Spring 2005 - EDMS 4100 CRN 22552: Foundations of Education in a Diverse Society
Wednesday, 9 a.m. to noon, C – 131; Brief Overview of Syllabus - entire syllabus is available on Bb.
Instructor: Dr. Joan Wink, DB 319; Email: JWink@csustan.edu; 667-3471; http://www.JoanWink.com; Teacher Education DB 330; Office Hours: before and after class; Tuesdays 3:30 to 4:30 walk-in

Required Text

Week 1 Wednesday (2/16): FOCUS - Diversity
Wink: Top Ten Things I Wish I Had Known about Teaching & Second Language Acquisition Overview/Bilingual Basics
S&S: Read Chapter Two - Diversity and Access Bb.

Week 2 Wednesday (2/23) – FOCUS – Diversity and Second Language Acquisition
Wink: Diversity and SLA
Students: Ch 2
S&S: Read Ch 8; 100 Years in a 1000 Words (Bb)

Week 3 Wednesday (3/2) – FOCUS – History of Education
Contracts due; Discussion: History of Education
S&S: Read Ch 9

Week 4 Wednesday (3/9) – FOCUS – Foundations of Education
Wink: Overview of ologies; osophies; and isms.
Discussion: Foundations of Education

Week 5 – Wednesday (3/16) – FOCUS – Learning Communities & Portfolios
Learning Communities – S&S Chs. 1, 2, 3, 4, 5, 6
Portfolios

Week 6 – Wednesday (3/23) – FOCUS – Learning Communities & Portfolios
Learning Communities: S&S Chs. 10, 11, 12, 13, 14
S&S: Read Ch 7
Portfolios

Week 7 – Wednesday (3/30) SPRING BREAK

Week 8 – Wednesday (4/6) – FOCUS – Testing/Curriculum
Midterm
Discussion: S&S Chapter 7

Week 9 – Wednesday (4/13) – FOCUS – Summaries & Portfolios
S&S first chapter summary/reaction due
Portfolios

Week 10 – Wednesday (4/20) – FOCUS – Summaries & Portfolios
S&S second chapter summary/reaction due
Discussion: Chapters 8 & 9 again

Week 11 – Wednesday (4/27) - FOCUS – History and Foundation
Re-contracts due;
Discussion: Chapters 8 & 9 again

Week 12 – Wednesday (5/4) – FOCUS - Portfolios
Portfolios due.

Week 13 – Wednesday (5/11) – FOCUS – History/Foundations: So what?
A contracts share: Foundations or History: So What?
Portfolios returned.
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.

Students with disabilities are invited to speak to the instructor to discuss accommodation options.

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.

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.

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, however, you must include specific references to content of readings. Your journaling may be done on a computer or in a notebook.

• Midterm and Final Exam

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

• 2 page summary/reflection of 2 chapters in S&S; choose from chs. 1, 2, 3, 4, 5, 6, 10, 11, 12, 13, 14.
  First summary/reflection due Week Nine
  Second summary/reflection due Week Ten

• Teaching Portfolio – due Wk 12

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

• 2 pg. paper due Wk. 13
  Foundations of Education: So What?
  OR
  History of Education? So What?

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.

Complete syllabus will be posted on Bb. It contains all course objects, the conceptual framework, the vision, and the mission of CSU Stanislaus College of Education.