# Auburn University College of Education, Department of Curriculum and Teaching

# CTSE 7800, 7800D Capstone in Teaching and Learning

## Instructor Contact Information

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I prefer to be contacted by email, and I will usually respond in 48 hours.

## General Course Information

Class Days/Time: Mondays – 1:00- 2:50 PM

Classroom: Haley 2438 or by Zoom

Office Hours 3-4 PM on Mondays

Course Description This course is an orientation to teaching and learning and will give the student an opportunity to explore the Department of Curriculum and Teaching and the various graduate programs offered while engaging in graduate level discourse about general topics related to curriculum and teaching. Students will be guided in aspects of graduate research and will have multiple experiences to support their upcoming work in their chosen degree program.

Text: No required text for the course Readings will be posted on Canvas at least one

week prior to the date the reading will be discussed in class

In this course, I expect you to:

• Reflect critically on all experiences and readings.

• Be prompt and in attendance at all course sessions.

• Demonstrate critical reflection through discussion, writing and course assignments.

• Complete assignments to the best of your ability.

• Communicate expe c t a t ions and ideas.

• Recognize and validate the values of other class members.

# • Participate fully in all class discussions

# Course Objectives:

1. Develop a teaching philosophy that describes their teaching practices in the classroom
2. Research a topic in your professional field and analyze diverse opinions on that topic.
3. Engage in a community of practice in order to stimulate your own growth as a professional educator.
4. Develop personal strategies to promote long term professional growth.
5. Plan your own benchmarks to help you launch your career after graduation.

# Course Evaluation

Attendance & Participation…………………………………………………………………15

Teaching Philosophy statement……………………………………………………………..25

Influential Articles Presentation……………………………………………………………..25

Professional Development Activity Write up………………………………………………..25

Perspectives in the Profession project………………………………………………………100

Individual Development Plan……………………………………………………………….. 50

1. **Teaching philosophy statement (25 points)**

You will describe how you perceive the role of the teacher and the role of the student in your classroom. What ideological and philosophical constructs/ theorists have shaped and shape the way you experience learning, teaching and professional educational practice? Describe how you teach in the classroom and explain why you teach that way. Additionally, you should develop and describe your own metaphor for teaching. Length should be 1-2 pages long as this is often a required component of job applications.

<https://teach.its.uiowa.edu/sites/teach.its.uiowa.edu/files/docs/docs/Philosophy_of_Teaching_Statement_ed.pdf>

**B: Influential Articles Presentation/Paper (3 pages)-** You will select and summarize three scholarly articles that have been the most influential on your learning in graduate school. After summarizing your articles, you should explain how the articles have contributed to your understanding of teaching or learning. These articles can be articles that have been required readings for any of your previous courses, or they can be sources that you have found on your own through your own independent research. You will share what you have learned with your classmates and synthesize your learning in a paper. You may sign up for your presentation at the beginning of classes.

1. **Research Proposal (15 points)**

This is the proposal for the Perspectives in the Profession proposal, please submit the following:

1. Research Question: What is the overall focus of your research?

* Make sure that the question is broad enough to have a wide variety of answers and is not looking for one “right answer.”

1. Demographics of 4 possible participants that you will interview.
   * List general characteristics of the people that you want to interview- explain how they are professionals in the field.
2. List of 3 references that will inform your study,
   * List three references that provide background theory to your research.
3. **Professional Development Activity Write-up (3 pages) (25 points)**

You will attend a professional development activity for teachers in your field. This could be a formal workshop or an informal tutoring activity. Examples might be a webinar through a professional organization, joining a list-serve, attending an event about education in your community. For your write-up, you will summarize what happened at the event and explain what you have learned from the experience that could be applied to your own professional development. This activity must be connected to theory or teaching practices in your field. Please see Canvas for the rubric for this assignment.

Event Description-10 points

Depth of Analysis- 10 points

Writing- 5 points

1. **Research Project: Perspectives in the Profession (ESOL, Music, etc)** (100 points total)

This is a research project where you are investigating the opinions of various people in your field on a particular topic of your choice. You should pick your topic and then develop interview questions that seek to learn more about the participants’ views so that you can compare and contrast the diverse opinions and beliefs.

1. You should interview 4 professionals at different stages of their careers. You may interview people who are administrators, K-12 teachers, community college or university personnel, community volunteer educators, etc. Please ask me if you have other ideas for possible participants. (The participants can be from anywhere, especially given the technology options to conduct on-line interviews.)
2. Please compile your results as a 10-page research paper that includes the following sections
   1. Introduction- 1 page- (15 points)
      1. Introduce your paper by describing your research paper focus and explaining its connection to your field. You should cite sources to help frame your paper in this section.
   2. Research Questions (1 paragraph)- (5 points)
      1. List and explain your overarching question that is the focus of your research.
   3. Methods (2 pages)-
      * 1. Explain how you selected your participants (5 points)
        2. Describe who your participants are (10 points)
           1. Biographical data
        3. Describe how you conducted the interviews (5 points)
           1. Did you tape the interviews?
           2. Length of Interview
           3. Purpose of Interview
           4. Setting for the interview
   4. Findings (4 pages) (20 points)
      1. Identify the common themes that occur across participants and write a paragraph about each theme explaining how the participants talked about the topic.
      2. You should cite outside sources to back up your findings.
   5. Discussion (3 pages) (25 points)
      1. Given the themes that you have explored in the previous section, this will be a larger picture of what it means to be a professional in your field, connected to research in your field.
      2. Given the themes that you have explored in the previous section, this will be a larger picture of what it means to be a professional in your field, connected back to the content that you have had in your degree program.
         1. How does this research confirm/affirm your understanding of your field? (5 points)
         2. What new insights about the field have you gained through talking to professionals (5 points)
         3. What information that you gained through these interviews do you think will have the most impact on your future career? Why? (5 points)
         4. How does this information fit within the research and theory that you have gained through your master’s coursework (5 points)
   6. Conclusions (1 page) (10 points)
      1. This will be a brief summary of your overall findings from this project.
   7. Overall Writing (5 points)
3. Paper is free of grammatical and mechanical errors (1)
4. Paper is written in formal academic language (2)
5. Paper is the specified length (2)

1. **Individual Development Plan**

You will develop your own plan for maintaining your own professional development after you graduate from the master’s program.

* 1. Self-Assessments:
     1. What are your strengths as an educator in your field?
     2. What are your interests as far as your future career?
     3. Which areas do you think that you would need to improve? Why?

* 1. You should describe your goals for each of the following four (4) categories that you want to reach in your career after graduation
     1. Occupational goals
        1. What positions do you want to obtain during your immediate career after graduation?
     2. Teaching goals
        1. How do you plan to improve your teaching craft as you start your career?
     3. Professional Knowledge goals
        1. How do you plan to keep informed on the latest research in your content area?
     4. Professional Networking goals
        1. How do you plan to connect with other professionals in the field? What sort of mentoring opportunities do you want to seek?
  2. Each goal should include a target date of completion, and the tools and resources necessary to complete your goal
  3. The project should include a **summary table of Goal/ Date/ and Materials**- (10 points for the completed chart) and then be followed by a **5-page reflective narrative explaining your chart. (40 points)**
     1. Why are these goals important to you?
     2. How do you actually plan to complete these goals?

Please see Canvas for the grading rubric.

Tentative Class Schedule- Schedule may be subject to change with appropriate warning from the class instructor.

|  |  |  |  |
| --- | --- | --- | --- |
| Module/Date | Topic | Readings | Assignment Due |
| 1 1/15/24 | No Class- Observance of Martin Luther King Jr. Day (National holiday) |  |  |
| 2  1/22/24 | Orientation |  |  |
| 3.  1/29/24 | Growth Mindset/Goal Setting | Billet  Camp |  |
| 4.  2/5/24 | Job Hunting & Interviewing | [Guidebook for Teacher Job HuntingLinks to an external site.](https://issuu.com/mvilleccd/docs/soe_career_guidebook)  [International Job Hunting TipsLinks to an external site.](http://looking-for-a-job-abroad-heres-what-you-should-know/) |  |
| 4  2/12/24 | Conducting Research Interviews | Hobson & Townsend |  |
| 5. 2/19/24 | Developing a Teaching Philosophy | [Writing a Teaching Philosophy Statement Links to an external site.](https://teaching.uwo.ca/awardsdossiers/teachingphilosophy.html)    [Developing Your Teaching StatementLinks to an external site.](http://5cbe28a2-9863-4626-b00b-5befceaf3eb8/) | Research Proposal Due |
| 7. 2/26/24 | Teaching Soft Skills | Merz  [21 Soft Skills for Teachers for Your Resume Links to an external site.](https://helpfulprofessor.com/soft-skills-for-teachers/) | Teaching Philosophy Statement is Due |
| 8. 3/4/24 | NO CLASS-  Spring Break |  |  |
| 9. 3/11/24 | Improving Teaching Skills through Teacher Reflection | [Getting Started with Reflective PracticeLinks to an external site.](https://www.cambridge-community.org.uk/professional-development/gswrp/index.html)  [The 4 Lenses of Reflective Practice in TeachingLinks to an external site.](https://www.cnm.edu/depts/academic-affairs/innovation-and-instructional-support/copy_of_ctl/documents/the-4-lenses-of-reflective-practice-in-teaching.pdf) |  |
| 10.  3/18/24 | Conducting Classroom Research | James & Augustin |  |
| 11.  3/25/24 | Engaging in a Community of Practice | de Carvalho-Filho |  |
| 12.   4/1/24 | Networking Skills | Rajagopal et al | Professional Development Activity Writeup is due |
| 13.  4/8/24 | Discussing and Questioning |  |  |
| 14.  4/15/24 | Student Research Presentations |  | Perspectives in the Profession Project Due |
| 15.  4/22/24 | Wrap Up |  |  |
| 16 4/29/24 | Finals Week |  | Individual Professional Development Plan is Due |

# Grading and Evaluation:

At Auburn University, a 4.0 grade scale is used. An A equals 4.0; B, 3.0; C, 2.0; D, 1.0; and F equals 0.0. The final grade for this course will be based on lecture assignments, exams, quizzes and additional assignments or 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 three 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. Students in both the face2face on asynchronous course may be required to participate in online chat and discussion boards.

**Distance Student Requirements**: The distance section is "asynchronous" for distance students. The following will

be available to distance students:

- full Panopto or Zoom recording of weekly F2F class sessions

- Canvas modules that outline weekly expectations

- Canvas distance chat or discussion boards

- 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.

Justification for Graduate Credit: CTSE 7800 is a capstone course for a graduate level teaching and learning degree program. During the semester students will

(a) write a teaching philosophy statement that reflects the candidate’s view of the role of the teachers and students in their content area.

(b). select a topic of study related to their area of specialization,

(c) conduct qualitative research where they are interviewing experts in the field and then writing a paper analyzing their findings.

(d) develop a individual development plan where they articulate their occupational goals, teaching goals, professional knowledge goals, and networking goals so that they are able to have a focused path as they launch their professional careers after graduation.

Graduate courses “should be progressively more advanced in academic content than undergraduate programs” and should “foster independent learning” (SACS guidelines 3.6.1 and 3.6.2).

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.

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:

1. 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,
2. trips for student organizations sponsored by an academic unit, trips for University classes,
3. trips for participation in intercollegiate athletic events,
4. subpoena for a court appearance
5. 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.

Late Assignments: No late assignments accepted

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.

## COVID Policies

**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 ensuring that you have access to a computer and Internet.

**In the Event that a Student in the Class Tests Positive**Students must conduct daily health checks in accordance with [CDC Guidelines](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). 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](https://cws.auburn.edu/aumc/)  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 the Instructor Tests Positive**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, a backup instructor will be identified 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 residence, 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 Issues Due to COVID**

Participation grades will be worth 30 points, and you will receive 2 points per class. To earn these points, you are expected to be active participants in all of the class activities.

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.

## Additional Resources

### Miller Writing Center

The Miller Writing Center helps Auburn University students become better writers and produce better written documents. The MWC has multiple locations: RBD Library, SADC, Multicultural Center, Forestry & Wildlife Building, and Auburn Global. The knowledgeable and friendly tutors can help you with a wide array of concerns, from generating good ideas and organizing papers more clearly to learning citation formats and using semi-colons correctly. Visit the Writing Center website [http://wp.auburn.edu/writing/writing-center/](http://wp.auburn.edu/writing/writing-center/%20) for more information on how to schedule time with a tutor.

### Student Counseling Services (SCS)

SCS is a unit of the Auburn University Medical Clinic. SCS offers confidential counseling to students experiencing personal problems that interfere with their academic progress, career or well-being. The SCS website [http://wp.auburn.edu/scs/](http://wp.auburn.edu/scs/%20) provides information only. If you would like to talk with someone or make an appointment, please call (344) 844-5123 during business hours, or (344) 501-3100 after hours or on weekends.

***Graduate Student Policy eHandbook:*** <http://graduate.auburn.edu/handbook/>

***Health and Wellness Resources*** <http://graduate.auburn.edu/health-wellness-resources/>

***Master’s Checklist*** <http://graduate.auburn.edu/current-students/masters-completion-checklist/>