**AUBURN UNIVERSITY**

**COURSE SYLLABUS**

Course Number CTSE 5240/5243/6240

Course Title Clinical Residency Seminar in Science Teaching

Meeting Time Mondays from 5:30 – 6:30 or 6:30 – 7:30 depending on student vote

Credit Hours 1 Semester hour

Prerequisites Admission to Teacher Education

Co-requisites CTSE 4920 or CTSE 7920/7926

Term Spring 2022

Instructor Dr. Christine Schnittka

Additional Instructor Plan B instructor-Dr. Melody Russell

Contact Info [schnittka@auburn.edu](mailto:schnittka@auburn.edu)

Office Location Haley Center 5072

Office Hours By appointment only via Zoom

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
* Design instructional activities based on state content standards
* Design lessons that integrate a variety of effective instructional strategies
* Design a classroom organization/management system
* Demonstrate standard oral and written communication
* Facilitate inclusive learning environments
* Engage in ongoing professional development
* 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).

Required Text

Wong, H. K., & Wong, R. T. (5th 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 (6 at 10 points each) (60 total):* Most weeks, a reflection will be required on the assigned reading. Directions will be provided on Canvas for each of these assignments.

*Quizzes (2 quizzes at 7 points each) (17 total).* 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, and the quiz can be multiple choice, fill in the blank etc. These quizzes will be completed on Canvas. have taken, but you may not consult any other individuals.

*Attendance (15 points).* Attendance is mandatory in this class. If you do not have an excused absence, points will be deducted from this category

*Safety Plan (25 points):* 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. A grading checklist will be provided for this assignment. Additional information will be provided on guidelines for this assignment.

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 (PPT, Sway, Google Slides) that you would present to your students. 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

*Research Paper: Graduate Students Only – (20 points)*: As graduate students, you should be conversive in the latest research on issues related to classroom management. Find five research-based articles that address this topic and summarize them with the outline provided in class.

Course Content and Tentative Schedule

Readings will also be assigned the week prior to the next class meeting date for discussion.

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| --- | --- | --- |
| **Week** | **Readings due** | **Tasks/Discussion in Class** |
| 01/24/22 | Chap. 1-5 | First week observations/stories  Effective teacher characteristics  Professionalism/ keeping your reputation clean |
| 1/31/22 |  | “Tool kit” development (best practices)  How can you be more effective? |
| 2/7/22 | Chap.6-10 | Weekly observations/stories  Setting high expectations  Professional Dress  Talking to Parents |
| 2/14/22 |  | Mental and physical health in teaching |
| 2/21/22 | Chap. 11-15 | Weekly observations/stories  Organization, organization, organization…  Tools to help organize your classroom |
| 2/28/22 |  | Motivation  Can all students really succeed? |
| 3/7/22 |  | Spring Break for Auburn |
| 3/14/22 | Chap. 16-20 | Weekly observations/stories  Consistency/procedures  What teachers/administrators/counselors wish you knew  Quiz 1 |
| 3/21/22 |  | Does assigned seating work?  Developing Rules |
| 3/28/22 |  | Weekly observations/stories  The importance of data  Safety in the Science Lab |
| 4/4/22 |  | Weekly observations/stories  Student discipline  Classroom management |
| 4/11/22 | Chap. 21-24 | Classroom management |
| 4/18/22 |  | Weekly observations/stories  Career-long (life-long) learning  Quiz 2 |
| 4/25/22 | Chap. 25 | “Tool Kit” Presentation  Safety Plan Due  Final Class Meeting Wrap Up |

**Rubric and Grading Scale:**

Any assignment presented or turned in late will be penalized 10% for each day late. Late assignments presented or turned in late after two days will not be accepted without prior approval of the instructor. Why do teachers want assignments turned in on time? Grading each set all at once adds validity and reliability to the grades you receive.

The final grade will be determined by the following grading scale:

A = 90 -100, B = 80-89, C = 70-79, D = 65-69, F = below 65%

Note: Although it is possible to make a grade of “D” in this class, a student receiving any grade below “C” must retake the class to matriculate through the program and gain certification.

**Class Policy Statements:**

1. Confidentiality

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 or problems you are having is minimally allowed during the class meeting; however, please be respectful and courteous in your discussions.

2. 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>

3. Participation: Students are expected to participate in all class discussions and participate in all exercises.

4. Assignments: 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, if extensions are given for very difficult situations. If work is not turned in on time, points will be deducted. Showing up to your teaching job without your lesson plans ready results in CHAOS! So, you have a week to get your assignments done. Do not wait until the day before they are due. Things always seem to happen the day before something is due. Plan ahead.

5. Excused Absences: Attendance is required at each class meeting. **If you cannot attend class, contact your instructor immediately** and explain the situation. 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 or research presentations, 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. Students must arrange to have the class videotaped for later watching if any absence is planned, or if you are ill and cannot attend class in person, or out of town on a trip, you may virtually attend class via Skype, Zoom, FaceTime, etc. if at all possible and if the professor is notified in advance. Unexcused absences will result in points deducted from the participation grade. Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>). Email documentation to your professor as soon as it is acquired.

6. Make-Up Policy: If an exam or assignment is missed, a second chance will be given only for university-approved excuses as outlined in the Student Policy Handbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) . Arrangement to take the make-up exam or turn in assignments late must be made in advance or as soon as possible if illness occurs. Students who miss an exam or assignment because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Late, unexcused assignments should be turned in for feedback, even when points are deducted.

7. Unannounced quizzes: There may be unannounced quizzes on the reading assignments. Quiz scores will be averaged in with Reflections on Reading Assignments. Why do teachers give pop quizzes? Motivation to stay up with the readings. Life is full of pop quizzes. It’s awful to be caught unprepared in life.

8. 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. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

9. Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) 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. Assignments WILL be run through the university’s plagiarism detector. If you use someone else’s idea, cite and reference it. If you need to use someone else’s words, cite them, add a reference, and put the words in quotation marks. Plagiarism is a moral and legal minefield (Park, 2010). Plagiarism is a SERIOUS issue, and all incidents will be reported to the Office of the Provost. If you plagiarize, I can’t help you learn. My job is to help you learn. I hope you deal seriously with plagiarism with your own students someday. Don’t cheat. Don’t copy. Be honest. Have integrity. Do your own work. Neither one of us wants to deal with this. (What I put above in parentheses is a citation, and below, is a reference. Get used to doing this. Google Scholar makes it easy to copy and paste the APA reference.)

Park, C. (2003). In other (people's) words: Plagiarism by university students--literature and lessons. *Assessment & evaluation in higher education*, *28*(5), 471-488.

10. 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, and addendum to your syllabus and/or course assignments will replace the original materials. If class is cancelled, a notice will be sent out over Canvas, so make sure your settings route all announcements to your email.

11. 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 and paraphrased below. See the Lab Manual for more details:

* Engage in responsible and ethical professional practices in class, in schools, and in the community. *Behave yourself in the schools, and in the community. Follow the rules. Do not break laws. Be a role model.*
* Contribute to collaborative learning communities in class and in schools. *Get along with the teachers and staff at the schools you are in. Get along with your peers in THIS class, and your professors at THIS school.*
* Demonstrate a commitment to diversity in class, in schools, and in the community. *Respect each other. Celebrate our differences. Listen. Care.*
* Model and nurture intellectual vitality. *Care about learning. Show your students this! Demonstrate your curiosity!*
* Dress appropriately in school settings whether you are there as a teacher, or even just dropping something off, or only to meet with an adult. Kids see you. Be a teacher. *If you are 21, try to act and look 31*. Some of your students will be 18- remember that.
* Act like a teacher. *This is not a chance to re-live your adolescence and be popular or cool.* Maybe after you get tenure you can be “the cool teacher” but not now. You have a lot to prove to parents and the school staff, and to your professor.
* Hide your Facebook, Instagram, Twitter, etc. profiles this semester. At the very least, make them NOT public. Make sure the profile photo is professional. Don’t you dare add middle school or high school students as friends to your social networking pages. Don’t you dare share phone numbers with them. You may end up teaching these kids again. *Be a teacher.*

12. 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. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities. If you need accommodations but have not established them, make an appointment with the Office of Accessibility, 1228 Haley Center, 334-844-2096.

13. Your Health and Covid-19: Due to the Coronavirus pandemic, public health measures have been implemented across Auburn’s campus. Students should stay current with these practices and expectations through the campus reentry plan, A Healthier U. The sections below provide expectations and conduct related to COVID-19 issues.

You are expected to monitor your health daily. 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 must notify me. 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 and arrange to participate in class virtually. Please do the following in the event of an illness or COVID-related absence:

● Notify me in advance of your absence, if possible

● Provide me with medical documentation, if possible

● Keep up with coursework as much as possible

● Participate in class activities and submit assignments remotely 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.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at [covidresourcecenter@auburn.edu](mailto:covidresourcecenter@auburn.edu).

14. Health and Well-Being Resources

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

● COVID Resource Center ([covidresourcecenter@auburn.edu](mailto:covidresourcecenter@auburn.edu))

● Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)

● AU Medical Clinic (<https://cws.auburn.edu/aumc/>

● If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>)

16. Course Expectations Related to COVID-19:

● Face Coverings: As a member of the Auburn University academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate. You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the university’s policy on face coverings, you will be instructed to leave the classroom and will be held to the protocols outlined in the Auburn University Policy on Classroom Behavior. Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.

● Physical Distancing: Students should observe appropriate physical distancing and follow all classroom signage/avoid congregating around doorways before or after class. If the instructional space has designated entrance and exit doors, you should 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.

● Course Attendance: If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any such absences. Participating in class remotely may be an option.

● Course Meeting Schedule: This course is scheduled to meet weekly, but be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with me.

● Technology Requirements: This course may require particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at [aubookstore@auburn.edu](mailto:aubookstore@auburn.edu).

Disruptive or concerning classroom behavior involving the failure to wear a face covering, as directed by Auburn University, represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the Classroom Behavior Policy.

17. Course Delivery Changes Related to COVID-19

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. In the event that the delivery method is altered, 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 Canvas as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer and reliable Internet.

**Justification for Graduate Credit**

Graduate courses “should be progressively more advanced in academic content than undergraduate programs” and should “foster independent learning”. Factors to consider in evaluating a course for graduate credit include but are not limited to the following: use of specific requisites; content of sufficient depth to justify graduate credit (materials beyond the introductory level); content should develop the critical and analytical skills of students including their application of the relevant literature; rigorous standards for student evaluation (all students in a 6000-level course must be evaluated using the same standards); course instructor must hold graduate faculty status or be approved by the Dean of the Graduate School.