

FOUN 7930
Educational Foundations Teaching Seminar
Fall 2015
Auburn University
Course Syllabus

- 1. Course Number:** FOUN 7930, Fall 2015
Course Title: Educational Foundations Teaching Seminar
Credit Hours: 3 semester hours
Restrictions: Permission of the instructor

Professor: Dr. Carey Andrzejewski
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Office Hours: by appointment

- 2. Date Syllabus Prepared:** August, 2015
3. Required Texts:

Adams, M., Blumenfeld, W. J., Castañeda, C., Hackman, H. W., Peters, M. L., & Zúñiga, X. (Eds.) (2013). *Readings for diversity and social justice*. (3rd ed.). New York: Routledge.

Ornstein, A. C., Levine, D. U., Gutek, G. L., & Vocke, D. E. (2014). *Foundations of education*. 12th ed. Belmont, CA: Wadsworth, Cengage Learning.

Note: Supplementary readings, cases, hand-outs and projects may also be assigned throughout the course. Please purchase a 2" binder.

4. Course Description: This course considers the teaching of central concepts in social foundations of education inclusive of: the history of public education in the United States; socio-cultural and individual differences among students; understanding diversity and multiculturalism; and communicating with students with differing cultural backgrounds, abilities, and values.

The primary objective of this course is to provide an apprenticeship through which students will work closely with a professor in the area of Foundations of Education. At course's end students should be prepared to instruct or assist in the teaching of the undergraduate educational foundations course – FOUN 3000. To accomplish this students will be paired with an educational foundations faculty member as a teaching assistant. Through this apprenticeship students will practice each of the requisite activities of curriculum delivery and become more familiar with general topics of educational foundations. Personal reflections and constructive feedback from faculty and peers will support students' growth toward becoming competent instructors.

5. Course Requirements / Evaluation:

Attendance and Participation: Your attendance and participation is expected. Your enrollment in this class is taken by me as an act of good faith in your efforts to become an effective practitioner; if you miss more than four days you will be asked to withdraw from the course.

Courtesy to those who are speaking is expected at all times.

As for your time as a teaching assistant, you are required to spend at least 2 hours per week in your assigned class. Failure to complete the full allotment of hours will result in a failing grade.

Weekly Discussion: You will be expected to meet with the instructor each week before class to discuss the readings / topics for the week. (30%)

Pedagogical Reflections: Over the course of the semester, you will need to reflect not only on the content of the course but on the pedagogies used. These reflections are written and should not exceed two typed pages. They will be assessed on the degree to which they are specific and clear, accurate, integrative, self-focused, and future-focused.

Model Lesson Delivery and Analysis: Your summative assessment for this class will be the development and delivery of a model lesson for students enrolled in FOUN 3000. You will be expected to conduct a formal analysis of this lesson – its successes and weaknesses as well as plans to improve the lesson.

The grading and evaluation procedures will reflect the nature of the seminar topic. Students will be expected to turn in any assignment including the project during Weeks 11-15. The final grade for the course will be based on the following:

5 Pedagogical Reflections @ 8 points each -----40 pts
15 Weekly discussions @ 2 points each week -----30 pts
Model Lesson Analysis and Delivery -----30 pts
Total-----100 pts

The following grading scale will be used:

90-100 pts = A
80-89 pts = B
70-79 pts = C
60-69 pts = D
Below 60 = F

6. Course Content:

WEEKS & THEMES	Readings / Assignments
Week 1 Introduction	Discussion: Diversity of learners and settings: Orientation Service-Learning: Orientation

<p style="text-align: center;">Week 2</p> <p style="text-align: center;">Democratic Education</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Debate Summary – Do Americans need a common identity? (Canvas) • Postman (1995) (Canvas) • Banks (2008) (Canvas) • Chapter 1 in <i>Foundations of Education</i> • Chapters 1, 4, & 130 in <i>Readings for Diversity and Social Justice</i> <p>Debate: Do Americans need a common identity?</p> <p>Discussion: The teaching profession, service learning, goals of public education, the role of public education in a democratic society</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> • Weekly discussion before class.
<p style="text-align: center;">Week 3</p> <p style="text-align: center;">Education and The Individual</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Debate Summary – Should the curriculum be standardized? (Canvas) • Chapter 14 in <i>Foundations of Education</i> • Chapter 16, pp. 507-510 (Systematic Restructuring and Standards-Based Reform & Conclusion: The Challenge for Education) in <i>Foundations of Education</i> • Chapters 6, 24, & 131 in <i>Readings for Diversity and Social Justice</i> <p>Debate: Should the curriculum be standardized?</p> <p>Discussion: Common School Movement: Equality of Educational Opportunity</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> • Weekly discussion before class.
<p style="text-align: center;">Week 4</p> <p style="text-align: center;">Desegregation in Schools</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Debate Summary – Is court-enforced desegregation of schools still necessary? (Canvas) • Chapter 12, pp. 365-374 (Desegregation) in <i>Foundations of Education</i> • Chapters 9, 11, 14 & 21 in <i>Readings for Diversity and Social Justice</i> <p>Debate: Is court-enforced desegregation of schools still necessary?</p> <p>Discussion: Equality of educational opportunity</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> • Weekly discussion before class.
<p style="text-align: center;">Week 5</p> <p style="text-align: center;">Race and Education</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Debate Summary – Can schools close the achievement gap between students from different ethnic and racial backgrounds? (Canvas) • Chapter 11, pp. 340-362 (Race, Ethnicity, and School Success, Reasons for Low Achievement among Low-Status Students, & Do Schools Equalize Opportunity) in <i>Foundations of Education</i>

	<ul style="list-style-type: none"> Chapter 12, pp. 374-380 (Compensatory Education) in <i>Foundations of Education</i> Chapters 8, 16-18, 20, & 33 in <i>Readings for Diversity and Social Justice</i> <p>Debate: Can schools close the achievement gap between students from different ethnic and racial backgrounds?</p> <p>Discussion: Equality of educational opportunity</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> Weekly discussion before class. Must have completed at least 1 pedagogical reflection!
<p>Week 6</p> <p>Religion and Schools</p>	<p>Readings:</p> <ul style="list-style-type: none"> Debate Summary - Should moral education be part of the school curriculum? (Canvas) Chapter 9, pp. 293-300 (Religion and the Schools) in <i>Foundations of Education</i> Chapters 43-45, 49, 56, & 58 in <i>Readings for Diversity and Social Justice</i> <p>Debate: Should moral education be part of the school curriculum?</p> <p>Discussion: The Supreme Court, religion, and school prayer</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> Weekly discussion before class. Must have completed at least 2 pedagogical reflections!
<p>Week 7</p> <p>Sexual Identity and Schools</p>	<p>Readings:</p> <ul style="list-style-type: none"> Debate Summary - Should anti-homophobia/anti-heteronormativity be included in early childhood education? (Canvas) Chapters 61 & 77-85 in <i>Readings for Diversity and Social Justice</i> <p>Debate: Should anti-homophobia/anti-heteronormativity be included in early childhood education?</p> <p>Discussion: Heteronormativity and school curriculum and policy</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> Weekly discussion before class.
<p>Week 8</p> <p>Gender in Schools</p>	<p>Readings:</p> <ul style="list-style-type: none"> Debate Summary - Does the U.S. Department of Education's requirement that educational institutions investigate and punish sexual violence disadvantage men? (Canvas) Chapter 10, pp. 324-328 (Gender Roles and Sex Differences and Outcomes) in <i>Foundations of Education</i> Chapters 34, 36, 60, & 62-76 in <i>Readings for Diversity and Social Justice</i> <p>Debate: Does the U.S. Department of Education's requirement that educational institutions investigate and punish sexual violence disadvantage men?</p> <p>Discussion: Femininity and masculinity in American culture and</p>

	public schools Assignments Due: <ul style="list-style-type: none"> Weekly discussion before class.
Week 9 Safe Schools	Readings: <ul style="list-style-type: none"> Debate Summary –Are zero-tolerance policies the best option for ensuring that schools are safe? (Canvas) Chapter 9, pp. 264-293 (The Court System, Teachers’ Rights and Responsibilities, & Students’ Rights and Responsibilities) in <i>Foundations of Education</i> Chapter 10, pp. 329-332 (Adolescent and Youth Problems) in <i>Foundations of Education</i> Chapter 5 in <i>Readings for Diversity and Social Justice</i> Online School Safety Readings (Directions on Canvas) Debate: Are zero-tolerance policies the best option for ensuring that schools are safe? Discussion: Violence and safety in schools Assignments Due: <ul style="list-style-type: none"> Weekly discussion before class.
Week 10 School Finance	Readings: <ul style="list-style-type: none"> Debate Summary – Can federal initiatives rescue failing schools? (Canvas) Chapters 7 & 8 in <i>Foundations of Education</i> Chapters 25, 26, 37, & 42 in <i>Readings for Diversity and Social Justice</i> Debate: Can federal initiatives rescue failing schools? Discussion: Local control and school finance Assignments Due: <ul style="list-style-type: none"> Weekly discussion before class. Must have completed at least 3 pedagogical reflections!
Week 11 Poverty in Schools	Readings: <ul style="list-style-type: none"> Debate Summary – Do standardized assessments reinforce class privilege? (Canvas) Chapter 11, pp. 335-339 (Social Class and Success in School) in <i>Foundations of Education</i> Chapters 27, 35, 40, & 41 in <i>Readings for Diversity and Social Justice</i> Debate: Do standardized assessments reinforce class privilege? <ul style="list-style-type: none"> Discussion: The nature of poverty
Week 12 Multiculturalism and Multilingualism	Readings: <ul style="list-style-type: none"> Debate Summary – Should English immersion replace bilingual education? (Canvas) Chapter 12, pp. 380-388 (Multicultural Education until Education for Students with Disabilities) in <i>Foundations of Education</i> Chapters 10, 19, 23, 51, & 52 in <i>Readings for Diversity and Social Justice</i>

	Debate: Should English immersion replace bilingual education? Discussion: Multicultural curriculum Assignments Due: <ul style="list-style-type: none"> Weekly discussion before class.
Week 13 Inclusion	Readings: <ul style="list-style-type: none"> Debate Summary – Is full inclusion the best option for children with disabilities? (Canvas) Chapter 12, pp. 388-396 (Multicultural Education from Education for Students with Disabilities until the end of the chapter) in <i>Foundations of Education</i> Chapters 31, 95-99, 103-109, 111, & 113 in <i>Readings for Diversity and Social Justice</i> Debate: Is full inclusion the best option for children with disabilities? Discussion: Needs of children with disabilities Assignments Due: <ul style="list-style-type: none"> Weekly discussion before class.
Week 14 Final	Assignments Due: <ul style="list-style-type: none"> You must have completed at least 5 pedagogical reflections! Model Lesson Delivery and Analysis

7. Class Policy Statements:

A. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

B. Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

C. Make-Up Policy: Arrangement to make up a missed major examination (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the

final exam period begins.

D. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

E. Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).