Course Title:
Introduction to Teaching

Course Number:
EDUC 6930-222

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: January 20 – 25, 2015
Location: Stuttgart, Germany. See site director for classroom location.
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: December 22, 2014

Site Director:
Toni Colaninno. Stuttgart Army Education Center. DSN: 431-3304; Fax 431-2571 or CIV 07031-15-2580 FAX 07031-15-2571. Email: apstuttgart@ou.edu

Professor Contact Information:
Course Professor: Dr. Stacy Reeder
Mailing Address: 820 Van Vleet Oval
ECH 114
Norman, OK 73019
Telephone Number: 405-325-1498
Fax Number: 405-325-4061
E-mail Address: reeder@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:
Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at www.oklahoma.bkstr.com is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

Materials posted on the OU Desire to Learn (D2L) system: Access D2L at [http://learn.ou.edu](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:**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Order books and familiarize yourself with the course D2L site. Submit the &quot;Introduction&quot; 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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<tr>
<td>Week 2</td>
<td>Access the D2L site for our course and begin reading through the readings packets. We will be discussing these in class when we meet (see specific readings assignments for the face-to-face portion of the course below). Once you have your course text begin reading. It will need to be read prior to the face-to-face portion of the course begins.</td>
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<tr>
<td>Week 3</td>
<td>Read Tough pp. xi – 104 and complete the Readings Response &amp; Discussion via the Discussion Board in the course D2L. Your response to the readings is due by <strong>Monday the 12th at 8:00 pm</strong>. Your responses to your classmates’ questions are due by <strong>Friday the 16th at 8:00 pm</strong>.</td>
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<tr>
<td>Week 4</td>
<td>Read Tough pp. 105-256 and complete Readings Response &amp; Discussion via the Discussion Board in the course D2L. Your response to the readings is due by <strong>Monday the 19th at 8:00 pm</strong>. Your questions will help to form our discussion during our first class meeting on Tuesday the 20th.</td>
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**During In-Person Class Meetings: January 20 – 25, 2015**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Readings</th>
<th>Activities &amp; Assignments</th>
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</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Discussion of themes from <em>How Children Succeed: Grit, Curiosity, and the Hidden Power of Character</em> by P. Tough. 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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<tr>
<td>Wednesday</td>
<td>Part I Readings (D2L)</td>
<td>Response 1 due Discuss responses How to write a research paper, part II</td>
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<tr>
<td>Topic</td>
<td>Readings</td>
<td>Activities &amp; Assignments</td>
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<td>Thursday</td>
<td>Part II Readings (D2L)</td>
<td>Response 2 due</td>
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<td>Global context of learning</td>
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<td>Discuss responses</td>
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<td></td>
<td></td>
<td>Examine PISA, TIMSS, PIRLS, NAEP, Common Core, state standards</td>
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<td></td>
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<td>What SHOULD the curriculum be?</td>
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<td>Friday</td>
<td>Part III Readings (D2L)</td>
<td>Response 3 due</td>
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<tr>
<td>Learning and memory</td>
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<td>Discuss responses</td>
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<td>Saturday-a</td>
<td>Part IV Readings – a (D2L)</td>
<td>Response 4 due</td>
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<td>Attitude, happiness, motivation, creativity</td>
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<td>Discuss responses</td>
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<tr>
<td>Saturday-b</td>
<td>Part IV Readings – b (D2L)</td>
<td>Assessing student performance and teacher performance</td>
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<td>Schooling</td>
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<td>Formative and summative evaluation</td>
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<tr>
<td>Sunday-a</td>
<td>Part V Readings – a (D2L)</td>
<td>Response 5 due</td>
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<td>Curriculum &amp; Instruction</td>
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<td>Discuss responses</td>
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<td></td>
<td></td>
<td>A sample unit of instruction</td>
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<td></td>
<td>Varying the stimuli</td>
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<td>The role of repetition</td>
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<tr>
<td>Sunday-b</td>
<td>Part V Readings – b (D2L)</td>
<td>Scenario building</td>
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<tr>
<td>Future education</td>
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<td>Professional development</td>
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**Following In-Person Class Meetings: January 26 – February 15, 2015**

| Week 6, 7, 8    | Complete Research Paper. This should be submitted via the course Dropbox in D2L no later than **8:00 pm, Friday, February 13, 2015**. |

**Note:** If you choose to read the course articles and chapters posted on D2L using an I pad 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

Drop short reviews in the course D2L Dropbox each day prior to class.

Research Paper on the future of learning in your area of interest, 50%
(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

This should be submitted via the course Dropbox in D2L no later than 8:00 pm, Friday, February 13, 2015

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 Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student’s academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc…in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc…; intimidation and interference with integrity process; and plagiarism. All students should review the Student’s Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at http://studentconduct.ou.edu/

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.

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 VITAE

Stacy Reeder, Ph.D.

Education


Current Positions

- 2013 – Present Chair, Department of Instructional Leadership and Academic Curriculum
- 2009 – Present Associate Professor, Instructional Leadership and Academic Curriculum, Mathematics Education, University of Oklahoma, Norman, OK.
- 2005 – 2009 Assistant Professor, Instructional Leadership and Academic Curriculum, Mathematics Education, University of Oklahoma, Norman, OK.
- 2002 – 2005 Assistant Professor, School of Teaching and Curriculum Leadership, Mathematics Education; Reading and Math Center Coordinator (2004 – 2005). Oklahoma State University, Stillwater, OK.

Frequently Taught Advanced Programs Courses

ILAC 5143 Theory and Research in Education

Major Areas of Teaching and Research Interest

- Mathematics Education
- Teacher transformation
- The Role of Listening in Teaching and Learning
- Rational Number Content Knowledge
- Teaching Mathematics for Social Justice

Representative Publications and Presentations

Publications (2009-2013)

the 32nd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Columbus, OH: The Ohio State University.


Presentations (2012-2013)


Representative Honors and Awards Received

- Awarded, Outstanding Service Award, Oklahoma Council of Teachers of Mathematics, June 12, 2010.
- Awarded, Junior Faculty Award, University of Oklahoma, College of Education, April 20, 2007.

Major Professional Affiliations

- School Science and Mathematics Association
- Association of Mathematics Teacher Educators
- American Education Research Association
- National Council for Teachers of Mathematics
- International Group for the Psychology of Mathematics Education, North American Chapter
- Research Council on Mathematics Learning
- Oklahoma Council for Teachers of Mathematics