George Mason University
College of Education and Human Development
Graduate School of Education

EDUC 542: Foundations of Education, 3 credits
Spring 2012
Wednesdays 5 pm - 10 pm, Arlington Founders Hall 207 (then 481)
Mar. 7 – May 16, 2012

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Office Hours: Tuesdays 1-4pm and by appointment; Skype appointments can also be made

Course Description
Examines the historical, philosophical, and sociological foundations of education as they relate 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(s): Admission to the Elementary Education licensure program. Hours of Lecture or Seminar per week: 3

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 initiatives 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.

Nature of the Course
This course is structured to utilize multiple instruction formats. We will engage in face-to-face class sessions, as well as regularly scheduled online discussions and activities. Face-to-face class sessions will include small/large group discussions and tasks, lecture, and student leading of discussions.

Course Assumptions
This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this, you are expected to regularly contribute to class discussions as well as genuinely listen to peers as they do the same. Agreement is not mandatory; consideration and respect are. This means that you must be "present" throughout all discussions and activities.

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

Spring, J. (2012). *American education* (15th ed.). New York, NY: McGraw-Hill.

Choose ONE:

Delpit, L. D. (2006). *Other people's children: Cultural conflict in the classroom*. New York, NY: New Press.

Ladson-Billings, G. (2009). *The Dreamkeepers: Successful teachers of African American children*. (2nd ed.). San Francisco, CA: Jossey-Bass.

Additional selected readings will be posted on Blackboard.

Assignments

Assignment descriptions follow. More detailed information will be provided in class. Only the Action Research Proposal (PBA) rubric is attached at the end of this syllabus.

Assignment	Points
Readings and Dialectical Journals	20
Online Discussions and Activities	10
Education Autobiography	5
Philosophical Case Creation	5
Book Club Assignment	20
Reflective Practitioner Paper (PBA)	40
	100

Readings and Dialectical Journals (25 pts)
There is a good deal of reading in this course and it is your responsibility to read the assigned book and article selections every week. Just completing the readings however is not enough to maximize your learning opportunities. You also need to analyze the readings in terms of your prior learning, personal experiences, and other readings. Therefore, it is expected that you employ active reading strategies by utilizing a dialectical journal. In this journal, you will explicitly note places in the text that stand out to you and explore why in a brief note. You may question, disagree, agree, identify confusion, etc. A dialectical journal is a conversation between you and the text. See the handout describing dialectical journals for more information.

- The journal for the weeks' readings should be completed before the class period begins.
- The journal will count towards your weekly class participation and you are expected to bring it to each class session. Each week I will choose two students to share their journal entries with the class, and at several points I will ask you to submit your journal without advance notice.
- Journal entries should be brief, yet thoughtful, and demonstrate genuine consideration of the text.
- You should also attempt to connect across readings and entries.

Online Discussions and Activities (20 pts)
Blackboard will be utilized as a space for extending face-to-face class learning. After class each week, you are expected to log-in to blackboard and post a response. This serves as a type of "exit card" to help you process your immediate learning and to provide me insight into your developing understanding and perspective. Each week there will be a directive for your post. An example directive might be "What is one thing that you learned? What is one question you are wondering right now?". It is expected that your response is brief and that you connect your response to class discussion and the readings. You must post by _____ and then post at least one response to a peer by _____ (these days/times are to be decided in class). The online posts must utilize text citations to support points and claims. APA format is expected.

Education Autobiography (10 pts)
This paper is an informal story of your experiences in education. For example, some questions to consider include: What kinds of schools did you attend? What kinds of classes were you in? Did you have a favorite teacher and/or subject? Least favorite teacher and/or subject? Why did you feel that way? How did you feel about school in general? Who was typically in your classes? Were they friends from your neighborhood? As you write this story, consider your classmates, your teachers, your courses, your successes, etc. from over your thirteen plus years of school. The last section of your paper should be a closer examination of your high school's student achievement analyzed by race, disability, and language. All states have something similar to the links below. If you need help locating one for your home state, let me know.

https://p1pe.doe.virginia.gov/reportcard/ (Virginia)

http://www.nclb.osse.dc.gov/ (DC)

Note: This should be a personal experience narrative and written as such. It should be 4-5 pages.

Philosophical Case Creation (5 pts)
Using what you will learn about various philosophies of education, create seven short vignettes that each illustrate a philosophy in action in a classroom. In other words, imagine yourself walking into a classroom today and describe what you might see and hear if the teacher majorly aligned with a given philosophy. Include such details as teacher actions and responses, student actions and responses, curriculum content, student population and/or grouping, and room arrangement and decoration. Each vignette should concern the same grade level at the same school.

Book Club Assignment (20 pts)
You will engage in a book club with a group of your peers. The club will be self-directed and you will be responsible for creating a timeline for book completion. At selected times during the semester, book clubs will meet in-class to discuss their book. There will be a final group product that must be completed by the end of the semester that connects the book with the course. Details will be provided in class.

Reflective Practitioner Paper (40 pts) <u>PBA</u>
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 issue/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.

*A detailed task description and rubric is attached.

Book Club

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.

Note:
Assignments earning less than a passing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed. In fact, because learning is the goal, I may *require* you to redo an assignment that is far below expectations.

All written papers must be double-spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected. If you do not have a 6th Edition APA manual, the OWL at Purdue is an excellent resource http://owl.english.purdue.edu/owl/resource/560/01/.

University, College, and Elementary Program Policies

The College of Education and Human Development strives to represent a set of core values that drive the work of faculty and students. These values of collaboration, ethical leadership, innovation, research-based practice, and social justice are further described on the CEHD website http://cehd.gmu.edu/values/.

Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor. 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.

Students are expected to exhibit professional behavior and dispositions. See http://gse.gmu.edu/ for a listing of these dispositions.

Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

> *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 follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

Campus Resources

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

Course Calendar

Date	Topic/Guiding questions	Reading/Assignment Due	Post-Class Online Activity
Mar. 7 (7-9)	Introductions • What do we mean by the foundations of education? • Why is it essential to understand the socio-historical place of education? • Establish book club groups and set reading schedule		Learning Reflection Post (post once, respond once)
Mar. 14	GMU Spring Break		
Mar. 21 (5-7)	Philosophies of Education • What does it mean to learn? • What is the best way to teach?	Jigsaw (to be assigned): • Plato (idealism) • Adler (perennialism) • Dewey (pragmatism) • Montessori (constructivism) • Skinner (behaviorism) • Noddings (care) • Neill (existentialism) • Freire (critical theory) **Education Autobiography Due**	Learning Reflection Post (post once, respond once)
Mar. 28	The Social, Economic, and Political Goals of School • Why do we teach what we do? • What are the effects of the goals of school? Multicultural and Ethnic Ed. • How has school been experienced by different groups throughout time?	Spring Ch. 1, 2, 4 Bring in relevant news article **Philosophical Cases Due**	Learning Reflection Post (post once, respond once)
Apr. 4	DCPS/PG Spring Break		
Apr. 11	Multicultural and Ethnic Ed. Cont'd • Students with Disabilities and English Language Learners	Spring Ch. 7 Valenzuela Fass RTI reading Bring in relevant news article	Learning Reflection Post (post once, respond once)
Apr. 18	School reform waves • NCLB and its lasting effects	Spring Ch. 8-10 Ravitch Bring in relevant news article Book Club selections	Learning Reflection Post (post once, respond once)

Apr. 25 (6-7)	• Book club • **5-6pm 790 Seminar**	Book club selections	
May 2 (7-9)	Role of the Teacher • Laws, responsibilities, unions • 5-7 Inquiry Showcase	PBA discussion leading **Book Club Paper Due**	
May 9	**Reflective Practitioner Paper (PBA) Due** (submit online)		

Note: Calendar is tentative and may be modified in line with course needs.

Performance Based Assessment

"The dynamic of social change requires an active concern about the denial of equality of opportunity and equality of educational opportunity" (Spring, 2008, p. 117).

In consideration of the above quote, this assignment will offer you an opportunity to expand your understanding of the needs and strengths of your students (current or future) and initiatives/efforts that may best meet those needs. Taken another way, you will explore the following question: **Why should you be concerned about the denial of equality of educational opportunity and how can you as a teacher affect equality of educational opportunity?**

Follow the steps below to successfully write this scholarly paper.

1. Select a category from one of the groups discussed this semester of which you would like to learn more:
   > Students with disabilities (you may want to select a disability)
   > Gifted students (you may want to focus on a type of giftedness)
   > Gender (equity)
   > Race/ Ethnicity (select one)
   > English language learners (you may want to focus on a native language)
   > Students living in poverty

2. Pick an educational innovation found in the Spring textbook (or discussed in class) that is considered potentially effective for this group of students. For example,
   > multicultural education
   > multilingual education
   > charter schools
   > school choice/vouchers
   > inclusion
   > self-contained classrooms

   Note: There will be multiple "innovations" that hold potential for different groups of students. For this assignment, dig deep into just one.

3. Find peer-reviewed research articles and class readings that address your topic. If you are not sure about whether a research journal is peer-reviewed consult with me.
4. Take notes as you read about best educational innovations for that group.
5. Write your paper. Include the following as headings so that you and the reader [your instructor] will know exactly where you are headed and whether you have addressed all of the content requirements.

Tip: Think of the paper as being in three parts.

- Introduction (this is where you introduce your topics, establish their significance (hook), and give your reader an advance organizer for the paper)

Part One (The students)
- Background of the identified population (may include US, DC, demographics),
- Classroom/school implications of young learners in this population (how do characteristics of this population potentially affect their learning, their school experience?)
- Implications for teachers such as yourself (compare/contrast your background) teaching this population of students (This is an important section. You must first deconstruct and then describe relevant aspects of your identity. Then you must analyze how these pieces of your identity potentially intersect with teaching this student population. Use first person here to then generalize to a broader population of teachers like you.)

Part Two (The innovation)
- Description of the innovation that will meet some of needs of this population,
- Background and historical information of innovation,
- Strengths of the innovation,
- Weaknesses of/challenges to the innovation,
- Implications for teachers employing this innovation (here you want to think about what will be essential for teachers to consider, know, and do within this innovation to help students be successful)

Part Three
- Implications of the innovation for the identified population of learners (Based on what you have presented in your paper, this is where you draw conclusions about how the innovation potentially benefits the target student population. Also include potential disadvantages to this population.)

Tips:
While you are writing the paper make sure that you are:
- Integrating concepts from <u>readings</u>. You CANNOT make a claim without evidence to support it. That evidence comes from your readings and research. Each section needs multiple (2 or more) sources.
- Integrating class discussions and integrating <u>experiences and/or personal reflection</u>. The personal reflection piece is especially important in part one when explaining implications for teachers like YOU.

Clarity of writing
- it is logically organized
- has an introduction that includes the goals/purpose of the paper
- has points representing strengths and weaknesses of the innovation,
- has smooth transitions between ideas,

- ends with a conclusion that restates the main points of the paper (without introducing new ideas).
- Information is presented clearly within the page limits (8-10 pages)
- The paper has NO grammar or spelling errors.
- Read and re-read your writing before submitting.
- If academic writing is difficult for you, ask a colleague or friend to review your work and provide feedback.

APA format
- title page,
- headings,
- page numbers,
- proper use of in-text citations and appropriately formatted reference list
- Tips: Do NOT use stand alone quotes in your paper. See the "Cheat Sheet" online for help with this. Do NOT include anything in your reference list that you do not cite in your paper.

Grading:
  You have MET Standard 3 if you earn a 3 or 4 two or more times.
  You have MET Standard 4 if you earn a 3 or 4 three or more times.

This assignment meets the following INTASC Standards:

Standard 3: Understand how students differ in their approaches to learning and create instructional opportunities adapted to diverse learners.

Standard 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Implications of Teaching in a Culturally Diverse Classroom	1 Unsatisfactory (Not Met)	2 Developing (Not Met)	3 Maturing (Met)	4 Exemplary (Met)
Background information about the identified population of students. **INTASC 3** **ACEI 3.2**	Lacks background information about the identified population of students.	Presents some background information about the identified population of students, but is not sufficient and/or lacks supporting references.	Presents appropriate background information about the identified population of students, but is not complete and/or includes some supporting references.	Presents appropriate and complete background information about the identified population of students and includes multiple and different supporting references.
Background information about the culture, knowledge, and attitudes of the identified preservice teacher. **INTASC 3** **ACEI 3.2**	Lacks background information about the culture, knowledge, and attitudes of the identified preservice teacher.	Presents some background information about the culture, knowledge, and attitudes of the identified preservice teacher, but is not sufficient and/or lacks supporting references.	Presents appropriate background information about the culture, knowledge, and attitudes of the identified preservice teacher, but is not complete and/or includes some supporting references.	Presents appropriate and complete background information about the culture, knowledge, and attitudes of the identified preservice teacher and includes multiple and different supporting references.
Implications of identified preservice teacher, teaching this population of students. **INTASC 3** **ACEI 3.2**	Lacks implications of identified preservice teacher, teaching this population of students.	Presents some implications of identified preservice teacher, teaching this population of students, but is not sufficient and/or lacks supporting references.	Presents appropriate implications of identified preservice teacher, teaching this population of students, but is not complete and/or includes some supporting. references.	Presents appropriate and complete implications of identified preservice teacher, teaching this population of students and includes multiple and different supporting references.

*note: multiple references means (2 or more), some means (1), none means (0).

Comments:

Description/Background of Education Innovation	1 Unsatisfactory (Not Met)	2 Developing (Not Met)	3 Maturing (Met)	4 Exemplary (Met)
Description of the education innovation. **INTASC 4** **ACEI 3.3**	Lacks description of the education innovation.	Presents some description of the education innovation, but is not sufficient and/or lacks supporting references.	Presents appropriate description of the education innovation, but is incomplete and/or includes only some supporting references.	Presents appropriate and complete description of the education innovation, and includes multiple and different supporting references.
Significant historical and background information on the education innovation. **INTASC 4** **ACEI 3.3**	Lacks significant historical and background information on the education innovation.	Presents some significant historical and background information on the education innovation, but is not sufficient and/or lacks supporting references.	Presents appropriate significant historical and background information on the education innovation, but is incomplete and/or include only some supporting references.	Presents appropriate and complete significant historical and background information of the education innovation, and includes multiple and different supporting references.
Strengths and weaknesses of the education innovation. **INTASC 4** **ACEI 3.3**	Lacks strengths and weaknesses of the education innovation.	Presents some strengths and weaknesses of the education innovation, but is not sufficient and/or lacks supporting references.	Presents appropriate strengths and weaknesses of the education innovation, but is incomplete and/or includes only some supporting references.	Presents appropriate and complete discussion of strengths and weaknesses of the education innovation, and includes multiple and different references.
Implications of the education innovation for learners in the identified population. **INTASC 4** **ACEI 3.3**	Lacks implications of the education innovation for *learners* in the identified population.	Presents some implications of the education innovation for *learners* in the identified population, but is not sufficient and/or lacks supporting references.	Presents appropriate implications of the education innovation for *learners* in the identified population, but is incomplete and/or includes only some supporting references.	Presents appropriate and complete implications of the education innovation for *learners* in the identified population, and includes multiple and different supporting references.

*note: multiple references means (2 or more), some means (1), none means (0).

Comments:

INTASC Standard 3	Score (out of 12 possible pts.) =
ACEI Standard 3.2	
Implications of Teaching in a Culturally Diverse Classroom	Standard 3 is met with 9 or greater avg. MET NOT MET
INTASC Standard 4	Score (out of 16 possible pts.) =
ACEI Standard 3.3	
Description/Background of Education Innovation	Standard 4 is met with 12 or greater avg. MET NOT MET

The maximum score for this entire assignment is 40 points.

In addition to the above standards, this paper must include the following elements of a well-written paper in APA format:

Element	Multiple Errors (0)	Some Errors (0.5 or 1)	No Errors (1 or 2)
Title Page/Page Numbers (1)			
Headings (1)			
Introduction and Conclusion (2)			
Clarity of Writing (2)			
Citations in text (2)			
Reference page (2)			
Mechanics (2)			

TOTAL POINTS (Standard 3, 4, and Writing Element Scores)	