, 2024  | Discuss Chapter 3-4 Wong; Classroom management  |
|   |   |  | strategies  |
| Week 5  |  | Sept. 17, 2024  | Discuss Chapter 5-6 Wong; Classroom management  |
|   |   |  | strategies  |
| Week 6  |  | Sept. 24, 2024  | Research on ELLs in the science classroom  |
| Week 7  |  | Oct. 1, 2024  | Chapter 7-8 Wong; Equity in the science classroom  |
|   |   |  | Reflective reading #2 due (reading assignment will be  |
|   |   |  | provided 1  |

|  |  |  |
| --- | --- | --- |
|   |   | week prior to the due date)  |
| Week 8  | Oct. 8, 2024  | Effective teaching strategies in the science classroom  |
| Week 9  | Oct. 15, 2024  | Reflective reading #3 due (reading assignment will be  |
|   |   | assigned at least one week before due date)  |
|   |   | Technology in the science  |
| Week 10  | Oct. 22, 2024  | Discuss Chapter 9-11 Wong textbook  |
| Week 11  | Oct. 29, 2024  | Research on equity in  |
|   |   | The science classroom  |
| Week 12  | Nov. 5, 2024  | Reflective reading #4 due on Chapter 12-15 Wong  |
|   |   | textbook  |
|   |   | Classroom management in the science classroom  |
| Week 13  | Nov. 12, 2024  | Chapter 16-20 Wong textbook Effective strategies for  |
|   |   | The science classroom  |
| Week 14  | Nov. 19, 2024  | Research on topic in classroom management  |

November 25-29, 2024 AU Holiday/Thanksgiving break

Week 15 December 3, 2024 Reflective reading #5 due (assigned reading will be provided 1 week prior to due date.

 December 3, 2024 Last day of course

December 6, 2024 Last day of classes

Final exam will follow AU Final Exam schedule

|  |  |
| --- | --- |
| Important dates: Aug 19 - Sep 9  |  Resignation Fee *- Dropping all courses during this period will result in a $100 resignation fee.*  |
| Aug 23  | Last Day to Add Course Drop Course Penalty Days  |
| Aug 24 - Sep 9  | *- Dropping a course during these days will result in a $100 Drop Fee per course dropped.*  |
| Aug 30  | 10th Class Day * *Last day to request a meal plan change.* Sept. 9th, 15th Class Day
* Last day to drop from course with no grade
 |
| Sep 9  | assignment. - Last day for potential tuition refund for dropped classes.  |
| Oct 7 Oct 8  | Early Alert/Mid-Term Grade Deadline Mid-Semester - 36th Class Day  |

Oct 10-11 Fall break

|  |  |  |
| --- | --- | --- |
|  Oct 17  | 41st Class Day - Student deadline for request to move finals to Associate Deans  |   |
|   | Nov. 22, 2024 Last Day to Withdraw * Last day to withdraw from course with no grade penalty. "W" assigned.
* Students who need to submit forms to lift holds on their accounts must submit the forms several business days ahead of the deadline to allow for processing.

Dec. 6- Classes end  |  |
| Dec 7-8  | Study/Reading Days  | Sat - Sun  |
| Dec 9-13  | Final Exam Period  | Mon - Fri  |
| Dec 14  | Commencements  | Sat  |

# Cultural Diversity

“I don’t care that you know. I want to know that you care” Author Unknown

This course reflects the College of Education’s commitment to cultural diversity. The goal of the professional education program at Auburn University is to prepare outstanding educators who are competent, capable, and caring in complex, diverse educational arenas. Such individuals are

* Effective in their roles as culturally responsive teachers, designing and implementing sound meaningful and balanced instruction with the full range of learners.
* Effective as they assist learners in their comprehension of issues surrounding diversity; and
* Effective in their contributions of thoughtful and informed discourse to their own educational communities as they work to build equitable and supportive environments learners.

# Expectations

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 expectations and ideas.
* Recognize and validate the values of other class members.

This class is intended to be both interactive and collaborative. You are expected to come to class prepared to discuss assignments. We may also designate small groups during the initial class session, and you will spend some time doing group work. Learning is most

effective when we fully participate in the process of constructing knowledge. In this course, it is my expectation that everyone actively participate. Participation starts with preparation. It is my expectation that each class participant will be fully prepared for each day by having read the assigned materials and completed other work requested and required.

Grading Scale:

1. 90%-100%
2. 80%-89%
3. 70%-79%
4. 60%-69%

 F <60%

# Course Grade

Your final course grade will be based on the following:

|  |  |
| --- | --- |
| **Assignments**  | Points  |
| 1. 5 Reflective Readings (5 at 10 points each)  | 50 points  |
| 2. 5 pop quizzes at 5 points each (may be online)  | 25 points  |
| 3. Final exam  | 25 points  |

## Reflection Paper for Assigned Readings 1-5 (10 points each)

Students will be provided specific assigned readings where they will be required to write a two-page minimum (3-page maximum) reflection (double spaced/no-creative margins). Please double space and use 12pt font only. 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 2 points. In addition, the professor for this course may assign additional readings to discuss and content may be covered in pop quizzes. Complete the assignment (list responses to coincide with each numbered questions). Please include the question with answer/response (2 points/each). Full credit assigned if question is answered in its entirety. To receive full credit there should also be some depth to your response. If the instructor for the course deems any (or all), of the responses as inadequate then the assignment may be returned and the student may not receive credit for the assignment. If the reading assignment is on multiple chapters then complete the questions based on the overall reading assignment (all chapters combined).

1. What 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?

All submitted work should be typed and neatly arranged without creative margins.

**Class Policy Statements**

**Participation:** Students are expected to participate in all class discussions and assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

**Attendance/Absences:**

\*Attendance is mandatory, and participation is paramount for success in this class.

You are responsible for attending all class sessions.

\*Students are allotted no absences unless they are in accordance with AU absence policy. Medical and legal documentation must be provided within 7 days of the absence, or it will be considered and unexcused absence. Students are still required to contact their professor in advance of an absence or soon thereafter, in the event of an emergency. Any absence not in accordance with AU policies is considered unexcused and may result in a five-point reduction (per absence) from the earned actual final grade (at the discretion of the professor for this course only). After three unexcused absences, students will be referred to the Office of Academic Affairs (or the COE Deans Office) for withdrawal from the class. Should an extended illness or family emergency arise please notify your instructors, as soon as possible. Missing any of the pre and post internship meetings will result in a five-point reduction from your final grade for each absence (these meetings are considered mandatory).

In the event of a medical emergency (or something pretty close to it), please make every effort to notify me in advance (prior to the class meeting). In that event, you are required to contact the instructor personally in advance for the absence via e-mail, telephone, or leave a message with the administrative asst. of the Dept. of Curriculum and Teaching, if you are unable to contact me personally (Ms. Anissa Moffett or Ms. Mary Lin-334-844- 4434)

\*Please arrive at each class on time and be prepared to discuss and respond to issues and topics covered in the class. Excessive tardiness will not be accepted and two tardies (more than 10 minutes late) will be considered as one absence and may result in a 5-point deduction from your final grade.

\*Plan closely with your cooperating teacher regarding after-school activities or professional development activities that might require your attendance.

\*If you miss a class meeting, you are still required to turn in the assignments on time for full credit. There will be a 1 point deduction per day for a late assignment. The assignment may not be accepted after 5 days (includes weekends and holidays). In the event that you have an excused absence in accordance with AU’s excused absence policy all assignments must be turned in no later than 5 days after the date you miss class.

Preferably, unless you have a medical emergency make every effort to turn assignments in on the date that they are due (or ahead of time) even if you have an excused absence.

**Confidentiality Policy:**

Confidentiality is essential in this course. Any assignments, discussions, cases or episodes are not to be shared outside of this class. You must sign and adhere to the

written confidentiality policy on the treatment of all information related to students and staff in schools. Breach of this policy will be addressed immediately and privately for resolution. There may be some incidences where students may be requested to withdraw from the course if confidentiality is breached.

written confidentiality policy on the treatment of all information related to students and staff in schools. Breach of this policy will be addressed immediately and privately for resolution. There may be some incidences where students may be requested to withdraw from the course if confidentiality is breached.

# Late/remedial work policy

If you miss a class meeting, you are still required to turn in the assignments on time for full credit. All assignments are due at the start of each class meeting on the date they are scheduled (or assignments can be posted to Canvas no later than 5:30 on the due date for the assignment).

\*If you miss a class meeting, you are still required to turn in the assignments on time for full credit. One point deduction per day for late assignments (and after 3 days the assignment will not be accepted). In the event that you submit an assignment late based on an excused absence in accordance with AU’s excused absence policy all assignments must be turned in no later than 5 days after the date you miss class.

Preferably, unless you have a medical emergency make every effort to turn assignments in on the date that they are due (or ahead of time) even if you have an excused absence.

**Unannounced quizzes:** There will be 5 unannounced quizzes.

**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 at 1244 Haley Center, 844-2096 (V/TT).

**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

situation (such as a widespread flu outbreak or zombie attack, etc.), 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.

**Honesty Code:** The University Academic Honesty Code see Student ehandbook [(www.auburn.edu/studentpolicies).](http://www.auburn.edu/studentpolicies%29) All rules and policies in this handbook apply to cheating in this class.

Please note that plagiarism of any kind will not be tolerated. Your assignments must be your own product or work and citations must be included if anything is not your own or adapted from some other work. This will be grounds for immediate referral to the Student Academic Dishonesty Committee and possible dismissal from the class and/or failure for the CTSE Internship Seminar 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, Instagram,

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”).

1. 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.
2. 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.

1. 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).
2. Please have camera on for Zoom/virtual classes. Also please be attentive (and not distracted) during the class meetings that are held virtually and be sure to participate in the conversations, discussions, etc.

## Canvas, or Zoom discussion, online discussion board

There may be some class meetings that utilize Canvas or Zoom and entail on-line discussions or live chat discussions. Students are required to log in and participate in all discussion. Failure to participate will be considered an unexcused class absence and may result in a 5-point deduction from your final grade for each time that you fail to attend.

**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” (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.

# Policies and Procedures

If normal class an disrupted due to high

number of students experiencing illness or an emergency or crisis situation (such as a widespread COVID-19 or H1N1 flu outbreak), 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.

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. This includes making any derogatory of negative comments about the course and its course contents, students, or the instructor of the course, which can be deemed as unprofessional and will be duly noted and reported to the appropriate administration. Please maintain professionalism 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.

Personal Data Form: CTSE 5240/6240– Clinical Residency Seminar 2024

 Name: Grade(s) Teaching:

 Phone: Email:

 School: School Phone:

 Cooperating Teacher’s Name: Email:

CONFIDENTIALITY POLICY

The Family Rights and Privacy Act (Public Law 93-380) assures parents that all information concerning their child will be kept confidential. The only person who may access records or information are those who are directly involved with the student’s educational program. Education records cannot be released without the written consent of the parents. In compliance with this federal law, the following guidelines must be followed for students taking courses in the Department of Curriculum and Teaching:

1. All discussion about a student should be conducted with the teacher or university supervisor only.

1. Discussion should be conducted in the privacy of the classroom or the teacher/supervisor’s office. (Be aware of listeners in all settings.)

1. You should not discuss students with other parents, agencies, or other students.

1. Limit discussion to those involved with your assignment.

1. When providing reports, class observations, lesson plans for university classes, identify the student by a pseudonym or his/her first name only.

1. Do not violate any of the above guidelines in electronic communications such as email, discussion boards, cell phones messages, or stored documents such as word processor files stored in your computer.

1. Also be advised that any discussions that we have in this class are confidential and pseudonyms should be used for all discussions.

1. Please refrain from gossiping or discussing any information from school sites, this class, etc.

Print name below

 I, , agree to adhere to the above Auburn University

Confidentiality Policies.

 Student Signature Date

 Page 10 of 12 This document is subject to amendments at the discretion of the instructor for this course.

**Additional Information:**

**Classes may meet via Zoom or another video platform via Canvas.**

**COVID-19 or other viruses or diseases related policies** - Please do the following in the event of an illness or COVID-related absence:

* 1. Notify me in advance of your absence, if possible
	2. Provide me with medical documentation, if possible
	3. Keep up with coursework as much as possible
	4. Participate in class activities and submit assignments remotely as much as possible
	5. Notify me if you require a modification to the deadline of an assignment or exam
	6. 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.

 Page 10 of 12 This document is subject to amendments at the discretion of the instructor for this course.

Please note that this syllabus is subject to minor amendments or revisions by the instructor for the course.