George Mason University
Graduate School of Education
EDUC 542: Foundations of Education
3 Credit Hours
Summer 2010
Days: Mondays & Wednesdays 4:30-8:15, Robinson Hall A105

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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.

NCATE 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.

State of Virginia's Technology Standards for Instructional Personnel:
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. ISBN 978-0-684-83828-1
2. Kozol, J. (1991). *Savage inequalities: Children in America's schools.* New York: Harper Perennial. ISBN 978-0-060-97499-2
3. Sheets, R.H. (2004). *Diversity pedagogy: Examining the role of culture in the teaching-learning process.* Boston: Allyn-Bacon. ISBN 978-0-205-40555-8
4. Spring, J. (2008). *American education* (13th ed.). New York: McGraw Hill. ISBN 978-0-07-337868-8

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: 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 addition, 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. Assigned readings should be completed prior to the beginning of class.

2. Online Journal: Candidates will respond to three prompts related to class topics through the use of Blackboard's online journal which can be accessed at http://blackboard.gmu.edu under "Discussions." Please note: Entries are visible only to the instructor.

3. <u>Law Presentation (2 page maximum)</u>: 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.

3. <u>A Schooling Comparison (5 page maximum)</u>: In order to better understand schooling inequities, candidates will compare their schooling to a school district described in Kozol's book as well as to a local school district (i.e., Arlington, Fairfax, Prince William, or Loudoun). Specifically, candidates will research their former school district, create a comparative diagram that presents the statistics of the school districts, and write a summary.

4. **PBA**- **Reflective Practitioner** (10 page maximum): 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.

6. <u>Educational Philosophy (no page limit)</u>: 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.

Grading Policies:
The final grade for this course will be based on the instructor's evaluation of the teacher candidate's achievement and progress. Each will be rated according to a rubric indicating the following general rating scale or according to an attached rubric for specific assignments:

4	=	Work meets all basic requirements; demonstrates attention to course materials, activities, and performance criteria <u>at an exemplary level</u>.
3	=	Work meets all basic requirements; demonstrates attention to course materials, activities, and performance criteria <u>at a competent level</u>.
2	=	Work <u>partially</u> meets basic requirements and performance criteria.
1	=	Work meets basic requirements and performance criteria <u>at a minimal level</u>.
0	=	Work does not meet basic requirements or performance criteria.

The performance ratings for each assignment/requirement will be averaged, and the final grade will be assessed according to the following four-point grade scale:

3.76 - 4.0	=	A
3.5 – 3.75	=	A-
3.3 – 3.49	=	B+
2.76 – 3.29	=	B
2.5 – 2.75	=	C+
1.6 - 2.49	=	C
1.1 - 1.5	=	D
0 - 1.0	=	F

Note: A course grade less than B requires that you retake the course.

University, GSE, 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 Times New Roman or `Courier New` 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.

Tentative Course Outline/ Schedule

Date	Topic	Course Readings	Question of the Day	Assignments Due
Class 1 (May 23)	Introductions Review Syllabus		What can I gain from understanding the foundations of education? (L.O. 1)	
Class 2 (May 25)	Goals of Public Schooling	Spring Chs. 1-2, 10	What is the goal of American public schools? (L.O. 1)	Online Journal #1
May 30	NO CLASS: MEMORIAL DAY NO CLASS: MEMORIAL DAY NO CLASS: MEMORIAL DAY NO CLASS: MEMORIAL DAY			
Class 3 (June 1)	The Courts and the Schools		What is the impact of the courts on schools today? (L.O. 3)	Law PowerPoint Presentation
Class 4 (June 6)	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
Class 5 (June 8)	Historical Influences	Dewey (all); Spring (pp. 299-304)	What is Dewey's influence on education today? (L.O. 1)	
Class 6 (June 13)	Equality of Opportunity	Spring Chs. 3-5	Under which conditions do schools foster equality of opportunity? (L.O. 1)	Online Journal #2
Class 7 (June 15)	School Equity	Kozol (assigned chapters)	How does your schooling experience compare to a Kozol school? (L.O. 1)	Schooling Comparison
Class 8 (June 20)	Multicultural Education	Spring Ch. 6	What is the goal of multicultural education?; What is needed by educators to effectively function in multicultural classrooms? (L.O. 2)	
Class 9 (June 22)	NCLB; Standards and Testing	Spring Ch. 7	Who should decide what knowledge should be taught? What are the provisions of NCLB? (L.O. 2)	Online Journal #3
Class 10 (June 27)	The Profession of Teaching; Course Evaluations	Spring Chs. 8-9	What are 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)	Reflective Practitioner (PBA)
Class 11 (June 29)	Current Education Debates		What are some current debates in education?; (L.O. 1-4)	Educational Philosophy