

- b. Understand how the organization of districts and schools has an impact on the individual teacher.
 - c. Understand the rights and responsibilities of students, parents and teachers.
3. Understand and assess the impact of historical events and ideas on the practice of education.
4. Develop and formulate his/her own philosophy of education based on the critical evaluation of the major philosophical principles of education and thoughts of distinguished educators.
5. Develop objectivity and sensitivity in understanding one's own society and culture as well as the multicultural realities of the national and world community as they relate to education.
6. Develop and demonstrate competency in autonomous critical analysis of educational issues.
7. Instill in his/her life a sense of global awareness that will include an acceptance and appreciation of the diversity of the human condition and a worldview of the purpose and practices of education.

Class Text: Newman, J. W. (2006) *America's Teachers*. (5th ed.). New York: Longman.

Suggested Texts and References:

- Ballantyne, J. & Spade, J. (2001). *School and Society: A Sociological Approach to Education*. Belmont, CA: Wadsworth.
- Johnson, J., Dupuis, V., Musial, D., Hall, G. & Gollnick, D. (2002). *Introduction to the Foundations of American Education*. (12th ed.). Boston, MA: Allyn and Bacon.
- Kozol, J. (1967). *Death at an Early Age: The Destruction of the Hearts and Minds of Negro children in the Boston Public Schools*. Boston, MA: Houghton Mifflin Company.
- Kozol, J. (1991). *Savage Inequalities: Children in America's Schools*. New York: Crown Publishers Inc.
- Kozol, J. (2005). *The Shame of the Nation*. New York: Crown.
- Levine, D. & Levine, R. (1996). *Society & Education*. (9th ed.). Boston, MA: Allyn & Bacon.
- McNergney, R. & Herbert, J. (2001) *Foundations of Education*. (3rd ed.). Boston, MA: Allyn & Bacon.
- Morrison, G. (2003). *Teaching in America*. Boston (3rd ed.). MA: Allyn & Bacon.
- Ornstein, A. (2003) *Teaching and Schooling in America*, Boston, MA: Allyn & Bacon.
- Ornstein, A. & Levine, D. (2003). *Foundations of Education*. (8th ed.). Boston, MA: Houghton Mifflin.

Parkay, F. & Stanford, B. (2004). *Becoming a Teacher*. (6th. ed.). Boston, MA: Allyn & Bacon.

Ryan, K. and Cooper, J. (2004). *Those Who Can, Teach*. (10th. ed.). Boston, MA: Houghton Mifflin.

Sadkar, M.P. and Sadkar, M.D. (2003). *Teachers, School and Society*. (6th. ed.). New York: Random House.

Spring, J. (2004). *The American School 1642-2004*. (6th ed.). Boston, MA: McGraw Hill.

Spring, J. (2006). *American Education*. (12th. ed.). Boston, MA: McGraw Hill.

Travers, P. & Rebores, R. (2000). *Foundations of Education*. (4th. ed.). Boston, MA: Allyn & Bacon.

Webb, L.D., Metha, A. & Jordan, K.F. (2003). *Foundations of American Education*. (4th ed.). Columbus, OH: Merrill Prentice Hall

Education Journals Phi Delta Kappan
 Educational Leadership
 Journal of Teacher Education

Newspapers/News Education Week, Hartford Courant, New London Day, Norwich Bulletin,
Magazines Manchester Journal Inquirer, East Hartford Gazette, Willimantic Chronicle

Useful Web Sites: Association for Supervision and Curriculum Development (ASCD) www.ascd.org
 American Educational Research Association (AERA) www.aera.net
 American Association of School Administrators (AASA) www.aasa.org
 National School Board Association (NSBA) www.nsba.org
 Connecticut State Department of Education (CSDE) [www.state. ct. us/sde](http://www.state.ct.us/sde)
 U. S. Department of Education Office of Research [www. ed. gov/ offices/O ERI/Res Ctr. html](http://www.ed.gov/offices/OERI/ResCtr.html)
 Connecticut General Statutes (CGS) [www. csinet. cts ta teu. edu/ sta tutes/](http://www.csinet.cts.ta.teu.edu/statutes/)
 National newspapers [www. ajr. news link. org/news. html](http://www.ajr.newslink.org/news.html)
 Connecticut newspapers [www. microzoo. com/ ctnews. html](http://www.microzoo.com/ctnews.html)
 Massachusetts newspapers [www. microzoo. com/manews. Html](http://www.microzoo.com/manews.html)
 The Boston Globe www.boston.com
 The New York Times www.nytimes.com
 The Hartford Courant www.ctnow.com
 The Washington Post www.washingtonpost.com
 Phi Delta Kappa (PDK) www.pdkintl.org
 Education Week www.edweek.org

Sharp, Richard M. (2001). *The Best Web Sites for Teachers, 2001*

Course Outline:

1. **Motivation for entering the teaching profession and the state of the teacher job market** Motives for teaching. Teacher satisfaction. The teacher job market. The supply of teachers. The demand for teachers. Read Newman Ch. 1.
2. **Earning a Living**
Teachers' salaries. Comparisons with other occupations. Merit pay. The Accountability Movement. Evaluation of Teachers. Career ladders. Newman Ch. 2.
3. **Teacher training; Teacher competence**
The traditional route to teaching. Undergraduate education. Non traditional routes. Raising standards in teacher education. Teacher testing. Newman Ch. 3.
4. **History of American Education**
History is an interpretation of the past. Colonial education. The Common School Reform. Liberal and Progressive school reform. Competition for control of the schools. Newman Ch. 6.
5. **Education and Philosophy**
The "Why" questions. Basic philosophies: Idealism, Realism, Pragmatism, Existentialism. Educational philosophies born of these basic positions: Perennialism, Essentialism, Progressivism, Social Reconstructionism, Constructivism, Behaviorism. Newman Ch. 7.
6. **Sociology of Education**
Social class structure. Ability grouping and tracking. Race and ethnicity. African-American, Hispanic-American, Asian-American, native American students. Magnet schools. Bilingual education. Gender, bias and Title IX. Newman Ch. 8.
7. **The Governance and Finance of Education**
LOCAL: Boards and Superintendents. The myth of local control. Demographics of board membership. STATE: Governors, legislators, commissioners, boards and Departments of Education. A many layered bureaucracy. FEDERAL: Federal money; Federal influence. The changing emphases over the decades. National education goals. FINANCE: Local property tax, State funds, lawsuits and reform. Newman Ch. 9.
8. **Teacher Organizations**
NEA and AFT. Collective bargaining. Strikes and political action. A teaching profession? The new professional unionism. Professionalism, Feminism, Unionism Newman Ch. 4.

9. **Teachers' Rights and Responsibilities; Ethical Considerations**

Contracts, tenure, dismissal. Teacher liability. Academic freedom and forms of expression. Codes of Ethical Responsibility from NEA, AFT, Connecticut State Department of Education. Newman Ch. 5.

10. **Teachers and the Curriculum**

"Back to Basics." The Testing Phenomenon, The measurement-driven Curriculum. The NAEP Alternative. Everybody gets a Report Card. A National Curriculum? . Newman Ch. 11.

Attendance

An attendance check will be made for each class session. You are expected to be in attendance and to be punctual. If for some reason you are unable to attend class, then I would appreciate knowing this **PRIOR** to the event.

As future teachers, both punctuality and attendance will be required of you and you, in turn, will require it of your students. Habits of punctuality and regular attendance can be both learned and taught.

The attendance policy for this class allows for **two (2)** unexplained/inexcused absences. A third absence will occasion the loss of part of a grade from a student's final course grade. A further part of a grade will be deducted for each additional unexplained/inexcused class absence.

Participation

Your participation in class will be judged in terms of your ability to answer questions posed in the **Chapter Reading Guides**, your class presentation and your contribution to class discussions. Please speak up, you are among friends!

Written Assignments:

A good deal of emphasis will be placed on written assignments. To assist you in preparing your scripts the instructor will offer guidance during class sessions and individual assistance.

As classroom practitioners you will serve both as models and instructors in the use of written language. In neither role can you afford mistaken or 'sloppy' usage.

NO LATE WRITTEN ASSIGNMENTS WILL BE ACCEPTED.

Lest you consider this stricture too harsh, consider the reasons why the vast majority of requests are made for (time) extensions.

All written work submitted for correction should be typed. Typed papers should be doubled spaced, 12 point font (22-23 lines/page) on standard 8 1/2" x 11" paper with a one inch margin all round. Papers should be stapled. Please ensure that your paper carries a title page on which your name, the course name and number, the date and the title of the assignment are clearly marked.

Deductions will be made for grammatical and/or mechanical errors.

A Pocket Style Manual (4rd ed.) (2004) by Diana Hacker may prove to be a useful reference when checking for correct grammar and syntax.

Portfolios: Keep in mind that copies of your written assignments should be kept for inclusion in the **Portfolio** that you will be expected to put together as you complete your certification program. It is suggested that you make the necessary corrections to your script and keep 'clean' copies both on paper and on your hard drive.

Students with Disabilities: If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at 465-5573. To avoid any delay in the receipt of accommodations you should contact the Office as soon as possible. Please note that I cannot provide accommodations based upon disability until I have a letter from the Office of AccessAbility Services. Your cooperation is appreciated.

Reading Guides: Reading Guides are provided for each chapter in the Newman text and are designed to encourage you to focus and gain as much as possible from the readings. These guides are posted on the university web site and are accessible as follows:

- Go to ECSU home page
- > Faculty Web Pages
- > Reynolds, Richard, Education
- > the EDU 210 link
- > **Reading Guides**

Marking & Grading:

Class Presentation & General Participation	30 points
First set of Assignments	60 points
Second set of Assignments	40 points
1 st Third and 2 nd Third Exams (2x30)	60 points
Final	60 points

TOTAL	250 points

Your total points will be converted to a % score and grades will be awarded as follows:

94% - 100%	A
90% - 93%	A-
86% - 89%	B+
82% - 85%	B
78% - 81%	B-
74% - 77%	C+
70% - 73%	C
66% - 69%	C-
64% - 65%	D+
62% - 63%	D

Spring, 2009

SCHEDULE OF CLASSES	EDU 210.04
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210.04 T/R: 11.00-12.15 pm.

Week 1	Jan. 27 Jan. 29	Introductions, explanation of syllabus, group assignments.
Week 2	Feb. 3 Feb. 5	
Week 3	Feb. 10 Feb. 12	
Week 4	Feb. 17 Feb. 19	
Week 5	Feb. 24 Feb. 26	
Week 6	Mar. 3 Mar. 5	
Week 7	Mar. 10 Mar. 12	
Week 8	Mar. 17 Mar. 19	First set of Assignments due Thursday, March 19
Week 9	Mar. 24 Mar. 26	SPRING BREAK
Week 10	Mar. 31 Apr. 2	
Week 11	Apr. 7 Apr. 9	
Week 12	Apr. 14 Apr. 16	
Week 13	Apr. 21 Apr. 23	
Week 14	Apr. 28 Apr. 30	
Week 15	May 5 May 7	Second set of Assignments due, Tuesday, May 5
Week 16	May 12	
Finals Week		Take home Final Exam to be turned in by Thurs. 21 st May

Note: No dates are given for the 1st Third and 2nd Third Exams as these dates cannot be determined, accurately, in advance. Class presentations will be scheduled in the order detailed in the syllabus.