



Course Syllabus

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| COURSE NUMBER: EDUC 5220 | COURSE TITLE Contemporary Educational Issues | TERM: Fall 2007 |
| SITE: Course Author | INSTRUCTOR CONTACT INFORMATION: Dr. Roy Tamashiro Office (314) 968-7098 Fax (314) 968-7118 To send Email to an Instructor, go to Mail > Compose Mail Message > Browse > Select the first ID on the list | CREDIT HOURS: 3 School of Education / WH 232 Webster University 470 East Lockwood Ave. St. Louis, MO 63119 - 3194 |
| Online W1 Online W2 | Dr. Frances Powell (904) 645-8355 To send Email to an Instructor, go to Mail > Compose Mail Message > Browse > Select the first ID on the list | |

1. COURSE 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.

Prerequisites: Internet Access (from home, office or on-campus) and ability to use Internet tools and other software.

2. LEARNING OUTCOMES:

| Course Outcomes | SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed |
|---|--|
| This course will enable participants to: (a) develop a familiarity with important thinkers who have influenced educational philosophies and practices; | SoE Goals 1 , 3 and 4.1 SoE Dispositions 1 - 3 MoSTEP Standards 1 - 4, 6 and 9 |
| (b) examine historical issues and relate them to current ones; | SoE Goals 1 , 3 and 4.1 SoE Dispositions 1 - 3 MoSTEP Standards 1 - 4, 6 and 9 |
| (c) read and synthesize written materials on the topic; and | SoE Goals 1 , 3 and 4.1 SoE Dispositions 1 - 3 MoSTEP Standards 1 - 4, 6 and 9 |
| (d) conduct an in-depth investigation on a educational issue and present their findings. | SoE Goals 1 , 3 and 4.1 SoE Dispositions 1 - 3 MoSTEP Standards 1 - 4, 6 and 9 |

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams

Topical Overview, Activities, and Readings: (subject to change)

For specific schedule of course activities and due dates, click on:

[Homepage](#) > [Calendar](#) > [Compile](#) > [Public entries](#) > [Display](#)

- 1 Introduction to and overview of the course; What are "Contemporary Educational Issues?" Perspectives on current issues
Due: Overview comments, Introductions, What are Contemporary Education Issues, Wk 1 Process Journal
- 2 Resource exploration methods. perspectives on a current issue (continued)
Due: Team Activity (Step A, Step B); Week 2 Process Journal
- 3 Historical Bridging Methodology. Education in Colonial America and Revolutionary Era. Relevance to current issues; group discussion of news articles, individual reports; Readings: Gutek: Chapters 1, 2.
Due: Team Activity (Step C); Historical Figures Selections; Week 3 Poces Journal
- 4 Methods for relating current issues to ideas presented by early American thinkers.
Due: Historical Bridging
- 5 Educational Alternatives; The Common School. discussion of current readings and news articles; individual reports. Readings: Gutek: Chapters 3, 4.
Due: Scrapbook & News Analysis; Survey on Compulsory Public Preschools; Week 5 Process Journal
- 6 The Common School & Criticisms (continued)
Due: Term Project Topic Selection; Week 6 Process Journal
- 7 "The Personal Connections Method".
Due: Stage 1 of Peer Collaboration on Term Project Topics
- 8 American higher education; individual reports; news articles; discussion relating historical and current views.
Readings: Gutek: Chapters 5
Due: Preliminary ERIC Search Results
- 9 Evolution of American teacher education; Readings: Gutek, Ch. 6
Personal Connections Method; Stage 2 of Peer Collaboration on Term Project Topics; Wk 8 Jnl.
- 10 The Progressive movement; individual presentations and discussion; news articles; Readings: Gutek: Chapter 7.
Due: Historical Figures Presentation; Humanistic & Essentialists Survey; Week 10 Process Journal
- 11 Pragmatism, Experimentalism & Progressivism. Readings: Gutek: Chapter 8.
Due: Proposed synthesis
- 12 The New Frontier and the Great Society.
- 13 Educational issues 1970-present; Readings: Gutek: Chapters 9, 10
Due: Education & Integration; Week 12-13 Process Journal
- 14 The Recent Past: Educational Reform; Term project due.
- 15 The Recent Past (continued)
- 16 Course summary and evaluation; discussion of term projects.
Due: Week 15-16 Process Journal

4. RESOURCES:

Required Text(s)

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.)

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

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

| Assessments | Links to Course Outcomes | Percentage of Grade |
|---|--|----------------------------|
| A - Satisfactory completion of term project | read and synthesize written materials on the topic; and conduct an in-depth investigation on a educational issue and present their findings. | 25 % |
| B - New analyses and scrapbook | read and synthesize written materials on the topic | 15 % |
| C - Class presentation (Powerpoint) on a historical figure | develop a familiarity with important thinkers who have influenced educational philosophies and practices; examine historical issues and relate them to current ones; | 25% |
| D - Participation in class discussions (including reactions to readings, current topics, peer presentations), group activities and other online assignments | develop a familiarity with important thinkers who have influenced educational philosophies and practices; examine historical issues and relate them to current ones; | 35 % |

6. GRADING SCALE: The following criteria in your papers are subject to evaluation:

Content (Paper addresses all parts of assignment in sufficient depth; main points are thoroughly supported with examples, illustrations, and explanations)

Structure (Paper has minimum assigned length. Other elements include: appropriateness, incorporation of theory, organization, understanding critical thinking, and writing skills)

Spelling, punctuation, and grammar (Paper contains no major errors in these areas)

Readability, style (Paper contains clear words/phrases in logical sequence; avoids redundancies; sentence structure is varied; uses transitions; paper is reader-friendly and can be easily understood at first reading)

Format (Paper is formatted and all sources cited in the text and on the reference page according to APA Style)

Performance Characteristics:

A Clearly stands out as an excellent performance. Has unusually sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in the progression of ideas. Work should be of such a nature that it could be put on reserve for all students to review and emulate. The “A” student is, in fact, an example for others to follow.

B Grasps subject matter at a level considered being good to very good. Is an active listener and participant in the workshop discussions. Speaks and writes well. Accomplishes more than the minimum requirements. Work in and out of the workshop is of high quality. Work indicates a high quality performance and is given in recognition for solid work. A “B” student should be considered a high grade.

C Demonstrates a satisfactory comprehension of the subject matter. Accomplishes the minimum requirements, and displays little or no initiative. Communicates orally and in writing in an acceptable

level for a college student. Has a generally acceptable understanding of all basic concepts. Work represents average work. A student receiving a “C” has met the requirements, including deadlines, of the course.

F Quality and quantity of work in and out of the workshop is unacceptable. Work does not qualify the student to progress to more advanced levels of course work.

4.0 = (93 – 100) = A

3.8 = (90 – 92.9) = A-

3.4 = (87 – 89.9) = B+

3.0 = (83 – 86.9) = B

2.6 = (81 – 82.9) = B-

2.0 = (70 – 79.9) = C

NC = (0 – 69.9) = F

ACADEMIC HONESTY POLICY

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person’s work is his/her own or implying that another person’s work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty: A failing grade for the assignment with no opportunity for make up. For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMMODATIONS POLICY

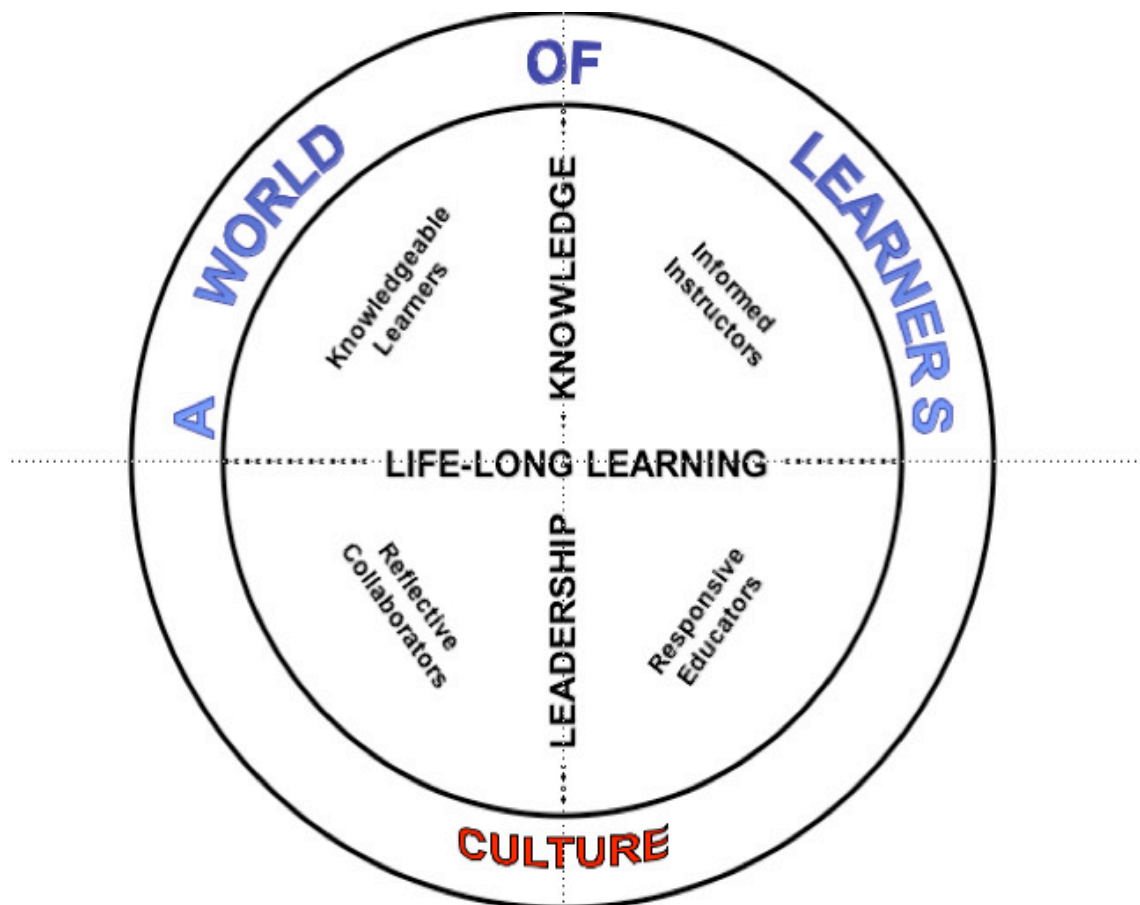
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**Webster University
School of Education**

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

School of Education Dispositions

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection
2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

Updated July, 2007

Subject to change