

## CETL 8718 - Syllabus

Teaching Capstone – Section B (3 credits)  
Fall 2026

### Instructor Information

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**Instructor:** Dr. Emily Weigel

**Email:** [emily.weigel@biosci.gatech.edu](mailto:emily.weigel@biosci.gatech.edu)

#### Scheduling Email Account:

“Classroom Observation Requests”

[classobservations@gatech.edu](mailto:classobservations@gatech.edu)

### General Course Information

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#### Description

Working with a faculty mentor, you will gain insight into the realities of teaching a college course. You will have the opportunity to teach at least two (2) full class periods and participate in teaching-related activities such as designing homework or exam questions. You will receive feedback on your teaching from your faculty mentor, your capstone peers, your students, and CTL representatives. Participation in this learning community with other practicum students will provide you with the opportunity to: (1) reflect on your own teaching using both self-assessment and peer/mentor feedback; (2) provide peers with feedback on their teaching; (3) interview faculty about academic life at different kinds of institutions/positions and learn more about an academic job search; and, (4) write or revise your teaching philosophy statement.

#### Course Learning Outcomes

By the end of the course, you will be able to...

1. Apply foundational knowledge to teaching experiences
  - a. Write and execute a lesson plan that leverages evidence-based teaching practices to engage and motivate students. This includes but is not limited to specifying learning objectives, engagement activities, and assessment methods.
2. Demonstrate professional, effective, and inclusive communication
  - a. Demonstrate and document appropriate and intentional use of delivery methods for your instructional content that fosters an inclusive and motivational learning environment.
  - b. Demonstrate welcoming and respectful interpersonal communication
3. Engage in critical analysis of your and others' teaching
  - a. Assess your and others' teaching and identify strengths and areas for growth
  - b. Collect and reflect on feedback from students, peers, and mentors on your teaching skills
4. Develop your faculty career goals
  - a. Characterize the experience of faculty members at a variety of institutions
  - b. Write an evidence-based teaching statement and complete all the required components for the T2T Capstone portfolio (required for T2T Capstone certificate).

## Required Course Materials

There are occasional readings selected by the instructor that are intended to be a follow-up to or a resource for issues raised by the students in the course.

## Logistics

Canvas will provide access to readings, assignments, videos, and forms. The majority of assignments will be submitted via Canvas (the exceptions are clearly communicated). A shared OneDrive folder will be used for capstone participants to upload drafts of their lesson plans for peer review during the capstone seminar.

## Observation Processes

As part of the capstone experience, each participant will complete two teaching demonstrations (where you are the teacher being observed) and two peer observations (where you observe a peer teaching). The steps for each role are outlined below and are also included on Canvas as modules.

### When You Are the **Teacher** (Being Observed)

- 1) More than a week before your observation date, complete the Lesson Plan Template to establish the learning objectives you want to address, identify how you will assess students' learning, plan out how you will use your time during the observation, and identify any contingencies or back-up plans.
- 2) We will review your lesson plan draft in the capstone class session the week before your observation. Prior to class, upload your lesson plan and relevant documents to your section's OneDrive folder.
- 3) During class, present your lesson plan and receive feedback from your peers and instructor. Make adjustments based on the feedback you receive.
- 4) Upload your revised copy to the assignment Lesson Plan for Observation #1 and email it to your observers. You must complete this task at least 24 hours before the observation to give your observers a chance to familiarize themselves with your plan.

### When You Are a **Peer Observer**

- 1) Attend your assigned peer's teaching session (preferred). Watch the recording if you cannot attend live ("Media Gallery" in the left-hand navigation menu)
- 2) Complete the Peer Feedback Form using your notes.
- 3) Submit your completed feedback form using the Peer Review feature in Canvas within 3 days of the observation.

## Grading Policy

This course may be taken either Pass/Fail or for a letter grade. To Pass, students must satisfactorily complete 80% of course requirements. Letter grades will be determined based on the proportion of assignments marked "Complete" (full points):

- A: 90-100% complete
- B: 80-89% complete
- C: 70-79% complete
- D: 60-69% complete
- F: 0-59% complete

**NOTE:** Completing the assignments does not automatically fulfill the Tech to Teaching Capstone certificate requirement. To earn the certificate, you must compile all completed assignments along with an additional reflection paper into a final portfolio, submitted through a separate assignment in Canvas.

## Description of Graded Components

Details and due dates for each assignment are provided on Canvas. All assignments are evaluated on a Complete/Incomplete basis.

- **Complete:** Meets at least 90% of the listed criteria and earns full points.
- **Incomplete:** Earns 0 points but can be resubmitted once after receiving instructor feedback.
- **Resubmissions:** Due within one week of feedback unless otherwise arranged.

### List of Assignments:

- Logistics Assignments
  - Peer Observation Availability
  - Submission for Mentor-Mentee Agreement & Observation Information
  - Personalized Schedule Assignment
- Capstone Observation Assignments
  - Check-off: Lesson Plan DRAFT for Observation #1 uploaded to OneDrive
  - Final Lesson Plan for Observation #1
  - Evidence of Effective Teaching Reflection #1
  - Check-off: Lesson Plan DRAFT for Observation #2 uploaded to OneDrive
  - Final Lesson Plan for Observation #2
  - Evidence of Effective Teaching Reflection #2
  - Shared feedback with peer after watching them teach (#1)
  - Shared feedback with peer after watching them teach (#2)
- Growing Your Teaching Practice Assignments
  - Primary Teaching Philosophies
  - Faculty Interview Paper
  - Teaching Statement Rough Draft (for peer review)
  - Check-off: Completed Teaching Statement Peer Review
  - Revised Teaching Statement

## Course Policies

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### Late Work Policy

Managing time and responsibilities is a key skill for future educators. **In this course, many assignments are time-sensitive because they directly affect others in the course.** Each capstone participant follows a unique timeline based on their teaching and observation schedule, so not all deadlines will appear in Canvas. Instructors will provide tools to help you stay informed, but ultimately, it's your responsibility to stay organized and on top of your obligations.

Any requests for extensions must be made via email in advance of the deadline, following the Course Communication policies outlined below. Extensions are generally not granted for time-sensitive assignments; these must be submitted on time.

**Late work submitted without an approved extension will receive a score of zero.** To earn your capstone certificate, you must still complete and submit all assignments, but late submissions will negatively impact your course grade.

### **Attendance and Engagement**

Capstone participants are expected to be active members of the learning community. This includes attending and engaging in seminar discussions. However, we recognize that sometimes life gets in the way.

If you'll be late, leave early, or miss class (due to illness, travel, emergencies, etc.), please notify the instructor in advance over email. A virtual option can be made available but does not fully replace the in-person experience and may be affected by tech issues. If you plan to attend virtually, let the instructor know ahead of time (at least the day before) so they know to expect you. Regardless of modality, you are expected to fully engage and actively contribute to the learning community.

**You must attend the seminar where you present your lesson plan for peer and instructor feedback.** If you know you'll miss that day, reach out to the instructor in advance so adjustments can be made (likely, you will present your lesson plan a week early). It's your responsibility to track your schedule and plan accordingly.

In addition to your own teaching observation and seminar attendance, you are expected to observe two peers teach. Please attend these sessions in person if possible; if not, you may watch their recordings in the Canvas Media Gallery.

### **Course Communication & Updates**

The best way to contact your instructor outside of class is via email using your GT email. **Please do NOT use Canvas messaging; it is not reliable.** When you email your instructor, put the course in the subject line so that we see and prioritize the message.

Although we request that you give us at least 1 business day to respond, we will generally reply well within that time and be most responsive M-F 8am-5pm, but if we reply outside of those hours, unless the concern is urgent (e.g., we're troubleshooting your access to LC, a test, etc.), please don't feel the need to immediately respond. We understand we all need balance and have lives outside of this course. Please pay us this same respect.

Notify both your CTL capstone instructor and the teaching assistant via email of any changes to your teaching observations (e.g., lecture dates, course, etc.) ASAP so adjustments to video-recording/peer observation and the capstone learning community schedule can be made. **We cannot promise that we can accommodate changes made within 2 weeks of the scheduled observation.**

### **Intellectual Property and Course Engagement Policy:**

Students are responsible for the work they submit in this class, both for the deadlines and the content. Further, as this is a collaborative class, you will frequently engage with the work of other capstone participants and materials from your instructors. Please understand the responsibility you have and are owed in the safeguarding of intellectual property. Students may NOT reproduce, distribute or display (post/upload/ screenshot/take photos of) course materials in any other way without the creator's prior written consent. Violations of this policy will be subject to GT's Student Code of Conduct, and applicable laws, even after the course has concluded.

Further, capstone participants should be mindful about the use of AI in this course. While helpful for information gathering, text editing, ideation, brainstorming and getting feedback on drafts, it also can hallucinate, be inaccurate, be overly general, and, at times, retain your work for its own training and redistribution. Additionally, the use of AI can rob you of the learning and necessary reflection this class is designed to facilitate. Shortcutting this process means getting less out of the course and failing to develop reflective teaching habits that will serve you long after this class has concluded. AI, if used, should only be used to better your work, not substitute for it.

### **Schedule**

There are some critical lectures and logistics that need to take place prior to you requesting a class observation. Therefore, you should plan for your class observation to be scheduled between the dates listed on the schedule in Canvas. If you absolutely must teach before the date listed on the schedule, talk with your instructor as soon as possible to work out a plan. If possible, schedule your observations at least 1 week apart to ensure there's time to receive your feedback on your 1st teaching experience, reflect, and plan the 2nd experience accordingly.

Class will consist of two segments: a) lecture and b) giving and receiving feedback on lesson plans and teaching observations. Fixed lecture topics are included by date in the weekly course schedule (see below). Additional discussion topics and lectures will be fit into the course as the schedule allows and when needs/interests from the sections arise.

## **Georgia Tech Policies**

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### **Academic Integrity**

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

### **Accommodations for Students with Disabilities**

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

### **Student-Faculty Expectations Agreement**

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

### **Content Accessibility**

Every effort is being made to ensure that materials provided as part of the course meet accessibility standards. We expect that you as teachers will upload and share accessible materials, as well.

## **Campus Resources for Students**

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A list of resources for graduate students is given on the [Office of Graduate and Postdoctoral Education](#) website. Specific information for [current graduate students](#) includes

- [Academic Resources](#) such as the Communications Center, Language Institute, Library, Catalog, Registrar, resources for conducting research, Advocacy and Conflict Resolution resources, and how to manage unexpected situations that may impact your academic performance;
- [Student Resources](#) such as Campus Services, Child Care/Family programs, Health & Wellness, Career Services, and the Student Resource Guide; and
- [Professional Development](#) such as *the programming from the Career Center and other professional development resources and events*"

### **Student Well-Being:**

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A [comprehensive list](#) of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being ([student-resource-guide \(gatech.edu\)](#))