

George Mason University
College of Education and Human Development
Graduate School of Education

EDUC 542: Foundations of Education

Fall 2011

Mondays 4:30 pm - 7:10 pm, West 1004

Aug 29, 2011 - Dec 20, 2011

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Office Hours: Tuesdays 1-3pm and by appointment; Skype appointments can also be made

Course Description

Examines the historical, philosophical, and sociological foundations of education as they relate to elementary schools, with a particular emphasis on teaching a culturally diverse population. Students will develop an understanding of the relationship between society and education. Prerequisite(s): Admission to the Elementary Education licensure program.

Learning outcomes

At the conclusion of this course, students will be able to:

1. identify important historical, philosophical, and sociological foundations underlying the role, development, and organization of public educational practice;
2. discuss contemporary educational initiatives and analyze their impact on educating a culturally diverse population of students;
3. discuss laws related to students' and teachers' rights and responsibilities

Nature of the Course

This course is structured to utilize multiple instruction formats. We will engage in face-to-face class sessions, as well as regularly scheduled online discussions and activities. Face to face class sessions will include small/large group discussions and tasks, lecture, and student leading of discussions.

Course Assumptions

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this, you are expected to regularly contribute to class discussions as well as genuinely listen to peers as they do the same. Agreement is not mandatory; consideration and respect are. This means that you must be "present" throughout all discussions and activities.

National Council for Accreditation of Teacher Education Program Standards for Elementary Teacher Preparation

1. Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environment.
2. Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
3. Candidates understand practices and behaviors that identify and develop the competence of a professional career teacher.

8 VAC 20-25-30. Technology standards

- A. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
- B. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
- C. Instructional personnel shall be able to apply computer productivity tools for professional use.
- D. Instructional personnel shall be able to use electronic technologies to access and exchange information.

Readings

Sheets, R. H. (2005). *Diversity pedagogy: Examining the role of culture in the teaching-learning process*. Boston, MA: Pearson.

Spring, J. (2012). *American education* (15th ed.). New York, NY: McGraw-Hill.

Kozol, J. (2005). *The shame of the nation: The restoration of apartheid schooling in America*. New York: Broadway Publishing.

Additional selected readings will be posted on Blackboard.

Assignments

Readings and Dialectical Journals (25 pts)

There is a good deal of reading in this course and it is your responsibility to read the assigned book and article selections every week. Just completing the readings however is not enough to maximize your learning opportunities. You also need to analyze the readings in terms of your prior learning, personal experiences, and other readings. Therefore, it is expected that you employ active reading strategies by utilizing a dialectical journal. In this journal, you will explicitly note places in the text that stand out to you and explore why in a brief note. You may question, disagree, agree, identify confusion, etc. A dialectical journal is a conversation between you and the text. See the handout describing dialectical journals for more information.

- The journal for the weeks' readings should be completed before the class period begins.
- The journal will count towards your weekly class participation and you are expected to bring it to each class session. Each week I will choose two students to share their journal entries with the class, and at several points I will ask you to submit your journal without advance notice.
- Journal entries should be brief, yet thoughtful, and demonstrate genuine consideration of the text.

Online Discussions and Activities (20 pts)

Blackboard will be utilized as a space for extending face-to-face class learning. After class each week, you are expected to log-in to blackboard and post a response. This serves as a type of "exit card" to help you process your immediate learning and to provide me insight into your developing understanding and perspective. Each week there will be a directive for your post. An example directive might be "What is one thing that you learned? What is one question you are wondering right now?". It is expected that your response is brief and that you connect your response to class discussion and the readings. You must post by _____ and then post at least one response to a peer by _____ (these days/times are to be decided in class).

Education Autobiography (10 pts)

This paper is an informal story of your experiences in education. For example, some questions to consider include: What kinds of schools did you attend? What kinds of classes were you in? Did you have a favorite teacher and/or subject? Least favorite teacher and/or subject? Why did you feel that way? How did you feel about school in general? Who was typically in your classes? Were they friends from your neighborhood? As you write this story, consider your classmates, your teachers, your courses, your successes, etc. from over your thirteen plus years of school. The last section of your paper should be an closer examination of your high school's student achievement analyzed by race, disability, and language. All states have something similar to the links below. If you need help locating one for your home state, let me know.

<https://p1pe.doe.virginia.gov/reportcard/> (Virginia)

<http://www.nclb.osse.dc.gov/> (DC)

Note: This should be a personal experience narrative and written as such. It should be 4-5 pages.

Philosophical Case Creation (5 pts)

Using what you will learn about various philosophies of education, create seven short vignettes that each illustrate a philosophy in action in a classroom. In other words, imagine yourself walking into a classroom today and describe what you might see and hear if the teacher majorly aligned with a given philosophy. Include such details as teacher actions and responses, student actions and responses, curriculum content, student population and/or grouping, and room arrangement and decoration. Each vignette should concern the same grade level at the same school.

Inquiry into Educational Issue/Innovation/Initiative (40 pts) PBA

In order to become reflective practitioners for a multicultural classroom, candidates must reflect on a variety of professional issues that teachers confront in their day-to-day teaching as well as the broader educational and social context which affects the work of the public school teacher. To this end, the candidates will analyze a current issue/innovation around race and culture, gender equity, special education, social class, or language diversity. They will then relate it to historical and sociological trends/perspectives as well as to their own experiences.

*A detailed task description will be provided in class and available online.

Grading Scale

A=93-100; A-=90-92; B+=87-89; B=80-86; C=70-79; F=below 70

Remember: A course grade less than B requires that you retake the course.

University, College, and Elementary Program Policies

CEHD Student Expectations

Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor. One cell phone will remain on in class that is registered with the Mason Alert System. Visit <https://alert.gmu.edu>, to find out more about Mason's alert system for GMU emergencies.

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].

Honor Code. To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the University community and with the desire for greater academic and personal integrity, GMU has set forth a code of honor that includes policies on cheating, attempted cheating, lack of class participation in group work, plagiarism, lying and stealing (see link above). The Elementary Program abides by these policies and takes them seriously.

Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].

Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

Campus Resources

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

The College of Education and Human Development strives to represent a set of core values that drive the work of faculty and students. These values of collaboration, ethical leadership, innovation, research-based practice, and social justice are further described on the CEHD website <http://cehd.gmu.edu/values/>.

Course Calendar

Date	Topic/Guiding questions	Reading/Assignment Due
Aug. 29	Introductions What does Foundations of Education mean? What is the purpose of schooling? Are you <i>Willing to be Disturbed</i> ?	*after class: online reflection post
Sept. 5	Labor Day- No Class	
Sept. 12	Philosophical Foundations of Education What does it mean to learn? What is the best way to teach?	<p style="text-align: center;">Education Autobiography Due</p> Plato (idealism) Adler (perennialism) Dewey (pragmatism) *after class: online reflection post
Sept. 19	Philosophical Foundations of Education	Montessori (constructivism) Skinner (behaviorism) Noddings (care) Neill (existentialism)
Sept. 26	The Social, Economic, and Political Goals of School	<p style="text-align: center;">Philosophical Cases Due</p> Spring Ch. 1, 2, 4 Bring in relevant news article *after class: online reflection post
Oct. 3	Women’s Education and an Introduction to Ethnic and Minority Education	Spring Ch. 6 Nash AAUW Bring in relevant news article *after class: online reflection post
Oct. 17	Native American Education	Child Adams Sheets Ch. 1 Bring in relevant news article *after class: online reflection post
<i>Tuesday</i> Oct. 11★	African American Education	Anderson Morris and Morris Zimmerman Bring in relevant news article *after class: online reflection post
Oct. 24	English Language Learner Education	Spring Ch. 7 San Miguel Valenzuela Bring in relevant news article *after class: online reflection post

Oct. 31	Students with Disabilities Education	Fass RTI reading Bring in relevant news article *after class: online reflection post
Nov. 7	The state of education today and current issues How has the past affected our present?	Kozol 1-5 Spring Ch. 7 *after class: online reflection post
Nov. 14	The state of education today and current issues	Kozol 6-9 Spring Ch. 8-10 *after class: online reflection post
Nov. 21	Educational Inquiry (PBA) Conferences	
Nov. 28	Implications for teaching our students today	Kozol Ch. 10-note to teachers Sheets 2-6 Ladson-Billings *after class: online reflection post
Dec. 5	Implications for teaching our students today	Sheets 6-12 Cowhey
Dec. 12	Inquiry (PBA) Due	
Dec. 19	Inquiry Revisions Due	

Note: Calendar is tentative and may be modified in line with course needs.

★Oct 10th is Columbus Recess