

**George Mason University**  
**College of Education and Human Development**  
**Graduate School of Education**  
**Secondary Teacher Education Program**  
**EDUC 522, Foundations of Secondary Education**  
**MWF, 7:00-10:05 P.M., May 17 – June 17, 2010**

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Office Hours: by appointment  
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**I. Course Description**

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 and to all learning styles. Current educational trends/issues are examined in relation to the sociology of secondary school settings.

**II. Relationship to Program Goals and Professional Organizations**

EDUC 522 emphasizes the following standards developed by Interstate New Teacher Assessment and Support Consortium (INTASC):

2. The teacher understands how students learn and develop and can provide learning opportunities that support a student's intellectual, social, and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. 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.
6. 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.
9. 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.

**III. Student Outcomes**

Upon completing this course, students will:

- understand the varied, competing, and changing purposes of American public education,
- have an introductory knowledge of the foundations of secondary education in the United States, including the history and sociology of schools, philosophical assumptions and learning theories underlying instructional practices, and curricular trends/issues,
- understand the diversity in American schools, especially as it regards race, ethnicity, gender, social class, language, and ability, and
- be aware of the systematic and differing educational opportunities and outcomes available to students, and the forces which alter existing practices in schools.

#### IV. Readings and Resources

##### Required

- Anderson, L. H. (1999). *Speak*. New York: Penguin.
- Reese, W. J. (2005). *America's public schools: From the common school to "No Child Left Behind"*. Baltimore, MD: Johns Hopkins University Press.
- Rethinking Schools. (2003). *Rethinking school reform: Views from the classroom*. Milwaukee, WI: Rethinking Schools.
- Instructional Theories Knowledge Base (ITKB):  
[http://classweb.gmu.edu/ndabbagh/Resources/IDKB/models\\_theories.htm](http://classweb.gmu.edu/ndabbagh/Resources/IDKB/models_theories.htm)
- 2008 Digest of Educational Statistics, Chapter 2:  
<http://www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009020>

##### Recommended

- Hirsch, E. D. (1996). *The schools we need: And why we don't have them*. New York: Random House.
- Kohn, A. (1999). *The schools our children deserve: Moving beyond traditional classrooms and "Tougher Standards"*. New York: Houghton Mifflin.
- Tyack, D., & Cuban, L. (1995). *Tinkering toward utopia: A century of public school reform*. Cambridge, MA: Harvard University Press.
- Join your subject area's professional organization (e.g., NSTA, NCTM, NCSS, NCTE, ACTFL)

#### V. Course Assignments

##### A. Philosophy of Teaching (20%)

In 3-5 double-spaced pages, describe your personal beliefs about teaching. The following questions will help guide you: (1) What learning theory do you most strongly identify with and why? (2) What are your objectives as a teacher? (3) What is the role of the teacher with respect to motivation, instruction, assessment, and challenge/support? (4) What should teachers do to accommodate diverse learners? (5) What methods will you use to work toward your objectives? (6) How you intend to measure your effectiveness at reaching your objectives?

##### B. Field Experience Report (20%)

The purpose of the field experience is to provide you with the opportunity to (1) connect the goals of the course to classroom/school practice, (2) gain exposure to a variety of classroom/school communities, and (3) promote critical, self-reflection about the practice of teaching and the culture of schools. During your 15-hour field experience, you are required to keep detailed field notes of relevant data collected and a log sheet indicating dates, times, subject area, grade levels, and teachers' or principals' signatures. At the end of your field experience, you will prepare a Field Experience Report. In this paper (approximately 5 double-spaced pages), you will analyze your notes in order to discuss how curricula,

instructional methods, and school culture influenced student success in the setting(s) you observed.

- C. Resumé/Interview Questions (10%)  
Create/update your teacher resume and write 5 questions you would ask during a job interview that would help you determine if you and the school to which you are applying are a good match.
- D. Curriculum Presentation (20%)  
In subject area groups, identify and present to the class current curricular issues in your field. The approximately 30-minute presentation should include a description of the issue and relevant research findings.
- E. The Perfect Future School (20%)  
In 2025, you are a member of the “National Committee of Perfect Schools.” The purpose of this group is to identify the characteristics of public secondary schools that successfully educate all students. For this assignment (5-10 double-spaced pages), you will write the committee’s “executive summary.” Be sure to include your definition of “successfully educate all students” and address all aspects of the school community, including administrators, teachers, students, and parents.
- F. Class Participation (10%)  
The success of this course depends upon all students being prepared for class and contributing to discussions and activities. Additionally, there will be a few mini-assignments throughout the course.

## VI. College of Education and Human Development Statement of Expectations

Students are expected to exhibit professional behavior and dispositions (<http://gse.gmu.edu/facultystaffres/profdisp.htm>), follow the guidelines of the University Honor Code (<http://www.gmu.edu/catalog/apolicies/index.html#Anchor12>), and abide by the university policy for Responsible Use of Computing (<http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>). Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC). See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

## VII. Class Schedule

<u>Day</u>	<u>Topic/Activity</u>	<u>Readings/Assignments Due</u>
May 17	<ul style="list-style-type: none"><li>• Introduction to course</li><li>• BlackBoard (BB)</li><li>• Learning Styles</li><li>• Teaching Styles</li></ul>	<ul style="list-style-type: none"><li>• Exchange contact information with subject area group members</li></ul>
May 19	<ul style="list-style-type: none"><li>• Learning Theories: Behaviorism,</li></ul>	<ul style="list-style-type: none"><li>• ITKB</li></ul>

Cognitivism, and Constructivism  
 • Learning Objectives

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|---------|---|---|
| May 21  | • History of Secondary Schools: Pre WWI   | • Reese, chapters 1, 2, & 3   |
| May 24  | • History of Secondary Schools: WWI to The Cold War   | • Reese, chapters 4, 5, & 6   |
| May 26  | • History of Secondary Schools: The Cold War to present   | • Reese, chapters 7, 8, 9 & epilogue  |
| May 28  | • What do America's schools look like? (ON-LINE CLASS)  | <ul style="list-style-type: none"> <li>• <b>Philosophy of Teaching paper due</b></li> <li>• 2008 Digest of Education Statistics, Chapter 2</li> <li>• Anderson</li> </ul> |
| May 31  | NO CLASS – MEMORIAL DAY   |   |
| June 2  | • Reforming Schools: Diversity  | • Rethinking Schools, Part 2  |
| June 4  | • Reforming Schools: Teachers   | <ul style="list-style-type: none"> <li>• <b>Resumé/Interview Questions due</b></li> <li>• Rethinking Schools, Part 1</li> </ul>   |
| June 7  | • Reforming Schools: Policy and politics  | • Rethinking Schools, Part 3  |
| June 9  | • Reforming Schools: Accountability   | • Rethinking Schools, Part 4  |
| June 11 | <ul style="list-style-type: none"> <li>• Reforming Schools: Methods for reform</li> <li>• Prepare for curriculum presentations</li> </ul>                   | • Rethinking Schools, Part 5  |
| June 14 | • <b>Curriculum Presentations</b>   |   |
| June 16 | <ul style="list-style-type: none"> <li>• Guest Speaker: Dan Meier</li> <li>• What does the future hold?</li> <li>• Course summary and evaluation</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Perfect Future School paper due</b></li> <li>• <b>Field Experience Report due</b></li> </ul>                                  |