OAKLAND UNIVERSITY
School of Education and Human Services
Department of Teacher Development and Educational Services

EST2000 CRN11834
Exploring K-8 Teaching: Power, Responsibility, and Opportunities in Education
EST2001
Advanced Exploration in K-8 Teaching

Winter 2018

CATALOG 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. The course includes required experiences in various learning environments. EED2000 satisfies the OU general education requirement for intensive writing in the major.

DROP DATE INFORMATION
The last day to drop this class with 100% tuition refunds can be found on the Registrar's web page under calendar and important dates at http://www.oakland.edu/important-dates?tab=22460.

COURSE EVALUATION
Course evaluations are available approximately two weeks prior to the final day of classes at http://www.oakland.edu/evals. You can access all your course evaluations by entering your Grizzly ID number and password.

INSTRUCTOR: **Carolyn O'Mahony**
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Office Hours: By appointment

Course Prerequisites: 3.0 GPA in WRT1060

REQUIRED MATERIALS
Please purchase as soon as possible. Articles will be posted onto Moodle.

Frank, C. (1999). *Ethnographic eyes: A teacher's guide to classroom observation.* Portsmouth, NH: Heineman. ISBN 0-325002001-0

Johnson, J.A., Dupuis, V.L., Musial, D., Hall, G.E., & Gollnick, D.M. (2003). *Essentials of American education.* Boston MA: Pearson Education. ISBN 0-205-34986-2

Oakes, J., & Lipton, M. (2007). *Teaching to change the world. (*3rd ed.). Boston, MA: McGraw Hill. ISBN 13-9780072982008

INTRODUCTION

During this semester we will examine the multiple relationships and complexities in and surrounding schools. This examination will include analyzing notions of curriculum development and instructional practice as it relates to the experiences of adults and children in schools. Additionally, a focus on the responsibilities and opportunities of 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.

TOPICS

- The Oakland University Teacher Preparation Program
- The functions of schooling in societies and communities
- Historical foundations of American education
- Philosophies of education
- Recent trends in education
- Organizing and paying for schools
- School-based professionals: identities and expectations
- Curriculum: deciding what's worth learning
- Teaching in today's world for a shared tomorrow

STANDARDS

Interstate Teacher Assessment and Support Consortium (InTASC) Standard #3: Learning Environments

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 #9: Professional Learning and Ethical Practice

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.

INSTRUCTION

In class a variety of learning activities are used. Information will be conveyed using lecture, concepts will be clarified in both large and small group discussion. Projects have been designed to allow for reflection on the teaching process leading to the construction of knowledge about teaching. Instruction will be adapted to meet the needs of the students in this class.

ASSESSMENT

<u>Participation</u>

Students gain the maximum benefit from this course by not only engaging in the hands-on learning activities provided, but also by sharing ideas, experiences and resources **in a timely fashion**. So, for instance, post responses to Session 1 and preparation for Session 2 prior to Session 2 to earn full points for Session 1. Posting well after a session does not contribute to the online conversation – so is acceptable only when you are in dire circumstances. In that instance you may post the work late.

You may propose, via an email to the instructor, up to two 5-point independent projects to be taken for extra credit (up to ten points). The instructor will respond to that email to confirm that the project is acceptable to be presented for extra credit.

Online behavior should demonstrate professional conduct and courtesy. E-mails should be equated with professional communications, not texting to friends. There should be a greeting and a closing with your name, between which you write your message.

Online sessions can be challenging for students who do not put aside time to work on each session. It is very difficult to catch up once you get behind. If something unexpected happens that stops you from posting in a timely way, contact the instructor. A student falling more than three sessions behind without written permission from the instructor **may** be administratively dropped from the course.

ASSESSMENT

Detailed rationales, guidelines and assessment rubrics for each assignment are on Moodle. Consistent with a professional preparation program, all assignments are to be submitted online on dates as noted in the course schedule.

Weekly Tasks and Final Test (120 points)

Prior to each session students are expected to have completed a preparatory activity on Moodle which will always involve some writing. These twelve tasks and the session activities will target concepts that K-8 pre-service teachers should understand.

Students must: be actively involved in course experiences, integrate understandings from assigned readings, and ask questions when concepts are not adequately understood. Students will also be responsible for learning content and vocabulary used in the course.

FIELD EXPERIENCES

Many assignments and tasks will be tied to actual and virtual experiences.

Assignment	Description	Points
Weekly thinking	Weekly session tasks (best 10 of 12)	100
Investigating Schools and Schooling	A multimedia comparison of school settings	50
Field-based Tasks	EED2001 activities	100
Teachers and Teaching	Interviewing teachers and writing about your learning: undertaken with a partner	50
The Skills of Sharing	Teaching a skill to peers in EED2000	50
Learners and Learning	Considering how students act and what they produce: undertaken in a small group.	50
Exit Assignment	A multimedia presentation of your learning of key ideas in EED2000	50
Attendance	See explanation.	
	Total possible points	**450**

GRADING SCALE

%	99+	97+	95+	93+	91+	89+	87+	85+	83+	81+	79+	77+	75+	74
Grade	4.0	3.9	3.8	3.7	3.6	3.5	3.4	3.3	3.2	3.1	3.0	2.9	2.8	2.7

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 guilty 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 20010-2011 Oakland University Undergraduate Catalog to read the full Academic Conduct Policy

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 compensated. In classroom discussions and other activities, students themselves, contribute their knowledge to other students' and the instructor's understandings. 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.

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.

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.

Assignments
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, neatness, manner of presentation, degree of professional insight, and timeliness.

Please type all assignments in 12-point font and conform to the guidelines of the APA manual.

REFERENCES

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Kozol, J. (1991). *Savage Inequalities: Children in America's schools.* New York: NY. Harper Perennial.
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