GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
EDUC 521- Foundations of Education  
Spring 2005 -Wednesday’s 7:20 p.m.-10:00 p.m.  
Thompson 114

PROFESSOR: Dr. Susan J. Coleman  
GSE Phone (703) 993 2039  
Email- (scolema3@gmu.edu)

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 clients in adapting to life and work in their future. Current practices within educating professions will be analyzed in terms of history, philosophy, and cultural factors affecting formal and informal learning. Emphasis will be on trends, issues, and alternative futures.

NATURE OF COURSE DELIVERY:  
The class sessions will consist of lectures, group discussions and projects, and several informative videos. Students will react to assigned readings and will share their ideas as well as listen to the ideas and reactions of others.

STUDENT OUTCOMES:  
This course is designed to enable students to:
- Analyze technological advances in terms of their effects on current educational practices and climate
- Develop a knowledge base that will enable students to project themselves into future professional roles and help them to prepare their clients for the realities of the future.
- Develop an awareness of personal positions on current issues and preferences for future alternatives.
- Assess for the educational profession the historical development of major trends and issues from which alternative futures may be projected.
- Analyze philosophical assumptions and learning theories supporting professional roles for which students are preparing.
- Develop and awareness of institutions’ powers to socialize.
- Assess teaching styles and develop an awareness of their relationships to the profession and to their clients.

PROFESSIONAL STANDARDS: see website: http://gse.gmu.edu/facultystaffres/profdisp.htm

REQUIRED TEXTS:  
COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:

A. Requirements:
   - **Class Participation**- Students are expected to be in class and on time for each session. Because much of the format of the class is interactive, missed classwork cannot be made up. Students will receive points for work completed in class.
   - **Homework**- Homework will consist of both reading and written assignments. Assignments are due at the beginning of the class session that follows.
   - **Field Experience**- Students are required to observe in a public or private school classroom(s) 3 times for approximately 1 hour each during the fall semester. A summary of each observation is to be written on a 3x5 index card and handed in at the end of the course.
   - **Research/Projection Paper*** Students will prepare a research paper of approximately 8 double-spaced pages that will assess how their professional role (career for which one is preparing) might be performed in the year 2025. Students will explain the changes they think might occur and how the changes will affect them personally as members of their profession. These changes will be based on the information in *High Tech high touch, The NewBasics*, information from *The Futurist* magazine, and information from resources related to their specific field. Answers to the following questions will be included:
     1. What are the realities in your profession now?
     2. What changes do you foresee?
     3. How do your projections relate to the current status of your profession and how will these changes affect your professional role?
     4. What special preparation will you need and how will you obtain it?
     5. How do you feel about the changes projected?

Remember not to talk about education in general, but to refer to your field specifically. You must draw from at least 5 sources and 2 of these must relate specifically to the field you are entering, i.e., music, math, media, etc. You must use the latest APA format. APA format is the required writing format of the GSE program at George mason University.

B. Performance-Based Assessments:
The paper must reflect college quality writing and will be assessed on content presentation, correct grammar and spelling, and adherence to all of the preceding directions.

C. Grading Scale for the course: A = 95-100  A - = 90-94  B+ = 92-93  B = 88-91  B- = 84-87  C = 75-83  F = Below 75
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:
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.

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.

PROPOSED CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Learning Experiences</th>
<th>Readings and Assignments</th>
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<tbody>
<tr>
<td>Feb. 9</td>
<td>Critics and the Future: Military Nintendo Complex and change and the digital world</td>
<td>Read Ht/ht P.P. 113-173 and Taking sides, Issue 19</td>
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<tr>
<td>Feb. 16</td>
<td>Critics and the Future: genetics and germ line therapy</td>
<td>Read The new basics, P.P. 24-68 and Ch. 3 in UAE And Issue 2 in Taking sides.</td>
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<td>Mar. 2</td>
<td>Education in Colonial New England: Puritanism and The future of work</td>
<td>Read Ch. 5 in UAE and Issue 13</td>
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<td>Mar. 9</td>
<td>Education in Southern and Middle Colonies</td>
<td>Read Ch. 6 in UAE</td>
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<td>Mar. 16</td>
<td>Bronson Alcott and Transcendentalism</td>
<td>Read Chs. 10-11 in UAE and Issue 17 in Taking sides.</td>
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<td>Mar. 23</td>
<td>Personality, Teaching Style and Philosophy Research Paper due</td>
<td>Read Ch. 7 in UAE and Issue 14 in TS.</td>
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<td>Mar.30</td>
<td>America’s School establishment in the early 19th Century: Horace Mann</td>
<td>Read Ch. 8 in UAE and Issues 3, 7 in TS.</td>
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<td>April 6</td>
<td>America’s School establishment in the Late 19th Century: Charles Darwin</td>
<td>Read Ch. 9 in UAE and Issue 1 in Taking Sides</td>
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<td>April 13</td>
<td>America’s Establishment in the 20 th Century: John Dewey</td>
<td>Read Ch. 12 in UAE and Issue 10 in Taking sides.</td>
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<td>April 20</td>
<td>The Shape of the School/The Shape of the Profession/ The Shape of Society</td>
<td>Organize and prepare resources for final exam. Read Issues 11-12</td>
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<td>April 27</td>
<td>Exam Review</td>
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<td>May 4</td>
<td>Final Exam: In Class</td>
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Assignment rubric

Name: __________________________

Date: __________________________

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<thead>
<tr>
<th>CRITERIA</th>
<th>No Evidence 1</th>
<th>Beginning (Limited evidence) 2</th>
<th>Developing (Clear evidence) 3</th>
<th>Accomplished (Clear, convincing, substantial evidence) 4</th>
<th>SCORE</th>
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<td>Depth of Thought</td>
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<td>Accuracy</td>
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<td>Presentation (grammar and sentence structure)</td>
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Comments: