

Investigating Critical and Contemporary Issues in Education (2110)

Semester Hours	3
Semester/Year	Fall 2015 (Aug 24-Oct 14)
Time/Location	Fully Online
Instructor	Dr. Francis Stonier
Office Location	Education Annex #122
Office Hours	Tuesday 10-2pm Wednesday 10-4pm
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Online Support	CourseDen Home Page https://westga.view.usg.edu/ CourseDen Help & Troubleshooting http://www.westga.edu/~distance/webct1/help UWG Distance Learning http://distance.westga.edu/ UWG On-Line Connection http://www.westga.edu/~online/ Distance Learning Library Services http://westga.edu/~library/depts/offcampus/ Ingram Library Services http://westga.edu/~library/info/library.shtml University Bookstore http://www.bookstore.westga.edu/

COURSE DESCRIPTION

Prerequisite: Cumulative GPA of at least 2.5

This course engages students in observations, interactions, and analyses of critical and contemporary educational issues. Students will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States. Students will actively examine the teaching profession from multiple vantage points both within and outside the school. Against this backdrop, students will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy. A field component (totaling 10 hours) is required.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Preparing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities.

The vision, mission, and conceptual framework of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (insert applicable professional associations that guide your program, e.g. ASHA, PSC) are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

This online course will include: video instruction, a course text, field experience, online discussion/reflection (opportunities for student selection), video assignments, a diversity project where students can select the format as written or Prezi, an assignment using a Glog, and written assignments.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<u>Activity</u>	<u>Instructional Equivalent</u>
Discussion posts	1200 minutes
Audio/video instruction	350 minutes
Online assignments	700 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

COURSE OBJECTIVES

Students will:

- investigate and describe contemporary schools and the interplay of school and society via selected social, historical, political, economic, philosophical, and cultural issues that influence those schools (Goodlad, 2004; Sadker, Sadker & Zittleman, 2008; Shapiro, 2006; Spring, 2005); *Decision*

Makers, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Reflective; INTASC 2, 3, 10)

2. discover, explore, and describe current issues and trends in schools (e.g., bullying, curriculum mandates, vouchers, privatization, testing and evaluation, federal and state policy, reform initiatives, standards, and changes in curriculum) using disciplinary and interdisciplinary fields and the lenses of analysis, critique, and interpretation (Freire, 2000; King Jr, 1990; Kohn, 2000; Sadker, Sadker & Zittleman, 2008; Shapiro, 2006; Spring, 2005); (*Decision Makers, Culturally Sensitive, Empathetic, Knowledgeable, Reflective; INTASC 2, 3, 10*)

3. analyze their legal, ethical, and professional responsibilities as future teachers (Hooks, 1994; Noddings, 1994; Sadker, Sadker & Zittleman, 2008; *The code of ethics for educators*, 2005); EDUC 2011-03 Summer Semester (*Decision Makers, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; INTASC 2, 3, 10*)

4. explore their core values and reflect on how their values influence their beliefs about “good” teaching and schooling in democratic contexts (Palmer, 1998; Sadker, Sadker & Zittleman, 2008); (*Decision Makers, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Reflective; INTASC 2, 3, 10*)

5. develop and refine a philosophy of teaching for contemporary schools by exploring who they are as a potential teacher (e.g., examining their own agendas and prejudices as they relate teaching and learning) and what dispositions they have for teaching diverse students in current Georgia and U.S. school contexts (Glazer, 1997; Greene, 1973; Palmer, 1998; Sadker, Sadker & Zittleman, 2008); (*Decision Makers, Culturally Sensitive, Empathetic, Knowledgeable, Reflective; INTASC 2, 3, 10*)

6. analyze the implications, benefits, and challenges concerning the use of technology in contemporary Georgia and U.S. classrooms (Noll, 2004; Sadker, Sadker & Zittleman, 2008; Stoll, 2000). (*Decision Makers, Adaptive, Knowledgeable, Reflective; INTASC 2, 3, 10*)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s) Sadker, D. M. & Zittleman, K. R. (2016) 4th edition. *Teachers, schools, and society: A brief introduction to education*. New York: McGraw-Hill. ISBN: 978-0-07-777362-5

References:

- Alexie, S. (2005). *Reservation blues*. New York: Grove Press.
- Davis, S and Jenkins, G. et al. (2003) *The pact*. NY: Riverhead Trade.
- deMarrais, K. (2006). *The way schools work*. Boston: Allyn & Bacon.
- Finn, C. (1993). *We must take charge*. New York: Free Press.
- Freire, P. (2000). *Pedagogy of the oppressed*. New York: Continuum International Publishing Group.
- Gabbard, D. (2003). *Education as enforcement*. New York: Routledge Falmer.
- Glazer, S. (1997). *The heart of learning*. New York: Penguin Putnam Inc.

- Goodlad, J. (2004). *A place called school*. New York: McGraw-Hill.
- Greene, M. (1973). *Teacher as stranger*. Belmont, California: Wadsworth.
- Jelloun, T. B. (2006). *Racism explained to my daughter*. New York: New Press.
- King Jr, M. L. (1990). *A testament of hope*. New York: Harper-Collins.
- Kohn, A. (2000). *The case against standardized testing*. Portsmouth, New Hampshire: Heinemann.
- Kozol, J. (1992). *Savage inequalities: Teaching tolerance project, starting small*. New York: Harper Perennial.
- Martin, D. and Loomis, K. (2006). *Building teachers*. Belmont, California: Wadsworth.
- Meier, D. (1994). *Many children left behind*. Boston: Beacon Press.
- Newman, J. (2006). *America's teachers. (5th ed.)* Boston: Pearson.
- Noddings, N. (1994). *Educating moral people*. New York: Teachers College Press.
- Noll, J. W. (2004). *Taking sides: Clashing views on controversial educational issues*. Columbus, Ohio: McGraw-Hill/Dushkin.
- Paley, V. (2000). *White teacher*. Cambridge, Massachusetts: Harvard University Press.
- Palmer, P. (1998). *The courage to teach*. San Francisco: Jossey-Bass.
- Payne, R. (2005). *Framework for understanding poverty*. Highlands, TX: Aha Process.
- Ravitch, D. (2001). *Left back*. New York: Simon & Schuster.
- Sadker, D.M., Sadker, M. P. & Zittleman, K. R. (2008). *Teachers, schools, and society*. New York: McGraw-Hill.
- Shapiro, S. (2006). *Losing heart: The moral and spiritual miseducation of America's children*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Spring, J. (2005). *American education*. New York: McGraw-Hill.
- Spring, J. (2006). *Deculturalization and the struggle for equality*. New York: McGraw-Hill.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Reflective Writing: There are a number of assignments in this course that involve reflective writing.

Major Assignments

Introduction of Self: As seen in the orientation module (details in #7) you will create a video introducing yourself to the class and updating your Course Den roster information. You will also be responding to at least 5 of your classmate's videos.

Total Points: 80 - Video Intro

Selecting Field Placement and Hot Topics: You will need to select a field placement (see guidelines in Course Den) you will post your selection on the discussion thread and have it approved by me. You will select a hot topic in education for which you will develop a Glog.

Total Points: 20 (10 for each)

Philosophy Paper: Through the readings, class discussions, and other course activities as well as from your own background, you will develop a formal statement of your own educational philosophy. The first one is worth 100 points. The second one is worth 50 points.

Total Points: 100 (Course Objective 5)

Diverse Learners Project: You will be creating a diversity essay or Prezi presentation that explains the diversity in your life. You will report on the diversity you encounter in 5 different areas of your life: school experiences (K-12 and college), your field placement, your own family, your work place, and your social circles.

Total Points: 150 (Course Objectives 1, 3, 5)

Current Education “Hot Topics” Glogster: Through researching the topic chosen you are expected to create a glog. Using the website <http://edu.glogster.com/> create an interactive poster sharing current information about an educational issue.

Total Points: 100 (Course Objectives 1-6)

Field Experience Log and Reflection: There are a required ten (10) hours of field work assignment and related documents. As this is one of the key reflective writing pieces you will describe your observation experience including the setting, what is going on and how you felt. Second, critically reflect on the experience. How was this experience relevant and informative about issues covered in this course? What lessons have you learned about yourself as an educator? Lastly, looking ahead, how might this observation experience inform you about your future practice in the field of education? Be sure to use academic language that we have used in this course as you link your observation to this course.

Total Points: 280 (Course Objectives 1, 5)

Chapter Posting and Peer Responses: You will be posting a main reflection/response for each chapter on discussion board. Within two days of that posting you will respond to at least three of your classmate’s reflections/responses for each chapter. Chapter posting is worth 11 points each and the peer reflections will be worth 3 points each (20 points total per chapter). **Late postings will not receive credit!**

Total Points: 220 – See Course Outline below for specific chapter deadlines (**Course Objectives 1-6**)

Attendance/Participation/Late Policy – As this course is entirely online regular attendance will not be taken. However, with the frequency of assignment deadlines your attendance of the class and attention to assignments will require a continued effort on your part. You may complete all work ahead of time but **late work will not be accepted** after the time of the due date.

Evaluation Procedures

Assignment	Points	Assessment Tools	Due Date
1. Intro Video / 5+ Responses	80	Checklist	8/26, 8/28
2. Field Experience Chosen (points only if on time)	10	Checklist	9/2
3. Hot Topic Chosen (points only if on time)	10	Checklist	8/31
4. Philosophy Paper #1	100	Rubric	9/14
5. Diverse Learners Project	150	Rubric	9/25
6. Education Topics Glogster	100	Rubric	10/7

7. Philosophy Paper #2	50	Rubric	10/12
8. Field Experience Log	80	Checklist	10/14
9. Field Experience Reflection	200	Rubric	10/14
10. Chapter Post / 3+ Responses 11 Chap = 11 Post = 33+ Peer Responses	220	Checklist	See Outline Below
Total possible points =	1000		

Please note:

Correct grammar (i.e., subject-verb agreement, and so on), punctuation, and spelling are required on ALL assignments. Excessive grammar issues on any assignment may result in a failing grade for an assignment (possibly as low as a zero).

Grading

A = 1000-900 B = 899-800 C = 799-700 D = 699-600 F = 599 and below

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

Attendance: See policy above.

Accessibility/Disability: The official UWG policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php

Extra Credit: Extra credit is not currently planned for this course.

Late Work: Late work will not be accepted.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. **Please communicate with instructor using Course Den.** It is your responsibility to check and empty your Westga account often. All email will be responded to within 24 hours and you are also expected to respond to email within 48 hours or less.

Discontinuation Policy: There are circumstances that warrant discontinuing the candidate's admission to teacher education program and/or field experience placement. The termination of the admission to teacher education program status and/or the field experience placement may be immediate when the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students, or when the actions of the teacher candidate do not conform to responsible professional conduct as outlined:

- In the *Code of Ethics adopted by the Professional Standards Commission*, or
- In the knowledge, skills, and dispositions as outlined in the *Conceptual Framework of the College of Education*, or as determined by university faculty, site administration, Department Chair, or the administrator who coordinates field experiences.

In such circumstances, the following actions may be taken:

1. The university supervisor and/or course instructor(s) and the Department Chair confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and to provide the teacher candidate with an opportunity to present additional information.
2. The university supervisor and/or course instructor(s) and the Department Chair review the data and make a decision to either allow the candidate to continue in the teacher education program or be removed from the teacher education program.
3. The teacher candidate is informed of the decision, in writing and in conference by the Department Chair and/or the administrator who coordinates field experiences.
4. The Department Chair, advisor, and/or appropriate faculty member discuss with the candidate other career alternatives, available campus support resources, and/or options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate procedures for appeal.

NOTE: Unprofessional acts and/or acts which pose a safety risk may result in immediate termination of the admission to teacher education status, application for admission to teacher education, and/or field experience placements.

UWG Cares: If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/> The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

CLASS OUTLINE:

DP = Discussion Board Posting

Due Date	Orientation Module	Assignment
8/26-Wed-10pm	Introduction of self – Video and Profile	DP/Course Den Profile
8/28-Fri-10pm	Introduction responses to classmates x5	DP
8/31-Mon-10pm	Hot Topic in Education Chosen	DP
9/2-Wed-10pm	Field Experience Selected and Approved	DP – Post and view my reply
	Module 1	
9/4-Fri-10pm	Chapter 1 – Respond to 3 by 9/8	DP – Main Chap 1
9/8-Tue-10pm	Chapter 6 – Respond to 3 by 9/9	DP – Main Chap 6
9/10-Thur-10pm	Chapter 2 – Respond to 3 by 9/11	DP – Main Chap 2
	Respond to at least 3 classmates for each chapter – 9 total responses	DP
9/14-Mon-10pm	Philosophy Paper #1	Paper Submitted to Drop Box
	Module 2	DP
9/15-Tue-10pm	Chapter 3 – Respond to 3 by 9/16	DP – Main Chap 3
9/17-Thur-10pm	Chapter 4 – Respond to 3 by 9/18	DP – Main Chap 4
9/21-Mon-10pm	Chapter 5 – Respond to 3 by 9/22	DP – Main Chap 5
9/23-Wed-10pm	Chapter 7 – Respond to 3 by 9/24	DP – Main Chap 7
	Respond to at least 3 classmates for each chapter – 12 total responses	DP
9/25-Fri-10pm	Diverse Learners Project – Essay or Prezi	DP – Diverse Learners Project Submitted to Drop Box
	Module 3	
9/28-Mon-10pm	Chapter 8 – Respond to 3 by 9/29	DP – Main Chap 8
9/30-Wed-10pm	Chapter 9 – Respond to 3 by 10/1	DP – Main Chap 9
10/2-Fri-10pm	Chapter 10 – Respond to 3 by 10/5	DP – Main Chap 10
10/5-Mon-10pm	Chapter 11 – Respond to 3 by 10/6	DP – Main Chap 11
	Respond to at least 3 classmates for each chapter – 12 total responses	
10/7-Wed-10pm	Education Hot Topics – Glog	DP – Hot Topics Links Submitted
10/12-Mon-10pm	Philosophy Paper #2	Philosophy Paper Submitted to Assignments
	Module 4	
10/14-Wed-10pm	Field Experience Log	FE Log Submitted to Drop Box
10/14-Wed-10pm	Field Experience Reflection Paper	FE Paper Submitted to Drop Box