**CTSE7800/7806 Spring 2021**

**Auburn University**

Department: Curriculum & Teaching

Course Title & Credit: Capstone in Teaching & Learning

Room and Schedule: Mondays 5:00 p.m.-6:30 p.m. Zoom

Instructor: Dr. Jamie Harrison jlh0069@auburn.edu /

 Sedighe Zamani szz0041@auburn.edu

Phone Number: 334-844-8278

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 & Perusall | 20% |
| Written Examination / Syllabus Design | 30% |
| Professional Work Sample Portfolio/ePortfolio | 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 (depending on the major)

PROFESSIONAL WORK SAMPLE & PORTFOLIO: Students will prepare a professional work sample and e/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 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/>

**COVID Related Policies**

The University has provided the following COVID-related guidance. These statements are subject to change as additional guidelines and policies are released by the country, state, city, or University. Statement on COVID-19 physical distancing Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces. Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter. Face covering policy. In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas. If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

Possibility of going remote

In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensure that you have access to a computer and Internet. Assignments / schedule subject to change due to pandemicThe course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

In the event a student in class tests positive:

Students must conduct daily health checks in accordance with CDC guidelines. Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the Student Health Center or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements. In the event that I test positive or am required to quarantine If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, I will attempt to identify a backup instructor and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible. Zoom policies When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me. Attendance Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms. Please do the following in the event of an illness or COVID-related absence:

 •Notify me in advance of your absence if possible

•Keep up with coursework as much as possible

•Participate in class activities and submit assignments electronically as much as possible

•Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options. If you need access to class session materials, please contact me.

Accessibility Accommodations for Students with Disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on a disability (including chronic or temporary mental health or medical conditions), please let me know via email immediately so that we can privately discuss options. If you would like to request academic accommodations, please contact the Office of Accessibility at (334) 844-2096 or accessibility@auburn.edu to register for services and/or to coordinate any accommodations you might need in this course and others at Auburn University. If you already have a relationship with the office, make sure to submit your accommodations electronically. After registering with the Office of Accessibility, please talk to me as soon as possible to arrange your accommodations so that they may be implemented in a timely fashion.Office of Accessibility 1228 Haley CenterGo to https://cws.auburn.edu/accessibility for more informationOther Useful Campus ResourcesThe Office of Academic Support offers several programs to help you be successful in your coursework, including general academic coaching and one-on-one tutoring through study partners. You can easily schedule appointments in person or online. All services are free.http://academicsupport.auburn.edu/Academic Coaching Appointment & Check-in Desk: academic\_support@auburn.edu Study Partners Appointment & Check-in Desk: partner@auburn.eduThe Miller Writing Center offers free, one-on-one consultation for all writers at Auburn University. Their highly trained staff of undergraduate and graduate peer tutors will help studentswith any kind of writing, whether for class or otherwise, at any stage in the writing process.Their goal is to help students become better writers. Students can bring in any kind of assignment, including (but not limited to) lab reports, essays, research papers, PowerPoints, dissertations, theses, annotated bibliographies, scientific posters, cover letters, CVs/resumes, personal statements, ePortfolio—bring whatever. Students can be just developing your ideas, working on your first draft, putting finishing touches on your final version, or anywhere in-between.http://wp.auburn.edu/writing/writing-center/The Auburn University Career Center delivers comprehensive services for students to explore majors and careers, network with employers and professionals, prepare for advanced education, and successfully transition from college to career.http://career.auburn.edu/

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://www.auburn.edu/administration/aaeeo/title-ix/, including information for learning more, talking to someone, and reporting incidents. They offer both confidential and non-confidential resources. Safe Harbor believes, supports, and assists students and employees of Auburn University who have experienced power-based personal violence, including dating/domestic violence, sexual assault, and stalking/harassment. 24/7 Crisis Phone Number: (334) 844-SAFE(7233) http://wp.auburn.edu/healthandwellness/safe-harbor/The primary focus of the Cross-Cultural Center for Excellence (CCCE) is to ease the social transition of underrepresented students to Auburn University. The CCCE provides programming and activities for student engagement, facilitating cross-cultural learning experiences where all students can engage in dialogue, develop leadership skills, and build collaborative relationships that will help them be effective in an increasingly global society. Though the focus of the CCCE is to support and celebrate specific affinity groups, including African American/Black, Asian American, American Indian/Indigenous, Hispanic/Latinx, International, LGBTQ+, and faith communities, all are welcome to participate in CCCE events, programs, and services. http://diversity.auburn.edu/cross-cultural-center-for-excellence/Located in 217 Foy Hall, the Auburn Veterans Resource Center (AUVRC) helps students make the transition from military life to civilian life. Whether someone is a new student who has completed their service, a student who interrupted their education to serve, or a student who began their studies elsewhere and are transferring here, the AUVRC will help guide students to the resources they need to make the most of their AU experience http://veterans.auburn.edu/Student Counseling and Psychological Services (334-844-5123) offers students support with mental health with services ranging from individual therapy sessions, group therapy sessions, workshops, drop-in groups, and psychiatric services. Services are free and confidential. http://wp.auburn.edu/scs/# Through Substance Use Services, Health Promotion and Wellness Services provides a wide array of evidence-based programs to address substance use issues. Through their programs, students are able to explore how their substance use may be impacting other areas of their life in a non-judgmental and safe environment. Furthermore, students are able to learn skills to reduce their risk for substance related consequences. There is also the Auburn Recovery Community helping to build peer support. [http://wp.auburn.edu/healthandwellness/alcohol-drugs/http://wp.auburn.edu/healthandwellness/recovery/](http://wp.auburn.edu/healthandwellness/alcohol-drugs/http%3A//wp.auburn.edu/healthandwellness/recovery/)

Health Promotion and Wellness Services offers a number of other educational and supportive services. These include: the Be Well Hut, which is a peer education organization that informs students every week about a different health topics; Tobacco Cessation information, for anyone thinking about quitting, in the process of quitting, or anyone looking for general information about smoking and its harmful effects; and Project Protect, which provides information about safe sex and provides free condoms in the HPWS office. <http://wp.auburn.edu/healthandwellness/other-services/>

**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: 1/11 | Module 1: Orientation to Capstone Course |  Flipgrid Introduction |
| 2: 1/18 |  M.L. King, Jr. Day: City Holiday |  No Class Meeting |
| 3: 1/25 | Module 3: 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 SundayModule Discussion |
| 4: 2/1 | Module 4: Integrated course design – Overview  | Read: Fink (2003) pages 1 – 4Read: <https://teachonline.asu.edu/2012/07/writing-measurable-learning-objectives/>Module Discussion/ Perusall |
| 5: 2/8 | Module 5: Integrated course design – Step 1 Situational FactorsThe importance of context in teaching and learning | Read: Fink (2003) pages 4 – 21Read: Context Based Learning (pdf)Module Discussion / Perusall |
| 7: 2/15 | Module 6: Integrated course design – Step 2 Learning GoalsWriting and using appropriate learning objectives | Read: Fink (2003) pages 4 – 21Read: Tips for Writing Objectives (pdf)Module Discussion/ Perusall |
| 8: 2/22 | Module 7: Integrated course design – Step 3 Feedback and assessmentIssues in assessment | Read: Fink (2003) pages 4 – 21Read: <https://www.edutopia.org/blog/sammamish-4-authentic-assessment-in-action-mark-wilbert>Explore: <http://www.nea.org/tools/lessons/57730.htm>Module Discussion / Perusall |
| 8: 3/1 | Module 8 Integrated course design – Step 4 Teaching/Learning ActivitiesVaried and Differentiated InstructionUsing technology for education | Read: Fink (2003) pages 4 – 21Read: 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 Discussion/ Perusall |
| 9: 3/8 | Module 9: Integrated course design – Step 5 Integration; Criteria for assessing course designs | Read: Fink (2003) pages 4 – 21Read: Fink (2003) pages 23 - 24Module Discussion |
| 10: 3/15 | Module 10: Integrated course design – Intermediate Design Phase Steps 6 – 8 | Read: Fink (2003) pages 25 – 27Module Discussion/ Perusall |
| 11: 3/22 | Module 11: Peer Review |  |
| 12: 3/29 | Module 12: Integrated course design – Final Design Phase Steps 9 – 12 | Read Fink: pages 30 – 33Module Discussion / Perusall |
| 13: 4/5 | Professional Work Sample(PWS)EPortfolio Preparation: Course Design |  |
| 14: 4/12 | Student presentations of Eportfolios |  PWS and EPortfolio Due |
| 15: 4/19 | Looking ahead at further degree, review of semester | Final Exam: Learning Module Wrap Up due |