



Course Syllabus

COURSE NUMBER: EDUC 5220.02	COURSE TITLE Contemporary Educational Issues	TERM: Summer 2006
SITE: WEBG	INSTRUCTOR CONTACT INFORMATION: Dr. Peggy Holton Hall pholtonhall@hotmail.com	CREDIT HOURS: 3 credit hours

1. COURSE DESCRIPTION:

This course is an introduction to educational foundations and will provide an overview of important educational topics past and current. The major goal is to identify and analyze educational issues through reading, writing, discussing, and presenting ideas in oral and written form. The course will explore relationships between current issues and historical perspectives, philosophical theories, and sociologic influences. Class participants will utilize higher level thinking skills of analysis, synthesis, and evaluation as well as skills of listening to and considering various points of view.

2. LEARNING OUTCOMES AND RELATED STANDARDS

Class participants are expected to:

1. become familiar with, and demonstrate knowledge of, important thinkers who have influenced education philosophies and practices, MoStep 1.2.1.3, 1.2.2.2; SOE G1.1 and 2.3
2. examine historical issues and relate them to current ones, MoStep 1.2.1.4, 1.2.4.1, 1.2.5.2, 1.2.7.1, 1.2.7.2; SOE G2.1, 2.2, 2.3
3. read, analyze, and synthesize written and electronic materials on current issues, MoStep 1.2.1.2, 1.2.1.3, 1.2.1.4, 1.2.2.2, 1.2.5.2; SOE G1.1, 1.2, 1.4, NCATE 1.2, 1.3, 1.4
4. conduct an in-depth investigation of an educational issue and present findings and recommendations in written and oral form, MoStep 1.2.2.2, 1.2.5.2, 1.2.7.1; SOE D1.1, 1.2, 1.3, 1.3, 2.1, 2.4, 3.1, 3.3; NCATE 1.3, 3.2, 3.4
5. participate individually in class discussions and activities, and collaborate with classmates on assigned tasks, MoStep 1.2.1.2, 1.2.2.3, 1.2.7.1, 1.2.9.1, 1.2.10.1; SOE D1.1, 1.2, 1.3, 1.4, 2.1, 2.4, 3.1, 3.3, NCATE 1.3, 1.4, 2.1, 2.4.

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)

Week 1. June 7, 2006. Our Profession, Our Purpose, Enduring Issues

Introduction, expectations, overview of course; effective discussion strategies; perspectives on a current issue; discussion of news articles; selection of topic for class presentation.

Week 2. June 14, 2006. Perceptions of Schools and Schooling; Goals of Education

Education in Colonial America and the Revolutionary Era; relevance to current issues; group discussion of news articles; Gallup Poll; library research orientation.

READ FOR CLASS: Annual Editions 06/07 Articles #2, #37, #38, #39

Article: "It's About Time"

IN PROGRESS: newspaper assignment
class presentation preparation
term project topic under consideration

Week 3. June 21, 2006. School Culture and Climate; School Safety

The Common School; school culture and climate; school safety; school violence; group discussion of readings and articles; individual class presentations, term project topic approval.

READ FOR CLASS: Annual Editions 06/07 Articles #11, #15, #25, #28

Articles: "The Re-Engineered Child," "How Disruptive Students Escalate

Hostility and Disorder and How Teachers Can Avoid It," "Bullying – Not Just a Kid Thing," "Bullying Among Children," "Creating School Climates That Prevent School Violence," "Implementing a Character Education Curriculum and Assessing Its Impact on Student Behavior"

IN PROGRESS: newspaper assignment, class presentation

Week 4. June 28, 2006. School Improvement; Reform Efforts; Accountability

American Higher Education and Teacher Education; standards, assessment, NCLB; group discussion of readings and articles; individual class presentations.

DUE: Newspaper assignment

Article analysis

READ FOR CLASS: Annual Editions 06/07 Articles #7, #12, #16

Articles: "A Nation at Risk," "NCLB: The Mathematics of Guaranteed

Failure," "Minding the Gap -Addressing Differences in Student and School Performance," "Florida wants new measuring sticks for No Child Left Behind"

IN PROGRESS: trends paper, term project research paper, class presentation

Week 5. July 5, 2006. School Improvement; Reform Efforts; Accountability

Education reform; Effective Schools; achievement gap; group discussion of readings and articles; issues debate; individual class presentations.

READ FOR CLASS: Annual Editions 06/07 Articles #14, #19.

Articles: "'Can Merit Pay Accelerate School Improvement?'" "State board approves plan tying teachers' pay to student progress," "Collier teachers slam bonus plan based on FCAT"

IN PROGRESS: Trends paper, class presentation, term project research paper

Week 6. July 12, 2006. School Diversity, Desegregation, Socioeconomic Issues

Brown vs. BOE; Poverty and its effects on learning and schooling; Socioeconomic Segregation; Diversity; group discussion of readings and articles; individual reports.

DUE: Trends paper

READ FOR CLASS: Annual Editions 06/07 Articles #30, #32, #33.

Articles: "Effective Schools," "Poverty in a Pastoral Setting," Education is Critical to Closing the Socio-Economic Gap," "Should Multiculturalism Permeate the Curriculum?" "Learn it and get ahead"

IN PROGRESS: class presentation, term project research paper

Week 7. July 19, 2006. Legal Issues in Education; Special Education

History of and current trends in legal issues and special education; group discussion of readings and articles; individual reports.

READ FOR CLASS: Annual Editions 06/07 Article #34

Articles: “Is Full Inclusion of Disabled Students Desirable?” “Should Church-State Separation Be Maintained?” “Dress Codes and Social Chaos,” “Schools struggle to provide for special students”

IN PROGRESS: Term project research paper

Week 8. July 26, 2006. The Future; Education as a Profession

Looking ahead; teaching as a profession; discussion of term projects; course summary.

DUE: Term project research paper

READ FOR CLASS: Annual Editions 06/07 Articles #3, #40

Article: “The Future of Education - Student Options,” “The way it was, is”

4. RESOURCES:

Required Text(s):

Schultz, Fred (ed.) Annual Editions: Education 06/07. Dushkin, McGraw-Hill 33rd edition.

Supplemental readings will be assigned from library materials, newspapers, journals, handouts, and other relevant materials.

Audio visual and other resources used by Instructor (not required for students)

Annual Editions Education 04/05, 05/06, Education Week, Educational Leadership, portions of several videos and audiotapes.

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

Assessments	Links to Course Outcomes	Percentage of Grade
1. Class attendance, preparation, and participation, including reading and discussion of all assigned materials	Participate individually in class discussions and activities, and collaborate with classmates on assigned tasks. Become familiar with, and demonstrate knowledge of, important thinkers who have influenced education philosophies and practice.	10%
2. Individual presentation relating history of education to current issues	Examine historical issues in education, and relate them to current ones. Become familiar with, and demonstrate knowledge of, important thinkers who have influenced education philosophies and practice.	12%
3. Newspaper assignment	Read, analyze, and synthesize written and electronic materials on current issues.	10%
4. Article analysis	Read, analyze, and synthesize written and electronic materials on current issues.	10%
5. Trends paper	Read, analyze, and synthesize written and electronic materials on current issues.	13%
6. Term project paper	Conduct an in-depth investigation of an educational issue, and present findings and recommendations in written and oral form.	45%

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6. GRADING SCALE:

Grades in the M.A.T. program are A, A-, B+, B, B-, C, I, and W; or CR, NC, I, and W. Grades reflect the following standards:

A, A-	(90-100%)	superior graduate work
B+, B, B-	(80-89%)	satisfactory graduate work
C	(70-79%)	marginal graduate work
CR		satisfactory graduate work (the equivalent of B- or better)
NC	(Below 70%)	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

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:

Depending on the nature and scope of any violation of the above, the student may have consequences ranging from redoing and resubmitting offending assignments to loss of grade and all credit and the reporting of such to University authorities. Instructor will make such determination.

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

ACCESSIBILITY/ACCOMMODATIONS POLICY

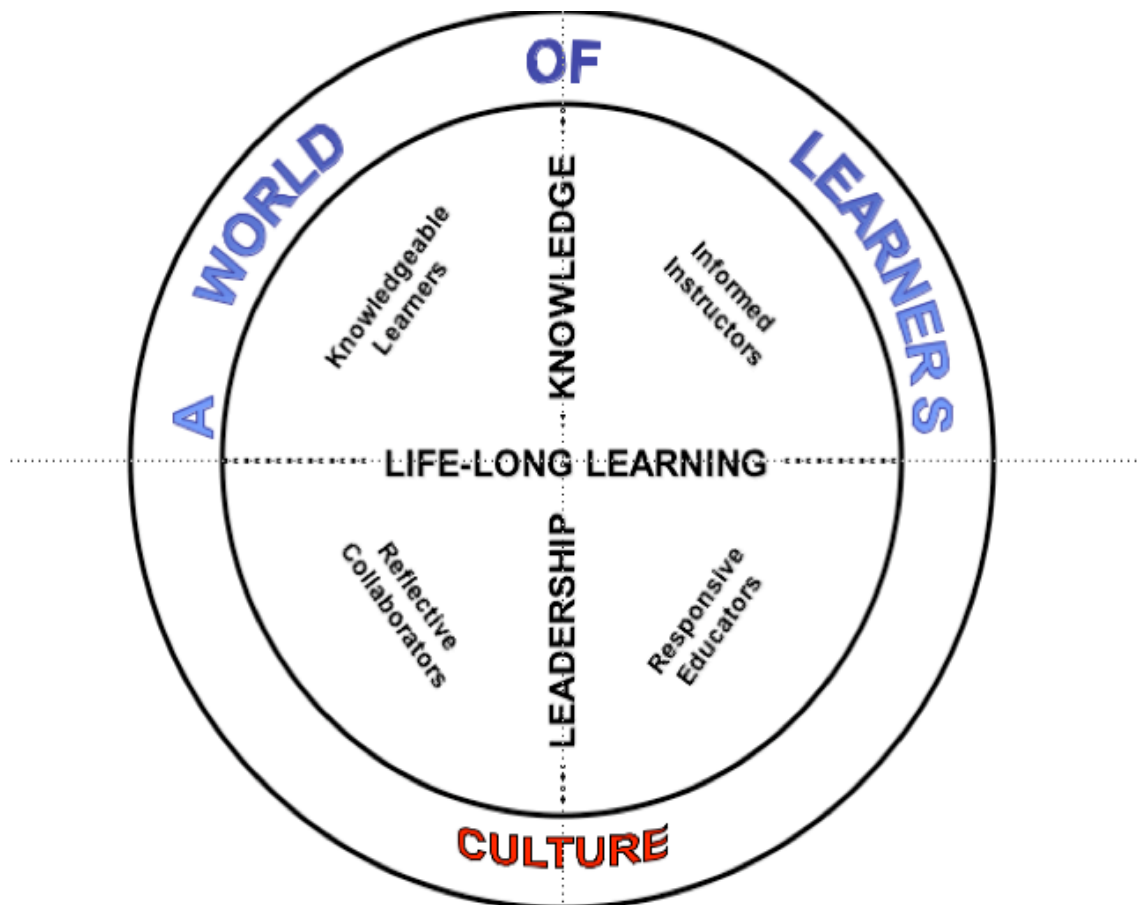
If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please contact the Instructor as well as the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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