#### CTEE 7010/6

**Approaches to Teaching AUBURN UNIVERSITY COURSE SYLLABUS**

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**Course Number:** CTEE 7010/6

**Course Title:** Approaches to Teaching

**Credit Hours**: 3 semester hours

**Prerequisites**: Admission to Graduate Program

**Co-requisites:** None

**Date Syllabus Prepared**: Dec. 2018

#### Texts:

All required readings will be available through Canvas via links or articles.

#### Web Resources:

National Board for Professional Teaching Standards at [http://www.nbpts.org](http://www.nbpts.org/)

Auburn University online library resources at [http://www.lib.auburn.edu](http://www.lib.auburn.edu/)

#### Course Description:

An in-depth examination in approaches to teaching when meeting the diverse needs of learning based on possible gender differences, poverty, social justice, climate, and learning identities in the elementary school.

#### Course Objectives:

The graduate student will:

1. Reflect and articulate their own philosophy of teaching.
2. Become acquainted with the National Board Standards as they relate to professional practice and growth.
3. Read, reflect and comment on the assigned readings through reflections and discussion board postings.
4. Analyze, evaluate, and apply concepts and principles related to developing teaching practices when meeting the needs of diverse populations.

## E. Analyze a compendium of research based instructional procedures and techniques such as questioning, small-group discussions, cooperative learning, critical thinking and inquiry teaching, and inclusion, etc., which are research-based and documented for specific use in enhancing student learning.

#### Online Course Expectations

1. Be prepared to spend more time on the online course than a traditional classroom course as you will be expected to read, analyze, and synthesize materials on your own
2. Understand that most courses are not self-paced; typically, there are deadlines for assignments and activities and consequences for missing deadlines.
3. Check Canvas weekly and follow all directions and criteria for submitting assignments.
4. Participate with your peers in discussions. Your instructor will not respond to every thread you post in every discussion forum, just as your instructor does not respond to every contribution you make to an in-class group discussion.
5. Use correct APA format for written assignments.

#### Course Content and Schedule:

See below

#### Course Requirements/Evaluation: \*

\* Specific guidelines and criteria are posted on Canvas under “Assignments” Assignment 1: Self-ReflectionTeaching Philosophy

Assignment 2: Hidden Bias Assignment 3: Gender and the Brain Assignment 4: Identity Mapping Assignment 5: Children of Poverty Assignment 6: Poverty Part 2 Assignment 7: Social Justice Assignment 8: Invitation to Speak Assignment 9: Questioning Assignment 10: Teaching Role Assignment 11: Professional Noticings

Assignment 12: Understanding Challenging Students Assignment 13: Key Features of Culturally Responsive Teaching

Grading and Evaluation Procedures: Assignment Weighting

Assignment 1: Self-ReflectionTeaching Philosophy 40 Points- discussion introduction 10 Points Assignment 2: Hidden Bias 10 Points

Assignment 3: Gender and the Brain 20 Points Assignment 4: Identity Mapping 20 Points Assignment 5: Children of Poverty 10 Points Assignment 6: Poverty Part 2 10 Points

Assignment 7: Social Justice 10 Points

Assignment 8: Invitation to Speak 10 Points Assignment 9: Questioning 10 Points

Assignment 10: Teaching Role 10 Points

Assignment 11: Professional Noticings 20 Points

Assignment 12: Understanding Challenging Students 20 Points Assignment 13: Key Features of Culturally Responsive Teaching 10 Points

#### \*All written work should follow APA citation formatting for reference materials.

Grading Scale

180-210 A

160-179 B

140-159 C

* 1. D

Below 120 F

#### Class Policy Statements:

Participation: Students are expected to participate in all class discussions and participate in all exercises. **Assignments are due on announced date no later than 11:59 pm**. Unexcused late assignments are unacceptable. 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. Students must satisfy all course objectives to pass the course.

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 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 excuse absences is required. Please see the *Student Policy handbook for more information on excused absences* [*http://www.auburn.edu/student\_info/student\_policies/*](http://www.auburn.edu/student_info/student_policies/)

Make-Up Policy: Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due at properly authorized excused absences must be initiated by the students within one week from the end of the period of the 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 that the students initiates arrangements for it. Except in extraordinary 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 that the students initiates arrangements for it. Except in extraordinary circumstances, 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 specified by the instructor).

Disability 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. To set up the meeting, please contact the instructor by email. If you have not established accommodations through the Office of Accessibility, nut need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student Policy eHandbook* 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.

Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, 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.

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

Plagiarism: All assignments are subject to plagiarism check. Any assignment determined to contain plagiarized material will receive a zero and the student ay be subject to disciplinary action in accordance with the Auburn University policies as listed in Student Academic Honesty Cone in the Student e-Policy Handbook.

Course Schedule Spring 2019

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| Weeks | Topic | Assignment | Points | |
| January 9-20 | **Introduction Self-Reflection** Who am I as a teacher?  Who am I as a learner?  What *is* my philosophy of teaching? | Read the “Introduction module”  * How does your philosophy align with the five core Propositions in NBS? * Complete **Assignment #1: Self- Reflection Teaching Philosophy and Inventory and post on Canvas Under Assignment 1 no later than 11:59**   **p.m. January 20** |  | 40 |
| January 21-27 | **Classroom Climate Hidden Bias** | Read -All Teachers Hidden bias   * Hidden Bias Discussion Posting |  | 10 |
| January 28 –  February 3 | **Gender Differences** Do boys learn differently than girls? | ***Materials are located in canvas under this week’s module:***  ***Teaser Text*** The Brain: His and Hers  * *Girl Brain, Boy Brain?* * *Brains aren’t actually ‘male’ or ‘female,’ new study suggests* * *Boys' and Girls' Brains Are Different: Gender Differences In Language Appear Biological* * *Position statement on gender relations and gender differences* * ***Gender discussion Posting*** |  | ***20*** |
| February 4-10 | **Identities: The Power of Positive Identities** | Read the Power of Positive Identity  * IDENTITY MAPPING- Discussion posting: no later than 11:59 pm on February 10. |  | 20 |
| February 11-17 | **Children in Poverty** | Read the article(s)  Majority of U.S. public school students are in poverty –  The Washington Post Poverty KDP -   * **Identify a child of poverty due to Canvas no later than 11:59 pm on February 17.** |  | 10 |

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| February 18-24 | **Teaching with Poverty in mind** | Read: How Poverty Affects Behavior and Academic Performance Upload part two of poverty assignment no later than 11:59 at |  | 10 |
| Feb 26-  March 3 | **Social Justice** | Read Bullying and the Bottom Line, view the video cyberbullying Answer the questions associated with this module in the assignment |  | 10 |
| March 4-10 | Bridging the Gap Between Teaching and Learning | **Teaching role Read** *What is the Teacher's Job When Teaching*   * **Reflect upon your role** |  | **10** |
| March 11-17 | Spring Break |  |  | |
| March 25-31 | Invitation to Speak- Dialogic Discourse | * **Read Invitation to Speak**   Using the Observational Protocol reflect upon the voice in the classroom |  | **10** |
| April 1-  7 | Typical Dialogue in your  classroom | * **Classroom Questioning in text response** |  | **10** |
| April 8-  14 | Professional Noticing | * **Choice of readings- journal reflection** |  | **20** |
| April 15-21 | Mindshift- Supporting the Most Challenging Student | * **Read Toni** * **Respond to the questions** |  | **20** |
| April 22-28 | Culturally Responsive Teaching  (Misconceptions) | *Key Features of Culturally Responsive Teaching*   * **three things you currently do** * **one thing you plan to do within the next month** |  | **10** |

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