George Mason University
College of Education and Human Development
Graduate School of Education
Secondary Teacher Education Program

EDUC 522: Foundations of Secondary Education (3 credits)
Wednesday, 7:20-10:00 P.M., Science & Tech I, Rm 124
Jan 23, 2012 - May 16, 2012

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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):

        1. 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.

        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:

        • acknowledge and evaluate the varied, competing, and changing purposes of American public education (SOCIAL JUSTICE);

        • 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 (RESEARCH-BASED PRACTICE);

        • understand the diversity in American schools, especially as it regards race, ethnicity, gender, social class, language, and ability (ETHICAL LEADERSHIP, COLLABORATION, INTASC Standards, II, III); and

        • be aware of the systematic and differing educational opportunities and outcomes available to students, and the forces which alter existing practices in schools (SOCIAL JUSTICE, INNOVATION);

        • analyze teaching behaviors and categorize them according to their relationships to research-based practice and major educational philosophies (SOCIAL JUSTICE, COLLABORATION, INTASC Standards II, III);

        • examine the relationships among philosophy, curriculum issues, learning theories, history, and teaching styles (RESEARCH-BASED PRACTICE); and,

        • take positions on selected issues in education and analyze how those positions relate to teaching style preferences (COLLABORATION).

IV.   **Readings and Resources**

        Required
        • Pope, D. C. (2001). *Doing school: How we are creating a generation of stressed out, materialistic, miseducated students*. New Haven, CT: Yale University Press.
        • Ravitch, D. (2010). *The death and life of the great American school system: How testing and choice are undermining education*. New York: Basic Books.
        • Urban, W. J., & Wagoner, Jr., J. L. (2009). *American education: A history, 4th ed.* New York: Routledge.
        • Instructional Theories Knowledge Base (ITKB):
        http://classweb.gmu.edu/ndabbagh/Resources/IDKB/models_theories.htm

• Supplemental readings as noted in the schedule (posted on BlackBoard, http://mymason.gmu.edu)

<u>Recommended</u>
• Darling-Hammond. L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York: Teachers College Press.
• Elmore, R. F. (2008). *School reform from the inside out: Policy, practice, and performance*. Cambridge, MA: Harvard Education Press.
• Hirsch, E. D. (2009). *The making of Americans: Democracy and our schools*. New Haven, CT: Yale University Press.
• Kohn, A. (2011). *Feel-bad education: And other contrarian essays on children and schooling.* Boston: Beacon Press.
• Rethinking Schools. (2003). *Rethinking school reform: Views from the classroom.* Milwaukee, WI: Rethinking Schools.
• Tyack, D., & Cuban, L. (1995). *Tinkering toward utopia: A century of public school reform.* Cambridge, MA: Harvard University Press.

It is highly recommended that you join your subject area's professional organization (e.g., NSTA, NCTM, NCSS, NCTE, ACTFL).

V.   **Course Assignments and Grading**
All assignments must follow APA (6th edition) formatting guidelines, including 12-point Times New Roman font, 1" margins, and double spacing. Unless otherwise noted, assignments should be electronically submitted and are due by class time on the date indicated. Assignments turned in late without prior approval will be eligible for only 50% of the available points. **Please use the rubrics provided in this syllabus to guide your efforts on all projects.**

A.   <u>Philosophy of Teaching</u> (10 points)
In approximately 5 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 should teachers do to accommodate diverse learners?
(3) What is the role of the teacher with respect to motivation, instruction, assessment, and challenge/support?
(4) What are your objectives as a teacher?
(5) What methods will you use to work toward your objectives?
(6) How you intend to measure your effectiveness at reaching your objectives?

B.   <u>Curriculum Presentation</u> (9 points)
In subject area groups, identify and present to the class a current curricular issue in your field (i.e., what is taught or how it is taught). The approximately 20-minute presentation should include a **description of and relevant research findings from multiple perspectives on the issue**. Each group will prepare a one-page bibliography (minimum of 5 sources) which I will post on BlackBoard.

C.   Extended Reading Reflection (8 points)
Choose one book from the "Recommended" list in this syllabus and write an approximately 5 page reflection paper in which you give a **brief synopsis of the book and critically analyze the author's arguments**, including a discussion of your reaction to the book (what you agree with, what you do not agree with, and why) and the implications for classroom practice. Be prepared to participate in a class discussion on your chosen book.

D.   Field Experience Report (12 points)
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 field notes of relevant information and a log sheet indicating dates, times, subject area, grade levels, and the teacher/principal's signature. **Please keep the log sheet for your records**. At the end of your field experience, you will submit a Field Experience Report (approximately 10-15 pages) in which you discuss **how curricula, instructional methods, and school culture influenced student success**. Additionally, you will give recommendations, based on class readings and discussions, for **how the school and teacher(s) could be more effective**.

E.   Class Participation (10 points)
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.

Assignments will be graded according to the rubrics provided later in this syllabus. Course grades will be based on the following scale:

45-49 points	A+
35-44 points	A
25-34 points	B
20-24 points	C
Less than 20 points	F

VI.   College of Education and Human Development Statements
- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- 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/].
- 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 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/].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].
- Regarding electronic devices (such as laptops, cell phones, etc.), please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and may affect your participation grade.
- Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

VII. Rubrics

A. Philosophy of Teaching

	Target (2)	Acceptable (1)	Unacceptable (0)
Relevant Aspects	Includes all of the relevant aspects of a philosophy of teaching	Includes most of the relevant aspects of a philosophy of teaching	Includes only a few or none of the relevant aspects of a philosophy of teaching
Evidence of Reflection	Evidence of deep personal thought and genuine expression; ideas are original and well developed, reflecting intense analysis of theories	Some evidence of deep personal thought; ideas appear to be a genuine expression of the author's thinking and reflect some critical thought	Lacks evidence of personal thought; ideas borrow heavily from readings and discussion with little evidence that they have been internalized by the author
Distinct Voice	Expresses a strong, coherent set of values that permeate the author's views of	Expresses a coherent set of values that permeate the author's views of teaching; many ideas	Stated values are not strong enough to support ideas; values are implied in ideas and examples,

	teaching; all ideas work together to support the stated values	support the stated values, but others are in contradiction or may not seem to flow from values	but there is no evidence that these values form the ideas
Examples	Specific, concrete examples to explain and illustrate the author's philosophy; relevant examples are provided to support all of the main ideas	Specific examples to explain and illustrate the author's philosophy; relevant examples support some of the main ideas	Few examples that are given do not well support the philosophy; or examples are not given and the paper relies on generalities
Organization and Mechanics	Clear and concise, well-organized and easy for reader to follow; few grammatical errors	Clear and generally well-organized, but there are a few areas that need work; few grammatical errors	Unclear and/or rambling, poorly organized, difficult to read and understand; many grammatical errors

B. <u>Curriculum Presentation</u>

	Target (2)	Acceptable (1)	Unacceptable (0)
Time		~20 minutes	significantly </> 20 minutes
Curricular issue(s)	Detailed overview of the major current curricular issue(s) in the field	General overview of the major current curricular issue(s) in the field	Cursory overview of the major current curricular issue(s) in the field
Research findings	Relevant research from both sides presented; findings clear to understand	Relevant research presented; findings clear to understand	No/irrelevant research presented or research findings difficult to understand
Bibliography	5+ citations from a variety of sources; APA formatted	5+ citations; APA formatted	less than 5 citations or not APA formatted
Presentation style	Well-organized; smooth transitions; all members participate	Generally well-organized; transitions somewhat rough; all members participate	Poorly organized; transitions very rough; not all group members participate

C. <u>Extended Reading Reflection Paper</u>

	Target (2)	Acceptable (1)	Unacceptable (0)
Synopsis	Clear, concise, accurate summary of the book's main	Accurate summary of the book's main points; approximately	Synopsis is missing, inaccurate, or significantly more

	points; approximately 1 paragraph	1 paragraph	than 1 paragraph
Reader's Reaction	Coherent, concise discussion of agreements and disagreements; ample relevant examples or evidence	Coherent discussion of agreements and disagreements; a few relevant examples or evidence	Discussion is incoherent, does not include agreements and/or disagreements, or doesn't include any relevant examples or evidence
Implications for Classroom Practice	Thoughtful, detailed discussion of likely implications for classroom practice; includes ample relevant examples	Thoughtful discussion of possible implications for classroom practice; includes a few relevant examples	Discussion is shallow, has improbable implications, or doesn't include any relevant examples
Organization and Mechanics	Clear and concise, well-organized and easy for reader to follow; few grammatical errors	Clear and generally well-organized, but there are a few areas that need work; few grammatical errors	Unclear and/or rambling, poorly organized, difficult to read and understand; many grammatical errors

D.   Field Experience Report

	Target (2)	Acceptable (1)	Unacceptable (0)
Discussion of curricula	Detailed overview of the topics/standards covered and resources utilized by the teacher	General overview of the topics/standards covered and resources utilized by the teacher	Cursory overview of the topics/standards covered and resources utilized by the teacher
Discussion of instructional methods	Detailed overview of the instructional methods utilized by the teacher and all related to an instructional theory	General overview of the instructional methods utilized by the teacher and most related to an instructional theory	Cursory overview of the instructional methods utilized by the teacher and few or none related to an instructional theory
Discussion of school culture	Detailed overview of school demographics and atmosphere	General overview of school demographics and atmosphere	Cursory overview of school demographics and atmosphere
Discussion of student success	Detailed overview of improvement in students' knowledge, behavior, and attitude	General overview of improvement in students' knowledge, behavior, and attitude	Cursory overview of improvement in students' knowledge, behavior, and attitude
Recommendations	Thoughtful, coherent, detailed discussion of appropriate	Coherent discussion of appropriate recommendations for	Discussion is incoherent, recommendations are

	recommendations for the school and teacher(s); all relevant citations are included	the school and teacher(s); some relevant citations are included	inappropriate, or no relevant citations are included
Organization and mechanics	Clear and concise, well-organized and easy for reader to follow; few grammatical errors	Clear and generally well-organized, but there are a few areas that need work; few grammatical errors	Unclear and/or rambling, poorly organized, difficult to read and understand; many grammatical errors

E.   Class Participation

	Target (2)	Acceptable (1)	Unacceptable (0)
Attendance	Student never misses a class and is rarely late	Student misses 1 class or is tardy a few times	Student misses more than 1 class and/or is regularly tardy
Level of Engagement	Student proactively contributes to class every week	Student contributes to class on a regular basis	Student rarely contributes to class
Discussion Skills	Student always actively listens to others and respectfully contributes to the class discussion	Student usually actively listens to others and respectfully contributes to the class discussion	Student rarely listens to others and/or does not respectfully contribute to class discussion
Group Work Skills	Student takes a leadership role and is collegial with others in the group	Student actively contributes to and is collegial with others in the group	Student does not contribute to or is uncooperative with others in the group
Preparation	Student always completes readings and assignments on time	Student usually completes readings and assignments on time	Student rarely completes readings and assignments on time

VIII. Class Schedule

Day	Topic/Activity	Readings/Assignments Due
Jan 25	• Introduction to course • BlackBoard (BB) • Learning Styles • Teaching Styles	• Exchange contact information with subject area group members

Feb 1	• Learning Theories: Behavorism, Cognitivism, and Constructivism • Learning Objectives	• ITKB
Feb 8	• American Education: 1865-1915	• Urban & Wagoner, chapters 6-7
Feb 15	• American Education: 1915-1946	• Urban & Wagoner, chapters 8-9
Feb 22	• American Education: 1946-1980	• Urban & Wagoner, chapters 10-11
Feb 29	• Standards, Testing, and Choice	• Ravitch, chapters 2, 6, 7
Mar 7	• Accountability, Teachers, and Lessons Learned	• **Philosophy of Teaching paper due** • Ravitch, chapters 8, 9, 11
Mar 14	SPRING BREAK	
Mar 21	• American Schools: What the Numbers Say	
Mar 28	• International perspectives	• Rotberg (selections)
Apr 4	• Student perspectives	• Pope (entire book)
Apr 11	• Guest Speaker: Mark Roadarmel • prepare for curriculum presentations	
Apr 18	• **Curriculum Presentations**	
Apr 25	• Graduate Student Book Discussion	• **Grad Student Book Reflection due**
May 2	• What does the future hold? • Course summary and evaluation	• **Field Experience Report due by May 5**

NOTE: I will make every attempt to contact students if class has been canceled due to unforeseen circumstances (e.g., weather). Please check Mason's website (www.gmu.edu) and monitor your email for such information. In the event that class is canceled, I will adjust the schedule as necessary. This may include on-line assignments or additional class meetings. May 9 will be the preferred make-up date.