

## Syllabus for

SED 3000/3001 (CRN#40234/43331)

: Introduction to Secondary Education

Oakland University

2018 Fall Semester : Monday 5:30 pm – 8:50 pm : 360 Pawley Hall

### Instructor:

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### Office Hours:

Monday 12:00 – 4:00  
Wednesday 10:00 – 12:00  
Or online, or by appointment

*I'm happy to meet with you!*

### Course Overview

This course serves as an introduction to secondary education and how learning, teaching and schools are considered in the United States. This course meets the requirements of an Oakland University Writing Intensive in General Education ([WIGE](#)) course.

### Course Assignments, Grading and Participation

Because this class is a required component of the Secondary Teacher Education Program (STEP) and is therefore part of the professional preparation for teaching you are expected to meet a higher standard than is perhaps expected in other courses in the university. Specifically, you are expected to complete *all* assignments, to actively participate in *all* course discussions both during class sessions and in online formats, to challenge yourself to do your best and ultimately be the type of learner you would want students in schools to be. Additionally, as a student in a school-based field placement you are also viewed as a **representative** of Oakland University and you should therefore adhere to standards of a professional educator. A Secondary Teacher Education Program Concerns Report will be filed if attendance, tardiness, professionalism, or other issues become problems. Failure to successfully complete the course field component may result in an overall 0.0 grade for the course.

In addition this course is designed to address core competency professional education standards for teaching. These standards are called InTASC standards and this course will begin attention to a number of them to include:

Standard #1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

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Standard #2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

These standards will guide our work together and we will use the ideas here to help us make progress toward being professionally prepared to teach. Because this is an introduction to secondary education, we will not aim to demonstrate mastery of these standards. Instead, we will make progress on these standards and specific assignments will target this developmental process.

### **Attendance Policy**

Attendance matters. It matters to me as your instructor and it matters to your peers who count on your support and feedback. Teacher candidates must generally be present and on time for professional commitments, including classes and field experiences. Teacher candidates must communicate with their instructor and their school/field placement mentor about any absences. Absences for which you have not pre-notified me or absences that we discuss together after the fact but cannot accept as valid become “unreasonable” absences. **All absences will have a negative impact on your grade (-3 percentage points), and more than two** unreasonable absences may result in a 0.0 grade for the course.

If you know you are going to miss a class, talk with me prior to that time. Help me understand why the absence is necessary. Also, make a plan to get the information from that class. If an emergency occurs, try to call me at the phone numbers above and leave a voice mail message. In any event, try to communicate with me at your earliest convenience.

### **Academic Integrity**

I expect each of you to produce your own work that represents your own thinking. That does not mean that you cannot, or should not, speak to other people about assignments. You can and **should** discuss your work with others – your own thinking **improves** through interaction with others and their ideas. Also, there is much information available on the Internet that I expect you to make use of. This does mean, however, that you distinguish the ideas and words of others and your own. Use appropriate citation. Failure to uphold these standards may result in a 0.0 grade for the course.

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“All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one’s work honestly. Misrepresentation is cheating since it means the student is claiming credit for ideas or work not actually his or her own and is thereby seeking a grade that is not actually earned. All academic misconduct allegations are forwarded to the Dean of Students Office and adhere to the student judicial system.”

Oakland’s academic code of conduct is posted online: <https://www.oakland.edu/deanofstudents/student-code-of-conduct/core-standards-and-behavioral-expectations/>

## Course Readings and Materials

### • **Required Texts & Memberships:**

(1) Oakes, J., Lipton, M., Anderson, L., & Stillman, J. (2018). *Teaching to Change the World*. 5<sup>th</sup> Edition. Routledge. ISBN-10: 1138569364

(2) Additionally, there will be two other “trade books” that will be selected during the semester as the bases for group reading/presentations. You are encouraged to purchase these used **or borrow** from a (university **or** public) library, and so forth.

**Text excerpts available on Moodle / via handout / online (article-length readings to be augmented over the term):**

Duckworth, E. (2006). *The having of wonderful ideas & other essays on teaching & learning*. New York: Teachers College Press. (Excerpt)

Dweck, C. (2006). *Brainology & Various Readings* provided electronically or in class handout.

National Research Council (2005). *How students learn: History, mathematics, and science in the classroom*. Available on-line at: [http://www.nap.edu/catalog.php?record\\_id=10126](http://www.nap.edu/catalog.php?record_id=10126)

Weinstein, C. (2003). *Secondary classroom management: Lessons from research and practice* (Second edition). New York: McGraw-Hill College. (Excerpts)

## Assignments and Grades

Assignments are listed below. Complete descriptions and specifications will be provided at least a week in advance and discussed as we move through the term. The following total 100%:

- 5% Metaphor for Teaching Essay
- 5% Motivation and Mindsets Essay
- 5% Equity in Education Project & Essay
- 5% Professional Behaviors Assessment/Analysis
- 10% Synthesis Project
- 15% High-Leverage Teaching Practice (HLTP)
- 15% Participation (including in-class activities, readings, and online forums)
- 20% Book group work & presentations (2)
- 20% *Field Placement* logs and placement performance

The % grading scale will be as follows:

93.0 - 100.0	A
90.0 - 92.9	A-
87.0 - 89.9	B+
83.0 - 86.7	B
80.0 - 82.9	B-
77.0 - 79.9	C+
73.0 - 76.9	C
70.0 - 72.9	C-
69.9 and below	F

Your grade depends on your performance in in-class / out-of-class assignments and activities. Additionally, your work in class and in your placement must meet professional expectations for appropriate interactions with classmates, students and teachers.

**Course Outline** (subject to revision)

<b>Date:</b>	<b>Topic:</b>	<b>Reading to be done:</b>	<b>Assignment Due:</b>
<b>9/10</b>	Welcome to class	none	Welcome Sheet.
<b>9/17</b>	Developing powerful views on learning  Teaching for more than Traxoline	Introduction: <i>How Students Learn</i> (moodled)	Capturing HSL Introduction's argument. Metaphor for Teaching Essay.
<b>9/24</b>	Looking at Learning & Motivation	Dweck (moodled)	Online discussion forums
<b>10/1</b>	Managing Classrooms	Weinstein	Online discussion forums
<b>10/8</b>	Who are American Students?	Teaching to Change World ch 1	Motivation Essay
<b>10/15</b>	Contexts for learning in schools	TBD	HLTP #1 Online discussion forums
<b>10/22</b>	Teaching for understanding	Teaching to Change World selected from ch 2-3 Selection of Book group #2	Book group Presentation #1
<b>10/29</b>	Teaching all students: equity, differentiation, democracy	Teaching to Change World ch 4 & 2 <sup>nd</sup> book group book	Online discussion forums
<b>11/5</b>	Teaching Subject Matter	Teaching to Change World, ch 5	HLTP #2
<b>11/12</b>	How Teaching Matters	2 <sup>nd</sup> book group book	Online discussion forums & Professional Behaviors Assessment/Analysis
<b>11/19</b>	Educational Reform I	Teaching to Change World ch 6	Equity in Education Project/Essay & Book group 2 work
<b>11/26</b>	Standards & Assessment I	Teaching to Change World ch 7	Online discussion forums HLTP #3 Synthesis Draft, Due
<b>12/3</b>	Standards & Assessment II	tbd (to be moodled)	
<b>12/10</b>	Final presentations: per OU finals schedule TBD		Book group Presentation #2 & Synthesis Project

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