



Course Syllabus

COURSE NUMBER: EDUC 5220.01	COURSE TITLE Contemporary Educational Issues	TERM: Summer 2006
SITE: WEBG	INSTRUCTOR CONTACT INFORMATION: David J. Winkler davidwinkler07@webster.edu Or winklerdj@mindspring.com	CREDIT HOURS: 3

1. COURSE DESCRIPTION: (insert course description below, the box will automatically expand as you type.)

THIS FOUNDATION COURSE IS AN OVERVIEW OF IMPORTANT EDUCATIONAL TOPICS. IT IS DESIGNED TO IDENTIFY AND ANALYZE CURRENT EDUCATIONAL ISSUES THROUGH READING, WRITING, DISCUSSING AND PRESENTING IDEAS. INDIVIDUALS EXPLORE HISTORICAL PERSPECTIVES, PHILOSOPHICAL THEORIES, AND SOCIOLOGIC INFLUENCES THAT ARE RELATED TO CONTEMPORARY EDUCATIONAL CONCERNS. FURTHERMORE, THIS COURSE WILL ENABLE PARTICIPANTS TO: (A) DEVELOP A FAMILIARITY WITH IMPORTANT THINKERS WHO HAVE INFLUENCED EDUCATION PHILOSOPHIES AND PRACTICES; (B) EXAMINE HISTORICAL ISSUES AND RELATE THEM TO CURRENT ONES; (C) READ AND SYNTHESIZE WRITTEN AND ELECTRONIC MATERIALS ON CURRENT ISSUES; (D) CONDUCT AN IN-DEPTH INVESTIGATION ON AN EDUCATIONAL ISSUE AND PRESENT THEIR FINDINGS IN WRITTEN AND ORAL FORM; AND (E) THINK!

2. LEARNING OUTCOMES: (Insert course outcomes and their links to program outcomes, relevant goals, dispositions, and MoSTEP/Professional Organization standards. Rows and columns may be added or deleted using the Microsoft Word Table Tool).

Course Outcomes	Program Goals	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
Class participants are expected to: <ol style="list-style-type: none"> 1) become familiar with, and demonstrate knowledge of, important thinkers who have influenced education philosophies and practices 2) examine historical issues and relate them to current ones 3) read, analyze, and synthesize written electronic materials 	NOTE If your course is directly linked to a specific M.A.T. or certification program, please insert relevant program outcomes. If your course does not fit clearly into a single program or certification area, you may wish to delete this column. If you do not have a copy of your program's outcomes, please contact your M.A.T. coordinator. Questions regarding certification program outcomes should be forwarded to the Director of Undergraduate and Initial	MoStep 1.2.1.3, 1.2.2.2; SOE G 1.1 and 2.3 MoStep 1.2.1.4, 1.2.4.1, 1.2.5.2, 1.2.7.1, 1.2.7.2; SOE G 2.1,2.2,2.3 MoStep 1.2.1.2, 1.2.1.3, 1.2.1.4, 1.2.2.2, 1.2.5.2; SOE G 1.1, 1.2,1.4

<p>on current issues</p> <p>4) conduct an in-depth investigation of an educational issue and present findings and recommendations in written and oral form</p> <p>5) participate individually in class discussions and activities, collaborate with classmates on assigned tasks</p>	<p>Certification.</p>	<p>,MoStep 1.2.2.2, 1.2.5.2, 1.2.7.1; SOE G 3.1, 4.2, 4.4</p> <p>MoStep 1.2.1.2, 1.2.2.3, 1.2.7.1, 1.2.7.2, 1.2.9.1, 1.2.10.1 and SOE D1.1,1.2,1.3,1.4; 2.1, 2.4; 3.1, 3.3</p>

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams. (Insert schedule below; the box will expand as you type.)

Topical Overview, Activities, and Readings (Sessions 1-8 also correspond to Special Editions Readings and additional topics which can be found later in this syllabus. Subject to Change.)

1. Introduction and overview of course; perspectives on a current issue; resource exploration methods. (June 7, 2006)
2. Discussion of news articles, individual reports, responding to selected readings. ITEMS DUE: first draft of term project topic. (June 14, 2006)
3. Education in Colonial America and Revolutionary Era and “Data and Resources”. ITEMS DUE: term project topic; News Analysis #1 (June 21, 2006)
4. “Alternative Educational Delivery Systems” and The Common School. ITEMS DUE: News Analysis #2 (June 28 2006)
5. American Higher Education, teacher education and “Performance, Achievement, Learning, Legal Issues and Special Education”. ITEMS DUE: Patterns/Trends in Newspapers and/or list of web sites or report of BOE meeting, (July 5, 2006)
6. The Progressive Movement and “Character, Morals, Multiculturalism and Desegregation”. ITEMS DUE: any unfinished projects. (July 12, 2006)
7. Education 1945-2000 and “Safety and Discipline, Crime and Punishment and Alternatives”. ITEMS DUE: **MAJOR TERM PROJECT** (July 19, 2006)
8. Discussion of term projects, course summary, evaluations and “Sexual Harassment, Purpose and Profession of Teaching.” (July 26, 2006)

4. RESOURCES:

Required Text(s): (Insert text information below; box will expand as you type.)

Text Annual Editions: Education 06/07; Dushkin, McGraw-Hill
 Readings will be assigned from daily newspapers, handouts, web sites and additional relevant materials throughout course.
 Parts of four videos will be shown

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

(Insert evaluation Criteria below; the boxes will automatically expand as you type.)

Assessments	Links to Course Outcomes	Percentage of Grade
<p>Assessment Class participants will be evaluated on (a) attendance, participation in class discussions, group activities and other in-class assignments; (b) class presentation on a historical figure in education; (c) written activities regarding newspaper and/or web sites and/or a report from a BOE meeting; (d) SATISFACTORY</p>		<p><i>Evaluation:</i> (basis of evaluation with explanation regarding the nature of the assignment And the percentage of the grade assigned to each category below a)Class preparation, including assigned readings, participation in large and small group discussions and activities as</p>

<p>COMPLETION OF MAJOR TERM PROJECT</p> <p>Specific assessment items include but are not limited to:</p> <p>1) Reading and “discussion” of all materials and recommended readings. Exploring a variety of web sites and an intensive use of the world wide web and e-mail.</p> <p>2) Attendance at 7 out of 8 sessions in order to be eligible for a grade. If a second class must be missed, student would have the option of making up that session when the course is offered next or withdrawing.</p> <p>PLEASE NOTE: A student may not continue or enroll if the first night is missed without <u>prior</u> permission from instructor.</p> <p>3) Detailed oral presentation of an historical figure pertaining to educational issues.</p> <p>4) Collection of news articles for a three-four week period and completion of 3 out 4 of the following projects:</p> <p style="padding-left: 20px;">a) one page single newspaper article issues paper</p> <p style="padding-left: 20px;">b) second one page single newspaper article issues paper</p> <p style="padding-left: 20px;">c) two page trend paper on collection of newspaper articles</p> <p style="padding-left: 20px;">d) surfing and listing twenty educational web sites that you find helpful.</p> <p style="text-align: center;">or</p> <p>4a) a) one page single newspaper article issue paper and</p> <p style="padding-left: 20px;">b) attend and report (one page) on Board of Education meeting of your choosing</p> <p>5) Major course project that involves the development of an issue, review of literature, discussion and analysis, and recommendation for future study of that issue.</p> <p>6) Class activities include:</p> <p style="padding-left: 20px;">a) Large and small group discussions</p> <p style="padding-left: 20px;">b) Ongoing newspaper</p>		<p>both leader and active participant. (30-40% of final grade)</p> <p>b) Short Assignments that include written news analysis assignments, attendance at Board of Education meeting, and oral historical figure presentation.(30-40% of final grade)</p> <p>c) Major Project that researches and defends a position on an Educational Issue of the student’s choosing. (30-40% of final grade)</p> <p>d) The range of percentages for each category is designed to credit a student’s strength area and reduce penalties for areas that are not yet strengths. This allows for individual learning styles to be acknowledged.</p> <p>e) There are no deductions for late assignments. Students are encouraged to take an “I”, Incomplete, and turn in quality work at a later date rather than submit rushed and inferior work on time. This acknowledges that individuals learn at different rates whether as children or as adults.</p>
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activity c) Lecture/presentation on a variety of topics and issues d) Reacting and responding to classmates' oral presentations e) Viewing of portions of several videos		

6. GRADING SCALE: (Insert grading scale criteria below; the box will automatically expand as you type.)

Grading Scale: Grades in the M.A.T. program are A, A-, B+, B, B-, C, I, and W; or

NC, I, and W. Grades are determined by the following standards:

- A, A-: superior graduate work**
- B+, B, B-: satisfactory graduate work**
- C: marginal graduate work**
- NC: unsatisfactory graduate work**
- I: incomplete**
- W: withdrawn from course**

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SoE OFFICE.

ACADEMIC HONESTY POLICY

(You may use or modify this statement or create your own).

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:

(Instructor may list specific consequences here)

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMMODATIONS POLICY

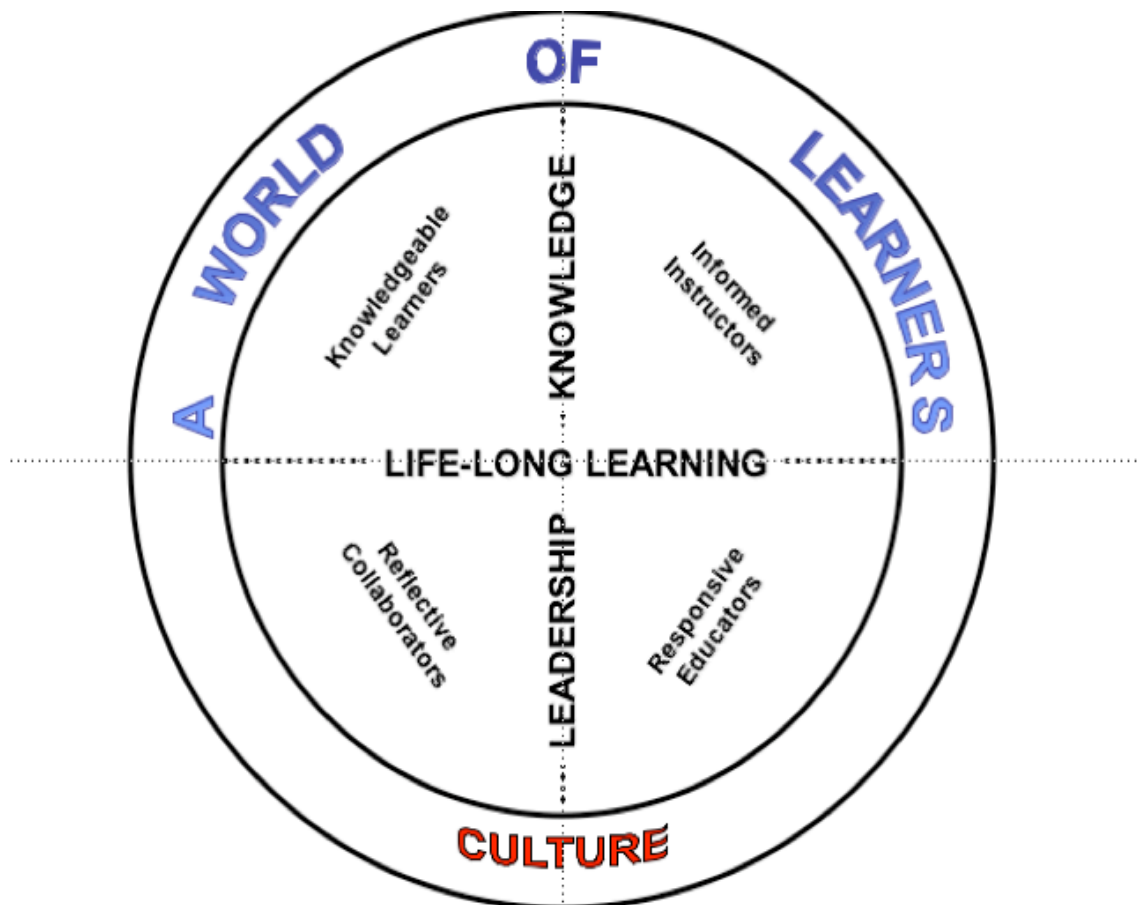
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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

(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).