**CTSE7800/7806 Spring 2020**

**Auburn University**

Department: Curriculum & Teaching

Course Title & Credit: Capstone in Teaching & Learning

Room and Schedule: Mondays 10:00-11:50; HC 2476

Instructor: Dr. Jamie Harrison [jlh0069@auburn.edu](mailto:jlh0069@auburn.edu) /

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Phone Number: 334-844-8278

Office: Haley Center 5080

Office Hours: By appointment

**1. COURSE DESCRIPTION**

This course will serve as a capstone for the graduate teaching and learning degree program. Students will compile artifacts for presentation and discussion that will demonstrate their learning throughout the degree program. Students will develop a unique portfolio based on professional interest and demonstrate the ability to foster student achievement through the design, implementation, and assessment of learning activities.

**Text:** no required text; all reading assignments will be provided by instructor

**Course Objectives:**

1. Design and implement appropriate educational instruction

2. Implement instructional design based on research

3. Develop appropriate curriculum materials

4. Develop appropriate assessment instruments

5. Design appropriate learning experiences for diverse populations

6. Exhibit advanced professional deispositions within a community of scholars

**2. COURSE REQUIREMENTS**

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| Description | Percentage |
| Attendance & Participation | 10% |
| Learning Module Discussion Assignments & Final Exam | 20% |
| Written Examination | 30% |
| Professional Work Sample and Portfolio | 40% |
| **Total** | **100%** |

LEARNING MODULE: Students will complete all learning modules as provided in Canvas. Students will be expected to participate in both online and face-to-face discussions as provided and offered.

WRITTEN EXAMINATION: Students will write comprehensive exams based on teaching field

PROFESSIONAL WORK SAMPLE & PORTFOLIO: Students will prepare a professional work sample and portfolio for submission to major professor.

Grading and Evaluation:

The grading scale will be:

**A = 100 – 90 average**

**B = 89 – 80 average**

**C = 79 – 70 average**

**D = 69 – 60 average**

**F = 59 or below average**

Attendance and Participation: This is a two-hour course. We will meet weekly for two hours, but you should plan to spend up to six hours outside of class preparing for class or doing work for the class. Be prepared to participate in class as a group, individually, or online in discussion posts.

Distance Student Requirements: The distance section is "asynchronous" for distance students. The following will be available to distance students:

- full Panopto recording of weekly F2F class sessions

- Canvas modules that outline weekly expectations

- Canvas distance discussion boards

- 3 set 1 hour live "drop in" office hours via Zoom (details will be sent later)

- other Zoom chat sessions as requested

Distance students follow the same weekly schedule as F2F students, and adhere to all assignment due dates as listed in the syllabus or outlined in Canvas as the course proceeds.*Attendance and participation: distance students will be required to participate weekly in Distance Discussion Boards.*

Late Assignments: Late assignments lose 10% credit per unexcused day late to a maximum of 30% lost credit.

Assigned Readings: Readings will be available in Canvas. Readings will be discussed in various manners ranging from course Canvas discussions to embedded in class assignments.

Justification for Graduate Credit: CTSE 7000 is an orientation course for a graduate level teaching and learning degree program. During the semester students will (a) select a topic of study related to their area of specialization, (b) prepare an annotated bibliography, and (c) write a proposal to include a description of the study, objectives, methodology (including resources), and evaluation. Students will become informed consumers of applicable teacher education research.

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**3. 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](mailto: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**: See section 2.

**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/>

**4. TENTATIVE SCHEDULE**

\*Please note that this is a tentative summary of the schedule and activities/due dates may change during the semester. Follow the assignments as posted on the weekly modules in Canvas.

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| Week | Topics/Learning Module | Assignments |
| 1: 1/13 | Module 0: Orientation to Capstone Course |  |
| 2: 1/20 | Martin Luther King, Jr. Day | City Hoilday |
| 3: 1/27 | Module 1: Growth Mindset | View: The Power of Believing that you can improve <https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve>  Read: Rethinking Curriculum and Teaching (pdf)  Dream Course Syllabus submission: Due Sunday  Module 1 Discussion |
| 4: 2/3 | Module 2: Integrated course design – Overview | Read: Fink (2003) pages 1 – 4  Read: <https://teachonline.asu.edu/2012/07/writing-measurable-learning-objectives/>  Module 2 Discussion |
| 5: 2/10 | Module 3: Integrated course design – Step 1 Situational Factors  The importance of context in teaching and learning | Read: Fink (2003) pages 4 – 21  Read: Context Based Learning (pdf)  Module 3 Discussion |
| 6: 2/17 | Module 4: Integrated course design – Step 2 Learning Goals  Writing and using appropriate learning objectives | Read: Fink (2003) pages 4 – 21  Read: Tips for Writing Objectives (pdf)  Module 4 Discussion |
| 7: 2/24 | Module 5: Integrated course design – Step 3 Feedback and assessment  Issues in assessment | Read: Fink (2003) pages 4 – 21  Read: <https://www.edutopia.org/blog/sammamish-4-authentic-assessment-in-action-mark-wilbert>  Explore: <http://www.nea.org/tools/lessons/57730.htm>  Module 5 Discussion |
| 8: 3/2 | Module 6 Integrated course design – Step 4 Teaching/Learning Activities  Varied and Differentiated Instruction  Using technology for education | Read: Fink (2003) pages 4 – 21  Read: Differentiation Tomlinson (pdf)  View: <https://www.youtube.com/watch?v=EOPe_cJ67No>  <https://www.youtube.com/watch?v=w6vVXmwYvgs&feature=youtu.be>  Explore: <https://www.edutopia.org/blogs/tag/differentiated-instruction>  Module 6 Discussion |
| 9: 3/9 | Spring Break |  |
| 10: 3/16 | Module 7: Integrated course design – Step 5 Integration; Criteria for assessing course designs | Read: Fink (2003) pages 4 – 21  Read: Fink (2003) pages 23 - 24  Module 7 Discussion |
| 11: 3/23 | Module 8: Integrated course design – Intermediate Design Phase Steps 6 – 8 | Read: Fink (2003) pages 25 – 27  Module 8 Discussion |
| 12: 3/30 | Written exams | Assignment 2: Written examination DUE Week 10 |
| 13: 4/6 | Module 9: Integrated course design – Final Design Phase Steps 9 – 12 | Read Fink: pages 30 – 33  Module 9 Discussion |
| 14: 4/13 | Professional Work Sample(PWS)  Portfolio Preparation: Course Design |  |
| 15: 4/20 | Student presentations of portfolios | Assignment 3: PWS and Portfolio Due |
| FINAL  EXAM | Looking ahead at further degree, review of semester | Assignment 1 (Final Exam): Learning Module  Wrap Up due |