

AUBURN UNIVERSITY SYLLABUS

Course Number: CTSE 5243/6246/6240
Course Title: Clinical Residency Seminar in Science Teaching
Credit Hours: 1 Semester hour
Prerequisites: Admission to Teacher Education
Co-requisites: CTSE 4923/CTSE 7926/7920
Time: 5:45pm-7:45pm (may be modified with prior notice)
Days: TBA (may be modified with prior notice)
Date Syllabus Prepared: August 2014; updated January 2015

Texts or Major Resources:

Required:

Wong, H. "The First Days of School: How to Be an Effective Teacher"

Wong, H. K., & Wong, R. T. (2009). *First days of School*. Mountain View, CA: Harry K. Wong Publications. (Available through www.effectiveteaching.com or numerous other online sources.

Internship Handbook (COE will provide in internship orientation seminar)

Career Development Services Handbook (PDF):
www.auburn.edu/career

Course Description:

This seminar course provides a time and space to discuss special topics related to clinical residency and career development in science teaching. Classroom management, professional development, diversity and equity issues, theory and practice will be discussed. Various articles and readings will be disseminated and are considered required reading to prepare you for the material that will be covered in class. Students will also participate in a cross collaborative experience/activity with students at Tuskegee University.

This document is subject to minor amendments and we might need to adjust the schedule as we move through the spring 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:

*Readings and articles will be disseminated or placed on reserve in the LRC or uploaded onto Canvas. You are responsible for reading all materials prior to the class meetings and should be prepared to facilitate the group discussions on articles assigned. Lack of preparation and failure to have read assignments may result in point deductions from your final course grade. It is at the discretion of the instructor to determine if a student is unprepared and has not read the assigned readings. In the event that it is evident that the student has not read, for each occasion that the student is not prepared for discussions or group work assignments points may be deducted from the student's final actual earned grade.

Course Objectives:

To provide opportunities so that students will:

- A. Connect science curriculum to other content and real-life settings (Standard 1.3)
- B. Design instructional activities based on state science content standards (Standard 1.4)
- C. Design science lessons that integrate a variety of effective instructional strategies (Standard 2.6)
- D. Design a science classroom organization and management system (Standard 2.1)
- E. Demonstrate standard oral and written communication (Standard 3.1)
- F. Facilitate inclusive science learning environments (Standard 4.8)
- G. Engage in ongoing science teacher professional development (Standard 5.2)

Course Content and Schedule:

Please note that this class meets every other week. Please note that the dates assigned below are subject to change if guest speakers or time conflicts arise. We will also have 1 mandatory day assigned for a cross collaborative meeting with students from Tuskegee University as part of your peer diversity equity assignment. More information will be provided.

Although students meet every other week students when students do meet they will make up time for the off week. Students are designated every other week due to the intense nature of the internship and additional responsibilities of the internship field experience.

Class meetings are Wednesday 5:45-7:45pm unless the instructor modifies meeting date and time

| Date | Topic | Assignment |
|---|---|--|
| Week 1 January 12-16 (January 13) | Introduction Syllabus | Will be an assigned a reading for next class TBA |
| Week 2 January 19-23 | Classroom management Building relationships | Will be an assigned reading for next class TBA |
| Week 3 January 26-30 | Work day Reflective reading #1 due January 28 by 5:00pmCST (submit on Canvas) | Work on Case scenarios |
| Week 4 February 2-6 | Classroom management | Will be an assigned reading for next class TBA |
| Week 5 February 9-13 | Work Day- Case/scenario 1 due February 11 (submit on Canvas) | Work on Case/scenario assignment |
| Week 6 February 16-20 | Classroom management | Will be an assigned reading for next class TBA |
| Week 7 February 23-27 | Work day Reflective reading #2 due February 25 (submit on Canvas) | Work on Case/scenario assignment Assigned reading for next class TBA |
| Week 8 March 2-6 | Midterm exam | Will be an assigned reading for next class TBA |
| Week 9 March 9-13 | Equity in the classroom Reflective reading #3 due March 11 | Will be an assigned reading for next class TBA Work on Case scenario assignment |
| Week 10 March 16-20 | Work day Case/scenario 2 due March 18 (submit on Canvas) | Will be an assigned reading for next class TBA |
| Week 11 March 23-27 | Spring break-No class | Will be an assigned reading for next class TBA Work on Case/scenario |
| Week 12 March 30-April 3 | Classroom management School Law concerns | Will be assigned a reading for next class TBA Work on next Case/scenario assignment |
| Week 13 April 6-10 | Classroom management issues | Will be assigned reading for next class TBA Work on Case/scenario |
| Week 14 April 13-17 | Work day Case/scenario 3 due April 15 (submit on Canvas) | Will be assigned a reading for next class TBA |
| Week 15 April 20-24 | Classroom management issues | Assigned reading TBA |
| Week 16 April 27-May 1 April 29 last class | Last day of class/semester wrap-up Final exam day and time TBA-See Final exam schedule for spring 2015 Peer activity assignment due April 29 posted to Canvas | |

Final exam day and time TBA-See Final exam schedule for spring 2015

Please note these dates are subject to modification but students will be given prior notice.

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

General grading rubric for assignments

100%: beyond the call of duty; strikingly impressive; excellent in every way

90%: both complete and showing evidence of original, active, critical thought

80%: all specified aspects of assignments minimally completed

<80% one or more aspects of assignments missing or unacceptable

Grading Scale:

| | |
|---|----------|
| A | 92%-100% |
| B | 80%-91% |
| C | 70%-79% |
| D | 60%-69% |
| F | <60% |

Course Evaluation

Your final course grade will be based on the following:

| <u>Assignments</u> | <u>Points</u> |
|--|---------------|
| 1.3 Reflective Readings and/or weekly assignments (3 at 5 points each) | 15 points |
| 2. 4 pop quizzes | 20 points |
| 3. Midterm exam | 25 points |
| 4. Final exam | 20 points |
| 5. 3 Case/scenario assignments | 15 points |
| 6. Peer reflection assignment | 5 points |

Reflective Reading Assignment

Reflective reading assignment (reading to be assigned):

1. 3 Reflection papers (15 points total)

Students will be provided specific assigned readings where they will be required to write a 2 page minimum (3 page maximum) reflection. Guiding questions will be provided with each assigned reading. Questions for each assigned reading are as follows and each question is worth 1 point.

1. Which three items surprised you the most about the assigned reading?
2. What did the piece tell you that you already knew?
3. What did the piece tell you that you did not already know?
4. What implications does this article have for teaching students?
5. What was the most memorable part of this piece/ or what impacted you the most in this reading

2. 4 unannounced pop quizzes on assigned readings or information discussed in class. (20 points total)

3. Midterm exam (25 points) Short answer and narrative format

4. Final Exam (20 points) Short answer and narrative format

5. (3) Case scenario assignments (15 points)

Case/scenario assignments /15 points- (3 case/scenarios at 5 points each) –See the guidelines in Canvas for how to write the case. Students may write an open or closed case. Please observe all academic honesty policies and do not copy a case from another student or previous students for this class. Failure to abide by this policy will result in immediate repercussions and possible failure for this course and removal from the class.

6. Peer equity/diversity assignment (5 points)

Students will participate in a cross collaborative assignment/activity with (possibly with students at Tuskegee University). Further information will be provided. Students will attend a cross collaborative course meeting. Date and Time TBA. In addition, there may be a Skype or Webex meeting designated for students to attend. More information will be forthcoming.

Students will be provided specific assigned readings where they will be required to write a 2 page minimum (3 page maximum) reflection. Guiding questions will be provided with each assigned reading. Questions for each assigned reading are as follows and each question is worth 1 point. Students may work on reviewing and answering questions for an article provided collaboratively

Which three items surprised you the most about the assigned reading?

1. What did the piece tell you that you already knew?
2. What did the piece tell you that you did not already know?
3. What implications does this article have for teaching students?
4. What was the most memorable part of this piece/ or what impacted you the most in this reading

Assignments to be loaded onto Canvas. More information will be provided in class (see attachment)

Due dates for case/scenario assignments: see table in syllabus.

Students may not receive credit if an assignment is not turned in by the due date. There will be a 1 point deduction for each day an assignment is late. Students have up to 3 days to turn in the assignment if it is late.

Guidelines for case/scenario assignments: (see attached handout for more details). Please note that this case can be modified for your own discipline. Cases should address classroom management or discipline issues.

Students are to develop their own case or scenario based on a classroom management and/or discipline, or procedural issue that may have occurred in their classroom or a management issue that they “create”. Each scenario must be no less than 1- 2 pages (single-spaced 12 point font) students must use pseudonyms for all individuals listed in the case. Any assignments less than the specified length will not be graded and returned for completion (1 point per day may also be deducted until assignment is returned). Also be sure not to discuss their teachers, students, administrators, etc. in this case/scenario. If you think that the information provided may be identifiable relative to specific persons in your school DO NOT use the case or scenario. You will work with classmates in order to develop solutions or responses to the case/scenario you devise. Please be sure not to re-use cases/scenarios already discussed in class when possible. Each case/scenario should include ample background information on the case. Your name should be at the end of the case and the case/scenario should be identified as Case/Scenario 1, 2, 3, etc. at the top of the page.

****Please note all information will be confidential relative to your case submission unless you give permission to release your name for the case.**

4. FOR GRADUATE STUDENTS: Advanced Professional Work Sample P/F (failure to turn this in will result in not passing the course.

** Please note any incomplete assignments or assignments not typed up in the proper format will not be accepted.

All submitted work should be typed and neatly arranged. NO creative margins. Please start all assignments at the top of the first page and put your name, assignment, and date on the very last page.

Class Policy Statements:

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

*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 bulletin 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 Tiger Cub absence 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 for withdrawal from the class. Should an extended illness or family emergency arise please notify your instructors as soon as possible. Please follow the AU Tiger Cub for guidelines as to what qualifies as an excused absences based on AU policy. 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.

*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 will result in a 5 point deduction from your final grade. Moreover, late students may not be permitted to enter class.

*Plan closely with your cooperating teacher regarding after-school activities or professional development activities that might require your attendance (this absence must be related to some type of professional development and you will use this required day (not to exceed one) in lieu of class attendance. Excuse notes and proof that you attended the activity will be required.

*If you miss a weekly class, you are still required to turn in the assignments on time for full credit. Please contact me prior to turning in your assignment via e-mail as an attachment only. NO assignments will be accepted late at anytime. 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 3 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 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.

Late/remedial work policy

If you miss a weekly class, 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 5:00 on the due date for the assignment).

Unannounced quizzes: There will be 4 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).

Honesty Code: The University Academic Honesty Code and Rules and Regulations pertaining to Cheating will apply to this class. See the AU Guidelines available online.

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

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, 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.

Policies and Procedures

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 is unacceptable. This includes making any derogatory or negative comments with regards to 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.

Honesty Code: The University Academic Honesty Code see Student ehandbook (www.auburn.edu/studentpolicies). 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 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

Role-Playing – Each class meeting you should be prepared to participate in a role-playing activity. This should be conducted in a professional manner with intentions of learning how to handle diverse classroom management situations.

Handouts – Read the provided handouts and be prepared to discuss them in class. If it is a group assignment; Additional instructions will be provided in class.

Expectations: Professionalism

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 do not leave on beepers, phones, or pagers in class.
6. 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 as follows: (a) engage in responsible and ethical professional practices, (b) contribute to collaborative learning communities, (c) demonstrate a commitment to diversity, and (d) model and nurture intellectual vitality.

9) Justification for Graduate Credit (for Graduate Credit Only)

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 CTSE:

1. All discussion about a student should be conducted with the teacher or university supervisor only.
2. Discussion should be conducted in the privacy of the classroom or the teacher/supervisor's office. (Be aware of listeners in all settings.)
3. You should not discuss students with other parents, agencies, or other students.
4. Limit discussion to those involved with your assignment.
5. When providing reports, class observations, lesson plans for university classes, identify the student by a pseudonym or his/her first name only.
6. 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.

Print name below



I, _____, agree to adhere to the above Auburn University CTSE Confidentiality Policies.

Student Signature

Date