

**Oakland University School of Education and Human Services  
Teacher Development and Educational Studies (TDES)  
Elementary Education Program**

**Course Titles and Numbers:**

**EED 2000: Exploring K-8 Teaching: Responsibilities and Opportunities in Education**

**EED 2001: Advanced Exploration K-8 Teaching  
Fall, 2018**

**Hours of Credit: Semester Hours: 3 (EED 2000) 2 (EED 2001)**

**Instructor: Marcia Hudson**

**Authorized Instructor**

**Time: 5:30 p.m. – 8:00 p.m.**

**Telephone: (248) 805-7712**

**Email: [mlhudson@oakland.edu](mailto:mlhudson@oakland.edu)**

**[marcia.hudson@avondale.k12.mi.us](mailto:marcia.hudson@avondale.k12.mi.us)**

**[marcia.hudson@avondaleschools.org](mailto:marcia.hudson@avondaleschools.org)**

**Macomb University Center**

**Room: UC2-212**

**Day: Monday**

**Course Requirements:** Rhetoric 150 and 160

**Required Texts/Materials:**

Ayers, W. (2010) *To Teach: the journey, in comics*. New York: Teachers College Press.

Hertz, C., Mraz, K., (2018) *Kids 1<sup>st</sup> from Day 1: A Teacher's Guide to Today's Classroom*. New Hampshire: Heinemann.

**Recommended Texts/Materials:**

Miller, D. (2008) *Teaching with intention: Defining beliefs, aligning practice, taking action*. New York: Stenhouse Publishers.

Ritchhart, R., Church, M., & Morrison, K. (2011). *Making thinking visible: How to promote engagement, understanding, and independence for all learners*. San Francisco, CA: Jossey Bass.

**Course Catalog Description:** This course explores teaching as a profession as it relates to power, responsibilities and opportunities in K-8 learning environments. Assists students in determining whether they possess the desire and skills needed for pursuing teaching as a career. The course includes required experience in various learning environments. *Satisfies general education requirement of intensive writing in the major.*

## **Program Goals Addressed in this Course:**

To provide the student an orientation to a foundational base of knowledge related to education and information regarding the elementary education at OU; to allow the student to make an informed decision about selecting elementary education as a profession.

## **Course Objectives:**

Students will:

- Study, reflect upon, and demonstrate an understanding of a body of knowledge related to issues in education including, but not limited to, the following: perennial issues and emergent issues arising in the education today.
- Consider the role of as well as standards/principles/regulations developed by groups such as the Department of Education; Every Child Succeeds Act; the Interstate New Teacher Assessment and Support Consortium (InTASC); the Michigan Department of Education Standards (MDE); teacher licensure, examinations, certification and requirements.
- Consider issues such as teaching as a profession; what makes a competent teacher; philosophical and psychological ideas and events that have shaped public education; cultural, political and socio-economic realities confronting schools; governance of the schools; ethical and legal issues in education in the United States; teaching diverse learners; addressing learners' individual needs; creating a implementing curriculum; instructional designs; teaching with technology; effective teaching; teachers as educational leaders and professionals; assessment; and relationships with parents and the community.
- Participate actively in the field-school based portion of the course.
- Apply theory related to the content of the course.
- Be a member of our community of learners by developing and forming professional relationships.

## **Conceptual Framework Addressed in this Course:**

- To provide a field-based model for school personnel preparation. Field experiences integrate knowledge of discipline with theoretical and philosophical perspectives and methods of best professional practice.
- To learn the necessity of creating educational environments to meet the needs of diverse populations in order to support learners and their families as well as communities.

## Guiding Questions

**This course will encourage students to consider, discuss, and contemplate the following topics and focus questions. The order in which the topics and focus questions are covered will be varied.**

**What are the functions of schools and schooling in societies and communities?**

- Who is responsible for the education of children and adults?

**What are some perennial issues in education?**

- **Teachers and teaching**
  - Constructing learning opportunities and student engagement
  - Instructional Design
  - Teacher leadership
  - Characteristics of a professional educator
  - Teaching diverse learners
  - Professional collaboration and forming professional relationships
  - Building relationships with parents and the community
  - What does society expect of teachers?
- **Learners and learning: Authentic Instruction for a Community of Learners**
  - How does a teacher create a positive learning environment?
  - Identifying, supporting learners
  - Classroom management
  - Social/cultural context of the learner
  - Teaching with technology
  - Addressing learners' individual needs
- **Learning and Leading in the Twenty-First Century**
  - Deciding what's worth learning
  - Teaching diverse learners
  - What events, ideas and people have shaped education in the United States?
  - How are teachers evaluated?
  - How can schools be described historically?
  - What societal problems affect schools and place children at risk?
  - What professional organizations do teachers belong to?
  - Policy and the learner
- **Curriculum Standards, Assessment, and Student Learning**
  - Standardized/student-centered
  - Standards/defining and assessing achievement
  - Creating and implementing curriculum
  - How do teacher plan for all the learners in the classroom?

**a) How do people learn?**

- Developmental/ environmental theories
- Motivational theories
- What psychological orientations have influenced teaching?
- What role will standards play in your classroom?

**b) What is the profession of teaching in today's changing world?**

- Challenges and satisfactions of teaching
- The community outside the school

**c) The Oakland University Teacher Preparation Programs/ Learning to Teach**

- What essential knowledge do you need to teach?
- What can you learn from observing in classrooms and gain from practical experience?
- What determines an educational philosophy and how do you articulate your philosophy?
- Contexts of schools and non-school systems
- Teacher licensure examinations, certification and requirements
- Standards/principles developed by the Interstate New Teacher Assessment and Support Consortium (InTASC), Michigan Department of Education Standards (MDE); No Child Left Behind: Every Child Achieves Act

**Instruction**

We will co-construct our own "culture of thinking" as we collaborate and engage in a wide variety of learning activities and opportunities. Information will be conveyed using lecture, professional reading, facilitated conversations with practitioners, and Moodle; concepts will be explored and clarified in both large and small group discussion. Projects and classroom experiences have been designed to allow for reflection on the teaching process leading to the construction of knowledge about teaching. Students will be expected to research issues, make observations and report observations, cooperate with others, use decision-making and critical thinking skills, communicate effectively online, orally, and in writing, demonstrate professional behaviors, and participate as an active and responsible member of classroom and school communities of learners. Instruction will be adapted to meet the needs of the all learners.

## **Field Experiences**

This course has mandatory meetings, visits and experiences in educational settings, and active participation in this field-based portion of the course is expected. As a guest in the school for your field portion of the class, OU students are responsible for abiding by all of the rules, regulations, and policies of that school district. In addition, students should be careful not to create interruptions of the learning program for the children and to respect the confidentiality and integrity of all with whom they come in contact. The professional standards expected of a teacher regarding any contact with children are expected of you also. Assignments will be tied to authentic experiences.

## **Professional Demeanor**

You are expected to model the conduct and behavior befitting a professional educator. Your appearance and the manner in which you conduct yourself should be appropriate to the high standards set by previous Oakland students. See the Retention Policy in the Undergraduate Catalog.

## **Participation**

Your participation reflects the degree and quality of your contributions from your readings and other preparations. All students are required to discuss the assigned readings. You will be assessed based upon the quality and frequency of your responses and contributions.

## **Attendance**

Students are expected to attend all classes and participate in the class activities. Due to the complex nature of the class, missing class cannot be replicated. In classroom discussions and other activities, you, as a student, contribute your knowledge to the knowledge of other students and the instructor, as well as shaping the instructor's understanding of what you have learned about what it means to be a teacher. Please notify the instructor by email of the reason for any missed classes. The instructor determines if the absence is excused. One excused absence is allowed for this class. Three unexcused absences may result in a grade of 0.0. Please make arrangements to meet with the instructor for any extenuating circumstances. Unexcused absences will result in a loss of 20 points per missed class. Tardiness and early departures will result in a loss of 10 points per class. The quality of the discussion and activities is dependent on all of our participation.

Assignment	Description	Points	Due Date
Entry Essay- Defining Beliefs	3 pages/1000 words	25	9/17
Field Reflections (3)	Summaries written and shared in class based on field notes from actual/virtual visits; 2 written, one video ("vlog" style)	205	12/10
Teachers and Teaching	"This I Believe" Studio Series- Reflective response to interviews with professionals practicing in the field	200	12/3
Learners and Learning	See/Think/Wonder Based on observations of child/small group.	100	11/12
Creating Classroom Cultures that Support and Promote Student Thinking	Using Thinking Routine(s) in partnership with classroom teacher during your field placement	70	11/19
Reflective Essay – Putting Myself into their Shoes.... The Skills of Sharing/Knowing Myself as a Learner	Teaching a skill to peers in EED 2000/2001 Reflective essay: Learning Style	100	10/22
"I Used to Think/Now I Think" Reflective Essay	Guiding Questions essay	150	12/10
A World of Learning Opportunities	A study of the resources available within the region; research, visit/investigation, and presentation of your findings to your colleagues.	50	11/26
Culminating Course Project Assignment/Exit Examination	A multimedia presentation of your learning journey: To Teach: an integration of the EED 2000/2001 ideas presented and your own learning/reflections/beliefs	300	12/10
Attendance	See explanation	50	
Participation	Active participation and positive class contribution (Teacher judgment and self -evaluation)	150	
<b>Total Possible Points 1400</b> Main assignments for the class are listed above. Your final grade will equal the total score divided by 300. For example, a total score of 900 is a grade of 3.0  <b>Contact Information: Marcia Hudson    <a href="mailto:mlhudson@oakland.edu">mlhudson@oakland.edu</a>    248-805-7712 (Cell)</b>			

## Assignments

Written work will be evaluated for format, organization, style, grammar, and punctuation as well as content. Students who complete each assignment should not assume that full credit will be given. The quality of the product will be considered during the evaluation process. Quality refers to, but is not limited to the following: Standard English usage, degree of professional insight, neatness, manner of presentation, and timelines.

All assignments should be typed in 12-point font and conform to the guidelines of the APA manual.

## Evaluation

**Performance Assessment:** Assignments and the criteria for evaluating each assignment will be discussed during class sessions.

### New Grading Scale

Beginning Fall 2018, Oakland University will switch from a numeric to a letter grade system. GPAs will be computed on a four-point scale:

Grade	Honor Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	0.0

All assignments will be given with detailed directions as well as the criteria for grading. Grades for assignments will include the following:

- A. Field experience: anecdotal log, student reflections of classroom observations, completion of a personal Professional Behavior Assessment, as well as completion of a Common EED 2000-2001 Field Placement Assignment.
- B. Class on campus: attendance, engagement and preparation on campus, quality assignments and professional behavior.
- C. Group and Individual: research, cooperative professional behavior and communication, attendance at group meetings, oral presentation/ instruction.
- D. Technology: Moodle online forums and communication, research, completed on time extended learning opportunities (posts and replies) as well as required assignments.
- E. Teaching philosophy essay.
- F. Culminating Course Project Assignment.

NOTE: A-G above includes a number of individual assignments. Each individual assignment will be given point values.

**Methods of Evaluation:** Class attendance, class participation as assessed by self/team/instructor, coming to class prepared, competence online, completing all assignments in a thoughtful scholarly manner, and successful completion of the field experience.

You will:

- Develop a personal philosophy of learning and teaching and a knowledge of your discipline;
- Value and work effectively with individuals from diverse cultures and with differing abilities or exceptionalities;
- Be committed to the success of your students and possess the necessary technical tools and strategies to design effective, inclusive learning environments including gender and equity issues;
- Have a desire and commitment to continue your personal and professional growth and to make on-going contributions to your profession;
- Aspire to become a skilled practitioner/researcher and make contributions to the knowledge base of your discipline.

It is my role to assist you as you learn about becoming a professional educator. You are welcome to see me regarding any aspect of the class. I will meet with students without an appointment before or after class as well as during breaks if possible.

**The best way to communicate with me is online: [mlhudson@oakland.edu](mailto:mlhudson@oakland.edu).**

**Please also feel free to call me; 248-805-7712. Thank you!**

## **Academic Conduct Policy**

Students are expected to submit assignments that conform to University policies governing dishonesty and misconduct (see the "Academic Conduct Policy" in the Undergraduate Catalog) Academic Honesty: Cheating and plagiarism are considered serious at Oakland University. All allegations of academic misconduct will be reported to the Dean of Students and, thereafter, to the Academic Conduct Committee for adjudication. Anyone found responsible of cheating in this course will receive a course grade of 0.0, in addition to any penalty assigned by the Academic Conduct Committee. Please refer to the 2012-2013 Oakland University Undergraduate Catalog to read the full Academic Conduct Policy.



## **Instructional Accommodation**

Students who have learning, psychological, and/or physical disabilities may be eligible for accommodations that provide equal access to educational programs and activities at Oakland University. Students should notify the instructor early in the semester with a Faculty Notification Letter from the Office of Disability Support Services (DSS) regarding accommodation requests. Eligibility for services can be discussed by contacting DSS at 248-370-3266, room 103A North Foundation Hall.

## **Course Evaluations**

At the end of the semester, course evaluations can be completed confidentially by going to <https://www.oakland.edu/evals> and entering your Grizzly ID number and password. You will be asked to rate the course and the instructor on 21 items. Written comments are also encouraged. A summary of the results is not available to the professor until after final grades have been submitted. Your feedback is taken seriously, and you are encouraged to be honest in your evaluations. Your participation is greatly appreciated.

## **DROP DATE INFORMATION:**

The last day to drop this class with 100% tuition refunds can be found under "Important Dates at" <http://www2.oakland.edu/registrar>

## **BIBLIOGRAPHY**

Ayers, W. 2010) *To Teach: the journey, in comics*. New York: Teachers College Press.

Banks, J.A. (1999). *An introduction to multicultural education*. ( 2<sup>nd</sup> ed.) Boston: Allyn and Bacon.

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Covey, S., (1998). *The seven habits of highly effective people*. NY: Simon & Schuster.

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Glasser, W.R., & Dotson, K.L. (1998). *Choice theory in the classroom*. New York. Harper Perennial.

Jensen, E., (1998). *Teaching with the brain in mind*. VA: Association for Supervision and Curriculum Development.

Kagan, S., (1994). *Cooperative learning*. CA: Resources for Teachers Inc.

Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, Va: Association for Supervision and Curriculum Development.

Nieto, S. (2004) *Affirming diversity, the sociopolitical context of multicultural education* (4<sup>th</sup> ed.) Boston, MA: Allyn & Bacon.

Parkay, F.W., & Stanford, H.B. (2007). *Becoming a teacher* (7<sup>th</sup> ed.). MA: Allyn & Bacon.

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**Council Of Chief State School Officers. (2013, April) Interstate Teacher Assessment and Support Consortium InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development. Washington, DC: Author**