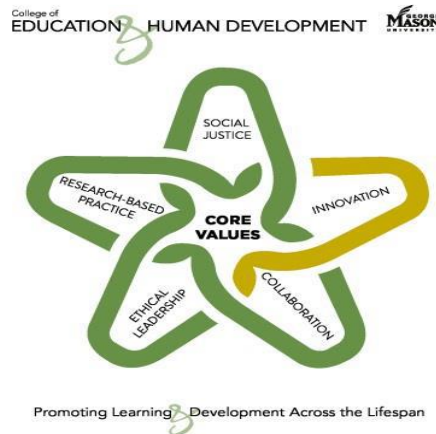


**George Mason University**  
**College of Education and Human Development**  
**School of Education**



EDUC 504 Section DL1      Foundations of Education  
3 Credits, Fall 2020  
Online August 24-October 12

**Faculty**

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**Prerequisites/Co-requisites**

None

**University Catalog Course Description**

This course examines the historical, philosophical, and sociological foundations of education as they relate to U.S. schools. The relationship between society and education, teaching as a profession, as well as professionalism and ethical standards will also be explored.

**Course Overview**

This course is designed to develop an understanding of the historical, philosophical, and sociological foundations of education in the United States and understand the the role, development, and organization of education. Students will examine the influence of social forces, such as politics, social structure, culture, history, and technology, on the selection of content, the methods of teaching, and the aims of education. Students will develop an understanding of the federal and state laws and regulations that undergird education as well as the professional and ethical standards of teachers. This course also addresses the Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers.

**FALL 2020 Special Addendum: Please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: <https://www2.gmu.edu/Safe-Return-Campus>**

## Course Delivery Method (For Online)

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available by August 17, 2020.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

This online course is **not self-paced**. You will be expected to complete one module every designated class day. Most weeks have two modules. Completing a Class Module includes reading, participating in Discussion Board, and completing any assignments and/or activities within that Class Module. You are asked to engage deeply with the course content, to take risks in your thinking, and to listen to and learn from your classmates.

### *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)  
To get a list of supported operation systems on different devices see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
  - Zoom: <https://zoom.us/>

### *Expectations*

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday. Your next class module will normally begin on a Thursday. Work for each module should be completed before the next class module begins.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [3] times per week.
- Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the course schedule of topics, readings, activities and assignments due.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

## **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Develop an understanding of the historical, philosophical, and sociological foundations that undergird the role, development, and organization of public education in the United States.
2. Describe the role of a teacher, both within the school and the local community.
3. Become knowledgeable about the federal and state laws and regulations that govern education as well as the laws related to students' and teachers' rights and responsibilities.
4. Identify contemporary issues and trends, as well as their impacts, in education, including the impact of technology on education.
5. Cultivate an understanding of professional and ethical standards in teaching, as well as the role of personal integrity.
6. Demonstrate knowledgeable of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers.

## **Professional Standards – InTASC Model Core Teaching Standards and Learning Progressions for Teachers**

## Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

## Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

## Required Texts

Johnson, J.A., Musial, D.L, Hall, G. E., & Gollnick, D. M. (2018). *Foundations of American education: Becoming effective teachers in challenging times* (17<sup>th</sup> edition). New York, NY: Pearson. ISBN-13: 978-0134894997

## Recommended Texts

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7<sup>th</sup> edition). Washington, DC: American Psychological Association.

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard)

## Assignments and/or Examinations

### Major Assignments Overview

Assignment	Percentage of Overall Grade	Due Date
Informed & Professional Class Participation	25%	Each class module, discussion board and/or journal entries
Module activities	15%	Emailed to the instructor by the date noted in the module
Quizzes	10%	Informally throughout the course
Educational Autobiography	20%	Sept. 13 by midnight
Foundations Presentation	30%	Oct. 12 on Blackboard Collaborate and submitted to Assignments Tab on Blackboard by midnight.

Each course assignment is described below. Further details and rubrics for each assignment are located on Blackboard. **It is strongly recommended that students develop an organized plan for working on the major assignments throughout the semester.**

### 1. *Informed and Professional Class participation (25%)*

Class participation is evidenced by thoughtful, thorough completion of all activities in the Class Modules.

Thus, candidates' discussion and other work should reflect learning from readings, videos, and any other online content within the Class Modules. While your current knowledge as an educator is important to your understandings, demonstrating the way that deep engagement with the course content expands your knowledge, disposition, and skills as a highly-qualified reflective practitioner is expected and necessary for earning full participation points. That is, candidates' work within each Class Module must reflect thorough preparation, which will be evidenced by critically analyzing, asking questions, making observations, and sharing reflections as well as by offering specific examples for incorporating learning from the course into their teaching practice in diverse, inclusive classrooms.

#### **Note for Online Courses:**

The main participatory activity is engaging in conversation with classmates via Discussion Board posts. **The Discussion Board posts and any other activities within a Class Module (e.g., a journal entry, addition to a Wiki page, etc.) are opportunities for students to demonstrate thorough engagement with all course content in the Class Modules. A class participation rubric that outlines these expectations is located on Blackboard.**

Candidates are expected to complete an **initial Discussion Board post by Monday or Thursday night at midnight and to respond briefly but thoughtfully to two peers' posts before the next module begins.** Initial Discussion Board posts must be two well-developed, carefully constructed, concise paragraphs, written in professional language, that **synthesize** students' thinking around the prompts for the post with insights gained through readings/videos in the Class Module. In other words, the questions in the prompts are meant to spark thinking and connections to candidates' experiences and to the course content rather than to be addressed question by question.

#### **Responses to peers' posts should be at the paragraph level and must be thoughtful and respectful.**

Responses to peers should include further connections to class content, reflect critical thinking, and generate further dialogue around meaningful application in teaching practice. Please approach the Discussion Board interactions with the idea that we are communicating to expand our understanding of ourselves as highly-qualified, reflective practitioners as well as to learn from peers' thinking and experiences.

### ***2. Activities (15%)***

In addition to class discussions, there will be two module activities during the semester. Each activity is correlated to the module in which it is located and will require the student to put theory into action. Detailed directions and rubrics will be provided on Blackboard.

### ***3. Quizzes (10%)***

There will be a few open book quizzes throughout the semester. The quizzes will consist of multiple choice and short answer questions. Students may use their texts to complete the quiz.

### ***4. Educational Autobiography (20%)***

How we understand and approach learning, education, and schools is greatly impacted by our own experiences as learners. The purpose of the educational autobiography is to examine your own experiences and memories of education and reflect on how these have shaped your perceptions and perspectives on education. Detailed directions and rubric will be provided on Blackboard.

### ***5. Foundations Presentation (30%)***

Each student will create a 15-20 minute, recorded audio-visual presentation on a foundational aspect of our course. The purpose is to dig deeply into a particular component of our work together and craft a shareable presentation that could be used as a professional development mini-session for pre-service or new teachers. Presentations should include background knowledge on the topic, examples of how this topic impacts students, learning, and schools, and provides, minimally, five additional annotated readings and resources for the presentation viewer. The instructor will provide a list of topics from which to choose, but only one student may choose any given topic. A sign-up list will be provided by the instructor. Presentations will be given on Blackboard Collaborate in a synchronous session if possible. Detailed directions and rubric will be provided on Blackboard.

- **Grading**

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

**Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education**

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

### Honor Code & Integrity of Work

**Integrity of Work:** TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<https://catalog.gmu.edu/policies/honor-code-system/>). The principle of academic integrity is taken very seriously and violations are treated as such.

*Violations of the Honor Code* include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>

### Late Work Policy

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

### **Course Withdrawal with Dean Approval**

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor* in APTDIE to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

### **Online Participation/Attendance Policy**

Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the class and as an absence. **Students with two or more absences will not receive credit for the course.**

### **Incomplete (IN)**

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

### **Professional Dispositions**

See <https://cehd.gmu.edu/students/policies-procedures/undergraduate#profdisp>

### **GMU Policies and Resources for Students**

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).

### *Campus Resources*

- If Tk20 is used during this semester, students will be directed to submit assignments through Tk20 in the Assessments Tab on Blackboard. Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**

### **Course Schedule**

*Faculty reserve the right to alter the schedule as necessary, with notification to students.*

<b>Module 1</b>	Introduction to Teaching
<b>Dates Monday 9/24-26</b>	
<b>Readings</b>	Chapter 1 – Teaching in a Challenging World
<b>Assignments Due</b>	Complete readings Post self-introduction Participate in discussion board 1

<b>Module 2</b>	Historical Foundations of Education, Part 1
<b>Dates Thursday 9/27-30</b>	
<b>Readings</b>	Chapter 2 – The Early History of Education in a Changing World
<b>Assignments Due</b>	Complete readings Participate in discussion board 2

<b>Module 3</b>	Historical Foundations of Education, Part 2
<b>Dates: Mon. 8/31-9/02</b>	
<b>Readings</b>	Chapter 3 – Historical Perspectives of Education
<b>Assignments Due</b>	Complete readings Participate in discussion board 3 Activity 1

<b>Module 4</b>	Philosophical Foundations of Education
<b>Dates: 9/03-9/06</b>	



<b>Readings</b>	Chapter 4 – Philosophy: Reflections on the Essence of Education
<b>Assignments Due</b>	Complete readings Participate in discussion board 4 Quiz 1

<b>Module 5</b>	Building Our Educational Philosophy
<b>Dates: 9/07-9/09</b>	
<b>Readings</b>	Chapter 5 – Building and Educational Philosophy in a Changing World
<b>Assignments Due</b>	Complete readings Participate in discussion board 5

<b>Module 6</b>	Educational Autobiography
<b>Dates: 9/10-9/13</b>	
<b>Readings</b>	No readings this class
<b>Assignments Due</b>	Complete Educational Autobiography

<b>Module 7</b>	Sociological Foundations of Education, Part 1
<b>Dates: 9/14-9/16</b>	
<b>Readings</b>	Chapter 6 – The Place of Schools in Society
<b>Assignments Due</b>	Complete readings Participate in discussion board 7

<b>Module 8</b>	Sociological Foundations of Education, Part 2
<b>Dates: 9/17-9/20</b>	
<b>Readings</b>	Chapter 7 – Diversity in Society and Schools
<b>Assignments Due</b>	Complete readings Participate in discussion board 8

<b>Module 9</b>	Sociological Foundations of Education, Part 3
<b>Dates: 9/21-9/23</b>	
<b>Readings</b>	Chapter 8 – Students and Their Families
<b>Assignments Due</b>	Complete readings Participate in discussion board 9 Activity 2

<b>Module 10</b>	Educational Governance
<b>Dates: 9/24-9/27</b>	
<b>Readings</b>	Chapter 9 – Organizing Education
<b>Assignments Due</b>	Complete readings

	Participate in discussion board 10
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<b>Module 11</b>	Legal Perspectives on Education
<b>Dates: 9/28-9/30</b>	
<b>Readings</b>	Chapter 10 – Legal Perspectives on Education
<b>Assignments Due</b>	Complete readings Participate in discussion board 11

<b>Module 12</b>	Curricular Foundations of Education
<b>Dates: 10/01-10/04</b>	
<b>Readings</b>	Chapter 11 – Standards, Assessment, and Accountability
<b>Assignments Due</b>	Complete readings Participate in discussion board 12 Quiz 2

<b>Module 13</b>	Virginia Standards
<b>Dates: 10/05-10-07</b>	
<b>Readings</b>	Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers (click <a href="#">here</a> )
<b>Assignments Due</b>	Complete readings Participate in discussion board 13

<b>Module 14</b>	The Road Ahead
<b>Dates: 10/08-10/11</b>	
<b>Readings</b>	Chapter 13 – Becoming an Effective Teacher in a Challenging World
<b>Assignments Due</b>	Complete readings Participate in discussion board 14 Foundations Presentation

<b>Module 15</b>	Foundations in Review
<b>Date: 10/12</b>	Viewing Presentations—on Blackboard Collaborate, synchronous session
<b>Readings</b>	(no additional readings)
<b>Assignments Due</b>	Reflective Discussion Board Complete Student Ratings of Instruction

<b>Foundational Presentation</b>				
<i>Criteria:</i>	<b>Exceeds Standards</b> <b>4</b>	<b>Meets Standards</b> <b>3</b>	<b>Approaching Standards</b> <b>2</b>	<b>Does not meet Standards</b> <b>1</b>
<b>Foundations of Education Topic</b>	Clear and comprehensive description of the topic chosen for the presentation. Topic is grounded thoroughly in research.	Sound description of the topic chosen for the presentation. Topic is grounded in some research.	Description of the topic chosen for the presentation is basic, but present. Topic is minimally grounded in research.	Little to no description of the topic chosen for the presentation. Topic is not grounded in research.
<b>Organizational Structure</b>	Contains a clear central message and clearly-identifiable sections featuring purposeful organizational pattern.	Central message is identifiable; sections of the presentation may vary in explicit organizational pattern, which influences the comprehension of the central message.	Central message is not clearly and/or easily identifiable by viewer; sections may need further organization and clarity.	Does not contain central message or identifiable organizational pattern.
<b>Professional Presentation</b>	Slides and handouts are professional and easy to read. Materials enable presenter to focus on presentation and provide viewer with important resources for later consideration.	Slides contain appropriate material. Handouts provide useful information for further consideration but may not directly relate to central topic.	Slides and handouts have occasional typos, unclear organization, and/or questionable applicability to presentation. All slides include significant amounts of text.	Multiple typos throughout slides. Does not include handouts; too much text on slides. Material on slide either is identical to speaker's speech or completely disconnected from it.
<b>Resources</b>	Presentation provides viewer with at least five, well-developed, annotated resources to further explore the topic.	Presentation provides viewer with five, adequately annotated resources that further explore the topic.	Presentation provides fewer than five annotated resources that further explore the topic.	Presentation provides fewer than five resources that are not annotated or poorly annotated.
<b>Formatting</b>	Resources, material, and images are appropriately cited in APA formatting.	Resources, materials, and images are cited, but with several APA formatting issues.	Only some resources, materials, and images are cited, with some APA formatting issues.	Citations are missing.