

**CALIFORNIA STATE UNIVERSITY, STANISLAUS
DEPARTMENT OF TEACHER EDUCATION**

**EDMS 4100- Winter 2005
Foundations of Education in a Diverse Society
*“Advocates for children and their communities”***

Dr Pamela Russ
Phone: 632-1799
Office: DBH P326, Teacher Education Department
Email: drpamelaruss@aol.com
Office Hours: Before and after class and by appointment

Our Conceptual Framework

OUR VISION

The professional preparation programs in the College of Education have a shared vision: To prepare teachers and service personnel who impact positively and optimally on the achievement of all P-12 students in academic and non-academic areas. The attributes that undergird our school-based preparation programs are high standards, academic rigor, and intellectual integrity.

CSU Stanislaus, College of Education has an enduring commitment to the preparation of professionals who are:

- Competent in their chosen areas,
- able to integrate subject-matter content with pedagogy appropriate to their field of study,
- culturally responsive and responsible, knowledgeable and appreciative of the diversity among learners,
- committed to self-assessment and reflection,
- partners, educational advocates, and leaders at the school level and in the wider community, and,
- users of technology that enhances teaching and learning.

OUR MISSION

The mission of the College of Education is to undertake the professional preparation of teachers and school service professionals, as identified by state legislative and administrative law. The faculty of the College is committed to meeting the rightful expectations of the public regarding the education of effective and dedicated professionals and creating a student-centered learning paradigm. The college of Education is also committed to broadening and deepening the pool of educators to reflect the diversity of its school populations.

Course Description

This course addresses the major historical, social and cultural foundations of American education with an emphasis on diversity. It reviews the research on child development and the major theories of learning that has fundamentally shaped instructional practices. It reviews the main issues confronting education: differing approaches to how students learn,

the purpose of a public school system, and how to measure learning and effectiveness of schools. It also addresses how culture, socio-economic status and gender influence academic achievement.

This course is required prior or concurrent to methodology courses (Reading/Language Arts, Mathematics, Science/Health, Social Studies/Visual Performing Arts) in the MSCP CLAD/BCLAD program.

Participants will:

- A) learn fundamental theories of the social foundations for education
- B) develop the ability to express these theories in writing and apply the theories to public school settings
- C) develop an understanding of how teachers develop and utilize new knowledge within a culturally diverse school settings
- D) apply course information for the discussion of issues of equality, diversity, and empowerment in schools

Course Objectives:

1. Students will examine educational research and theories of learning and their relationships to pedagogical strategies, techniques, student accomplishments, attitudes and conduct. (Standard 11B)
2. Students will examine the social, cultural and historical foundations of education relative to professional practices in schools and classrooms (Standard 11C)
3. Students will learn about the great debates in American education, including issues that address diversity and multiculturalism (Standard 12A)
4. Students will be able to list the major categories of divergence: racial, cultural, linguistic, special needs, socio-economic, learning styles, gender, family structure, sexual orientation and ability; and how these impact teaching and learning; and be able to plan lessons to mitigate for bias (Standard 5A, 5B, 5C, 5E, 5F, 9G, 10Aiii)
5. Students will deal with their own beliefs and how they shape the learning environment and teaching practices in their classrooms. (Standard 5A, 5B, 5C, 5E, 5F, 9G, 10Aiii)

PERFORMANCE ASSESSMENT

Attendance-attendance and promptness are expected and will affect the course grade you earn. After three absences your final grade will drop by one grade (A-B).

Course Readings and Class Participation (10%)- Students are expected to finish all course readings prior to class and participate in discussions based on the content of the readings.

Group Chapter Presentation (10%) leads a discussion on one of the chapters from the class text. You can use outlines, charts or transparencies to introduce key concepts from the assigned chapter. *Assignment due according to sign-ups.*

Cultural Diversity Lesson (10%)- Students will prepare in groups and present to the class a 20-minute lesson. A 1-2 page lesson plan will be due on the day of your group presentation. *Assignment due according to sign-ups.*

Jigsaw Teaching Strategy (30)-Students will participate in a cooperative learning activity, based on the book, *Critical Pedagogy: Notes from the Real World*, by Dr. Joan Wink.

Teacher Research/ Field Experience Study (minimum of 15 to 20 hours)- Teacher research study by Sadker and Sadker is designed to acquaint students with various components of schooling, including issues both in and outside the classroom. The study will account for 40% of the course grade. You may complete the study alone or with a partner. Partners must focus on the same school site for their study and complete activities together. Be prepared to share your data collection activities (without identifying the school) at class meetings. If you are taking other courses concurrent with this course that require supervised fieldwork, you may count the hours for more than one course, but you must still have a total of 15 to 20 hours to meet the early field experience requirement.

GRADING

NOTE: All papers must be turned in typed and double spaced with 12pt. printed font with clear copies or originals. Thoroughness, neatness and assignments completed on time.

Grading Standards

A=100-90

B=89-80

C=79-70

D=69-60

F=59 and below

“ It is time for (us) to teach young people early on that in diversity there is beauty and there is strength. We all should know that diversity makes for a rich tapestry, and we must understand that the threads of the tapestry are equal in value no matter their color; equal in importance no matter their texture.”

Maya Angelou