***Auburn University***

***Course Syllabus***

**Course Number** CTSE 5240/5243/6240

**Course Title** Clinical Residency Seminar in Science Teaching

**Credit Hours** 1 Semester hour

**Prerequisites** Admission to Teacher Education

**Co-requisites** CTSE 4923 or CTSE 7920/7926

**Date Prepared** January 2019

**Instructor** Mark Brenneman and Christine Schnittka

**Contact Info** mab0164@auburn.edu

**Office Location** Haley Center 5009

**Office Hours** As needed

**Course Description**

The aim of this course is to provide an avenue to discuss topics relevant to teaching science at the secondary level. The internship should be a time of personal and professional growth. Flexibility in adapting to differences in school cultures, teaching styles, supervisors’ philosophies, and students’ needs will reduce anxiety and foster a productive learning environment.

**Course Objectives**

To provide opportunities so that students will:

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

**Text**

Wong, H. K., & Wong, R. T. (4th ed). First days of School: How to be an effective teacher. Mountain View, CA: Harry K. Wong Publications.

**Course Assignments and Evaluation**

*Readings and reflections (10 points each, 6 total):* each class meeting will have an assigned reading. There will be (in general) five questions that you will type and submit on Canvas. These questions will be reflections on a specific topic in the readings. I am looking for your thoughts about the question posed. Each question should have a minimum of four sentences to answer it. You may include quotations from the chapter.

*Discussion board posts (10 points each, 6 total):* each week we do not meet for class, you will have a discussion question to answer. These questions will be asked to various audiences (other teachers, counselors, administrators, cooperating teacher, secretaries, facility workers). It will be a short discussion question that first year teachers need to know from those people.

*Teacher “tool kit” assignment (40 points):*professional educators thrive on collaboration and the sharing of best practices. One of your first assignments is to develop a teacher “tool kit” (January 16th). Talk to teachers and start a list of practices that they use effectively in their classrooms. You will choose ONE that you like, try it out in a class, write a one-page reflection, and present it to the class on **April 17th**. A hardcopy of your “best practice how to” must be distributed to each intern to build a portfolio of teaching strategies. A rubric and further instructions will be provided at the appropriate time.

*Quizzes (15 points each, 2 total):* there will be two quizzes (February 20th [chapters 1-15] and April 3rd [chapters 16-24]). These will be on material discussed in class as well as the readings. Each quiz will be five scenario-based questions that you will respond to in writing. These quizzes will be completed on Canvas. You can use your book or any notes you have taken, but you may not consult any other individuals.

*Professionalism (10 points):*students start with 10 points in professionalism. Deductions are earned by behaving in an unprofessional manner (tardy or absent without prior notification, unprofessional discussions, etc.).

*Grading Scale*

**A 90 – 100% C 70 – 79% F >59%**

**B 80 – 89% D 60 – 69%**

*Absences*

As a professional, it is expected that you will attend every seminar. If you need to miss a class due to illness, emergency, religious holiday, or any other reason, it is imperative that you let your instructor know as soon as you are aware of the absence. **Please review the AU Student Handbook for further information about what qualifies as an excused absence.** If you will miss seminar, you are required to make-up the time and assignments.

*Confidentiality and Professionalism*

Confidentiality is essential in this course. **Any assignments, discussions, cases or episodes are not to be shared outside of this course.** Also, it is expected that you will conduct yourself as a professional during this course. Venting frustrations and problems you are having is allowed during the class meeting; however, please be respectful and courteous in your discussions.

*Academic Honesty:*

The Auburn University TITLE XII STUDENT ACADEMIC HONESTY CODE will apply to this course. Please refer to the following link for more clarification:

<https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>

**Course Content and Tentative Schedule**

*IN CLASS MEETINGS: January 9, 23; February 6, 20; March 6, 20; April 3, 17, 24*

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| **Week** | **Readings** | **Tasks/Discussion** |
| *01/09/19* | Chap. 1-5 | First week observations/stories  Effective teacher characteristics  Professionalism/ keeping your reputation clean |
| *01/16/19* |  | “Tool kit” development (best practices)  How can you be more effective? |
| *01/23/19* | Chap.6-10 | Weekly observations/stories  Setting high expectations  Professional Dress  Talking to Parents |
| *01/30/19* |  | Mental and physical health in teaching |
| *02/06/19* | Chap. 11-15 | Weekly observations/stories  Organization, organization, organization…  Tools to help organize your classroom |
| *02/13/19* |  | Motivation  Can all students really succeed? |
| *02/20/19* | Chap. 16-20 | Weekly observations/stories  Consistency/procedures  What teachers/administrators/counselors wish you knew  Quiz 1 |
| *02/27/19* |  | Does assigned seating work?  Developing Rules |
| *03/06/19* |  | Weekly observations/stories  The importance of data  Safety in the Science Lab |
| *03/13/19* |  | **SPRING BREAK** |
| *03/20/19* | Chap. 21-24 | Weekly observations/stories  Student discipline  Classroom management |
| *03/27/19* |  | Classroom management |
| *04/03/19* | Chap.25 | Weekly observations/stories  Career-long (life-long) learning  Quiz 2 |
| *04/10/19* |  | Work on your presentation! |
| *04/17/19* |  | “Tool Kit” Presentation |
| *04/24/19* |  | Final Class Meeting Wrap Up |

At the discretion of the instructor, this syllabus is subject to minor amendments throughout the semester.