

EDN 200 Syllabus

Teacher, School, and Society

Conceptual Framework of the Watson School of Education

The Watson School of Education develops highly competent professionals to serve in educational leadership roles.

Course Description:

EDN 200 is the introductory course in the Watson School of Education teacher education program and provides a historical, sociological and philosophical perspective on education. The course introduces the conceptual framework of the WSE: teacher as professional decision maker and teacher as reflective practitioner. While students are provided with important knowledge pertaining to the U.S. education system, the course requires students to take an active part in thinking about the goals and purposes of education. In particular, the course challenges students to critically reflect on their experiences of education and to base their decisions about education and the decision to teach on informed and reasoned judgment.

Course Texts Required:

Tozer, Violas & Senese. (2003). School and Society: Historical and Contemporary Perspectives. McGraw-Hill.

Kozol, Jonathan. (1991). Savage Inequalities: Children in America's Schools. Harper Perennial.

Course Objectives:

1. Students will describe the nature, problems and complexity of the U.S. system of education.
2. Students will critically examine the relationship between self and society to clarify their motives and goals for becoming teachers.
3. Students will summarize basic substantive information regarding the social, historical, political, legal, economic and philosophical foundations of education.
4. Students will critically analyze the relationship between school and society from both a macro- and a micro-level of analysis.
5. Students will critically analyze the effects of race, class and gender on the achievement of educational opportunities.

6. Students will demonstrate NC technology competencies in completion of specific assignments.

Course Requirements:

1. Attendance is required. Each absence after 3 will result in the loss of 20 points from your final grade unless approved by instructor.
2. Late assignments will be penalized by ½ of their original point value.
3. Complete all assignments as detailed in the requirements section.
4. Adhere strictly to the UNCW Honor Code (See Student Handbook, Code of Student Life)
5. All papers should be word processed and edited for grammatical error and spelling mistakes. **Points will be deducted for poor writing and/or the paper will not be accepted.** The Writing Center, Westside Hall, is available to help you. <http://www.uncw.edu/stuaff/writingplace/index.htm>
6. Beginning with the fall 2005 semester, the Watson School of Education requires that all students enrolled in EDN 200, 203, 301 and/or 303 maintain an active account on TaskStream, a web-based curriculum builder and portfolio toolset. You are asked to maintain that account for the duration of your program with the Watson School of Education (www.taskstream.com). Students in these courses will use TaskStream to maintain a Foundations Portfolio. The Foundations Portfolio is a compilation of selected work from each of the foundations courses (EDN 200, EDN 203, EDN 301, EDN 303) in the Watson School of Education. Your instructor will advise you on how to obtain this account. TaskStream will be used later in your program to gather evidence of your work in meeting our performance standards and will be part of your exit requirements from the Watson School of Education.

Description of the Course Assignments:

- A. The **Social Identity Paper (20 points)** requires you to explore the development of your own social identity as a way to better understand how your experiences have shaped your understandings of schooling.
- B. **Web-search paper (50 points).** Web-search papers will be written in groups of three students. The primary purpose of the paper is to provide you with an opportunity to explore an educational topic of significance.

C. Web-search paper presentation (10 points). You will present with your group the findings of your Web-search. Your presentation should demonstrate thoughtful planning and include a summary of your findings, connecting your topic with the course readings and discussions, and questions that were raised as you researched. It should also engage the class in discussion and be accompanied by visual aids-- PowerPoint, overhead transparencies, or video. The presentation should last for approximately 15 minutes.

D. Mid-term (20 points).

E. Journal Response (30 points). Complete three journal responses from chapter readings and group discussions of *Savage Inequalities* (10 points each).

Journal 1: Chapters 1 and 2 of *Savage Inequalities*

Journal 2: Chapters 3 and 4 of *Savage Inequalities*

Journal 3: Chapters 5 and 6 of *Savage Inequalities*

F. Famous Educator or Issue (20 points). Each student will choose a different famous educator, court case, issue or hot topic facing American education not yet fully discussed in class and prepare a two-page handout related to that person, case, issue or topic to present to the class.

G. Final exam (25 points) and Reflective Paper (25 points).

COURSE ASSIGNMENTS
DISTRIBUTION

POINT

A. Social Identity paper	20
B. Web-search paper	50
C. Web-search paper presentation	10
D. Mid-term exam	20
E. Journal Responses	30
F. Famous Educator or Issue	20
G. Final Exam	25
H. Final Reflective Paper	25

Total Points

200

-

GRADING: A = 190-200 B = 189-180 C = 179-170 D = 169-160 F = 159-150

Attendance and Participation/Class Leadership:

Your active participation in this class is crucial to its success. Because of its interactive, group nature, I am depending on you to build and shape the course. Participation involves a combination of attendance, appropriate discussion, completion of assignments and active listening. Class leadership involves actively contributing to the success of this class.

E-Mail/Web Access:

Each student will be expected to have an active e-mail account and use e-mail during the course when necessary.

Watson School of Education Performance Review Process

Students seeking teacher licensure should be aware that their performance is reviewed throughout the program. The first review occurs on application to WSE. **The performance review focuses on two main areas 1) Academic Achievement – 2.7 GPA is required and 2) Professional Behavior. Included in this latter area are attitudes, behaviors and skills related to becoming a professional educator, such as punctuality and attendance; appropriate attire; development of positive rapport with students, parents, teachers, and administrators; professional demeanor; professional interactions with university students, faculty, staff and administrators; use of standard English in oral and written communications; adherence to school rules and ethical standards and preparation for field-based assignments.** To help students successfully meet these standards, students will complete a self assessment of the WSE Professional Dispositions.

EDN 200: Teacher, School and Society

Instructor: Anita Brown

Office: Education Bldg. # 384

Telephone #: 962-3359

Email: browna@uncw.edu