

AUGSBURG COLLEGE
EDC 480/580R: School and Society
Spring Trimester 2008

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Telephone: 507.289 2502 **Credits:** 1.0

Prerequisites: Admission to the Education Department; end of education coursework.

Course Description: This course will help prepare students for the world of teaching by examining the evolving relationships between schools and society. We will examine educational philosophies and worldwide shifts in educational theories that affect the lives of teachers and students in the classroom. An examination of the critical issues and trends in education will serve as a basis of discussion and practical application of theory to the classroom. As the final course before student teaching, this course will provide an opportunity for educator/guest speakers from many aspects of teaching to address your concerns.

Education Department Mission Statement: The Augsburg College Education Department commits itself to developing future educational leaders who foster student learning and well-being by being knowledgeable in content, being competent in pedagogy, being ethical in practice, building relationships, embracing diversity, reflecting critically, and collaborating effectively.

Mission Themes (MT) emphasized in this course: Teacher as developing leader, being knowledgeable in content, being competent in pedagogy, building relationships, embracing diversity, reflecting critically.

Applicable Standards of Effective Practice:

Standard 3 – Diverse Learners: A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

Standard 5 – Learning Environments: A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self- motivation.

Standard 6 – Communication: A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 8 – Assessment: A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.

Standard 9 – Reflection and Professional Development: A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and actively seeks out opportunities for professional growth.

Standard 10 – Collaboration, Ethics, and Relationships: A teacher must be able to

communicate and interact with parents/guardians, families, school colleagues, and the community to support student learning and well-being.

Course Objectives: Students in this course will:

(Course objectives are aligned with MN Standards of Effective Practice)

1. Develop a critical awareness of current events in education. (5: B; 9:A,G ; 10: A)
2. Develop an awareness of current paradigms and educational theories. (9: I, K, L)
3. Examine and analyze social, political, and philosophical forces shaping American education. (10:A)
4. Develop strategies of communication that foster respect for the pluralistic, multicultural nature of schools. (3:A, D, F, Q; 6: B)
5. Gain knowledge of varying educational philosophies and recognize/identify their own philosophies. (9: A, I; 10:A)
6. Access information resources to conduct research and acquire tools/techniques of “best practices” in education. (9: D, G, ,I)
7. Demonstrate competence in writing for multiple audiences. (6: H, K)
8. Develop a portfolio and resume for future employment. (3 ,5 ,6 ,8 ,9 ,10)
9. Understand and practice the role of reflection, self-directed learning, self-assessment in the life long learning of teachers.(9: E, D, F, G, I, J, K, L)
10. Understand and practice the role of teachers, as learners, in Professional Learning Communities.(9: B, D, E, F, G, I, J; 10: G, H)

Technology Requirements:

- Use of the Internet to access resources for research (governmental and educational websites).
- Develop an electronic portfolio and burn onto a CD.
- Regular access to the Moodle course website and e- mail.
- All required papers, etc., must be word processed.

Required Reading:

Current Issues and Trends in Education Aldridge, Jerry & Renitta Goldman (2007)
Lessons for New Teachers Perrone, Vito (2000)
The Schools Our Children Deserve Kohn, Alfie (2000)

Students will also participate in Professional Learning Communities. The PLCs will select #1 or #2 (below) to read and discuss within their PLCs; the PLC members will then give a presentation about their selections to the class.

1. Essential Conversation: Lawrence-Lightfoot Sara (2003)

-What Parents and Teachers Can Learn from Each Other

2 Why Are All the Black Kids Sitting Together in the Cafeteria? Tatum, Beverly D. (1997)

Other Suggested Reading:

The Shame of the Nation: Kozol, Jonathon (2005)

- The Restoration of Apartheid Schooling in America

A Framework for Understanding Poverty Payne, Ruby (2001)

Schools That Learn: Senge, Peter (2000)

- A Fifth Discipline Field Book for Educators, Parents, and Everyone Who Cares About Education

The World is Flat Friedman, Tom (2005)

Teacher Man McCourt, Frank (2005)

Nickel and Dimed Ehrenreich, Barbara (2002)

The Courage to Teach Parker, Palmer (1998)
The Quality School Glasser, William (1998)
Other People's Children Delpit, Lisa (1995)

Other Reading Material

Education Week education newspaper

No Child Left Behind literature and political discussions from various sources including the Internet

Websites:(these are only a few of many resources accessible through the internet):

Guide to U.S. Department of Education programs and resources

AFT Publications – American Education

Education Publications – U.S. Department of Education

eSchools Online

NEA

No Child Left Behind (and resources)

Minnesota Department of Education

Regional Educational Laboratories – cross reference site (SEDL, NWREL)

Bill Gates Foundation website

Ed.gov

Field Experience Requirement: No field experience is required for this course.

Assessment summary:

Assessment Tool Activities/Documents Program Standards

Class attendance/ participation Group discussions & presentations, 3, 5, 6, 9, 10

reading assignments, response papers

Educational Philosophy and Practice Paper 3, 5, 6, 9, 10

Professional Learning Communities PLC book discussions & presentation to class 3, 5, 6, 9, 10

Portfolio Examples of demonstrated learning 3, 5, 6, 8, 9, 10

Opinion Papers/reactions to assigned readings, class discussions,

Questions for guest presentations, and web searches. 3, 5, 6, 8, 9, 10

Course Requirements- Assessment-Assignment Descriptions

Attendance/Participation: This course requires active class participation by all students.

Participation in class might include completing a response sheet to a reading, sharing your opinion paper, taking part in a classroom or interview role play. These will not be “seat time points.” If an absence is necessary, please see the teacher in advance to make arrangements for an alternative assignment. Unexcused absences will lose the participation points.

Fifty points per class: total points (7 sessions x 50 points) = 350 points.

Educational Philosophy and Practice Paper: During your teacher preparation you have been exposed to many theories of education. To help you integrate those theories into your own personal education philosophy that you can apply to your classroom, you will write a paper that reflects on the theory of learning you find that best reflects your educational beliefs and how you expect to apply those teachings to your classroom. For this paper you will draw on philosophies you have studied and should refer to those in your paper. Thus the paper will be a personal response to research-based ideas. Please cite the sources of your information in your paper.

You will no doubt change your philosophy as the educational system and you evolve, but this will serve as a good beginning point for your journey as a teacher. This summative assignment, if well done, could serve as central focus piece for your portfolio. It should display the clarity and professionalism that would serve you well in an interview process. This paper will be evaluated on its completeness, clarity, thoughtfulness, organization, and depth of understanding. The paper must be mechanically and grammatically correct, spell checked, and word processed. **The font size should be 12 point and Times New Roman print style. Approximate length 8-10 pages.** Please make use of the Writing Lab at any point. You may use APA Style (standard professional format for educators). You can find instructions in reference section of the library or online at several sites. (dianahacker.com/pocket)

200 points possible (MT: Teacher as developing leader, reflecting critically, embracing diversity)

Opinion Papers: You will be given three controversial topics regarding current issues in education. You will research the topic and present your view in a short paper with documentation of your sources. Papers should be work processed. You will present and defend your viewpoint in a class discussion on the topic.

- **Website visits:** Use websites related to education (some listed above) and identify those used in your paper both parenthetically and in a Works Cited. Purpose: to develop personal list of resources on the net.

100 points for each paper: 300 points possible (MT: Reflecting critically)

Professional Learning Community: Teachers are taking more leadership for their own staff development and training in today's schools. Participating in this course's PLCs will provide opportunities for you to take a leadership role in your own on-going education, to think critically, to effectively communicate information to other class members, and to be more prepared to participate in a PLC when you are employed.

200 points possible (MT: teacher as developing leader, reflecting critically, professional development, embracing diversity)

Portfolio: This class incorporates as purposes - or goals - several standards and sub standards of effective practice for beginning teachers. These are the standards you must achieve to be licensed in Minnesota. Please review the course objectives (p. 2 of the syllabus) and **identify three** where you have experienced significant learning during this term. In your portfolio, for each purpose, include (no more than two pages for each purpose):

- **Identify Standard:**

- Summary of what you learned related to the standard (refer to reading assignments, guest speakers, etc.)

- Why is this important for you to know as a new teacher?

- **One of the three items** must address the Federal "No Child Left Behind" mandate. Your response can be up to three pages long for NCLB.

- How has NCLB affected the way schools so business, teaching practices, teaching and workplace conditions

- How could NCLB apply to you personally?

This portfolio is a culmination of your work at Augsburg and will serve as a basis for developing a portfolio for licensure and for your job search. You will receive more information about the portfolio requirements when the class begins.

200 points possible (MT: Teacher as developing leader, building relationships, embracing diversity, reflecting critically)

Grading Procedure:

As a community of learners, we will all be engaged in the process of learning and teaching in the classroom. A point value will be assigned to all assignments and attendance to assist you in tracking your progress.

Your grade will be determined on a percentage of possible points. Those students who earn 95% or more will receive a 4.0 for the course. Similarly: 90-94% = 3.5; 85-89% = 3.0; 80-84% = 2.5; 75-79%= 2.0; 70-74%= 1.5; 65-69%=1.0 60-64% - .5; 0-59%= 0.0. Rubrics and score sheets will be used for assessment. Whenever possible and appropriate, evaluation criteria will be shared before work is due. You will also self-evaluate.

Total possible points for the course: 1250

Policies:

Attendance/Participation: This course requires the active participation of all class members. Attendance at each class for the entire trimester is expected. Avoidable absences cannot be made up and will not receive attendance points. Fifty points per class – attendance and full participation; twenty points – late and/or unprepared.

Academic Honesty: The Augsburg College honesty policy applies to this course. Special attention should be paid to the section on plagiarism when working on research paper projects.

Late Work: Points will be deducted for late work. It is always better to hand in work than not, but expect that tardiness will have an impact on your grade.

Special Needs: Students diagnosed with learning disabilities or physical handicaps may have legal rights to course modifications. Let me know so I can assist you with your course progress. All students have the right to use the College Counseling and Tutoring Services as well as to receive assistance from the Writing Lab.

Technology Expectations: As an education department, we expect these entry-level technology skills from our pre-service teachers:

- Read and answer e- mail regularly and in a timely fashion, using your Augsburg College e- mail address.
- When required, attach documents to e-mail.
- Make active use of online course resources (e.g., Moodle).
- Access and use online file space (e.g., AugNet/Netware space).
- Use word processing for assignments. Require that they be done in Microsoft Word and that they are run through Spell Check.
- Have the ability to access and navigate the Internet.

EDC 480/580 Course Schedule, Topics, and Assignments

Date:	Topics:	Assignments:
April 3	Intersection of Schools and society. Getting acquainted; reviewing requirements	The Schools Our Children Deserve, Part 2, For the Love of Learning. 1-2 page opinion paper: Old School/Reform School
April 17	What makes a good school great? Test scores? Awards? Rigor? Relevance? Relationship? Politics in Education	1 st opinion paper due to be shared in class Current Issues and Trends, Part III

May 1	Are We Behind? Planning today for schools of tomorrow: Technology and beyond	2 nd Opinion Paper due to be shared with class Questions for parent panel Essential Conversations
May 15	Parent Paradox: working with guardians, community, and colleagues	PLC Group 1 Philosophy Paper 1 st Draft due Current Issues and Trends, Part IV
May 31	Accommodating to differences in individuals and in families. Opportunity Gaps	PLC Group 2 Read: Lessons for New Teachers, Ch. 7-10 Response sheet Questions for interviewers
June 12	What makes a good teacher great? Motivation, credentials, interviewing, mentors, staff development, professional organizations	Mock interviews Final Philosophy paper and Portfolio due
June 21	The Psychology of Success.	3 rd Opinion paper due Success survey and response

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School and Society Graduate Components

Assignment for graduate students: Select one of the following graduate credit option ideas upon which to write. Additional options may be considered. Consult with your teacher.

Write a five to ten page paper on one of the following. Use the required and/or suggested books listed as references.

- Many of the required and suggested books for this course focus on the changing demographics and diversity in American schools. Explain why you think the instructor felt it necessary to include those books in this class. What benefit did you (or did not) gain by this reading material? Explain how what you have read will (or will not) have an affect on how you teach, interact with students, parents, and colleagues, and how you view yourself as a teacher. Cite specific examples from the books that will substantiate your point-of-view. What book affected/impressed you the most? Why?
- If you could be “the education czar,” how would you restructure the financing of American schools? Describe the kinds of services that you would include and/or expand in public schools (children’s health coverage, early childhood education, gifted programs, before and after school programs, etc.). Explain why you would include/expand these services. Kozol’s Shame of the Nation and Friedman’s The World Is Flat should be used as resources for your restructuring plan.
- On the January 13, 2006, ABC’s 20/20 broadcasted the program, “Stupid in America,” an indictment against American public schools. John Stossel was the lead investigative reporter. Google “Stupid in America” for a summary of the program and Stossel’s report. There are also links to other websites, including the Kevin Chavous’ website. Chavous is a powerful critic of public schools and was interviewed on this program. He supports the charter school movement and

advocates for more charter schools. What are your thoughts about the contents of this program and about the other websites that have made dramatic indictments against public education? How does this fit with Kozal's Shame of the Nation? Is American public education at a crossroads? What do you think needs to be done?