

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership, Counseling and Special Education

EDUC 6020A2
FOUNDATIONS OF EDUCATION
3 GRADUATE SEMESTER HOURS

Summer Semester: 2012

Meeting Time: 4:30-8:30 pm Tuesday Rm 348 UH
Professor: Charles C. Jackson
Telephone: Office 667-4494 Secretary 737-1497
Office Hours: Tuesday/Wednesday 11:30-12:30
 Wednesday 4:00-4:30 and by appointment

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:

Pearson Custom Education: Jackson (EDUC 6020)
 Spring, Joel, Deculturalization and the Struggle for Equality

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

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. Your professor will explain specific assignments, portfolios, assessments, or other required documents that must be submitted for grading through *LiveText*.

LiveText software may be purchased through the ASU bookstore or online at www.livetext.com.

A subscription to *LiveText* is required in EDUC 2110, EDUC 2120, EDUC 2130, initial teacher preparation, advanced teacher, and other school professional programs and endorsements.

LiveText works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

Course Objectives:

Students will be able to:

- A. Adroitly discuss who should govern public education?
- B. Grasp the concept of educational philosophy
- C. Converse knowledgeably about educational issues such as Title IX, High Stakes Testing and Full Inclusion
- D. Discuss the development of the curriculum in public education
- E. Grasp factors external to education that impact the public schools

College of Education Conceptual Framework

The preparation of teachers and other school personnel is critical to all other professions, and to communities, the state, and the nation. The professional educator plays an essential role in student learning. The Conceptual Framework of the professional education unit at Augusta State University consists of a mission and vision with an overarching theme to produce **prepared, able, and responsive** professionals to teach and support diverse learners.

This mission and vision requires a partnership between the professional education unit including the College of Education, the College of Arts and Sciences, the local community educational system, community agencies, and the Professional Development School Network.

Conceptual Framework: Mission

Our mission is to educate prospective school professionals to be knowledgeable, effective, and ethical practitioners.

Conceptual Framework: Vision

Our vision is to prepare school professionals who transform P-12 learners into thinking, productive citizens.

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.

A2- create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3- plan, guide, and support instruction using knowledge of subject matter, the learners, the community, and curriculum goals.

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

Standard: Responsive

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

Competencies: Candidates who are responsive will:

R1- respect the dignity of all persons believing that all children can learn and have the right to an opportunity to do so.

R2- translate knowledge into creating and supporting meaningful experiences for diverse learners.

R3-accept responsibility for teaching and working in authentic settings with diverse populations of learners.

R4- demonstrate a commitment to meet the educational needs of learners in a fair, caring, nondiscriminatory, and equitable manner.

R6- foster professional relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

Program-Specific Standards Addressed in This Course (None)

Methods of Instruction

A. Lectures, videos, personal portraits, books, short stories, 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 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

- May 15 **What are the purposes of public schools? Foundations of Education**
 Educational Philosophies/Goals of Public Education
 Library 6:30 (3rd floor classroom) (Set up group presentations)
- May 22 **Chapter One (Critical Thinking) (Chapter Two; School Choice)**
 Deculturalization and the Struggle for Equality (**Group presentations**)
Equality of Opportunity
 Magnet and Charter schools
- May 29 **How has society changed? Have public schools changed?**
 Deculturalization and the Struggle for Equality (**Group presentations**)
 Kerner Commission Report (1968); Follow-up Report (1998)
 Video “Racial Tracking”
Chapter 16 Teacher Unions and School Leadership
- June 5 **Current Issues in Education** (Profession of Teaching)
Midterm Exam
- June 12 **Road to Brown** (video) **Desegregation/Re-segregation**
Chapter Four (Gender Equity)
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)
- June 18 **Final Exam**

Performance Assessment(s)

Break down of grading:

Class participation.....	10%	
Term paper	25%	Due _____
Midterm Exam.....	25%	
Group activities.....	13%	
Syllabus Quiz.....	02%	
Final Exam.....	25%	

(The Term paper will consist of research on a selected topic.)

Grading Scale:

93—100.....A

85—92.....B

79—84.....C

70—78.....D

Field Experiences (None)

Note: Students who have more than two (2) absences may be withdrawn from the course. (See General 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 2010–11 *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.

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myASU and JagMail

Students are encouraged to check their JagMail daily. Students are responsible for any assignments or deadlines sent to them via JagMail. If you have trouble accessing your JagMail or myASU 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* (2nd 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*. (5th 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* (9th 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*. (7th ed.). New York: Longman.
- Ryan, K., & Cooper, J. (1998). *Those Who Can Teach*. (8th ed.). Boston: Houghton Mifflin.
- Ryan, K., & Cooper, J. (1992). *Kaleidoscope: Readings in Education*. (6th ed.). Boston: Houghton Mifflin.
- Spring, J. (2007). *Deculturalization and the Struggle for Equality*. Boston: McGraw-Hill.

RESEARCH PAPER:

The purpose of this exercise is to help you develop skills in the areas of research and writing. Given the nature of education here at Augusta State University, it is critical that you be capable of carrying out research, especially research that is technology driven. The research paper will be based on an approved topic of study in the "broad field" of Human Growth/Development and Learning Theory). The lower limits of the research paper will consist of 1) an abstract (detailing the content of your paper), 2) no less than five (5) pages typed and double spaced, and 3) a bibliography (reference section) that includes at least three (3) scholarly sources. The research paper must follow the **American Psychological Association** writing style. Below are suggested topics suitable for your research.

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|-------------------------------------|------------------------------|
| A. Vouchers | J. Cheating in Testing |
| B. Learning Disabilities | K. Multicultural Education |
| C. Attention Deficit Disorder | L. School Reform |
| D. Home Schooling | N. Teacher Unions |
| E. Cycle of Poverty | O. Year Round Schools |
| F. Social Class/Student Performance | P. Charter Schools |
| G. E.D. Hirsch (Cultural Literacy) | Q. Segregation/Desegregation |
| H. Equality of Opportunity | R. School Choice (Issues) |

Format for Research Paper:

- I. Abstract (One paragraph describing the content of paper)
- II. History of Topic (Review of relevant literature)
 - A. Significant Individuals in the field
 - 1. what they believe
 - 2. what they have written (about the topic)
 - 3. Significant Events/Activities/Discoveries/Research
 - B. Current Beliefs in the field
- III. Significance to Counseling/Teaching/Learning Process
 - A. Pertinent Theories
 - B. Intervention/Prevention
 - 1. individual
 - 2. family
 - C. Impact on Teaching/Learning Process
- IV. Impact on Society
 - A. School?
 - B. Employment?

C. Government (local, state and federal, i.e., what are they required to do)?

V. Implications for the Future

A. Suggested Research and/or Treatment Directions

B. Suggested Therapy Directions

VI. Conclusion (Summary)

VII. Bibliography (Reference Section)