



# EXTENDED CAMPUS

COLLEGE of PROFESSIONAL  
and CONTINUING STUDIES

## EDUC 6930-221: Introduction to Teaching

### 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: December 3 – 8, 2019

Location: Building 2775, Rooms 10 and 11. Kapaun Air Station on Vogelweh Air Base.

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: November 4, 2019

### Site Director:

Email: [apramstein@ou.edu](mailto:apramstein@ou.edu). Phone: DSN 480-6807, Civilian 06371-47-6807.

### Professor Contact Information:

Course Professor: Dr. Aiyana Henry

Mailing Address: 820 Van Vleet Oval ECH 114, Norman, OK 73019

Telephone Number: 405-325-1498

Fax Number: 405-325-4061

Email Address: [ahenry@ou.edu](mailto:ahenry@ou.edu)

Professor availability: The professor will be available via email 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>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. 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](mailto:apsyllabi@ou.edu). Text prices are available online

1. Tough, P. (2013). *How children succeed: Grit, curiosity, and the hidden power of character*. Boston, MA: Houghton Mifflin. ISBN 9780544104402.
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.

### 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:

Dates	Assignments
Week 1 Nov 4-10	Order books and familiarize yourself with the course Canvas site. Submit the "Introduction" Essay for the program if you have not done so already. This should be submitted via the course Dropbox in Canvas. Begin reading the articles and chapters found on the course Canvas site under Week 1 Readings.
Week 2 Nov 11-17	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. Read Tough pp. xi – 104 and complete the Readings Response & Discussion via the Discussion Board in the course Canvas. Your response to the readings is due by <b>Friday the 8th at 8:00 pm</b> . Your responses to your classmates' questions are due by <b>Sunday the 10th at 8:00 pm</b> .
Week 3 Nov 18-24	Read Tough pp. 105 – 175 and complete the Readings Response & Discussion via the Discussion Board in the course Canvas page. Your response to the readings is due by <b>Friday the 15th at 8:00 pm</b> . Your responses to your classmates' questions are due by <b>Sunday the 17th at 8:00 pm</b>
Week 4 Nov 25-Dec 1	Read Tough pp. 175-201 and complete Readings Response & Discussion via the Discussion Board in the course Canvas. Your response to the readings is due by <b>Sunday the 1st at 8:00 pm</b> . Your questions will help to form our discussion during our first-class meeting on Tuesday December 3rd.

#### During In-Person Class Meetings: December 3-8, 2019

Topic	Readings	Activities & Assignments
Tuesday Promoting intelligence, overview of the course	Discussion of themes from How Children Succeed: Grit, Curiosity, and the Hidden Power of Character by P. Tough. Discussion of assignments for the course.	Discuss chapters in the book How to read like a researcher How to write a research paper, part I
Wednesday Teaching, learning, education	Discussion of themes from How Children Succeed: Grit, Curiosity, and the Hidden Power of Character by P. Tough. Cont'd	Response 1 due Discuss responses How to write a research paper, part II
Thursday Global context of learning	Review Readings (Canvas)	Response 2 due Discuss responses Examine PISA, TIMSS, PIRLS, NAEP, Common Core, state standards

Topic	Readings	Activities & Assignments
		What SHOULD the curriculum be?
Friday Learning and memory	Review Readings (Canvas)	Response 3 due Discuss responses
Saturday-a Attitude, happiness, motivation, creativity	Review Readings (Canvas)	Response 4 due Discuss responses
Saturday-b Schooling	Review Readings (Canvas) Individual meetings	Assessing student performance and teacher performance Formative and summative evaluation
Sunday-a Curriculum & Instruction	Review Readings (Canvas) Individual meetings continued	Response 5 due Discuss responses A sample unit of instruction Varying the stimuli The role of repetition
Sunday-b Future education	Review Readings (Canvas)	Scenario building Professional development

#### Following In-Person Class Meetings: December 9 – December 27, 2019

Dates	Assignments and Due Dates
Week 6	Work on Papers, Send your paper to your peer reviewer, no later than <b>8:00 pm, Tuesday, December 17, 2019.</b>
Week 7	Return papers to authors and upload track changes to Canvas, no later than <b>8:00 pm, Sunday, December 22, 2019.</b>
Week 8	Complete Research Paper. This should be submitted via the course in Canvas no later than <b>8:00 pm, Friday, December 27, 2019.</b>

**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.**

#### Assignments, Grading and Due Dates:

##### Participation, 10%

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 is required. You will be expected to attend classes regularly, arrive on time, stay for the duration of the allotted time, and thoughtfully complete all readings and assignments on time. While perfect attendance doesn't 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.

### **Readings Response & Discussion, 25%**

Included in this grade are your responses to the readings/articles 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.

### **Short Reviews and In-class Activities, 20%**

Write a 1-2 page, double spaced summary of the readings. Five short reviews are assigned over the course of the semester. A short review should contain these parts:

1. citation,
2. brief summary (non-judgmental),
3. commentary (personal reaction, strengths, weaknesses, significance, other reactions)
4. most important sentence and page number
5. One or two words and an image that represents your “take” on the article Drop short reviews in the course Canvas each day prior to class.

### **Research Paper on the future of learning in your area of interest, 45%**

(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:

1. 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)
2. a persuasive case substantiating the importance of events listed in a).
3. description of differences in practice over time, including comparison of past and present curriculum and instruction
4. description of what learning will look like in 2035

This should be submitted via the course Dropbox in Canvas no later than **8:00 pm, Friday, December 27, 2019**.

### **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 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.

### **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](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.

### **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 me 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](mailto: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**

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 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

- Assistant 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
- Teacher Preparation/Education
- Preparing pre-service teachers to work with diverse populations
- Experiential Learning
- Coaching/ Mentoring
- Cognitive Coaching<sup>SM</sup>

### Representative Publications and Presentations

- 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**

- 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 Center for Research, Evaluation & Advancement of Teacher Education
- Member of National Association of Teacher Educators
- Member of National Association of Professional Development
- Member of Phi Delta Kappa International