



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

EDEL 5593-221/EDSE 5653-221: Issues in Elementary Schools/Problems in Secondary Schools

Course Description:

The purpose of this course is to critically explore, question, and discuss teaching and learning in elementary and/or secondary schools. Specifically, the course has the following learning goals:

- Analyze and evaluate broad issues that impact elementary/secondary teaching.
- Demonstrate an understanding of specific issues involved in supporting learning communities
- Demonstrate an understanding of the complexity of classroom life in elementary/secondary schools
- Identify issues that affect teaching and learning in elementary/ secondary schools

Class Dates, Format, Location and Hours:

Dates:	October 26-31, 2021
Format:	On-site
Location for on-site courses:	Building 2775, 2 nd Floor, Room 11. Kapaun Air Station, Kaiserslautern, Germany
Hours:	Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.- 4:30 p.m.

Last day to enroll or drop without penalty: September 27, 2021

Site Director:

Site Director:	Ms. Itzel Kim and Ms. Izete Seppala
Location:	Ramstein Education Center, Bldg. 2120, 4 th Floor, Room 421, Ramstein AB, Germany
Office Hours:	Monday- Friday on Ramstein AB- 0830-1630
Email:	apramstein@ou.edu
Phone:	DSN: 480-6807 or CIV: 49-06371-47-6807

Professor Contact Information:

Course Professor:	Dr. Aiyana Henry
Mailing Address:	820 Van Vleet Oval Collings Hall, Room 100 Norman, OK 73019
Telephone Number:	(405) 325-1082
Email Address:	ahenry@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 Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online.

1. Koonce, G. (2020). *Taking sides: Clashing views on educational issues* (20th ed.). New York, NY: McGraw Hill. ISBN 9781260494242.
2. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Highly Suggested:

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN-13: 978-1433832161

Course Outline:

Prior to In-Person Class Meetings: September 27 – October 26, 2021

Zoom meet and greet (optional): September 27, 2021 @ 7:00 pm (More information to follow)

Week 1, September 27- October 3

- Familiarize yourself with the Canvas site. Submit the “Introduction” essay for the program if you have not done that yet. This should be submitted via Canvas.
- Read Unit 1 in Koonce text “Basic Theoretical Issues”. There are 2 issues presented in this unit. Choose 1 issues and answer the “Critical thinking and reflection” questions at the end of each for the 1 issue based on your own thoughts, experiences, and reflections. **Upload your responses to Canvas by midnight, Friday, October 1st.**
- **Respond to 2 colleagues’ postings by Sunday, October 3rd.** Responses to Colleagues must be substantive and promote discussion.

Week 2, October 4-10

- Read Unit 2 in Koonce text “Current Fundamental Issues”. There are 4 issues presented in this unit. Choose 2 issues and answer the “Critical thinking and reflection” questions at the end of each for those 2 issues based on your own thoughts, experiences, and reflections. **Upload your responses to Canvas by midnight, Friday, October 8th**
- **Respond to 2 colleagues’ postings by Sunday, October 10th.** Responses to Colleagues must be substantive and promote discussion.

Week 3, October 11-17

- Read Unit 3 in Koonce text “Current Specific Issues”. There are 14 issues presented in this unit. Choose 2 issues and answer the “Critical thinking and reflection” questions at the end of each for those 2 issues based on your own thoughts, experiences, and reflections. **Upload your responses to Canvas by midnight, Friday, October 15th.**
- **Respond to 2 colleagues’ postings by Sunday, October 17th.** Responses to Colleagues must be substantive and promote discussion.

Week 4, October 18-24

Choose a topic that you read about in the Koonce text or a specific topic that you are interested in exploring further. This will be the topic of your in-class presentation and your final paper. Find 2 Articles that support your topic and post them in Canvas. **Submit your 2 articles for your annotated bibliography to Canvas by midnight, Sunday, October 24th.**

During In-Person Class Meetings: October 26-31, 2021

Day	Readings / Activities	Assignments Due
Tues. 10/26	Introduction, questions, and discussion of assignments for the course Review/Discuss Unit 1 Basic Theoretical Issues Introduce Annotated Bibliography	Complete all readings Unit 1 Koonce
Wed. 10/27	Review/Discuss Unit 2 Current Fundamental Issues Sign up for time to present your topic/lead discussion	Complete all readings Unit 2 Koonce Complete additional readings assigned on Canvas Reading Guide/Reflection
Thurs. 10/28	Review/Discuss Unit 3 Current Specific Issues	Complete all readings Unit 3 Koonce Complete additional readings assigned on Canvas Reading Guide/Reflection
Fri. 10/29	Discuss readings on Canvas Equity, Motivation, Accountability, etc.	Complete additional readings on topics provided on Canvas (Equity, Motivation, Accountability) Reading Guide/ Reflection
Sat. am 10/30	Continued discussion of readings if needed Student led presentations/discussions of current issues	Reading Guide/ Reflection
Sat. pm 10/30	Student led presentations/discussions of current issues	Presentations/Discussions
Sun. am 10/31	Student led presentations/discussions of current issues	Presentations/Discussions
Sun. pm 10/31	Final Reflections Review of final assignments and due dates	Annotated Bibliography Due

Note: If you choose to read the course articles and chapters posted on Canvas 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.

Following In-Person Class Meetings: November 1-21, 2021

Dates	Assignments	Due Date
Week 6, Nov 1-7	Send your paper to your peer reviewer.	November 7, 2021
Week 7, Nov 8-14	Return Papers to authors and upload track changes to Canvas.	November 14, 2021
Week 8, Nov 15-21	Complete Final Paper	This should be submitted via Canvas no later than midnight, Sunday, November 21, 2021

Assignments, Grading and Due Dates:

Participation:

Each participant in this class will be expected to think deeply and critically. You will need to reflect upon your own perspectives and actions while trying to better understand the views of others. Since learning and development involve a degree of cognitive dissonance—or disequilibrium—you should be prepared to struggle with ideas that challenge your current beliefs and understandings. Each participant in this class will be considered both a learner and a teacher and will need to assume responsibility for both roles. Thus, each of us will be expected to support our classroom community, present positive alternatives if dissatisfied with an existing situation, contribute our energy and ideas to class activities and conversations, engage in active listening no matter who is speaking, stay on task during class activities, demonstrate respect for each of our peers, and help ensure that all participants are permitted and encouraged to share equally in class opportunities and responsibilities. Regular attendance and preparation are required. You will be expected to attend classes regularly, arrive on time, stay for the duration of the allotted time period, and thoughtfully complete all readings and assignments on time.

While perfect attendance does not guarantee an A or a B, it is very unlikely that you could receive either if you are absent more than one class period. Please see me ahead of time if you will need to be absent due to religious observance or professional reasons.

Reading Responses/Reflection:

Included in this grade are your responses to the “critical thinking and reflection questions” due prior to the face-to-face class meetings. For any additional readings assigned you will write a one to two paragraph reflective response and submit that via Canvas by midnight before the night it is scheduled to be discussed. Included in this reflective response should be what you believe to be the most salient points the author made and/or what you found challenging in the reading. Conclude your reading responses with a question based on the reading. Come prepared to discuss these questions in class.

Annotated Bibliography:

An annotated bibliography is a list of citations to books, articles, and documents. You will choose 6 additional sources. Each citation will inform the reader of the relevance and quality of the sources cited. Locate and record citations to books, journal articles, etc., that may contain useful information and ideas on your topic. Choose those works that provide the best perspective on your topic. Cite the book, article, or document using APA 7th Edition guideline. Write a concise annotation that summarizes the central theme and scope of the book or article. Please refer to assignment description posted on Canvas.

In-class presentation/leading class discussion:

Choose a topic that you read about in the Koonce text or a specific topic that you are interested in exploring further. You will provide scholarly readings, present your findings to your classmates, and will lead a class discussion on that topic. Plan for presentations and discussions will be reviewed in class and/or posted on Canvas. You will turn in a 2-3 page reflection on this experience, detailing the main points that you learned about your topic, the important points that you think your class members learned, and what you learned about teaching adults.

Final paper:

Your paper will cover the topic you choose for your class presentation. Conduct a literature review or position paper and find at least 8 peer-reviewed sources. You are expected to present a balanced view from the literature covering both sides of the debate. Write an 8-10 page paper integrating and summarizing your review of the literature. It should be double-spaced and follow APA guidelines. Upload your paper to Canvas, by midnight, Sunday, November 21, 2021. Graded papers will be returned to students via email or Canvas.

Grading:

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

Assignment	Percent of Grade
Class Participation	10%
Reading Responses/Reflections	15%
Annotated Bibliography	15%
In-class Presentation/Leading Class Discussion	25%
Final Paper	35%

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 making 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.

OU faculty will submit grades online through ONE not later than 30 days after the course end date. Course end dates are approximately one calendar month after the final seminar date on this syllabus and are provided on the official scheduling website for reference.

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.

Diversity Statement

The University of Oklahoma is committed to achieving a diverse, equitable, and inclusive university community by embracing each person's unique contributions, background and perspectives. The

University of Oklahoma recognizes that fostering an inclusive environment for all, with particular attention to the needs of historically marginalized populations, is vital to the pursuit of excellence in all aspects of our institutional mission. This enhances the OU experience for all students, faculty and staff and for the communities we engage.

[Visit OU's Diversity, Equity, and Inclusion website »](#)

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact the Professor as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Extended Campus (also and formerly known as 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 e/mailed to the professor for the course. Neither duplicating services nor office supplies are provided.

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 OU Extended Campus, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Dr. Aiyana G. Henry

Education

- Ed.D. Curriculum and Instruction, Reading, Baylor University, Waco, TX, 2012
- M.Ed. Curriculum and Instruction, Gifted and Talented, Baylor University, Waco, TX, 2002
- B.S. Elementary Education, Science, The University of New Mexico, Albuquerque, NM, 2000

Current Positions

- Associate Dean for Professional Education
- Associate Professor of Elementary Education
- Elementary Education Program Coordinator

Major Areas of Teaching Research Interest

- ILAC 4003, Partnerships: Working with Parents and Community
- EDEL 4063, Critical Inquiry and Integrated Instruction
- EDUC 4050, Teaching Experience-Elementary School
- EDUC 6930, Introduction to Teaching
- EDEL 5593/EDSE 5653 Issues in Teaching Elementary/Problems in Teaching in Secondary Schools
- Teacher Preparation/Education
- Preparing pre-service teachers to work with diverse populations
- Experiential Learning
- Coaching/ Mentoring
- Cognitive CoachingSM

Representative Publications and Presentations

- Kershen, J. & Henry, A. (2020). *Why are my students acting like this? Exploring preservice teachers' attributions of student behaviors*. Student Behavior [Poster Session]. AERA Annual Meeting, San Francisco, CA <http://tinyurl.com/wyuwzkh> (Conference Canceled)
- Kershen, J. E. & Henry, A. (2020, April 17 - 21) *Learning to Identify Problems of Practice: Reflective Writing as a Window Into Professional Learning* [Paper Session]. AERA Annual Meeting, San Francisco, CA <http://tinyurl.com/t7u73wa> (Conference Canceled)
- Kershen, J., Henry, A., Dobson, R., & Snodgrass, S. (2019). *How weekly intern reflection reveal the development of beliefs about learning and teaching*. Presented at the Association for Teacher Educators, Atlanta, GA.
- Cross, M. L. & Henry, A. (2018). *Identity Shift: Identity in the Mobile Teacher*. Presented at the Association for Teacher Educators, Las Vegas, NV.
- Mackinley L. C., Williams, L., & Henry, A. (2018) Forty Years of "Un-Learning": *Enlightenment of a Veteran Teacher*. Presented at the Association for Teacher Educators, Las Vegas, NV.
- Henry, A. (2017). *Partnerships: Working with parents and the community for the success of the child*. Presented at the Association of Teacher Educators Conference, Orlando, FL.
- Henry, A. (2015). *Coaching, Reflecting, and Metacognition: A new way of fostering independent learning for preservice teachers*. Presented at the Association of Teacher Educators Conference, Phoenix, AZ.
- Henry, A. & Conrady, K. (2015). *Co-teaching: An alternative to the traditional route to elementary teacher certification placements*. Presented at the Association of Teacher Educators Conference, Phoenix, AZ.
- Henry, A. & Keathley, B. (2013). *Coaching the reflective practitioner: A new way of fostering independent learning for teacher candidates while in a PDS setting*. PDS Partners, 8(3).
- Henry, A. (2012). *Cognitive Coaching: An examination of the reflective journaling of teacher candidates*. Unpublished doctoral dissertation. Baylor University, Waco, TX.

- Henry, A. (2013). Examining the reflective journaling of teacher candidates while in a PDS setting, Presented at the Professional Development Schools National Conference, New Orleans, LA.
- Henry, A. (2012). An examination of the reflective journaling of teacher candidates. Presented at the Center for Research, Evaluation & Advancement of Teacher Education, San Antonio, TX.
- Henry, A. (2012). Coaching, reflection, and metacognition: A new way of fostering independent learning for pre-service teachers while in a PDS setting. Presented at the Professional Development Schools National Conference, Las Vegas, NV.
- Henry, A., Zandstra, A., Meehan, J., & Crenshaw, C. (2012). ABD: Now what! Presented at the Association of Teacher Educators Conference San Antonio, TX.
- Gupta, D., Conaway, B., Dixon, E., Henry, A., Nelson, P., Zandstra, A., Trumble, J. & Tang, A. (2012). Anchoring the doctoral candidate: Supporting the transition from student to professional. Presented at the Association of Teacher Educators Conference, San Antonio, TX.
- Henry, A. & Cassidy, B. (2011). Making the transition: integrating a new University Liaison in a professional development school situation. Presented at the Association of Teacher Educators Conference, Orlando, FL.
- Cassidy, B. & Henry, A. (2011). Never enough time: Content area faculty supporting field experiences through the use of technology. Presented at the Association of Teacher Educators Conference, Orlando, FL.
- Cassidy, B., Henry, A., & Shepard, B. (2011). Succeeding in an era of accountability: Expanding the curriculum to prepare students for a global society. Presented at the Professional Development Schools National Conference, New Orleans, LA.
- Rodgers, J. & Henry, A. (2010). From backboards to blackboards: An examination of the impact college basketball has had on the modern university. Presented at Historical Education Society Conference, Cambridge, MA.
- Harvin, R., Henry A., & Schultheiss, S. (2007). Our journey in becoming a model school for literacy. Presented at the National Staff Development Conference. Dallas, TX.

Representative Honors and Awards Received

- Jeannine Rainbolt College of Education Leadership and Citizenship Award, 2021
- Instructional Leadership and Academic Curriculum Leadership and Citizenship Award, 2020
- JRCoE Teaching and Advising Award, University of Oklahoma, 2016
- ILAC Teaching and Advising Award, University of Oklahoma, 2015
- Outstanding Graduate Student Instructor for the Social Sciences, Baylor University, 2010
- Elementary Teacher of the Year, Waco Independent School District, 2004-2005
- Outstanding Teacher of the Year, South Waco Elementary, 2004-2005

Major Professional Affiliations

- Member of American Educational Research Association
- Member of National Association of Teacher Educators
- Member of National Association of Professional Development