EDUC 521, Foundations of Education, PK-12 (3 Credits)
Spring 2004, Section 5L1

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Date and Time: January 21, 2004-May 5, 2004  7:20 PM- 10:00PM
Class Location: Robinson 107A

Required textbooks

Course Description
Education 521 is designed to give an overview of educational practices and socialization processes operating in United States educational institutions and related organizations. The course provides a framework necessary in analyzing assumptions underlying professional roles for which students are preparing. Experiences are designed to assist students in exercising judgments necessary to gain new directions in their professional roles and to develop the necessary understandings and skills to meet future realities. Students will be better prepared to assist their clients in adapting to life and work in their future. Current practices within educating professions will be analyzed in terms of history, philosophy, and socio-cultural factors affecting formal and informal learning. Emphasis will be on trends, issues, and alternative futures.

Goals
- To analyze technological advances in terms of their effects on current educational practices and climate.
- To develop a knowledge base which will enable students to project themselves into future professional roles and help them to prepare their clients for the realities of the future.
- To encourage self-assessment regarding the development of personal positions on issues and preferences for future alternatives.
- To assess for the educational profession the historical development of major trends and issues from which alternative futures may be projected.
- To promote analysis of philosophical assumptions and learning theories supporting professional roles for which students are preparing.
- To encourage awareness of institutions’ powers to socialize.
- To promote self-assessment concerning leadership styles used within institutional settings.

Course Requirements
- Students should read all textbook assignments and handouts thoroughly.
- Research/Projection Paper
Prepare a paper (approximately 8 double-spaced, word processed pages) which assesses how your professional role (the career you are preparing to enter) might be performed in the year 2025. Explain the changes you think may occur and how these changes might affect you personally as a member of your profession. Please answer all 5 of the following questions:

1. What changes do I foresee?
2. Will I need additional preparation and skills for my particular field in 2025?
3. If so, what kinds of preparation and skills-and how will I get them?
4. How do I feel as a person about the changes I project?
5. How do my projections relate to the history and the current status of my professional role?

Remember NOT to talk about education in general. For example, if you want to talk about technology and education, refer specifically to your field, i.e., music and technology or foreign languages and technology. Naisbitt’s book, *High tech/high touch* is to be used as a general reference, however, additional references such as *The Futurists* magazine, professional literature from your field, and experts currently practicing in your field should be used. Be sure to relate your projections to the history and current status of the professional role you are preparing to enter. You must draw from a minimum of 5 sources and use the APA format to document your references. APA format is the required writing format of George Mason University. This paper must demonstrate college quality writing and will be assessed on content presentation. Be sure to proofread your work for spelling and grammatical errors.

- **Class Participation**
  Because much of the format of this class is interactive, all students are expected to attend classes, be on time, participate in discussions, cooperative learning activities, *Taking Sides* papers and presentations, and simulation activities.

- **Short group presentation on a selected chapter from The new renaissance**

- **Field Experience-Students are required to observe in a public or private school classroom(s) 3 times for approximately 1 hour during the second semester.**
  A summary of each observation is to be written on a 3x5 index card and handed in at the end of the course.

- **Final Exam in essay format- take home**

**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Attendance and Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Research/Projection Paper</td>
<td>35%</td>
</tr>
<tr>
<td>Group Chapter Presentations</td>
<td>15%</td>
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<tr>
<td>Final Examination</td>
<td>35%</td>
</tr>
</tbody>
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A+=98-100, A = 94-97, A-= 90-93, B+ = 88-89, B= 84-87, B-= 80-83 C = 70-82, F =Below 70

If you need course adaptations or accommodations because of a disability or a special circumstance, please inform your instructor. A learning disability must be disclosed on the first day of class.

**Course Calendar**

Jan. 21  Introduction: Course Overview, review of syllabus, general information
        Assessing beliefs- group work and discussion
        Read *High/High Touch* P.P. 1-64 and UAE Chs. 1-2

Jan. 28  Critics and the Future
        Continue reading *High Tech/High Touch* (P.P. 65-111) and *Taking Sides*, Issue 19

Feb. 4   Critics and the Future
        Read *High/Tech/High Touch* (113-173) and read *Taking Sides*, Issues 2, 9
Feb. 11  Critics and the Future  
   Read Chapters 1, 2, 3, and 5 of *The New Renaissance* and read *Taking Sides*, Issues 11, 12

Feb. 18  Conclude Critics and the Future with **Group presentations**  
   Read *Understanding American Educ.*, Ch. 3 *Taking Sides*, Issue 4.

Feb. 25  Historical perspectives on Educational Practices: John Locke  
   Read *Understanding American Educ.*, Chs. 4-5

Mar. 3  Education in Colonial New England: Puritanism  
   *Taking Sides*, Issues 6, 17  
   Review American Psychological Association format for writing paper

Spring Break

Mar. 17  Education in the Southern and Middle Colonies  
   Read *Understanding American Educ.*, Chs. 10-11  
   Research Projection Paper due at 4:30

Mar. 24  Personality Type Teaching Style  
   Read *Understanding American Educ.*, Ch 6 and *Taking Sides*, Issue 21

Mar. 31  Bronson Alcott and Transcendentalism  
   Read *UAE*, Ch. 7 and read Issue 14

Apr. 7  America’s School Establishment in the Early Nineteenth Century: Horace Mann  
   Read *Understanding American Education*, Ch. 8 and Issue 21

Apr. 14  America’s School Establishment in the late Nineteenth Century: Charles Darwin;  
   Read *Understanding American Education*, Ch. 9  
   *Taking Sides*, Issue 7

Apr. 21  America’s Establishment in the Twentieth Century: John Dewey;  
   Read *Understanding American Education*, Chs. 12-14 and *Taking Sides*  
   Issue 10

Apr. 28  The Shape of the School/The Shape of the Profession/The Shape of Society

May 5  Final Examination due at 7:20 PM  
   Sharing of individual essays based on the exam (optional)  
   5-10 minutes

Honor Code  
To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or Website at www.gmu.edu.