

AUGUSTA STATE UNIVERSITY  
COLLEGE OF EDUCATION  
DEPARTMENT OF LEADERSHIP, COUNSELOR EDUCATION,  
AND SPECIAL EDUCATION

EDUC 6020  
FOUNDATIONS OF EDUCATION  
THREE SEMESTER HOURS

Term: Spring 2012

Professor: Deering, Thomas

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**Office Hours:** Office Hours: (First eight weeks) 6:00 PM-8:00 PM Monday; 10:00 AM-4:00 PM Tuesday; and by appointment.

**COURSE DESCRIPTION:**

The 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 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.

**TEXTS: REQUIRED:**

Deering, Thomas. *Good News From America's Classrooms*. Kendall/Hunt, 2110. On assignments this book will be listed as Deering 1

Deering, Thomas. *Perspectives on American Education*. Kendall/Hunt, 2006. On assignments this book will be listed as Deering 2

Deering, Thomas. *Becoming a Teacher, Thinking Like a Professional*. Kendall/Hunt, 2008. On assignments this book will be listed as Deering 3

**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 ADDRESSED IN COURSE:**

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

Standard: Prepared

**Disposition: To think critically about the process of teaching, learning and assessment.**

**Competencies: Candidates who are prepared will:**

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

Standard: Able

**Dispositions: To be creative, challenging, and flexible in teaching/professional practices.**

**Competencies: Candidates who are able will:**

A1 - understand, use, and support a variety of instructional strategies to encourage critical and creative thinking, problem solving, and achievement.

A4 - understand and use authentic assessment to evaluate and ensure the continuous development of the learner.

Standard: Responsive

**Disposition: To act in a manner that is empathetic, responsive, enthusiastic, inclusive, and reflective in relations with students, parents, peers, and others.**

**Competencies: Candidates who are responsive will:**

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.

## **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: assigned reading and 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: assigned reading, class discussions.

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.

### **EDLEA CURRICULUM GUIDELINES:**

Area I, Strategic Leadership: 1.6 Act with a reasoned understanding of major historical, philosophical, ethical, social, and economic influences affecting education in a democratic society.

Area II, Instructional Leadership: 3.4 Design curricula with a consideration for philosophical, sociological, and historic foundations, democratic values, and the community's values, goals, social needs, and changing conditions.

### **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.

## **READING ASSIGNMENTS**

### **WEEK ONE**

Deering 1, Jones chapter. Read

Deering 2, Broidy Chapter. Read chapter and complete even numbered multiple choice questions.

### **WEEK TWO**

Deering 3, Geren--Melting Pot chapter. Read chapter and complete odd numbered multiple choice questions.

Deering 1, Whitworth chapter. Read chapter and complete odd numbered multiple choice questions.

Deering 2, Hardy chapter. Read

Deering 3, Lucas chapter. Read chapter and complete odd numbered multiple choice questions.

### **WEEK THREE**

Deering 1, Lord chapter. Read and complete even numbered multiple choice questions.

Deering 2, Cavenagh chapter. Read chapter and complete even numbered multiple choice questions.

Deering 3, Mueller chapter. Read.

### **WEEK FOUR**

Deering 1, Medina and Sheffield chapter. Read chapter and complete odd numbered multiple choice questions.

Deering 2, Jones, Whitworth, Deering and Sheffield chapter. Read.

Deering 3, Geren--Character Counts chapter. Complete odd numbered multiple choice questions.

**Midterm test!!**

### **WEEK FIVE**

Deering 1, O'Connor, Liss, and Thompson chapter. Read chapter and complete even numbered multiple choice questions.

Deering 2, Eisenman and Wilson chapter. Read.

Deering 3, Jackson chapter. Read and complete odd numbered multiple choice questions.

### **WEEK SIX**

Deering 1, Funk and Funk chapter. Read chapter and complete even numbered multiple choice questions.

Deering 2, Whitworth, Jones and Deering chapter. Complete odd numbered multiple choice questions.

Deering 3, Jones chapter. Read.

### **WEEK SEVEN**

Deering 1, Smith, Deaner and Foster chapter. Read.

Deering 2, Warner and Coffey chapter. Read and complete odd numbered multiple choice questions.

Deering 3, Plath chapter. Read and complete even numbered multiple choice questions.

## **WEEK EIGHT**

Deering 1, Hulgus and Cornelius-White chapter. Read chapter and complete even numbered multiple choice questions.

Deering 2, Whitworth chapter. Read chapter and complete odd numbered multiple choice questions.

Deering 3, Martin and Hendrich chapter. Read. **Final test!!!!!!**

## **WEEKLY WEBCT ASSIGNMENTS. YOU MUST POST AN ANSWER TO EACH OF THE FOLLOWING QUESTIONS BY WEDNESDAY OF EACH WEEK AND POST A REPLY TO AT LEAST TWO CLASSMATES BY FRIDAY OF EACH WEEK.**

### **WEEK ONE**

Question ONE in Deering 1 (Jones article)

Question ONE in Deering 2 (Broidy article)

### **WEEK TWO**

Question TWO in Deering 2 (Hardy article)

Question ONE in Deering 3 (Lucas article)

### **WEEK THREE**

Question TWO in Deering 2 (Cavenagh article)

Question TWO in Deering 3 (Mueller article)

### **WEEK FOUR**

Question FOUR in Deering 2 (Jones, et al. article)

Question ONE in Deering 3 Geren article)

### **WEEK FIVE**

Question FOUR in Deering 2 (Eisenman/Wilson article)

Question ONE in Deering 1 (O'Connor article)

### **WEEK SIX**

Question FOUR in Deering 3 (Jones article)

Question THREE in Deering 1 (Funk article)

### **WEEK SEVEN**

Question ONE in Deering 1 (Smith, et. Al. article)

Question ONE in Deering 3 (Plath article)

### **WEEK EIGHT**

Question THREE in Deering 2 (Whitworth article)

Question THREE in Deering 3 (Martin article)

**FORMAL ASSESSMENT (Details will be given in class meeting):**

The student will:

1. Write one 8 page (FOLLOW APA STYLE FORMAT) position papers concerning an issue of philosophy, policy, curriculum, instruction, assessment, goals of education, or any topic covered this semester. 25%. Due by Tuesday, February 28. Must be loaded on LiveText.
2. WebCt posts. You must post an answer to my questions and respond to at least two classmates. This is required every week. 25%
3. Midterm exam Tuesday, January 31. There will be 50 multiple choice questions. 25%
4. Final exam Tuesday, February 28. There will be 50 multiple choice questions. 25%

**Grading Scale:**

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

**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.”

**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.

### **MISCELLANEOUS**

If I have forgotten anything, which is very possible, I will send updates and additional information by emails and make an announcement in class. Check email regularly.

