

**AUGUSTA STATE UNIVERSITY  
COLLEGE OF EDUCATION  
EDUCATIONAL LEADERSHIP, COUNSELING  
AND SPECIAL EDUCATION**

**EDUC 2110C  
INVESTIGATING CRITICAL AND CONTEMPORARY  
ISSUES IN EDUCATION**

**3 SEMESTER HOURS**

**Term:** Fall 2009

**Meeting Time:** On-line

**Professor:** Dr. Charles C. Jackson

**Telephone:** 667-4494

**Office Hours:** Tuesday and Thursday: 10:00-10:30 and 2:30-6:00  
Wednesday: 3:00-5:00 (Also by appointment)

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**COURSE DESCRIPTION**

This course is designed to engage students in observations, interactions and analyses of critical and contemporary issues in education. Students will investigate issues influencing the social and political contexts of educational settings in Georgia and the U.S. Students will actively examine the teaching profession from multiple perspectives both within and outside the school. Students will also interpret the meaning of education and schooling in a diverse cultural along with the moral and ethical responsibilities of teaching in a democracy. **There will be a 20 hour field component to this course. You can not pass this course without it.**

Time documentation and Evaluation forms may be found on-line at [jgray@aug.edu](mailto:jgray@aug.edu). You must download these forms and use them when you select your school for placement (field component to this course). The Criminal Background form must be filled-out and submitted prior contacting your school placement. You will be unable to select a school for placement until this step is completed.

**\*You must check your pipeline account everyday! There will be instructions concerning assignments; changes in instruction; there will be news concerning this course, field placement and other vital areas you will need to know. This is your responsibility as a student in this course.**

**TEXTBOOKS:**

*Spring, Joel. American Education (14<sup>th</sup> edition)*

**Supplemental Materials:** (Will be added to the existing textbook); Videos

**Course Objectives:**

**Students will be able to:**

- A. Demonstrate knowledge of the life span and development perspective, and of the leading theorists of that perspective: Evaluation; discussion, writing assignments, readings, and examinations)

B. Demonstrate knowledge of general principles of physical, intellectual cognitive, emotional and social growth. (Evaluation; discussion, writing assignments, exams, required readings.)

C. Describe the way in which hereditary and environmental factors impact the individual's socio-emotional, cognitive and physical development. (Evaluation; Field observations reports, class projects, exams)

D. Discuss the growing diversity in the classroom and in our society and the impact on schools. (Evaluation, assigned readings, discussions, exams.)

E. Work effectively with students, professional educators and members of community. (Evaluation: Field observation reports)

F. Postulate background causes of an individual's behavior in terms of the different Developmental theories. (Evaluation: Field observation reports, class projects, examinations)

G. Discuss Communication skills for developing awareness of self and others. (Evaluation, formal and informal discussions)

### **College of Education Conceptual Framework:**

#### ***“Understanding for Teaching, Teaching for Understanding”***

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

Element: Prepared (PD) (Not Applicable at this level)

Element: Able (AD) (Not Applicable at this level)

Element: Responsive (RD)

R1: *A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.*

### **Method of Instruction:**

A. Lectures, videos, personal portraits, books, short stories, and other media will be used in examining diversity, with possible attention paid to minority schooling in Georgia.

B. Use videos, documentaries, government reports (historical and contemporary) in examining “real-world” cases.

C. Student writing in the form of essays, reaction papers and/or position papers examining the various sides of critical issues in education (e.g., separation of church and state) and supporting personal positions with relevant and applicable arguments.

D. Case studies of current issues/events, legislation and consideration of sociopolitical contexts.

E. Guest speakers (from different venues in the education field).

F. Case studies of teachers’ roles, duties, rights, responsibilities; expectations at school, system and state levels.

G. Observation and volunteering in community settings and local schools for first hand experience.

H. Examining recruitment and retention of African American, Latino/and other people of color in the teaching profession.

**Course Schedule:**

Week One	Orientation/Social Foundations Philosophy/Political Perspective
Week Two	Philosophy of Education (Continued)
Week Three	Goals/Purposes of Schooling (Chapter 2 <b>AE</b> )
Week Four	Goals/Purposes of Schooling (Chapter 2 <b>AE</b> )
Week Five	Equality of Opportunity and Equality of Educational Opportunity (Chapter 2 and 3 <b>AE</b> )
Week Six	Equality of Opportunity and Equality of Educational Opportunity (Chapter 2 and 3 <b>AE</b> )
Week Seven	Student Diversity and Multicultural Education (Chapters 4 and 5 <b>AE</b> )
Week Eight	Video “The Road to Brown” <b>(Midterm Examination)</b>
Week Nine	Local Control (Chapter 6 <b>AE</b> )
Week Ten	Local Control (Chapter 6 <b>AE</b> )

Week 11	Power and Control at the State/National Levels (Chapter 7 <b>AE</b> )
Week 12	Power and Control at the State/National Levels (Chapter 7 <b>AE</b> )
Week 13	Profession of Teaching (Chapter 8 <b>AE</b> )
Week 14	Profession of Teaching (Chapter 8 <b>AE</b> )
Week 15	Textbook and Curriculum (Chapter 9 <b>AE</b> )
Week 16	The Courts (Chapter 10 <b>AE</b> )

**Performance Assessment:**

Class participation.....	10%	
Student Essay.....	20%	Due _____
Midterm exam.....	25%	
Labs.....	10%	
Reaction paper.....	10%	Due _____
Final exam.....	25%	

**Grading Scale:**

93-100.....	A
85-92.....	B
77-84.....	C
70-76.....	D
69 and below	failure

**Note:** Students who have more than two (2) absences may be withdrawn from the course. (See ASU Catalog for specific details regarding absences.) If you know that you will be absent from class during a scheduled exam, quiz, or special assignment you are responsible for notifying me. I will not be responsible for handouts or special materials provided to the class during your absence.

**Academic Honesty**

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such

acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.  
(p.43)

### **Pipeline Account**

Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

### **Department of Educational Leadership, Counseling and Special Education Website**

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

### **Writing Center**

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

### **Students with Disabilities**

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

### **Student Safety**

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or

persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

### **Cell Phones**

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

## Bibliography

A Nation at Risk: The Imperative for Educational Reform, A Report to the nation and Secretary of Education. (1983). United States Department of Education, The National Commission on Excellence in Education, Washington, DC.

Banks, J.A. and C.M. Banks (1997). *Multicultural Education: Issues and Perspectives* (2<sup>nd</sup> ed.). Boston: Allyn and Bacon.

Cushner, K., McClelland, A., & Safford, P. (1992). *Human Diversity in Education: An Integrative Approach*. New York: McGraw-Hill, Inc.

Good, T.L., Brophy, J.E. (1991). *Looking Into Classrooms*. (5<sup>th</sup> ed.). New York: Harper Collins Publishers.

Patric, J.R., (1994) *America 2000/Goals 2000-Moving the Nation Educationally to a "New World Order."* Moline: Citizens for Academic Excellence.

Pulliam, J.D. and Van Patten, J. J. (2007). *History of Education in America* (9<sup>th</sup> ed.) Upper Saddle River, NJ: Pearson, Merrill/Prentice Hall.

Reed, A., & Bergemann, V. (1992). *In The Classroom: An Introduction to Education*. Kushkin Publishing Group Inc.

Rippa, S.A., (1992). *Education in a Free Society: An American History*. (7<sup>th</sup> ed.). New York: Longman.

Ryan, K., & Cooper, J. (1998). *Those Who Can Teach*. (8<sup>th</sup> ed.). Boston: Houghton Mifflin.

Ryan, K., & Cooper, J. (1992). *Kaleidoscope: Readings in Education*. (6<sup>th</sup> ed.). Boston: Houghton Mifflin.

Spring, J. (2007). *Deculturalization and the Struggle for Equality*. Boston: McGraw-Hill.

## ESSAY GUIDELINES AND SCORING RUBRIC

1. The essay will have a **minimum of at least 5 pages of text**. This does not include your cover page, abstract or bibliography. You must use the American Psychological Association (APA) style for your manuscript (essay). **There will be no exceptions!**
2. You must have at least 5 scholarly sources to support your essay. I will not accept sources that are **not** scholarly.
3. Your essay (and all assignments) must be done with Microsoft Word! Do not use Microsoft Pad or Microsoft notebook!!! **You must double space and use 12 for your font size.**
3. The **thesis** statement must be **underlined**. I will deduct points from your essay if it is not underlined. A thesis statement is not an entire paragraph! It is only one sentence!!!
4. You must take position in your essay. You are not writing a research paper. However, your essay must be supported by scholars in the area you choose to write about. You are writing an essay that is research based.
5. Your manuscript must be edited. Do not submit a paper full of grammatical blunders and spelling errors. Your essay must be proofed prior to submitting it for a grade.
6. **Note of caution:** If you have multiple papers to write or if you take a considerable amount of time to write a paper, **get started early!!!**
7. Save all your work electronically! (I may ask for your diskette)

### **GRADING BREAKDOWN FOR ESSAY/SCORING RUBRIC (Mechanics and Content):**

Score **0–9** for items 1 through 10.      **Score 5–10 for item 11 only**

1. \_\_\_\_ Thesis (Clearly stated and **underlined**)
2. \_\_\_\_ Organization of paper/organization of ideas
3. \_\_\_\_ Spelling/Sentence Structure
4. \_\_\_\_ Support of ideas (from creditable sources)
5. \_\_\_\_ Proper citations/proper use of quotes (in the text)
6. \_\_\_\_ Position taken in your essay (make your position known)
7. \_\_\_\_ Bibliography (proper use of APA format) **No exceptions!**
8. \_\_\_\_ Length of essay/**Proofed**
9. \_\_\_\_ Fluency/logical flow (logical and coherent)
10. \_\_\_\_ Overall readability/college level work
11. \_\_\_\_ Synthesis of all the elements above

**Guidelines for Reaction Paper**  
**(“The Road to Brown”)**

**Your response to each question should address what is being asked and not what I consider as “side issues.” Save side issues for discussion in the comment section. Both questions and responses must be typed (word processed) and double spaced.**

1. What surprised you most about the video? Explain your response(s).
2. Was the video effective in helping you to understand the struggle to desegregate the public schools? Explain.
3. What have you learned about the school desegregation effort? Explain.
  - When did it begin?
  - Why do you think many European Americans opposed school desegregation?
4. Please speculate why you were not familiar with Charles H. Houston prior to this video
5. What additional comments do you have?

## Topics for Essays

Classroom Management/Discipline  
Drugs/Youth Gangs (What is the impact on students/schools?)  
Corporal Punishment  
Vouchers (School Choice)  
School Reform (What is the best way to improve schools)  
National Curriculum  
E. D. Hirsch, Cultural Literacy (What should be taught in school?)  
Teacher Unions  
Character Education/Moral Education  
Home Schooling  
Attention Deficit Hyperactive Disorder/ADD  
Racism in Education (Does it still exist?)  
Sexism in Education (Impact of Title IX)  
Equality of Opportunity (Is this the key to a level playing field?)  
Teacher Burnout  
Teacher Shortages  
Year Round Schooling  
School Prayer  
Teacher Development Programs (The training of future educators)  
National Teacher Certification (Should everyone be trained the same?)  
Myths About Education (What has education achieved and what are our expectations?)  
Desegregation (Has segregation end? What does our current system look like?)  
Changes in public education  
Testing in Education  
Multicultural Education (What is it? What is its purpose?)  
Critical Pedagogy (Critical Theory) (Identifying the problems in education)  
Magnet Schools  
Charter Schools  
Learning Disabilities  
Cycle of Poverty (Does it really exist? What is its impact on educational success?)

## A Little About Philosophy

Philosophy is not empirical, it is a speculative enterprise. It is concerned with discovery and explanation, with meaning and understanding of life.

There are three (or four) Branches of Philosophy that many Philosophers tend to agreed on. Some suggest that there are three branches while some others argue that there are four branches. Some even suggest that there are only two areas of Philosophy: Analytical and Descriptive. Yet, most educational books on Philosophy adhere to the models that use three or four branches.

### A. Model 1:

1. Metaphysics
2. Epistemology
3. Axiology

### B. Model 2:

1. Metaphysics
2. Epistemology
3. Axiology
4. Logic

**Metaphysics:** the branch of philosophy that deals with various theories of reality. Metaphysics seeks to answer the questions; what is real? Is existence only physical? Is there existence after death? How real are things? Are they only real in our minds? What is the self? It includes the study of **cosmology**; which sees the universe as an orderly system and **ontology**; which looks at the nature of being.

**Epistemology:** the branch of philosophy that is concerned with theories on the nature of human knowledge. Epistemology tries to answer the second set of general philosophical questions; how do we know? How do our senses help to give us knowledge? Are there greater forms of knowledge than we are aware of? What does it mean to learn?

**Axiology:** the branch of philosophy that specifies the nature of values, the kinds of values, and the values worth possessing. Axiology seeks to answer the question; what is of value? It includes the study of ethics and aesthetics. Ethics deals with issues of what is right or wrong and good or bad. Aesthetics deals with the issue of beauty. What is meant by the "classics? (Who's Classics?)

**Logic:** the branch of philosophy that deals with the rules and principles of reasoning. Logic is often viewed as a subfield of Epistemology. It includes the study of inductive and deductive reasoning. **Inductive** reasoning is a form of logic that moves from the specific to the general. **Deductive** reasoning moves from the general to the specific (a good example is syllogism). For example, all women are mortal, Mary is a woman; therefore Mary is mortal.

**Note:** Both Schools of Philosophy and Educational Philosophies are based upon the Branches of Philosophies. I will not distinguish between Schools of Philosophy and Educational Philosophy.