# Curriculum and Teaching I Science CTSE 4090

**Spring 2018 Course Syllabus and Timeline**

**AUBURN UNIVERSITY SYLLABUS**

1. **Course Number:** CTSE 4090 **Course Title:** Science Methods I **Credit Hours:** 4

**Prerequisites:** Admission to Teacher Education and Senior Standing

**Requisites:** None

Professor: Dr. M. L. Russell 5004 Haley Center

334-844-6880

Office Hours: By appointment only

I will respond to emails typically within 48 hours unless I am away from the office. If you do not hear back within 48 hours of emailing please send another email.

1. **Date Syllabus Prepared:** January 2018

# Text:

# Required:

**Kellough, R. & Kellough, N. 4th Edition. Secondary School Teaching: A guide to methods and resources. Merrill: Prentice Hall. New Jersey.**

**Kozol, J. (1992) Savage Inequalities: Children America’s Schools**

**Delpit, L. (2006) Other Peoples Children: Cultural conflict in the classroom. The New Press. Additional readings may be assigned to students.**

**Office Hours: By appointme nt only**

On Campus (lecture): Tuesday 10:00 am -11:50 p.m. – HC 2467 Combined Lecture and Lab

On Campus (lab) Wednesday, 8:00 am – 12:30 pm Haley Center 3187 until instructor provides direction on placement. Combined Lecture and Lab Field Placement lab times will be Weds during the time listed for the class only.

Email: russeml@auburn.edu

# Please note some class meetings may be virtual via Zoom.

**Goals and Objectives –** In this methods course we will learn and practice methods of teaching aligned with “inquiry” from the NGS S and *applied within* a Learning Cycle Model for teaching as outlined in the Alabama Cours e of Study: Science. While coteaching and learning new educational methods, you will begin to reflect on practice and make the necessary changes required of professional science educators to improve practice.

# Course Description:

Planning, teaching strategies, evaluation techniques and classroom management procedures needed to be a successful science teacher.

The prospective Science teacher will become familiar with planning, teaching strategies, evaluation techniques and classroom management procedures needed to be a successful inquiry-based teacher. This course will combine hands- on experiences with learning theory. This course will address various issues relative to planning as well as effective teaching strategies, needed towards becoming a successful educator. We will also discuss modern ideas on cognition and learning for science students in the secondary school classroom. In addition, we will address various teaching

Strategies that address issues of equity and diversity in the science classroom. Students will select and demonstrate various teaching strategies and work in the field with experienced teachers in local schools to master these skills. The course emphasis on higher-order reasoning and process skills in grades 6-12 science will use both state and national standards as a guide.

This course combines hands-on experiences with learning theory. We will discuss modern ideas on cognition and learning for science students in grades six through twelve. We will derive a working definition of science literacy, and then discuss attributes of effective science teaching. I will model some teaching strategies, which have been shown to be effective. We will discuss these, along with the objectives they were designed to accomplish. Then you will select your own objectives and use strategies to help students master them. By working with experienced teachers in local schools, you will learn how hands-on experiences are used to support meaningful learning in science. Our emphasis will be on learning higher-order reasoning and process skills in grades 6-12 science using state and national standards as guides.

# All assignments are to be typed, double-space d, and in APA style (6th ed).

1. **Course Objectives:**

The purpose of this course is to enhance your pedagogical skills and focus on teaching science. The science teacher should understand the nature of science, its content and related concepts, as well as implications of secondary science education, the lives of our students, our community and society. The focus of this course will be on exploring science teaching in a variety of ways. This course will also focus on equity in science teaching, learning, and the education of students. Particular emphasis is placed on connecting the science curriculum and science learning goals to the direct lifestyles and perceptions of secondary level students. In addition, this course explores learning and inquiry from the perspectives of the scientific methodology and through purposeful processes of discovery, conceptualization, and understanding.

Upon Completion of this course, students should:

* 1. **Master beginning science-teaching skills** *while also* managing students through peripheral participation and coaching with an experienced classroom science teacher.
	2. **Demonstrate their knowledge and abilities** to use methods supporting inquiry including demonstration, laboratory, and outreach projects, use of technology, questioning, discussion, and cooperative learning. ***[See weekly assignments].***
	3. **Properly plan and use standards-based d practices** in the science classroom where they are most effective for student learning – i.e. use of a Learning Cycle Model. ***[See lesson plans].***
	4. **Self-assess their ongoing teaching abilities and dispositions for** professional growth in order to successfully meet the needs of diverse learners in the science classroom. ***[See dispositions form].***
	5. **Request and give professional assistance** in teaching and managing students through reflection***.***
	6. Demonstrate an increase in readiness to teach science to children in multicultural and diverse classroom settings.
	7. Engage in problem solving relevant to science teaching through consideration of teaching cases as well as their own experiences.
	8. Learn to formulate questions or challenges about teaching science.
	9. Develop, practice, and critique methods and hands-on activities that demonstrate science principles in the curriculum and their roles in real life situations.
	10. Develop and document strategies to demonstrate personal development as a teacher, and lifelong learner.
	11. Prepare and teach science lessons that are rich in content, and culturally varied instructional strategies that maximize *all* students’ opportunities and participation in science.
	12. Organizing instruction to actively engage students in learning science.
	13. Learn how to grow and improve your pedagogy.
	14. State specific reasons why you want to become a science teacher and how you plan to proceed.
	15. State a specific rationale and philosophy for the teaching of your secondary science subject.
	16. Describe national and state standards for scientific literacy among 13 - 18-year-olds. *[290-3-3-.14 All Sciences – Common Rules (1) (a) 4]*
	17. List specific learning objectives from the *Alabama Course of Study (Science)* and plan lessons to accomplish them. *[290-3-3-.14 (1) (a) 4, (b) 6]* List science process skills and how your teaching can help students master these. *[290-3-3-.14 (1) (b) 5]*
	18. Describe trends and frameworks for science curricula at the middle and high school levels. *[290-3-3-.14 (1) b) 7]*
	19. List ways to integrate mathematics with science teaching and define a unified science curriculum.
	20. Teach with confidence a hands-on, laboratory-based science lesson to accomplish specific learning objectives.

*[290-3-3-.14 (1) (a) 4, 5 (b) 4]*

* 1. Present a plan to use and maintain a science-teaching laboratory in your area of specialization. *[290-3-3-.14 (1)*

*(b) 3]*

* 1. Describe safety features of a well-managed science classroom and teaching laboratory, and how you will operate both to avoid accidents. Demonstrate knowledge of proper care of equipment and specimens. *[290-3-3-.14 (1)*
		1. *5]*
	2. Describe facilities, strategies and materials, which provide for optimal learning in your teaching area. *[290-3-3-*

*.14 (1) (a) 8]*

* 1. Demonstrate knowledge & competence in selecting textbooks & supplies appropriate for student learning outcomes.
	2. Design a science program around the Science-Technology-Society framework, using contemporary societal problems as a focus for science learning experiences. *[290-3-3-.14 (1) (a) 6, (b) 2]*
	3. Use computer technology (e-mail and worldwide web) to achieve multi-media science instruction. *[290-3-3-.14 (1) (a) 7]*
	4. Describe the role of the teaching internship in becoming a science teacher. Plan for your teaching internship.
	5. Present a portfolio of your science teaching, including the importance of decision-making, planning, professional organizations, in-service renewal, and personal fulfillment in this career.

29 Understand how to teach students whose first language is not English.

**The course address the five standards listedbelow relative to categories of teacher competencies outlined in AU EDUCATE Alabama. These five standards include content knowledge, teaching & learning, literacy, diversity, and professionalism. Upon completion of this course, you will be able to:**

|  |
| --- |
| **Standard 1: Content Knowle dge** |
| 1.1 Demonstrate deep knowledge of subject--‐matter content and an ability to organize related facts, concepts, and skills |
| 1.2 Use learners’ prior knowledge, experience, and interests to plan content and to help individual studentsattain learning goals |
| 1.3 Connect the curriculum to other content areas and real--‐life settings to promote retention and relevance |
| 1.4 Design instructional activities based on state content standards |
| 1.5 Provide instructional accommodations, modifications, and adaptations to meet the needs of each individual learner |

|  |
| --- |
| **Standard 2: Teaching and Learning** |
| 2.1 Design a classroom organization and management system |
| 2.2 Create a positive climate that promotes respect and responsibility |
| 2.3 Create a safe, orderly, and stimulating learning environment and nurtures responsibility, motivation, and engagement of learners |
| 2.4 Develop challenging, standards--‐based academic goals for each learner |
| 2.5 Engage learners in developing and monitoring goals |
| 2.6 Design coherent lessons that integrate a variety of instructional strategies |
| 2.7 Create learning activities that optimize each individual’s growth and achievement within a supportive environment |
| 2.8 Use formative assessments to adjust instruction |
| 2.9 Use summative assessments to measure learner attainment of specified learning targets |
| 2.10 Maintain evidence and records of learning performance to communicate progress |
| 2.11 Analyze and use disaggregated standardized assessment results for planning |
| **Standard 3: Literacy** |
| 3.1 Demonstrate standard oral and written communications |

|  |
| --- |
| 3.2 Foster and respond to effective verbal and nonverbal communication during instruction. |
| 3.3 Use age--‐appropriate instructional strategies to improve learners’ skills in critical literacy components |
| 3.4 Integrate narrative and expository reading strategies across the curriculum m |
| 3.5 Develop skills to solve math problems across subject areas using a variety of strategies to verify and interpret results and to draw conclusions |
| 3.6 Communicate mathematical concepts, processes, and symbols |
| 3.7 Identify and integrate available emerging technologies into the teaching of all content areas |
| 3.8 Facilitate learners' individual and collaborative use of technology |
| **Standard 4: Diversity** |
| 4.1 Develop culturally responsive curriculum and instruction in response to individual differences |
| 4.2 Communicate in ways that show sensitivity to diverse populations and respond appropriately to cultural, ethnic, and social differences. |
| 4.3 Demonstrate and apply to own practice an understanding of how biases can affect teaching |
| 4.7 Understand and recognize the characteristics of exceptionality |
| 4.8 Facilitate inclusive learning environments that support and address the needs of learners with learning differences and disabilities |
| 4.10 Design learning experiences that engage all learning **preferences** |
| **Standard 5: Professionalism** |
| 5.1 Work in partnership with cooperating teacher to facilitate student learning and well--‐being |
| 5.2 Participate in professional growth opportunities to improve teaching practice |
| 5.3 Perform as a leader at the program level and within the school |
| 5.4 Promote professional ethics and integrity |
| 5.5 Comply with local, state, and federal regulations and policies |

**Required AU Nametag –** Wares Jewelers (approx. $12.00) to be ordered as a class through a student volunteer

**Required Materials for checkout from the LRC –** Digital recorder. Please check with your school regarding guidelines on videotaping.

# Required Text –

**Kellough, R. & Kellough, N. 4th Edition Secondary School Teaching: A guide to methods and resources. Merrill: Prentice Hall. New Jersey.**

 **Kozol, J. (1992) Savage Inequalities: Children America’s Schools**

**Delpit, L. (2006) Other Peoples Children: Cultural conflict in the classroom. The New Press. Dreamkeepers: Successful teachers of African American students**

Alabama Cours e of Study. Available via download at Alex.org (Alabama Learning Exchange)

# Ancillary Text –

NGSS (Next Generation Science Standards) Available online.

\*Additional articles and readings will be disseminated or may be placed on reserve in the LRC or main library. You are responsible for reading all materials prior to the class meeting dates and should be prepared to facilitate and/or lead group discussions on articles assigned. Lack of preparation and failure to have read assignments may result in point deductions from your final course grades

*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 professional education programs 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.

*Participation*

This class is intended to be both interactive and collaborative. You are expected to come to class prepared to discuss assignments. We will 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. In addition, please make sure to check your e-mail on a daily basis. Occasionally information regarding the course may be e-mailed and students are held responsible for any information sent via e-mail. If you are having problems with your account please make sure to get the issues taken care of as soon as possible.

*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.
* Participate fully in all class discussion

# Weekly Lecture and Lab Schedule

Pleas e lab meeting at the field placement s item dates may be changed at the dis creation of the ins tructor. Check your e-mail frequently. In addition, topics may change bas ed on the pacing of the course e.

Reading as s ignments will be pos ted on Canvas and/or given at least t 1 week before the next class meeting when they will be due

Wednesday January 10 Meet for class Introduction and review of syllabi

Monday January 15 Dr. MLK Jr. Holiday

Tuesday January 16 Lesson planning

Wednesday January 17 Meet for class

Tuesday January 23 LRC research for Lesson Plan development

Wednesday January 24 Sample Lesson plan draft due

Tuesday January 30 Lesson plan assignment (work group day) Lesson plan development-Students will

Work independently in LRC to research a content area that will be teaching and develop one detailed lesson plan based on guidelines provided in this syllabus and the course and discuss lesson plan in class on Monday February 7. (SLO 6)

Wednesday January 31 Lesson planning, Field trip (tentative)

 **Microteaching I Due (SLO 1, 2, 7)**

# January 31 15th class day. Last day to drop course with no grade assignment Last day for potential tuition refund for dropped class

Tuesday February 6 **Reflective reading assignment #1 due today**

 Instructional strategies for the science classroom

Wednesday February 7 Field placement or Field trip workshop (tentative)

Tuesday February 13 Assessment: Assessment tools in inquiry: Questioning, discussion, concept mapping, lab practical, journaling, and other forms of alternative assessment

Wednesday February 14 Scheduled field placement/or Class time Tuesday February 20 **1st exam**

Wednesday February 21 Scheduled field time

# February 23 Early alert/midterm grade

Tuesday February 27 Equity in science teaching (SLO 9, 10, 11)

Wednesday February 28 Scheduled field time

 March 1 Midsemester 31st class day

Tuesday March 6 Equity in science teaching (SLO 9, 10, 11) Lab Safety

Wednesday March 7 Scheduled field time

March 12-16 **Spring Break**

Tuesday March 20 Instructional strategies in the science classroom

Wednesday March 21 Scheduled field time

Tuesday March 27 **Reflective Reading Assignment #2 due today**

 Classroom Management Equity in science teaching Lab safety

Wednesday March 28 Scheduled field time

March 30 Last day to Withdraw from a class with no grade penalty “W” assigned

Tuesday April 3 Lab safety cont.

Wednesday April 4 Scheduled field time

Tuesday April 10 Strategies for Effective Science Teaching Assessment

Wednesday April 11 Scheduled field time

Tuesday April 17 Strategies for Effective Science Teaching

Wednesday April 18 Scheduled field time

Tuesday April 24 Possible scheduled field time Guest speaker (tentative)

Individual differences in the classroom/ Learning styles

Strategies for effective science teaching

Wednesday April 25 Last day of class

 TBA-May be Scheduled field time or Meet in HC

# Outreach Reflection Paper due

## Wrap up discussion on topics covered

Friday April 27 Classes end

April 28-29 Study/Reading Day

# April 30-May 4 Final Exam Period –There will be a Final Exam for this course. Course professor will determine which day will be observed as exam day based on the class meeting date for either lab or lecture to assure no conflicts with other class exams the instructor may have scheduled.

May 5-7 Commencements

# Final exam CTSE 4090-See AU final exam schedule –Since the class meets two days a week (lecture/lab.) Class meeting day/time to be used for the final exam is TBA.

1. **Cours e requirements and evaluation**

**Gradi ng**. Because this is a professional program, you will be evaluated using multiple means of authentic assessment: Pedagogical knowledge, reflective writing, teaching performance, and self-assessment. You will SAVE ALL WORK from this course for possible use in your **internship professional portfolio that** is designed to meet professional standards of practice for preservice science teachers. **Every student in this class MUST have a completed fingerprint background check. If you have not done this please see me immediately.**

# Late/remedial work policy

**Please note assignments will NOT be accepted late unless the student has a university approve d excuse.**

Grading Scale:

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

Grades of “D” are possible, but do not give credit for this course-failure (D or F) is not an option. Students must retake the course if their final course grade is below a “C.”

***General grading rubric for assignments***

100%: beyond the call of duty; strikingly impressive; excellent in every way 92%: both complete and showing evidence of original, active, critical thought 80%: all specified aspects of assignments minimally completed

<75% one or more aspects of assignments missing or unacceptable

## 8. Course Evaluation

**As s ignments** Points

1 Microteaching lessons at 10 points 10 points

5 unannounced quizzes at 5 points each 25 points

***Laboratory Field Placement S/U*** (if student receives an unsatisfactory rating based on consultation with both the methods teacher and university instructor of record of the final Science COI 50 points will automatically be deducted from final grade for methods course)

1st Exam 25 points

2nd Exam 25 points

Reflection papers from assigned reading #1 5 points

Reflection paper for assigned reading #2 5 points

Outreach experience reflection paper 5 points

*Project /Assignment Descriptions*

## Microteaching/Inq uiry-based demonstration “Teach-a-Lesson” (1 presentation at 10 points) Due January 31

You will perform an inquiry based demonstration which actually “teaches something” to the class.

This mini- lesson is an opportunity for you to micro-teach to your colleagues and receive constructive feedback. You are expected to be creative and the lesson must be interactive. The microteaching lesson may address any topic. Make sure that the portion presented is very hands-on and interactive. In essence, the lesson plan should be designed to “teach something” to the class in no more than 10 minutes. If you have a hobby or special skill, you can demonstrate your skill or a technique, etc. Therefore, you must plan appropriately and determine what knowledge/principle, etc. is critical for the learners involved and the most effective way to convey the primary goals of the lesson. ***The lesson will be timed and a sign-up sheet will be provided.*** *No exceptions or late presentations will be accepted) . A* rubric will be provided in this syllabus. Students will have 10 minutes for the mini-lesson.

Total points possible 10 (2 points each)

Assignment will be graded based on the following:

* 1. Focuses students immediately before performing demonstration.\_\_\_\_\_
	2. Explains to students by showing.\_\_\_\_\_
	3. Demonstrates the ability to interest students.\_\_\_
	4. Asks students to share their observations.\_\_\_
	5. Alerts students to essential learning.\_\_\_\_\_

##  Laboratory experience Required-Automatic 50 point deduction if student receives an unsatisfactory rating on final evaluation from mentor teacher and university supervisor Students will also not pass the methods course if they do not meet the field placement requirements and pass the evaluations for the field placement.

Through a cooperative arrangement with local teachers, you will work in the preparation and implementation of interactive demonstrations on current science topics with students. Laboratory placements will be at local/area schools. This class requires that you are on-site at an assigned school for the laboratory field experience.

\*You will keep a log of your activities there for this practicum experience. You may be assigned a partner from this class for your classroom teaching.

\*Documentation to record your visits must be signed by your cooperating teacher. Attendance is mandatory and you will be expected to attend during each Wednesday during the 8:0am-12:30pm-designated time for the laboratory experience.

\*Your mentor teacher will complete a sign in sheet for you each visit. Failure to report to the laboratory field placement

will result in an incomplete for the course. In addition, failure to receive satisfactory science education evaluations and feedback from mentor teacher and university supervisor will result in automatic deduction of 50 points for the laboratory experience (which is part of the lecture class so you point deduction for lecture will be 50 points) and may result in student not passing the methods course and referral to the Department Chair for departmental review.

**\*No absences will be allotted for the laboratory experience because attendance is paramount and mandatory for your practical experience to be fulfilling**. Absences not in accordance with the official AU absence policy may result in 5-point deduction from the final grade for the course for each infraction (at the discretion of the instructor for the course).

\*If a student receives more than one rating of “2”’ on the final science education assessment form, and any ratings of 1 this may result in an unsatisfactory rating for the laboratory placement (which is an automatic 50 point deduction for lecture and lab since the course is combined). In addition, multiple low ratings on the classroom observation instrument from mentor teacher and university supervisor evaluations will also result in automatic point deduction (50 points) and the student may be of risk of failing the course (both lecture and lab).

\*Each absence may result in a 5 point deduction unless in accordance with AU absence policy (at the discretion of the instructor for the course). Sign-in sheets will be provided at the school site to document attendance. Excessive absences may result in withdrawal from this course or incomplete for the methods course. In addition, other lab days might be designated as in class days however; students will be notified in ample time. Additional information regarding placements will be provided. More than one excused/unexcused absence may result in referral for withdrawal from the CTSE 4090 course and a 5-point deduction from the final grade for the course for each infraction (at the discretion of the instructor for the course).

\*Students will receive a midterm assessment and if the midterm assessment is unsatisfactory, the student may be recommended to drop the course. An action plan may be developed (at the discretion of the instructor for the course) and if the student does not improve in the areas outlined by the end of the semester the student may be at risk of still failing the course (lecture and lab).

\*All excused or unexcused absences must be made up before the end of the semester.

\* Please note that if the mentor teacher allows students can attend the field placement site additional hours. The additional field time will enhance students teaching effectiveness so this is strongly encouraged.

1. ***1st Exam and 2nd Exam-25 points each exam. Exam 1 (25 points) Exam 2 (25 points)***

*To evaluate your understanding of the various concepts, and terminology discussed in the class. The format of the midterm will be short-answer/discussion midterm.* ***1st exam is scheduled for February 20 and the 2nd exam is scheduled for final exam period for this course. Instructor will determine the class meeting time that will be used for the AU final exam based on either class meeting time for the CTSE 4090 lecture section or CTSE 4090 lab section.***

1. ***5 unannounced quizzes at 5 points each (25 points total)***
2. ***Mandatory Outreach experience 5 ho urs Documentation from the outreach site with signed approval from director of the site must be turned in by April 25***

There are opportunities provided for students to complete this outreach experience component. Students will participate in COSAM Science Olympiad on Saturday March 31st from 8:00am-3:00pm for a minimum of 3 hours and conduct any remaining outreach work with the Forest Ecology Preserve (FEP) or another field experience opportunity designated by the course instructor. Please make sure that you have completed a fingerprinting/background check with Professional Ed. Services. Mrs. Jennifer Lolley will be your contact person for the Forest Ecology Preserve and she will meet with our classes to discuss the outreach experience.

Dr. Charles Eick will come speak with the class regarding the sign up for Science Olympiad. You must make arrangements and complete your outreach hours before February 14 and information on what you will do for this experience is due to my on February 14. of the semester and you must provide documentation of outreach detailing what you did and the coordinator of the program must signature your participation. DO NOT wait until the last minute to try to complete the outreach hours because Mrs. Lolley reserves the right to decline any student participating if they try to arrange to complete hours after April 1. Keep in mind that if you wait until too late you may not be allowed to complete the hours and will not receive credit for the paper since it must be on the FEP field experience.

## Documentation of outreach experience is due on the last class meeting date of April 25. You will need to type a

***statement that including the following: Name, dates and times attended a Science Olympiad, FEP, or another approved outreach experience. Dr. Eick, Mrs. Jennifer Lolley or the site representative for the outreach experienced and turned in by April 25, must sign this.***

1. ***Outreach reflection paper. (5 points) Due April 25***

Students will write a minimum two page single-spaced reflection paper on their outreach experience and the paper must include the following:

* 1. What insights do you have now on teaching in the informal setting based on this experience?
	2. What will you do in your own classroom to integrate more informal science opportunities for your students?
	3. What did you do as part of your outreach hours and how has this helped you improve professionally?
	4. What teaching strategies did you think work best in the informal setting and why?
	5. Provide a brief overview of what you did for your outreach hours at the Forest Ecology Preserve.

***Reflection Paper for Assigned Reading #1 (5 points)***

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). 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?

***Reflection Paper for Assigned Reading #2 (5 points)***

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). 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.

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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?

## Canvas, or Zoom discussion, online discussion board

There may be some class meetings that utilize Canvas 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 result in a 5-point deduction from your final grade for each time that you fail to participate.

# Class Policy Statements:

Partic ip atio n: 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 required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the AU ehandbook. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.

Students are expected to attend all scheduled classes on campus AND scheduled field hours. You should give prior notice whenever possible of any extenuating circumstances that cause you to miss class or field commitment – notification does not mean that you are excused from class. **Only documented excuses as listed in the AU Bulletin are permissible without penalty**; and **documentation must be submitted within seven days of missing class.** Students will lose e five points from their final course e grade for each undocumented abs ence. Two tardies to class s (more than 5 minutes late) will count as one unexcused abs ence and will res ult in a lose s of five points from the final course e grade. After three unexcused absences (or 4 tardies), students will be referred to the Office of Student Affairs to be withdrawn from the course.

* Students are responsible for checking class emails and Canvas daily, if you use email or Canvas. You are to use your AU official email address only for all correspondence with the instructor for the class.
* Classroom Behavior: The Auburn University Classroom Behavior Policy is strictly followed in the course;

please refer to the Student Policy eHandbook at [http://www.auburn.edu/s tudent\_info/s tudent\_policies /](http://www.auburn.edu/student_info/student_policies/) for details of this policy.

Unannounced quizzes: There will be 5 unannounced quizzes. (5 points each)

Dis tance 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.

Accommodations: Students who need accommodations are asked 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. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment with the instructor during the first week of classes – or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Hones ty Code: The University Academic Honesty Code and the AU ehandbook Rules and Regulations pertaining to Cheating and all Academic Honesty policies will apply to this class. All portions of the Auburn University Student Academic Honesty code (Title XII) found in the Student Policy eHandbook at [http://www.auburn.edu/s tudent\_info/student\_polic ie s /](http://www.auburn.edu/student_info/student_policies/) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Profes s io nalis m: 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

# Justification for Graduate Credit for Graduate Credit only-

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 and/or lab activities are disrupted due to high number of students experiencing illness or an emergency or crisis situation (such as a widespread 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 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.