



CALIFORNIA STATE UNIVERSITY, STANISLAUS

801 West Monte Vista Avenue • Turlock California 95382
Department of Teacher Education 209-667-3357

EDSC 3900-001
Foundations of Secondary Education
Summer 2005
M, W, TH 9-12:00
C 235

Instructor

Tim Mahoney

664-6715

DBH 328B

tmahoney@csustan.edu

Office Hours: Before and after class

Course Description

EDSC 3900 is intended as the first course in teacher education at CSU-Stanislaus. As such, the course serves as an introduction to both the field of education in general and our Single Subject Credential Program. A central premise of the course is that only by identifying the various standpoints from which we view educational issues are we able to form a solid foundation upon which to build future pedagogical practices. More specifically, the course will focus on the relationships between schools and society through the social, political, economic, and historical contexts of secondary education in the nation and in California. This course also serves as an introduction to the profession of teaching as we explore state-adopted academic content standards and state and national standards for the profession of teaching, using the California Standards for the Teaching Profession as guiding principals. In general, then, we will be thinking about the interactions between history, society, government, culture, and schooling on national, local, and personal levels.

Mission and Vision of the College of Education

The goals for this course are consistent with the overall goals for the College of Education and the Single Subject Credential Program, namely the preparation of excellent beginning teachers. The faculty of the College is committed to meeting the rightful expectations of the public regarding the education of effective and dedicated professionals. The shared vision of all professional preparation programs is as follows:

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.

Finally, the College of Education at CSU-Stanislaus has an enduring commitment to the preparation of teaching 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 on the school level and in the wider community

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Users of technology that enhances teaching and learning.

Course Mechanics

This is an extremely compressed course because of the summer term structure, and that has both positive and negative consequences. There are four main assignments for the course.

1) Active and Informed Participation (15 points)

The expectation is that you will attend every class prepared to discuss the day's topics in an informed and tolerant manner. We will do a great deal of talking and working in small groups to make sense of the issues, and this works best when we can form and maintain a responsible and supportive learning community throughout the semester. If you have to miss classes, then you need to communicate with me. Simply not showing up, even once, will have a negative effect on your grade.

2) Reaction Papers (40 points)

Every Thursday for the course (that is to say 6/16, 6/23, 6/30, and 7/7) you will bring a reaction paper outlining your take on the week's readings. The reaction papers are no more than 3 pages (double spaced with reasonable font and margins). In general, there are no "right" and "wrong" answers for these reactions. However, they will be graded on the clarity of the arguments and on the evidence that you have addressed the question in a thoughtful and reflective manner. Emoting and reacting without sufficient depth and understanding of the issues should be avoided at all costs. I urge you to take them seriously.

3) Blackboard Work (15 points)

Partially because of the compressed nature of the course, and partially because on-line discussions can be powerful ways to supplement class discussions, you are required to do some blackboard assignments outside of the class time. The blackboard work requires you to access a web-based source of information and participate in a discussion loop with your classmates.

4) Contemporary Issues and Solutions Project (30 points)

Working in groups of 4 to 6 people, you will select a current issue in schooling, examine the historical origins of the issue, its contemporary manifestations, and propose solutions or ideas to deal with the issue. The group should research many sides of the topic using academic and community resources in order to develop a comprehensive understanding of the issue, then present what was learned to the class. Presentations can take any imaginable form (role-play, dramatization, lecture, powerpoint, video, etc.) but will be limited to 20 minutes. The final product must include an outline of the presentation, a handout of the important points (including an annotated bibliography of resources) and a log of activities of each participant in the group. Rubrics for the projects and presentations will be provided in the first days weeks of the course.

Grading

Final grades will be determined by adding the points for each of the three components using the following scale:

100-90 – A

89-80 – B

79-70 – C

69-0 – F

Grades below 69 result in retaking the course.

The Single Subject Credential Program does not accept grades below a C in any pre-program requirements. Finally, it is your responsibility to make me aware of any special accommodations

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you might require in the course, and I will make every effort to meet your needs.

Books

There is one required book for the course:

Canestrari, A. & Marlow, B. (Eds.) (2004) Educational Foundations: An Anthology of Critical Readings.

This book is in the bookstore and should be brought to class every day without exception. There will also be some articles/electronic resources/websites that will be accessed through blackboard.

Course Schedule

This is a rough outline of the dates, topics and work for the course. Rough is the operative word, as the compressed time frame in this course makes advanced planning both absolutely indispensable and entirely impossible.

Date	Topic	Work Due
6/13	Introductions	
6/15	Beginnings	Chapters 1, 3 and 4
6/16	Schools and Schooling	Chapter 8 Contemporary Issues Project Plan Response Paper #1
6/20	Three Models for Schooling	Chapters 13 and 16 Blackboard article on Dewey
6/22	Three Models for Teaching	Chapters 9 and 11 Blackboard article on Conservatives
6/23	Race and Racism I	Chapters 5 and 6 Response Paper #2
6/27	Race and Racism II	The Knapsack Blackboard article on
White Privilege		
6/29	School Funding	Blackboard articles on CA funding
6/30	Moving toward the point	Chapters 17 and 18 Response Paper #3
7/6	Moving closer to the point	Chapters 22, 23
7/7	Actually arriving at the point	Chapter 21 Response paper #4
7/11	Contemporary Issues Presentations	
7/13	Contemporary Issues Presentations (If necessary)	

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