

**OAKLAND UNIVERSITY**  
**SCHOOL OF EDUCATION AND HUMAN SERVICES**  
**TEACHER DEVELOPMENT AND EDUCATIONAL STUDIES**

**Winter 2018 COURSE SYLLABUS**  
**EED101/SED101 - Tuesday 12:00 – 12:50; 1:00 – 1:50**

1. **COURSE:** Careers in Teaching and Learning; 1 credit hour; Teacher Development and Educational Studies (Room: Pawley Hall 150)
2. **CATALOGUE DESCRIPTION:** An introduction to programs and opportunities for students considering teaching as a career. Career information, professional pathways for teachers, diversity in education, and examination of the profession of teaching are major course topics. Successful course completion grants eligibility for enrollment in EED 313 or SED 301.
3. **DROP DATE INFORMATION:** The last day to drop this class with 100% tuition refunds can be found under “Important Semester Dates” at <http://www.oakland.edu/important-dates>. For this term, the final drop date is Jan. 17, 2018.
4. **COURSE EVALUATION:** Course evaluations are available approximately 2 weeks prior to the final day of classes at <http://www.oakland.edu/evals>. The last day of class is the last day to complete the evaluation. Please take the time to complete your course evaluation as this information is important to instructors and to the overall teacher education program.
5. **AUTHORIZED INSTRUCTOR: Instructors approved by the Department of Teacher Development and Educational Studies**

**Anthony Tuf Francis, Ph.D.**

OFFICE: 470 E Pawley Hall

OFFICE HOURS: Wednesday 1:00-3:00 Also, by appointment. Email anytime. I will usually respond within 1-2 hours (24 hours maximum).

PHONE: (248) 370-2491

FAX: (248) 370-2639

e-mail: akfranci@oakland.edu

6. **PREREQUISITES:** N/A
7. **REQUIRED TEXTBOOKS OR READINGS:**

All course material posted on <https://moodle.oakland.edu/moodle/login/index.php> for this course.

Council of Chief State School Officers. (2011). InTASC model core teaching standards: A resource for state dialogue. Retrieved February 10, 2015 from

[http://www.ccsso.org/Resources/Publications/InTASC\\_Model\\_Core\\_Teaching\\_Standards\\_A\\_Resource\\_for\\_State\\_Dialogue\\_%28April\\_2011%29.html](http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html)

State of Michigan. (2015). Michigan Department of Education: Michigan academic standards. Retrieved February 10, 2015 from [http://www.michigan.gov/mde/0,4615,7-140-28753\\_64839\\_65510---,00.html](http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html)

National Governors Association Center for Best Practices and the Council of Chief State School Officers. (2010). Common Core State Standards. Retrieved February 13, 2015 from

<http://www.corestandards.org/read-the-standards/>

**8. LEARNING GOALS FOR CANDIDATE PERFORMANCE:** As a point of clarity, this course will meet these learning goals at an awareness level. In other words, this course introduces concepts that later education courses will build upon.

1. Learning Differences (InTASC 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.
2. Learning Environments (InTASC 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.
3. Professional Learning and Ethical Practice (InTASC Standard 9). The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
4. Leadership and Collaboration (InTASC Standard 10). The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**9. COURSE TOPICS:** See attached course outline.

**10. FIELD EXPERIENCE:** Students will complete a field assignment that involves exploring an educational program at a local school or informal education setting. For this semester, you will be compiling questions for an interview with an influential teacher in your life. You will interview that teacher and put together a paper using evidence directly from the interview data. More details to come.

**11. METHODS OF INSTRUCTION:** This course requires the active participation of students and access to computer technology that allows for connection to the Internet and use of Moodle as a primary means of course delivery. Methods of instruction include: whole class discussions; special guest and/or panel presentations; response to required readings; viewing video productions and media presentations; written and posted discussion of readings and class topics; reflective writing; collaborative/cooperative learning.

**12. PERFORMANCE ASSESSMENT:**

- a. Most assignments will be uploaded on Moodle rather than turned in as a hard copy. Formal assignments should be double-spaced and use a typical font size (e.g., 12 point).
- b. Students are encouraged to contact the instructor and/or arrange to meet with the instructor for help and feedback on assignments when necessary. For each assignment, spelling, grammar, organization, and clarity of written work are evaluated.
- c. Assignments are due (uploaded or online) on their due date by the specified time. Assignments turned past the due date/time will be accepted for reduced credit.
- d. All assignments are expected to be the individual student's original work and writing. Any quoted material should appear in quotations and be properly referenced with page numbers (APA style). This means that work from other students should also be referenced (e.g., lessons from Conceptual Change Units found in the ERL). Paraphrased material should be referenced using APA style. Students are strongly encouraged to complete the online [Plagiarism Tutorial](#) found on the [KresgeLibrary](#) website. All allegations of academic misconduct will be reported to the Dean of Students and, thereafter, to the Academic Conduct Committee for adjudication. Anyone found guilty of cheating in this course may receive a course grade of 0.0, in addition to any penalty assigned by the Academic Conduct Committee. Please refer to the 2014-2015 Oakland

University Undergraduate Catalog to read the full *Academic Conduct Policy* listed under *Other Academic Policies* online at <http://catalog.oakland.edu/content.php?catoid=17&navoid=1145>.

## 5. Class Participation and Meaningful Preparation

You are expected to attend every class and come prepared to participate; and it is your responsibility to make sure you are checked in to every class. While this aspect of responsibility is important for what it signals in terms of professionalism, as potential students of education you are aware that participation and preparation have further, more important implications for a learner's development. Much of our learning will take place through interactions in class. By engaging with each other in discussions, explanations, critiques, and clarifications we contribute to our own and each other's understandings. The richness of this learning community is something to which we all have the responsibility to contribute; all of your interactions in class should be responsible, timely, thoughtful, and respectful. Participation is not limited to how often you talk or raise questions in class, it also reflects the thoughtfulness of your contributions, as well as being an *active listener* – tuned in and respectful of others' comments and questions. Meaningful class participation is an important aspect of your final grade. You may be asked to self-assess your participation during the semester. Teacher candidates must communicate with their instructor and their field placement mentor about any absences.

For each absence in the class, you will lose a portion of the “class participation” grade (approximately 2 points per absence). Absences for which you have not pre-notified me or absences that we discuss together after the fact but cannot accept as valid become “unacceptable” absences. Unacceptable absences will have a larger negative impact on your grade, two unacceptable absences can result in a 0.0 grade for the course. In addition, three absences (with acceptable excuses or not) from the class can significantly lower your grade and even cause you to receive no credit for the course. Finally, multiple instances of lateness to class can also significantly lower your grade. 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. You alone are responsible for all content/assignments for the classes that you miss. If an emergency occurs, try to call me at the phone numbers above and leave a voice mail message. In any event, communicate with me as soon as possible.

Important - Use of cell phones, laptops, or any other electronic device during class for entertainment purposes can negatively affect your grade. Please be professional and respectful to your peers and instructors when using technology in class.

## 13. COURSE REQUIREMENTS AND GRADING:

### Completion of Weekly Agenda Items:

Readings, Reading Responses, Online Activities, Discussion Postings	45
<b>Why Teach? I</b> (Initial written assignment)	5
<b>Field Assignment</b>	10
<b>Why Teach? II</b> (Final written assignment)	20
<b>Class Participation and Attendance</b>	20
<b>TOTAL</b>	<b>100</b>

**GRADING SCALE**

<u><b>Grade</b></u>	<u><b>%</b></u>	<u><b>Grade</b></u>	<u><b>%</b></u>	<u><b>Grade</b></u>	<u><b>%</b></u>
<b>4.0</b>	99-100	<b>3.5</b>	89-90	<b>3.0</b>	79-80
<b>3.9</b>	97-98	<b>3.4</b>	87-88	<b>2.9</b>	77-78
<b>3.8</b>	95-96	<b>3.3</b>	85-86	<b>2.8</b>	75-76
<b>3.7</b>	93-94	<b>3.2</b>	83-84	<b>2.7</b>	73-74
<b>3.6</b>	91-92	<b>3.1</b>	81-82	<b>To</b>	<74
				<b>be determined</b>	

**14. REFERENCES:**

Ball, Deborah L. & Forzani, Francesca M. (2009). The work of teaching and the challenge for teacher education. *Journal of Teacher Education*, 60(5), 497-511.

Darling-Hammond, L., Hammerness, K., Grossman, Pamela, Rust, Frances, & Shulman, Lee S. (2005). The design of teacher education programs. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 390-441). San Francisco: Jossey-Bass.

Oakes, Jeannie, Lipton, Martin, Anderson, Lauren, & Stillman, Jamy. (2012). *Teaching to change the world, 4th edition*. Boulder, CO: Paradigm Publishers.

Shulman, Lee S. (1987). Knowledge and Teaching: Foundations of the New Reform. *Harvard Educational Review*, 57(1), 1-22.

**EED 101 / SED 101 TENTATIVE COURSE TIMELINE  
Fall 2017**

\* **NOTE:** September 19, 2017 is the last day to drop classes and receive a full refund.

<b>Session</b>	<b>Date</b>	<b>Module</b>	<b>Topic/ Driving Question</b>
<b>1</b>	January 9 <sup>th</sup>	Introduction	<b>Why Teach?</b>
<b>2</b>	January 16 <sup>th</sup>	I. Career Information and Career Paths	<b>How do I become a teacher?</b> Program entrance exams, programs at OU, salaries, job availability
<b>3</b>	January 23 <sup>rd</sup>	I. Career Information and Career Paths	<b>What tracks are possible?</b> Teaching, administration, higher education, specialists (reading, art, etc.), non-traditional pathways

4	January 30 <sup>th</sup>	I. Career Information and Career Paths	<b>What age should I choose?</b> Secondary vs. Elementary and job availability
5	February 6 <sup>th</sup>	ONLINE CLASS	ONLINE CLASS
5	February 13 <sup>th</sup>	I. Career Information and Career Paths	<b>What does it mean to teach content?</b> The content disciplines (subject areas) and job availability: English and Social Studies
<h1>WINTER BREAK</h1>			
6	February 27 <sup>th</sup>	I. Career Information and Career Paths	<b>What does it mean to teach content?</b> The content disciplines (subject areas) and job availability: Science and math
6	March 6 <sup>th</sup>	II. Teaching as a Profession	<b>What does it mean to be a professional?</b> Professional learning and using evidence to evaluate our own practice.
7	March 13 <sup>th</sup>	II. Teaching as a Profession	<b>What is ethical practice in teaching?</b> The effects of a teacher's choices on others (learner, families, and the community)
8	March 20 <sup>th</sup>	II. Teaching as a Profession	<b>How do we assess teacher effectiveness?</b> Standards of Teaching and Learning
9	March 27 <sup>th</sup>	III. Learning and the Learner	<b>What are standards for student learning?</b> How have standards changed?
10	April 3 <sup>rd</sup>	III. Learning and the Learner	<b>What are standards for student learning?</b> Where are standards going?

<b>12</b>	April 10 <sup>th</sup>	Conclusion and presentations	<b>So...Why Teach?</b>
<b>13</b>	April 17 <sup>th</sup>	ONLINE CLASS	<b>ONLINE CLASS</b>