

# UNCW

EDN 200 MW--TEACHER, SCHOOL, AND SOCIETY—SPRING, 2014

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Course website: [people.uncw.edu/martinezm/200indexmonwed.htm](http://people.uncw.edu/martinezm/200indexmonwed.htm)

**NOTE: Be sure to visit the above website daily. Assignments and readings will be posted.**

## **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.

Professional knowledge empowers one to better understand the "whys" and "whats" of teaching. It provides a database for evaluating and selecting appropriate strategies for improving the teaching-learning process. This professional knowledge also tells us "when" something has occurred, "where" it has been implemented, and "how" successful or unsuccessful this "something" has been. A knowledge of history, of the "what was", provides the inquirer with a foundation upon which to build new directions away from past lessons of failure. As highly competent teachers, this provides us with an ability to better meet the needs of diverse learners. Viewed in the context of the school-in-society, these "somethings"--moments of exploration, experimentation, and application--have often become the working tools of the professional educator. However, one must ask: "To what extent do these tools, these 'somethings', meet the needs of the children we find in the schools of today?" Pupils in today's schools are dropping out in large numbers. They are "turning off" their teachers with overt resistance.

Many quit school long before graduating from high school. They enter the job market as "functional illiterates" unable to read or write.

So you want to become a teacher! Why?

Teaching is the noblest of professions but the sorriest of trades; one can make more money collecting garbage. The good news is that you have made a choice to become a teacher. You CAN make a difference in the lives of your pupils. The bad news is that the "money" reward is abysmally low, especially in the Carolinas. The best news is that the "intrinsic" rewards--those many thousands of moments of satisfaction you will receive from your future years of teaching--are boundless!

This course will provide you with professional knowledge in the social, historical, and philosophical foundations of education. What you do with this knowledge, how you are able to translate it into workable patterns of skillful teaching, depends upon your personal needs, unique personality, special strengths, and willingness to be open to new ideas. This course should empower you to "STAND AND DELIVER", not to just "SIT AND SHIVER!" Your ability to communicate effectively to pupils, to present facts clearly, to INSPIRE learners to expand and explore new horizons as well as to appreciate the cumulative wisdom of the ages, will enhance your success as a teacher. Every effort will be made in this course to connect your experiences and observations in the EDN 200 Lab with the theoretical content of this course, a kind of TIP (Theory into Practice) approach to a deeper understanding of the realities and needs of today's Public School classroom.

A special focus in this course will be upon CLOSING THE GAP that exists between the academically successful student and the student, often labeled **At Risk**, who does poorly on academic measures of success, end of grade tests (EOG), and other standardized measures of achievement. We shall examine past attempts to reform schools, assumptions and theories that have been critically examined and tested, and the outcomes of innovation.

**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 demonstrate NC technology competencies in completion of specific assignments.
5. Students will critically analyze the relationship between school and society from both a macro- and a micro-level of analysis.
6. Students will critically analyze the effects of race, class and gender on the **achievement of educational opportunities**

The Provost's Office, working to implement the recommendations of the Task Force on Violence Prevention, is asking us to include this statement in our syllabi: UNCW practices a zero-tolerance policy for violence and harassment of any kind. For emergencies contact UNCW CARE at 962-2273, Campus Police at 962-3184, or Wilmington Police at 911. For University or community resources visit <http://uncw.edu/wrc/crisis.htm>

#### **EXPECTATIONS:**

Students enrolled in this course are expected to complete the assigned readings in the course outline and to keep an informal journal of notes to be shared and discussed in collaborative learning groups. Students are expected: 1) to attend each and every class. Absence from three [3] or more classes may result in a lower grade; and 2) to participate in class discussions. This includes listening attentively and responding to peer comments in discussion; to contribute thoughtful comments; and the sharing of research-based learning experiences and observations of today's public school classrooms.

**GROUP PRESENTATION (GP):** Small groups, not to exceed three students in each group, will research and prepare a presentation on some relevant topic in education. **Each student is expected to present a verbal summary of your research, not less than 5 minutes or more than 10 minutes in length, followed by one multiple choice question [with 5 possible answers: A, B, C, D, E] on a handout paper copy for each member of the class.** If there are 3 members in a group, you may put all three multiple choice questions on one handout page.

**NOTE: Failure to provide this multiple choice question with FIVE POSSIBLE ANSWERS at the end of your verbal presentation may result in a lower grade.**

At the end of your individual presentation, you are expected to read your question, ask the class for the correct answer, and confirm the correct answer by reading both the correct letter and answer. Each student may choose to do some aspect of a topic (e.g. the historical development, success or failure, cost effectiveness, political realities, public acceptance or rejection, impact on a given community, etc.) or to discuss the pros and cons of a topic. Topics selected should be those of interest to students preparing to teach. For example, topics may include: Best Teaching Practices; Discipline in the Classroom; Violence in the school and society; Children with Special Needs; Learning Theories: What Works?; Drug Prevention; Educational Reform; Alternatives in Education: Home Schooling vs. Public Schools; Voucher Systems: a cover for funneling public monies to private schools?; Motivating the

Unmotivated; School Dropout Prevention; Multicultural Education: Myth or Reality?; The Conservative Tradition in Educational Thought: E.D. Hirsch, Jr., Diane Ravitch, Mortimer Adler; The Progressive-Liberal Agenda: John Dewey, William Heard Killpatrick; The Cultural Pedagogical Perspective: Henry A. Giroux, Michael W. Apple, Paulo Friere (*Pedagogy of the Oppressed*), Ivan Illich (*Deschoolingx*); Schooling: Maria Montessori (*The Montisorri School*), Katherine Camp Mayhew and Anna Camp Edwards (*The Dewey School*); A.S. Neil (*Summerhill*); Harold Rugg and Ann Shumaker (*The Child-Centered School*), William Glasser (*The Quality School*); Culture and Education: Howard Gardner (*Multiple Intelligencies*), Jonathan Kozol (*Amazing Grace*); etc. Students in groups are to select a topic, research the topic using sources from the library and computer data-based files such as ERIC and the INTERNET. Each student is to prepare an oral presentation of approximately 5 to 10 minutes in length. The best presentations should include visuals (overheads, charts, posters, slides, power point, video clips, etc.), handouts, "engaging dialogue@ as opposed to simply "reading", creative, descriptive, provocative in stimulating higher-order thinking, fair in its coverage (i.e., showing both sides of the issue rather than only one side), research-based and grounded in fact or theory.

**Note: Your group presentation (GP) must be presented to the class on the date scheduled.** It is important to share your email address and phone number with each member of your group to work out the details of your group presentation. There should be a smooth FLOW from one member to the next, a well-thought-out transition from one aspect of the topic to the next.

**Self-Identity Assignment**: Each student is required to take the **IAT** [Implicit Association Test] [see **BLINK: The Power of Thinking Without Thinking**, p.77, by Malcolm Gladwell, (2005)] on-line as an introspective assessment of how your unconscious attitudes may or may not be compatible with your stated conscious values. [Google: **Implicit Association Test**. Go to **Understanding Prejudice: Race and Gender**. Take each test, ie, "Race" and "Gender". Print out a hard copy of your final score/evaluation on each test.] Results are due on Feb. 24, 2014 Be prepared to discuss.

**There will be a written mid-term and final examination.**

NOTE: THERE IS **NO MAKE-UP EXAM**. PLEASE BE PRESENT ON THE DAY OF THE EXAM.]

In addition, students must complete a typewritten (2 to 5 pages) "response paper" on the book **THE GLASS CASTLE** by Jeannette Walls [Scribner, 2005] due on Monday, April 21, 2014. The response paper should reflect your personal reaction to the content presented in the book. Unlike a book report summary, your paper should contain a response [**"I discovered...I realized...I didn't know..."**] to Walls' findings, with references to specific examples cited in the book.

Final Grade will be determined as follows:

Mid-term exam:	35%
Final exam:	35%
Group presentation	15%
Response paper	10%
Class participation	5%

*Extra Credit: There will be many opportunities for extra credit this semester. Attendance at some selected and approved campus-wide events, lectures, panel presentations, workshops, etc., with a 2 to 5 page typewritten summary[single-spaced, #12 font] of what you observed, will add to your final grade*

**THE USE OF ELECTRONIC DEVICES, LAPTOPS, SMART PHONES, etc... IN CLASS**

This is a "FACE-TO-FACE" interactive class involving verbal dialogue and discussions in small cooperative learning groups. This "engaging" course provides opportunities for you to present your perspectives on a topic or issue, and to share your individual thoughts verbally. It involves "eye contact" and active listening with others. According to the Pauli Exclusion Principle in particle physics, "NO TWO BODIES MAY OCCUPY THE SAME SPACE AT THE SAME TIME SIMULTANEOUSLY." Please refrain from texting, social networking, video games, surfing for consumer goods, checking email...etc. during class time. Laptops and similar electronic devices may be used for note-taking only.

**REQUIRED READINGS:**

Text: Pearson Custom EDUCATION (2012) EDN 200 Teachers, Schools and Society

THE GLASS CASTLE by Jeannette Walls [Scribner, 2005]

**EDN 200 SPRING, 2014--MW--COURSE SCHEDULE**

*Note: **Ps & Qs**: Below you will find listed for each class in bold print either a **P** [Proverb] or a **Q** [Quote]. Read, reflect and be prepared to discuss and explain the meaning. Give examples from your personal experiences. What are the implications for teaching?*

M JAN 13    **P: *SHORTEST POEM EVER WRITTEN: "i, y?"***  
INTRODUCTION: KNOW THYSELF: STRENGTHS & CONCERNS;  
REFLECTION: MY "BEST TEACHER"  
THE 5 Ps: **P**rior **P**lanning **P**revents **P**oor **P**erformance  
GROUP IDENTITY – KNOW EACH OTHER  
Reality Check: "**1<sup>st</sup> Grade Wisdom: What's Inside of Me?**"

- W Jan 15     **Q: "WHERE YOU ARE IS NOT WHO YOU ARE."** (Burns)  
Text: Ch. 1, A Teacher's Role, P. 1-20  
EFFECTIVE SCHOOLS: RON EDMONDS  
Reality Check: "Suburban Women"
- M Jan 20     Martin Luther King day – No Classes**
- W Jan 22     **Q: "BE WHAT YOU SAY...AND SAY WHAT YOU ARE"** (Alford)  
Text; Ch. 2 Education in America: The Early Years, P. 21-44  
Closing the Gap: EOGs: Deficit, Difference, Bicultural/Bilingual/  
Bidialectical/Multicultural Theories  
Reality Check: "I can't Read"
- M Jan 27     **P: "THERE IS NO STRENGTH WITHOUT UNITY"** (Irish proverb)  
text: Ch. 3 Education in America: Then and Now, P. 45-70  
Classroom Teaching: Perceptual Blanking; Cross-Cultural  
Miscommunication; SES and Ethnicity
- W Jan 29     **Q: "THE CHAINS OF HABIT ARE GENERALLY TOO SMALL TO BE FELT  
UNTIL THEY ARE TOO STRONG TO BE BROKEN."** [Johnson]  
Text; Ch. 4 Leading, Governing, and Funding Schools , P. 75-96  
Homogeneous & Heterogeneous Grouping: Jane Elliott  
JIM CUMMINS: Dominant and Dominated Groups in Society
- M Feb 3      **P: "IF YOUR MEANS SUIT NOT WITH YOUR ENDS, PURSUE THOSE ENDS  
WHICH SUIT YOUR MEANS."**  
*Text: Ch. 5 Students and Their Families*
- W Feb 5      **P: "A MANAGER INSPECTS, A LEADER INSPIRES."**  
Text: Ch. 5 (cont)  
Basil Bernstein: Person-Oriented & Positional Family Structures  
**(Group presentation topic due: Print your name and topic on the  
board upon arriving in class.)**
- M Feb 10     **ED LAB: SCHOOL VISIT [MEET AT ASSIGNED SCHOOL]**
- W Feb 12     **P: "IT IS NOT THE KNOWING THAT IS DIFFICULT, BUT THE DOING"**  
*(Chinese proverb)*  
Text: Ch. 6 Diversity in Society and Schools  
Reality Check: "EDUCATING PETER"

**NOTE: THERE MAY BE A POSSIBLE REVISION OF THE DATES HERE FOR ED LAB  
SCHOOL SITE VISITS DUE TO PUBLIC SCHOOL SCHEDULING**

- M Feb 17 **P:** *"IF NO WIND, ROW."* (Latin proverb)  
Linguistic Differences in School Communities  
**PAL** [Peer Appropriate Language]: Black American English (lecture)
- W Feb 19 **ED LAB: SCHOOL VISIT [MEET AT ASSIGNED SCHOOL]**
- M Feb 24 **P:** *"BEWARE OF THE MAN WHO DOES NOT TALK, AND THE DOG THAT DOES NOT BARK"* (Cheyenne proverb)  
*IAT RESULTS; RACE AND GENDER: DISCUSSION*  
CULTURE AND CONTEXT: ED HALL
- W Feb 26 **ED LAB: SCHOOL VISIT [MEET AT ASSIGNED SCHOOL]**
- M Mar 3 & W Mar 5 No Classes – SPRING BREAK**
- M Mar 10 **P:** *"FALL SEVEN TIMES, STAND UP EIGHT"* (German proverb)  
*"NO TEACHER LEFT BEHIND"* [Class discussion]  
REVIEW
- W Mar 12 **ED LAB: SCHOOL VISIT [MEET AT ASSIGNED SCHOOL]**
- M Mar 17 MID-TERM EXAM [NO MAKE-UP EXAM-YOU MUST BE PRESENT]**
- W Mar 19 **ED LAB: SCHOOL VISIT [MEET AT ASSIGNED SCHOOL]**
- M Mar 24 **P:** *"ONE FINGER CANNOT LIFT A PEBBLE"* (Hopi proverb)  
Non-Verbal Communication  
American Indian culture (see course website)
- W Mar 27 **ED LAB: SCHOOL VISIT [MEET AT ASSIGNED SCHOOL]**
- M Mar 31 **P:** *"ROCKING CHAIRS MAKE LONG-TAILED CATS UNEASY."* (Mexico)  
The Latino Question: *Que Pasa?* [What's Happening?]  
Handbook: The Mexican Experience (see website)  
Reality Check: *"LA VIDA NO ES FÁCIL* [Life is Not Easy]"
- W Apr 2 **ED LAB: SCHOOL VISIT [MEET AT ASSIGNED SCHOOL]**
- M Apr 7 **DEVELOPING A PHILOSOPHY OF EDUCATION  
GP 1 [GROUP PRESENTATION]**

- W Apr 9 *P: "THE REVERSE SIDE ALSO HAS A REVERSE SIDE."* (Japanese proverb)  
**GP 2& GP 3**  
**DEVELOPING A PHILOSOPHY OF EDUCATION (cont]**
- M Apr 14 **P: "WHEN SPIDER WEBS UNITE THEY CAN TIE UP A LION."** (Ethiopian proverb)  
**GP 4 & 5**
- W Apr 16 **GP 6, GP 7, & GP 8**
- M Apr 21 **Students with Special Needs** Reality Check: ODD  
**THE GLASS CASTLE [SHARE THOUGHTS]**  
**Response Paper due: THE GLASS CASTLE**
- W Apr 23 The Teacher as Reflective Practitioner
- M Apr 28 Review
- W Apr 30 **Last Day of Class - All essays due**