

The University of Georgia
Department of Workforce Education, Leadership, and Social Foundations
EFND 2110
Investigating Critical and Contemporary Issues in Education
Fall 2007

Instructor: Ms. Keisha J. Nalty

Class Meetings: Thursdays 5:00-7:45pm in Rivers Crossing

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Office Hours: After class, or by appointment

Course Description: Observations and analyses of critical educational issues influencing the social and political contexts of educational settings in Georgia and the United States. Students examine the teaching profession, the meaning of education and schooling in a diverse culture, and the moral and ethical responsibilities of teaching. Our goal in this course will be the collective investigation of complex insights into the form, function, and meaning of historical, critical, and contemporary issues in education. Students should view this course as an opportunity to reflect on teaching as a career and to begin reflecting on the challenges and opportunities they will face in the classroom as teachers.

Course Objectives or Expected Learning Outcomes:

1. Future educators understand and can apply disciplinary knowledge from the humanities and social sciences to interpret the meanings of education and schooling in diverse and contemporary contexts.
2. Future educators understand and can apply normative perspectives on education and schooling in contemporary contexts.
3. Future educators understand and can apply critical perspectives on education and schooling.
4. Future educators understand and can apply moral and ethical principles related to democratic institutions can inform and direct schooling practice, leadership, and governance.
5. Future educators understand the full significance of diversity in a democratic society and how that bears on instruction, school leadership, and governance.
6. Future educators understand how philosophical and moral commitments affect the process of evaluation at all levels of schooling practice, leadership, and governance.

Required Texts:

1. Spring, J.H. (2006). *American Education*. Twelfth Edition. McGraw-Hill. ISBN 0072981555 Paperback
2. Kozol, J. (1992). *Savage Inequalities*. Harper Perennial. ISBN 0060974990 Paperback
3. Carter, F. (2001). *The Education of Little Tree*. 25th Anniversary Edition. University of New Mexico Press. ISBN 0826328091 Paperback

In addition to the readings listed above, students will have several articles to read.

Topical Outline

1. **Introduction/Background**-features of American education: unique and universal features, key problems and challenges, model for other countries.
2. **Historical Development of Education in the United States**-roles/purposes of education, education and development, pre-colonial education, colonial education, 19th century educational expansion, early twentieth century progressive education.
3. **Contemporary developments in American Education**- explores post 1950 developments, expansion, and democratization of education, status of American education in the contemporary period.
4. **Equality of Educational Opportunity**- understanding dominant culture elements in education, equality/inequality issues; social class, race, gender, and special needs issues.
5. **Politics of Education**- discover, explore, and describe current issues and trends in schools (e.g., bullying, curriculum/reform mandates, vouchers, privatization, testing and evaluation, federal and state policy, disciplinary and interdisciplinary fields and the lenses of analysis, critique, and interpretation).
6. **The Profession of Teaching**- analyze the legal, ethical, and professional, responsibilities as future teachers (examining your own agendas, prejudices, and values as they relate to teaching and learning and reflect on how they influence your beliefs about "good" teaching and schooling in democratic contexts).
7. **Curriculum, Instruction, Standards, and Testing**- understand the role of curriculum and standards in schools, reform plans, methods of instruction, and issues surrounding testing in schools.
8. **Technology**-analyze the implications, benefits, and challenges concerning the use of technology in contemporary Georgia and U.S. classrooms

Other current issues and concerns you may have

Course Requirements

*** If you are registered for EFND 2110 Investigating Critical and Contemporary Issues in Education, it is a Board of Regents requirement to have *the Field Experience requirement within the EFND 2100 course (minimum of 10 hours of field experience).***

Course Activities:

Class meetings will form the backbone of the course in the form of lectures and discussions of questions based on the principal texts for the course *as well as* other material in selected video/film showings; and consideration of data on key websites. *Reading and reflecting, writing on your own will be an essential part of the course.* Keep abreast of the readings as they are scheduled through the term; also allot time for your work on the assignments for the course. *The course syllabus provides a general framework for the course. Deviations announced to the class by the instructor may be necessary.*

Assignments

There are several assignments that will determine how you are assessed within the course. The following assignments are expected, in addition to the midterm and final exam:

1. Read the text and other assigned materials and be prepared to discuss, share, analyze, and collaborate with your classmates. Reading assignments are to be completed prior to class. See the attached course schedule for the dates of each reading and written assignments.

NOTE: Midterm and final exams will draw heavily on class lectures and presentations.

2. A formal two-page essay in which the student will assess and reflect upon his or her own schooling. Instructions will be given in class. This essay is due on *September 6, 2007*.

3. Class Presentation- one 5-7 minute group presentation from *American Education* chapters. Specific instructions will be given in class.

4. Field Experience Requirement-each student must complete a minimum of 10 hours in the field in order to gain Exposure to and experiences in P-12 school-related and community-based educational settings. Includes observation, discussion, and other interactions to learn about school realities, with an emphasis on cultural and linguistic diversity. Especially designed for students considering majors in education.

**Assignments submitted late will be penalized per day.*

Writing Guidelines

All written assignments (with the exception of the reflective schooling assignment) are to be typed and double-spaced. In addition, select language for your writing and speaking that communicates clearly. Informal language, humor, and jargon are not appropriate forms of communication for written assignments. Use APA style for citations.

Examinations: There will be two formal examinations: a mid-term and a final exam. In the examinations, students will be expected to synthesize their readings and their learning from the course. ***No exam exemptions are given.***

-The midterm examination in this course will be held in class on **Thursday, October 4, 2007 (to be confirmed)**, based on lectures/presentations and all readings to date. (20%)

-The final examination will focus on material covered after the midterm examination (Date TBD) and will require you to reflect on your own experience relative to content in the course. (25%)

Attendance and Participation: Attendance at all sessions is required. Information and notes will NOT be posted on the web. All students are expected to be fully informed and engaged in each class session. Thus, all participants in the course must come to every class having completed the assignments as indicated in the calendar, and being ready to share their insights, comments, and questions. If you need to miss a class, please notify me in advance of your anticipated absence and make arrangements to turn in assignments. If possible, please provide documentation (doctor's note, court summons, etc.) for an excused absence or for failure to submit an assignment on its due date.

Be advised that excessive absences will negatively affect your grade. The final exam will directly address material presented in class, not just material in the texts. Please sign in during each class (Signing in for another student is an unacceptable honor code violation).

Grade Determination: Your final grade will be determined as follows:

- 5% Participation/Preparation
- 10% Personal Schooling Reflection
- 15% Class Presentation
- 20% Midterm Examination
- 25% Field Experience
- 25% Final Examination
- 100% Total

The following grading scale will be used:

A	95-100
A-	91-94
B+	87-90
B	83-86
B-	80-82
C	75-79
C-	70-74
F	less than 70

Logistics

- ** Attend all sessions, notify instructor in advance of excusable absences; non-attendance and failure to submit assignments on due dates will hurt your grade.
- ** **PLEASE!** No food, caps or hats in class. Laptops are not necessary for class.
- ** Cell Phones OFF or on silent!

Key Dates: Fall 2007

Classes Begin	August 16	Thursday
Drop/Add	Aug. 16 – Aug. 21	Thursday – Tuesday
Holiday: Labor Day	Sept. 3	Monday
Midterm	Oct. 9	Tuesday
Midpoint Withdrawal Deadline	October 12	Friday
Fall Break	Oct. 25 – 26	Thursday – Friday
Holidays: Thanksgiving	Nov. 21 – 23	Wednesday – Friday
Classes End	Dec. 6	Thursday
Final Exams	Dec. 10 - 14	Monday - Friday

Academic Honesty Code at UGA:

There will be strict adherence to the UGA Academic Honesty Code in this course. You are required to be familiar with the specifics and provisions of the UGA Academic Honesty Code (consult the website under Office of the Vice President for Instruction, www.uga.edu/ovpi) on cheating, plagiarism (including use of downloaded web information without referencing), signing in for another student, and other forms of dishonesty and unauthorized assistance. You will be asked to sign a Pledge that your written assignments are your own work, alone.

Note: In this course “*authorized assistance*” is assistance from Ms. Nalty.

Tentative Schedule

Week 1-Week 2 (August 16, August 23) **Spring, <i>American Education</i> , Chapter 1	Introduction/Historical Background
Week 3-Week 4 (August 30, September 6) ** <i>The Education of Little Tree</i>	Historical Developments Contemporary Development (Personal Schooling Assessment due 9/6)
Week 5-Week 6 (September 13, September 20) **Spring, <i>American Education</i> , Chapter 2, Chapter 3, Chapter 4, Chapter 5 **Kozol, <i>Savage Inequalities</i>	Equality of Educational Opportunity (Presentations) Savage Inequalities (Presentations)
Week 7-Week 8 (September 27, October 4) **Spring, <i>American Education</i> , Chapter 6	Savage Inequalities (Midterm 10/4-in class)
Week 9-Week 10 (October 11, October 18) ** Spring, <i>American Education</i> , Chapter 7 and Chapter 10	Politics of Education Politics of Education
Week 11-Week 12 (October 25, November 1) ** <i>The Education of Little Tree</i> ** Spring, <i>American Education</i> , Chapter 8	No class (Fall Break) The Profession of Teaching
Week 13-Week 14 (November 8, November 15) ** Spring, <i>American Education</i> , Chapter 9	The Profession of Teaching Curriculum, Instruction, Standards, Testing (Field Experience due 11/15)
Week 15-Week 16 (November 22, November 29)	No class (Thanksgiving) Technology Wrap-up
Week 17	Final Exam- due December 6

Have a wonderful semester!