



Course Syllabus

EDUC 5220 W2

Dr. Frances Powell

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COURSE NUMBER AND SECTION

INSTRUCTOR

E-MAIL ADDRESS

Contemporary Educational Issues

Spring 2004

3 hours

COURSE TITLE

TERM

CREDIT HOURS

On-line

SITE

1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)

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

2. Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.

This course will enable participants to: (a) develop a familiarity with important thinkers who 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 an in-depth investigation on a educational issue and present their findings in oral and written form.

All four of these outcomes contribute to MoSTEP Standard 1 – understands the central concepts, tools of inquiry and structure of the discipline(s) within the context of a global society...; MoSTEP Standard 2 – understands how students learn and develop...MoSTEP Standard 3 – understands how students differ in their approaches to learning...; MoSTEP Standard 4 – recognizes the importance of long-range planning and curriculum development...; MoSTEP Standard 6 – understanding of individuals and group motivation and behavior...; MoSTEP Standard 9 – is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally ...

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

1. Introduction to and overview of the course; What are "Contemporary Educational Issues?" Perspectives on a current issues
2. Resource exploration methods. perspectives on a current issue (continued)
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.
4. Methods for relating current issues to ideas presented by early American thinkers.
5. Educational Alternatives; The Common School. discussion of current readings and news articles; individual reports. Readings: Gutek: Chapters 3, 4. News analysis (Patterns of Current Issues) and Scrapbook due.
6. The Common School & Criticisms (continued)
7. "The Personal Connections Method". Preliminary ERIC search results due.(continued)
8. American higher education; individual reports; news articles; discussion relating historical and current views. Readings: Gutek: Chapters 5
9. Evolution of American teacher education; Readings: Gutek, Ch. 6
10. The Progressive movement; individual presentations and discussion; news articles; Readings: Gutek: Chapter 7. Historical Figures Presentation due.
11. Pragmatism, Experimentalism & Progressivism. Readings: Gutek: Chapter 8.
12. The New Frontier and the Great Society.
13. Educational issues 1970-present; Readings: Gutek: Chapters 9, 10
14. The Recent Past: Educational Reform; Term project due.
15. Analysis of visually-oriented materials
16. Course summary and evaluation; discussion of term projects.

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

4. Resources:

Text(s): **G.L. Gutek, *An Historical Introduction to American Education*. Prospect Heights, Ill.: Waveland, 1991.**

Supplemental Readings: (list and indicate how these are to be used) **Additional readings will be assigned from library materials, periodicals (newspapers, professional journals, monographs, etc.) These readings will be used to establish current issues in education and related historical links.**

Audio-visual/other: **N/A**

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 will be evaluated on (a) satisfactory completion of term project; (b) news analyses and scrapbook; (c) class presentation (PowerPoint) on a historical figure in education; and (d) participation in class discussions (including reactions to readings, current topics, peer presentations), group activities and other online assignments.

- a) Term Paper(s) 25%**
- b) Examination(s) 0%**
- c) Class presentation(s) 25%**
- d) Curriculum project 0%**
- e) Class Participation 50%**
- f) Other**

6. Supplements (study guide, sample tests, project outlines may be attached.)
Please list. **PowerPoint presentation on Historical Figure selected by Instructor-provided list**
Of those who have had a major impact on the development of education during the past 300 years.

7. 3 Hour Courses: Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings: **N/A**
 - a) Lab
 - b) Curriculum Project
 - c) Paper(s)
 - d) AV Project
 - e) Other

8. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:
 - Projects/Papers will be returned during the last meeting period.
 - Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.
 - Other (explain)

NOTE; Papers will not be available for pick up from the School of Education Office.

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required. **Class participants are responsible for completing all online class discussion, activities and assignments by posted due dates.**