

**AUBURN UNIVERSITY
SYLLABUS**

1. **Course Number:** CTCT 7950/7956
 Course Title: Graduate Seminar in Area of Specialization
 Credit Hours: 1-3 semester hour. May be repeated for credit not to exceed 3 hours.
 Prerequisites: Departmental approval
 Corequisites: None

2. **Date Syllabus Prepared:** Summer 2010
 Instructor: Dr. Bonnie White
 whitebj@auburn.edu

3. **Texts:** Note: Text selection will depend upon the seminar path chosen. Graduate seminars typically follow one of three potential paths:

- Path 1. Preparation for graduate exams
- Path 2. Current Issues in Business/Marketing Education (involving review of national yearbooks)
- Path 3. Selection and approval of specific topic area

Note: Syllabus will reflect specific requirement for the path and term the seminar is taken: **(Summer 2010: Syllabus Numbers 6, 7, 8 and Attachments).**

Text: For Summer 2010 Seminar: PATH 1

National Business Education Association Yearbook **45 (2007): Assessment for an Evolving Business Education Curriculum.** If you do not already have the yearbook, it may be obtained on line at www.nbea.org.

4. **Course Description:**

May be repeated for credit not to exceed 3 hours. Provides an opportunity for advanced graduate students and professors to pursue cooperatively selected concepts and theoretical formulations.

5. **Course Objectives:**

The objective of the Seminar in Area of Specialization is to provide the opportunity for advanced graduate students and professors to pursue cooperatively selected concepts and theoretical formulations pertinent to their specializations and interests. It further provides graduate students in the various programs an opportunity to collaborate and interact with each other and/or the faculty on projects and/or topics of mutual interest.

Upon completion of this course, students will be able to:

- A. Critically evaluate classic and current literature on a specialized topic
- B. Summarize salient points of a topic in logical fashion

6. Course Content: For Summer 2010 one-hour seminar:

NBEA Yearbook 45 (2007): Assessment for an Evolving Business Education Curriculum

Part 1: Introduction to Assessment Fundamentals

Chapter 1: Assessment 101

Part 2: Assessment Practices

Chapter 2: Provide Student Feedback to Define Quality Work

Chapter 3: Reflect on Effective Teaching

Chapter 4: Assessment to Support and Reinforce Academics

Chapter 5: Determine Student Outcomes in the Content Areas

Chapter 6: Select Appropriate Assessment Methods

Part 3: Assessment and the Impact of Technology

Chapter 7: Technology Tools and the Assessment Process

Chapter 8: Online Learning and Assessment Solutions

Part 4: Assessment Data as a Focus

Chapter 9: Data-Driven Instruction

Chapter 10: Proof of Student Achievement

Chapter 11: Feedback for Professional Development

Part 5: Assessment of Subject Matter Competence

Chapter 12: Assessment of Research

Chapter 13: Assessment for Teacher Certification/Licensure

Part 6: Assessment of Program Effectiveness

Chapter 14: Program Evaluation in Business Education

7. Course Requirements/Evaluation: Summer 2010 Requirements

- A.. Students taking one hour of seminar credit in preparation for graduate exams are required to complete the following:
1. An outline of each individual yearbook chapter. (See Attachment A for instructions.)
 2. A reflective analysis for each individual chapter. (See Attachment A for instructions.)
- B. The completed assignments are to be e-mailed or delivered according to the class schedule:

| COURSE WEEK | COURSE CONTENT/ACTIVITY | Summer 2010 DUE DATES |
|-------------|---|-----------------------|
| Weeks 1 - 2 | Review syllabus; secure textbook; begin assignments. No chapter assessments or outlines due. | May 20 – 27 |
| Week 3 | Completion of yearbook assignments for chapters 1 and 2 . (See 7A1 and 7A2 under course requirements.) Assignments may be submitted electronically. | June 3 |
| Week 4 | Completion of yearbook assignments for chapters 3, 4, and 5 . (See 7A1 and 7A2 under course requirements.) Assignments may be submitted electronically. | June 10 |
| Week 5 | Completion of yearbook assignments for chapters 6, 7 and 8 . (See 7A1 and 7A2 under course requirements.) Assignments may be submitted electronically. | June 17 |
| Week 6 | Completion of yearbook assignments for chapter 9, 10, and 11 . (See 7A1 and 7A2 under course requirements.) Assignments may be submitted electronically. | June 24 |
| Week 7 | Completion of yearbook assignments for chapters 12, 13, and 14 . (See 7A1 and 7A2 under course requirements.) Assignments may be submitted electronically. | July 1 |
| Week 8 | EXAM —See C below for details | July 9 FRIDAY |

Mid-course assignments may be delivered electronically through e-mail attachments if the instructor upon receipt can print them out: whitebj@auburn.edu

Note: Viruses or other maladies may prevent your e-mail attachment from being received by Auburn University's system. Check with the instructor to be certain your assignments are received.

If mailed or hand delivered, please send to:

Dr. Bonnie White, Curriculum and Teaching, 5040 Haley Center, Auburn University, AL 36849.

- C. **If you are graduating this semester, please let your advisor know immediately. There is a Graduate School deadline for completing exams that must be met in order for you to graduate this term. The exam (applies to both on-campus and distance learning students) will be given ON CAMPUS on Friday, July 9, 2010, at 8:30 a.m. in 118 Wallace Center.**

8. Course Requirements/Evaluation:

For students taking seminar for one hour of credit, the yearbook assignments will be graded accordingly:

| | |
|---------------------------------|-------------------|
| A. Chapter Outlines | 40 percent |
| B. Analyses of Chapter Readings | <u>60 percent</u> |
| | 100 percent |

The following grading scale will be used:

| | |
|------------|---|
| 90 – 100% | A |
| 80 – 89.9% | B |
| 70 – 79.9% | C |
| 60 – 69.9% | D |
| Below 60% | F |

The course will be graded Satisfactory (S) or Unsatisfactory (1). A grade of 80-100 will be deemed satisfactory.

IN ORDER TO RECEIVE CREDIT FOR REQUIREMENTS A and B, ALL ASSIGNMENTS MUST BE RECEIVED BY THE DUE DATE LISTED ON THE COURSE CONTENT SCHEDULE. INCOMPLETES IN THIS COURSE WILL NOT BE ASSIGNED WITHOUT “DOCUMENTED” AND APPROVED JUSTIFICATION.

9. Class Policy Statements: (College of Education Standard Policies)

Participation: Students are expected to participate in all class discussions and participate in all exercises. 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: Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangement to take the make-up exam must be made in advance. Students who miss an exam 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. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**. If normal class and/or lab activities are disrupted due to a high number of students experiencing illness or an emergency or crisis situation (such as a widespread H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

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.

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

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 below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

ATTACHMENT A:

**Directions: Include an appropriate heading for each assignment submitted:
Name, Chapter Number, Chapter Title**

Format for yearbook assignments:

A. Yearbook Chapter Outlines

The outline is a general outline of **EACH** yearbook chapter. Use at least three levels in your chapter outlines. Sample outline format follows:

- I. Chapter One Title
 - A. First Major Heading (or Introduction)
 - 1. Major point (first major point in section—may be a sentence or phrases)
 - 2. Major point (second major point in section,)
 - 3. Major point (etc. throughout the section)
 - B. Second Major Heading (etc.)
- II. Chapter Two Title (same breakdown as above)

B. Yearbook Chapter Analyses

Provide a summary and analysis for **EACH** individual yearbook chapter. The chapter summary and analysis should be approximately 1 ½ to 2 pages in length and contain the following:

- A global overview of the chapter. (Summarize the important themes of the chapter.)
- Your immediate (initial) response to this chapter.
- The educational implications/ramifications for the issue(s) discussed.
- Where appropriate, provide the following components:
 - (1) What are the arguments the author uses to support themes?
 - (2) What facts are used to support the author's position? Give examples.
 - (3) Are there statements made by the author that tend to weaken the chapter's themes? If so, which statement do damage? Why?

Note: Assessments and analyses should not be written word for word from the yearbook but should be your own analyses and assessments. If direct quotes are used, APA format should be followed.