

**OAKTON COLLEGE  
COURSE SYLLABUS**

**EDN 101  
Introduction to Education**

IAI Major [ESE 901: Introduction to Education](#)

**Spring 2026  
February 17 – May 15, 2026  
Online**

Hi! I am your instructor for the class. My name is:

Katherine Schuster, PhD

- Please call me Dr. Schuster or Prof. Schuster
- My last name is pronounced shoe-ster
- My pronouns are she/her/hers

Phone: [REDACTED] (cell)

- You can text me at any time. I will normally reply to texts 8am-10pm. Please remember to let me know who you are in the text.

E-mail: [schuster@oakton.edu](mailto:schuster@oakton.edu)

- Please be aware – if you are replying to an email within D2L, you cannot send me an email from outside the D2L system. To email me outside of D2L, use the email above. Emailing within D2L is the best option.
- To help us connect, when you send me an email message, please include a subject for the email that indicates what class and section you are in; in the body of the email, include a greeting, explain how I can help, and end with a closing that includes your name. I typically respond to emails within 24 hours, Monday - Friday. Emails sent late at night or over the weekend may not get an immediate response. Please know that your message is important, and I will respond to you as soon as I can. Something urgent? Send a text.
- Office Room #: 2512, Des Plaines Campus

| <b>I.</b> | <b>Course<br/>Prefix</b> | <b>Course<br/>Number</b> | <b>Course<br/>Name</b>       | <b>Credit</b> | <b>Lecture</b> | <b>Lab</b> |
|-----------|--------------------------|--------------------------|------------------------------|---------------|----------------|------------|
|           | EDN                      | 101                      | Introduction<br>To Education | 3             | 3              | 0          |

**II. Course Prerequisite:** None.

**III. Course Description:**

Course provides an overview of teaching as a profession in the American education system. Students will be introduced to and explore instruction and assessment practices rooted in a variety of historical, philosophical, legal, inclusive, and equitable perspectives. The course supports students in developing their skills as collaborative and reflective practitioners. Students will investigate the role of teacher as advocate and identify ways in which schooling might be structured to build equity and social justice. A 10-hour directed observation in a K-12 school setting is required.



### **Why take Introduction to Education?**

This course will help you understand the history and current structure of public education in the US. We will examine how issues, policies, laws, and trends in education will influence your career as a teacher. We will examine how systems and institutions continue to support inequities within U.S. society. We will learn strategies to ensure that your classrooms are equitable and celebrate all of your students.

## **IV. Learning Objectives:**

### **Illinois Standards Alignment**

This course aligns with the Illinois Professional Educators Standards (2023) and the Illinois Culturally Responsive Teaching and Leading Standards (2022). Learning outcomes, topics, and activities align with both standard sets, as indicated in the learning outcomes below.



### **What's a Student Learning Objective?**

Student learning objectives (sometimes called learning outcomes) state what students are expected to know or be able to do upon completion of a course or program. Learning objectives are statements that describe the knowledge or skills students should acquire by the end of a particular assignment, class, course, or program. Also, they inform your transfer institution what you learned in this course.

1. The student recognizes instruction that is justifiable, equitable, accessible, developmentally appropriate, challenging, and engaging by:
  - a. aligning instruction with learning goals and standards (IPES.IN.3)
  - b. incorporating applicable laws, rules, and policies in instructional decisions (IPES.IN.4)
2. The student describes instructional assessment that is justifiable, equitable, accessible, developmentally appropriate, challenging, engaging, collaborative, supportive, protective, and informative by:
  - a. aligning assessments with standards (IPES.A.2)
  - b. facilitating self- and peer-assessment strategies to support student learning and development (IPES.A.9)
3. The student recognizes the importance of collaborating and communicating with families, colleagues, and the community to enhance educational opportunities and the learning experience for all learners by:
  - a. collaborating with families and professionals in culturally sustaining ways. (IPES.CC.2)
  - b. investigating opportunities to collaborate with community and school partners for improving access and equitable opportunities for students' development/learning. (IPES.CC.7, IPE.A8)
  - c. examining the historical and philosophical foundations of American public education. (IPES.CC.1)
4. The student meets professional expectations and pursues growth opportunities through analysis, reflection, and goal setting by recognizing:
  - a. how personal biases and perceptions affect practice. (IPES.PR.1, CRTL.A1; CRTL.A5, CRTL.A6, CRTL.A7)
  - b. policies that are discriminatory, oppressive, or otherwise harmful to students, families, communities, or teachers. (IPES.PR.2; CRTL.B3; CRTL.B6; CRTL.B7)
  - c. the importance of creating personal goals targeting future professional growth, leadership, and advocacy. (IPES.PR. 4; CRTL.B5)

## V. **Academic Integrity and Student Conduct:**

Students and employees at Oakton College are required to demonstrate academic integrity and follow Oakton's Code of Academic Conduct. This code prohibits:

- cheating,
- plagiarism (turning in work not written by you, or lacking proper citation),
- falsification and fabrication (lying or distorting the truth),
- helping others to cheat,
- unauthorized changes on official documents,
- pretending to be someone else or having someone else pretend to be you,
- making or accepting bribes, special favors, or threats, and
- any other behavior that violates academic integrity.

There are serious consequences to violations of the academic integrity policy. Oakton's policies and procedures provide students a fair hearing if a complaint is made against you. If you are found to have violated the policy, the minimum penalty is failure on the assignment and, a disciplinary record will be established and kept on file in the office of the Vice President for Student Affairs for a period of 3 years.

Please review the Code of Academic Conduct **and** the Code of Student Conduct, both located online at [Student Handbook 23-24](#).

**What is Plagiarism?** Using someone else's work without giving them credit. Here is a [helpful video](#) which explains how to prevent plagiarism.

I have tried to build this course to maximize both your learning and the connections that you can make between your new learning and the "real world." Learning requires effort and it is this cognitive effort and work that helps you learn this material more deeply and be able to use it later on when you need to do so. To maximize your learning, it is important that the cognitive and creative work be your own. When Generative AI is allowed, I will specify on the assignment how you can use it (e.g. for brainstorming or for grammar check) and how it should be cited.

Any words, writings, or ideas that are not your own need to include full attribution to their source. This is true whether those ideas came from a textbook, professional journal, popular website, or a Generative AI program such as Chat GPT or Google Bard. Failure to include proper attribution or authorization is a form of academic dishonesty. When in doubt, cite your sources! This protects YOU! If you are unsure about whether something may be plagiarism or academic dishonesty, please talk to me. It's always good to make sure. Correctly citing sources is part of the learning that you should do in college, and I am here to help you.

I want you to be successful in this course, and I am here to help you reach your personal academic goals. Sometimes students are tempted to violate academic integrity rules when pressed for time or feeling desperate. PLEASE reach out to me at any time you are feeling stressed, unsure, or confused.

## VI. Outline of Topics

| Module / Week                                                           | Topics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Learning Objectives     | Assignment(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit One: History and Philosophy of Public Education in the U.S.</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>1</b>                                                                | <b>Introduction to the Course &amp; the Education Major</b> <ol style="list-style-type: none"> <li>Identify which Education pre-major at Oakton aligns with your goals.</li> <li>Identify the learning objectives and major assignments in EDN 101.</li> <li>Recognize how the IPESs and CRTLS relate to the learning objectives and assignments / assessments in EDN 101.</li> <li>Apply the ABCD approach and Bloom's Taxonomy to create two alternative learning objectives for EDN 101.</li> <li>Create an assessment for one of the alternative learning objectives.</li> </ol>                                                                                                                                                                                                                                                   | <b>1.a., 2.a., 4.c.</b> | <p><b>Read:</b> D2L Materials: Letters to Those Who Dare to Teach, Paulo Freire - "Don't Let the Fear of What is Difficult Paralyze You"; What are Learning Objectives? The ABCD Approach; Blooms Taxonomy; Illinois Professional Educator Standards; Illinois Culturally Responsive Teaching and Leading Standards</p> <p><b>Discussion 1:</b> Learning Objectives and Assessment</p>                                                                                                                                                                                                                                                                                                         |
| <b>2</b>                                                                | <b>Establishment of Public Schooling in the United States: The First 150 Years (1776-1926)</b> <ol style="list-style-type: none"> <li>Describe the social and political factors that influenced the establishment of public schools ("common schools") in the 1800s,</li> <li>Describe the social and political factors that influenced the growth of public schools and the establishment of high schools in the Progressive Era.</li> <li>Identify how issues surrounding immigration, socioeconomic class, race, and gender, influenced the development of public schools.</li> <li>Compare the perspectives of two key historical figures related to the development of public schools.</li> <li>Explain how both assimilation and segregation were embedded in educational policy in the U.S. during this time period.</li> </ol> | <b>3.c., 4.a., 4.b.</b> | <p><b>Read:</b> Chapter 3: Philosophical and Historical Foundations of Education in the United States: American Revolutionary Era, Early National Era, Post Civil War and Reconstruction, and the Progressive Era, pp.61-75</p> <p><b>Read:</b> D2L Materials: Education of Free Men, by Horace Mann, 1846-1848; Atlanta Compromise, by Booker T. Washington, 1895; Of Mr. Booker T. Washington and Others, by W.E.B. DuBois, 1903; Socializing Democracy: The Community Literacy Pedagogy of Jane Addams, by Rachael Wendler</p> <p>Early U.S. Education – Ideas and Major Figures shared study guide</p> <p><b>Discussion 2:</b> Compare / Contrast Two Historical Figures' Perspectives</p> |

| Module / Week                                    | Topics                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Learning Objectives                      | Assignment(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3                                                | <b>Public Schooling in the United States: The Last 100 Years (1926-2026)</b> <ol style="list-style-type: none"> <li>Describe the social and political factors that influenced public schools during the Cold War and the Civil Rights Movement.</li> <li>Describe the social and political factors that influenced public schools in the Era of Reform (1980-2015).</li> <li>Explain how segregation and integration influenced public schools in Evanston, IL</li> </ol> | 3.c., 4.a., 4.b.                         | <p><b>Read:</b> Chapter 3: Philosophical and Historical Foundations of Education in the United States: Post WWII and Civil Rights Era, and The 1980s and Beyond, pp.76-85</p> <p><b>Read:</b> D2L Materials: Educating for Democracy (in the 1950s), M.A. Hepburn; The Busing Battleground, American Experience PBS; Elementary and Secondary Education Act: No Child Left Behind Act (2001) vs. Every Student Succeeds Act (2015)</p> <p><b>Field trip</b> to Shorefont Legacy Center in Evanston</p> <p><b>Essay on</b> “Learning from Evanston’s 5<sup>th</sup> Ward and the Reparations Initiative”</p> |
| 4                                                | <b>Philosophies of Education – What is the Purpose of Schools?</b> <ol style="list-style-type: none"> <li>Describe and compare philosophies of education. (Essentialism, Perennialism, Progressivism, Social Reconstructionism, and Existentialism)</li> <li>Describe the variety of purposes of schools in society.</li> <li>Create one's own philosophy of education.</li> <li>Provide and receive peer feedback on a philosophy of education.</li> </ol>               | 2.b., 3.c., 4.a., 4.b., 4.c.             | <p><b>Read:</b> Chapter 3: Philosophical and Historical Foundations of Education in the United States: Philosophical Foundations, pp.56-58.</p> <p><b>Read:</b> D2L Materials: Maxine Greene (Existentialist): Message to New Teachers; Experience and Education (excerpt), John Dewey, 1938</p> <p>Philosophy of Education Statement, including peer feedback in pairs on draft statements.</p> <p><b>Exam One</b></p>                                                                                                                                                                                     |
| <b>Unit Two: Governance, Finance, and Ethics</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 5                                                | <b>The Teaching Profession</b> <ol style="list-style-type: none"> <li>Describe characteristics of effective teachers.</li> <li>Examine demographics and compensation to teachers in districts in Illinois.</li> <li>Interview a teacher about their preparation and experiences in the classroom.</li> </ol>                                                                                                                                                              | 1.a., 1.b., 3.a., 3.b., 4.a., 4.b., 4.c. | <p><b>Read:</b> Chapter 1: The Teaching Profession, Becoming a Teacher, and Characteristics of Effective Teachers, pp. 13-30.</p> <p><b>Read:</b> D2L Materials: Illinois School Report Cards Teacher Interview and Presentation</p> <p><b>Discussion 3:</b> Teacher Demographics</p>                                                                                                                                                                                                                                                                                                                       |

| <b>Module / Week</b> | <b>Topics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Learning Objectives</b>    | <b>Assignment(s)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|                      | 4. Present information gleaned from a teacher interview.<br>5. Explore professional organizations for teachers and aspiring educators.                                                                                                                                                                                                                                                                                                                                                                    |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>6</b>             | <b>School Governance Nationally and Locally</b><br>1. Describe the structure of public school governance in Illinois.<br>2. Identify community power structures (dominated, factional, pluralistic, inert) and the impact on superintendents and school boards.<br>3. Attend a local school district school board meeting.<br>4. Research the school board issues, leadership and membership of a local school district.<br>5. Present a group presentation on the governance of a local school district. | <b>1.b., 3.a., 3.b., 4.b.</b> | <b>Read:</b> Chapter 4: Schools in the United States: Governing Structures in Schools, pp. 93-96.<br><br><b>Read:</b> D2L Materials: Community Power Structures and School Boards; Community Governance: The Art of Collective Decision-Making; Chicago Board of Education Information Session on the New Elected School Board, 2024<br><br>Governance of Schools <b>Worksheet</b><br><br>Local School Governance <b>Group Presentation</b>                                                                                  |
| <b>7</b>             | <b>School Finance and School Choice</b><br>1. Describe the structure of public school finance.<br>2. Examine the inequities in school funding, particularly how Illinois compares to other states in the US.<br>3. Explore the structure of charter schools and their impact on open enrollment, neighborhood schools.                                                                                                                                                                                    | <b>1.b., 3.a., 3.b., 4.b.</b> | <b>Read</b> Chapter 4: Schools in the United States: Models of Schools, Enrollment Policies, Financing of Schools, and School Choice, pp. 87-93 and 96-100.<br><br><b>Read:</b> D2L Materials: Understanding School Finance 12 Questions and Answers; Making the Grade: How Fair is School Funding in Your State? 2024; What School Choice is and How It Works; NEA Statement on Charter School Accountability<br><br><b>Discussion 4:</b> Are Charter Schools a Help or Harm to Open-Enrollment Neighborhood Public Schools |
| <b>8</b>             | <b>School Law and Ethics</b><br>1. Describe the rights and responsibilities of teachers.<br>2. Describe the rights and responsibilities of students.<br>3. Identify key laws that relate to schools, teachers and students.                                                                                                                                                                                                                                                                               | <b>1.b., 3.a., 3.b., 4.b.</b> | <b>Read</b> Chapter 5: Ethical & Legal Issues in Education, pp. 101-129.<br><br><b>Read:</b> D2L Materials: School Firearm Violence Prevention Practices and Policies Functional or Folly; Restorative Justice and Practice                                                                                                                                                                                                                                                                                                  |

| Module / Week                          | Topics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Learning Objectives                                   | Assignment(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|                                        | <ol style="list-style-type: none"> <li>Examine how ethics inform educational policy and practice.</li> <li>Reflect on the possible causes of and responses to school violence and shootings.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                       | <b>Roundtable Discussion:</b> School Shootings in the U.S.<br><br><b>Academic Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Unit Three: The Art of Teaching</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>9</b>                               | <b>Curriculum Development, Assessment, and Technology</b> <ol style="list-style-type: none"> <li>Describe various methods of lesson planning.</li> <li>Summarize key aspects of the Illinois Literacy Plan and Numeracy Plan.</li> <li>Identify pros and cons of high stakes testing.</li> <li>Describe how reliability and validity measures are key to creating quality assessments.</li> <li>Explore differing perspectives on homework and grading policies.</li> </ol>                                                                                                                                                                               | <b>1.a., 1.b., 2.a., 2.b., 4.a., 4.b.</b>             | <b>Read</b> Chapter 6: Curriculum: Planning, Assessment & Instruction, pp. 133-146.<br><br><b>Read:</b> D2L Materials: Illinois Comprehensive Literacy Plan (2024); Illinois Numeracy Plan - Summit Presentation (2025); What's caused reading scores to drop to worst point in decades? (2025); U.S. Students Are Falling Behind in Math and Science (2024)<br><br><b>Discussion 5:</b> Moving from Testing to Ensuring All Students Succeed                                                                                                                                                                                            |
| <b>10</b>                              | <b>Students with Diverse Abilities and Neurodiversity</b> <ol style="list-style-type: none"> <li>Describe key elements of the Individuals with Disabilities Education Act (IDEA) and Americans with Disabilities Act (ADA) in relation to serving all students in schools.</li> <li>Identify ways in which Adverse Childhood Experiences (ACEs) may affect a child's ability to succeed in school.</li> <li>Describe trauma-based approaches to teaching.</li> <li>Explain the importance of asset-based approaches to teaching students with diverse abilities.</li> <li>Present on ways schools and teachers can meet diverse student needs.</li> </ol> | <b>1.b., 2.a., 2.b., 3.a., 3.b., 4.a., 4.b., 4.c.</b> | <b>Read</b> Chapter 2: Influences on Learning: Student Differences and Similarities: Disabilities in the Context of Public Education, pp. 45-54. Chapt. 7: Classroom Environment: Trauma in the Educational Setting, pp. 150-156.<br><br><b>Read:</b> D2L Materials: "Fully Seen and Fully Known: Teaching that Affirms Disability," The Cult of Pedagogy <b>Podcast</b> , Episode 256, June 8, 2025; When You Design for Everyone, EVERYONE Benefits from the Design; Creating, Supporting, and Sustaining Trauma-Informed Schools; Adverse Childhood Experiences (ACEs)<br><br>Meeting Diverse Learner Needs <b>Group Presentation</b> |

| Module / Week | Topics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Learning Objectives                            | Assignment(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| 11            | <b>Culturally Responsive Teaching: Ethnic, Linguistic, Gender, and Economic Diversity</b> <ol style="list-style-type: none"> <li>Describe the difference between equity and equality.</li> <li>Identify aspects of culturally responsive teaching.</li> <li>Explain the importance of asset-based approaches to teaching students with diverse identities.</li> <li>Explore the impact of stereotype threat and imposter syndrome on learning.</li> <li>Reflect on how one's own intersectional identity affected school experiences and will affect teaching in the future.</li> <li>Apply Universal Design for Learning to a classroom example.</li> </ol> | 1.b., 2.a., 2.b., 3.a., 3.b., 4.a., 4.b., 4.c. | <p><b>Read</b> Chapter 7: Classroom Environment: Elements of the Environment, Critical Community Stakeholders, Strategies for Building a Positive Classroom Environment, pp. 147-150, 156-170.</p> <p><b>Read:</b> D2L Materials: "Nothing's Going to Change My Mind: How Unconditional Positive Regard Transforms Classrooms," The Cult of Pedagogy <b>Podcast</b>, Episode 214, Sept 18, 2023; Asset-based Teaching: Uncover, Cultivate, and Empower Students' Uniqueness; Top Tips for Effective Culturally Responsive Teaching; Unmasking Stereotype Threat &amp; Impostor Syndrome; CAST Universal Design for Learning Guidelines</p> <p><b>Culturally Responsive Teaching Reflection</b></p> |
| 12            | <b>Schools for Today and Tomorrow</b> <ol style="list-style-type: none"> <li>Explore current issues in schools in the U.S. today. <ol style="list-style-type: none"> <li>Use of AI</li> <li>Lasting impact of COVID-19 pandemic and lockdown</li> <li>Pros and cons of social media use among children</li> <li>Other topics determined by students in the course</li> </ol> </li> <li>Discuss insights gained from in-school observations.</li> </ol>                                                                                                                                                                                                       | 3.a., 3.b., 4.a., 4.b., 4.c.                   | <p><b>Read</b> Chapter 8: And Now What? The Path Forward: Stay Informed, Stay Engaged, Stay Focused, pp. 171-179.</p> <p><b>Read:</b> D2L Materials: "Bringing Joy Into Our Schools: A Conversation with Gholdy Muhammad," The Cult of Pedagogy <b>Podcast</b>, Episode 257, August 17, 2025; Rewiring the classroom: How the COVID-19 pandemic transformed K-12 education; How AI is Shaping the Future of Education and Learning; Social Media and Mental Health in Children and Teens</p> <p><b>Discussion 6:</b> Your TED Talk on the Future of Education</p> <p><b>In-School Observation Paper</b></p> <p><b>Exam Two</b></p>                                                                 |

Course Calendar & Due Dates: There is a detailed course calendar document in D2L under “Start Here” under “Content.” Specific materials for each week – readings, videos, assignment prompts, rubrics – and due dates are posted within modules in D2L under “Content.” Look for announcements in the course shell for any changes to the schedule.

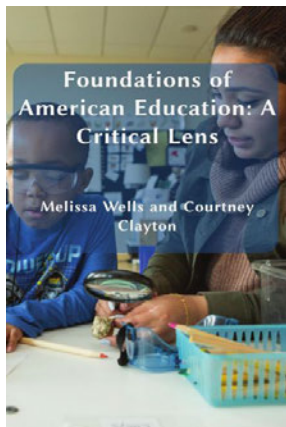


Frequency of Assignments: You will have work due at the end of each Module of the course. This means you should plan to log into D2L at least 3 times per week and review the Module assignments (posted in the checklist in each Module). You should be active in the course shell throughout the entire term. If I see inactivity in the course, I will reach out to students and request a meeting, not as a punishment, but rather to check in and help you get back on track.

Checklists: As you complete items on the checklist, check them off. This keeps you organized and helps me track your progress in the course.

## VII. Methods of Instruction:

This course will include:



**Textbook Readings:** Reading the book is crucial to your success in this class. This is an Open Educational Resource (OER) book – so there is no fee for access to the text. You have access to the e-book on day one of the course in the D2L shell. If you also prefer a hardcopy version of the text, you are able to print out the pdf documents.



"Today I made a new friend" by emdot is marked with [CC BY-NC-ND 2.0](#).

**D2L Readings, Reflections and Discussions:** Each Module there will be on-line readings and activities related to the topic. Engaging in these activities will be important for your overall success in the course.



**Lecture Slides and Videos:** In each Module there will be recorded lectures and/or videos to view as part of the assigned course content. These materials will also be valuable resources for you when you are reviewing and preparing for an exam.



**In-School Observation and Interviews:** As a part of the course, you will engage in a 10-hour observation of a K-12 classroom, as well as conduct teacher interviews and attend a school board meeting.

## VIII. Course Practices Required:



**D2L Pulse** is a mobile app that can help students stay connected and on track with their courses in D2L. It provides one easy view of course calendars, readings, assignments, evaluations, grades, and announcements. **Real-time alerts** can let learners know when classes are canceled, rooms are moved, or new/updated course content and grades are made available. Watch this [video](#) to see the benefits of using pulse.

### Some FAQs

How long is the class?

This is a 12-week course.

How many hours a week?

The content of this course is the same as the content for an in-person 12-week course during the Fall or Spring term. In a 12-week in-person course, you would spend 3 hours a week in class and about 6 hours a week completing assignments. So, you should plan to spend at least 9 hours a week on this on-line course.

What if I need a computer device?

Oakton may be able to loan you a laptop – check with the IT HelpDesk or the Oakton Library.

Is there a required textbook?

Yes. You have already paid for access to the e-book through your tuition fees.

To be successful in this course, here are some of my expectations of you as a student.

- ✓ Participate in class discussions, and fully engage in group work and individual assignments.
- ✓ Complete the assigned readings.
- ✓ Be a dependable and responsive group member in your small group work.
- ✓ Complete 10 hours of in-school experiences and observation for this course. Students cannot earn higher than a C in this course without completing the required hours, most, if not all, of which will take place during normal school hours.
- ✓ Keep pace with the modules in the course. With only 12 weeks, you do not have much time to recover if you fall behind the content. If you are struggling with this, please reach out to me and ask for help.
- ✓ Assignment deadlines are there to help you move through the material at a reasonable pace and spread the required work over the term. If needed, request an assignment extension prior to the assignment due date, in an email. The e-mail should include the following:

1. **Check-In:** Are you OK?
2. **Request:** What assignment will you need an extension on?
3. **Action:** What do you propose as a solution to the delay in submitting the assignment?
4. **Goal:** How can you hold yourself accountable? (What is a fair consequence if you cannot meet your own solution?)
5. **Support:** What support do you need from me to meet your goal?

Example:

*Dear Professor,*

1. *I am OK. I'm just dealing with a lot of stress.*
2. *I would like an extension to Unit 1 Assessment.*
3. *I propose to submit my work by Monday evening.*
4. *I will make sure to manage my time better for the next unit. If I do not meet my Monday deadline, I will accept a 10% penalty. But I will make sure to submit my next unit assessment a day early to remove my penalty.*
5. *I just need you to check on my incomplete unit 1 work to see if I'm on the right track.*

*Thank you for your time.*

*Sincerely, Katniss Everdeen*

- Submit written work that is free from errors that impede understanding of the content; typed, doubled-spaced, using 10- or 12-point normal fonts (Cambria, Times New Roman), with 1-inch margins. When applicable, all citations should use APA format.
- Develop the skills to use Desire2Learn (D2L), e-mail, Internet search engines, library research databases and presentation software.
  - You should regularly check the D2L course site, and the Pulse app. Class announcements are made via D2L.
  - You will need regular access to the Internet, which is available on public computers throughout both campuses.
  - Schedule a technology instruction session with me if you need tech help.

**Inclusivity Statement:**

Every student in this class is a valued and equal member of the group, bringing important experiences and perspectives rooted in their gender and gender identity, sexual orientation, race, ethnicity and national identity, political affiliation, age, intellectual and physical ability, socio-economic class, faith and non-faith perspectives, military experience, or other identity category. In fact, it is our different experiences that will enrich the course content. Students are encouraged to share their own experiences as they are relevant to the course, but no student is ever presumed to speak for anything or anyone more than their own experience or point of view. Furthermore, students have the right to determine their own identity. Students have the right to be called by whatever name they wish, and for that name to be pronounced correctly. Students have the right to be referred to by whatever pronoun they identify. If there are aspects of the instruction of this course that result in barriers to inclusion or a sense of alienation from the course content, students should contact the instructor privately without fear of reprisal. If students feel uncomfortable contacting the instructor, they can contact the Office of Access, Equity and Diversity (847-635-1745).

## **IX. Instructional Materials:**

This course utilizes open educational resources (OER). There is no cost for any of the required instructional materials for this course.

OER textbook:

*Foundations of American Education: A Critical Lens*, Melissa Wells & Courtney Clayton, <https://open.umn.edu/opentextbooks/textbooks/1110>

License

- [Creative Commons BY-NC-SA Attribution-NonCommercial-ShareAlike 4.0 International](https://creativecommons.org/licenses/by-nc-sa/4.0/)

Identifier

- <https://doi.org/10.60865/t508-g921>
- ISBN: 978-1-964247-00-7 (Print)
- ISBN: 978-1-964247-01-4 (ePub)
- ISBN: 978-1-964247-02-1 (Digital PDF)

On-line videos, articles and readings are available via D2L.



**Why is it important that I read / view the OER text and other linked material?**

Assignments will refer to portions of these materials. Completing the assigned reading and viewing assigned videos allows you to reflect on the content and better participate in on-line discussions and activities. You will not be able to be successful in the course without accessing the textbook and readings / videos on D2L.

Note: Current textbook information for each course and section is available on Oakton's Schedule of Classes.

If a Direct Digital Access (DDA) fee has been charged as part of tuition and fees, viewable on myOakton, students have the option to opt-out of the e-book(s) and fee(s). Please email [ddaoptout@oakton.edu](mailto:ddaoptout@oakton.edu) for more information.

**X. Methods of Evaluating Student Progress:**



**What are the assignment expectations?**

Detailed assignment sheets are available in D2L for each major assignment. A rubric in D2L will help you understand the specific expectation for success on each project.

**A. Class Participation**

You are expected to logon to the D2L page – **at least three times per Module**. You will participate in regular posts to the D2L discussion board and engage in a variety of online engagement activities.

**B. In-school Experiences and Observation**

You will complete 10 hours of in-school observation for this course. You cannot earn over a "C" in the course without completing the 10 hours of observation. Specific tasks to be completed during the 10 hours will be shared on D2L. You must track the hours completed on the official Oakton observation log sheet, as well as write a 750-1000 word reflection paper based on the experiences.

**C. Essay**

You will write a 750–1000-word essay on the history of schooling and desegregation in Evanston, IL and the current reparations initiative. Full assignment details will be shared on D2L.

D. Philosophy of Education Statement

You will reflect on the various philosophies of education and write a 300-500-word personal educational philosophy statement. The statement should reference specific philosophies of education (Essentialism, Perennialism, Progressivism, Social Reconstructionism, and Existentialism) that relate to and support their individual philosophy. You will provide peer feedback in pairs prior to submitting the final statement.

E. Teacher Interview and Presentation

You will interview a teacher and give a short in-class presentation on the contents of the interview.

F. Group Presentations

You will participate in two group project presentations: one on local school governance and one on meeting diverse learner needs.

G. Culturally Responsive Teaching Reflection

You will write a reflection on applying culturally responsive teaching strategies in the classroom.

H. Academic Plan

You will create an academic plan that includes prospective courses, a narrative section covering transfer, and additional future considerations.

I. Education Orientation

You will attend an Education Program orientation session during this course if you have not done so beforehand.

G. Examinations

Your learning will be assessed by two exams.



**How do I know what my grade is in the class?**

Grades and feedback on each assignment are available for you to view in the gradebook in D2L. This class is graded on a point system, so you can divide your points by the overall points completed in class so far, to get your current percentage grade. This is also available in D2L. If you are unsure, you can always ask me.

H. Evaluation

|                                                  |     |
|--------------------------------------------------|-----|
| Examinations (100 pts. each)                     | 200 |
| In-School Observation and Paper                  | 150 |
| D2L Discussion (20pts. each)                     | 120 |
| Local School Governance Group Presentation       | 50  |
| Meeting Diverse Learner Needs Group Presentation | 50  |
| Essay                                            | 50  |
| Philosophy of Education Statement                | 50  |
| Teacher Interview / Presentation                 | 30  |
| Academic Plan                                    | 25  |
| <u>Culturally Responsive Teaching Reflection</u> | 25  |
| Total Points:                                    | 750 |

### Final Grade

|            |     |
|------------|-----|
| 90% - 100% | = A |
| 80% - 90%  | = B |
| 70% - 80%  | = C |
| 60% - 70%  | = D |
| Below 60%  | = F |

## **XI. Other Course Information**

### **ACCESSIBILITY**

1. Oakton College values equity and the diversity of learners and community members we serve. We strive to make all learning experiences as accessible as possible. If you encounter a course, program or activity that is not accessible, or you wish to request disability-related accommodations, please contact the Access and Disability Resource Center at [accessdisability@oakton.edu](mailto:accessdisability@oakton.edu) or 847-635-1489.

### **SEXUAL MISCONDUCT, TITLE IX, and LGBTQIA2+ Information**

2. Oakton College is committed to maintaining a campus environment emphasizing the dignity and worth of all members of the community, and complies with all federal and state Title IX requirements. Oakton College is committed to combating sexual misconduct. As a result, college faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the Title IX Coordinator so that all parties involved may be provided appropriate resources and support options. There are two important exceptions to this requirement:
  - 1) A list of the college's Confidential Advisors who, as counselors and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here:  
<https://www.oakton.edu/life-at-oakton/health-and-wellness/counseling.php>
  - 2) An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the college's Title IX office.

Students who have been subjected to any form of sexual misconduct, are encouraged to access these resources:

- Office of Student Affairs: 847-635-1745
- SHARE @ the Wellness Center: 847-635-1885 (8:30 AM TO 5 PM M-F) and 847-635-1880 (after business hours to reach the Counselor on Call)
- Oakton's Title IX webpage: <https://www.oakton.edu/about/policies-and-legal-notice/title-ix.php>

If there is a safety concern, please contact Oakton Police Department, 847-635-1880.

Other reporting information is available here:

[https://cm.maxient.com/reportingform.php?OaktonCC&layout\\_id=2](https://cm.maxient.com/reportingform.php?OaktonCC&layout_id=2)

Resources and support for:

- Pregnancy-related and parenting accommodations can be found at:  
<https://www.oakton.edu/about/policies-and-legal-notice/title-ix2/pregnancy-and-parenting.php>
- Resources and support for LGBTQ+ students can be found at  
<https://www.oakton.edu/life-at-oakton/diversity-at-oakton/lgbtqia2-at-oakton/>

### **RECORDING POLICY**

3. Electronic video and/or audio recording is not permitted during class unless the student obtains written permission from the instructor. In cases where recordings are allowed, such content is restricted to

personal use only. Any distribution of such recordings is strictly prohibited. Personal use is defined as use by an individual student for the purpose of studying or completing course assignments.

For students who have been approved for audio and/or video recording of lectures and other classroom activities as a reasonable accommodation by Oakton's Access Disabilities Resource Center (ADRC), applicable federal law requires instructors to permit those recordings. Such recordings are also limited to personal use. Any distribution of such recordings is strictly prohibited.

Violation of this policy will result in disciplinary action through the Code of Student Conduct.

## **EMERGENCY CLOSURES**

4. Oakton Emergency Building Closures. When an Oakton building is closed due to an emergency (e.g., weather-related closings), that doesn't mean instruction stops. Students should check for communications from their instructor via D2L, other learning environments such as myMathlab, or via email or text. If you don't receive communication from your instructor within 24 hours of building closure, please contact them.

## **LEARNER SUPPORT**

5. Students are strongly encouraged to use the full range of student support facilities available at Oakton, including tutoring and writing assistance via the [Learning Center](#).

## **COURSE TRANSFERABILITY**

6. This course transfers as an Education major requirement to many 4-year colleges and universities. For more information about the transferability of this and other Oakton Education courses, see the Education Program website (<https://www.oakton.edu/academics/list-of-programs/education.php>).
7. To support course transferability, courses within the Education Program align to the Illinois Professional Educators Standards (2023) and the Illinois Culturally Responsive Teaching and Leading Standards (2022). In most cases the courses at Oakton will introduce the skill/concept covered in the standard. Each course will have assignments linked to particular learning standards.



### **What are the Illinois Professional Educator Standards (IPESs)?**

These are the standards established by the State of Illinois that all teachers in Illinois must show mastery of to attain and retain their Teacher Licensure. The Professional Educator License (PEL) is required to teach in the state of Illinois. Each course in your teacher preparation program (at Oakton and at your transfer institution) will cover some of these standards. Each course will cover a different mix of standards and at a different level (partially introduced, introduced, or met). View the full standards at the following links:

<https://www.isbe.net/Documents/Illinois-Professional-Educator-Standards-Transition-Guide.pdf>

### **What are the Illinois Culturally Responsive Teaching and Leading Standards?**

These standards come from research-based best practices for closing achievement gaps. Cultural responsiveness improves student outcomes across a range of indicators from math and reading scores to attendance, to postsecondary enrollment. The standards encourage future teachers,

administrators, and school support personnel to engage in self-reflection, to get to know their students' families, to connect the curriculum to students' lives, and to support student leadership. The standards will be implemented in educator preparation programs to help aspiring educators build the skills they need to engage all students respective of cultures and identities, to create an environment most conducive to learning.

<https://www.isbe.net/Documents/Culturally-Responsive-Teaching-Leading-Standards.pdf>

## **IMPORTANT DATES**

[Oakton College Academic Calendar](#)