



# EXTENDED CAMPUS

COLLEGE of PROFESSIONAL  
and CONTINUING STUDIES

## EDUC 6930-223: 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: February 6 - 11, 2018  
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: January 8, 2018

### Site Director:

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

### Professor Contact Information:

Course Professor: Dr. Lawrence Baines  
Mailing Address: 820 Van Vleet Oval  
Room 100  
Norman, OK 73019  
Telephone Number: 405-325-3752  
Fax Number: 405-325-7390  
E-mail Address: [lbaines@ou.edu](mailto: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, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> 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](mailto: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 4p.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.

1. Nisbett, R. (2010). *Intelligence and how to get it: Why schools and cultures count*. New York: W. W. Norton. ISBN 9780393337693.

- Materials posted on Canvas at [canvas.ou.edu](https://canvas.ou.edu). 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.

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:

- To critically explore, question, and discuss issues about teachers and teaching.
- To consider learning and teaching in the context of the student, curriculum, community, and society.

### Course Outline:

#### Prior to in-person class meetings: January 7-February 5, 2018

Date	Assignment
Week 1 January 7- January 13	Order books and familiarize yourself with the course CANVAS site. You're your "Introduction" essay for the program on the discussion board. Begin reading the book and collection of articles.
Week 2 January 14-20	Read Nisbett pp. 1-77. Write a few paragraphs of summary (the points you find most pertinent) on the Discussion Board via CANVAS. End with a question about the readings. Read the commentaries of your peers and respond to at least one question from one of your peers.
Week 3 January 21-27	Read Nisbett pp. 78-152. Write a few paragraphs of summary (the points you find most pertinent) on CANVAS. End with a question about the readings. Read the commentaries of your peers and respond to at least one question from one of your peers.
Week 4 January 28- Feb. 5	Read Nisbett pp. 153-235. Write a few paragraphs of summary (the points you find most pertinent) on CANVAS. End with a question about the readings. Read the commentaries of your peers and respond to at least one question from one of your peers.

#### In-person class meetings: February 6-11, 2018

Topic	Readings	Activities
Tuesday 2/6 Promoting intelligence, overview of the course	Discussion of themes from <i>Intelligence and How to Get It</i> by Nisbett, 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 2/7 Teaching, learning, education	"How we learn" by Gopnik "Playing with Fire," by Lapham "Learning from our students" by Noddings Chapter from <i>Made to Stick</i> by Heath & Heath "Brain rules" by Medina	Response 1 due Discuss responses Guess the ratings The bell curve How to write a research paper, part II

Topic	Readings	Activities
Thursday 2/8 Global context of learning	If the world had 1000 people PISA results and articles “Mean scores in a mean world” by Baines & Goolsby “Reflections of Academic Experiences From Formerly Incarcerated African American Males”	Response 2 due Presentation “Learning from the world” Examine PISA, TIMSS, PIRLS, NAEP, Common Core, state standards What SHOULD the curriculum be?
Friday 2/9 Learning and memory	2 Sigma problem, by Bloom Chapters from <i>The Talent Code</i> by Coyle “Noncognitive factors,” University of Chicago Chapter from <i>Where Good Ideas Come From</i> , Johnson	Response 3 due Presentation “Writing to learn” Exercises on text Visual, Auditory, Movement Presentation on olfactory
Saturday-A 2/10 Attitude, happiness, motivation, creativity	Chapter from <i>Authentic Happiness</i> by Seligman “High income improves evaluation of life but not emotional well-being” by Deaton & Kahnemann Chapter from <i>Creativity</i> by Csikszentmihalyi Chapter from <i>Stumbling on Happiness</i> by Gilbert	Response 4 due Presentation “Flow” Discuss responses
Saturday-B 2/10 Schooling	“Brown At 62: School Segregation By Race, Poverty And State” by Orfield “What Do We Know About Vouchers and Charter Schools?” research brief by RAND “Us vs. Them” by Baines, Hanna, and Hill “Public school as wasteland” by Baines et al.	Assessing student performance and teacher performance Formative and summative evaluation Response 5 due
Sunday-A 2/11 Curriculum & Instruction	Working session. Ask questions pertinent to the final paper.	NA
Sunday-B 2/11 Future education	Chapter from <i>Five Minds for the Future</i> by Gardner “What is civilization?” by Durant “A reflective conversation with Dean Keith Simonton” “The technological and demographic imbalance” by Friedman Chapter from <i>Geography of Bliss</i> by Weiner	Presentation “Future of public schools” Scenario building Professional development Staying ahead of the curve

**Following In-Person Class Meetings: February 12 – March 3, 2018**

Date	Assignment	Due Date
Week 6, 7, 8	Complete research paper. Please send it to my email account at <a href="mailto:lbaines@ou.edu">lbaines@ou.edu</a> .	<b>Due by March 3, 2018</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:**

### **Readings and posting comments to the discussion board, 10%**

Write a summary of the assigned reading, including what you believe to be the most salient points the author made and/or what you found challenging and post it to Canvas. Conclude your response with a question. Read the responses of others in the class and respond to at least one question each week.

### **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 a hand-drawn image that represents your “take” on the article**

Bring a hard copy of your short reviews to class and email to me.

### **Research paper on learning in your area of interest, 50%, due March 3, 2018**

(American public schools, instructional methods, simulation, teacher autonomy, testing, film, literature, science, mathematics, writing, field trips, English language learners, medicine, art, service learning, crime in schools, the school-to-prison pipeline, creativity, or any topic that interests you).

Include:

- a. a table depicting the chronology of at least 5 important events,
- b. an explanation of the importance of events listed in a).
- c. a table summarizing the findings of at least 7 important studies/books/articles/legislation (you may draw up to two from articles and books in class)
- d. description of differences in practice over time, including comparison of past and present curriculum and instruction
- e. description of what learning will look like in 2038

### **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. 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
- Public schools
- Adolescent literacy

**Representative Publications and Presentations**

11 books, 100+ articles, 100+ presentations

**Representative Honors and Awards Received**

- Rinsland Award for Outstanding Research, 2014
- Award for Research Impact, 2013

**Major Professional Affiliations**

- National Council of Teachers of English
- Institute of Educational Studies