EDMS 4100: FOUNDATIONS OF EDUCATION IN A DIVERSE SOCIETY
EDMS 4100-002 CRN 40519
Wednesday, 9 a.m. to noon, C – 131
Fall 2006
California State University, Stanislaus
(9.2.2006)

Our MOTTO And Our CONCEPTUAL FRAMEWORK
Advocates for children and their communities.
College of Education Mission and Vision, please see http://www.csustan.edu/AcadProg/
(The remainder of CCTC approved course content is posted on Bb.)

Instructor: Dr. Joan Wink, DB 319; Email: JWink@csustan.edu; 667-3471
http://www.JoanWink.com; Teacher Education DB 330
First Class: Wednesday, September 7, 2005; 9 a.m. to noon, C 131
Office Hours: before & after class, and Tuesdays, 3:30 to 4:30 walk-in

Required Text
I will post on Bb.

Additional Resources
Foundation texts
Hilberg, R. S., Change, J., Epaloose, G. Designing effective activity centers for diverse learners:
A guide for teachers at all grade levels and for all subject areas.
[In ch. 2]

Educational Journal Articles
Ackerman, D. B. (2003, January). Taproots for a new century: Tapping the best of traditional and
 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 achievement.

Week 1 Wednesday (9.7.2005)
The Teaching Profession & Why Teach?
Overview and Class Procedures.
 Name cards: names/address/phones/emails address. In addition, tell me three things about yourself that you would like me to know. Pair Share: Get email/phone of new friends
How to Access Bb (Blackboard).
CSU Stan; Academic Resources
Primary Assignment for Week Two – find a Bb buddy.
Access Bb and download the complete syllabus.
Go to JoanWink.com. Sign up for WinkWorld. Go to Free to a Good Home–download 2 blackline masters to share in class next week.

Introduction to Activity Centers
JOINT PRODUCTIVE ACTIVITY (JPA)
Facilitate Learning Through Joint Productive Activity Among Teacher and Students

a) So, what have you been reading? Small group to whole group. Be prepared to
b) The Basics, an in-class activity with the foundation texts:
 Why teach? What are the career issues facing beginning teachers? How do teachers feel about work? How are views on teaching changing? What professional development do teachers receive? How are teachers evaluated? How are teachers supported and rewarded? Is teaching a profession? How do teacher demonstrate professional leadership?
 Team Assignment: Answer 5 of these questions on a transparency – you may use words or pictures.
 Individual Assignment for Week Two: Answer 2 of these questions on 1 sheet of paper for Week Two–yes, words or pictures. The ‘Net is a great resource.

Webliography
http://library.csustan.edu/instruction/
http://library.csustan.edu/help/howto.html
http://library.csustan.edu/workshops.htm

Due from Bb:
Print: The New Teacher’s Rollbook Companion, aka, CA Rollbook; Big Ideas Semantic Map, 100 years in a 1000 words, 3 Perspectives on Pedagogy
Week 2 Wednesday (9.13.2005)
Top Ten Things to Know Before You Start Teaching

Focus:
Activity Centers
Review of JPA: So, what have you been reading?; 2 blackline masters from www.JoanWink.com; share answers to 2 answers to The Basics. Share Out to Whole Group.

LANGUAGE AND LITERACY DEVELOPMENT (LLD)
Develop Competence in the Language and Literacy of Instruction Across the Curriculum
TPEs, INTASC Standards, ZPD, IEP, IDEA, FAPE, LREs, ARD

Webliography
www.dictionary.com
ASCD, A Lexicon of Learning
http://www.ascd.org/portal/site/ascd/menuitem.4247f922ca8c9ecc8c2a9410d3108a0c/
Kathy Schrock’s Guide for Educators
http://school.discovery.com/schrockguide/assess.html

Week 3 Wednesday (9.20.2005)
Ologies, Osophies, Isms, and Ics
Alma Flor Ada: Authors in the Classroom in Stockton
Due: Student Contracts, 3 library cards, voter registration

Activity Centers
CONTEXTUALIZATION (CTX) = MEANING MAKING (MM)
Contextualize Teaching and Curriculum in the Experiences and Skills of Students’ Homes and Communities
The Teaching Profession—Why Teach? Top Ten Things to Know Before Teaching
Semantic Map of Challenges and Rewards of Teaching = Teaching Profession & Why Teach?
Marlene Avila’s Top Ten/INTASC; Intentional learning/Incidental learning; Inert learning/ catalytic learning; Coercive and Collaborative Relations of Power

Week 4 Wednesday (9.27.2005)
Linking Theoretical Ideas to Action
James Moffett: Keeping the Flame Alive, Asilomar, National Writing Conference
http://www.writingproject.org/cs/nwpp/print/nwpr/102
http://books.heinemann.com/authors/18.aspx
Great Valley Writing Project, http://www.csustan.edu/gvwp
Due: First 2-page reading response: SPA: Socrates, Plato, or Aristotle? So what? Why do they matter to us today?

Activity Centers
CHALLENGING ACTIVITIES (CA) = COMPLEX THINKING (CT)
Teach Complex Thinking, Challenging Students Toward Cognitive Complexity

Webliography
National Writing Conference
http://www.writingproject.org/cs/nwpp/print/nwpr/102
Week 5 – Wednesday (10.4.2005)
Linking History with Foundations
CATESOL, Modesto Junior College, Saturday, October 7, 2006 – Gary Soto
Activity Centers – review of all 5 centers

[*] INSTRUCTIONAL CONVERSATION (IC)
Teach Through Conversation, Engaging Students Through Dialogue
Focus: cited educational journal articles

Week 6 – Wednesday (10.11.2005)
University Holiday
Due: *Critical pedagogy: Notes from the real world* assignment.

Week 7 – Wednesday (10.18.2005)
Linking Philosophy with Foundations
Due: Second summary/reflection: Describe progressivism, social reconstructionism, existentialism, essentialism, or perennialism
Activity Centers
All 5 centers: Simultaneous and diversified, review of course content to date
Due: Portfolio: 3 ring binder; dividers with completed labels for each section

Week 8 – Wednesday (10.26.2005)
Diversity
Bilingual Basics and SLA
Activity Centers
5 centers–diversity in education
Due: Portfolio: Introduction and Personal Identity sections
Webliography
Population diversity explosion reaches all states except WV.
http://www.azstarnet.com/allheadlines/142112
AZBLE@asu.edu,August15

Week 9 – Wednesday (11.1.2005)
Testing/Curriculum
Portfolios and CCTC, NCATE, & INTASC Standards
Due: Portfolio: Domains 1 and 2
Activity Centers
5 centers–Curriculum, testing, portfolios, diversity, philosophies
Webliography
The Rubric Bank
http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/Rubric_Bank/rubric_bank.html
Year End Project Rubrics
http://www.glenbrook.k12.il.us/gbssci/phys/projects/yep/endoyrub/yeprub.html
**Week 10 – Wednesday (11.8.2005)**

**Portfolios**
- Due: One page overview of your A contract plan
- Due: Third summary/reflection: The Value of Diversity in Education

**Activity Centers**
- Portfolios: Domains 3 and 4

**Week 11 – Wednesday (11.15.2005)**

**Portfolios**
- Due: Portfolio: Domains 5 and 6; Re-contracts; Third summary/reflection.

**Activity Centers**
- Student summaries/reflections

**Week 12 – Wednesday (11.22.2005)**

**History and Foundation**
- Day before Thanksgiving

**Activity Centers**
- 5 centers–history and foundations
- Due: 1 page outline for A contract papers

**Week 13 – Wednesday (11.29.2005)**

**Portfolios**
- **Activity Centers**
- 5 centers: student papers
- Due: A Contract Papers – choose one topic.
  - History of Education: So what?
  - Philosophy of Education: So what?
  - Ologies, Osophies, Isms, and Ics: So what?
  - Theory to Action: One Portrait

**Week 14 – Wednesday (12.6.2005)**

**History and Foundations** - Instructor at Conference
- Pick up your portfolios in DR 321.
- Due: Fourth summary/reflection: The History OR the Foundations of Education

**Week 15 – Wednesday (12.13.2006)**

**Finals Day**
- PICK UP YOUR PORTFOLIOS IN DB #321

**GRADING**
- Students will co-contract with the instructor for their own grade. Please submit on a 5X7 index card a written, signed, and dated statement indicating which grade you want to try to achieve. State exactly what criteria (specific assignments) you will complete to meet your grading goal.
The co-contract implies that the student determines the quantity; the instructor evaluates on the basis of quality. Graduate quality work is required for an A. The contract is due Week 3 of class; leave contracts in the DROP-OFF folder at the beginning of class. All identifying information must be on this card, i.e., phone, email, address. Later you may contract for a lower grade on Week 11. No one can contract up for a higher grade later.

Papers turned in after the due date may receive one grade lower than they would have received that they been turned in on time. Professional conduct is expected at all times. Unprofessional conduct, such as cheating, will result in a failing grade in this class. All schedule and assignments are subject to change due to unforeseen circumstances. Students with disabilities are invited to speak to the instructor to discuss accommodation options.

MINIMUM COURSE REQUIREMENTS
All students are required to do the minimum. Those who meet the stated criteria and successfully complete the minimum course requirements will receive a C for the class. Accessing materials and communicating on Blackboard is required. Instructor will post by Saturday noon of each week; student can post required responses Saturday noon through Monday night; all can read on Tuesday.

All required readings prior to coming to class and the in-class activities. Any journal writings must be your analysis of and reflections about the readings. This is not only a summary and must include specific references to the content of readings.

• Library Card (CSUS and any local public library) AND a Voter Registration card – Wk 3
• Midterm and Final Exam
• Portfolio – due Weeks 13 and/or 14

In order to contract for a B, students must do the minimum, and:

• Four summary/reflection to assigned readings. Your responses may be in narrative OR a 2 column format: In the first column, write notes on what you find important in the text, and in the second column, add your reflections. 2 typed pages.
  First summary/reflection due Week 4
  Second summary/reflection due Week 7
  Third summary/reflection due Week 10
  Fourth summary/reflection due Week 14

• 2 page reflection/review of Critical Pedagogy: Notes from the Real World due Week 6.
  Reviews of Teaching Passionately: What’s Love Got To Do With It? OR A Vision of Vygotsky may be substituted for the review of Critical Pedagogy. In lieu of a 2 page paper, students may write a two paragraph review, which has been sent to www.amazon.com. Due Week 6.
• Activity Center presentation of one of the cited educational journal resources – Wk 5
• Teaching Portfolio – due Wk 13 or 14

In order to contract for an A, students must do the B contract, and:

Students may choose from four different topics, which will be posted on Bb, Week 8

*4 pg. paper due Wk. 13:
  History of Education: So what?
  Philosophy of Education: So what?
  Ologies, Osophies, Isms, and Ics: So what?
  Theory to Action: One Portrait
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(8.30.2006)

Introduction

Personal Identity
a. Resume
b. Letters of Recommendations
c. Field Experience
d. California Clearance
e. TB Clearance
f. Transcripts

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction
   1A: Teaching Reading-Language Arts, Mathematics, Science, and History-Social Science in a Multiple Subjects Assignment

ASSESSING STUDENT LEARNING
TPE 2: Monitoring Student Learning During Instruction
TPE 3: Interpretation and Use of Assessments

ENGAGING AND SUPPORTING STUDENTS IN LEARNING
TPE 4: Making Content Accessible
TPE 5: Student Engagement
TPE 6: Developmentally Appropriate Teaching Practices
   6A: Developmentally Appropriate Practices in Grades K-3 and in Grades 4-8
TPE 7: Teaching English Learners

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS
TPE 8: Learning about Students
TPE 9: Instructional Planning

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
TPE 10: Instructional Time
TPE 11: Social Environment

DEVELOPING AS A PROFESSIONAL EDUCATOR
TPE 12: Professional, Legal, and Ethical Obligations
TPE 13: Professional Growth
THE FIVE STANDARDS AS ACTIVITY CENTERS

JOINT PRODUCTIVE ACTIVITY (JPA)
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