

FOUN 7930
Educational Foundations Teaching Seminar
Spring 2014
Auburn University
Course Syllabus

- 1. Course Number:** FOUN 7930, Spring 2014
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:** September 2, 2011
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, 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
Week 1 January 13/14 Introduction	Debate: Sign Up Discussion: Diversity of learners and settings: Orientation
Week 2 January 27/28 The purpose of public schooling in a democracy *Last day to withdraw with no grade penalty is 1/29. * Last day for potential tuition refund for dropped classes is 1/29.	Debate: Do Americans need a common identity? Video: <i>School: The Common School Movement, 1770-1890</i> Discussion: The teaching profession, service learning, goals of public education, the role of public education in a democratic society Readings Due: Required: <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>
Week 3 February 3/4 Education and the Individual	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? (Canvas) • Chapter 14 in <i>Foundations of Education</i> • Chapter 16, pp. 527-531 in <i>Foundations of Education</i> • Chapters 6, 24, & 131 in <i>Readings for Diversity and Social Justice</i>
Week 4 February 10/11 Desegregation in Schools	Debate: Do minorities and whites engage in self-segregation? Video: <i>Eyes on the Prize: Fighting Back</i> Discussion: Equality of educational opportunity Readings Due: Required: <ul style="list-style-type: none"> • Debate Summary – Do minorities and whites engage in self-segregation? (Canvas) • Chapters 9, 11, 14 & 21 in <i>Readings for Diversity and Social Justice</i>
Week 5 February 17/18	Debate: Can schools close the achievement gap between students from different ethnic and racial backgrounds? Video: <i>Eyes on the prize: Fighting back, cont.</i> Discussion: Equality of educational opportunity

Race and Education	Readings Due: <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. 342-370 in <i>Foundations of Education</i> • Chapters 8, 16-18, 20, & 33 in <i>Readings for Diversity and Social Justice</i>
Week 6 February 24/25 Religion and Schools *Last day to withdraw with no grade penalty is 2/27.	Debate: Should moral education be part of the school curriculum? Video: <i>School Prayer</i> Discussion: The Supreme Court, religion, and school prayer Readings Due: <ul style="list-style-type: none"> • Debate Summary - Should moral education be part of the school curriculum? (Canvas) • Chapter 9, pp. 292-302 in <i>Foundations of Education</i> • Chapters 43-45, 49, 56, & 58 in <i>Readings for Diversity and Social Justice</i>
Week 7 March 3/4 School Finance	Debate: Can federal initiatives rescue failing schools? Video: <i>Children in America's Schools</i> Discussion: Local control and school finance Readings Due: <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>
Week 8 March 17/18 Poverty	Debate: Do high-stakes assessments improve learning? Video: <i>Children in America's Schools</i> , cont. Discussion: The nature of poverty Readings Due: <ul style="list-style-type: none"> • Debate Summary – Do high-stakes assessments improve learning? (Canvas) • Chapter 11, pp. 338-342 in <i>Foundations of Education</i> • Chapters 27, 35, 40, & 41 in <i>Readings for Diversity and Social Justice</i>
Week 9 March 24/25 Multiculturalism and Multilingualism	Debate: Should English immersion replace bilingual education? Video: <i>In the Whiteman's Image</i> Discussion: Multicultural curriculum Readings Due: Required: <ul style="list-style-type: none"> • Debate Summary – Should English immersion replace bilingual education? (Canvas) • Chapter 12, pp. 388-398 in <i>Foundations of Education</i> • Chapters 10, 19, 23, 51, & 52 in <i>Readings for Diversity and Social Justice</i>

<p>Week 10 March 31/April 1</p> <p>Inclusion</p>	<p>Debate: Is full inclusion the best option for children with disabilities? Videos: <i>Educating Peter</i> Discussion: Needs of children with disabilities Readings Due: Required:</p> <ul style="list-style-type: none"> • Debate Summary – Is full inclusion the best option for children with disabilities? (Canvas) • Chapter 12, pp. 398-410 in <i>Foundations of Education</i> • Chapters 31, 95-99, 103-109, 111, & 113 in <i>Readings for Diversity and Social Justice</i>
<p>Week 11 April 7/8</p> <p>Sexual Identity and Schools</p> <p>Week 11, cont.</p>	<p>Model lesson delivery</p> <p>Debate: TBA Video: TBA Discussion: TBA Readings Due: Required:</p> <ul style="list-style-type: none"> • Debate Summary – TBA (Canvas) • Chapters 61 & 77-85 in <i>Readings for Diversity and Social Justice</i>
<p>Week 12 April 14/15</p> <p>Gender in Schools</p>	<p>Debates:</p> <ul style="list-style-type: none"> • TBA <p>Videos: <i>Killing Us Softly</i> and <i>Tough Guise</i> Discussion: Femininity and masculinity in American culture and public schools Readings Due:</p> <ul style="list-style-type: none"> • Debate Summary – TBA (Canvas) • Chapter 10, pp. 325-334 in <i>Foundations of Education</i> • Chapters 34, 36, 60, & 62-76 in <i>Readings for Diversity and Social Justice</i>
<p>Week 13 April 21/22</p> <p>Safe Schools</p>	<p>Debates:</p> <ul style="list-style-type: none"> • Are zero-tolerance policies the best option for ensuring that schools are safe? <p>Videos: <i>Killer at Thurston High</i> Discussion: Violence and safety in schools Readings Due:</p> <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. 259-292 in <i>Foundations of Education</i> • Chapter 5 in <i>Readings for Diversity and Social Justice</i> • Online School Safety Readings (Directions on Canvas)
<p>Week 14 April 28/29</p>	<p>MODEL LESSON ANALYSIS DUE!!!</p>

7. Class Policy Statements:

A. Participation: Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.

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 this 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 Student Policy eHandbook for more information on excused absences (http://www.auburn.edu/student_info/student_policies/).

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).

F. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

G. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality