EDUC 500 Introduction Education Profession

Term: FALL 2019

Time: Arranged
Location: Arranged
Dates: 8/24/19 to 11/2/19

Professor Contact Information

School of Education – Graduate Studies
Professor: Dr. Nancy Miller
Director, Graduate Studies
E-mail: nmiller@oak.edu
Phone: 812-749-1378
Office Hours: 9-4pm
Preferred Method of Contact: email

Course Description

   This course examines social, philosophical, and educational ideas and ideals. It is designed as an introduction to the study of schools and as an introduction to the changing world of education, what is takes be a professional educator, and how the changing 21st century student changes what and how things are taught. The course is not about the "how" of teaching but the "why". The focus of this course will be the idea that American education and schooling reflect the wider society in which we live. Throughout the course, it is the intention to deepen your understanding of how what goes on in schools is related to the values, belief, and structures of the world outside.

Prerequisite Studies

None

Diversity in the Oakland City School of Education

The School of Education is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifests
- Respect for the individual and deviating perspectives that challenge us
- Collaboration
- Creativity in thought and action

To further the mission of diversity in the School of Education, SOE has a primary goal that: Encourages and supports an environment which presents and values diversity defined in accordance with CAEP Professional Standards as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

Course Objectives

1. Describe the teaching and learning of various American education settings including early childhood, elementary, middle school, high school, special education, K-12 disciplines, English language learning, and other educational services.

   A. Become acquainted with the culture of public, public charter, private, and parochial schools.

   B. Become aware of the roles, responsibilities and daily experiences of teachers.

   C. Become aware of significant historical developments.

   D. Become aware of various philosophical foundations.

   E. Become aware of significant contemporary issues.

2. Identify personal motivation for pursuing teaching and develop a written philosophical foundation.

Learner Outcomes

1. Candidates will research various topics to introduce themselves to a variety of educational issues and processes. Written submissions will be submitted on the following topics:
   a. Professional Organizations
   b. RTI
   c. Gender in Teaching
   d. Title I
   e. Teaching and Educational Philosophy
   f. Technology
   g. Involving parents
   h. Licensure
   i. Curriculum Planning
   j. Using standards in Curriculum Planning
   k. Developing Responsible Students
   l. Effective Instruction
   m. Motivating Learners
   n. Teacher Evaluation'
   o. Professional Organizations

Instructional Design

Students will explore Current Trends in Education through large and small group discussion, reading, writing and editing, and researching.

Barger-Richardson Learning Resource Center

The Barger-Richardson Learning Resource Center is the student gateway to library resources at Oakland City University through www.oak.edu/library/Discover.html or coming to campus (605 W. Columbia Street, Oakland City, IN 47660). To ask questions or make comments about library services please call (812) 749-1269 or visit www.oak.edu/library/Ask.html.

Required Course Materials

The following resources are required in the completion of course learning activities.

Textbooks and Readings

Kauchak, Don and Eggen, Paul. (2017). *Introduction to Teaching: Becoming a Professional 6th Edition.* New York: Pearson. https://www.vitalsource.com/referral?term=9780134028323

Standards
InTASC

Standard 1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

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 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

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.

ACEI

Standard 1: Development, Learning, and Motivation Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

Standard 3: Instruction: 3.1 Integrating and applying knowledge for instruction: Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.

Standard 3: Instruction: 3.2 Adaptation to diverse students: Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

Standard 3: Instruction: 3.3 Development of critical thinking and problem-solving: Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.

Standard 3: Instruction: 3.4 Active engagement in learning: Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.

Standard 5: Professionalism: 5.1 Professional growth, reflection, and evaluation: Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Tentative Course Outline

The topics in this course will be explored according to the following learning schedule.

Unit	Lesson Title and Topics	Learning Activities Schedule
1	Teachers and Students	Read Chapters 1 and 2
2	Learning environment and planning	Read Chapters 3 and 4
3	Effective teaching and student participation	Read Chapters 5 and 6
4	Teaching and instruction	Read Chapters 7 and 8
5	Guided instruction and learning	Read Chapters 9 and 10
6	Problem based and differentiation	Read Chapters 11-13

Course Assignments and Assessments

The following assignments and assessments must be completed to pass the course.

Assignments and Assessments	Grade Value
Field Experiences 4 observations; 15 points each)	60 points
Written assignments (7 assignments; 20 points each.)	140 points
Total	**200 points**

Grading Scale

The University grading system consists of letter grades and grade points. The grading system for undergraduate and graduate programs is as follows:

Graduate Grading System			
Points	**Grade**	**Value**	**Definition**
190-200	A	4.0	Superior
180-189	A-	3.7	Excellent
170-179	B+	3.3	High Average
160-169	B	3.0	Average
150-159	B-	2.7	Low Average
140-149	C+	2.3	Below Average, Counting as Graduate Credit
130-139	C	2.0	Below Average, Counting as Graduate Credit
Below 130	F	0.0	Failure
	I		Incomplete
	WE		Instructor Withdrawal Excessive Absences

AU	Audit
EC	Education Continuing, Ed. D
GP	Graduate in Progress 3-years limit, Ed. D
W	Withdrawal Official Approval

Participation and Attendance

Regular class attendance is expected. Because of the nature of class sessions and required interactions, there are no excused absences. In case of an emergency, make-up work will be required and a penalty may be deducted from the final grade for absence.

Assignments

Assignments to be completed and sent to professor of class (*Be sure to keep copies for yourself to use during class*):

A. Field Experience: Observation tools. Complete the set of four observation tools. You will need to visit classrooms in order to complete these. You should plan approximately four hours to complete all four observations.

B. Written Assignments

 2.   Written submissions will be submitted on the following topics:
- Professional Organizations
- RTI
- Gender in Teaching
- Title I

Teaching and Educational Philosophy

- Technology
- Involving parents
- Licensure
- Curriculum Planning
- Using standards in Curriculum Planning
- Developing Responsible Students
- Effective Instruction
- Motivating Learners
- Teacher Evaluation
- Professional Organizations

Criteria	Highly Effective 3.75-4	Effective 3.25-2.75	Improvement Necessary 2-2.5	Ineffective 1-1.75	Score
			Writing is		
Organization	Writing shows high degree of attention to logic and reasoning of points. Cohesiveness clearly leads the reader to the conclusion and stirs thought regarding the topic.	Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall cohesiveness of ideas is present.	coherent and logically organized. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout essay.	Writing lacks logical organization. It shows some coherence but ideas lack cohesiveness. Serious errors.	
Level of Content	Content indicates synthesis of ideas, in-depth analysis and evidences original thought and support for the topic.	Content indicates original thinking and develops ideas with sufficient and firm evidence.	Content indicates thinking and reasoning applied with original thought on a few ideas.	Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal.	
Development	Main points well developed with high quality and quantity support. Reveals high degree of critical thinking.	Main points well developed with quality supporting details and quantity. Critical thinking is weaved into points	Main points well developed with quality supporting details and quantity. Critical thinking is present	Main points lack detailed development. Ideas are vague with little evidence of critical thinking.	
Grammar & Mechanics	Essay is free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons.	Essay has few spelling, punctuation, and grammatical errors allowing reader to follow ideas clearly. Very few fragments or run-ons.	Most spelling, punctuation, and grammar correct allowing reader to progress though essay. Some errors remain.	Spelling, punctuation, and grammatical errors create distraction, making reading difficult; fragments, comma splices,	

				run-ons evident. Errors are frequent.	
Style	Masters level writing; rhetorical devices and tone used effectively; creative use of sentence structure and coordination	Attains college level style; tone is appropriate and rhetorical devices used to enhance content; sentence variety used effectively.	Approaches college level usage of some variety in sentence patterns, diction, and rhetorical devices.	Mostly in elementary form with little or no variety in sentence structure, diction, rhetorical devices or emphasis.	
Format	Meets all formal and assignment requirements and evidences attention to detail; all margins, spacing and indentations are correct; essay is neat and correctly assembled with professional look.	Meets format and assignment requirements; margins, spacing, and indentations are correct; essay is neat and correctly assembled.	Meets format and assignment requirements; generally correct margins, spacing, and indentations; essay is neat but may have some assembly errors.	Fails to follow format and assignment requirements; incorrect margins, spacing and indentation; neatness of essay needs attention.	

Adapted from H. Culbert Criteria pdf snu.edu

Course Policies

The following polices apply to anyone participating in this course.

- **Academic Honesty** – Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person's work as if it were the work of the presenter. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.

- **Accommodations for Students with Special Needs** – Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with disabilities from discrimination. Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act. If a student or another associate believes he/she needs accommodations for **class** , he/she should contact Karen Nasseri, the 504 coordinator at 812-749-1483 or by email: knasseri@oak.edu. Her office is located in the Kennedy Center, room 203. If unavailable, Academic Affairs can be reached at (812) 749-1238. All **other** accommodations, please contact Student Life at (812) 749-1421.

- **Bad Weather Policy** – Oakland City University uses the Nixle Emergency Notification System to contact staff, students, and members of the community about upcoming events, class cancelations due to severe weather, and on-campus emergencies. Students are encouraged to register for Nixle (www.nixle.com) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter at **@OaklandCityU**). Students may also check the following radio stations: WBIW-13.40 AM, WQRK-105.5 FM, or WPHZ-102.5 FM.

- **Respect for Divergent Viewpoints and Diversity** – Students and faculty are to show appropriate respect for each other, and for divergent viewpoints expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.

- **Standards for Student Behavior** – As a denomination- affiliated university, the policies and guidelines of Oakland City University mandate student behavior to be consistent with Christian principles. Some behavior that is acceptable by the general public may not be acceptable on the Oakland City University campus.

  Students at Oakland City University are expected to conduct themselves in an appropriate adult manner on and off campus and to conform to standards of propriety at all times. They should act with consideration for the rights of other students and for the reputation of the school and the community.

Inappropriate actions or activities occurring on or off-campus which may reflect upon the integrity or character of Oakland City University will be addressed based on the guidelines and policies of disciplinary action found in this handbook. The University reserves the right to dismiss a student whose conduct is detrimental to the general welfare of the school or community.

For a further explanation concerning the Christian principles which Oakland City University follows as well as the General Baptist Concepts of Morality, a copy of the General Baptist Social Principles Handbook may be obtained through the University Bookstore, or you may ask for the desk copy from any Resident Hall Director, Resident Assistant, or the Office for Campus Life.

- **Use of Inclusive Language** – Students are expected to use non-sexist inclusive language as appropriate in the completion of course assignments and participation in classroom discussions. The use of male gender terms to describe individuals, groups, titles, or roles that can include the female gender should be rewritten to more accurately reflect that both genders are being addressed. In cases where only one gender is clearly intended, language should be used that reflects that gender.

Targeted Standards of Course Learning

The following mission statements and attached document, Standards for Reference, are to be applied in the teaching of the course as appropriate to the school and degree program enrolled in taking the course.

OCU Mission Statement

Oakland City University is a Christian faith-based learning community dedicated to the enhancement of intellectual, spiritual, physical and social development for positive leadership.

OCU School of Education Mission Statement

The School of Education at OCU is a collaborative learning community dedicated to:

- Academic knowledge, technological skills, pedagogical proficiency, and lifelong learning
- The preparation for gainful employment through academic excellence
- The promotion of Christian ethical and moral values
- The enhancement of each student practitioner's intellectual, physical, spiritual, and social development
- Community service through positive leadership

School of Education – Graduate Programs Conceptual Framework and Objectives

The purpose of the Conceptual Framework (CF) as it relates to graduate studies in the School of Education (SOE) is to provide a foundation and organizational system through which candidates accomplish the primary objective of the program.

This objective is to advance the knowledge, skills, and disposition of those serving in leadership positions in the educational and business communities.

The OCU School of Education promotes development of effective educators who master knowledge, skills, and dispositions which enable servant leaders to positively impact the next generation of learners. The learning outcomes that flow out of the primary objective are to develop a student that:

- has advanced skills in one's specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students;
- has advanced knowledge of human development and uses the information to support the advancement of humankind's intellectual, social, and personal development within a business or educational community environment;
- has an in-depth understanding of diversity issues in life and their inherent value;
- models a variety of current leadership skills that assist employees/students to become critical thinkers and analytical problem solvers;
- guides, facilitates, and supports the success of all learners by providing leadership in curriculum development learning assessment, instructional supervision, and program evaluation conducive to student learning, personnel professional growth, and district and organizational accountability;
- uses collaboration within a positive organizational or learning environment with his or her employees, students, and work community;
- effectively uses a variety of communication techniques that foster inquiry and collaboration within the work environment;
- develops a leadership style that incorporates technological delivery systems with colleagues that enhance business and educational communication and community support;
- reflects on his or her leadership techniques and styles and experiences and adapts them to meet business, education, or community needs as he or she flourishes professionally through active participation in professional organizations, community organizations, and community service activities; and
- serves the community and assists as a community resource person in the community in which he or she is employed.
-

Conceptual Framework OCU School of Education Advanced Programs

SOE Conceptual Framework Components

1. Skills
   1.1 Technological Skills
   1.2 Pedagogical proficiency
2. Disposition
   2.1 Promotion of ethical and moral values
   2.2 Community service through positive leadership
   2.3 Lifelong learning and Collaboration

3. Knowledge
   3.1 Knowledge of Student
   3.2 Knowledge of Content
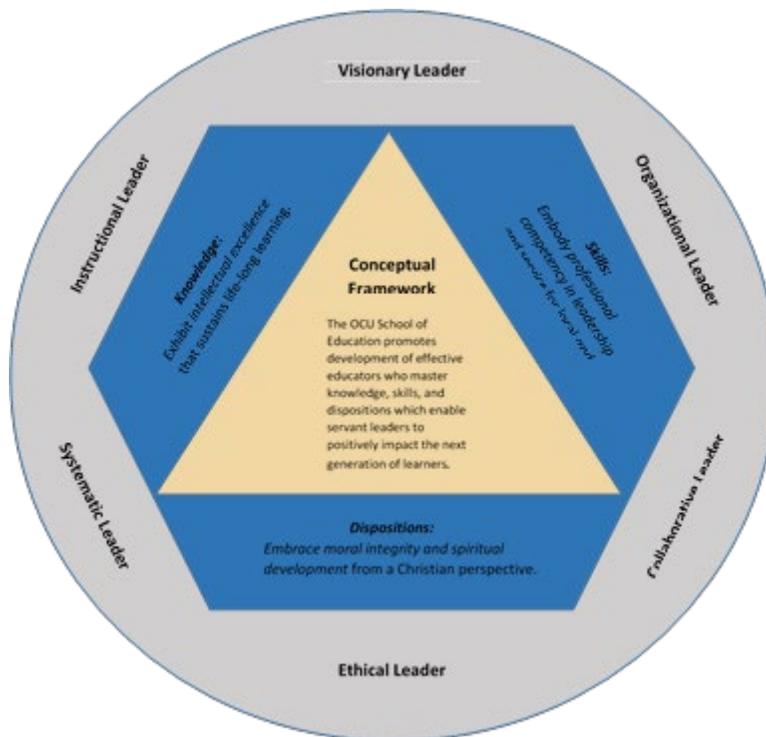
Courseware Usage

This syllabus is intended to reflect accurately all aspects of the course learning experience. However, Oakland City University or the professor reserves the right to modify any portion of this syllabus as necessary because of events and circumstances that occur during the course.

No part of this course, including the syllabus, lessons, handouts, presentations, web pages, audio or video media, etc., may be reproduced or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of Oakland City University, except when used for instructional purposes during which Oakland City University and the professor is acknowledged as the source of the material.

Copyright