**Term Information**

Effective Term: Summer 2012

**General Information**

Course Bulletin Listing/Subject Area: Education: Teaching & Learning
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
College/Academic Group: Education & Human Ecology
Level/Career: Graduate
Course Number/Catalog: 7008
Course Title: Sociocultural Studies of Teaching and Teacher Education
Transcript Abbreviation: SocioculturalStdTL
Course Description:
A sociocultural look at ways teaching as a profession has been shaped by history, culture, gender; multiple agendas for teacher education; structure of current practice; different programs of reform; studies of teacher education.

Semester Credit Hours/Units: Fixed: 3

**Offering Information**

Length Of Course: 14 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component?: No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus

**Prerequisites and Exclusions**

Prerequisites/Corequisites
Exclusions

**Cross-Listings**

Cross-Listings

**Subject/CIP Code**

Subject/CIP Code: 13.1399
Subsidy Level: Doctoral Course
Intended Rank: Masters, Doctoral, Professional

**Quarters to Semesters**
Quarters to Semesters
- New course
- This course has been taught multiple times as a seminar course. We would like to make it a permanent offering.

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation
- Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes
- Following successful completion of this course, students will be able to:
  - Consider the relationship between teaching and teacher education;
  - Sample a range of research methods and theoretical frames that scholars have applied to the study of teaching and teacher education;
  - Develop, challenge, and expand personal understandings of teaching and teacher education;
  - Synthesize and critique research in area of teaching and teacher research;
  - Understand how teaching as a profession has been shaped by history, culture and gender;
  - Understand the multiple agendas for teacher education, the structure of current practice, and the rhetoric of several different programs of reform.

Content Topic List
- Becoming a teacher educator: the current debate;
- Teacher education and the university;
- School reform, and lives of teachers;
- Pedagogical content knowledge;
- Activity Theory and teacher education research;
- Case study methods in teacher ed research
- From courses to classrooms: teacher education programs;
- Social justice issues and teacher education research

Attachments
- Sociocult Studies of Teach and TE Syllabus.docx
  (Syllabus. Owner: Mercerhill,Jessica Leigh)

Comments

Workflow Information

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<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<tr>
<td>Submitted</td>
<td>Mercerhill,Jessica Leigh</td>
<td>01/04/2012 01:55 PM</td>
<td>Submitted for Approval</td>
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<td>Approved</td>
<td>Clark,Caroline Taylor</td>
<td>01/08/2012 09:09 PM</td>
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<td>Achterberg,Cheryl L Blount,Jackie Marie Zircher,Andrew Paul</td>
<td>01/08/2012 09:09 PM</td>
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Teaching and Learning

Sociocultural Studies of Teaching and Teacher Education

George Newell
Office: 267 Arps Hall
Mailbox: 327 Arps Hall
E-mail: Newell.2@osu.edu
Phone: 292-1844 (office) (voice mail available)

Required Texts


Note: Other course readings can be found on the course’s CARMEN website. The required texts can be purchased on-line or at any of the university-related bookstores.

Focus

The framework that we will discuss and that shapes much of the research that we will read is sociocultural theory. In terms of our course, this means the study of teaching and teacher education that seeks to understand how culturally and historically situated meanings are constructed, reconstructed, and transformed through social mediation. A good example of this is my own development as a high school English teacher. My understanding of teaching was shaped by my experiences as both a full-time teacher and a part-time graduate student working in a traditional academic high school whose focus was on preparing students for college reading and writing. As I taught my students using what I would later recognize as constructivist and progressive practices, I found myself moving further from what my principal and many, but not all, of my English department colleagues expected of me. In this situation, I was in constant conflict regarding what my goals ought to be for the range of students whom I taught. I would argue that this conflict, while socially awkward at times, enabled me to become a more reflective and analytic, if not better, teacher.

Topics for Discussion

In this course, we will explore the structure, content, and politics of teacher education research and practice as it has unfolded in recent history. We can’t really do that, though, unless we are also willing to explore the history, structure, and politics of teaching. The two are inextricably intertwined, and part of our task for the semester will be to stay aware of both, even while we are concentrating on one or the other. Beginning, then, with a look at the ways in which teaching as a profession has been shaped by history, culture, and gender, we will move on to the multiple agendas for teacher education, the structure of current practice, the rhetoric of several different
programs of reform, studies of teacher education programs, and efforts to develop mentor teacher programs.

**Procedures**

Every week we have the opportunity for productive conversations that are driven by the questions raised by the readings and by your own experiences as a teacher, teacher educator, and grad student. I also hope that I can work individually with you as you locate the interests that will shape your projects for the class.

The readings for each week are anchored by topics that begin with a consideration of how the field is regarded by insiders and outsiders and then shift to the issues framing current debates about teacher education. There’s a lot to talk about, and though I’ve tried to keep the reading relevant and reasonable in its demands, it will take some time each week. I have sought readings that lend themselves to connection—connection to one another, connection to the political realities that shape schooling and teacher education, and most importantly, connection to the experience you bring with you as a seasoned student, teacher, and academic. I hope you will be a critic as much as a consumer of the reading we do, weaving your own hard-won professional knowledge into the discussions we build together.

To that end, I’d like us to use the Course’s CARMEN site both to stay connected between meetings and to give each of you a hand in setting the agenda for those meetings. Each week I will ask you to post a statement (no more than 200 words) in the “discussion” section of the site that identifies themes, issues, and questions from the readings that you would like to discuss further. Please post these by 5:00 PM on Tuesday so that we will have a chance to read them before class on Wednesday evenings. And please, as you consider the responses of your colleagues, connect those responses to your own and come to class equipped with at least one and perhaps more questions that you’d like us to address. Finally, please also let me know ahead of time if real life intervenes in a way that will keep you away from class in any given week.

Students in the course will be asked to do a fair amount of reading, to write brief responses to the reading each week on a CARMEN site, and to write two somewhat longer papers:

- **At about mid-semester, a case study of a student teacher/pre-service teacher or an early-career teacher.** The participant can be a teacher candidate who is currently in a teacher education program or a first or second-year teacher who is already working full time. The study will involve an interview and, if possible, at least one observation in a class he/she is currently enrolled. We will talk more about the logistics of this project early on in the semester, but its purpose is to ground our more abstract investigations in the voices and lives of those for whom teacher education is a daily event.

- **At the end of semester, a longer, argumentative essay that draws on our readings and discussions and that addresses one of the central issues we will be exploring.** This could be an extension of the case study or it could be an essay that takes on issues such as the following:
• What tools are currently used to assess teaching? How could teaching be more productively assessed? (This has been a key issue in the federally sponsored “Race to the Top” program of the Obama administration.)
• What is the role of gender in teaching and teacher education?
• What do we know about teacher education within particular subject fields such as foreign and second language education, English language arts, early childhood education, etc.?
• What have advocates and/or critics of university-based teacher education used as evidence for the failure of the effort?
• How can teacher education be productively extended beyond initial licensure?
• What is the most appropriate role for research in teacher education reform?
• Are alternative routes to teaching, such as “Teach for America,” promising possibilities for teacher education?
• What role do recently mandated state standards and assessments play in the professional lives of teachers?
• Why do almost 50% of all teachers leave the field within five years?
• What role can teacher education play in preparing teacher candidates for work in urban settings?
• Why are teacher education candidates and licensed teachers so often critical of their teacher education experiences?
• To what extent, if at all, ought Arts and Sciences departments be involved in teacher education? What would a productive involvement look like?
• What is the role and contribution of the university supervisor in the teaching and learning of pre-service teachers?
• NCATE has recently argued that teacher education program should decrease the number of hours in the university classroom while increasing the number of hours in the field. Stake your own position on this claim and argue for it using research, theory, and practical experience.

These are only a sampling of possibilities. I would like to meet with each of you within the next several weeks to talk through your own interests and to help locate some potential topics.

Course Schedule

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<tr>
<th>Week</th>
<th>Topics/Assignments</th>
<th>Readings</th>
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<tbody>
<tr>
<td></td>
<td>The Current Debate</td>
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<tr>
<td>2</td>
<td>Why Study Teacher Education?</td>
<td>Grossman, “Responding to Our Critics” Labaree, “Uneasy Relationship”</td>
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<td></td>
<td>Teacher Education and the University</td>
<td>Cochran-Smith &amp; Fries.ch 2, “Researching” STE</td>
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<tr>
<td>Week</td>
<td>Topics/Assignments</td>
<td>Readings</td>
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<td>Teacher Learning and Teacher Education</td>
<td>Grossman &amp; McDonald, “Back to Future” AERJ Bransford et al., ch. 8 “Teacher Learning” HPL</td>
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<td>8</td>
<td>Discussion of Case Studies</td>
<td>Case Studies Due</td>
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<td>10</td>
<td>Constructing Teacher Education Programs for Social Justice</td>
<td>Athanases &amp; de Oliveira. “Advocacy for equity in classrooms and beyond: New teachers’ challenges and responses” TCR</td>
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<td>12</td>
<td>Preparing Teacher Educators</td>
<td>Achinstein &amp; Athanases. <em>Mentors in the making: Developing new leaders for new teachers</em></td>
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<td>Writing Conferences for Final Paper</td>
<td>4</td>
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<td>Week</td>
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<td>14</td>
<td>Project Presentations</td>
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ESJ—*Elementary School Journal*
JTE—*Journal of Teacher Education*
HPL—*How People Learn*
STE—*Studying Teacher Education*
TCR—*Teachers College Record*
RTE—*Research in the Teaching of English*

**Course Requirements and Evaluation**

**Attendance and Participation.** I expect that everyone will come to class prepared to discuss the readings and assignments—I will take attendance at each session. In order to participate fully in this course, attendance is mandatory. It is very important to come to every class on time. If you must miss any class or any part of a class, please see, call or email me in advance.

Details regarding the following projects will be distributed separately.
- Responses on CARMEN site *(20 points)*
- Report of Case Study of Preservice Teacher, Early Career Teacher or Teacher Educator *(30 points)*
- Argumentative Essay *(50 points)*

**Grading Distribution**

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<td>E</td>
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Evaluation is based upon my judgment as to whether you have satisfied the stated objectives of the course. *The Ohio State University Bulletin* has stated guidelines for marking (grading) that indicate that the above quality determinations are based upon a comparison with other interns in the course, and/or with students who have taken the course previously, and/or the instructor’s personal expectations relative to the stated objectives of the course, based in the instructor’s experience and expertise. *It is expected that you will complete all assignments with fairness and honesty, according to the University’s Code of Student Conduct.*

**Note:** Any student with a documented disability who may require special accommodations, should self-identify to the instructor as early as possible to receive effective and timely accommodations.

**Newell’s Policies**

*Late Assignments*, in most cases, will be penalized 20 percent of the points per class. *Attendance* is expected. If you do have to miss class, you are responsible for making up work. To report off,
either call me or give me a written note with your signature. A written note is required even when you report off in person. If you are notably irregular in attendance, you may be asked to withdraw from the course. Incompletes are given in only extreme circumstances. Students are expected to complete all work on the dates given above. Failure to do so may result in a lower grade.

OSU’s Policies for Student Conduct and Participation

Academic Misconduct. The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf).

ODS Statement. Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/. Students will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

Grievances and Solving Problems. According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department. “

Statement on Diversity. The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.
From: Jessica Mercerhill  
Sent: Wednesday, May 09, 2012 9:22 AM  
To: Eric Anderman  
Cc: Andrew Zircher  
Subject: Re: Concurrence

Thank you Eric.

Andy, is this all you need to move forward with the course proposal?
Jess

On 5/9/12 9:20 AM, "Eric Anderman" <Eanderman@ehe.osu.edu> wrote:

Jess: see below, no concurrence issue.
Thanks,
Eric.

From: Helen Marks  
Sent: Wednesday, May 09, 2012 9:20 AM  
To: Helen Marks; Eric Anderman; Belinda G. Gimbert  
Cc: Antoinette Errante (errante.1@osu.edu)  
Subject: RE: Concurrence

Eric,

I have spoken with George Newell about his course. He explained that it is geared to PhD (primarily) and EdS students, mainly to teach research in teacher education, and, secondarily, to consider teacher education in a sociocultural framework. In discussing George's focus with Belinda, we see no concurrence issue now in terms of the work being done to prepare a third standards-based course for the Teacher Leader Endorsement.

Helen

From: Eric Anderman  
Sent: Saturday, May 05, 2012 8:49 PM  
To: Helen Marks (hmarks@ehe.osu.edu); Belinda G. Gimbert (gimbert.1@osu.edu)  
Cc: Antoinette Errante (errante.1@osu.edu)  
Subject: Concurrence

Helen/Belinda: Grad studies needs to respond regarding the concurrence issue that I sent to you a few weeks ago; can you please let me and Antoinette know if there are any issues to raise?
Thanks,
Eric.

Eric M. Anderman
Director, School of Educational Policy and Leadership
Professor, Educational Psychology
College of Education and Human Ecology
The Ohio State University
121 Ramseyer Hall
29 West Woodruff Avenue
Columbus, OH 43210
(614) 688-5721