

EDC 480/580--School and Society

Friday evenings 6:00 to 9:30 P.M., in Old Main 16

1.0 course, WEC--Winter Trimester 2004

Instructor: Joseph A. Erickson, Ph.D.

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Course web site: <http://augnet.augsburg.edu/> --> then click on Blackboard link

Office hours: Mondays 3:30-4:30 P.M. and WEC Fridays: 2:30-4:30 P.M. Call (612) 330-1130 to make an appointment.

Augsburg College 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 their fields, being capable in pedagogy, being ethical in practice, nurturing self-worth, embracing diversity, thinking reflectively, and collaborating effectively.

Course Objectives and Orientation: This course will examine social and philosophical forces impacting schools in modern American society. Students in this course will develop and exhibit:

<u>Knowledge of:</u> <u>related to:</u>	<u>Skills in:</u>	<u>Professional attitudes</u>
philosophies of education reflection/examination	applying theory to solve practical problems	critical self- appreciating diverse learning styles
relevant history of American students education	analyzing social and philosophical forces	establishing a belief that all can learn
current issues impacting public schools	shaping American education developing partnerships with parents	developing a foundation for leadership
future trends in American education		
standards of professional conduct		

In-class instructional methods will include: Lecture, discussion, demonstrations, simulations, student-led activities, cooperative activities, and media showings. Each

activity is crafted with an appreciation for diverse learning styles based on temperament, gender, and cultural/ethnic differences.

EDC 480/580 Course Objectives and Assignments Aligned with Minnesota Standards of Effective Practice

Required Texts:

*Glasser, W. (1992). *The quality school*. New York: Perennial Library.

*Kohn, A. (1999). *The schools our children deserve: Moving beyond traditional classrooms and "tougher standards."* Boston: Houghton Mifflin Co.

*Quinn, D. (1998). *My Ishmael*. New York: Bantam Books.

*Additional reserve readings are required. These are on reserve in the library (see listing below).

Attendance Policy: Most of the class demonstration sessions and films cannot be made up, it is strongly recommended you attend all class meetings to insure you don't miss any important material. If you must miss a class meeting, please speak with the instructor ahead of time. Students may, with the permission of the instructor, make-up unavoidable absences (e.g., illness or family emergency) by engaging in equivalent learning activities which they must document for the instructor. Other avoidable absences may not be made-up.

Honesty Policy: The Augsburg College policy on academic honesty applies to this course. You will be required to acknowledge your compliance with this policy. Compliance procedures will be discussed further in class.

Grading Procedure: There are several components to your grade for this course. They include:

1. **Course Readings:** You have a choice regarding how you will document your learning from Glasser's *The Quality School*, Kohn's *The Schools Our Children Deserve*, and Quinn's *My Ishmael*. You can either (a) prepare edited notes based on what you learn during your reading of the item(s), or (b) participate in a take-home essay examination.

a. **Essay/Learning Notes:** This involves either preparing typed and edited notes reviewing the concepts and skills covered in the course reading(s) or writing a brief essay about the item(s) read. The notes or essay should be written in such a way as to highlight your careful understanding, reflection, analysis, and evaluation of the concepts discussed in the texts, not simply copying what the book says. As with any written assignment, the notes or essay should display college-level writing skills (full sentences, good grammar, etc.). The notes or essay will be due at the beginning of class on the dates indicated below in the course schedule. Or...

b. Essay Exam: Essay examinations covering all of the major concepts from 1) Glasser (10 points), and 2) Quinn and Kohn (20 points), will be administered. The exams are due at the beginning of class on the dates indicated in the course schedule. In either case, you will be able to earn up to 30 points for these activities.

2. **Learning Portfolio:** A summative Learning Portfolio, rehearsing what you have learned in the Augsburg Education Licensure Program, will be developed in this course (this will be discussed further in class). The Learning Portfolio is worth up to 30 points,

3. **Educational Philosophy Paper:** An 8-10 page documented statement of your educational philosophy and practice, worth 30 points, and

4. **Task Management and Participation:** If you successfully demonstrate professional-level task management and participate in all class meetings in an informed and enthusiastic manner, you will receive up to ten points, otherwise fewer or no points. (Class participation points can be earned only when a student attends class regularly.) Students may, with the permission of the instructor, make-up unavoidable absences (e.g., illness or family emergency) by engaging in equivalent learning activities which the student must design and document for the instructor. Other avoidable absences may not be made-up.

5. **Graduate-level Assignment:** The following book chapters/selections are available on reserve at the Lindell Library. These book chapters/selections are required reading for the graduate-level course. They are graded as part of the course readings (see above) and are due at the last class meeting (see schedule below).

*Callahan, R. *Education and the Cult of Efficiency*, pp. vii-18, 126-147;

*Jordan, W. *Crossfire Education*, pp. 3-109; and

*Postman, N. *The End of Education*, pp. 3-87

After reading these three selections, write a 4-5 page essay/response to the following questions. Please cite and refer to the authors' ideas in your response.

What is the "factory model" of schools and how does this over-riding metaphor/mythology shape our thinking about American schools? Why is the metaphor we choose important? What alternatives do these authors suggest are available for shaping our basic metaphor for schools and schooling?

Those students who earn 95 points or more on the exam and other assignments will receive a 4.0 for the course. Similarly: 90-94 pts. = 3.5, 85-89 = 3.0, 80-84 = 2.5, 75-79 = 2.0, 70-74 = 1.5, 65-69 = 1.0, 60-64 = 0.5, & 0-59 = 0.0.

About Your Statement of Educational Philosophy and Practice: In order to assist you in critically analyzing and applying the different theories of education to which you have been exposed during your teacher preparation, you will write a statement of your educational philosophy. This paper will be an integration and explanation of your educational philosophy and its implications on your teaching practice. You should not need to invent your own theory of education. This paper should focus on a tight integration of a traditional Western educational philosophy (i.e., progressivism, existentialism, perennialism, and essentialism) and your personal application of this theory in your classroom.

An alternate paper might develop the rationale for a new school. This new school proposal needs to be thoroughly grounded in a philosophical perspective and explained in great detail. The school proposal should include: the school's mission statement or vision, curriculum overview, approach to student motivation, approaches to parent and community involvement, approach to assessment and evaluation, and a plan for professional educator development. The plan should also include an annotated budget.

Whichever paper you write, it should be approached as a summative critical integration of your teacher preparation program. This paper (if done well) could be the centerpiece of your teaching portfolio. It should display the professionalism and clarity you would like to project in a job interview.

Your theories of education will undoubtedly change as you become more experienced, but this experience will force you to make some choices and take a stand. Your continued investigation of education will be enhanced by this road map.

This paper will be 8-10 pages in length, typed, double-spaced, and conform to **American Psychological Association (APA) style**. (APA is the standard professional format for educators. The APA Publication Manual is available in the reference section of the library.) The paper must conform to APA format for bibliographic research, inclusive language, documentation and professional style.

Portions or drafts of the paper will be handed-in several times during the term to provide opportunities for feedback at the pre-writing, drafting, revising and editing stages of the writing process. It will be graded in two parts. First your paper will be assessed with regards to its completeness and the clarity of the ideas presented (20 points). Then the paper will be evaluated with regards to its style (correct English usage, thematic focus, APA style, etc., 10 points). Overall, the paper is worth 30 points. Because this class fulfills a writing graduation skills requirement, it is required that you pass the writing assignment in order to pass this course (whether or not you are completing your bachelor's degree at Augsburg College).

Several documents which discuss how to develop your paper will be distributed in class and are available at [this website](#). Several in-class activities will also assist you in identifying and developing your educational philosophy.

Late Work Policy: Course assignments handed-in on time may be re-done for additional credit if they are deficient in some way. On time means the assignment is handed-in at the beginning of the class meeting indicated on the course calendar--not later that day. Late assignments cannot be re-done for extra credit.

Other Student Rights: Students with diagnosed learning disabilities or physical handicaps may have legal rights to course modifications. Please identify yourself to the instructor so that he may assist you in reaching your learning goals. All students have the right to use the Augsburg College Counseling Center and Student Development staff services, as well as to receive tutoring assistance from the Writing Lab.

Pre-Course Schedule (this schedule may change due to media availability and other considerations):

<u>Date</u>	<u>Topic(s)</u>	<u>Reading Assignment (due by class time)</u>
9 Jan.	What Makes Excellent Schools?	
23 Jan.	The Role of Students	Glasser, pp. 1-88
6 Feb.	The Role of Teachers (1st Exam or Notes Due) <i>Minnesota Standards of Professional Conduct case study activity</i>	Glasser, pp. 89-167
13 Feb.	The Role of Parents <i>Philosophy paper outline and early bibliography due</i>	Quinn, pp. 1-145
27 Feb.	The Role of the Community: Asset Building and K-12 Education	Quinn, pp. 146-288
12 Mar.	Testing...Testing...Testing <i>Educational philosophy paper first draft due</i>	Kohn, Forward and Pt. 1 (through pp. 113)
26 Mar.	The Factory Model of Schools: Implications for School Change <i>Educational philosophy paper final draft due</i>	Kohn, Part 2 and Appendix A & B (pp. 115-237)
2 Apr.	Future Trends: What's in Store? (2nd Exam or Notes Due) <i>Learning Portfolio due</i> <i>Graduate-level Assignment due</i>	

N.B.: The order and topics may change due to class needs and media availabilities. Your reading and writing assignments are due at the beginning of class on the date assigned. All assignments not previously handed-in are due no later than 4:00 P.M. on Tuesday, 8 April 2003. Any variance from this schedule must be pre-arranged with the instructor.

Reserve Items: (Available at the Reserve Desk, Augsburg Library)

The following book chapters and other resources are available on reserve at the Lindell Library. These book chapters are required reading for the graduate-level course. The other items may be useful as you prepare your philosophy paper and/or portfolio.

*Callahan, pp. vii-18, 126-147; Jordan pp. 3-109; and Postman, pp. 3-87)

*Also on reserve: Educational Philosophy Paper Resources (example papers, outlines, source texts, and other resources)

**"Quality is never an accident; it is always the result of high intention,
sincere effort, intelligent direction and skillful execution."**

Will A. Foster, author