

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: Summer 2012

Meeting Time: Online with weekly due dates for assignments.

Professor: Deering, Thomas

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Email: tdeering@aug.edu

COURSE DESCRIPTION

This is an online WebCt based course without any mandatory meetings. There will be several optional organizational meetings and all are encouraged to attend. **All students are required to purchase and post their lab assignment report on LiveText. LiveText will be used throughout your program 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. (On reading and assignments this book is Deering 1)

Good News From America's Classrooms, Deering, Thomas E. (On readings and assignments this book is listed as Deering 2)

TWO IMPORTANT NOTES:

1) If you buy these books used, make sure ALL pages are included. There are worksheet pages at the end of each reading or at the end of the book that must be completed, torn out and turned in. If you buy used, please be careful to buy a book with all of the pages.

2) I DO NOT RECEIVE ANY MONEY FROM THE SALE OF MY BOOKS. ALL OF THE ROYALTIES ARE DONATED TO A CHARITY.

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:

- I. Learned and Scholarly Professionals who are Knowledgeable-Ethical-Collegial
- II. Democratic Professionals who are Advocates and Meaning Makers
- 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.

H. The student will understand the state's professional standards of conduct—ethical standards.

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

1. Student will write a 4-5 page assignment using APA format. Assignment is listed towards the bottom of this document. This paper **MUST** be posted on LiveText and formatted using "WORD". Due date will be sent to everyone during the third week of the semester. 25%

2. Every week students will post answers to the instructor's questions and make at least

three posts to respond to a classmate's original post. **You must post on at least 4 days Monday through Friday.** You will be notified if your posts are not up to a "B" grade. 25%

3. Midterm begins 8:00 AM Friday, June 8th through 8:00 PM Sunday, June 10th. This is an online test. You can log on only once and must complete the test in one hour. 25%

4. Final exam begins 8:00 AM Monday, July 9th through 8:00 PM Tuesday, July 10th. This is an online test. You can log on only once and must complete the test in one hour. Final exam is NOT comprehensive. 25%

5. The field experience will be documented through the Time Documentation Form and the Teacher Evaluation Field Experience Form (standard Teacher Development forms found online). Both forms are completed online and must be completed by Friday, July 6th. The multiple choice questions must be turned in under my door or in my mailbox by Monday, July 9th.

ALL WORK MUST BE WRITTEN USING APA STYLE.

Grading Break Down:

Weekly postings.....	25%
Midterm.....	25%
Final exam.....	25%
Report on lab work.....	25%

Grading Scale:

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

WEEKLY READINGS

WEEK ONE

Deering 2 Chapter 1
Deering 1 chapter one

WEEK TWO

Deering 1 chapter two
Deering 1 chapter three

WEEK THREE

Deering 2 chapter 2.
Deering 1 chapter four

Deering 2 chapter 3

WEEK FOUR

Deering 2 chapter 4-6

Deering 1 chapter five

Deering 2 chapter

WEEK FIVE

Deering 1 chapter six

Deering 1 chapter seven

Deering 2 chapter 8

WEEK SIX

Deering 1 chapter eight

Deering 1 chapter nine

Deering 2 chapter 9

WEEK SEVEN

Deering 1 chapter eleven

Deering 2 chapter 10-11

WEEK EIGHT

Deering 1 chapter ten

Deering 1 chapter twelve

Deering 2 chapter 12

Monday, July 9th.

All multiple choice answers are due no later than 5:00 PM. Late work will result in the lowering of your final grade!!!!

WEEKLY ASSIGNMENTS

AFTER THE FIRST WEEK 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. THE FIRST WEEK EVERYONE HAS THROUGH THE WEEKEND.

WEEK ONE

Complete multiple choice questions at end of Deering 2 chapter one.

Log on to WebCt. Read all folders on course homepage. Post something about yourself. This could be name, age, hometown, hobby, etc. This post **MUST** be completed by the end of **DAY THIRD** of the semester. Your first post is evidence that you have read and understand **EVERYTHING** in the syllabus, the course page, and links listed on this syllabus. If you do not make a post by the end of the first day, you might be dropped from the course.

AND

Complete multiple choice questions at end of Deering 1 chapter one.

Respond by posting on the WebCt site to Discussion question two at the end of chapter one in Deering 1. Also, post a response to a classmate's post. Post and reply every week. The purpose of these assignments is to generate at "class discussion" among everyone.

WEEK TWO

Complete multiple choice questions at end of Deering 1 chapter two.

Respond by posting on the WebCt site to Discussion question three at the end of chapter two in Deering 1. The purpose of these assignments is to generate at "class discussion" among everyone.

AND

Complete multiple choice questions at end of Deering 1 chapter three.

Respond by posting on the WebCt site to Discussion question one at the end of chapter three in Deering 1. The purpose of these assignments is to generate at "class discussion" among everyone.

WEEK THREE

Complete multiple choice questions at the end of Deering 2 chapter 2.

AND

Complete multiple choice questions at end of Deering 1 chapter four.

Respond by posting on the WebCt site to Discussion question two at the end of chapter four in Deering 1. The purpose of these assignments is to generate at "class discussion" among everyone.

Complete multiple choice questions at end of Deering 2 chapter 3.

WEEK FOUR

Complete multiple choice questions at the end of Deering 2 chapters 4-6.

AND

Complete multiple choice questions at end of Deering 1 chapter five.

Respond by posting on the WebCt site to Discussion question one at the end of chapter 7 in Deering 2. The purpose of these assignments is to generate at "class discussion" among everyone.

WEEK FIVE

Complete multiple choice questions at end of Deering 1 chapter six.

Respond by posting on the WebCt site to Discussion question two at the end of chapter six in Deering 1. The purpose of these assignments is to generate at “class discussion” among everyone.

AND

Complete multiple choice questions at end of Deering 1 chapter seven.

Respond by posting on the WebCt site to Discussion question two at the end of chapter eight in Deering 2. The purpose of these assignments is to generate at “class discussion” among everyone.

WEEK SIX

Complete multiple choice questions at end of Deering 1 chapter eight.

Respond by posting on the WebCt site to Discussion question five at the end of chapter eight in Deering 1. The purpose of these assignments is to generate at “class discussion” among everyone.

AND

Complete multiple choice questions at end of Deering 1 chapter nine.

Respond by posting on the WebCt site to Discussion question three at the end of chapter nine in Deering 2. The purpose of these assignments is to generate at “class discussion” among everyone.

WEEK SEVEN

Complete multiple choice questions at end of Deering 1 chapter eleven.

Respond by posting on the WebCt site to Discussion question four at the end of chapter eleven in Deering 1. The purpose of these assignments is to generate at “class discussion” among everyone.

Complete multiple choice questions at end of Deering 2 chapters 10-11.

WEEK EIGHT

Complete multiple choice questions at end of Deering 1 chapter ten.

Respond by posting on the WebCt site to Discussion question five at the end of chapter ten in Deering 1. The purpose of these assignments is to generate at “class discussion” among everyone.

AND

Respond by posting on the WebCt site to Discussion question one at the end of chapter twelve in Deering 1.

Complete multiple choice questions at end of chapter twelve in Deering 1.

Complete multiple choice questions at end of Deering 2 chapter twelve.

Make a post describing what the most important “fact”/ “thing” you learned this semester. The purpose of these assignments is to generate a “class discussion” among everyone.

After the first week all postings must be up by 5:00 PM on the Wednesday and Friday of the week assigned. During week one you have through the weekend to complete the assignment.

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

The multiple choice answers are due no later than 5:00 PM Friday, July 6th. Late work will result in the lowering of your final grade!!!!

LIVETEXT ASSIGNMENT

Site for the Georgia Professional Standards Commission (ethics)

<http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>

Your pre-service teacher education program includes academic course work and field experience designed to prepare you for a career as a professional educator. An important component of that program is the hours you spending in the field learning to implement what you learn in your courses and to see the classroom from a teacher’s perspective.

As you complete your twenty (20) hours of field experience this semester, I would like you to read the Georgia Professional Ethics Standards at the above site. Select at least four items under Standards 2, 3 or 4 and describe how the teacher you worked with either followed or didn’t follow them. Include the teacher’s understanding of the standards, the impact the teacher’s actions had on the class, and how serious you believe the infractions were. If the teacher demonstrated only positive actions, please describe the environment in the class and if you believe the teacher’s actions played a role in the class environment. Please remember you are not to discuss this paper with anyone at your school. Your assignment is to write a 4-5 page paper explaining what you saw and why it either enhanced or inhibited the teaching/learning process in the classroom. **YOU MUST NOT USE THE REAL NAME OF A TEACHER OR STUDENT. ALL TEACHERS WILL BE IDENTIFIED AS MS. JONES OR MR. JONES, AND ALL STUDENTS WILL BE IDENTIFIED AS JOHNNY OR MARY. Please make sure you use APA style.**

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

Everyone must complete 20 hours of field work for each Area F course. Before you go out into the field you must have on file with Mrs. Charlene Blankenship proof of professional liability insurance. You must also have on file with Mrs. Julie Gray a complete and updated criminal background form. All questions concerning these forms should be addressed to the person listed above.

[Collaborating Teacher Packet](#) - You are required to print this out and take to your host teacher. This form must be completed and returned to your professor by the date listed above or you will be withdrawn from the class.

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

http://www.aug.edu/field_experience/educ2110-handbook.php

You must read, understand, and follow all directions on these sites.

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.

MISCELLANEOUS

If I have forgotten anything, which is very possible, I will send updates and additional information by emails and make a post on WebCt. Check both at least every second or third day.

