**AUBURN UNIVERSITY**

**Course Syllabus**

1. **Course Number:** CTSE 5213-001

**Course Title:** Teacher Inquiry Workshop:

Problems and Possibilities

**Credit Hours:** 1 Semester hour

**Prerequisites:** Admission to Clinical Residency

**Co-requisites:** CTSE 4923/7920/7926--Clinical Residency: English

**Term:** Spring 2018

**Day/Time/Location:** Thursday/5:15-7:05 p.m./Online

**Instructor:** Mrs. Dionne Lazenby

**Contact:** [dth0002@auburn.edu](mailto:dth0002@auburn.edu); 334-546-2893 (cell)

**Office Hours and Location:** By appointment

1. Date Syllabus Prepared: December 2017
2. **Required Texts:** Gill, Vickie. (2007). *The ten students you’ll meet in your classroom: Classroom management tips for middle and high school teachers.* Thousand Oaks: Corwin Press.

Lindberg, Jill A., Kelly, D.E., Swick, A.M.. (2005). *Common-Sense Classroom Management for Middle and High School Teachers.* Thousand Oaks, CA: Corwin Press.

\*Other readings as assigned.

1. **Course Description:** Community of practice for English Language Arts clinical residents to support professional practice through teacher inquiry.

May count as CTSE 5210, 5213, 6210, or 6216

1. **Student Learning Outcomes:**

As outlined in the Alabama Quality Teacher Standards, this course provides opportunities for continuous study and engagement, so that students will:

1. Gain knowledge of developmentally appropriate instructional and management strategies. (AQTS 2.a.4)
2. Gain knowledge of norms and structures that contribute to a safe and stimulating learning environment. (AQTS 2.c.1)
3. Gain knowledge of factors and situations that promote or diminish intrinsic motivation. (AQTS 2.c.2)
4. Gain knowledge of the components and characteristics of collaboratively designed and implemented individual behavioral support plans. (AQTS 2.b.3)
5. Understand the importance of developing positive relationships with every student; demonstrate ability to take action to promote positive social relationships among students, including students from different backgrounds and abilities. (AQTS 2.c.3)
6. Understand the importance of communication with parents and/or families to support students’ understanding of appropriate behavior. (AQTS 2.c.4)
7. Use their knowledge of sound classroom organization and management to organize, allocate, and manage the resources of time, space, and activities to support the learning of every student.(AQTS 2.b.8)
8. Use their knowledge of sound age-appropriate classroom organization and management to create classroom environments conducive to learning. (AQTS 2.b.2)
9. Use their knowledge of sound age-appropriate classroom organization and management to create learning environments that increase intrinsic motivation and optimize student engagement and learning (AQTS 2.c.5)
10. Articulate and reflect on a personal teaching philosophy and its relationship to teaching practice and professional learning choices and commitments (AQTS 5.b.4)
11. **Course Requirements/Evaluation:**

**Grading Scale for Final Grade:**

A = 89.5 to 100 points

B = 79.5 to 89.4 points

C = 69.5 to 79.4 points

D = 59.5 to 69.4 points

F = Below 59.5 points

**Course Requirements: See calendar for due dates. See Canvas for assignment details.**

Attendance/Participation 18 points (2 points per class/discussion)

Reflections 15 points (3 points per reflection)

Classroom Display Item 5 points

Classroom Management Theory/

Strategy Research & Presentation 10 points

Classroom Observation and Tour 9 points

Cover Letter 3 points

Mock Interview 5 points

ePortfolio 5 points

Classroom Management Plan 30 points

Part I: Classroom Organization (8)

Part 2: Policies and Procedures (8)

Part 3: Grading and Assessment (8)

Part 4: Reflective Writing (6)

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.

1. **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: All class meetings will be conducted via Zoom. You are required to attend each class meeting. Each unexcused absence will result in a 3-point deduction from your final grade. 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 3-point deduction from your final grade.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision.

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.

When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.

Appropriate documentation for all excused absences is required. Please see the university policy on class attendance posted in the Student Policy eHandbook ( www.auburn.edu/studentpolicies ) for more information regarding excused absences. (<https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf>) Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) will apply to this course (see https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf as posted in the Student Policy eHandbook, (see www.auburn.edu/studentpolicies). 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.

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 class meeting, you are still required to turn in the assignments on time for full credit. 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 three days after the date you miss class. Late assignments will receive a 10% deduction per day late up to 3 days. No late assignments will be accepted after 3 days. All assignments are due at the start of each class meeting on the date they are scheduled. Asynchronous assignments are due by 11:59 p.m. on the date due.

Unannounced quizzes: There will be no unannounced quizzes.

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. 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 the *Tiger Cub* Rules and Regulations pertaining to *Cheating* will apply to this class.

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

1. **Course Content and Schedule:** Please note that this class meets via Zoom. You will need to download and test this application prior to the first class meeting. Class meetings are scheduled to best accommodate student internship requirements. Also, class meetings may occur through Canvas technology and postings.

***\*\*Class Meeting Days: January 11th, January 18th, February 1st, February 15th, March 1st(via Canvas), March 29th, April 12th, April 26th \*\****

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| **Week** | **Class Meeting Date** | **Readings** | **Agenda** | **Assignments Due** |
| 1 | January 11th | Syllabus  Gill: Intro, Ch. 1-2  CSCM: Ch. 1 | ***Course Introduction***  Themes: Management Approaches, Stress Management, Are You a Teacher, Student-Teacher Relationships and Practices, Getting Organized | Personal Information Page Due  Introductory Discussion Due  Reflection 1 Due Sunday |
| 2 | January 18th | Gill: Ch. 3-4  CSCM: Ch. 2, 5, & 6 | ***Classroom Atmosphere, Rules, and Discipline Practices***  Themes: Classroom Design & Safety, Classroom Business & Transitions, Discipline Problems & Practices | Reflection 2 Due Sunday |
| 3 | January 25th  \*January 31st- last day to drop course without grade assignment | None | ***No class meeting*** | Classroom Management Theory/Strategy Video & Discussion Due  CM Plan Part 1 Due Sunday |
| 4 | February 1st | Gill: Ch. 5-6  CSCM Ch. 7-8 | ***Classroom Management Theories & Strategies***  Themes: Moving From Theory to Practice, Classroom Battles, Challenges & Consequences | Reflection 3 Due Sunday |
| 5 | February 8th | None | ***No Class Meeting*** | Classroom Observation and Tour Due Sunday |
| 6 | February 15th | Gill: Chapter 9-10  CSCM: Ch. 4 | ***Student Engagement and Accommodations***  Themes: Lesson and Activity Planning, Grading Policies/Practice, IEP Implementation/Remediation, With-It-Ness, PWS | Reflection 4 Due Sunday |
| 7 | February 22nd | None | ***No Class Meeting*** | Online Survey Due (optional)  CM Plan Part 2 Due Sunday |
| 8 | March 1st | None | ***Teacher Assumptions and Implicit Associations***  Online Discussion: Assumptions Activity & IAT  \*Mock Interviews this week\* | Cover Letter Due  Mock Interview Due by Sunday  IAT due by Sunday (optional) |
| 9 | March 8th | None | ***No Class Meeting*** | *Recommended Activity: PWS Planning* |
|  | **March 12th – 16th Spring Break** |  |  |  |
| 10 | March 22nd | None | ***No Class Meeting*** | CM Plan Part 3 Due Sunday |
| 11 | March 29th  \*March 30th – last day to withdraw from course with W assigned | Gill: Chapter 7-8, Before You Finish | ***Educators As Advocates***  Themes: Anti vs. Not, Teacher Advocacy, Overcoming Bias, Bullying, Troubled Students | Reflection 5 Due Sunday |
| 12 | April 5th | None | ***No Class Meeting*** | *Recommended Activity: PWS Writing* |
| 13 | April 12th | CSCM: Ch. 3 | ***Diversity in the Classroom***  Themes: Classroom Display Items, Diversity in the Classroom, Making Connections and Future Practice | Classroom Display Item Due |
| 14 | April 19th | None | ***No Class Meeting*** | CM Plan Part 4 Due Sunday |
| 15 | April 26th | None | ***Professional Development Workshop***  Themes: ePortfolio Ideas, Team Building, Professional Development | *Submit all internship documentation* |
| Finals Week | May 1st by noon | None | ***No Class Meeting*** | ePortfolio Artifact Due |

\*\*Tentative Course Schedule—All readings and assignments are subject to change at the instructor’s discretion. Any changes made to the schedule will be announced in class and/or through CANVAS\*\*

\*\*Contingency Plan: Due to extended illness (either student or instructor) requiring class cancellation, the seminar nature of this class allows for assignments and discussions to be fulfilled through the use of Canvas. If necessary, adjustments to the calendar will be made upon return to class.

**Personal Data Form: CTSE 5213/6210 – Teacher Inquiry Workshop: Problems and Possibilities**

Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current Address :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Phone : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ; E-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In what school are you interning this semester? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cooperating Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What subject(s) do / will you teach?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade levels?\_\_\_\_\_\_\_\_\_\_\_\_

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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. Educational 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 e-mail or stored documents such as word processor files stored in your computer.

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, agree to adhere to the above Auburn University CTSE 5213/6210 Confidentiality Policies.

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Student Signature Date