

**AUBURN UNIVERSITY  
SYLLABUS**

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**CTCT 7950/7956**

**Graduate Seminar in Business/Marketing  
Education**

**Credit Hours: 3 Semester Hours**

**Prerequisite: Departmental approval**

**Office Hours: By appointment**

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

<b>2. Date Syllabus Prepared:</b>	Summer 2015
<b>Instructor:</b>	Dr. Leane Skinner (skinnal@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 2015: Syllabus Numbers 6, 7, 8 and Attachments).**

## **Text: For Summer 2015 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](http://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 2015 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**

COURSE WEEK	COURSE CONTENT/ACTIVITY	Summer 2015 DUE DATES
Weeks 1 - 2	Review syllabus; secure textbook; begin assignments. No chapter assessments or outlines due.	<b>June 7</b>
Week 3	Completion of yearbook assignments for chapters <b>1, 2, 3.</b>	<b>June 14</b>
Week 4	Completion of yearbook assignments for chapters <b>4, 5, 6, 7</b>	<b>June 21</b>
Week 5	Completion of yearbook assignments for chapters <b>8, 9, 10, 11</b>	<b>June 28</b>
Week 6	Completion of yearbook assignments for chapter <b>12, 13, 14</b>	<b>July 5</b>
Week 7	EXAM	<b>July 13</b>

**7. Requirements/Evaluation: Summer 2015 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 uploaded in Canvas.

**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 Monday, July 13, 2015, at 8:30 a.m. in Haley 0348.**

## **8. Course Requirements**

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	60 percent
	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 assignments and 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 documented by submission of assignments. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub.

**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 6<sup>th</sup> Edition format should be followed.**