George Mason University

Graduate School of Education

EDUC 542: Foundations of Education
3 Credit Hours
Summer 2010, Section X01
Days: Tuesdays and Thursdays 4:30-8:15, Enterprise 277

Instructor:	Dr. Sheryl Conrad Cozart
Office:	Robinson A318
Phone:	703-993-3841
Email:	scozart@gmu.edu
Office Hours:	By appointment only

Course Description: This course examines the historical, philosophical and sociological foundations of education as it relates to elementary schools, with a particular emphasis on teaching a culturally diverse population. Students will develop an understanding of the relationship between society and education. Prerequisite: Admission to Elementary licensure program and taken in program sequence.

Nature of Course Delivery: This course includes multiple instructional strategies. Individual session formats will vary and may include lecture, small group/ large group discussion, hands-on, interactive work, student presentations, and cooperative learning.

Learning Outcomes: At the conclusion of this course, students will be able to:

1. identify important historical, philosophical, and sociological foundations underlying the role, development, and organization of public educational practice;
2. discuss contemporary educational innovations and analyze their impact on educating a culturally diverse population of students;
3. discuss laws related to students' and teachers' rights and responsibilities;
4. identify procedures for child abuse and neglect, recognition, reporting and responding.

National Council for Accreditation of Teacher Education Program Standards for Elementary Teacher Preparation:
1. Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environment.
2. Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

3. Candidates understand practices and behaviors that identify and develop the competence of a professional career teacher.

8 VAC 20-25-30. Technology standards.

A. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.

B. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.

C. Instructional personnel shall be able to apply computer productivity tools for professional use.

D .Instructional personnel shall be able to use electronic technologies to access and exchange information.

Readings and Materials:
1. Dewey, J. (1938/1997). *Experience and Education*. Touchstone/Simon & Schuster: New York.
2. Kozol, J. (1991). *Savage inequalities: Children in America's schools*. New York: Harper Perennial.
3. Nieto, S. (2004). *Affirming diversity: The sociopolitical context of multicultural education (4th ed.)*. Boston: Pearson.
4. Spring, J. (2008). *American education (13th ed.)*. New York: McGraw Hill.
5. Articles may also be accessed online.

Suggested Readings:
   Freire, P. (2000). *Pedagogy of the Oppressed (30th Anniversary Ed.)*. Continuum International Publishing Group: New York.
   Howard, G. (1999). *We can't teach what we don't know: White teachers, multiracial schools*. New York: Teachers College Press.
   Ladson-Billings, G. (1994). *The Dreamkeepers: Successful teachers of African American children*. San Francisco: Jossey-Bass.
   Tanner, L. N. (1997). *Dewey's laboratory school: Lessons for today*. New York: Teachers College Press.

Course Requirements:
1. Class Participation/ Reading Summaries (25%): In order to take full advantage of our in-class discussions and to exercise the dispositions of an effective educator, teacher candidates must be present and engaged. In this regard, repeated tardies and/or absences will result in a deduction in the candidate's class participation grade as well as a mandatory conference with the instructor. Reading summaries will be used to assess both in-class participation and preparation for class discussion. Reading summaries are due at the beginning of each class.

2. Blackboard Discussions (5%): Candidates will respond in three electronic discussions related to class topics through the use of GSE's conferencing system, Blackboard. They can access this electronic bulletin board at http://blackboard.gmu.edu.

3. Law Presentation (15%): In small groups, candidates will provide information, via a PowerPoint presentation and a handout, on current laws that have an impact on education. Laws may include copyright laws, privacy issue, protection of students on the Internet, religion, least restrictive environment, sexual harassment, violence in schools, and child abuse. Candidates will research the current law and present different interpretations of the law and its influence on education. Visual charts and graphics may be used to help clarify concepts.

4. A Schooling Comparison (10%): In order to better understand schooling inequities, candidates will compare their schooling to a school district described in Kozol's book as well as a local school district (Arlington, Fairfax, Loudon). Specifically, candidates will research their former school district, create a comparative diagram that presents the statistics of the school districts, and write a summary.

5. Educational Philosophy (no page limit) (10%): Being aware of their personal philosophical approach to education will benefit students as they develop an understanding about teaching styles and beliefs. Students will write a paper describing how course readings and other literature influence their educational philosophy. To identify their philosophy, students should use information from their readings, class discussions, and experiences. The philosophy should include information regarding the goals of education, role of students, role of teachers, teaching methods, and assessing student learning. Exemplary papers will also include a discussion of historical influences, the use of technology, and classroom organization and management. Submit electronically by 11:59PM on due date.

6. **PBA**- **Reflective Practitioner (35%):** In order to become reflective practitioners for a multicultural classroom, candidates must reflect on a variety of professional issues that teachers confront in their day-to-day teaching as well as the broader educational and social context which affects the work of the public school teacher. To this end, the candidates will analyze a current innovation around race and culture, gender equity, special education, social class, or language diversity. They will then relate it to historical and sociological trends/perspectives as well as to their own experiences.

Grading Scale: A=93-100; A-=90-92; B+=87-89; B=80-86; C=70-79; F=below 70
Remember: A course grade less than B requires that you retake the course.

In general, oral and written assignments will be evaluated A, A-, B+, B, C or F. The Law Presentation, Schooling Comparison, Philosophy Paper, and Performance-Based Assessment will

be evaluated using rubrics. Each rubric will consist of criteria provided on handouts and will be discussed in class.

University and Elementary Program Policies:
Cell Phones. The university has a policy that requests that students turn off pagers and cell phones before class begins. One cell phone will remain on in class that is registered with the Mason Alert System. Visit https://alert.gmu.edu, to find out more about Mason's alert system for GMU emergencies.

The Graduate School of Education (GSE) expects that all students abide by the following:
Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
Honor Code. To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the University community and with the desire for greater academic and personal integrity, GMU has set forth a code of honor that includes policies on cheating, attempted cheating, lack of class participation in group work, plagiarism, lying and stealing (see link above). The Elementary Program abides by these policies and takes them seriously.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Elementary Program Policies:
Attendance. This is an advanced graduate level course, therefore the quality of your work, attendance, and informed participation are expected to be of the highest caliber. Unless it is an emergency situation, no absences are excused. Should you need to miss a class, it is your responsibility to inform the instructor ahead of time, turn in your assignments, collect any notes/assignments from a colleague, and do your utmost to remain current in the class. (See GMU Catalog, page 32.)

Late Assignments/Page Limit Extensions. Prior consent of the instructor must be received for late assignments or extensions on page limits. If prior consent is not received, points will be deducted.

Quality of Written Work. Written work should be word-processed in 12-point font. Legibility, organizational clarity, and standard English usage and mechanics are expected of graduate students. Unacceptable work may be returned for editing prior to grading. Quotations, paraphrases, and references must appear in proper APA format. If you require special assistance, see the instructor.

Course Outline/ Schedule (T/Th 4:30-8:15)

Date	Topic	Course Readings	Question of the Day	Assignments Due
Day 1 (May 18)	Introduction Review Syllabus		What can I gain from understanding the foundations of education? (L.O. 1)	
Day 2 (May 20)	Goals of Public Schooling	Spring Chs. 1-2, 10	What is the goal of American public schools? (L.O. 1)	Reading Summary Blackboard Discussion #1
Day 3 (May 25)	The Courts and the Schools		What is the impact of the courts on schools today? (L.O. 3)	Law PowerPoint Presentation
Day 4 (May 27)	Child abuse and neglect, recognition, reporting and responding; Library Visit	Review the PBA assignment	Under which laws are teachers governed? (L.O. 3 & 4) Which population/innovation am I interested in pursuing? (L.O. 2)	Ideas about your population and innovation
Day 5 (June 1)	Historical Influences	Dewey (all); Spring (pp. 299-304)	What is Dewey's influence on education today? (L.O. 1)	Reading Summary
Day 6 (June 3)	Equality of Opportunity	Spring Chs. 3-5	Under which conditions do schools foster equality of opportunity? (L.O. 1)	Reading Summary Blackboard Discussion #2
Day 7 (June 8)	School Equity	Kozol (assigned chapters)	How does your schooling experience compare to a Kozol school? (L.O. 1)	Schooling Comparison
Day 8 (June 10)	Multicultural Education	Nieto Chs. 1-5	What is the goal of multicultural education? (L.O. 2)	Reading Summary
Day 9 (June 15)	Multicultural Education	Spring Ch. 6, Nieto Chs. 6-11	What is needed by educators to effectively function in multicultural classrooms? (L.O. 2)	Reading Summary Blackboard Discussion #3
Day 10 (June 17)	NCLB; Standards and Testing	Spring Ch. 7	Who should decide what knowledge should be taught? What are the provisions of NCLB? (L.O. 2)	Reading Summary Reflective Practitioner (PBA)
Day 11 (June 22)	The Profession of Teaching; Course Evaluations	Spring Chs. 8-9	Identify some struggles of a system of education designed to reach all members of the public. (L.O. 1 & 2); What do we now understand about the foundations of education? (L.O. 1-4)	Reading Summary
Day 12 (June 24)	Current Education Debates FINALS	Education Article	What are some current education debates?; Sharing philosophies with peers: What is the foundation of my teaching philosophy? (L.O. 1-4)	Article Summary Educational Philosophy