**CTSE 7910/7916 Spring 2018**

**Auburn University**

Department: Curriculum & Teaching

Course Title & Credit: Practicum in Area of Specialization; 3 hrs

Room and Schedule: n/a

Instructor: Dr. Gwendolyn M. Williams

Phone Number: 334-844-6775

Office: Haley Center 5078

Office Hours: MW 1:30-3:30

**1. COURSE DESCRIPTION**

Provides individual students with experiences relating theory and practice, usually in a school setting. The practicum is designed to provide performance-based experience related to the area of specialization. It is designed to provide students with cooperatively selected activities that will assist them in gaining expertise/experience within a selected area of theory and practice. Flexibility is allowed to provide input by students to identify meaningful problems/applications with regard to their current and future professional activities.

**Text:**

Research articles to be determined depending on the topic of research.

**Course Objectives:**

The course is designed to:

1. Provide experience closely relating theory and practice, usually in a school setting;
2. Provide various and flexible learning activities to afford the student the opportunity to achieve required or desired experience in an area of specialization.

Students will be able to

1. In consultation with the professor, design and conduct an action research project related to their area of specialization;

2. Write a formal report of study findings

3. Prepare an annotated bibliography of references that appropriately support the needs of the study

4. Submit evidence of study/project completion, such as a finished project or paper.

**Course Content and Schedule:**

The course countent is developed based upon the individual student’s approved case study plan and timeline or agreed upon sequence of activities.

The length of time expended in the course will depend on the planned learning experience and credit hours awarded for the activity.

**2. COURSE REQUIREMENTS**

**- Attend an orientation session with the professor (online or face-to-face)**

**-Write a proposal describing the study/project and a plan for completing and evaluating the study/project**

**- Prepare an annotated bibliography using the Publication Manual of the American Psychological Association (current edition). (Begin a list of references while writing the proposal and expand it as work on the practicum progresses).**

**- Schedule a minimum of four visits with the professor during the semester. (checkpoints will be established for each meeting).**

**Orientation meeting during Week 1**

**Week 3 or 4**

**Week 6 or 7**

**Week 9 or 10**

**Week 11 or 12**

**Week 13 or 14**

**Submit final work during Week 15**

Grading and Evaluation:

The professor will determine whether the student has met the criteria established jointly by professor and student and will assign an S (Satisfactory) or U (Unsatisfactory) for the course. Weighted components will be the following:

 Proposal (up to 10 points)

 Meeting with professor and checkpoints completed (up to 10 points)

 References (number and type of references, format) (up to 10 points)

Final paper or product and presentation of paper or product (up to 70 points)

Satisfactory grades will be assigned only to practica that earn at least 80 points.

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 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 Tiger Cub. Arrangements 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.

Late Assignments: Late assignments lose 10% credit per unexcused day late to a maximum of 30% lost credit. For example, a 20-point assignment due Monday would be worth at most 14 points by Thursday. Discussion leader assignments will *not* be accepted late.

Assigned Readings: Some additional readings will be available in Canvas. Readings will be discussed in various manners ranging from course Canvas discussions to embedded in class assignments. These readings contain information that will be included in the reflections, projects, examinations, and other course requirements.

Justification for Graduate Credit: CTES 7420 is a comprehensive study of theories of second language acquisition. The course covers SLA from three perspectives: psycholinguistics, sociolinguistics and neurolinguistics. The course requires students not only to interpret and analyze theoretical models of SLA, it requires students to make clear the connections between research and effective practice in SLA programs. Crucial to the success of second language teaching and learning is educators’ in-depth understanding of how processes of second language acquisition are theorized and researched. The rigorous examination of SLA and its implications for teaching and learning English as a second language justify the placement of this course at the graduate level.

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**2. COLLEGE AND UNIVERSITY POLICIES**

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

It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible

for initiating arrangements for missed work.

* **Attendance/Absences:** **Excused Absences**: Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family, 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 this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required.
* **Make-Up Policy:** Arrangements to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the make-up exam will be (as specific by the instructor).
* **Late Assignments:** Late assignments lose 10% credit per unexcused day late to a maximum of 30% lost credit.

**Unannounced Quizzes:**

There will be no unannounced quizzes.

**Accommodations:**

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes – or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

**Academic Honesty Policy:**

All portions of the Auburn University student [Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf) (Title XII) will apply to this class. All academic honesty violations or alleged violations will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Professionalism:**

Faculty, staff, and students in professional settings are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are as follows: Engage in responsible and ethical professional practices; contribute to collaborative learning communities; demonstrate a commitment to diversity; model and nurture intellectual vitality.

**Writing Center:**

The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email writctr@auburn.edu or call 334-844-7475 M-F  7:45am-4:45pm.

**Student eHandbook:**

 Please refer to <http://www.auburn.edu/student_info/student_policies/> for all AU student policies.

**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.

**Additional Resources:**

***Student Policy eHandbook:*** <http://www.auburn.edu/student_info/student_policies/>

***Health and Wellness Resources*** <https://cws.auburn.edu/studentAffairs/healthAndWellness/>

***Academic Support Services:*** <http://www.auburn.edu/academic/provost/undergrad_studies/support/>

**Guidelines for Action Research Project**

**Evaluation** (a final paper/product is required. Propose an evaluation scheme for the final product which reflects the unique nature of the practicum. Evaluation scheme to be finalized by the professor).

2. Preliminary Research, begin thinking about your interests as they relate to language learning or language teaching. Do a preliminary search of academic articles to see what might already be out there on your topics of interest. Schedule a meeting with your advisor to discuss your options and hone your ideas into an *actionable* research project.

3. Conduct an interview with at least one Auburn Global teacher to gather further ideas regarding your topic and potential research question(s).

3. Submit your final research question for approval along with a timeline for completing each phase of the project.

 A. Heading: CTSE 7910/7916 Practicum in (Area of Specialization)

 B. Professor’s Name

 C. Title of Project

 D. Research Question

 E. Basic plan for data collection including names of anyone who will be collaborated with

 F. Timeline for completion of project

 G. Semester and Year

 H. Student Name

 I. Date

 J. Contract sign off

 (Student) (Date)

 (Professor) (Date)

4. Conduct literature review following APA format of no less than 15 resources. 10 of these must be academic articles from peer reviewed journals. The others may be books or documents from creditable organization websites.

5. Submit literature review along with an action plan for collecting data for your research project.

6. Conduct study, collect data, analyze data

7. Write final report synthesizing literature review and findings. Provide discussion of results, conclusions, implications for practice. Offer ideas for further research. Use APA guidelines regarding headings and subheadings, sections of a formal research paper.