

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

EED 2000: Exploring Teaching: Responsibilities, and Opportunities in Education
3 credits, Winter 2018

EED 2001: Advanced Exploration of Public School Teaching K-8

Class Time/Location:
Thursday: 5:00-7:30 MUC

Office Hours:
By appointment

Instructor:
Jeanne VanLaan
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Class Texts:

Ayers, B. (2010). *To teach*. New York: NY. The Teacher's College Press.

Kohl, H. (2003). *Stupidity and tears*. New York: NY. The New Press

Articles:

Anyon, J. (1980). Social class and the hidden curriculum of work. *Journal of Education*, 162(1), 7-92.

Delpit, L. (1998). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, 58(3), 280-298.

Dewey, J. (1929). My pedagogical creed. *Journal of the American Educational Association*. 18(9), 291-295.

Eisner, E. What does it mean to say a school is doing well? *Phi Delta Kappan*. 82(5), 367-372.

Jackson, P. (1990). *Life in classrooms*. New York: NY. Teacher's College Press.

Lareau, A. (1987). Social class differences in family-school relationships: The importance of cultural capital. *Sociology of Education*, 60(April), 73-85.

Noddings, N. (2005). What does it mean to educate the whole child? *Educational Leadership*. 63(1), 8-13.

Course Description:

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. Includes required experiences in various learning environments.

Course Content Information:

During this semester we will examine the multiple relationships and complexities surrounding public schools. This examination will include analyzing notions of curriculum development and instructional practice as it relates to the experiences of both teachers and students. Additionally, a focus on the responsibilities and opportunities of public school teachers in relation to the daily experience of students and the implications of school experiences when considering the promise of school as the great equalizer.

Assignments:

Weekly writing assignments are required. In your writing you are asked to reflect upon the assigned reading as it relates to your school experience, or the school experience of those you know, and what you observe and participate in during your field experience that can be connected to the course assigned reading selections. Weekly writing assignments should be a minimum of two typed and double-spaced pages and APA format is required. There is no maximum length for your weekly writing assignment.

Student Presentations:

You will be working in groups of two to research and present information about the topic you selected from the list provided. The expectations for presentations are:

- 20 minutes long
- independent reading/research required in the topic of your choice
- visual, auditory, kinesthetic and interactive components to presentation
- lesson plan is optional

This is an opportunity for you to practice your teaching in a safe and supportive environment. Be clear in your understanding that you will be teaching others about the importance of having a working knowledge base of your topic.

Final Reflection Paper:

In this paper you are asked to analyze your learning in the course as it relates to your development and future as a public school teacher. What are your responsibilities as a public school teacher? How has what you've learned through reading, writing, field observation/participation, and class discussion helped you navigate the world of teaching and learning? Use our course readings, independent reading, and your own experience to mold together a cohesive piece that clearly articulates your current understanding of the teaching profession and how your ideas relate to a specific educational theory discussed in class.

For all writing in this course you are required to use APA format. Your Final Reflection Paper must be double-spaced and typed in 12-point font. A length of 4-5 pages is required.

All 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 and depth of your writing will be considered during the evaluation process. Both quality and depth refer to, but are not limited to the following: Standard English usage, degree of insight, manner of presentation, and timeliness.

Class Discussion/Participation:

Students are encouraged to engage in an open and honest dialogue about course readings and the numerous issues facing public schools. Issues covered in course readings and discussion will include the following **Guiding Questions:**

- 1.) What does it mean to teach?
- 2.) What does it mean to learn?
- 3.) Which theories of education do you hold the most affinity to?
- 4.) How might curriculum as a biography/autobiography serve to help your development as a professional educator?
- 5.) How do you know when a school is extraordinary?

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.

Attendance

Students are expected to attend all classes and participate in the class discussions. 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. We will all miss your active participation. Please notify the instructor by e-mail 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 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.

Grading:

Grading for this course will be determined on the following scale:

Assignment	Points
Weekly Writing – 12 Total	5 Points Each-60 Total
Student Presentation	50 Points
Final Reflective Paper	50 Points
Class Discussion/Participation	3 Points-40 Total (1 EC)
Total Possible Points	200

You will do well in this course if you are:

- Prepared for class by doing the reading in advance
- Ready to discuss the reading and the content of your weekly assignments
- Attend to writing with an emphasis on synthesizing and analyzing your learning with the assigned reading and your experiences

Your final grade will equal the total score (x 2) divided by 100. For example, a total score of 300 is a grade of 3.0

Field Experiences

This course has a mandatory field placement experience.

Professional Demeanor

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

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 2017-2018 Oakland University Undergraduate Catalog to read the full Academic Conduct Policy.

Course Outline

Meeting Date	Reading	Assignment Due	Assignment Points	Att/Part
January 7th	First Class			
January 14th	Jackson “The Daily Grind” Ayers: Introduction-1	Bi-Weekly Moodle	5 Each	3
January 21st	Ayers: 2-3 Dewey: “My Pedagogical Creed”	Moodle	5	3
January 28th	Ayers: 4-5	Bi-Weekly	5	3
February 4th	Ayers: 5-6 Eisner: “What Does it Mean When a School is Doing Well?”	Moodle	5	3
February 11th	Ayers: 7-8	Bi-Weekly	5	3
February 18th	Ayers: Oregon talk	Paper and Presentation	50	3
March 3rd	Kohl: 1 Anyon: “Social Class and the Hidden Curriculum of Work”	Moodle	5	3
March 10th	Kohl: 2	Bi-Weekly	5	3
March 17th	Kohl: 3 Delpit: “The Silenced Dialogue: Power and Pedagogy in Educating Other People’s Children”	Moodle	5	3
March 24th	Kohl: 4 Kozol	Bi-Weekly	5	3
March 31st	Kohl: 5 Nell Noddings: “The Aims of Education”	Moodle	5	3
April 7th	Ravitch at Duke	Bi-Weekly	5	3
April 14th	The Hobart Shakespeareans	Paper and Presentation	50	3

