

SPRING 2005

EDUC 6410: Educational Foundations

Wednesdays 7:15-9:45, via satellite (transmitted from ECC 311) and online

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Office hours: Tuesdays 3-4:30 and by appointment

Course Description

The purpose of this course is to provide graduate students with an understanding of the role that schools play as social institutions. In undertaking this study we will consider the purpose of public schooling; the historical context needed to interpret the role that schools play; issues of organization, governance, and teaching; the interplay between schooling and issues of race, class, gender, and disability; issues of curriculum reform; and questions involving school reform.

The course is divided into units described below. For each unit you will need to complete the readings listed on the syllabus, the supplementary written material contained in the unit on the website, and the discussion board postings. There will also be a take-home midterm and final examination and a critical book review.

Course Texts

The following two course texts are available in the University Bookstore on the Logan Campus of Utah State University. To order the books from the bookstore by phone, please call them at 435-797-1666. Additionally, you might consider buying new or used copies of the texts through online vendors. I particularly recommend half.com and amazon.com for this purpose. To facilitate online ordering I have provided the ISBN numbers for the two texts below.

Franklin, B., ed., (1998). *When children don't learn: Student failure and the culture of teaching*. New York: Teachers College Press. ISBN 0-8077-3718-6

Valenzuela, A., ed. (2005). *Leaving children behind: How "Texas-style" accountability fails Latino youth*. Albany, NY: State University of New York Press. ISBN 0-7914-6240-4

*Additional readings as noted in the syllabus with an asterisk are available on electronic reserve through the University Library.

Assignments

1. Take Home Examinations

There will be a take-home midterm examination and a take-home final examination. The midterm examination will cover Units 1-5 and the final examination will cover Units 6-10. The examination will pose several questions based on the readings and website material. I will provide you the examination (either by e-mail or on the website) about a week before it is due. You will be able to use your readings and the website to complete the examination.

2. Critical Book Review

Write a critical book review of Angela Valenzuela's edited volume entitled *Leaving children behind: How "Texas-style" accountability fails Latino youth*. The critical book review should be about 6-8 doubled spaced, typed pages. The review should provide 1) an identification of the purpose or thesis of the book, 2) a statement of the authors' argument(s) or point(s) of view, 3) a summary of the contents of the book, 4) a discussion of the relationship between the book's contents and specific topics we have treated in the course (describe how the book supports or challenges points made in the readings and on the website) and 5) an identification of the strengths and weaknesses of the book. In writing the review you should not rely on direct quotations to carry the weight of your paper but must depend on your own words and interpretations.

3. Discussion Board and Participation

There will be a discussion topic posted on the discussion board in each unit. In each of these unit discussion boards, you will be required to respond to a question or issue. At your discretion, you may then return to the board to respond to the comments of other individuals in the class or myself or to simply move the discussion forward. The class will be divided into several small groups with whom which you will be sharing your postings. Your grade for these discussion postings and your participation will be based on the thoughtfulness of your response, the degree to which your postings indicate knowledge of the readings, and the degree to which your postings move the discussion forward. Your participation can bring into play your own personal experience as an educator, but they must do more. Your participation must link those experiences to the content of this course and the readings. Once we complete a unit, I will not go back to the board to consider late postings. As a consequence, you will not receive credit for late postings.

Evaluation

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| Midterm take-home essay examination | 25% |
| Final take-home essay examination | 25% |
| Critical book review | 25% |
| Discussion board postings and participation | 25% |

Grading

Each of the course assignments will be graded on the basis of the accuracy of the content, the completeness and adequacy of the coverage, quality of analysis, coherence and clarity of discussion, and the quality of written expression.

The following scale will be used to determine your final grade:

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|---------|----|--------|----|
| 93-100% | A | 77-79% | C+ |
| 90-92% | A- | 73-76% | C |
| 87-89% | B+ | 70-72% | C- |
| 83-86% | B | 67-69% | D+ |
| 80-82% | B- | 60-66% | D |

Late Papers

If you are not able to turn in a paper on the due date, please send me an e-mail indicating why the assignment is late and when you plan to turn it in. Late assignments will be graded but may not receive written comments. A penalty may be assessed in the case of late papers depending on the circumstances.

Absence Policy

If you are unable to attend class due to illness or an emergency, please let me know as soon as possible. Attendance and participation at every class is important. Except in cases of documented emergencies, four points will be deducted from your final grade for each absence unless the instructor is contacted in advance or the day of the absence. Please keep in mind that you are responsible for readings and in-class assignments despite your absence, and that, except in the case of a documented emergency, out of class assignments remain due the day indicated in the syllabus.

Final Note

This is not the kind of introductory course to education that you may have taken as an undergraduate. This is an advanced course for graduate students with experience in the schools. The course presupposes that you have some understanding of issues affecting school and society. If you do not, you may wish to consult any of a number of introductory textbooks that treat such topics. One of the best is Steven Tozer, et. al, *School and Society: Historical and Contemporary Perspectives* (New York: McGraw H-Hill, 2002). It is important to note that graduate study is a rigorous activity that requires your willingness to devote significant time beyond reading the material posted on the website. I would estimate that you should be prepared to devote 6-9 hours per week to reading, writing, and reflection. If your current professional and/or personal obligations will not allow you to devote the time and energy required to successfully complete the course, you should plan to take the course at another time.

Additional Expectations

- Attach a cover page to each assignment with the title of the paper, your name, the course number, and the date. Papers should be double-spaced and pages should be numbered.
- The use of gender-inclusive language is expected. If you need guidelines, *The Elements of Nonsexist Usage* by Val Dumond provides valuable advice, and includes a “glossary of alternative terms.”
- Both the content and the quality of your writing are important. Make sure that your work is proofread carefully (reading a paper aloud to yourself is an effective strategy for this).
- Students are not to assume that just doing the assignments entitles them to the grade. Rather, each assignment must be of high quality. Thus, students may be asked to re-do any assignments of mediocre or poor quality.
- You are always welcome to discuss your ideas and topics with me before starting work on any assignment to clarify expectations. In addition, please let me know when the standards for any assignment have been unclear to you.

Course Schedule and Readings

January 12, 2005 *Unit 1 Theme: Course overview and introductions*

January 19, 2005 *Unit 2 Theme: The purpose of American public education*

*David Labaree, "Public Schools for Private Advantage: Conflicting Goals and the Impact of Education," in David Labaree, *How to Succeed in School Without Really Learning* (New Haven: Yale University Press, 1997), 15-52

*Larry Cuban, "Why is it so Hard to Get 'Good Schools,'" in Larry Cuban and Dorothy Shipps (Eds.), *Reconstructing the Common Good in Education* (Stanford: Stanford University Press, 2000), 148-169

January 26, 2005 *Unit 3 Theme: The historical context of public schooling*

*William J. Reese, "Public Schools and the Elusive Search for the Common Good," in Larry Cuban and Dorothy Shipps (Eds.) *Reconstructing the Common Good in Education* (Stanford: Stanford University Press, 2000), 13-31

*Herbert M. Kliebard, "Curriculum Ferment in the 1890s," in Herbert M. Kliebard, *The Struggle for the American Curriculum, 1893-1958*, 2nd ed. (New York: Routledge, 1995), 1-25

February 2, 2005 *Unit 4 Theme: Schooling and the problem of academic achievement*

Franklin, Introduction, Chapter 1, and Chapter 2.

February 9, 2005 *Unit 5 Theme: The organization and governance of schooling*

Franklin, Chapter 7

*Barry M. Franklin, "Race, Restructuring, and Educational Reform: The Mayoral Takeover of the Detroit Public Schools," in Louis F. Mirón and Edward P. St. John (Eds.), *Reinterpreting Urban School Reform: Have Urban Schools Failed or Has Reform Movement Failed Urban Schools* (Albany: State University of New York Press, 2003), 95-125

February 16, 2005 *Unit 6 Theme: Race, class, gender, and disability in schooling*

Franklin, Chapter 5

*Ray C. Rist, "Student Social Class and Teacher Expectations: The Self-Fulfilling Prophecy in Ghetto Education," *Harvard Educational Review* 40 (August, 1970), 411-451

*Barry M. Franklin, "Community, Race, and Curriculum in Detroit: The Northern High School Walkout," *History of Education*, 33 (2004 # 2), 137-156.

*"My Turn," *Newsweek*, April, 2004.

*"Youth Voices," *Harvard Educational Review* 66 (Summer, 1996), 173-197.

February 23, 2005

Unit 7 Theme: Teaching and the work of teachers

Franklin, Chapters 3 and 4

March 2, 2005:

Unit 8 Theme: Schooling, curriculum, and reform

*Diane Ravitch, "In Search of Standards," in Diane Ravitch, *Left Back: A Century of Failed School Reforms* (New York: Simon and Schuster, 2000), 408-452

*Michael W. Apple, "Standards, Markets, and Curriculum," in Barry M. Franklin (Ed.), *Curriculum and Consequence: Herbert M. Kliebard and the Promise of Schooling* (New York: Teachers College Press, 2000), 55-74.

March 9, 2005:

Unit 9 Theme: Reforming schools

*Amy Stuart Wells and Janelle Scott, "Privatization and Charter School Reform: Economic and Social Dimensions," in Henry M. Levin (Ed.), *Privatizing Education: Can the Marketplace Deliver Choice, Efficiency, Equity, and Social Cohesion* (Boulder: Westview Press, 2001), 234-259

*David Tyack and Larry Cuban, "Reinventing Schooling," in David Tyack and Larry Cuban, *Tinkering Toward Utopia: A Century of Public School Reform* (Cambridge: Harvard University Press, 1995), 110-133.

*Frederick Hess, "Introduction," in Frederick Hess, *Common Sense School Reform* (New York: Palgrave Macmillan, 2004), 1-36.

*Barry M. Franklin and Gary McCulloch, "Partnerships in a 'Cold Climate': The Case of Britain," in Barry M. Franklin, Marianne N. Bloch, and Thomas S. Popkewitz (Eds.), *Educational Partnerships and the State: The Paradoxes of Governing Schools, Children, and Families* (New York: Palgrave Macmillan, 2003).

*John Portz, Lana Stein, and Robin R. Jones, "Cities, Schools, and Civic Capacity," in John Portz, Lana Stein, and Robin R. Jones, *City Schools and City Politics: Institutions and Leadership in Pittsburg, Boston, and St. Louis* (Lawrence: University Press of Kansas, 1999), 1-20.

March 30, 2005 Unit 10 Theme: Leaving children behind?

Valenzuela, A., ed. (2005). *Leaving children behind: How "Texas-style" accountability fails Latino youth*. Albany, NY: State University of New York Press. ISBN 0-7914-6240-4

May 4, 2005 Final Exam Day