

Syllabus

Course Syllabus - EDUC 5220 River Heritage Contemporary Educational Issues (Computer assisted/online with Several In-Class Sessions)

Instructor

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Description

This course is an introduction to educational foundations. The historical development of educational issues are explored and the philosophical and sociological influences relevant to current educational concerns are noted.

Objectives

This course will place focus on MoSTEP Standards 1,4,7,9 & 10. Some weekly topics will cover MoSTEP Standards 2,3,5, 6 & 8. More specifically, this course will enable participants to: (a) develop a familiarity with important thinkers and issues that have influenced educational philosophies and practices (b) examine historical issues and relate them to current ones (c) read and synthesize written materials on the topic and (d) conduct in-depth investigations on educational issues (e) present findings online.

Procedures for achieving the objectives

The above objectives will be met through online class activities and assignments, other readings, online research, library research, field studies and reports.

Readings

G.L. Gutek, *An Historical Introduction to American Education*. Prospect Heights, Ill.: Waveland, 1991. Additional readings will be assigned from library materials, periodicals (newspapers, professional journals, monographs, etc.)

Attendance/participation policy

Class participants are responsible for completing all online class discussions, activities and assignments by the posted due dates and times.

Grading Procedures

Class participants will be evaluated on the following assignments using the associated maximum point values. (Additional information and direction will be provided for each assignment.)

20 points prepared and presented online scrap book of contemporary educational issues (news summaries and news theme summaries)

40 points Individually prepared and presented issue pamphlet or publication

5 points Critiques of peers issue pamphlet or publication, thoughts on weekly posted articles,

40 points Individually prepared and presented debate on 3 issues

5 points for any Reflective writing

5 points in class participation and online thought activities

20 points Individually prepared and presented field visit and interview

20 points topic presentations (Pamphlets)

40 or more points for sample survey activity

Combinations of these activities and others will earn points toward a final grade. Final point totals for a specific grade are as follows:

A 300 points

A- 285 points

B+ 270 points

B 255 points

B- 240 points

Topical Overview (subject to change)

Week

1. Introduction and overview of the course, Getting to know each other, foundational structures for this course, class/individual selection of topics, course logistics, in-class computer lab application, **Guiding Principles & Teacher Leadership**

2. Learning Communities, Finding an approach to the **issues; history, perspective, discourse and research**
3. Changing racial/ethnic demographics in the United States (**Family mobility**)
4. Curriculum and Accountability (**Testing, teacher expectations, class size**), in-class presentations/discussion
5. Curriculum continued (**Content**)
6. Differentiated Curriculum (**Inclusion**)
7. **Professional Development**
8. Education as a profession, (**Evaluations, teachers, tenure**), in-class presentations and discussion

Hurray, we will take a well-deserved break!

9. **Race and education**

10. Safety and Schools (**Violence**)
11. Education of the 21st century (**Technology**)
12. Student Generated Topic: **Character Education in Public Schools**
13. Student Generated Topic: **Choice in Public Education**
14. Student Generated Topic: **Engaging students, parents and the community in the education process (Reducing School Drop-outs)**
15. **Collaboration** between and among professional, home and community, in-class presentations/discussion
16. Putting it all together