

**Oakland University School of Education and Human Services Department of
Teacher Development and Educational Studies**

COURSE TITLE AND NUMBER: EED 2000 and 20001

EED 2000 -Exploring K-8 Teaching: Responsibilities
and Opportunities (EED 20001) Advanced K-8
opportunities and responsibilities

Fall 2017
163 Pawley Hall
MONDAYS 8:00-10:30 a.m.

HOURS OF CREDIT: Three (3) or Two SEMESTER HOURS

INSTRUCTOR: Tony Kruzman, Instructor
Kruzman@Oakland.edu
tonykruzman1@hotmail.com
Cell: 248-804-0019

REQUIRED TEXTS: NONE: Professor will provide necessary
materials

Course Catalog Description: **Exposes prospective elementary education majors to an overview of practical issues, theoretical foundations and professional standards. This course assists students in determining whether they possess the desire and prerequisite skills needed for pursuing teaching as a career, including interpersonal, and intrapersonal communication skills such as reading, writing, speaking and listening. Includes required field experience. Satisfies the university general education requirement of intensive writing in the major.**

Program Goals Addressed in This Course:

- To provide the student with a base of knowledge related to education and information regarding the elementary education program at OU; to allow the student to make an informed decision about selecting elementary education as a profession.
- To provide the Department of Teacher Development and Educational Studies with information about the student to assist in the program admission process.

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 insure student and faculty communication using computers and develop skills using technology as well as **Moodle & Livetext** for educational applications.

To e-mail instructor and other classmates, download forms related to elementary education at the web site <http://www.oakland.edu/sehs> to print out the materials needed for their field assignment and course paperwork.

To learn the necessity of creating environments to meet the needs of diverse populations and support those learners.

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: standards/principles that were developed by the Interstate New Teacher Assessment and Support Consortium (INTASC); Michigan Department of Education Standards (MDE); teaching as a profession; what makes a competent teacher; philosophical and psychological ideas and events that have shaped public education; social 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 community of learners; developing and 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 **Course Requirements:** Successful completion of the field experience. Successful completion of assignments that demonstrate the student's ability to engage in learning situations by completing individual and team assignments while using a variety of learning skills. **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, participate as an active and responsible member of our classroom community of learners.**

Methods of Instruction: This course requires the active participation of students who are ultimately responsible for their own learning. Students in this class will become a community of learners and teachers engaged in the study of education as a profession in order to make the personal decision regarding their own intention of becoming an educator. In order to do the former, students will study, discuss and research issues, cooperate in learning/teaching teams, provide assistance to other students, demonstrate the ability to use technology, complete all readings and assignments. The instructor will facilitate this process by providing a core curriculum knowledge base, modeling effective instructional techniques, giving feedback, coaching, and assessing each student.

Methods of Evaluation: Class attendance, class participation as assessed by self/team/instructor, coming to class prepared, competence online, mini-teaching presentation, completing all assignments, and successful completion of the field experience.

Performance Assessment:

All instructions for assignments and the criteria for evaluating the assignments will be provided to the student during class sessions. Evaluation specifics: There are a total of 400 points possible in EED 2000 and EED 2001. Earning a total of 400 points achieves a grade of 4.0, 390 points achieves a grade of 3.9, etc. Points are earned as follows:

- A. Field experience: anecdotal log, (50) and cooperating teachers' evaluation of the student(50) =. **(100 points)**
- B. Class: **attendance, participation, preparation, quiz** and/or test, on campus and online class. Students are expected be prepared and assignments are due on the due date. Participation: students are involved and engaged, by sharing their personal ideas, plans, thoughts, and experiences with their classmates. Attendance, preparation and participation are extremely important in this course. **Minus five points for every campus class absence.** Notify the Instructor by e-mail when absent. Contact your buddies if absent to obtain materials from the class missed. If a student is absent three times a medical excuse from a doctor is necessary. **(100 points)**
- A Livetext Assignment (100 points)
- C. Development of a teaching philosophy and resume. (25 points)
- D. Group presentation (75)
- E. There may be, on occasion, extra credit assignments which students may complete to enhance their grade.

The following topics will be covered during the semester. The order in which the topics are presented may vary.

The Teaching Profession and INTASC Standards

Different ways of learning

Teaching your diverse students

Student Life in School and at Home

School Law and Ethics

Schools: Choices and Challenge

Bias---and all its implications for you as a teacher

Becoming a “PROFESSIONAL” Teacher

How to Develop a resume

Dealing with students, administrators, parents and colleagues

How Schools work from inside and outside.

LiveText Syllabi Language:

This course requires a LiveText subscription. LiveText allows you to create and submit course assessments online and allows for long-term storage of projects, documents, and your teaching portfolio. Only one LiveText subscription is needed for the length of your program. Therefore, if you already have purchased LiveText for another course, you need not purchase an additional subscription for this course. If the purchase of LiveText is a hardship for you, please see your instructor. You can find more information at <https://www.oakland.edu/sehs/student-resources/livetext/> and can purchase your five year LiveText license from <https://www.livetext.com/purchase-register-membership/>.

Student roles and Responsibilities:

Students are responsible for attending all scheduled classes, field placements and all assignments. Bring texts to every class session. No final exam will be given for this course. However, you are expected to plan to attend class during the final examination scheduled hours.

As guests in the school for your field portion of the class, OU students are responsible for abiding by all 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.

Students are expected to conform to the "Academic Conduct Policy" stated in the Oakland University Undergraduate Catalog. (<http://www2.oakland.edu/deanofstudents/handbook/acr.cfm>) Please read the full Academic Conduct Policy. Cheating and plagiarism are considered very seriously at Oakland University. All allegations of academic misconduct will be reported to the Dean of Students. 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.

The goal of our professional education program is to develop capable practitioners who will prepare children and adults for multiple roles in an ever-changing, global environment.

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 after class without an appointment. I will be happy to see students before class with an appointment.

I will also meet with students at other times to accommodate personal schedules, an appointment is necessary.

The timeliest way to communicate with me is by email

