

*Issues, Perspectives and Directions: A Professional Seminar in Education*  
EDFOUND 723 / CIGENRL 723

COURSE SYLLABUS

Fall 2007

PREREQUISITE: GRADUATE STANDING

INSTRUCTOR:

OFFICE:

OFFICE PHONE:

E-MAIL:

OFFICE HOURS:

I. COURSE DESCRIPTION

As the introductory course for graduate studies in education, this seminar will provide an introduction to the use of research to support practice through an investigation of essential philosophical questions and current educational issues. Students will connect these studies to reflections on their own practice as they develop skills of analysis and argumentation.

II. COURSE OBJECTIVES

- A. Students will examine the dispositions needed for graduate study including the use of campus resources available for advanced study, and the importance of working with their graduate advisor at the University.
- B. Students will critically engage in professional reflection, examining and reconsidering perspectives, values, and assumptions related to their own teaching and learning practice.
- C. Students will examine the influence of social, political, historical and economic conditions on educational practice, and the current issues and essential philosophical questions at the heart of teaching and learning. They will apply this knowledge as they develop the ability to support their ideas and practice with research based evidence.
- D. Students will examine the different types of educational information and will locate and critically read relevant educational research.
- E. Students will identify a significant problem or issue for in-depth investigation in order to develop their skills of analysis and argumentation.

- F. Students will be able to appropriately, effectively and ethically use the variety of physical and technological resources for information gathering, analysis, collaboration, and communication.
- G. Students will demonstrate that they can communicate effectively in written, visual, oral, and technological formats.
- H. Students will observe the modeling of professional educational practices and applications of research, practice and voice.

### III. POSSIBLE TEXT/S

Noll, J.W. (ed.) *Taking sides: Clashing Views on Educational Issues*. Guilford, Conn. : Dushkin Pub. Group

Other readings to be assigned.

### IV. STUDENT RESPONSIBILITIES

NOTE: Engaging in plagiarism, cheating or any other form of academic misconduct will result in an appropriate penalty, as identified in UWS Chapter 14. Committing an act of academic misconduct may also hinder an individual's chances of getting a job or succeeding in a career. If you are not certain as to what plagiarism is, or have any questions about academic misconduct, please feel free to discuss these matters with your instructor.

NOTE: Board of Regents policy states that students' sincerely held religious beliefs shall be reasonably accommodated with respect to scheduling all examinations and other academic requirements. Classwork and assignments not turned in on time for reason of a student's religious practices may be made up, without penalty. Please inform the instructor of this potential, in writing, at the time of the second class period.

### V. POSSIBLE ATTENDANCE POLICIES:

This class relies heavily on class discussions and activities, so it is important to attend weekly and contribute substantively and regularly to class and online discussions and collaborative projects. More than one unexcused absence from class may have a negative impact on your performance and your grade. Unforeseen events such as illness or dangerous driving conditions due to weather may come up, making it impossible to attend class. It is rare that the university is closed for inclement weather, but when in doubt, listen to the local radio stations, check your email, and / or contact the department program assistant on the day of class. Please use your judgment when the weather is bad. If you have a personal emergency, you should provide documentary evidence.

It is the responsibility of the student to make up any missed work. Classmates should be contacted for notes from the session. The student should contact the faculty member for information on making up in-class assignments before the next class session. This may not always be possible.

#### VI. SPECIAL ACCOMMODATIONS

Students who have a handicapping condition that may require special accommodations during class or testing should inform the instructor prior to the start of the first class.

#### VII. GRADING POLICY:

A	92%-100%
AB	89%-91.9%
B	82%-88.9%
BC	79%-81.9%
C	72%-78.9%
CD	69%-71.9%
D	62%-68.9%

#### VIII. POSSIBLE COURSE FORMAT AND SCHEDULE OF LEARNING EVENTS:

**Session 1. Introductions** to program expectations, advisors, students, campus, D2L and university information and technology resources.

#### **Session 2. Instruction in skills for finding and managing information**

- Skills in appropriately, effectively and ethically using the variety of physical and technological resources for information gathering, analysis, collaboration and communications
- PBL activity on educational practice that involves defining questions, identifying appropriate resources, critically selecting and evaluating information to solve problem, working as a group toward a solution, and presenting solution to the larger group

#### **Session 3. Critical Reflection on *Practice***

- Develop skills to critically engage in professional reflection, examining and reconsidering their own perspectives, values, and assumptions related

to teaching and learning practice

- Identify issues / question in one's own practice
- Assignments:
  - Meet with advisor and develop program plan
  - Readings for specific content areas with written responses and discussion

**Session 4. Use of *Research*:** role of theory and research in the everyday practice of teaching

- Using data to inform decisions in practice
- Practice skills in locating and critically reading research to be developed further in EDFOUND 780
- Assignment: Develop a research essay, an annotated bibliography, brief literature review on a question of interest

**Session 5-6. Philosophical and Historical Context: The Big Picture**

- Influence of social, political, historical and economic conditions on educational practice
- Assignment: Professional biography / philosophy statement

**Sessions 7-13. Critical issues: *Practice in the Real World***

- Examination of current issues in education generally and in specific fields
- Assignments:
  - Assigned readings, group book, and/or issues text with discussion
  - Individual or small group projects

**Sessions 14-15. Leadership and Advocacy (*Voice*)**

- Skills in communicating professionally and effectively in written, visual, oral, and technological formats
- Assignments:
  - Presentations on research essay / bibliography
  - Plan of courses to be taken

IX. NOTE:

The University of Wisconsin – Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetable: the “Rights and Responsibilities” section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the “Student Academic Disciplinary Procedures”

[UWS Chapter 14]; and the “Student Nonacademic Disciplinary Procedures” [UWS Chapter17]).

X. UWW COE STATEMENT OF PURPOSE

The College of Education conceptual framework, *The Teacher is a Reflective Facilitator*, is the underlying structure in our teacher preparation program at UW-Whitewater that gives conceptual meanings through an articulated rationale to our operation. It also provides direction for our licensure programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. In short, our teacher education program is committed to reflection upon practice; to facilitation of creative learning experiences for pupils; to constructivism in that all learners must take an active role in their own learning; to information and technology literacy; to diversity; and to inquiry (research/scholarship) and assessment.

XI. POSSIBLE RESOURCES:

Dewey, John, (1997). *Experience and Education*. NY: Touchstone.

Freire, P. (1970). *Pedagogy of the Oppressed*. NY: Continuum.

Fullan, M. and Andy Hargreaves, (1998). *What’s Worth Fighting for in your School?*

Kozol, J. (2005). *Shame of the Nation: The Restoration of Apartheid Schooling in America*. NY: Crown Publishers.

Lensmire. (1998). Rewriting Student Voice. *Journal of Curriculum Studies*, 30 (3), pp. 261-291.

Meier, D. (2000). *Will Standards Save Public Education?* MA: Beacon Press.

Mondale, S. (ed.) (2001). *School: The Story of American Public Education*. Boston: Beacon Press.

Nelson, Jack et.al., (2004). *Critical Issues in Education*. NY: McGraw Hill.

Noddings, N. (2006). *Critical Lessons: What Our Schools Should Teach*. Cambridge University Press.

Noddings, N. (2006). *Philosophy of Education* (2<sup>nd</sup> ed.) Westview Press.

Noll, J.W. (ed.) *Taking sides: Clashing Views on Educational Issues*. Guilford, Conn. : Dushkin Pub. Group

Reed, R. and Johnson, T.W. (2000). *Philosophical Documents in Education* (2<sup>nd</sup> ed.) . Longman.

Reese, W.M. (2005). *America's Public Schools: From the Common School to "No Child Left Behind"* Baltimore, Md. : Johns Hopkins University Press.