

# Education 100: Introduction to Education

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Skyline Community College Fall, 2011  
Instructor: Meg Gorzycki, Ed.D.  
Class Meeting: Monday 7:00-10:15, PM  
Location: Bldg 1 Room 1206

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Office Hours: Immediately before or after class  
Transfer credit CSU (D3)

## Rationale and Purpose

Learning is both a natural and artificial experience. It is natural inasmuch as the human being expresses the capacity to assimilate information and adapt his or her behavior based on what is assimilated, and it is artificial inasmuch as it is mandated by the state and administered in formal structures regulated by law. The well-prepared educator is one who understands the social and philosophical foundations of formal education, the role of the state in formal education, pedagogical theory and practice, and the implications of current policy and reforms.

The purpose of this course is to introduce students to education as a social and psychological phenomenon, to acquaint students with various theories and practices of teaching. This course will help students clarify what is involved with formal teaching in the American public and private educational system.

## Course Description

This course examines the evolution of education in the United States with a view to the philosophical foundations, historical trends, government involvement, law, and pedagogical movements. This course will also explore vital issues across all levels including teacher preparation, education theory, education psychology, multiculturalism, school reforms, safe schools, and controversial matters such as student rights, unions, religion, and funding.

## Student Learning Outcomes

1. Students will identify the various philosophies of education and explain their application and impact on American education
2. Students will trace the evolution of the American public school, identify pivotal points in the development of public education, identify who was responsible for those major developments, and describe the rationale behind key developments
3. Students will describe the emergence of educational education in history and describe its impact on teaching and learning
4. Students will identify the major controversies in contemporary education, address their sources, identify the stakeholders and their interests, and offer commentary on the significance of the issues involved
5. Students will demonstrate their ability to conduct research, think critically, and articulate their findings in formal compositions
6. Students will identify the principle laws and court decisions that guide current practice
7. Students will evaluate the quality of their own educational experiences and demonstrate their ability to be objective in their analysis
8. Students will demonstrate their ability to concretize abstract concepts and constructs, such as critical thinking and cognition, and to use concretizations in exercises related to instruction and assessment

9. Students will identify the responsibilities of the general public, state and federal government, and local school to provide education, the challenges with meeting those responsibilities, and explore criteria for evaluating the degree to which those responsibilities are met
10. Students will compare and contrast traditional and non-traditional methods of instruction and evaluate the benefits and limitations of each

### Materials Required

Kevin Ryan and James Cooper's (2010) *Kaleidoscope: Readings in Education*, 12<sup>th</sup> edition. Boston and New York: Houghton Mifflin.

Students need a file folder, notebook, set of colored pencils, and must have a blue book for the final exam.

### Grading

Grades are based on a point-percentage system whereby a total of 200 points are distributed as follows:

Assignment	Point value	Percent of grade
In-class think papers (eight total) five points each	40	20%
Controversy Presentation	30	15%
Mid-Term Exam	40	20%
Research Paper	40	20%
Final Exam	50	25%

Students are expected to meet high standards of composition as demonstrated in use of grammar, appropriate style formatting, and spelling. Work that is plagiarized will receive no credit. Please refer to the catalogue entry on Academic Integrity on page 37. Deadlines are not negotiable except in cases of extreme circumstances accompanied by appropriate documentation. ***There is no extra credit offered for this course.***

### Etiquette, Support, and Course Drop

It is expected that students will approach their course work with a professional attitude. Please observe the following common courtesies:

1. Eating while others are engaged in their lessons can be disruptive
2. E-mails are formal communication; please do not use abbreviations and casual tone with instructors
3. Please do not bring pets to class
4. Punctuality demonstrates respect for one's classmates and the instructor
5. Language is a powerful instrument and best used with discretion and respect for others
6. Recording of class sessions is prohibited unless a documented disability is being accommodated; posting recorded sessions on any format is prohibited
7. Cell phones must be off during class; use of laptops is for class work only; students who use their computers during class for non-class related activity can expect an intervention
8. In coordination with the DSPS office, reasonable accommodation will be provided for eligible students with disabilities. Please contact the DSPS office at (650) 738-4280 for further information
9. Attendance is vital to success in this course; students who miss more than three sessions may wish to drop the course, as continuing the course with multiple absences may result in failure or poor grades.

10. August 30<sup>th</sup> is the last day to drop class and receive a refund. The last day to drop class with a “W” (withdrawal) is November 15<sup>th</sup>.
11. Students not formal registered for the course by September 6th are eligible to complete the course.

## Assignments

### *In-class Think Papers*

Class readings and discussion will raise many issues and generate debate. Students will have the opportunity to respond to eight prompts based on these readings and discussion. Each essay is worth five points. Class attendance is critical to completing these assignments and so these reaction essays may not be completed outside class. In the case of a documented emergency regarding class attendance, please consult with the instructor.

### *Presentation on Controversial Issues*

The purpose of this exercise is to rehearse research skills, familiarize students with controversies in education, and refine students’ ability to be concise, clear and organized in public speaking. This exercise is worth 30 points. Each student will select a controversial issue related to education, research the subject and prepare an oral presentation of 3-4 minutes. The presentation must identify the nature of the controversy, the stakeholders involved, the interests at stake, and the potential impact of alternative solutions. Students are not to provide their opinion in this exercise, but are to remain objective reporters. Students are required to submit a two-page summary of their findings with footnotes referencing scholarly sources. The sources must be from texts or scholarly journals and must number at least four in APA format. Please see research paper page and font requirements. The papers will be collected at the beginning of class **on September 26<sup>th</sup>** at which time students will present their oral reports. The rubric for evaluating students’ work is as follows:

#### ***Rubric for Evaluating Presentation on Controversial Issues***

<b>Criteria</b>	<b>Exemplary-Very Good (5-4)</b>	<b>Good-Adequate (3-2)</b>	<b>Inadequate – Incomplete (1-0)</b>
Identifies controversy and its origin and key concepts	Very clear; abundant information; well-developed context for discussion	Largely clear, sufficient background for discussion	Concepts and controversy remain somewhat unclear; context for discussion is vague
Explains significance of controversy	Excellent insights on subtle nature of conflict and implications	Recognizes obvious implications and general importance	Emerging understanding of significance; few implications detected
Identifies stakeholders in controversy and their interests	Wide range of interests fairly and accurately represented	Sufficient range of interests represented; largely fair assessment of interests	Narrow range of interests represented with few insights and marginal fairness
Explores alternative solutions and potential advantages and disadvantages	Recognizes wide range of options, fair and accurate representation of pros and cons; excellent insights	Some solutions discussed with largely fair and accurate commentary on pros and cons	Few solutions identified, very little insights about their pros and cons
Reports objectively	Tone and word choice reflect objectivity	Tone and word choice mostly objective	Tone and word choice reveals bias
Scholarly references	Excellent sample of current research by experts; properly formatted	Meets the number required; scholarship of some marginal	Insufficient number of sources; poor scholarship of sources

### ***Mid-Term Exam: Closed Book***

The mid-term exam worth 40 points will ask students to identify various concepts, events, documents, and individuals who have contributed to the development of American education; students will also comment on the significance of those entities. Student will write short essays based on readings and discussion.

## Research Paper

Each student is required to write a “mini-thesis” of 6-8 pages on the topic of their choice. The topic must clearly address an issue relevant to American education. Students are required to submit a term paper proposal to Dr. Gorzycki that identifies the topic, the nature of a controversy or problem, a list of sources, and an outline. ***In their paper proposal, students are not expected to offer a conclusion or thesis; this can only be done when the student has investigated both or all sides of the issues.*** The instructor will look for evidence that the student has correctly understood the issues and recognizes the various points of view and research on the matter.

The paper must be typed in 12 point font of Time New Roman, 11 point Calibri, or 9 point Verdana. Page margins must be set at one inch on all sides, pages must be numbered, and a works cited page must appear at the end of the composition. The works cited page does not count as part of the essay. The works cited page must contain at least seven sources in APA format; of these sources only three may be from websites of agencies. Use of on-line journals is acceptable and encouraged as is use of textbooks. The essay must have a cover page consisting of the title of the “mini-thesis,” the students’ name, date, and course title and number (Education 101), and the name of the instructor, (Dr. Meg Gorzycki). Please do not use fancy binders or folders. Simply staple your work together.

The grading rubric based on 40 points for the paper is as follows:

Element	Exemplary (5)	Good (4)	Adequate (3)	Poor/Incomplete (2-0)
Introduction Structure	Substantial background; purpose is clear; description of main concepts; relevance and significance of topic established; outstanding accuracy;	Good background; purpose is mostly clear and most concepts described; relevance, accuracy, and significance, are largely captured	Some background; purpose somewhat vague and some description of some concepts; relevance and significance of topic emerging but not clear or accurate	Little to no background; no clear purpose and concepts mentioned; relevance and significance of topic not well established
Thesis/Main idea	Very clear; logic of main idea is strong; direction of essay is clear	Mostly clear; logic of main idea is visible; direction of essay is mostly clear	Vague; logic of main idea is uncertain; direction of essay is emerging	Not present; logic of main idea is absent; direction of essay is not perceived
Evidence/Supports for thesis	Outstanding use of current expert sources and highly relevant and accurate evidence	Good use of mostly current expert sources and mostly accurate and relevant evidence	Sufficient use of some expert sources; some evidence is irrelevant or inaccurate or not current	Insufficient use of current expert sources and most evidence is irrelevant and/or inaccurate
Commentary	Excellent insights; exceptional perception of evidence; very logical analysis of facts	Good insights; accurate interpretation of evidence; logical analysis of facts	Some insights; emerging ability to interpret evidence; some analysis of facts	Lacks insights; inaccurate interpretation of evidence; illogical analysis unlinked to facts
Organization	Exemplary logic and clarity	Mostly logical and clear	Somewhat desultory	Illogical and random
Format	Excellent and consistent application of style	Mostly consistent application of style	Emerging application of style	Lacks application of style
Grammar/Spelling	Outstanding	Good with minor mistakes	Some major problems	Many consistent and major problems
References	Exceeded requirement; proper format	Met requirement; most properly formatted	Met requirement; few properly formatted	Did not meet requirement; few properly formatted

### Final Exam: Closed Book

The final exam will be taken in class and worth 50 points. Students will complete identification and essay prompts as they did in the mid-term. Please have blue books for the exam. Students have the full period for the test.

### Schedule Fall 2011

Date	Outcomes	Activities	Homework
8/22	Introduction of course, instructor and class; clarify expectations	Introduction of course, instructor and class;	Read: Text 35, 36,37, & Hutchins
8/29	Explore the purpose of education, its philosophical and practical implications and why it is controversial	Lecture and discussion; small group exploration and report; compare and contrast ideas of Dewey, Rogers, and Boyer; <b>in-class essay</b>	Read handouts: Rush, Mann, Jefferson, Webster
9/12	Trace the development of American education, emerging conflicts, themes, key laws, and contributions of individuals	Lecture and discussion; complete time-line and fill chronology	Read handouts: McGuffey, V. Bush,
9/19	Complete a chronology of American education; identify key events, laws, and contributions	Lecture and discussion; draft time-line and fill chronology; compare/contrast McGuffey's world with that of V. Bush; <b>in-class essay</b>	Prepare presentations
9/26	Students will <b>present their research</b> on controversial topics	Collect controversy papers; present oral reports and discuss significance of issues	Text: 1, 2, 3, 6
10/3	Identify what teachers do; explore who teachers are and why it matters	Lecture, discussion, small group exercise; <b>in-class essay</b>	Text 12, 14, and handout, Manno
10/10	Identify types of schools: purpose, benefits, limitations, demographics, grad rates, & implications; debate sustainability of public school	Lecture, discussion, small group discussion; <b>collect term paper proposals; in-class essay</b>	Text: 15, and handouts
10/17	<b>Mid-Term.</b> Identify key elements of school law and governance; identify vital controversies and legal obligations of teachers	<b>Mid-Term</b> Exam followed by Lecture, discussion, and evaluation of effectiveness of laws	Text 4, 5 and handout Ebert
10/24	Explain why unions and tenure are controversial and what role they play	Lecture, discussion; group review case studies; <b>in-class essay</b>	Text: 18, 42, 43
10/31	Identify role of accountability in public education and how NCLB addresses it; describe on-going controversies of NCLB	Lecture, discussion; view film clip; group review of case study; <b>in-class essay</b>	Handouts Glazer; text: 19,
11/7	Describe public school's role in culture wars, why schools must respond; identify the stakeholders in culture wars and their interests; evaluate interests	Lecture, discussion, small group analysis and evaluation of curricula; <b>in-class essay</b>	Test: 22, 23, 24, 50
11/14	Continue conversation about culture wars and evaluate various perspectives	Lecture, discussion, small group analysis and evaluation of curricula; group exercise: outline and justify ideal; curriculum <b>in-class essay</b>	Text: 55; Handout: Ed Psych & Neurology;
11/21	<b>Collect term papers;</b> Trace the evolution of educational psychology and neurology of learning; identify key discoveries and significance of each; define intelligence and explore complexity of measuring it	Lecture, discussion, diagram evolution of ideas; IQ test-taking; map elements and standards of critical thinking	Text: 47, 48, 49,
11/28	Explore the impact of technology on teaching, learning, literacy; assess benefits and detriments of distance learning; Identify elements of effective curriculum design and assessment	Lecture, discussion, small group compare and contrast literacy and reading; small group read literacy handout American Institute for Research	Text: 53, 54
12/5	Explore needs of vulnerable populations in education; Review and reflect on material; prepare for final exam	Discuss key concepts, documents and explore knowledge base of course	Review
12/12	Final Exam	Final Exam	

### ***List of Controversial Issues in Education***

1. Graduation requirements all levels
2. Ethnic clubs on campus
3. Ban school dances
4. Mandatory parent volunteer hours
5. Mandatory parent workshops
6. Education for the imprisoned
7. Accessibility of education for disabled
8. Home schooling
9. Distance learning and on-line courses
10. Head Start funding and availability
11. English only in schools
12. Requirements for school board membership
13. Teen pregnancy
14. Drug and alcohol abuse intervention
15. Truancy
16. Expulsion guidelines
17. Liberal arts requirements in higher education
18. State and federal funding
19. Tracking students
20. Sex education
21. Cheating and plagiarism policies
22. Mandated repeat of grade
23. Native American reservation schools
24. Gay/Lesbian/Bi-sexual/Transgender support
25. Prayer in school
26. Nationalism in curriculum
27. Vouchers
28. Public support for private school
29. No Child Left Behind
30. Class size
31. School year
32. Big sports
33. Teacher preparation requirements
34. Charter schools
35. Teaching evolution
36. Free meal programs
37. Ban junk food on campus
38. School uniforms
39. Affirmative action
40. Education for undocumented immigrants
41. Tenure
42. Teacher unions
43. Students right to expression
44. Student rights to privacy

### ***Tips on Reading Assignments***

1. Be able to identify the author, his or her credentials and perspective, and the purpose of the composition
2. Identify main ideas and what evidence the author uses to substantiate claims
3. Think about the context of the author's work and what might have influenced it
4. Consider alternative views
5. Consider the implications of the assertions
6. Think about the assumptions the author might be making or the points he or she overlooked
7. Think about where you can look to find out whether the assertions are based on accurate information