

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

EDUC 2110
INVESTIGATING CRITICAL AND CONTEMPORARY
ISSUES IN EDUCATION
3 SEMESTER HOURS

Term: Spring 2010

Meeting Time: Online with weekly due dates for assignments.

Professor: Deering, Thomas

Telephone: 729-2921

Email: tdeering@aug.edu

Office Hours: (First eight weeks) 12:00-5:00 Wednesday and Thursday, and by appointment
8:00-10:00 Friday

COURSE DESCRIPTION

This is an online WebCt based course without any mandatory meetings. There will be several optional meetings and all are encouraged to attend. All students are required to purchase and post their article critique on LiveText. LiveText is used to build your electronic portfolio. Professional liability insurance is required. Details will be given at our organizational meetings.

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 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 cannot pass this course without completing these hours.**

TEXTBOOKS:

Perspectives on American Education, Deering, Thomas E.

Why Kids Hate School, Jones, Steven P., Sheffield, E., Pearman, C.

You must buy these books new. There are worksheets for each chapter that must be completed and turned in.

CONCEPTUAL FRAMEWORK PRINCIPLES:

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. (NCATE)

The Educational Leadership, Counseling and Special Education Department holds a common set of standards (knowledge, skills and dispositions) in which each candidate prepares to practice as professionals in their disciplines. They will promote the success of all students through becoming:

2. I. Learned and Scholarly Professionals who are Knowledgeable-Ethical-Collegial
3. II. Democratic Professionals who are Advocates and Meaning Makers
4. III. Self-Actualizing Professionals who are Role Models and Changes Agents

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, required readings.
- B. Demonstrate knowledge of general principles of physical, intellectual cognitive, emotional and social growth. Evaluation: discussion, writing assignments, 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.
- D. Discuss the growing diversity in the classroom and in our society and the impact on schools. Evaluation, assigned readings, discussions.
- E. Work effectively with students, professional educators and members of community. Evaluation: Field observation reports.
- F. The student will demonstrate an understanding of the historical and philosophical influences on public education in the United States. Evaluation, assigned readings, discussions.
- G. The student will evaluate the effects of structure, governance, funding, and school law on public education in the United States. Evaluation, assigned readings, discussions.

Element: Prepared (PD)

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

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 manner.

Course Content:

- A. Student writing in the form of essays, reaction papers and 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.
- B. Case studies of current issues/events, legislation and consideration of sociopolitical contexts.
- C. Case studies of teachers’ roles, duties, rights, responsibilities; expectations at school, system and state levels.
- D. Observation and volunteering in community settings and local schools for first hand experience.

FORMAL ASSESSMENT (Details will be given in class)

- 1. Student will write a critique of an article selected from a professional journal. The topic can deal with any issue covered in the course.. The critiques should be 4-5 pages in length. I expect a brief summary of the article and what you think is good, bad, or indifferent about the article. You do not have to agree with the author. You must submit this using LiveText.
 - 2. Every week students will post answers to the instructor’s questions and respond to a classmate’s original post. You will be notified if your posts are not up to a “B” grade.
 - 3. Midterm begins 8:00 AM Saturday, February 27 through 8:00 PM Monday, March 1. This is an online test. You can log on only once and must complete the test in one hour.
 - 4. Final exam begins 8:00 AM Wednesday, April 28 through 8:00 PM Friday, April 30. This is an online test. You can log on only once and must complete the test in one hour. Final exam is NOT comprehensive.
3. The field experience will be documented both through the Field Experience Reports as well as the Time Documentation Form and the Teacher Evaluation of Field Experience Form (standard Teacher Development forms).

ALL WORK MUST BE WRITTEN USING APA STYLE.

Additional information about the assignments is on the WebCt page in the “Assignment” folder.

Grading Break Down:

Weekly postings to instructor’s question.....	20%
Student critiques.....	10%
Responses to classmate’s postings.....	20%
Midterm.....	25%
Final exam.....	25%

Grading Scale:

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

WEEKLY READINGS

WEEK TWO

Deering chapter one

WEEK THREE

Deering chapter two

WEEK FOUR

Deering chapter three

WEEK FIVE

Jones section one chapters one-three

WEEK SIX

Deering chapter four

Jones section two chapter four

WEEK SEVEN

Jones section two chapters five-six

WEEK EIGHT

Deering chapter five

Jones section three chapter seven

WEEK NINE

Deering chapter six

Jones section three chapter eight

WEEK TEN

Deering chapter seven

Jones section three chapter nine

WEEK ELEVEN

Deering chapter eight AND Jones section four chapter ten

WEEK TWELVE

Deering chapter nine

Jones section four chapters eleven-twelve

WEEK THIRTEEN

Deering chapter ten

Jones section five chapters thirteen-fourteen

**WEEKC FOURTEEN
SPRING BREAK!!!**

WEEK FIFTEEN

Deering chapter eleven

Jones section five chapters fifteen-sixteen

WEEK SIXTEEN

Jones section five chapters seventeen-eighteen

WEEK SEVENTEEN

Deering chapter twelve

Jones section six chapter nineteen

APRIL 26

All multiple choice answers and article critique is due no later than 4:00 PM. Late work will result in the lowering of your final grade!!!!

WEEKLY ASSIGNMENTS

ALL POSTINGS TO MY QUESTIONS MUST BE UP BY 5:00 PM WEDNESDAY OF EACH WEEK. ALL POSTINGS TO CLASSMATES ANSWERS MUST BE UP BY 5:00 PM FRIDAY OF EACH WEEK.

WEEK ONE

Log on to WebCt. Read all folders on course homepage. Post something about yourself. This could be name, age, hometown, hobby, etc.

WEEK TWO

Complete multiple choice questions at end of Deering chapter one.

Respond by posting on the WebCt site to Discussion question two at the end of chapter one in Deering. Also, post a response to one of the student's answers in your discussion group. These groups will be sent by email. The purpose of these assignments is to generate at "class discussion" among everyone.

WEEK THREE

Complete multiple choice questions at end of Deering chapter two.

Respond by posting on the WebCt site to Discussion question three at the end of chapter two in Deering. Also, post a response to one of the student's answers in your discussion group. These groups will be sent by email. The purpose of these assignments is to generate at "class discussion" among everyone.

WEEK FOUR

Complete multiple choice questions at end of Deering chapter three.

Respond by posting on the WebCt site to Discussion question one at the end of chapter three in Deering. Also, post a response to one of the student's answers in your discussion group. These groups

will be sent by email. The purpose of these assignments is to generate at “class discussion” among everyone.

WEEK FIVE

Complete multiple choice questions at the end of Jones book section one chapters one, two and three.

Work on writing assignments.

WEEK SIX

Complete multiple choice questions at end of Deering chapter four.

Respond by posting on the WebCt site to Discussion question two at the end of chapter four in Deering. Also, post a response to one of the student’s answers in your discussion group. These groups will be sent by email. The purpose of these assignments is to generate at “class discussion” among everyone.

Complete multiple choice questions at end of Jones book section two chapter four.

WEEK SEVEN

Complete multiple choice questions at the end of Jones book section two chapters five and six.

Work on writing assignments.

WEEK EIGHT

Complete multiple choice questions at end of Deering chapter five.

Respond by posting on the WebCt site to Discussion question one at the end of chapter five in Deering. Also, post a response to one of the student’s answers in your discussion group. These groups will be sent by email. The purpose of these assignments is to generate at “class discussion” among everyone.

WEEK NINE

Complete multiple choice questions at end of Deering chapter six.

Respond by posting on the WebCt site to Discussion question two at the end of chapter six in Deering. Also, post a response to one of the student’s answers in your discussion group. These groups will be sent by email. The purpose of these assignments is to generate at “class discussion” among everyone.

WEEK TEN

Complete multiple choice questions at end of Deering chapter seven.

Respond by posting on the WebCt site to Discussion question four at the end of chapter seven in Deering. Also, post a response to one of the student’s answers in your discussion group. These groups will be sent by email. The purpose of these assignments is to generate at “class discussion” among everyone.

Complete multiple choice questions at end of Jones section three chapter nine.

WEEK ELEVEN

Complete multiple choice questions at end of Deering chapter eight.

Respond by posting on the WebCt site to Discussion question five at the end of chapter eight in Deering. Also, post a response to one of the student's answers in your discussion group. These groups will be sent by email. The purpose of these assignments is to generate at "class discussion" among everyone.

WEEK TWELVE

Complete multiple choice questions at end of Deering chapter nine.

Respond by posting on the WebCt site to Discussion question three at the end of chapter nine in Deering. Also, post a response to one of the student's answers in your discussion group. These groups will be sent by email. The purpose of these assignments is to generate at "class discussion" among everyone.

WEEK THIRTEEN

Complete multiple choice questions at end of Deering chapter ten.

Respond by posting on the WebCt site to Discussion question five at the end of chapter ten in Deering. Also, post a response to one of the student's answers in your discussion group. These groups will be sent by email. The purpose of these assignments is to generate at "class discussion" among everyone.

WEEK FOURTEEN SPRING BREAK!!!!

WEEK FIFTEEN

Complete multiple choice questions at end of Deering chapter eleven.

Respond by posting on the WebCt site to Discussion question four at the end of chapter eleven in Deering. Also, post a response to one of the student's answers in your discussion group. These groups will be sent by email. The purpose of these assignments is to generate at "class discussion" among everyone.

WEEK SIXTEEN

Complete multiple choice questions at end of Jones section five chapters fifteen-sixteen.

Work on writing assignments

WEEK SEVENTEEN

Complete multiple choice questions at end of Deering chapter twelve.

Respond by posting on the WebCt site to Discussion question one at the end of chapter twelve in Deering. Also, post a response to one of the student's answers in your discussion group. These groups will be sent by email. The purpose of these assignments is to generate at "class discussion" among everyone.

Complete multiple choice questions at end of Jones section six chapter nineteen.

All postings must be up by 5:00 PM on the Wednesday and Friday of the week assigned.

All multiple choice questions will be collected at the optional meetings, or at the end of the semester, or you can put them under my door or in my mailbox.

The multiple choice answers and the article critique is due no later than 4:00 PM Monday, April 26. Late work will result in the lowering of your final grade!!!!

ACADEMIC HONESTY

Students are expected to read and strictly adhere to the entire Academic Honesty policy which begins on page 63 of the 2004-2005 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.”

PIPELINE ACCOUNTS

Students are encouraged to check their Pipeline accounts 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.

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/>

Forms for Field Placement

<http://www.aug.edu/clinical/forms/labforms.htm>

DISABILITY SERVICES

If you have or believe you have a disability and need special accommodations, please contact the Office of Disability Services in the Counseling and Testing Center at (706) 737-1471. All reasonable accommodations will be made.

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.

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.