Investigating Critical and Contemporary Issues in Education (2110)

Semester Hours    3
Semester/Year      Summer 2014
Time/Location      Fully Online
Instructor         Dr. Francis Stonier
Office Location    Education Annex #122
Office Hours       By Appointment
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Email              Course Den E-mail Preferred
                    fstonier@westga.edu
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 Developing 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. National and state standards National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national 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:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion posts</td>
<td>1200 minutes</td>
</tr>
<tr>
<td>Audio/video instruction</td>
<td>350 minutes</td>
</tr>
<tr>
<td>Online assignments</td>
<td>700 minutes</td>
</tr>
</tbody>
</table>

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:

1. 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)**  

**References:**  
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 Due 6/4, 5 Responses Due 6/5
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) – Due 6/6**

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: 150 – Due 6/12, 6/20 (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 – Due 6/17 (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 – Due 6/20 (Course Objectives 1-6)**

Field Experience Log and Reflection: On the first day of class we will discuss the required ten (10) hour field work assignment and related documents. You will be completing certain activities during your field experience, and writing reflections describing your experiences.

**Total Points: 280 – Due 6/23 (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**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Assessment Tools</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intro Video / 5+ Responses</td>
<td>80</td>
<td>Checklist</td>
<td>6/4, 6/5</td>
</tr>
<tr>
<td>2. Field Experience Chosen</td>
<td>10</td>
<td>Checklist</td>
<td>6/6</td>
</tr>
<tr>
<td>(points only if on time)</td>
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<td></td>
<td></td>
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</tbody>
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### 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.

**Disability:** 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. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.
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.
**CLASS OUTLINE:**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Orientation Module</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/4-Wed-10pm</td>
<td>Introduction of self – Video and Profile</td>
<td>DP/Course Den Profile</td>
</tr>
<tr>
<td>6/5-Thur-10pm</td>
<td>Introduction responses to classmates x5</td>
<td>DP</td>
</tr>
<tr>
<td>6/6-Fri-10pm</td>
<td>Hot Topic in Education Chosen</td>
<td>DP</td>
</tr>
<tr>
<td>6/6-Fri-10pm</td>
<td>Field Experience Selected and Approved</td>
<td>DP – Post and view my reply</td>
</tr>
<tr>
<td></td>
<td><strong>Module 1</strong></td>
<td></td>
</tr>
<tr>
<td>6/9-Mon-10pm</td>
<td>Chapter 1</td>
<td>DP – Main Chap 1</td>
</tr>
<tr>
<td>6/9-Mon-10pm</td>
<td>Chapter 6</td>
<td>DP – Main Chap 6</td>
</tr>
<tr>
<td>6/10-Tue-10pm</td>
<td>Chapter 2</td>
<td>DP – Main Chap 2</td>
</tr>
<tr>
<td>6/11-Wed-10pm</td>
<td>Respond to at least 3 classmates for each chapter – 9 total responses</td>
<td>DP</td>
</tr>
<tr>
<td>6/12-Thur-10pm</td>
<td>Philosophy Paper #1</td>
<td>Paper Submitted to Drop Box</td>
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<tr>
<td></td>
<td><strong>Module 2</strong></td>
<td></td>
</tr>
<tr>
<td>6/13-Fri-10pm</td>
<td>Chapter 3</td>
<td>DP – Main Chap 3</td>
</tr>
<tr>
<td>6/16-Mon-10pm</td>
<td>Chapter 5</td>
<td>DP – Main Chap 5</td>
</tr>
<tr>
<td>6/16-Mon-10pm</td>
<td>Chapter 7</td>
<td>DP – Main Chap 7</td>
</tr>
<tr>
<td>6/17-Tue-10pm</td>
<td>Respond to at least 3 classmates for each chapter – 12 total responses</td>
<td>DP</td>
</tr>
<tr>
<td>6/17-Tue-10pm</td>
<td>Diverse Learners Project – Essay or Prezi</td>
<td>DP – Diverse Learners Project Submitted to Drop Box</td>
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<tr>
<td></td>
<td><strong>Module 3</strong></td>
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<tr>
<td>6/18-Wed-10pm</td>
<td>Chapter 8</td>
<td>DP – Main Chap 8</td>
</tr>
<tr>
<td>6/19-Thur-10pm</td>
<td>Chapter 10</td>
<td>DP – Main Chap 10</td>
</tr>
<tr>
<td>6/19-Thur-10pm</td>
<td>Chapter 11</td>
<td>DP – Main Chap 11</td>
</tr>
<tr>
<td>6/20-Fri-10pm</td>
<td>Respond to at least 3 classmates for each chapter – 12 total responses</td>
<td>DP</td>
</tr>
<tr>
<td>6/20-Fri-10pm</td>
<td>Education Hot Topics – Glog</td>
<td>DP – Hot Topics Links Submitted</td>
</tr>
<tr>
<td>6/20-Fri-10pm</td>
<td>Philosophy Paper #2</td>
<td>Philosophy Paper Submitted to Assignments</td>
</tr>
<tr>
<td></td>
<td><strong>Module 4</strong></td>
<td></td>
</tr>
<tr>
<td>6/23-Mon-10pm</td>
<td>Field Experience Log</td>
<td>FE Log Submitted to Drop Box</td>
</tr>
<tr>
<td>6/23-Mon-10pm</td>
<td>Field Experience Reflection Paper</td>
<td>FE Paper Submitted to Drop Box</td>
</tr>
</tbody>
</table>