AUBURN UNIVERSITY

SYLLABUS

 1. Course Number: CTSE 7900

Course Title: Directed Studies in Science Education

Credit Hours: 2 Semester Hours

Prerequisites: Admission to the College of Education

Science Education Program

Corequisites: None

2. Term: Spring 2023

 Day/Time: Zoom or in person meeting 2x per month

 Instructor: Dr. Christine Schnittka

 Office Address: 5072 Haley Center

 Contact Information: schnittka@auburn.edu or (334) 844-8277

 Office Hours: By appointment. Email me and we will set something up. I will generally be in my office Monday and Tuesday afternoons in case you want to stop by. In case we need to have a Zoom meeting, meet me here: <https://auburn.zoom.us/my/schnittka>

**3.** Texts**: No specific text is required.**

This course will require the use of the learning management system, ***Canvas*** which can be accessed from the Auburn University website ([www.auburn.edu](http://www.auburn.edu)). An orientation can be provided if necessary, by the Secondary Education Program.

1. **Course Description:**

This course is designed to give students an opportunity to pursue topics of special interest that extend learning in other courses the students have taken or that are not treated in other course offerings. Each student develops an individual plan of study, which the professor approves before work begins. Students’ learning efforts are guided toward completion of objectives in the plan through regularly scheduled conferences with the professor.

The approved project/product/research/activity associated with independent study should require at least 30 hours of documented work for each one (1) hour of assigned credit.

1. **Student Learning Objectives:**

Students will be able to:

* + 1. Identify a specific area of interest to study.
		2. In consultation with the professor, select a topical area of study.
		3. Write a proposal to guide completion of the study. The proposal will include a description of the study, objectives, methodology to be used in completing the study or project (including resources), and assessment/evaluation procedures. (See attached Guidelines.)
		4. List references used during completion of the study.
		5. Submit evidence of study/project completion, e.g., a finished product or paper.
1. **Course Content (subject to change!):**
2. Attend an orientation session with professor.
3. Identify a topic and obtain approval from professor.
4. Write a proposal describing the study/project and a plan for completing and evaluating the study/project.
5. List references, using the *Publication Manual of the American Psychological Association* (7th edition). (Begin list of references while writing the proposal and expand as work on the study/project progresses.)
6. Schedule a minimum of six visits with professor during the semester (checkpoints to be established for each meeting).
	* 1. Orientation meeting during Week 1
		2. Week 2 or Week 3
		3. Week 5 or Week 6
		4. Week 8 or Week 9
		5. Week 11 or Week 12
		6. Week 13 or Week 14
7. Submit paper or finished product when completed: Week 15
8. Present paper or product: Week 15

**\*\*\* Always check Canvas for the current topics and assignments.**

1. **Evaluation**

The professor will determine whether the student has met the criteria established jointly by professor and student and will assign an *S* (Satisfactory) or *U* (Unsatisfactory) for the course. Weighted components will be the following:

Writing Assignments 20 points

Review of Literature 10 points

Theoretical Framework 10 points

Data Analysis 20 points

Discussion 10 points

References 10 points

Meeting with professor during scheduled meetings 10 points

Presentation of the final paper/product 10 points

Satisfactory grades will be only assigned to independent study projects that earn at least 80 points.

**9. Class Policy Statements:**

A. Participation: Students are expected to participate in and attend all Zoom meetings.

B. 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.

C. 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. 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.

D. 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.

E. Unannounced quizzes: There may be unannounced quizzes. 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.

F. 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).

G. 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.

F. 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.

G. 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.

H.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. The sections below provide expectations and conduct related to COVID-19 issues. The following statements are items that faculty can consider including in your syllabi.

Health and Participation in Class

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.

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)

● 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/>)

A Healthier U Campus Community Expectations

We are all responsible for protecting ourselves and our community. Please read about student expectations for fall semester (<https://ahealthieru.auburn.edu/> ). You are expected to monitor your health and pay attention to any symptoms you may have.

Course Expectations Related to COVID-19:

● Face Coverings: Face coverings are optional unless the university changes this policy.

● Physical Distancing: Physical distancing is not required, but some people may not want to be breathed upon. Let me know if you need more physical distance in class.

● 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 is required if you are well enough to pay attention or listen.

● 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.

Disruptive or concerning classroom behavior involving the failure to wear a face covering if required, 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.

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.

**PAPER GUIDELINES**

for

Directed Study

1. Cover Page
	1. Heading: CTSE 7900 Directed Study in Science Education
	2. Professor’s Name
	3. Title of project
	4. Semester and Year
	5. Student Name
	6. Date

* 1. Contract sign off

 (Student) (Date)

 (Professor) (Date)

1. Body of Proposal

 1. The problem, activity, or concern and its significance

 Discuss the educational problem in the specific area of the proposed study/project.

 2. Review of Literature

 Describe the literature already published on the topic. Organize the literature appropriately. Be sure to include seminal work as well as current work.

 3. Theoretical Framework

 Describe the theoretical framework best suited to studying the problem, activity, or concern. Describe the origins of this framework and justify its use in studying the topic of study.

 4. Analysis of Data

 Conduct a thorough analysis of the data that have been collected by your professor. Report the data with graphs and tables.

 5. Discussion

 Tie the data analysis into the theoretical framework and the existing literature. Discuss how the new data can be used to broaden the understanding we have of the problem or concern. Discuss implications for your findings. Discuss limitations of your findings.

 6. References