

EDU 2202 - Social Foundation Education II

<p>Fall Semester – 2005</p> <p>Tuesday & Thursday 1:00-2:15 p.m.</p> <p>White Hall - Room 120</p>		<p>Professor: Dr. Edward Garcia Fierros Phone: 610 519-6969 Office: SAC 359</p> <p>Email: Edward.Fierros@villanova.edu</p> <p>Office Hours: by appointment.</p>
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Required Text:

- Steven Tozer, Paul Violas, Guy Senese, (2006) *School and Society: Historical and Contemporary Perspectives* 4th ed., McGraw-Hill
- Readings as assigned

Course Description: Development of public and private education in the United States in its social and philosophical context; types of education, governmental activity in education, educational finance, religious and political influences, impact of European developments. This course is an appreciative study of the social, historical and political context for schooling in a multicultural, democratic society.

Course Objectives:

1. To extend awareness and appreciation of a range of social and educational issues.
2. To exercise the ability to analyze, and articulate the context, content, and meaning of an educational issue.
3. To exercise the ability to synthesize, and articulate the way different issues relate to each other.
4. To exercise and expand the ability to understand, write and speak in response to the crucial social and historical context of critical education issues.
5. To exercise the ability to respond as a citizen to real examples of critical issues as they present themselves in a democratic society.
6. To exercise academic and intellectual judgment in response to issues of cultural difference, gender, racial and ethnic diversity.
7. To enhance your writing skills.

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC) Standards

- 1. Understanding of industrial education and its role in the development of technically competent, socially responsible, and culturally sensitive individuals with potential for leadership in skilled technical work and/or professional studies

STANDARDS 1.11, 1.12, 1.13, 5.14

- 2. Understanding of the ability to relate experiences designed to develop skills in the interpretation and implementation of industrial education philosophy in accordance with changing demand;

STANDARDS 1.13, 2.11, 2.13, 4.11, 4.12

Late Assignments: If you must turn in an assignment late, please notify me in advance by email. Late assignments will lose 10% of their value for each late day.

Grading: Your course grade will be based upon a standard conversion of the total points you have earned into a corresponding letter grade, as follows:

A = 93% and above A - = 90-92%	B+ = 87-89% B = 83-86% B - = 80-82%	C+ = 77-79% C = 73-76% C - = 70-72%	D = 60-69% F = 59% and below
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INTRODUCTION

Throughout this course, we will examine the intellectual influences on the institutions of schooling in the United States. We will be asking questions about the life work of the educator and the relationship between educational work and institutions where teachers pursue their profession. We will be studying the relationship between some of the most important traditions underlying this vocation in light of some of the most recent phenomena affecting the work of teachers and how its boundaries are defined. Always we will be testing our assumptions against our reading and the experiences we all bring to bear on this study. This course is centered on the study of intellectual traditions grounded in a spirited critical debate over the political, economic and moral center of educational practice. We will be exploring these issues from several different perspectives, by comparing and contrasting current issues and problems with their historical and social roots. We will concentrate on differing and often competing explanations for the meaning of educational phenomena and institutions. We will also be viewing film excerpts as reflective examples, and cultural artifacts of the ideas we encounter.

As we move through the course, we will be asking such questions as: What are the Historical and social contexts of change? Who decides when educationally driven change is necessary? Is reform always useful, and if so, for who's good is it? Central to all of our discussion will be the issue of educational values in a democracy, the relationship between educational functions and social roles, and issues related to the coherence of educational purpose in a society challenged by the powerful issues surrounding language, culture, class, gender, race and ethnicity.

Students will conduct thoughtful discussion of the material assigned for the day's reading. The course experience will be cooperative in nature, with students working in small groups on discussion themes, toward resolution of issues and debates raised in class and in the readings. These are not intended to exhaust the potential themes in the course, only to suggest some possible directions for exploration.



COURSE FORMAT

The course will include multiple instructional approaches including: lecture, discussion, small group activities, presentation, debate, and critical reflection activities. All students are expected to attend every class session unless otherwise arranged. Scheduled reading assignments should be complete before the class meeting. Please use the APA format for written assignments. Please make two copies of your written text.

SPECIAL NEEDS STUDENTS

Students with disabilities who require academic accommodations should schedule an appointment to discuss specifics with me. It is the policy of Villanova University to make reasonable academic accommodations for qualified individuals with disabilities. You must present verification and register with the Learning Support Office (610) 519-5636 or Nancy.Mott@Villanova.edu. Registration is required in order to receive accommodations.

ACADEMIC INTEGRITY AND PLAGIARISM

As a community committed to the Augustinian ideals of truth, unity and love, Villanova University prides itself on maintaining the highest standards of academic integrity and does not tolerate any form of academic dishonesty or misconduct. Dishonesty (including plagiarism) in any assignment, test or examination is punishable by the grade of F and is to be reported, through the deans, to the Vice President for Academic Affairs. A second offense will result in the dismissal of the student from Villanova University.

COURSE REQUIREMENTS

<p>1. Attendance, discussion participation and class activities -- The course is designed as focused discussion/lecture with primary emphasis on discussion and debate. Your participation grade will depend on your preparedness and activity in this effort. This will include your level of commitment to small group activities. In addition there will be periodic unannounced quizzes based on the course readings. Familiarize yourself with the terms in the reading. Be able to discuss the significance of key concepts for education/schooling in either historic or contemporary context.</p> <p>Familiarize yourself enough with the others that you may be able to present a response, or engage in discussion. The following questions will be heard often. 1. "any questions?" You are urged to come to class with one, based on your reflection on the assigned reading. 2. "what have you thought about?" Meaning, based on the assigned reading, what stood out or caused you to think?</p>	<p>10 %</p>
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<p>2. Reading Quizzes –Periodic quizzes based on the course readings</p>	<p>15%</p>
<p>3. Midterm Examination - multiple choice, essay, and short answer</p>	<p>15%</p>
<p>4. Field Placement Activities – Due Dates: [9/21 & 11/3] - Please may choose any two of the following activities or develop one of your own:</p> <p>A) Obedience to Public Law Teachers’ Responsibilities Checklist Task</p> <p>Obtain a local district’s policy information about a teacher’s responsibilities to obey public law, (e.g. child abuse, I.D.E.A.I.A.). Provide a checklist of the procedures that a teacher is required to follow.</p> <p>B) School Board Meeting</p> <p>Prepare a digital concept map that represents the organization of Pennsylvania’s educational system. Extend the map of the local board of education to include the specifics of a Field Activity School of your choosing. Include commentary on the political aspects and influences of decision making after attending a Board of Education or School Parent/Teacher meeting.</p> <p>C) Teacher Interview and Reflection Activity</p> <p>Interview two teaching professionals as part of your Field Activity. Collect data about the personal, social, and professional implications of becoming a teacher from the interviews and from the Teaching Code of Ethics. Report your findings in an essay that follows APA style. Include a reflection about your suitability to the teaching profession. The becoming a teacher interview and reflection essay task.</p>	<p>15%</p>
<p>5. Paper– Due November 17</p> <p>Paper to include research from scholarly journals, and books available in library or Interlibrary loan. Paper length from 5-7 pages. APA or U. of Chicago style.</p> <hr/> <p>Paper Topic: A one (1) page prospectus¹ is due by October 18, 2005. The prospectus should include your topic, a bibliography that includes at least 4 scholarly journal references and at least 1 book reference. Please cite electronic references correctly.</p> <p>The theory of evolution is the unifying principle of biology. However, evolution has also become one of the most controversial topics over the past 150 years since the publication of <i>On the Origin of Species</i> by Charles Darwin in 1859. Beginning with the Scopes Trial in the 1920’s, the teaching of evolution in the American school</p>	<p>15%.</p>


¹ A description or account of the chief features of a forthcoming work or proposed enterprise, circulated for the purpose of obtaining support or subscriptions.

<p>biology curriculum has been repeatedly challenged by groups and individuals who believe in the special creation of organisms (creationists; “scientific creationism”). More recently there has been a revival of the “intelligent design” viewpoint. Your paper should critically examine the debate between Intelligent Design and the Theory of Evolution. The analytical paper should provide enough summary information to provide a context for your topic but it must be a reflective analysis and not a reconstituted summary.</p> <p>Paper length from 5-7 pages double-spaced. A. P. A. Style.</p> <p>Writing Guidelines: The course reflection papers will be graded using the following guidelines:</p>		
Exceptional 10 -9	Adequate 8 –7	Inadequate 7 and below
Thoughtful, accurate, and thorough discussion.	Limited but accurate discussion	Lacks understanding and/or not accurate discussion
Paper includes analysis or synthesis of the topic(s).	Summary information from texts and resources with limited analysis.	Limited summary and analysis from text and resources about the topic.
6. Short Presentation		5%
<p>You should develop a descriptive and critical presentation of topic related to schools, educational theory and practice, or teaching. Please give me your presentation topic by the Tuesday before Thanksgiving. The presentation should be 5-10 minutes in length. I encourage you to use PowerPoint, overheads, or some form of media (i.e., chalkboard, posters, etc.).</p>		
7. Final Exam, short answer and essay		25%

TENTATIVE CALENDAR

The professor reserves the right to change the syllabus at any time during the semester. You will be informed of any changes (e.g., readings, films). Students are responsible for keeping track of any changes that occur during the course of the semester.

August 25	SYLLABUS REVIEW & INTRODUCTIONS
August 30 & Sept 1	In-class activity Joel Spring, Public Schooling Reading (handout)
September 6 & September 8 (STVD)	Chapter Two – Liberty & Literacy: Jeffersonian Era STVD – 11:30 a.m. – 12:20 p.m.
September 13 & 15	Chapter Three – Common School Public Education Quiz 1 - September 15
September 20 & 21	Film - Chapter Four – Progressive Era Education Thursday - Field Placement Activity #1 Due

September 27 & 29	Chapter Five – Diversity and Gender in Education Quiz 2 – September 29
October 4 & 6	Film and Mid-Term Review on Tuesday Midterm on Thursday
October 11 & 13	Semester Recess – No Class – Fall Break
October 18 & 20	Chapter Six - African American Education One-Page prospectus due October 18, 2004 Quiz 3 – October 20
October 25 & 27	Film Week – Inherit the Wind 112 minutes over two days followed by Large-Group Discussion
November 1 & 3	Chapter Seven - American Indian Education Field Placement Activity #2 Due
November 8 & 10	American Indian Reading – Handout Film - Quiz 4 – November 10
November 15 & 17	Chapter Nine – Liberty & Literacy Today Research Paper - Due November 17
November 22 & 24	Educational Testing - Presentation Topic Due 11/22/05 Thursday, Thanksgiving 11/24 
November 29 & December 1	Chapter 12 Diversity and Equity Quiz 5 – December 1
December 6 & 8	Presentations 12/6 & 12/8 (if necessary) Thursday – Final Review
December 13 & 15	No Class 12/13 Reading Day No Class – 12/15
Sat, Dec 17	Saturday 10:45 a.m. - 1:15 p.m. - Final Exam

Acknowledgements: Special Thanks to Dr. Guy Senese and Dr. Gretchen McAllister at Northern Arizona University's Center for Excellence in Education for their assistance in the preparation of this course.