

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

EDUC 6020A
FOUNDATIONS OF EDUCATION
3 GRADUATE SEMESTER HOURS

Spring Semester: 2010

Meeting Time: 4:30-8:30 pm 1/6-2/24, 2010 Wednesday Rm 381 UH

Professor: Charles C. Jackson

Telephone: Office 667-4494 Secretary 737-1497

Office Hours:

COURSE DESCRIPTION

This course is designed to help advanced students develop a connected array of perspectives on the development of educational thought including philosophical and historical perspectives; society's great expectations of the public school; contemporary schooling patterns and the foundations of curriculum; pressing issues of finance, cultural diversity, accountability, and control of the schools; and a look at the future of American Education.

TEXTBOOK:

Taking Sides: Clashing Views on Educational Issues (15th edition) by James Wm. Noll.

Supplemental Materials: A number of supplemental materials will be added to the existing text.

A. The 1968 Kerner Commission Report (and the 1998 follow-up report)

- B. A Nation at Risk (the response: The Propaganda of “A Nation at Risk”)
- C. 1965 Elementary and Secondary Education Act (its reauthorization: No Child Left Behind)
- D. Title IX
- E. If time allows several others

LiveText

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

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)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

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.

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

1. Program-Specific Standards Addressed in This Course (None)

2. Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found on page 42–43 of 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.”

3. 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.

4. 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/>

5. 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.

6. 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).

7. 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.

8. Cell Phones

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

1.

2. **Course Objectives:**

3. Students will be able to:

4.

A. Adroitly discuss who should govern public education?

5.

B. Grasp the concept of educational philosophy

6.

C. Converse knowledgeably about educational issues such as Title IX, High

Stakes

Testing and Full Inclusion

7.

D. Discuss the development of the curriculum in public education

8.

E. Grasp factors external to education that impact the public schools

9.

10. **Break down of grading:**

11. Class participation.....10%

12. **Term paper**.....25% Due _____

13. Midterm Exam.....25%

14. **Reaction paper**.....10% Due _____

15. Group activity.....5%

16. Final Exam.....25%

17. (The Term paper will consist of research on a selected topic. The Reaction paper will be a written response to an article or a video).

18.

19. **Grading Scale:**

93—100.....A

85—92.....B

79—84.....C

70—78.....D

Reading Assignments, videos, and lectures (are as scheduled, unless otherwise noted). **I reserve the right to change topics of discussion and “other” assignments in class without advanced notice.** Students are expected to follow the University’s code of conduct regarding all assignments (both in and out of class).

Note: Students who have more than one absence may be withdrawn from the course (**See on-line Catalog for specific details regarding absences.**) However, given the nature of this course (only 8 weeks) it is imperative that you attend each scheduled class meeting. If you know you will be absent from class (especially) 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 without prior notification.

Schedule of Activities

- Jan 6 **What are the purposes of public schools? Foundations of Education**
Educational Philosophies/Goals of Public Education
Library (3rd floor classroom)
- 13 **Chapter One (Critical Thinking) (Chapter Two; School Choice)**
Magnet and Charter schools/Merit pay
- 20 **How has society changed? Have public schools changed?**
Kerner Commission Report (1968); Follow-up Report (1998)
- 27 **Midterm/Road to Brown (video) Desegregation/Re-segregation**
Chapter Four (Gender Equity)
- Feb 3 **Should the U.S. have a national curriculum?** Cultural Literacy/Core
Knowledge Curriculum (E.D. Hirsch) Curriculum Change **Chapter**
Fifteen (Discipline/Zero Tolerance or Discretion)
- 10 **Chapter Ten (The Academic Achievement Gap) Chapter Eighteen**
(Inclusion and Mainstreaming) **Chapter Fourteen** (Standardized testing)
- 17 **Chapter Sixteen** (Teacher Unions) **Chapter Seventeen** (Academic
Freedom)
- 24 **Chapter Eleven** (Values/Character Education) **Final Examination**

Bibliography

- Aguirre, A., Turner, J. H. (2009). *American Ethnicity: The Dynamics and Consequences of Discrimination* (6th ed.). Boston: McGraw-Hill.
- Gutek, G. L. (2001). *Historical and Philosophical Foundations of Education: Selected Readings*. Upper Saddle River, NJ: Merrill-Prentice Hall.
- Ore, T.E. (2009). *The Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality* (4th ed.). Boston: McGraw-Hill.
- Spring, J. (2005). *Conflict of Interests: the Politics of American Education* (5th ed.). Boston: McGraw-Hill.
- Spring, J. (2008). *The American School: From the Puritans to No Child Left Behind* (7th ed.). Boston: McGraw-Hill.
- Travers, P.D., Rebore, R.W. (2000). *Foundations of Education: Becoming a Teacher* (4th ed.) Boston: Allyn and Bacon.

Some of the Questions We Will Explore This Term

1. What are the purposes of public schools?
2. Should schools provide equality of opportunity? How can this be done?
3. Has racial segregation been eliminated in public schooling? What about economic segregation?
4. Should public schools be re-conceptualized? (Charter schools/ Magnet schools)

5. How has society changed? How have public schools changed? (Kerner Commission)

6. What has been the impact of No Child Left Behind?

8. Should special needs students be included in the regular classroom?

9. What should be the role of the federal government in education?

10. Should the U.S. have a national curriculum?

11. What has been the impact of *Brown v. Board of Education*?

12. Has Title IX been a success?

13. What should education look like in the future?

14. Who should govern public education?

15. What role should business have in education?

RESEARCH PAPER GUIDELINES

1. The research paper is not an essay! It is **not** written in the first person. It should have at **least 8 to 10 full pages of text**. This does not include the title page, nor does it include the bibliography. You must use the **APA** style of writing!
2. **Your manuscript must be edited!** Do not submit a manuscript full of grammatical mistakes and spelling errors. It must be signed by the person that did the proofing for you. (I would suggest someone from the writing center or someone who is an excellent writer.)
3. Your research paper must be logical and follow a **logical sequence**. Therefore, you must submit an outline prior to submitting your research paper. I will give you the appropriate due date.)
4. You must have at least five (5) scholarly sources (professional journals, acceptable websites, or scholarly books). In most instances popular magazines are unacceptable.

Grading Breakdown for Research Paper (Rubric)

Mechanics and Content: Numbers One through Ten will be scored from 1 ---9 points. Number Eleven will be scored from 1---10 points.

1. ____ Abstract (or Introduction, not both)
2. ____ Organization of Content
3. ____ Spelling/Sentence Structure
4. ____ Support of Content (Ideas)
5. ____ Citations/Quotes (Correctly cited)
6. ____ Bibliography
7. ____ Adequate Length
8. ____ Fluency/ Logical Flow
9. ____ Coherence/Overall Readability
10. ____ Proofing Signature (No Excuses, it must be evident)

11. ____ Synthesis of all elements listed above (Evidence of an outstanding effort)

Written format for Research Paper:

- I. **Abstract (this is not part of your formal paper)**

- II. **History of Topic (Being Researched)**
 - A. **Significant Individuals Involved**
 - B. **Significant Events/Activities Around Topic**

- III. **Legal Implications (If any)**
 - A. **Legal Implications (If any)**
 - B. **Problems or Potential Problems (from your prospective)**
 - C. **Benefits or Potential Benefits (from your prospective)**

- IV. **Implications for the Future**

- V. **Conclusion**