COURSE SYLLABUS
(*note: subject to change during the semester*)

1. **COURSE:** EST 6970; Special Studies in Teacher Development and Educational Studies

2. **CATALOGUE DESCRIPTION:**
   Pursues directed readings or independent study of topics related to curriculum, instruction or educational studies. May be taken more than once, but for no more than a total of 4 credits.

   Prerequisite(s): Student must be admitted to the M.Ed. in educational studies or have permission of the Chair of the Department of Teacher Development and Educational Studies.

3. **AUTHORIZED INSTRUCTOR:**

   Juan M. Gerardo

   OFFICE: 470 G Pawley Hall
   OFFICE HOURS: by appointment
   PHONE: (248) 370-4641, alternative: 248-923-1615
   e-mail: jmgerardo@oakland.edu, or g3r4rd0.ou@gmail.com

4. **REQUIRED TEXTBOOKS OR READINGS:**

   Common Core State Standards
   http://www.corestandards.org/ELA-Literacy/

   High Leverage Practices
   http://www.teachingworks.org/work-of-teaching/high-leverage-practices

   Equity & Social Justice & Literacy Practices in Content Areas
   TBD

   Professional Documents
   TBD

5. **InTASC (Interstate Teacher Assessment and Support Consortium) Standards**
   (http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

   - *Standard #8 Instructional Strategies*: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

- *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.

- *Standard #10 Leadership and Collaboration*: 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.

6. High-Leverage Teaching Practices (http://www.teachingworks.org/work-of-teaching/high-leverage-practices)

- HLP #12 Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction.
- HLP #19 Analyzing instruction for the purpose of improving it.

7. LEARNING OUTCOMES FOR CANDIDATE PERFORMANCE:

1. Candidates will be research and synthesize research-based and high leverage practices for promoting literacy in content areas to diverse learners. [InTASC 8, 9] [HLP 12, 19]
2. Candidate will research professional opportunities in the education field. [InTASC 9, 10]

8. COURSE ASSIGNMENT AND GRADING

Three major assignments:

Synthesis of research-based practices for promoting literacy in content areas to diverse learners (50%)

Reference/s for professional opportunities in the Metro Detroit (25%)

Professional Documents: Resume & Cover Letter (25%)

A. A synthesis or annotated bibliography of
   a. Research-based practices for literacy in content areas,
   b. Pertaining to working with diverse learners,
   c. And grounded in teaching for equity and social justice

B. A google sheet compiling professional opportunities in the Metro Detroit area
   a. Responsibilities
   b. Qualifications
   c. Contact information
   d. Due Date

C. Professional Document
   a. Resume
   b. Cover Letter (Draft)

Tri-weekly meetings should take place to discuss and demonstrate progress on these assignments.

Course Policy

1) Academic Integrity: Cheating and plagiarism are considered serious infractions at Oakland University as delineated in the Oakland University Catalog. In your assignments, any material or another person's ideas (even classmates') must be documented and should be cited under a separate section. 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.

2) If the instructor has concerns regarding a student's "professionalism," professional development as a teacher and/or commitment to the teaching profession, a concern report that may be submitted to the Faculty/Student Concerns Committee. The student and instructor will discuss this prior to submission.

3) All written requirements of this course must be type-written (or photographs of hand-written work as word or PDF documents). Submission format should be in size 12 font, Times New Roman, single-spaced. When you submit application & problem solving solutions, you can do your work by hand (even written explanation), take photographs of that work or scan and submit as a word or PDF document. **All assignments will be submitted electronically.** Contact me for exceptions

4) Writing style and bibliographic citations must follow the APA guidelines presented in *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association. Refer to this link: https://library.oakland.edu/events/brownbag/apa_resources.htm

5) Accommodation: Faculty in the School of Education will make every effort to accommodate unique and special needs of students with respect to speech, hearing, vision, seating, or other possible disabling conditions. Please notify the instructor as soon as possible of requested accommodations and ways to help. Please refer to Disability Support Services for more information / support: https://oakland.edu/dss/

6) Email Response: Course instructor will respond to students' emails within 24 hours.

Check-ins (alternate: Thursdays at 9am or as scheduled)

February 5th at 12pm
February 26th at 12pm
March 19th at 12 pm
April 2th at 12 pm
April 16th at 12 pm

Including email correspondence