

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

EDUC 542: Foundations of Education, 3 credits

Spring 2013

Wednesdays 5 pm - 10 pm, Arlington Founders Hall 476 (then Truland Building 647)

Mar. 20 – May 15, 2013

Instructor: Dr. Stephanie Dodman

Office: Thompson 1802 **Phone:** 993-3814

Email: sdodman@gmu.edu

Skype ID: stephaniedodman

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 led activities.

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 dream-keepers: 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 Reflective Practitioner Paper (PBA) rubric is attached at the end of this syllabus.

Assignment	Points
Readings, Online, and In-Class Activities	30
Education Autobiography	5
Philosophical Research and Case Creation	10
Book Club Assignment	15
Reflective Practitioner Paper (PBA)	40
	100

Readings, Online, and In-Class Activities (30 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 addition to F2F class sessions, we will also have online tasks and meetings. The expectations for readings and attendance are the same, and you are just as responsible for your participation in these as you are for F2F class sessions.

Education Autobiography (5 pts)

This paper is an informal story of your experiences in education as a student. 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.

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

Philosophical Research and Case Creation (10 pts)

Participate in a jigsaw task where you research one main philosophy of education. Then you will share your learning with peers. Using what you will learn from the jigsaw about various philosophies, create eight 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 (personally) 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. Write the vignettes from the perspective of an observer who is visiting the classroom. Each vignette should be a half-page to a page. At the end of the paper, include a half-page to page reflection that identifies and describes your own philosophical leanings related to teaching and learning. You might identify with one philosophy or you might see yourself as a combination of several. Either way, describe your own philosophical beliefs as related to these eight.

Book Club Assignment (15 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 your own 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 EDUC 542 PBA (40 pts)

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 contexts, all of which affect the work of the public school teacher. To this end, the candidates will analyze a current issue/initiative in education by examining its intentions, effects, and critiques in relation to one of the following sociological categories: race and culture, gender, (dis)ability, social class, sexual orientation, or language. They will also relate it to historical trends/perspectives as well as to their own personal experiences.

*A detailed task description and rubric is attached.

Grading Scale

A=93-100; A-=90-92; B+=87-89; B=80-86; C=70-79; F=below 70

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/>.

TaskStream Requirements

Every student registered for any Elementary Education course with a required performance-based assessment (designated as such in the syllabus) is required to submit this assessment (EDUC 542: *Reflective Practitioner Paper*) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU Policies and Resources for Students

- a) Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b) Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c) 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.
- d) 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/>].
- e) 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/>].
- f) Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g) 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/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Course Calendar

Date	Topic/Guiding questions	Reading/Assignment Due	Outside of/After Class Activity
Mar. 20	Introductions <ul style="list-style-type: none"> • 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 		Research your philosophy and related philosopher. Use the chart.
Mar. 27	Philosophies of Education <ul style="list-style-type: none"> • What does it mean to learn? • What is the best way to teach? 	Jigsaw (to be assigned): <ul style="list-style-type: none"> • Plato (idealism) • Adler (perennialism) • Dewey (pragmatism) • Montessori (constructivism) • Skinner (behaviorism) • Noddings (care) • Neill (existentialism) • Freire (critical theory) Education Autobiography Due (submit online) Philosophy Research Chart Due (bring to class)	Online activities Start working on Reflective Practitioner Paper
Apr. 3	DCPS/PG Spring Break		
Apr. 10	The Social, Economic, and Political Goals of School <ul style="list-style-type: none"> • Why do we teach what we do? • What are the effects of the goals of school? Multicultural and Ethnic Ed. <ul style="list-style-type: none"> • How has school been experienced by different groups throughout time? 	Spring Ch. 1, 2, 4 Ch. 5 (pp. 102-115) Ch. 6 (pp. 140-144) Ch. 7 (pp. 154-173) TBA (pdf) Readings Philosophical Cases Due (submit online)	Online activities

Apr. 17	<p><i>790 Seminar (5-6pm)</i></p> <p>Multicultural and Ethnic Ed. Cont'd</p> <ul style="list-style-type: none"> • Students with Disabilities • English Language Learners 	<p>Spring</p> <p>Ch. 5 (pp. 115-124)</p> <p>Ch. 6 (pp. 144-151)</p> <p>Ch. 7 (pp. 174-180)</p> <p>TBA (pdf) Readings</p> <p>Book Club selections</p>	Online activities
Apr. 24 online	<p>School reform waves</p> <ul style="list-style-type: none"> • NCLB and its lasting effects 	<p>Spring Ch. 8-10</p> <p>Boykin and Noguera (pdf)</p> <p>Book Club selections</p>	Online activities
May 1	<p>5-7pm Inquiry Showcase</p> <p>Role of the Teacher</p> <ul style="list-style-type: none"> • Laws, responsibilities, unions 	Book Club Project Due	Online activities
May 6	<p>Reflective Practitioner Paper (PBA) Due (submit to TaskStream)</p>		

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

*all (submit online) assignments should be uploaded BEFORE class begins that day.

Reflective Practitioner Paper

“A large part of the problem [of the achievement gap] is that many educators do not understand what it means to engage in educational practices that promote equity. Equity involves more than simply ensuring that children have equal access to education. Equity also entails a focus on outcomes and results” (Boykin & Noguera, 2011, p. viii).

In consideration of the above quote, this assignment will offer you an opportunity to expand your understanding of public education as a system that both expands and diminishes equity. Taken another way, you will explore the following question: What are the tensions within efforts to reform public education and how do these debates shape your thinking and actions as a teacher? Follow the steps below to successfully write this scholarly paper.

1. Pick an educational initiative introduced through class (readings, discussion, materials).
2. Research who this initiative is designed to benefit (a group of students targeted by the initiative).
3. Find peer-reviewed research articles and review class readings that address the initiative and its impact on students. (If you are not sure about whether a research journal is peer-reviewed consult with me.) Take notes as you read.
4. 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.

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

Part One (The initiative)

- Description of the initiative that will meet some of needs of this population
- Background and historical information of initiative
- Strengths of the initiative
- Weaknesses of/challenges to the initiative
- Implications for teachers (What does this initiative mean for teachers? You will want to think about what is essential for teachers to consider, know, and do within this initiative)

Part Two (The students)

- Background of the student population targeted by the initiative (may include US, VA, DC demographics)
- Classroom/school implications for young learners in this population (How has this population of students historically experienced education? How do identity characteristics of this population intersect with characteristics of school?)
- Implications for teachers such as yourself (compare/contrast your background) teaching this population of students (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 Three

- Conclusions (Based on what you have presented in your paper, this is where you draw conclusions about the impact of the initiative on students. Who is benefitted and how? Who is disadvantaged and how? What does that mean for the group of students targeted by the initiative?)

Tips

While you are writing the paper make sure that you are:

- Integrating concepts from readings. 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 experiences and/or personal reflection.

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 initiative
- 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 or visit the GMU Writing Center.

APA format

- title page
- headings
- page numbers
- proper use of in-text citations and appropriately formatted reference list
- Tips: Do NOT use standalone quotes in your paper. See the “Citation Cheat Sheet” on blackboard for help with this. Do NOT include anything in your reference list that you do not cite in your paper.

Reflective Practitioner Rubric	4 Exemplary (Met)	3 Maturing (Met)	2 Developing (Not Met)	1 Unsatisfactory (Not Met)
Description of the education initiative ACEI 5.1	Presents appropriate and complete description of the education initiative, and includes multiple and different supporting references	Presents appropriate description of the education initiative, but is incomplete and/or includes only some supporting references	Presents some description of the education initiative, but is not sufficient and/or lacks supporting references	Lacks description of the education initiative
Significant historical background information regarding the education initiative ACEI 5.1	Presents appropriate and complete significant historical and background information of the education initiative, and includes multiple and different supporting references	Presents appropriate significant historical and background information on the education initiative, but is incomplete and/or include only some supporting references	Presents some significant historical and background information on the education initiative, but is not sufficient and/or lacks supporting references	Lacks significant historical and background information on the education initiative
Strengths and weaknesses of the education initiative ACEI 5.1	Presents appropriate and complete discussion of strengths and weaknesses of the education initiative, and includes multiple and different references	Presents appropriate strengths and weaknesses of the education initiative, but is incomplete and/or includes only some supporting references	Presents some strengths and weaknesses of the education initiative, but is not sufficient and/or lacks supporting references	Lacks strengths and weaknesses of the education initiative
Implications of the education initiative for teachers ACEI 5.1	Presents appropriate and complete implications of the education initiative for teachers, and includes multiple and different supporting references	Presents appropriate implications of the education initiative for teachers, but is incomplete and/or includes only some supporting references	Presents some implications of the education initiative for teachers, but is not sufficient and/or lacks supporting references	Lacks implications of the education initiative for teachers in the identified population
Background information about the targeted population of students ACEI 3.2	Presents appropriate and complete background information about the targeted population of students and includes multiple and different supporting references	Presents appropriate background information about the targeted population of students, but is not complete and/or includes some supporting references	Presents some background information about the targeted population of students, but is not sufficient and/or lacks supporting references	Lacks background information about the targeted population of students

Classroom/school implications for students in this population ACEI 3.2	Presents appropriate and complete implications for students in the targeted population; includes multiple and different supporting references	Presents appropriate implications for students in the targeted population, but it is not complete and/or includes only some supporting references	Presents some implications for students in the targeted population, but it is not sufficient and/or lacks supporting references	Lacks implications for students in the targeted population
Implications for teachers such as yourself teaching this population of students ACEI 3.2	Presents appropriate and complete background information about the culture, knowledge, and attitudes of the identified preservice teacher and includes multiple and different 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 some background information about the culture, knowledge, and attitudes of the identified preservice teacher, but is not sufficient and/or lacks supporting references	Lacks background information about the culture, knowledge, and attitudes of the identified preservice teacher
Conclusions regarding the impact of the initiative on students ACEI 3.2	Presents appropriate and complete conclusions regarding the impact of the initiative; includes multiple and different supporting references	Presents appropriate conclusions regarding the impact of the initiative but it is not complete; includes some supporting references	Presents some conclusions regarding the impact of the initiative but conclusions may be vague, and/or lacks supporting references	Lacks conclusions or conclusions presented are illogical based on the rest of the paper, and/or lacks any supporting references

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

ACEI/NCATE Standards addressed in this task

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally

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

<i>Element</i>	<i>No Errors (1 or 2pts)</i>	<i>Some Errors (0.5 or 1pt)</i>	<i>Multiple Errors (0pts)</i>
Organization: Title Page, Page Numbers, Headings (1)			
Citations in text (1)			
Reference page (1)			
Includes introduction (1)			
Clarity of Writing (2)			
Grammar/Mechanics (2)			

Standards score	/32
Elements of writing score	/8
Total score	/40