

# EDUCATION 601 SYLLABUS SPRING 2011

**Instructor:** Gary K. Clabaugh, Ed.D., Professor of Education

**Office:** Olney 263 (Office hours and appointment sign-up sheet posted on door.)

**E-mail** clabaugh62@gmail.com@ (Make sure to include "EDC 601" in the subject line)

**Texts:** Clabaugh and Rozycki, *Understanding Schools Instructional CD's (includes 4 books, other instructional materials and access to web resources available on [www.newfoundations.com](http://www.newfoundations.com).)* plus the *Foundations of Education Workbook (Provided by instructor).*

## Commonwealth of Pennsylvania, Pre-K to 4 Professional Core Elements Addressed;

- ✓ **Family and community collaboration partnerships: family and community relationships, family collaboration and diversity.**
- ✓ **Professionalism: advocacy, collaboration, cooperative learning, and issues and trends.**
- ✓ **Adaptations and Accommodations for Diverse Students in an Inclusive Setting**

## General Course Standards:)

This course is based on the *Standards of the Council of Learned Societies in Education*. Student progress is measured against these three dimensions of professional development.

1. **The Interpretive Dimension:** *Using theories and resources developed within the humanities and the social and behavioral sciences, students will learn to examine and explain education within multiple contexts; as well as analyze the meaning, intent and effects of educational policies such as inclusion."*
2. **The Normative Dimension:** *Students will learn to examine and explain education in light of value orientations. They will develop an understanding of normative and ethical behavior in educational development and recognize the inevitable presence of normative influences in educational thought and practice. Through critical study and their own reflections students will develop positions on teacher professionalism as it relates to advocacy, collaboration, cooperative learning, and contemporary issues and trends in schooling.*
3. **The Critical Dimension:** *Students will learn Students will also develop their own value position regarding education on the basis of to examine and explain education in light of its origins, major influences, and consequences. They will develop a more critical understanding of educational thought and practice, and of the decisions and events that have shaped them, in their various contexts. ... They also will develop policy making perspectives and skills in searching for resolutions to educational problems and issues."*  
*These include the following:*

**Skills:** *students will develop higher-order cognitive operations such as analyzing, integrating, interpreting, explaining, evaluating, applying, abstracting, distinguishing central from peripheral and discriminating between degrees of truth.*

**Attitudes:** *students will demonstrate a willingness to grant due process to ideas — even those that others may disapprove of and especially those that one finds personally distasteful — before rendering an informed and reasoned opinion.*

**Worldview:** *students will demonstrate that they understand that the world is often not what it seems and hence must be approached with an outlook that is skeptical, penetrating, tentative and complex.*

## Specific Course Standards:

Students must:

1. Command factual information on school law, tort liability, school finance, school organization and administration and teaching as a profession,
2. Master specific procedures ("tools") for the analysis of educational policy,
3. Explain and evaluate competing accounts of issues and trends in education,
4. Analyze the school as an organization,
5. Evaluate the functions of conflict in educational controversies,
5. Develop refined techniques for evaluating the feasibility of educational programs, instructional interventions as well as family and community relationships,
6. Explain the problems peculiar to schooling in a pluralistic society,
7. Employ analytic techniques for considering disputed issues in schooling,
8. Place schooling in historic perspective.
9. Be open-minded and dispassionate regarding educational ideas and positions they may find personally objectionable.
10. Articulate a reasoned and informed value position regarding adaptations and accommodations for diverse students in an inclusive setting.

**Instructional Methodologies:** Classes incorporate a variety of instructional techniques including: short lectures, Power Point presentations, analysis of video clips, guided discussions, workshops, sharing of written assignments, etc.

## Course Requirements:

- ✓ **Regular and Prompt Attendance, Thorough Preparation, Completion of Workbook Assignments and Informed Participation. (10% of grade.)**

- ✓ Attendance is taken at the beginning of each class meeting and is factored into this grade. Late arrivals are recorded as tardy and these too are considered during grade computation. The instructor must be informed of absences beyond the control of the student, such as illness or serious personal or family situations. If absence extends more than a week the Office of the Dean of Arts and Sciences should also be notified. Attendance is taken from the first regular class day regardless of the time of registration. Penalties are assessed for any unexcused absence. Missed tests or quizzes due to an unexcused absence may not be made-up and the percent equivalent grade of "F" is assigned.
- ✓ Student *Workbooks* may be examined at any time and the results can be decisive in cases where the student's grade is on the cusp.
- ✓ **Educational Theorist Profile. Cooperative learning efforts equal two test grades, one for the group work, the other for your individual contribution. Solo efforts receive the equivalent of two test grades.)** This is a student analysis of a prominent educational theorist. Essentially it involves answering these questions regarding the individual you are profiling:

What is Worth Knowing?  
 What is [Knowledge](#)?  
 What is the Human Being?  
 What is [Learning](#)?

How is Knowledge to be Transmitted?  
 What is Society?  
 Who is to Have the Opportunity?  
 What is [Consensus](#)?

For an example of the type of work that is required and the requisite style of referencing see:  
<http://www.newfoundations.com/GALLERY/Loyola.html>.

- ✓ **Tests:** Three or four objective tests typically are given. Quizzes may also be given. Tests measure declarative knowledge by means of objective questions, and procedural knowledge by means of short essays, exercises, etc. Quiz grades can be decisive if the student's final grade is on the cusp.
- ✓ **School Board Meeting Attendance Analysis or Charter School Visit (Pass/Fail — no percentage applied, but must be satisfactorily completed for a passing course grade.)** Each student submits an appraisal of a school board meeting they have attended along with whatever handouts were made available at this meeting. Instructions for the evaluation are in the Workbook. Criterion referenced grading rated as Satisfactory or Unsatisfactory. **Alternately**, students may chose to visit and report on one of the nearly 70 **charter schools** in the area.
- ✓ **Both the tool application paper and the tests not only involve factual knowledge but the ability to carry out procedures such as:**
  - 1.) identifying slogans and reifications
  - 2.) performing an analysis of an educational document or article.
  - 3) testing educational "problems solutions" using the "can it fail test."
  - 4.) identifying linguistic bullying and/or domination techniques in educational literature.
  - 5.) identifying appeals to emotion in educational literature.
  - 6.) analyzing authority conflicts in educational controversies.
  - 7.) operationalizing educational claims.

**Note well:**

- ✓ Tests are pre-announced and **NO** make-ups are permitted without prior instructor notification and the absence being classified as "excused." Missed quizzes may not be made up.
- ✓ Students are responsible for learning all assigned materials whether or not it is reviewed in class. (Questions about assigned material are always welcome.)
- ✓ Tests and test items are the property of the professor and must be returned.
- ✓ Students who are unclear about their progress should ask the instructor.
- ✓ Individual help with concepts and assignments is cheerfully available upon request. (See office hours sign-up posted weekly on O-265 door.)
- ✓ All Workbook assignments must be completed to avoid penalty.
- ✓ Students may be asked to submit their Workbooks for inspection at any time during the semester. If a student's final grade is on the cusp, the completeness and accuracy of the Workbook may be decisive.
- ✓ Extra credit work will not be accepted.
- ✓ ALL written work must be spell checked and grammar checked. Failure to do either will result in a minimum of one letter grade reduction for that assignment.
- ✓ ALL assertions of fact in written work that are not common knowledge **MUST** be referenced in the manner exemplified in the Vygotsky profile referenced above.
- ✓ Final grades are computed using percentage totals and are criterion referenced using the following standards: 90 – 100 = A, 80 – 89 = B. 70 – 79 = C, 60 – 69 = D, 59 or below = F.
- ✓ Written work uncompleted by the deadline will **NOT** be accepted unless the instructor has previously agreed to the delay.

**More on Grades:**

Grades reflect La Salle's official criteria, which are:

A indicates the demonstration of a superior level of competency. A- indicates the demonstration of a very good level of competency. B+ indicates the demonstration of a good level of competency. B indicates the demonstration of an average, satisfactory level of competency. B- indicates the demonstration of a less than average level of competency. C indicates a level of competence below that expected of graduate work. F indicates failure to demonstrate even a marginal level of competency. I indicates work not completed within the trimester period. W indicates an authorized withdrawal from a course unit after the trimester has commenced.

Although the instructor reserves the option of assigning plus or minus grades, they generally are not used.

The "I" grade is a provisional grade given to a student who has otherwise maintained throughout the semester a passing grade in the course, but who has failed to take the semester examination for reasons beyond his or her control. All I grades that have not been removed within three weeks of the last regular examination of the semester become Fs. When it is physically impossible for the student to remove this grade within the time limit, he or she must obtain a written extension of time from the Dean of his or her school.

#### **Withdrawal**

The "W" grade is assigned when a student **officially** withdraws from a course prior to its completion. The request for withdrawal from a course is filed with the Dean of Arts and Science's Office. The request must be filed on or before the "Last day to withdraw from a class," as published in the Academic Calendar located in the current edition of the undergraduate catalog and on the [University Web site](#).

#### **Academic Dishonesty**

Plagiarism or any other form of academic dishonesty could result in course failure and additional disciplinary penalties at the program and university level. La Salle University has a formal policy on this matter that discusses and defines academic dishonesty. It also describes the formal procedures and serious consequence that accompany its violation. This policy can be found at [http://www.lasalle.edu/portal/provost/interprop/AIP\\_Fall\\_2007.swf](http://www.lasalle.edu/portal/provost/interprop/AIP_Fall_2007.swf). Plus, here are supplemental details concerning cheating and plagiarism.

#### **Cheating**

Cheating involves obtaining grades fraudulently. It includes, but is not limited to:

- Copying, or allowing another to copy, answers during an examination
- Giving or receiving test answers by signal
- Asking for or divulging test answers
- Covertly using electronic devices, such as PDA's or tape recorders, during tests. (Using such devices during testing is NEVER permissible.)
- Copying someone else's assignment
- Writing an assignment for someone or having one written for you
- Plagiarism

#### **Plagiarism**

*Webster's Encyclopedic Unabridged Dictionary of the English Language* defines plagiarism as "the appropriation or imitation of the language, ideas and thoughts of another and representing them as one's original work." To avoid plagiarism you must provide a citation whenever you use:

- Someone else's actual spoken or written words or paraphrases thereof
- Someone else's graphs, charts, tables or other illustrations
- Someone else's thought, conclusion, or premise
- Facts that are not common knowledge
- Materials found on, or copied from, the Internet whether or not they are posted for public use.

The above is based on a statement published by the University of Indiana which can be found at <http://www.indiana.edu/~wts/wts/plagiarism.html>

**Note Well:** If the originality of your work is questioned, you will be required to produce working documents (notes, outlines, rough drafts, photocopies, etc.) that confirm your authorship and/or demonstrate detailed knowledge of the work in question when quizzed.

**Any or all of the above is subject to change if circumstances warrant.**

#### **About The Writing Center:**

The Sheekey Writing Center is located in Olney 203 where tutors are available, free of charge, to help students expand their skills and sharpen their strengths. The tutors welcome work from all disciplines and across all grade levels, including graduate, and deal with papers in all stages of development, including idea development. The Center also provides information on research and documentation styles as well as study skills. While the Writing Center does not operate as a proofreading service, tutors will assist in the editing and proofreading process to help build the skills necessary to accomplish these tasks. While drop-in service exists, such service depends on tutor availability; therefore, in order to guarantee seeing a tutor, the Writing Center recommends making an appointment through TutorTrac, located on the Student Services page of La Salle's portal. The process is easy, but should you

have questions about the process, there is an animated demo that can be accessed in the TutorTrac box on the Student Services page of mylasalle.

**About General Subject Tutoring**

Tutoring for various subject areas is available free of charge for La Salle undergraduates. General Subject Tutors help students identify what to learn as well how to learn, clarify course content and assignments, assist in learning and practicing the concepts necessary for success in a course, and help students understand their strengths and weaknesses regarding the subject matter. Students should take advantage of tutoring at the first indication of experiencing difficulty in a course or whenever they wish to improve their performance or knowledge in a course, for example, to improve B grades to A grades or to maintain high grades. Students can schedule appointments with General Subject Tutors through TutorTrac, located on the Student Services page of La Salle's portal.

