EDUC 522, Foundations of Secondary Education
Spring, 2004--Section 001/Instructor: L. Duck
[NOTE: KB Numbers refer to sections of the Knowledge Base Overview]

I. Description and Overview
A. EDUC 522, Foundations of Secondary Education (3:3:0)
   B. Education 522 offers an analysis of the philosophical assumptions, curriculum issues, learning
      theories, and history associated with current teaching styles. Emphasis is on applications to all
      disciplines taught in secondary schools. Current educational trends and issues are examined in
      relation to the sociology of secondary school settings. Lecture/discussion/simulation.

II. Goals and Objectives
A. Students should be able to analyze teaching behaviors and categorize them according to their
   relationships to the following major educational philosophies: Behaviorism, Perennialism,
   Essentialism, Experimentalism, Existentialism, and Reconstructionism. [KB 4.3, 4.4, 5.1, 5.3]
B. Students should be able to explain relationships of philosophy, curriculum issues, learning theories,
   and history to teaching styles. [KB 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.4, 5.1]
C. Students should be able to state their own philosophical positions in regard to the following questions:
   1. What is the nature of the learner?
   2. What is the nature of one subject matter area you wish to teach?
   3. What are the possibilities of that subject matter area for guiding students toward meaningful
      learning experiences?
   4. What kinds of teaching behaviors will you exhibit to exemplify your philosophical position?
   5. What approaches to classroom management do you prefer? [KB emphasis 1; 2; 3; 4; 5]
D. Students will be able to take positions on selected issues in education and analyze how those
   positions relate to teaching style preferences. [KB emphasis 1; 2; 3; 4; 5]

III. Outline of Topics/Activities
A. Teaching Styles/Learning Styles Overview (Sessions I [1/26] - IV [2/16])
   1. Introduction to Analysis of Teaching Styles and Learning Styles
      a. playing the supervisory role/giving advice to a teacher
      b. implications for secondary school disciplines
      c. applying an analytical tool
      d. learning styles and implications for teaching styles
      e. Myers-Briggs Type Indicator and temperament types/individualizing classroom
         experiences
         [Emphasis: Mid/Sec]
         (Reading: Teaching with Charisma, ch. 1; Education 04/05, “College Isn’t for Everyone”
         [11] and “Reinventing America’s Schools” [36], “There Is Another Way” [39] and “What
         New Teachers Need to Learn” [176])
   2. Essentialist Teaching Style (Sessions V [2/23] - VI [3/1])
      a. model lesson: Is the Kensington Stone a genuine artifact?
      b. strengths/weaknesses and implications
      c. philosophical assumptions
      d. use of learning theory
      e. history
      [Emphasis: Sec]
      (Reading: Teaching with Charisma, ch. 2; Education 04/05, “Classroom Crisis: It’s about
      Time” [60] and “Last Holdout against Educational Freedom” [57])
      a. model lesson: “No Vehicles in the Park”
      b. strengths/weaknesses and implications
      c. philosophical assumptions
      d. use of learning theory
      e. history
4. Reconstructionist Teaching Style (Session VIII [3/22])
   a. model lesson: Global Village Game
   b. strengths/weaknesses and implications
   c. philosophical assumptions
   d. use of learning theory
   e. history

5. Existentialist Teaching Style (Session IX [3/29])
   a. model lesson: “Petition from Women of Utah”
   b. strengths/weaknesses and implications
   c. philosophical assumptions
   d. use of learning theory
   e. history

6. Perennialist Teaching Style (Session X [4/5])
   a. model lesson: Great Books discussion of A Penny a Look
   b. strengths/weaknesses and implications
   c. philosophical assumptions
   d. use of learning theory
   e. history

7. Behaviorist Teaching Style (Session X [4/5])
   a. model lesson: A Token Economy
   b. strengths/weaknesses and implications
   c. philosophical assumptions
   d. use of learning theory
   e. history

8. The Teaching Styles/Learning Styles Match (Session X [4/5])
   a. self-assessment for learning styles/Myers-Briggs Type Indicator and 4MAT
   b. implications for instruction

   a. Hamilton High as case study
   b. analysis of 32 years of reform at Hamilton High in view of teaching styles, learning styles, and temperament types/high schools and the future
   c. classroom management and legal issues
B. Field Experiences Component

1. Students visit school settings and analyze preferences based on the following:
   a. observing a discussion session for the kinds of student participation that occur [KB 1.2, 1.3, 2.5, 3.1]
   b. observing teaching techniques to determine which ones involve students in divergent thinking and which in convergent thinking [KB 1.1, 1.2, 1.3, 1.4, 3.4, 4.4]
   c. observing lessons to determine how many academic disciplines are used in each lesson [KB 2.1, 2.2, 2.3]
   d. observing lessons in which individualization of instruction is a major focus [KB 1.1, 1.2, 1.3, 1.4, 2.7]
   e. observing lessons involving controversial issues [KB 1.2, 2.5, 3.1, 3.2, 3.3, 3.6, 4.4, 5.2, 5.3]
   f. talking with teachers to determine which methods they prefer [KB 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.3, 3.4, 3.5, 3.6, 3.7, 4.4]
   g. observing rules and procedures to determine potential preferences for relationship/listening, confronting/contracting, or rules/consequences approaches to classroom management [KB 1.1, 1.2, 1.3, 3.1, 3.2, 5.2, 5.3]

2. Students complete papers (of about 6-8 typewritten pages) based on the analytical tool and using data collected above. [KB 3.1, 4.4, 5.1, 5.2, 5.3]

(SPECIAL NOTE: Beginning this semester, a version of the field experiences paper is to be submitted on TrueOutcomes software, after you have received feedback from your instructor. Details about how to submit this assignment will be provided in class. Your work will be assessed as part of ongoing efforts regarding personal growth and program accreditation. TrueOutcomes provides an electronic record of your major accomplishments in the Secondary Teacher Education Program and will be the basis for your development of a professional portfolio. The portfolio will document your growth stages in the profession and will be submitted to faculty, and presented to faculty and colleagues, at the conclusion of your master’s degree program. The portfolio will be especially useful as you prepare for, and participate in, employment interviews.)

C. Educational Issues Component

1. After each major course topic, students work in cooperative learning groups to analyze issues presented in Education 04/05. [KB 3.1, 4.2, 4.3, 5.1, 5.2, 5.3]

2. For selected issues, students will participate in online discussions in preparation for the in-class cooperative learning activities based on articles in Education 04/05. A list of protocols for online discussions will be provided, as well as a rubric for assessing the quality of discussion contributions. [KB 2.6, 3.1, 3.5, 4.2, 4.3, 5.1, 5.2, 5.3]

3. Students analyze and assess how their positions on issues relate to teaching style preferences. (Reading: Education 04/05, as indicated above after major topics) [KB 4.3, 4.4, 5.1, 5.2, 5.3]

4. The class participation grade may be strengthened by sharing a brief (10-15 minutes) review/critique of a book listed below under Alternative Class Participation/Book Review Selections. Readings for
cooperative learning group activities will be reduced for those choosing this option. [KB 3.1, 4.3, 5.1, 5.3]

IV. Summary of Major Course Requirements
A. Readings for the course consists of the following (in addition to handout packet in the bookstore):

B. Students must complete a paper (of approximately 6-8 pages, word processing) analyzing the teaching style and classroom management preferences one teacher’s classroom behavior illustrates.

C. Students should read all handout materials.

4. Online discussions.

E. Class participation/position statements. NOTE: Since class participation is weighted at 25% and since the experiences/benefits of in-class simulations cannot be re-created after the fact, you should make every effort to be in attendance for all class sessions. If you must be away, contact the instructor before your absence.

F. Final essay examination.

V. “Nuts and Bolts”
A. Assignment Deadlines
1. Position statements--to be announced
2. Paper--April 19
3. Final exam--May 10

B. Grading Approximations
1. Paper--35%
2. Final Examination--40%
3. Participation--25%

IF YOU NEED COURSE ADAPTATIONS OR ACCOMMODATIONS BECAUSE OF A DISABILITY OR SPECIAL CIRCUMSTANCE, PLEASE INFORM YOUR INSTRUCTOR AS SOON AS POSSIBLE.

NOTE: Office Hours--------Wednesday, 3:30-5:30 P.M. and Thursday, 1:30-3:30 P.M. Other Hours by Appointment/Office: Robinson A332.

IN THE EVENT THAT A MEETING OR APPOINTMENT MAKES ME UNAVAILABLE DURING REGULAR OFFICE HOURS, PLEASE DO NOT HESITATE TO CALL ME AT 993-2047 OR CONTACT ME BY E-MAIL (lduck@gmu.edu).

Alternative Class Participation/Book Review Selections
Roger Axtell, *Gestures: The Do’s and Taboos of World Body Language*
Robert Bellah, *The Good Society*
Harold Bloom, *The Western Canon: The Books and Schools of the Ages*
James Banner and Harold Cannon, *The Elements of Teaching*
H. G. Bessinger, *Friday Night Lights* [highlights high school athletes]
John Bruner, *Schools for Thought*
Miles Corwin, *And Still We Rise: The Trials and Triumphs of Twelve Gifted Inner-City Students*
William Damon, Greater Expectations: Overcoming the Culture of Indulgence in America’s Homes and Schools
Lisa Delpit, Other People’s Children: Cultural Conflict in Class
Bob DeSalle and David Lindley, The Science of Jurassic Park and the Lost World
David Elkind, Ties that Stress: The New Family Imbalance
Samuel Freedman, Small Victories
Thomas French, South of Heaven: Welcome to High School at the End of the Twentieth Century
Barry Harrington and Beth Christenson, Unbelievably Good Deals You Absolutely Can’t Get Unless You Teach
Jane Healy, The Endangered Mind: Why Children Don’t Think
E. D. Hirsch, The Schools We Need and Why We Don’t Have Them
Howard Gardner, Multiple Intelligences or The Un schooled Mind
John Taylor Gatto, Dumbing Us Down: Hidden Curriculum
Mark Gerson, In the Classroom: Dispatches from an Inner City School
Barry Gordon, Memory: Remembering and Forgetting in Everyday Life
Daniel Goleman, Emotional Intelligence
Ruth Wright Hayre, Tell Them We Are Rising: Faith in Education
Gertrude Himmelfarb, The De-Moralization of Society
E. D. Hirsch, The Schools We Need and Why We Don’t Have Them
James D. Hunter, Culture Wars
Eric Jensen, Teaching with the Brain in Mind
Dianne Johnson, Telling Tales: The Pedagogy and Promise of African American Literature
Phillip E. Johnson, Darwin on Trial: Reason in the Balance; The Right Questions: Truth, Meaning, and Public Debate
W. K. Kilpatrick, Why Johnny Can’t Tell Right from Wrong
Herbert Kohl, The Discipline of Hope
Alfie Kohn, Punished by Rewards
Jonathan Kozol, Amazing Grace: The Lives of Children and the Conscience of a Nation or Savage Inequalities
Lawrence M. Krauss, The Physics of Star Trek or Beyond Star Trek: Physics from Alien Invasions to the End of Time
Gloria Ladson-Billings, The Dreamkeepers: Successful Teachers
Kalle Lasn, Culture Jam: The Uncooling of America
Joseph LeDoux, The Emotional Brain: Underpinnings of Emotional Life
Thomas Lickona, Educating for Character
Lawrence Levine, The Opening of the American Mind
James Loewen, Lies My Teacher Told Me: What History Books Got Wrong
John Naisbitt, High Tech/High Touch
Gary Nash, Charlotte Crabtree, and Ross Dunn, History on Trial: Culture Wars and the Teaching of the Past
Jessica G. Parenti, First Year Urban Teacher
Christina Rathbone, On the Outside Looking In: A Year in an Inner-City High School
Diane Ravitch, The Language Police
John Allen Paulos, Innumeracy: Mathematical Illiteracy, or A Mathematician Reads the Newspaper
Neil Postman, The End of Education
Robert and Michele Root-Bernstein, Honey, Mud, Maggots, and Other Marvels: Science Behind Folk Remedies
Myra and David Sadker, Failing at Fairness
Del Ratzsch, The Battle of Beginnings: Why Neither Side Is Winning the Creation-Evolution Debate
Theodore Sizer, Horace’s Hope
Lawrence Steinberg, Beyond the Classroom: Why Reform Has Failed
Robert Sternberg, Beyond IQ or Defying the Crowd: Cultivating Creativity
Clifford Stoll, Silicon Snake Oil: Second Thoughts on the Information Highway
Sherry Turkle, Life on the Screen: Identity in the Age of the Internet
Cornell West, Race Matters
Anne Wheelock, Crossing the Tracks
Field Experience Guidelines

The following suggested field experience activities are designed to help you prepare for writing your paper analyzing teaching styles and classroom management preferences.

1. Observe a discussion session for the kinds of student participation which occur. How often are students asked to participate in divergent thinking? How often are students asked to participate in convergent thinking?

2. Observe teaching techniques to determine which ones involve students in convergent thinking and which ones involve students in divergent thinking activities.

3. Observe a lesson and determine how many academic disciplines the teacher has decided to use in that lesson. How are these various disciplines integrated?

4. Observe a “discovery” lesson to determine the nature of the investigation and its outcome.

5. Observe an “inquiry” lesson to determine the nature of the investigation and its outcome.

6. Observe a lesson in which individualization of instruction is a major focus. How does the instructor plan for helping students at different skill levels improve their expertise?

7. Talk with the cooperating teacher about the kinds of controversial issues which his/her students may be studying. Ask permission to observe a session in which a controversial issue is being examined so that you can determine what the issue is and its resolutions(s).

8. Talk with the cooperating teacher to find out which method(s) he/she prefers to use and why: “discovery,” “inquiry,” problem-solving discussion, simulations, lectures, directed reading of primary sources, directed reading of secondary sources, “practice” exercises, learning centers, cooperative learning, individual research, activities using software and/or the internet, etc.

9. Observe rules and procedures to determine potential preferences for relationship/listening, confronting/contracting, or rules/consequences approaches to classroom management.

NOTE: ALL PROPER NAMES SHOULD BE OMITTED FROM YOUR PAPER.
REFERENCES SHOULD BE MADE TO METHODS AND CLASSROOM SITUATIONS IN GENERAL.

Ask your cooperating teacher if you may talk with students briefly and at appropriate times about the activities they are pursuing.

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**TENTATIVE CLASS SCHEDULE OF TOPICS**

**EDUC 522/Spring, 2004**

*(SEE SYLLABUS SECTION III-A FOR DETAILS ABOUT READINGS/ASSIGNMENTS.)*

| Session I  | Introduction                        |
| 1/26       | Memories/Analysis of Successful Teachers |
|            | Supervision Activity                |

| Session II | Introduction/Myers-Briggs Type Indicator (MBTI) |
| 2/2        | Examples/Application for Myers-Briggs Type Indicator |

| Session III | Analysis of Supervision Activity |
| 2/9         | Application of Teaching Style Principles to Disciplines Taught in High School |

| Session IV  | Cooperative Learning Activity: Teaching Styles/Learning Styles Overview |
| 2/16        | Debriefing: Cooperative Learning Activity |

| Session V   | Model Lesson/Essentialism |
| 2/23        | Debriefing: Essentialism |
|             | Viewing *Sixteen in Webster Groves* |

| Session VI  | Simulation and Debriefing: *Sixteen in Webster Groves* |
| 3/1         | Model Lesson/Experimentalism |

| Session VII | Debriefing: Experimentalism |
| 3/15        | Field Experiences Requirement Overview/Paper Outline |
|             | Cooperative Learning Activity: Essentialist and Experimentalist Teaching |

| Session VIII | Debriefing: Cooperative Learning Activity |
| 3/22         | Model Lesson/Reconstructionism |
|             | Debriefing: Reconstructionism |

| Session IX  | Model Lesson/Existentialism |
| 3/29        | Debriefing: Existentialism |
Cooperative Learning Activity: Reconstructionist and Existentialist Teaching  
(Follow-up to On-line Discussion)

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