EDF 500: Conceptions of Schooling: Context and Process, 3 credits
Fall Semester, 2015
Mondays, 6:00-7:30 and Online
BE 106

Professor Information: Dr. Christy M. Moroye
Office Hours: Mondays, 5:00-6:00 PM
CSM Campus, CTLM Room 212
Email: Christine.moroye@unco.edu
Phone: 970-351-2438

Course Description

EDF 500 is designed to help students develop social, historical, and philosophical perspectives of schooling, including legal, ethical, and multicultural foundations for the professional educator in contemporary American society.

Relationship to Professional Program

Conceptions of Schooling: Context and Process is constructed on the belief that education is a public good and essential to the cultivation of a democratic civil society. The system of schooling should be based on principles of equitable access so that every individual has a right to educational opportunities which are just, fair, and democratic. Future classroom teachers must broaden their conceptions of education and schooling so as not to minimize the knowledge, culture, and experiences of some populations while privileging others. Future classroom teachers have a responsibility to develop conceptual and practical tools to advocate for all students and their communities, inclusive of developing an understanding of how teachers’ work is influenced by social and structural forces, school and community contexts, and their own life histories and belief systems. (Adapted from the American Educational Studies Association: Standards for Academic and Professional Instruction in Foundations of Education, Educational Studies, and Educational Policy Studies, Third Edition, 2012.)

Prerequisites

Co-requisite EDFE 125

Course Objectives

The following course objectives indicate the educational concepts, knowledge, skills, performances, etc. that the learner will master in this course. Based on course readings, class lectures, class discussions, small group learning, student presentations, and various learning activities and assessments:
• Students will be able to demonstrate their understanding of the importance of teachers, the conditions of the teaching profession, one’s own reason for becoming a teacher, and the current state of the education profession. (InTASC 9, 10; COPTS V)
• Students will be able to demonstrate their understanding of the influence of educational philosophy and theory on one’s own developing educational philosophy. (InTASC 9, 10; COPTS II)
• Students will be able to demonstrate their understanding of the structural, financial, and legal aspects of education. (InTASC 9, 10; COPTS II)
• Students will be able to demonstrate their understanding of the historical and multicultural foundations of education. (InTASC 2; COPTS II)
• Students will be able to demonstrate their understanding of the relationship between schools and society, inclusive of the diversity that shapes schools and classrooms. (InTASC 2, 3; COPTS II)
• Students will be able to demonstrate their understanding of schools for the 21st century and the reforms that shape them. (InTASC 3, 7; COPTS I, III)
• Students will be able to demonstrate their understanding of the personal, social, cultural, democratic, professional and human dimensions of being a teacher. (InTASC 2, 7, 8; COPTS II, V)

Professional Standards

**Performance-Based Standards for Colorado Teachers**

**Standard Five: Knowledge of Classroom and Instructional Management:** The teacher is knowledgeable about classroom practice in order to successfully manage time, communications, and record keeping procedures that will support and enhance student learning. (5.1, 5.2, 5.3)

**Standard Six: Knowledge of Individualization of Instruction:** The teacher is responsive to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities. The teacher is knowledgeable about learning exceptionalities and conditions that affect the rate and extent of student learning, and is able to adapt instruction for all learners. (6.1, 6.2, 6.3, 6.4)

**Standard Seven: Knowledge of Technology:** The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning. (7.3, 7.5)

**Standard Eight: Democracy, Educational Governance and Careers in Teaching:**
The teacher recognizes the school’s role in teaching and perpetuating our democratic system. The teacher knows the relationships among the various governmental entities that create laws, rules, regulations, and policies that determine educational practices. (8.1, 8.2, 8.3, 8.4, 8.5)

**Standard Nine (PTEP Program Standard): Diversity:** The teacher candidate shall: be knowledgeable about and demonstrate respect for cultural diversity; recognize and understand how students differ from one another; create an environment that allows for diversity by providing appropriate learning opportunities for individuals with diverse backgrounds, experiences, abilities, values, and perspectives. (9.1, 9.2)
Standard Ten: *(PTEP Program Standard) Professional Behavior*: The teacher conducts himself/herself in a professional manner. *(10.3, 10.4)*

**Colorado Teacher Quality Standards and Elements**

Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

**Element a:** Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.

**Element b:** Teachers demonstrate a commitment to and respect for diversity.

**Element c:** Teachers engage students as individuals with unique interests and strengths.

**Element d:** Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.

Quality Standard IV: Teachers reflect on their practice.

**Element a:** Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.

**Element b:** Teachers link professional growth to their professional goals.

**Element c:** Teachers are able to respond to a complex, dynamic environment.

**Element e:** Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.

**CAEP Standards**

**Candidate Knowledge, Skills, and Professional Dispositions 1.1** Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

**InTASC Standards**

**Standard 2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard 3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community contexts.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth, and to advance the profession.

The American Educational Studies Association (AESA) Standards:

Standard I: Social Foundations of Education refers to a field of educational study that derives its character and methods from a number of academic disciplines, combinations of disciplines, and area studies, including: history, philosophy, sociology, anthropology, religion, political science, economics, cultural studies, gender studies, LGBTQ studies, comparative and international education, educational studies, educational policy studies, as well as transdisciplinary and interdisciplinary approaches. The purpose of Social Foundations of Education study is to bring these disciplinary, interdisciplinary, and transdisciplinary resources to bear in developing interpretive, normative, and critical perspectives on education both inside and outside of schools. (I.1, I.2, I.3, I.4, I.5, I.6)

Standard II: Professional preparation leading to initial teacher certification and/or licensure shall include studies (at least one course, preferably two or more) in the foundation of education as described in Standard I. The interpretive perspective assists students in examining and explaining education within differing contexts, the meaning, intent, and effect of educational institutions. The normative perspective assists students in examining and explaining education in light of value orientations. The critical perspective assists students in examining and explaining education in light of its origins, major influences, and consequences.

Outline of Course Content: EDF 500 includes an exploration of the following:
- professional aspects of teaching, schools and society,
- the governance and support structure of American Education,
- historical foundations of education from early antecedents of education through recent developments in education,
- philosophical concepts,
- educational views in relation to teaching styles and student learning, and school programs and practices for the 21st century.
Course Requirements

- Readings from the required text.
- Readings provided by the Professor.
- Chapter review quizzes.
- Exams on assigned readings & related information/material covered in this course.
- Educational philosophy.
- Additional online and in class assignments.

Bases for Course Grade

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Approximate percentage of grade</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Quizzes, Midterm and Final Exam</td>
<td>45%</td>
<td>Quizzes—weekly (via Blackboard) Midterm Final Exam Week</td>
</tr>
<tr>
<td>Weekly Class and Blackboard Activities and Discussions</td>
<td>25%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Philosophy Paper</td>
<td>15%</td>
<td>Week Nine, 10/9/15 at 11:00PM</td>
</tr>
<tr>
<td>Educational Autobiography</td>
<td>15%</td>
<td>Week Fifteen</td>
</tr>
</tbody>
</table>

Rubrics and exemplars for assignments are available on Blackboard.

Method of Evaluation

The following grading scale will be used to assign a final course grade:

- 94 – 100% = A
- 93 - 90% = A-
- 89 - 87% = B+
- 86 – 84% = B
- 83 – 80% = B-
- 79 - 77% = C+
- 76 – 74% = C
- 73 – 70% = C-
- 69 – 67% = D+
- 66 – 64% = D
- 63 – 60% = D-
- 59 – 0% = F

H. Required Texts and Readings


*You MUST have the correct editions of the texts!

Other readings as assigned by the Professor.

I. Required Materials
- Reliable and consistent internet access
- All textbooks

UNC University Policies:

Disability Support Services

Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

Sexual Misconduct/Title IX Statement

The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040).

If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct

Equity and Inclusion Statement

The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and
experiences. Course content and campus discussions will heighten your awareness to each other’s individual and intersecting identities.

The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit Bias Response at http://www.unco.edu/biasresponse/

**Academic Integrity Statement**

You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar the Student Code of Conduct, especially the section on acts of dishonesty. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the office of Student Rights and Responsibilities.

If faculty would like to provide more information about Academic Integrity, please visit: http://www.unco.edu/dos/assets/pdf/Syllabus_Statements-2015-02.pdf

**Academic contact hour policy:** The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week (e.g., preparation, homework, studying).

**School of Teacher Education Charter:**

**8.1 Student expectations:** Students have a responsibility for their own learning, which includes knowing course expectations and being prepared for class. Students enrolled in all STE courses are expected to:
- demonstrate professional integrity in classes and field experience settings;
- complete at least two hours of outside work per week per credit hour;
- know and follow the UNC Student Handbook, and the Honor Code;
- utilize campus resources (i.e., library, Writer’s Lab, Math Lab, Student Technology Center, etc.) as needed or required;
- recognize that the faculty member is the primary resource for questions regarding the course requirements, student expectations, and evaluation;
- and adhere to APA style, citation, ethical principles for research and writing.

- **Classroom Management Statement:** Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the UNC community to maintain an environment in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner that does not interrupt nor disrupt the delivery of education by faculty members or receipt of education by students,
within or outside the classroom. The determination of whether such interruption/disruption has occurred must be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At minimum, a student will be warned if his/her behavior is considered by the faculty member to be disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations of this policy may result in an administrative withdrawal of the student from the class.

Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review in an effort to implement corrective action up to and including suspension or expulsion from the University.

Course Structure

To respond to the needs of 21st Century learners and to engage with the ever-expanding technological components of the educational landscape, this course is offered in a hybrid format that blends classroom meetings with interactive online activities through Blackboard. We will meet in class on Mondays and then online for the rest of the week.

The Blackboard format is an important aspect of your learning for the course. The materials, videos, activities, web quests, and other resources are structured to support and supplement your learning from in-class activities and the readings from your texts. The web-based portion of each week is intended to engage your learning for about 1.5-2 hours of time. In addition, you will have readings from the texts.

If you are not familiar with Blackboard, or if you would like to learn more about it, please visit the Blackboard support website: http://www.unco.edu/blackboard/student.html.

Course Policies

- All work is due on the date specified. Late work will not be accepted unless agreed upon in advance by the professor.
- All written work must be proofread for grammar and mechanics. Discussion board posts must adhere to the elements of standard language (no abbreviations/informal texting language).
- All students and the professor will respect the opinions of others and engage in respectful, professional discourse. All class participants will model democratic practices of encouraging others to speak; holding ourselves accountable to being open minded; and allowing all perspectives and voices to be heard.
• Regular attendance is required for your success in the course. Although regular attendance will not be taken, missed assignments, discussions, and quizzes may not be made up. If you are sick or have a reason for missing class, contact Professor Moroye in advance.

**Course Readings**

The reading should be completed before the class meeting time on the date listed in the class schedule. The schedule of readings is subject to change based upon student learning and interest. All updates will be posted on Blackboard and discussed in class.

Some tips on getting the most out of the Sadker and Zittleman text:

• Read the focus questions and Chapter Preview. You may also want to begin by reading the summary at the end of the chapter.
• Skim the entire chapter and ask yourself what you already know about the topics.
• Read the text, highlight important ideas, and take note of terms and ideas in bold.
• Highlight or take note of quotations and ideas that speak to you.
• Tackle the chapters in sections—you don’t need to read everything in one sitting.
• Compare notes and ideas with a study partner.
• Revisit the focus questions—did you read purposefully?

**Course Schedule (tentative) and Standards Addressed**

**NOTE:** There will be no class meetings on Monday, September 7 or Monday, October 19 due to university schedules. However, there will be Blackboard assignments to complete.

<table>
<thead>
<tr>
<th>Week by Week</th>
<th>Readings</th>
<th>Standards Addressed/Met</th>
</tr>
</thead>
</table>
| **Week 1**   | Sadker, Chapter 1: *The Teaching Profession and You*  
Chapter Review Quiz  
Sizer and Sizer, Preface and Modeling | InT 9, 10,  
PBSCT 7.3, 7.5  
PBSCT 8.1, 8.4, 8.5  
PBSCT (Program) 10.3  
COQ IV, Element b |
| **Week 2**   | Sadker, Chapter 2: *Different Ways of Learning*  
Apprenticeship of Observation  
Chapter Review Quiz  
Sizer and Sizer, Grappling and Bluffing | InT 2, 3, 7, 8  
PBSCT 5.1, 5.3  
PBSCT 6.1, 6.2, 6.3  
COQ II, Element b, c, d  
AESA I  
AESA II |
<p>| <strong>Week 3</strong>   | Sadker, Chapter 3: <em>Teaching Your Diverse Students</em> | InT 2, 3, 7, 8 |</p>
<table>
<thead>
<tr>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
</tr>
</thead>
</table>
| **Sadker, Chapter 4: Student Life in School and at Home**  
Chapter Review Quiz  
Sizer and Sizer, Sorting and Shoving | **Sadker, Chapter 5: The Multicultural History of American Education**  
Chapter Review Quiz | **Sadker, Chapter 6: Philosophy of Education**  
*DUE FRIDAY, OCTOBER 9 BY 11:00PM*  
Dewey—Pedagogic Creed | **Midterm Exam** | **Educational Blog**  
Educational Philosophy Paper Due | **Sadker, Chapter 7: Financing and Governing America’s Schools**  
Chapter Review quiz  
Cushman, Preface, Introduction, CH. 1 |
| Week 10       | Sadker, Chapter 8: *School Law and Ethics*  
|              | Chapter Review Quiz  
|              | Cushman, Ch. 2-3 | AESA I  
|              | InT 9, 10        | AESA II  
|              | PBSCT 6.3        | PBSCT 8.1, 8.3, 8.5  
|              | PBSCT (Program) 10.3 | AESA I  
|              | AESA II          |  |
| Week 11      | Sadker, Chapter 9: *Reforming America’s Schools*  
|              | Chapter Review Quiz  
|              | Cushman, Ch. 4-5 | InT 9  
|              | PBSCT 8.3        | PBSCT (Program) 10.4  
|              | COQ IV, Element b | AESA I  
|              | AESA II          | AESA II  |
| Week 12      | Sadker, Chapter 10: *Curriculum, Standards, and Testing*  
|              | Chapter Review  
|              | Videos: (1) *Schools in Finland*  
|              | (2) *Interview with Linda Darling-Hamond: School Reform*  
|              | Cushman, Ch. 6-7 | InT 7, 8, 9  
|              | PBSCT 6.1, 6.2   | PBSCT 8.3  
|              | PBSCT (Program) 9.2 | PBSCT (Program) 10.4  
|              | COQ IV, Element a, b, c | AESA I  
|              | AESA II          | AESA II  |
| Week 13      | Sadker, Chapter 11: *Becoming an Effective Teacher*  
|              | Chapter Review Quiz  
|              | Teacher Effectiveness Law: *Overview and Official Teacher Rubric*  
|              | 21st Century Skills – Video/Discussion  
|              | Cushman, Ch. 8-9 | InT 9, 10  
|              | PBSCT 8.4        | PBSCT (Program) 10.3, 10.4  
|              | COQ IV, Element a, b, c | AESA I  
|              | AESA II          | AESA II  |
| Week 14      | Teaching Metaphor and Reflection  
|              | Cushman, Ch. 10 | Educational Autobiography  |
| Week 15      | Final Exam       |  |
Chapter quizzes will primarily assess the Sadker and Zittleman readings but may also address the class activities and discussions. Students will complete the quizzes on blackboard by **11:00PM on Fridays** of each week for that week’s readings.

The Sadker and Zittleman text has a variety of resources to help you digest the chapters. In particular, the website (see link under required readings) has questions, practice quizzes, powerpoint slides, and other study tools. I recommend taking the online quizzes at the website. These are great practice and give an explanation of any incorrect answers. The Chapter Review Quizzes will closely align with the practice quizzes at this site.

**Midterm and Final Exam**

The exams will assess the Sadker and Zittleman readings, as well as the concepts from the Anthology and classroom activities.

**Educational Philosophy Comparison Paper**

The educational philosophy will be 750-1000 words (double spaced, one inch margins, size 12 font) responding to the following prompt:

Select two of the most significant educational philosophies for your teaching practice. Explain their key features; compare and contrast them with each other; explore how and why they resonate with you; and articulate how they will inform your teaching in your particular licensure area.

A rubric and exemplars are available on Blackboard.

**Educational Autobiography**

Part of becoming a teacher is reflecting upon your own educational history in order to be aware of the influence of the “apprenticeship of observation.” Throughout the semester students will engage in reflective activities that will lead to a mixed media autobiographical product.
## Syllabus Guide

<table>
<thead>
<tr>
<th>Course Objectives (in the form of outcomes)</th>
<th>Standards</th>
<th>Readings &amp; Assignments including Pg #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to demonstrate their understanding of: the importance of teachers, the conditions of the teaching profession, one’s own reason for becoming a teacher, and the current state of the education profession</td>
<td>9, 10</td>
<td>V</td>
</tr>
<tr>
<td>the influence of educational philosophy and theory on one’s own developing educational philosophy.</td>
<td>9, 10</td>
<td>II</td>
</tr>
<tr>
<td>the structural, financial, legal and ethical aspects of education</td>
<td>9, 10</td>
<td>II</td>
</tr>
<tr>
<td>the social, historical and multicultural foundations of education</td>
<td>2</td>
<td>II</td>
</tr>
<tr>
<td>the relationship between schools and society, inclusive of the diversity that shapes schools and classrooms.</td>
<td>2, 3</td>
<td>II</td>
</tr>
<tr>
<td>schools in the 21st century and the</td>
<td>3, 7</td>
<td>I, III</td>
</tr>
<tr>
<td>reforms that shape them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>the personal, social, cultural, democratic, professional and human dimensions of being a teacher</td>
<td>2, 7, 8</td>
<td>II, V</td>
</tr>
</tbody>
</table>