George Mason University  
College of Education and Human Development  
Graduate School of Education  
Secondary Teacher Education Program  
EDUC 522, Foundations of Secondary Education  
Spring, 2005/Section 002

[NOTE: KB Numbers refer to sections of the Knowledge Base Overview]

Professor  
Lloyd Duck, Ph.D.  
GMU, Graduate School of Education  
Phone: 703/993-2047  
E-mail: lduck@gmu.edu  
Office Hours: W, 3:30-5:30 P.M.; R, 1:30-3:00 P.M./Robinson A332  
Course Dates/Times/Locations: W, 7:10-10:00 P.M., Robinson A250

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. Student Outcomes  
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 examine the relationships among philosophy, curriculum issues, learning theories, history, and 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]

[Relationship to Program Goals and Professional Organizations: In addition to relationships indicated by knowledge base [KB] numbers throughout this document (which are referenced to a position statement on file), the course emphasizes the following standards developed by Interstate New Teacher Assessment and Support Consortium (INTASC).]
II. The teacher understands how students learn and develop and can provide learning opportunities that support a student’s intellectual, social, and personal development.

III. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

IV. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

IX. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

Through position papers, sample lessons representing six teaching styles, and debriefing activities, the course secondarily emphasizes the following INTASC standards.

I. The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

VII. The teacher plans instruction based upon knowledge of subject matter, state and national standards, students, and the community.

Through on-line discussion the course also attends to the following INTASC standard.

VI. The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques and appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

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 05/06, “Public Schools/Public Will” [3] and “Education: the Next 25 Years” [222], “The Search for Highly Qualified Teachers” [201] and “The Other Side of Highly Qualified Teachers” [206])

   2. Essentialist Teaching Style (Sessions V [2/23] - VI [3/2])
      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
   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 [3/23])
   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 [3/30])
   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 [4/6])
   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 [4/6])
   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 [4/6])
   a. self-assessment for learning styles/Myers-Briggs Type Indicator and 4MAT
   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 by collecting data based on the following:
      a. observing a discussion session for the kinds of student participation that occur [KB 1.1, 1.2, 1.3, 1.4, 3.4, 4.4]
      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 8 typewritten pages) based on the analytical tool and using data collected above. [KB 3.1, 4.3, 4.4, 5.1, 5.2, 5.3]

C. Educational Issues Component
   1. After each major course topic, students work in cooperative learning groups to analyze issues presented in Education 05/06. [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 05/06. 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 05/06, 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. Parallel reading for the course consists of the following:
   5. Course Packet of Readings—to be purchased in GMU bookstore.

B. Students must complete a paper (of approximately 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.

D. 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 27
   3. Final exam—May 11

B. Grading Approximations
   1. Paper--35% (DETAILED GUIDELINES, OUTLINE, AND RUBRIC AVAILABLE AS ATTACHMENTS)
   2. Final Examination--40%
   3. Participation--25% (PROTOCOL AND RUBRIC FOR ONLINE DISCUSSION AVAILABLE AS ATTACHMENTS)

C. The major performance-based assessment for EDUC 522 is the Field Experiences analysis paper emphasizing teaching style and classroom management preferences for at least one classroom teacher. (SEE ATTACHED GUIDELINES, OUTLINE, AND RUBRIC FOR DETAILS REGARDING ASSESSMENT.) In addition, note the grading scale below:

   **Grading Scale**
   
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
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<tr>
<td>A</td>
<td>94-97</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>88-89</td>
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<tr>
<td>B</td>
<td>84-87</td>
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<td>B-</td>
<td>80-83</td>
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<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>Did not meet course requirements</td>
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The Graduate School of Education and Human Development (GSEHD) 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.

NOTE: Office Hours: W, 3:30-5:30 P.M.; R, 1:30-3:00 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 Brer, 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
Ronald Evans, The Social Studies Wars: What Should We Teach the Children?
Samuel Freedman, Small Victories
Thomas French, South of Heaven: Welcome to High School at the End of the Twentieth Century
Jane Healy, The Endangered Mind: Why Children Don’t Think
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
John Goodlad, Romances with Schools
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 or Reason in the Balance
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*
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*
Seymour Papert, *The Children’s Machine: Rethinking School in the Age of the Computer*
John Allen Paulos, *Innumeracy: Mathematical Illiteracy and Its Consequences* or *A Mathematician Reads the Newspaper*
Neil Postman, *The End of Education*
Robert and Michele Root-Bernstein, *Honey, Mud, Maggots, and Other Medical Marvels: Science Behind Folk Remedies*
Myra and David Sadker, *Failing at Fairness*
Diane Ravitch, *The Language Police*
Phillip Schreiber, *Trench Teaching*
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*
Rick Wormeli, *Meet Me in the Middle: Becoming an Accomplished Middle Level Teacher*
Claudia Zaslavsky, *Fear of Math*
Jonathan Zimmerman, *Whose America?*

REVIEW OF STANDARDS AND THEIR RATIONALE in any discipline, such as National Geography Standards/Geography for Life
TENTATIVE CLASS SCHEDULE OF TOPICS
EDUC 522, Section 002/Spring, 2005
(SEE SYLLABUS SECTION III-A FOR DETAILS ABOUT READINGS/ASSIGNMENTS.)

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

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

Session III
2/9   Analysis of Supervision Activity
      Applying Teaching Style Principles to High School Classrooms

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

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

Session VI
3/2   Simulation and Debriefing: Sixteen in Webster Groves
      Model Lesson: Experimentalism

Session VII
3/9   Debriefing: Experimentalism
      Field Experiences Requirement Overview/Paper Outline
      Cooperative Learning Activity: Essentialism/Experimentalism

Session VIII
3/23  Debriefing: Cooperative Learning Activity
      Model Lesson: Reconstructionism
      Debriefing: Reconstructionism

Session IX
3/30  Model Lesson: Existentialism
      Debriefing: Existentialism
      Cooperative Learning Activity: Reconstructionism/Existentialism
      (Follow-up to On-line Discussion)

Session X
4/6   Debriefing: Cooperative Learning Activity
      Report Forms Analysis: MBTI (Teaching Styles/Learning Styles)
      Model Lesson: Perennialist Teaching
      Debriefing: Perennialism
      Behaviorism
      Teaching Styles Hour Exam (on Essen., Exp., Recon., Exist.)
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<tr>
<th>Session</th>
<th>Activity</th>
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<tr>
<td>Session XI</td>
<td>Grid Analysis/The World We Created at Hamilton High</td>
<td>4/13</td>
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<td>Introduction to Classroom Management Theories</td>
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<td>Session XII</td>
<td>Classroom Management Videotape Vignettes</td>
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<td>Grid Analysis/Classroom Management Videotapes</td>
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<tr>
<td>Session XIII</td>
<td>Grid Analysis/Classroom Management Videos (cont.)</td>
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<td>Debriefing: Classroom Management</td>
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<td>Field Experiences Papers Due</td>
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<tr>
<td>Session XIV</td>
<td>Sharing: Teaching Style and Classroom Management/FE Papers</td>
<td>5/4</td>
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<td>Action Research/Overview of Concepts Activity</td>
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<td><strong>FINAL EXAM</strong></td>
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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 that 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 resolution(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, group research/labs, 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.