

## Department of Teacher Development and Educational Studies

EST 650/6970 Plan of Study Special Studies in Teacher Development and Educational Studies

Catalog Description: Pursues directed readings or independent study of topics related to curriculum and instruction. May be taken more than once for 1 or 2 credits, but no more than a total of 4 credits unless supported by a Petition of Exception.

Time guidelines: For a one-hour course, a student should attend class for one hour per week for 15 weeks. S/He should expect to do two hours of "homework" per week for 15 weeks. For a four-hour course, a student should attend "class" for four hours per week for 15 weeks. S/He should expect to do 8 hours of "homework" per week for 15 weeks.

Student\_\_Lauren Rinke\_\_\_\_\_ Term: Winter, 18

Address: \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_

Email Address: rinke@oakland.edu \_\_\_\_\_

Program/Concentration: MATSE \_\_\_\_\_ Credits: 1 \_\_\_\_\_

Title: Independent Study: Literature on English methods and Teacher Education \_\_\_\_\_

State the outcomes of the independent study or the nature of the readings: Lauren's assignment for the course was to read pieces from two different research strands: English Education and Teacher Education Our efforts were to help Lauren prepare for her methods class and her internship this Fall.

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

**1. Course Number;** EST 650/6970

**Course Title:** Special Studies in Teacher Development and Educational Studies

**Credit Hours:** 1

**Program:** Master of Education in Educational Studies, Masters of Art in Teaching

**2. Catalogue Description:**

Pursues directed readings or independent study of topics related to curriculum, instruction or educational studies.

**3. Authorized Instructor:** Anthony Tuf Francis

**4. Prerequisites:** Admission to M.Ed. in Educational Studies or Permission of the Chair of TDES

**5. Required Readings/Textbook(s):** study.

For English education, Lauren will read:

- Peter Smagorinsky, *Teaching English by Design*
- Jim Burke's, "Teaching by Design"
- Zemelman, Daniels, What do we mean by best practice
- Louise Rosenblatt, *The Reader, the text, the poem*

For teacher education

- Anthony Tuf Francis, Mark Olson, Paul J. Weinberg & Amanda Stearns-Pfeiffer(2018) Not Just for Novices: The Programmatic Impact of Practice-Based Teacher Education, *Action in Teacher Education*, DOI: [10.1080/01626620.2018.1424053](https://doi.org/10.1080/01626620.2018.1424053)
- Ball, D. L., & Forzani, F. M. (2009). The work of teaching and the challenge for teacher education. *Journal of Teacher Education*, 60(5), 497-511.
- Ball, D. L., & Forzani, F. M. (2011). Building a common core for learning to teach. *American Educator*, Summer, 17-21, 38-39.

**6. Learning Goals for Candidate Performance:**

**Knowledge Base:** Candidate will demonstrate knowledge of both English Education and teacher education.

**Performance Excellence:** Candidates will demonstrate the ability to investigate and communicate the findings of both of these strands of research through reading and synthesizing her knowledge.

**Course Topics and Knowledge Base:**

Candidates will explore a variety of English Education and Teacher Education techniques to complete their directed study.

The candidates will understand the context of the topic and be knowledgeable of the seminal works on the topic.

**Methods of Instruction: Directed Reading****Performance Assessment:**

Lauren will submit an annotated bibliography that covers these two strands of research. Additionally, she will submit a synthesis of these materials describing her overall learning.

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Student Xhejni Cuni Term: Winter, 18

Address: \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_

Email Address: xcuni@oakland.edu

Program/Concentration: MATSE Credits: 1

Title: Independent Study: Literature on English methods and Teacher Education \_\_\_\_\_

State the outcomes of the independent study or the nature of the readings: Xhejni's assignment for the course was to read pieces from two different research strands: Curriculum Design and Assessment and Teacher Education Our efforts were to help Xhejni prepare for his methods class and his internship this Fall.

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**7. Course Number;** EST 650/6970

**Course Title:** Special Studies in Teacher Development and Educational Studies

**Credit Hours:** 1

**Program:** Master of Education in Educational Studies, Masters of Art in Teaching

**8. Catalogue Description:**

Pursues directed readings or independent study of topics related to curriculum, instruction or educational studies.

**9. Authorized Instructor:** Anthony Tuf Francis

**10. Prerequisites:** Admission to M.Ed. in Educational Studies or Permission of the Chair of TDES

**11. Required Readings/Textbook(s):** study.

For Curriculum Design and Assessment: Wiggins, Grant, & McTighe, Jay (2005). *Understanding by design*, Expanded 2nd Edition. Alexandria, VA: Association for Supervision and Curriculum Development.

For teacher education

- Anthony Tuf Francis, Mark Olson, Paul J. Weinberg & Amanda Stearns-Pfeiffer(2018) Not Just for Novices: The Programmatic Impact of Practice-Based Teacher Education, *Action in Teacher Education*, DOI: [10.1080/01626620.2018.1424053](https://doi.org/10.1080/01626620.2018.1424053)
- Ball, D. L., & Forzani, F. M. (2009). The work of teaching and the challenge for teacher education. *Journal of Teacher Education*, 60(5), 497-511.
- Ball, D. L., & Forzani, F. M. (2011). Building a common core for learning to teach. *American Educator, Summer*, 17-21, 38-39.

**12. Learning Goals for Candidate Performance:**

**Knowledge Base:** Candidate will demonstrate knowledge of both curriculum design and assessment and teacher education.

**Performance Excellence:** Candidate will demonstrate the ability to investigate and communicate the findings of both of these strands of research through reading and synthesizing his knowledge.

