Course Title: Introduction to Teaching

Course Number: EDUC 6930-221

Course Description: The purpose of this course is to critically explore, question, and discuss issues about teachers and teaching. Questions to be explored include the following: What is teaching? How is teaching related to learning? How is a teaching identity formed? What is the teacher’s relationship to the student, the curriculum, the community, and society? Emphasis will be reflective teaching as an active, contextualized, and creative approach to considering these issues.

Class Dates, Location and Hours:
- Dates: March 18-23, 2014
- Location: Classes held at Building 2784, Room 301, Kapaun Air Station on Vogelweh Air Base.
- Hours: Tue-Fri 6:00-9:30 pm; Sat-Sun 8:30 a.m.-4:30 p.m.
- Last day to enroll or drop without penalty: February 17, 2014

Site Director: Janee LeFrere. Phone: DSN 480-6807, Civilian 06371-47-6807; Fax: 06371-479839; E-mail: apramstein@ou.edu

Professor Contact Information:
- Course Professor: Dr. Lawrence Baines
- Mailing Address: 820 Van Vleet Oval
  Room 111
  Norman, OK 73019
- Telephone Number: 405-325-3752
- Fax Number: 405-325-7390
- E-mail Address: lbaines@ou.edu
- Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials: Collection of articles available in a PDF.

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK. Orders can be placed online at www.oklahoma.bksstr.com. Fax orders may be placed 24 hours a day at (405) 325-7770. Representatives are available by phone at (405) 325-3511 or (800) 522-0772 (toll-free) or E-mail at 0831mgr@fheg.follett.com from 8 a.m. to 6 p.m. Monday through Thursday, 8 a.m. to 5 p.m. on Friday; and 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). (Text prices are available online.)


2. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at http://learn.ou.edu; enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.
Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

Course Objectives:
1. To critically explore, question, and discuss issues about teachers and teaching
2. To consider learning and teaching in the context of the student, curriculum, community, and society.

Course Outline:

Prior to in-person class meetings: February 17-March 17, 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tr>
<td>Week 1</td>
<td>Order books and familiarize yourself with the course D2L site. Submit the “Introduction” Essay for the program if you have not done so already. This should be submitted via the course Dropbox in D2L. You may also want to begin reading the articles and chapters found on the course D2L site.</td>
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<td>Week 2</td>
<td>Read Nisbett pp. 1-77 and complete Readings Response &amp; Discussion via the Discussion Board in the course D2L. Your response to the readings is due by Monday the 24th at 8:00 pm. Your responses to your classmates’ questions are due by Friday the 28th at 8:00 pm.</td>
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<td>Week 3</td>
<td>Read Nisbett pp. 78-152 and complete Readings Response &amp; Discussion via the Discussion Board in the course D2L. Your response to the readings is due by Monday the 3rd at 8:00 pm. Your responses to your classmates’ questions are due by Friday the 7th at 8:00 pm.</td>
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<td>Week 4</td>
<td>Read Nisbett pp. 153-235 and complete Readings Response &amp; Discussion via the Discussion Board in the course D2L. Your response to the readings is due by Monday the 10th at 8:00 pm. Your questions will help to form our discussion during our first class meeting on Tuesday the 11th.</td>
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In-person class meetings: March 18-23, 2014

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<tr>
<th>Topic</th>
<th>Readings</th>
<th>Activities</th>
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<tbody>
<tr>
<td>Tuesday 3/18</td>
<td>Discussion of themes from <em>Intelligence and How to Get It</em> by Nisbett, Discussion of assignments for the course</td>
<td>Discuss chapters in the book How to read like a researcher How to write a research paper, part I</td>
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<td>Wednesday 3/19</td>
<td>“How we learn” by Gopnik “Playing with Fire,” by Lapham Education matters for health Excerpts from <em>How to Create a Mind</em> by Kurzweil “Learning from our students” by Noddings</td>
<td>Response 1 due Discuss responses Guess the ratings The bell curve How to write a research paper, part II</td>
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<td>Thursday 3/20</td>
<td>If the world had 1000 people “Competing concepts of competitiveness” by Bracey “Mean scores in a mean world” by Baines &amp; Goolsby “Best job in town” by Boo</td>
<td>Response 2 due Presentation “Learning from the world” Examine PISA, TIMSS, PIRLS, NAEP, Common Core, state standards What SHOULD the curriculum be?</td>
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<td>Friday 3/21 Learning and memory</td>
<td>Chapter from <em>The Overflowing Brain</em>, by Klingberg&lt;br&gt;Chapters from <em>The Talent Code</em> by Coyle&lt;br&gt;“Project-based writing in science” by Baines&lt;br&gt;“Crossing the stream” by Nietzsche&lt;br&gt;“Noncognitive factors,” University of Chicago</td>
<td>Response 3 due&lt;br&gt;Presentation “Writing to learn”&lt;br&gt;Exercises on text&lt;br&gt;Visual, Auditory, Movement&lt;br&gt;Presentation on olfactory</td>
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<td>Saturday-A 3/22 Attitude, happiness, motivation, creativity</td>
<td>Chapter from <em>Authentic Happiness</em> by Seligman&lt;br&gt;“Frequently asked questions about subjective wellbeing” by Diener&lt;br&gt;Chapter from <em>Creativity</em> by Csikszentmihalyi&lt;br&gt;Chapter from <em>Stumbling on Happiness</em> by Gilbert</td>
<td>Response 4 due&lt;br&gt;Presentation “Flow”&lt;br&gt;Discuss responses</td>
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<td>Saturday-B 3/22 Schooling</td>
<td>“Misplaced priorities” by NAACP&lt;br&gt;“School discipline feeds the pipeline to prison” by Fowler&lt;br&gt;“Too many laws, too many prisoners” from <em>Economist</em>&lt;br&gt;“The power of our words” by Denton&lt;br&gt;“Attachment in the classroom” by Bergin &amp; Bergin</td>
<td>Assessing student performance and teacher performance&lt;br&gt;Formative and summative evaluation</td>
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<td>Sunday-A 3/23 Curriculum &amp; Instruction</td>
<td>“Consequence of idleness” from <em>McGuffey’s Readers</em>&lt;br&gt;Chapter from <em>Principles of scientific management</em> by Taylor&lt;br&gt;Chapter from <em>Five Minds for the Future</em> by Gardner&lt;br&gt;“Baby Mozart” by Suzuki&lt;br&gt;Chapter from <em>Made to Stick</em> by Heath &amp; Heath&lt;br&gt;Chapter from <em>Where Good Ideas Come From</em>, Johnson</td>
<td>Response 5 due&lt;br&gt;A sample unit of instruction&lt;br&gt;Varying the stimuli&lt;br&gt;The role of repetition</td>
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<td>Sunday-B 3/23 Future education</td>
<td>“Life in 2100” by Kaku&lt;br&gt;Knowledgeworks 2020 forecast&lt;br&gt;“What is civilization?” by Durant&lt;br&gt;“A reflective conversation with Dean Keith Simonton”&lt;br&gt;“The technological and demographic imbalance” by Friedman&lt;br&gt;Chapter from <em>Geography of Bliss</em> by Weiner</td>
<td>Presentation “Future of public schools”&lt;br&gt;Scenario building&lt;br&gt;Professional development&lt;br&gt;Staying ahead of the curve</td>
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**Following In-Person Class Meetings: March 25-April 13, 2014**

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<th>Date</th>
<th>Assignment</th>
<th>Due Date</th>
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<tr>
<td>Week 6, 7, 8</td>
<td>Complete research paper. Submit to the dropbox in D2L.</td>
<td>Due by 4/13</td>
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**Note:** If you choose to read the course articles and chapters posted on D2L using an Ipad or some other handheld device make sure to use an app that will allow you to highlight and make notes. This will aid you greatly in the in-class discussions.

**Assignments, Grading and Due Dates:**

**Readings Response & Discussion, 10%**

Write a 1 paragraph response to each chapter of the assigned readings including what you believe to be the most salient points the author made and/or what you found challenging. Conclude your readings response with a question based on the readings for your classmates. Once all readings responses are submitted on Monday use Tuesday through Friday to respond to no fewer than two of your classmates’ questions.

**Short reviews and in-class activities, 40%**

Write a 1-2 page, single-spaced summary of the readings. FIVE short reviews are assigned over the course of the semester. A short review should contain these parts:
a. citation,
b. brief summary (non-judgmental),
c. commentary (personal reaction, strengths, weaknesses, significance, other reactions)
d. most important sentence and page number
e. One or two words and an image that represents your “take” on the article

Email your short reviews to lbaines@ou.edu

Research paper on the future of learning in your area of interest, 50%, due April 13

(American public schools, instructional methods, simulation, film, literature, science, mathematics, primary experience, English language learners, medicine, art, service learning, a topic that interests you).

Include:

a. a table depicting the chronology of important events, including at least 7 important studies/books/articles/legislation (you may draw from articles and books in class)
b. a persuasive case substantiating the importance of events listed in a).
c. description of differences in practice over time, including comparison of past and present curriculum and instruction
d. description of what learning will look like in 2035

Grading:

This is a letter-graded course: A, B, C, D, or F.

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the Student’s Guide to Academic Integrity

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Copyright

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA
Dr. Lawrence A. Baines

Education
Ph.D., University of Texas at Austin, M.S. Computer Information Systems

Current Positions
Associate Dean for Graduate Studies and Research, Jeannine Rainbolt College of Education

Major Areas of Teaching and Research Interest
• Teacher preparation,
• The teaching of writing

Representative Publications and Presentations
10 books, 100+ articles, 100+ presentations

Representative Honors and Awards Received
Provost’s Award for Research Impact, 2013

Major Professional Affiliations
• National Council of Teachers of English
• Institute of Educational Studies
• World Future Society
• International Literacy Association