

WESTERN KENTUCKY UNIVERSITY
Department of Administration, Leadership, and Research

EDFN 576 Issues and Trends in Education
Spring 2012

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In order to meet the requests and to assist all students, please call for an appointment if you wish to come to campus and see me. Do not travel to campus without an appointment.

Course Description

This course is designed to study selected problems in American society, the impact of these problems on the educational systems, and the possible role of educators and educational systems in understanding and working through such problems.

The professor reserves the right to alter/add/adjust the syllabus after the first class meeting.

Rationale

Schools do not exist in a vacuum, but rather in a society that affects and influences them in many ways. There are many fundamental and controversial issues, which confront and affect the nature and business of schooling. Educators voice a perspective on these issues, and the perspectives may support or reject in part or entirely the ideas or actions particular to an issue. An educator's view is grounded in his or her philosophical beliefs regarding education and schooling. This course will examine such issues in education. Students will read the pro and con perspectives of controversial issues and identify trends currently present within the landscape of public school education. Additionally, each student will begin to articulate his/her perspective on issues and develop a consistent philosophical view about the work of schooling and education. These and other activities will help students to increase their awareness of not only existing issues but emerging issues.

Instructional format

This is an online class. A course schedule will be issued when the semester begins.

Plagiarism

Plagiarism is a serious act. Your work may be reviewed for possible plagiarism with

computer software to detect material that has been obtained and used as another persons.

Additional notes related to this class:

Your work will be compared to the text. All work should be in your own words. Quotes are not acceptable answers to assignment questions. All assignments are an individual effort, so you may not confer with others or use work of any other student. These situations as well as plagiarism can result in a zero on an entire assignment.

All work (which includes the midterm, final exam, and assignments) are individual not a collaborative effort with any other person. You are to complete the work using the book and class note. All work must be in your own words and not copied from the text. Most assignments are essay responses, so students must read, comprehend, and write the answer in own words.

Every student must have completed the plagiarism trainings and a record will be kept in your student file. We will discuss this the first class meeting, but this applies to all assignments including the first assignment, which is due before the first class meeting.

Training sites:

<http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing>

<https://www.indiana.edu/~istd/>

Background Information for Reading the Issues and Considering Assignments

This book examines many issues that have for centuries been the concern of educators and educational philosophers, beginning with Plato. Some of the primary questions that have been addressed in education for centuries are:

What is the purpose of education?

What content should be taught?

What is the nature of knowledge (epistemology) and how do we acquire knowledge?

How should knowledge be transmitted or taught?

The readings in Noll all address one or more of these questions. I hope that your readings and posting this semester will encourage you to think deeply about your educational beliefs and convictions as well as move forward to expand your ideas, articulate these ideas, and explain the basis for your ideas as well as categorize your ideas according to the primary questions. As you read consider which of the questions the author of the reading addresses.

Course Objectives

Students will

1. Read articles that connect our schools and our society
2. Identify current issues that confront schools and society including the historical context.
3. Read and consider the issues in relationship with our school within a pluralistic society in order to promote diversity awareness, gender sensitivity, and racial/ethnic appreciation.
4. Analyze and frame problems in written format.
5. Consider and refine perspectives of educational issues in accord with professional ethics.

Course topics/issues

Educational theorists

Curriculum issues

Diversity issues

Instructional models

Discipline models

Technology issues

Required Text and Materials

Noll, J. W. (2011). *Taking sides* (16th ed.). New York: McGraw-Hill.

Journal articles assigned during the semester.

Students must have an active WKU e-mail address and list this with the course. To access this course on the Internet follow these steps:

1. Go WKU homepage and link to Blackboard.
2. Click login and follow directions.

If you have difficulty, call the help desk: 270/745-7020.

Then you will see your courses. Click on this course number and title:

EDFN Issue and Trends. This will take you to the menu for the class. The final syllabus and weekly schedule will be available January 23, 2012.

Grading

Mid-term

Assignments (12 issues)

Paper #1

Paper #2

Final

Final and mid term: 1/3 grade; class assignments : 1/3 grade; paper#1, paper #: 1/3 grade.

100-90%=A; 89-80%= B; 79-70= C; 69-60= D; 60- F

Schedule

Late work is a zero

Accommodations

Students with disabilities who require accommodations for this course must contact the

Office for Student Disability Services, Room 445, Potter Hall, (270) 745-5004.

Accommodations will be provided according to university guidelines.

Statement of Diversity:

The faculty of the Department of Educational Administration, Leadership, and Research believes that diversity issues are of major importance for student success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning active engagement by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Bibliography

Darling-Hammond, L. (1997). *The right to learn*. San Francisco, CA: Jossey-Bass.

Fine, M., Weis, I., Powell, I., & Wong, I. M. (1997). *Off white: Readings on race, power, and society*. New York: Routledge.

Hochschild, J. (1995). *Facing up to the American dream: Race, class, and the soul of the nation*. Princeton, NJ: Princeton University Press.

Jaeger, R. M., & Hattie, J. (1995). Detracking America's schools: Should we really care? *Phi Delta Kappan*, 77(3), 218-219.

Johnson, D. W., & Johnson, R. T. (1995). *Reducing school violence through conflict resolution*. Alexandria, VA: ASCD.

Levine, D. U., & Levine, R. F. (1996). *Society and education*. Needham Heights, MA: Allyn & Bacon.

Scherer, M. M. (1997). The changing lives of children. *Educational Leadership*, 54(7).

National Research Council (2000). *How people learn*. Washington , DC: National Academy Press.

Wills, J. (1996). *Who needs multicultural education? Anthropology and Education Quarterly*, 27, 365-389.

Final note: This is the final syllabus, but there may be changes and additions made by the faculty of record to meet needs of students and course.