

FOUN 7930
Educational Foundations Teaching Seminar
Spring 2012
Auburn University
Course Syllabus

- 1. Course Number:** FOUN 7930, Spring 2012
Course Title: Educational Foundations Teaching Seminar
Credit Hours: 3 semester hours
Restrictions: Permission of the instructor

Professor: Dr. Carey Andrzejewski
Office: 4054 Haley Center
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Office Hours: by appointment

- 2. Date Syllabus Prepared:** September 2, 2011
3. Required Texts:

Howard, G. (2006). *We can't teach, what we don't know*. New York: Teachers College Press.
Kaminsky, J. S., King, K. L., & Watts, I. E. (Eds.) (2004). *Diversity of learners and settings*. (2 ed.). Boston: Pearson Custom Publishing.
Ornstein, Levine & Gutek. (2011). *Foundations of Education*. 11th 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
<p>Week 1</p> <p>Introduction</p>	<p>Debate: Sign Up Discussion: Diversity of learners and settings: Orientation</p>
<p>Week 2</p> <p>The Current State of Teaching</p>	<p>Debate: Can public schools produce good citizens? Video: <i>School: The Common School Movement, 1770-1890</i> Discussion: The teaching profession and service learning Readings Due: Required: <ul style="list-style-type: none"> • Debate Summary – Can public schools produce good citizens? (Blackboard) • Ornstein, Levine & Gutek. (2011) Chapter 1 (<i>Foundations of Education</i>) • Kielsmeier, J. C. (2004) A time to serve, a time to learn. (<i>Diversity of Learners and Settings</i>) Assignments Due: <ul style="list-style-type: none"> • Weekly discussion before class. </p>
<p>Week 3</p> <p>Democratic Education</p>	<p>Debate: Do Americans need a common identity? Video: <i>School: The Common School Movement, 1770-1890</i>, cont. Discussion: The goals of public education Readings Due: Required: <ul style="list-style-type: none"> • Debate Summary – Do Americans need a common identity? (Blackboard) • Ornstein, Levine & Gutek. (2011) Chapter 5, pp. 127-148 (<i>Foundations of Education</i>) • Darling-Hammond, L. (2004) The right to learn and the advancement of teaching: Research, policy, and practice for democratic education. (<i>Diversity of Learners and Settings</i>) • Noddings, N. (2004) Renewing democracy in schools. (<i>Diversity of Learners and Settings</i>) • Spring, J. (2004) The ideology and politics of the common school. (<i>Diversity of Learners and Settings</i>) Assignments Due: <ul style="list-style-type: none"> • Weekly discussion before class. </p>
<p>Week 4</p> <p>Education and the Individual</p>	<p>Debate: Should the curriculum be standardized? Video: <i>School: As American as Public School, 1900-1950</i> Discussion: Common School Movement: Equality of Educational Opportunity Readings Due: <ul style="list-style-type: none"> • Debate Summary – Should the curriculum be standardized? (Blackboard) • Deschenes, S. et al. (2004) Mismatch: Historical perspectives on schools and students who don't fit them. </p>

	<p>(<i>Diversity of Learners and Settings</i>)</p> <ul style="list-style-type: none"> • Ornstein, Levine & Gutek. (2011) Chapter 14 (<i>Foundations of Education</i>) • Ornstein, Levine & Gutek. (2011) Chapter 16, pp. 527-531 (<i>Foundations of Education</i>) <p>Assignments Due:</p> <ul style="list-style-type: none"> • Weekly discussion before class.
<p>Week 5</p> <p>Desegregation in Schools</p>	<p>Debate: Do minorities and whites engage in self-segregation?</p> <p>Video: <i>Eyes on the Prize: Fighting Back</i></p> <p>Discussion: Equality of educational opportunity</p> <p>Readings Due:</p> <p>Required:</p> <ul style="list-style-type: none"> • Debate Summary – Do minorities and whites engage in self-segregation? (Blackboard) • Howard, G. (2006) <i>We Can't Teach What We Don't Know</i> pp. 1- 52. • Anderson, J. (2004) The education of blacks in the South, 1860-1935 (<i>Diversity of Learners and Settings</i>) • Darling-Hammond, L. (2004) New standards and old inequalities (<i>Diversity of Learners and Settings</i>) • Pearlstein, D. (2004) Minds stayed on freedom (<i>Diversity of Learners and Settings</i>) <p>Assignments Due:</p> <ul style="list-style-type: none"> • Weekly discussion before class. Must have completed at least <u>1</u> pedagogical reflection!
<p>Week 6</p> <p>Race and Education</p>	<p>Debate: Can schools close the achievement gap between students from different ethnic and racial backgrounds?</p> <p>Video: <i>Eyes on the prize: Fighting back</i>, cont.</p> <p>Discussion: Equality of educational opportunity</p> <p>Readings Due:</p> <ul style="list-style-type: none"> • Debate Summary – Can schools close the achievement gap between students from different ethnic and racial backgrounds? (Blackboard) • Howard, G. (2006). <i>We Can't Teach What We Don't Know</i> pp. 53 - 86. • Ornstein, Levine & Gutek. (2011) Chapter 11, pp. 342-370 (<i>Foundations of Education</i>) • Yamato, G. (2004) Something about the subject makes it hard to name (<i>Diversity of Learners and Settings</i>) • Kozol, J. (1991) Other people's children (<i>Diversity of Learners and Settings</i>) • Sleeter, C. E. (2004) How white teachers construct race (<i>Diversity of Learners and Settings</i>) <p>Assignments Due:</p> <ul style="list-style-type: none"> • Weekly discussion before class. • Must have completed at least <u>2</u> pedagogical reflections!
<p>Week 7</p>	<p>Debate: Should moral education be part of the school curriculum?</p> <p>Video: <i>School Prayer</i></p>

Religion and Schools	<p>Discussion: The Supreme Court, religion, and school prayer</p> <p>Readings Due:</p> <ul style="list-style-type: none"> • Debate Summary - Should moral education be part of the school curriculum? (Blackboard) • Ornstein, Levine & Gutek. (2011) Chapter 9, pp. 292-302 (<i>Foundations of Education</i>) <p>Assignments Due:</p> <ul style="list-style-type: none"> • Weekly discussion before class.
<p>Week 8</p> <p>School Finance</p>	<p>Debate: Can federal initiatives rescue failing schools?</p> <p>Video: <i>Children in America's Schools</i></p> <p>Discussion: Local Control and school finance</p> <p>Readings Due:</p> <ul style="list-style-type: none"> • Debate Summary – Can federal initiatives rescue failing schools? (Blackboard) • Odden & Picus (2004) Introduction and overview of school finance (<i>Diversity of Learners and Settings</i>) • Ornstein, Levine & Gutek. (2011) Chapters 7 & 8 (<i>Foundations of Education</i>) <p>Assignments Due:</p> <ul style="list-style-type: none"> • Weekly discussion before class.
<p>Week 9</p> <p>Poverty</p>	<p>Debate: Do high-stakes assessments improve learning?</p> <p>Video: <i>Children in America's Schools</i>, cont.</p> <p>Discussion: Education and the State and National government</p> <p>Readings Due:</p> <ul style="list-style-type: none"> • Debate Summary – Do high-stakes assessments improve learning? (Blackboard) • Odden, A. (2004) The new school finance (<i>Diversity of Learners and Settings</i>) • Ornstein, Levine & Gutek. (2011) Chapter 11, pp. 338-342 (<i>Foundations of Education</i>) <p>Assignments Due:</p> <ul style="list-style-type: none"> • Weekly discussion before class.
<p>Week 10</p> <p>Multiculturalism and Multilingualism</p>	<p>Debate: Should English immersion replace bilingual education?</p> <p>Video: <i>In the Whiteman's Image</i></p> <p>Discussion: Multicultural curriculum</p> <p>Readings Due:</p> <p>Required:</p> <ul style="list-style-type: none"> • Debate Summary – Should English immersion replace bilingual education? (Blackboard) • Ornstein, Levine & Gutek. (2011) Chapter 12, pp. 388-398 (<i>Foundations of Education</i>) • Garcia, E. (2004) An ecology of family, home, and school (<i>Diversity of Learners and Settings</i>) • Marshall, P. L. (2004) Hispanic/Latino/a American students. (<i>Diversity of Learners and Settings</i>) • McKenna, F. R. (1981) The myth of multiculturalism. (<i>Diversity of Learners and Settings</i>) <p>Assignments Due:</p> <ul style="list-style-type: none"> • Weekly discussion before class.

	<ul style="list-style-type: none"> • Must have completed at least 3 pedagogical reflections!
<p>Week 11</p> <p>Inclusion</p>	<p>Debate: Is full inclusion the best option for children with disabilities?</p> <p>Videos: <i>Educating Peter</i></p> <p>Discussion: Construction of Inclusion</p> <p>Readings Due:</p> <p>Required:</p> <ul style="list-style-type: none"> • Debate Summary – Is full inclusion the best option for children with disabilities? (Blackboard) • Ornstein, Levine & Gutek. (2011) Chapter 12, pp. 398-410 (<i>Foundations of Education</i>) • Shaunessy, E. (2004) State policies regarding gifted education (<i>Diversity of Learners and Settings</i>) • Ferguson, P. (2004) The social construction of mental retardation (<i>Diversity of Learners and Settings</i>) • Sapon-Shevin, M. (2004) Gifted education and the protection of privilege (<i>Diversity of Learners and Settings</i>) <p>Assignments Due:</p> <ul style="list-style-type: none"> • Weekly discussion before class. • Must have completed at least 4 pedagogical reflections!
<p>Week 12</p> <p>Femininity in Schools</p>	<p>Debate: Should schools implement single-gender classes to ensure equal educational opportunities for boys and girls?</p> <p>Video: <i>Killing Us Softly</i></p> <p>Discussion: How have educational systems changed to provide equality of educational opportunity for women?</p> <p>Readings Due:</p> <p>Required:</p> <ul style="list-style-type: none"> • Debate Summary – Should schools implement single-gender classes to ensure equal educational opportunities for boys and girls? (Blackboard) • Ornstein, Levine & Gutek. (2011) Chapter 10, pp. 325-330 (<i>Foundations of Education</i>) • Lucey, H. et al. (2004) Uneasy hybrids: Psychosocial aspects of becoming successful for working-class young women. (<i>Diversity of Learners and Settings</i>) • Martin, J. R. (2004) Reclaiming the ideal of an educated woman. (<i>Diversity of Learners and Settings</i>) <p>Assignments Due:</p> <ul style="list-style-type: none"> • Weekly discussion before class.
<p>Week 13</p> <p>Masculinity in Schools</p>	<p>Debate: Are male teens more aggressive than female teens?</p> <p>Videos: <i>Tough Guise</i></p> <p>Discussion: Violence and safety in schools</p> <p>Readings Due:</p> <ul style="list-style-type: none"> • Debate Summary – Are male teens more aggressive than female teens? (Blackboard) • Ornstein, Levine & Gutek. (2011) Chapter 10, pp. 330-

	<p>377 (<i>Foundations of Education</i>)</p> <ul style="list-style-type: none"> Curtin, D. and Litke, R. (2004) Institutional violence. (<i>Diversity of Learners and Settings</i>) <p>Assignments Due:</p> <ul style="list-style-type: none"> Weekly discussion before class.
<p>Week 14</p> <p>Safe Schools</p>	<p>Debate: Are zero-tolerance policies the best option for ensuring that schools are safe?</p> <p>Videos: <i>Killer at Thurston High</i></p> <p>Discussion: Violence and safety in schools</p> <p>Readings Due:</p> <ul style="list-style-type: none"> Debate Summary –Are zero-tolerance policies the best option for ensuring that schools are safe? (Blackboard) Ornstein, Levine & Gutek. (2011) Chapter 9, pp. 259-292 (<i>Foundations of Education</i>) Newman, K. S. (2004) Explaining rampage school shootings (<i>Diversity of Learners and Settings</i>) Online School Safety Readings (Directions on Blackboard) <p>Assignments Due:</p> <ul style="list-style-type: none"> Weekly discussion before class.
<p>Week 15</p>	<p>Assignments Due:</p> <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).