***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** December 2019

**Instructor** Mark Brenneman

**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).
* Design and demonstrate activities in a 6-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students (Standard AS 4.1).
* Design and demonstrate activities in a 6-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom,  emphasizing safe, humane, and ethical treatment of animals and complying with the legal restrictions on the collection, keeping, and use of living organisms (Standard AS 4.2).
* Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure/certification area (Standard AS 3.4).

**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 (12 points each, 5 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) or discussions or thoughts about something from class.

*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 15th). Talk to teachers and start a list of practices that they use effectively in their classrooms. You will present once a month on the different tools you used the previous month. You will choose ONE that you like, try it out in a class, write a one-page reflection, due on **April 15th**. A rubric and further instructions will be provided at the appropriate time.

*Quizzes (15 points each, 2 total):* there will be two quizzes (February 29th [chapters 1-15] and April 4th [chapters 16-24]). These will be on material discussed in class as well as the readings. Each quiz will be scenario-based questions that you will respond to in writing, multiple choice, fill in the blank etc. 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.

*Safety Plan (two parts, 25 points each):* as future science teachers, you are trusted with the safety of your students, the ethical treatment of organisms, and teaching your students about safety in the science classroom. This assignment is designed to help you prepare for that. The assignment consists of two parts.

Part one **(Due 2/29)** is your initial safety plan. Take what you have learned in science lab courses and your science education courses and develop a safety plan. Your safety plan should include: a safety contract, a safety quiz, and a short (5 minute) safety presentation that you would present to your students. For your initial plan ***DO NOT*** consult any outside sources. Develop these three items on your own. Your safety plan should include the following:

* Chemical safety
* Appropriate safety measures for heating materials
* Treatment of live organisms during a laboratory experiment
* Dissection safety
* Appropriate laboratory attire

Part two **(Due 4/08)** is where you compare your safety plan to another plan. These plans could be one of the following: your clinical educator, another science teacher at your placement, a commercially available plan (Flinn, Wards, Carolina Biological etc.) or one from the Internet. Your assignment is to critique your plan in a one to two-page comparison. About one page should include: highlight things from your plan that were not covered in the other plan, things you missed, and your critique of the plan. The second page should include your examination of how you focused on safety in your clinical residency. Were there things you noticed that you emphasized but were ignored by the comparison plan (and vice versa)? How do you think you will modify your safety plan to better match other safety plans?

*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 should make every attempt to “Zoom in” if possible.

**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 8th, January 22nd, February 5th, February 19th, March 4th, March 18th, April 1st, April 15th, April 22nd

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

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| Week | Readings | Tasks/Discussion |
| *01/08* | Chap. 1-5 **(Due 01/17)** | Effective teacher characteristics, professionalism/ keeping your reputation clean |
| *01/15* |  | “Tool kit” development (best practices)  How can you be more effective?  *Cooperating Teacher Interview Discussion* **(Due 01/19)** |
| *01/22* | Chap.6-10 **(Due 01/31)** | Setting high expectations, Professional Dress, Talking to Parents |
| *01/29* |  | Mental and physical health in teaching  *Other “Wish You Knew” Ideas* *Discussion* **(Due 02/02)** |
| *02/05* | Chap. 11-15 **(Due 02/14)** | ***(tool kit ideas)***  Student discipline, Classroom management, Safety in the Science Lab |
| *02/12* |  | Motivation, can all students really succeed? Classroom management/Developing Rules  *Managing Cell Phone Usage Discussion* **(Due 02/16)** |
| *02/19* | Chap. 16-20  **(Due 02/28)** | Assessment and the importance of data  **Quiz 1 DUE 02/29** |
| *02/26* |  | *Create your own assessment questions* **(Due 03/03)**  *Safety Plan Part 1* **(Due 2/29)** |
| *03/04* | Chap. 21-24 **(Due 03/13)** | ***(tool kit ideas)***  Assessment |
| *03/11* |  | **SPRING BREAK** |
| *03/18* | Chap.25 | Assessment, STUDENT SUGGESTED TOPIC |
| *03/25* |  | STUDENT SUGGESTED TOPIC |
| *04/01* |  | **(tool kit ideas)**  Organization, tools to help organize your classroom  **Quiz 2 DUE 04/04** |
| *04/08* |  | *Safety Plan Part 2* **(Due 4/08)** |
| *04/15* |  | **“Tool Kit” Reflection Due** |
| *04/22* |  | Helpful Hints for Clinical Residency Students, Teacher Feedback |