EDUC 521, Foundations of Education, PK-12 (3 Credits)
Summer B 2004, Section B01

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Date and Time: June 8- July 27, 2004- 4:30 PM- 7:10PM
Class Location: Robinson  B103

Required textbooks

Additional reading: Chapter 5 from The new Renaissance: Computers and the next level of civilization and articles as distributed by the instructor.

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 sociocultural 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 and complete all homework assignments.
• 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.

Use of online websites is discouraged and if used, information must be documented. It is a violation of the honor code to copy information from the Internet.

- 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.

- 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

**Grading**

Class Attendance and Participation- 15%
Research/Projection Paper-30%
Final Examination- 35%
Field experience- 10%
Homework assignments-10%

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**

June 8  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

June 10 Critics and the Future

- Continue reading High Tech/High Touch (P.P. 65-111) and Taking Sides, Issue 19, and article from the Futurist.

June 15 Critics and the Future
Read High/Tech/High Touch (113-173) and read Taking Sides, Issues 2, 9, and article from the Futurist.

June 17 Critics and the Future
Read Chapters 1, 2, 3, and 5 of The New Renaissance and read Taking Sides, Issues 11, 12, and article from the Futurist.

June 22 Conclude Critics and the Future
Read Understanding American Education, Ch. 3 Taking Sides, Issue 4.

June 24 Historical perspectives on Educational Practices: John Locke
Read Understanding American Education, Chs. 4-5

June 29 Education in Colonial New England: Puritanism
Taking Sides, Issues 6, 17
Review American Psychological Association format for writing paper

July 1 Education in the Southern and Middle Colonies
Read Understanding American Education, Chs. 10-11
Research Projection Paper due at 4:30

July 6 Personality Type Teaching Style
Read Understanding American Education, Ch 6 and Taking Sides, Issue 21

July 8 Bronson Alcott and Transcendentalism
Read UAE, Ch. 7 and read Issue 14

July 13 America’s School Establishment in the Early Nineteenth Century: Horace Mann
Read Understanding American Education, Ch. 8 and Issue 21

July 15 America’s School Establishment in the late Nineteenth Century:
Charles Darwin;
Read Understanding American Education, Ch. 9
Taking Sides, Issue 7

July 20 America’s Establishment in the Twentieth Century: John Dewey;
Read Understanding American Education, Chs. 12-14 and Taking Sides Issue 10

July 22 The Shape of the School/The Shape of the Profession/The Shape of Society

July 27 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. Also, see Statements of Expectations as distributed by the instructor.