

Education 525: Integrated Foundations of Education Summer 2010

June 14- July 9, 9:20 a.m. - noon
218 Tutt Science - revised 16 June

Instructors

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Office TBA

Course Overview

Integrated Foundations of Education is the capstone course for your MAT program. In this course, we will investigate the historical, philosophical, and psychological dimensions of education through classic and contemporary texts and films. While also offering a final opportunity for reflection on and analysis of your capacities as a learner and a teacher, the course will focus on ways in which philosophy, history, and psychology may help to inform the pedagogy you embrace, on how teaching and learning principles may shape your approach to teaching, and on the kinds of relationships you seek to build with your future students.

Understanding Goals/Essential Questions

- What is education? What are the goals of education?
- How has education been conceived differently across time and space, and why?
- How do history and theory impact educational practices and contexts?
- How do people learn?

Skills/Dispositions

- Attitude of inquiry about students, learning, & teaching
- Collegiality (reliability, punctuality, presence/engagement)
- Excellence in both oral & written expression
- Initiative & self-reflection

Core Values of the Colorado College Education Department

- * Honor the life of the mind as the central focus of our common endeavor; specifically, we hope to contribute to the development of individuals who are able to engage in critical thinking about the issues and complexities of educational subjects.
- * Value all persons and seek to learn from them their diverse experiences and perspectives; specifically, we expect to promote an environment in which students engage in inquiry, are open to diverse perspectives, consider evidence as the bases of determining individual outlooks, and appreciate that alternative approaches to solving problems may offer value.
- * Practice intellectual honesty and live with integrity; specifically, we expect students to pursue their studies with scholarly, conscientious, and ethical effort.
- * Encourage engagement and social responsibility; specifically, we hope that our students will contribute to the educational "life" of whatever community in which they choose to live.

Texts/Readings

The following texts have been ordered at the Colorado College Bookstore:

- John D. Bransford, Ann L. Brown, and Rodney R. Cocking, eds., *How People Learn: Brain, Mind, Experience, and School* (Washington, DC: National Academy Press, expanded edition, 2010).
- Plato, *Meno*, trans. G. M. A. Grube (Indianapolis: Hackett, 1976).
- Plato, *Symposium*, trans. Alexander Nehemas and Paul Woodruff (Indianapolis: Hackett, 1989).
- John Dewey, *Experience and Education* (New York: Free Press, 1997).
- bell hooks, *Teaching to Transgress: Education as the Practice of Freedom* (New York: Routledge, 1994).

All additional readings listed below are or soon will be available on the course PROWL site, including those with website addresses listed. Visit the following site:

<https://prowl.coloradocollege.edu/course/view.php?id=962>

Assignments

Class participation (32%)

Class participation is essential for the success of our course. We will evaluate participation not just on the basis of how much you speak but, more importantly, on the quality of your engagement in the life of the class. The class participation grade is based on your participation in discussions and attendance. If you have more than one unexcused absence, each absence will lower your *participation grade* in the course by half a letter grade (0.5 out of 4.0). We have only a short time together so make every effort to be on time. Not only is arriving late rude, it also disrupts the learning process for the entire class.

Class will meet between 9:20 and noon, most days. However, a few of our meetings will be in or will extend into the afternoon, as noted in the schedule below. In addition, students will meet with Deb Mortenson after class on the first Monday and once more near term's end. Be sure to plan accordingly.

	(Excellent)	(Good)	(Fair)	(Weak)
Strength of Class Participation	Contribution is insightful, bringing in specific references to the texts and directly engaging classmates' contributions.	Contribution is productive, bringing in specific references to the texts.	Contribution is interesting, but is not adequately grounded in the texts or classmates' contributions.	Contribution is not productive and/or too little is said.

Short Writing Assignments (8%)

In preparation for a productive class discussion, one third of the class will write pointed, 1½ - 2 page double-spaced essays on the day's readings. Over the course of the term, each of you will write 4 such essays. Note that each group is assigned to write 5 times, though only 4 short essays are required. Students may choose to write only 4 essays. If they write 5 essays, the lowest grade will be dropped.

In these essays, you will do (at least) two things:

- (a) In your first paragraph, provide your own summary of what you see as the essential thesis of the reading(s) and of the core argument for this thesis.
- (b) In the rest of your essay, explore your own critical response to this thesis and/or argument.

These essays are meant to get our discussions off to a lively start each day, but they should also provide you with the opportunity to pursue your own interests in the reading, wherever these interests might take you. These essays will be due at **9:00 p.m. the night before class** and should be posted to the PROWL site. Please familiarize yourself with PROWL before your first posting is due. Note: in the case of an Internet or computer failure, don't panic! Things happen with electronic communication, and we will work something out.

Short papers will be assigned points (up to 2 points each) as follows:

	(Excellent - 2)	(Good - 1.75)	(Fair - 1.5)	(Poor - 1 or less)
Strength of Analysis/ Critical Response	Discussion is insightful, thorough, and interesting.	Discussion is thorough and interesting.	Discussion is interesting, but lacks insight and depth.	Discussion is uninteresting and/or too brief for the assignment.
Demonstrated Understanding of the Reading	Discussion demonstrates a thorough understanding of the reading assignment and the essential thesis is substantiated by several examples from the reading.	Discussion demonstrates an understanding of the reading assignment and the essential thesis is substantiated by at least one example from the reading.	Discussion demonstrates an understanding of the essential thesis, but it is not substantiated by examples from the reading.	Discussion demonstrates very little understanding of the reading assignment and lacks an essential thesis or core argument for this thesis.
Grammar, Mechanics, Spelling, and Sentence Structure	Discussion is highly polished; no grammar or spelling errors.	Discussion is polished, but has a few grammar or spelling errors.	Discussion is adequate; maximum of five grammar or spelling errors.	Inadequate discussion; more than five spelling or grammar errors.

Short Research Essay (25%)

All students will write a short research essay focusing on one or (at most) two of the historical or philosophical works read in the first two-thirds of the course, analyzing what the author, text, or question you choose to investigate has to say to contemporary American educators.

The assignment gives students an opportunity to reflect in a more focused way on a historical or philosophical author, text, or question of the student's choosing. In addition to encouraging students to examine these authors, texts, and questions in more depth, the assignment will require a manageable amount of research. Students will need to pick at least one and no more than two additional works (short chapters or articles, in most cases) to examine in the essay. Exactly which additional works a you decide to focus on will be up to you, though you should discuss your ideas with Jane and Dennis before proceeding. ***A one-page paper proposal will be due on PROWL on Tuesday, June 22nd, by 9 p.m.*** The proposals will be discussed in class, in small groups, on Wednesday, June 23rd.

Those additional works may, for example, offer greater historical context for your investigation. Or they may provide more analytical depth, or set out a competing perspective. Students are also welcome to use the exercise as an opportunity to look ahead to the educational psychology section of the course, and use the paper as an opportunity to begin thinking about how one might bring together contemporary educational psychology with history or philosophy.

In this essay, you will articulate a compelling problem that provides a rationale for the essay and offer a reasoned exploration and, at least tentative, resolution of that problem. The overall aim of the essay will be to consider what history or philosophy have to say to or about contemporary education; or conversely, how the problems of contemporary education raise questions about historical or philosophical conceptions of knowledge and learning. This assignment asks you to pay close attention to analysis of textual evidence and to marshal that analysis in support of an argument.

	(Excellent)	(Good)	(Fair)	(Poor)
Rationale/Motivation	Persuasive and creative statement of problem to motivate essay.	Suitable statement of motivating problem .	Some rationale or motivation presented.	No clear or weak rationale for essay.
Position/Thesis	Develops a clear and arguable position of his/her own, draws a significant conclusion.	Thoroughly and effectively supports, tests, extends, or critiques a position that may already be in the literature.	States and/or critiques a position that may already be in the literature.	Does not take a clear or arguable position or draw a clear conclusion.
Analysis and Interpretation	Fully exploits the richness of the sources and is sufficiently persuasive in analysis; develops insightful connections and patterns that require intellectual creativity.	Reasonable evidence appropriately selected and not over-interpreted; brings together related sources in productive ways, thoroughly discusses implications of sources.	Some appropriate use of evidence but uneven; begins to establish connections and implications of the material.	Draws on little or no evidence, treats related evidence as unrelated, or draws weak or simplistic connections.

Organization / Structure of Essay	Structure enhances the argument, clear and engaging development and complication of argument culminating in compelling conclusion.	Structure supports the argument, paragraphs fit together well and clarify and expand the main argument.	Structure is of inconsistent quality, may have choppy transitions and/or redundancies or disconnections. Conclusion may repeat introduction.	Needs significant restructuring to clarify and support main claim.
Grammar, Mechanics, Spelling, and Sentence Structure	Discussion is highly polished; no grammar or spelling errors.	Discussion is polished, but has a few grammar or spelling errors.	Discussion is adequate; maximum of five grammar or spelling errors.	Inadequate discussion; more than five spelling or grammar errors.

Discussion/Class Leadership (10%)

Once during the part of the term focusing on history and philosophy, each student will be assigned to a small group of 2-3 students given the task of leading or facilitating part of a class session focused on that day's texts and topics. These sessions may consist of discussion, small-group activities, mini-lectures, or whatever the student leaders think might work to enhance our understanding of the readings and issues we are addressing. Students should use this assignment as an opportunity to practice their teaching skills, and they are welcome to experiment with approaches. We will assign students to groups by on the first day of the course; these sessions will begin on the first Tuesday. There will be 9 student-led sessions as indicated below on the daily schedule. Students should also use these sessions to begin thinking about their final group presentations (see below). In grading this assignment, we will consider the students' willingness to experiment and take risks, and we will discount for any shortcomings that might arise as a result of risk-taking approaches (or being the first to lead a class).

	(Excellent)	(Good)	(Fair)	(Poor)
Intellectual Effectiveness of Class Leadership	Leadership is insightful, helping students to grasp the essential challenges of the day's reading and topic(s).	Leadership is productive, helping students to focus on the challenges of the day's reading and topic(s).	Leadership is interesting, but doesn't bring the challenges of the day's readings and topic(s) into focus adequately.	Leadership is not productive, is unfocused, and / or too limited.
Clarity of Presentation, Ability to Engage Audience throughout the Arc of the Presentation	Presentation is highly polished; audience is actively engaged and not distracted by organizational or grammatical problems.	Presentation is polished and audience is engaged, but distracted by a few organizational or grammatical issues.	Presentation is adequate; organizational or grammatical issues are distracting.	Inadequate discussion; organizational or grammatical issues make it hard to follow or remain engaged.

Final group presentation (25%)

In a small group of 2-3 students, you will present in a creative manner your ideal classroom or school and / or your solution to a problem of primary or secondary school curriculum design. You are encouraged to show your teaching skills in designing and performing a lively and substantive 30-45 minute presentation. These projects will be presented the last two days of class. Your presentation should integrate the theoretical models (from psychology, philosophy and history) with your experiences and goals as practicing teachers. Use your ideal case to thoughtfully analyze and amend or extend the shared course materials. The final presentation serves as a demonstration of how your group has understood the course materials and a reflection on how you might make use of these materials in your teaching. You may synthesize multiple course topics or treat a particular topic in depth.

The presentation should be:

- * clear and articulate
- * engaging for your audience
- * effective for promoting learning/understanding of appropriate course concepts

	(Excellent)	(Good)	(Fair)	(Poor)
Demonstrated Significance of Problem to be Addressed by Ideal Case	Significance of the problem demonstrates a thorough understanding of the course readings and is substantiated by compelling references to the readings and your teaching experience.	Significance of the problem demonstrates an understanding of the course readings and is substantiated by references to the readings.	Significance of the problem demonstrates some understanding of the essential issues of the course but is unevenly substantiated by reference to the readings.	Discussion demonstrates very little understanding of the essential issues of the course and indeed the significance of the problem is not substantiated.
Substance of Solution & Strength of Integration of Theoretical Models With Ideal Case and Teaching Experience	Integration of theoretical models is insightful, thorough, and interesting; solution is substantive and compelling. Your analysis offers engaging reflections back on the models.	Integration is thorough and interesting; solution is substantive, with some reflection back on the theoretical models.	Discussion is interesting but uneven in insight or depth. Solution is only substantive in parts. Little reflection back on theoretical models.	Discussion is uninteresting and/or too brief for the assignment. Solution lacks substance. No reflection back on theoretical models.
Clarity of Presentation, Ability to Engage Audience throughout the Arc of the Presentation	Presentation is highly polished; audience is actively engaged and not distracted by organizational or grammatical problems.	Presentation is polished and audience is engaged, but distracted by a few organizational or grammatical issues.	Presentation is adequate; organizational or grammatical issues are distracting.	Inadequate discussion; organizational or grammatical issues make it hard to follow or remain engaged

Grading

Grades will be assigned on a 100-point scale for all assignments, except the short essays which, as indicated above will be assigned grades of 2, 1.75, 1.5, etc. "A" range work will correspond to 90-100 point grades; "B" range work will correspond to 80-89 point grades, and so forth.

Assignment summary:

Class Participation	All block	32%
4 Short Response Papers (2% each)	Due at various times	8%
Short Research Paper (4-6 pages)	Due Wed., 30 June	25%
Discussion/Class Leadership	Due at various times	10%
<u>Final Group Presentation</u>	<u>Thurs-Fri, 8-9 July</u>	<u>25%</u>
	TOTAL:	100%

COURSE SCHEDULE

Date	Topic(s)	Readings (to be read prior to class)	Assignments due
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PHILOSOPHICAL AND HISTORICAL REFLECTIONS ON EDUCATION

M 6/14	<i>Logos</i> , Virtue and the Socratic Method	1. Introduction to the course. 2. Plato, <i>Meno</i> , pp. 1-32.	
T 6/15	Loving Knowledge and the Eros of Learning	1. Plato, <i>Symposium</i> , intro. and pp. 1-40. 2. Plato, <i>Symposium</i> , pp. 40-77. * Second half of class will be a student-led session.	Group A Response Papers Discussion Leaders: Group 1
W 6/16	Learning, Discovery, and Democracy	1. Immanuel Kant, "What Is Enlightenment," pp. 1-8. 2. Horace Mann, "The Necessity of Education in a Republican Government," in <i>Lectures and Annual Reports on Education</i> (Cambridge, 1867), pp. 143-188 (first delivered as a lecture in 1839); and Susan-Mary C. Grant, "Representative Mann: Horace Mann, the Republican Experiment and the South," <i>Journal of American Studies</i> 32 (1998): 105-123. * Second half of class will be a student-led session.	Group B Response Papers Discussion Leaders: Group 2
Th 6/17	Discovering Children	François Truffaut, <i>L'enfant sauvage</i> (film). Meet in Film Screening Room of the Cornerstone Arts Building (tentative).	
F 6/18	Engaging Children	1. Maria Montessori, <i>Childhood Education</i> , parts I-II, pp. 1-37. 2. Maria Montessori, <i>Childhood Education</i> , parts I-II, pp. 37-73. * Second half of class will be a student-led session.	Group C Response Papers Discussion Leaders: Group 3
M 6/21	Learning and Doing	1. Guest visit: Paula Strobl, Primary Montessori Teacher, Buena Vista Montessori (D-11). 2. Montessori, <i>Childhood Education</i> , part II, chap. 3, and part III, pp. 75-137.	Group A Response Papers

T 6/22	Progressive Education	<ol style="list-style-type: none"> 1. John Dewey, <i>Experience and Education</i>, preface and chaps. 1-2, pp. 1-31. 2. John Dewey, <i>Experience and Education</i>, chaps. 3-4, pp. 33-60. <p>* Second half of class will be a student-led session. One-page research paper proposals due by 9 p.m.</p>	<p>Group B Response Papers</p> <p>Discussion Leaders: Group 4</p>
W 6/23 (Morning and Afternoon)	Pragmatism and Learning	<ol style="list-style-type: none"> 1. Dewey, <i>Experience and Education</i>, chaps. 5-8, pp. 61-91. 2. Small group discussions of proposals, 10:30 - 12:30. 	<p>Group C Response Papers</p>

EDUCATION IN AN AGE OF DIVERSITY

Th 6/24	Libratory Education	<ol style="list-style-type: none"> 1. bell hooks, <i>Teaching to Transgress</i>, intro, chaps. 1-2, pp. 1-34. 2. bell hooks, <i>Teaching to Transgress</i>, intro, chap., 4, pp. 45-58. <p>* Second half of class will be a student-led session.</p>	<p>Group A Response Papers</p> <p>Discussion Leaders: Group 5</p>
F 6/25 (Morning and Afternoon)	Education for Diversity	<ol style="list-style-type: none"> 1. 9:20 - 11:30: Discussion of hooks, <i>Teaching to Transgress</i>, chaps. 7-8, 11-14, pp. 93-118, 167-207. 2. 11:30 - 2: Film: <i>TBA</i> and discussion afterwards in Film Screening Room of the Cornerstone Arts Building. <p>* First half of class will be a student-led session.</p>	<p>Group B Response Papers</p> <p>Discussion Leaders: Group 6</p>
M 6/28	Islam and Education	<ol style="list-style-type: none"> 1. Giladi, Avner (2005), "Individualism and conformity in medieval Islamic educational thought: some notes with special reference to elementary education," <i>Al-Qantara</i>, 26:1, 99-121. 2. Berkey, Jonathan (2007), "Madrasas Medieval and Modern: Politics, Education, and the Problem of Muslim Identity," <i>Schooling Islam: The Culture and Politics of Modern Muslim Education</i>, Robert W. Hefner and Muhammad Qasim Zaman, Eds., Princeton & Oxford: Princeton University Press, 40-60. <p>* Second half of class will be a student-led session.</p>	<p>Group C Response Papers</p> <p>Discussion Leaders: Group 7</p>
T 6/29	The Middle East and The Liberal Arts	<ol style="list-style-type: none"> 1. Tolmacheva, Marina (2008), "Bringing the American College Model to the Arabian Gulf: New Challenges for Intercultural Education". <i>Proceedings of the 4th International Barcelona Conference on Higher Education</i>, Vol. 6. Higher education for intercultural dialogue and multiculturalism. Barcelona: GUNI. http://www.guni-rmies.net. 	<p>Group A Response Papers</p> <p>Discussion Leaders: Group 8</p>

T 6/29	The Middle East and The Liberal Arts	<p>1. Tolmacheva, Marina (2008), "Bringing the American College Model to the Arabian Gulf: New Challenges for Intercultural Education". <i>Proceedings of the 4th International Barcelona Conference on Higher Education</i>, Vol. 6. Higher education for intercultural dialogue and multiculturalism. Barcelona: GUNI. http://www.guni-rmies.net.</p> <p>2. Please investigate the websites of the following schools in the Middle East and North Africa which are adopting a liberal arts curriculum. What are they advocating? What do they want this kind of education to achieve? What sort of student / family are they targeting? King's Academy (Jordan): http://www.kingsacademy.edu.jo; Al-Akawayn University (Morocco): http://www.aui.ma/; American University of Kuwait (Kuwait): http://www.auk.edu.kw.</p> <p>* Second half of class will be a student-led session.</p>	<p>Group A Response Papers</p> <p>Discussion Leaders: Group 8</p>
W 6/30	Writing Day	<p>No class meeting. Jane and Dennis will also be available for appointments.</p> <p>Research Paper Due on PROWL at 5 p.m.</p>	

CONTEMPORARY PSYCHOLOGICAL PERSPECTIVES ON TEACHING & LEARNING

Th 7/1	How People Learn	<p>1. Bransford, J., Brown, A., & Cocking, R. (1999). <i>How people learn: Brain, mind, experience, and school</i>. Washington, DC: National Academy Press. Ch. 1: "Learning: From Speculation to Science", pp 3-27. Ch. 4: "How Children Learn", Ch. 8: "Teacher Learning,"</p>	<p>Group B Response Papers</p>
F 7/2	Behavioral Perspectives on Motivation	<p>1. Ames, C. (1990). Motivation: What teachers need to know. pp. 409-421.</p> <p>2. Kohn, A. (1998). <i>What to look for in a classroom ... and other essays</i>. CA: Jossey-Bass. Ch. 6: "A Lot of Fat Kids Who Don't Like to Read" pp. 69-72.</p> <p>3. Sipek, D. (2002). <i>Motivation to learn: Integrating theory and practice</i>. Boston: Allyn & Bacon. Ch. 8: "Intrinsic Motivation", pp. 120-140.</p>	<p>Group C Response Papers</p>

M 7/5	Cognitive Perspectives & Constructivist Classrooms	<p>1. Bransford, J., Brown, A., & Cocking, R. (1999). <i>How people learn</i>. Ch. 2: "How Experts Differ from Novices" Ch. 3: "Learning and Transfer" Ch. 5: "Mind and Brain"</p> <p>2. Duckworth, E. (1987) <i>The having of wonderful ideas and other essays on teaching and learning</i>. NY: Teachers College Press. Ch. 1: pp. 1-14.</p>	Group A Response Papers
T 7/6	Sociocultural Perspectives on Learning Communities	<p>1. Bransford, J., Brown, A., & Cocking, R. (1999). <i>How people learn</i>. Ch 6: The Design of Learning Environments</p> <p>2. Rogoff, B., Matusov, B., & White, C. (1996). Models of teaching and learning: Participation in a community of learners. In D. Olson & N. Torrance (eds.), <i>The handbook of cognition and human development</i>. UK: Blackwell, pp. 388-414.</p> <p>3. Oakes & Lipton, "Instruction & Assessment: Classrooms as Learning Communities" in <i>Teaching to Change the World</i> p. 167-201</p>	Group B Response Papers
W 7/7	The Teaching Presence & Social-Emotional Learning	<p>1. Intrator, S.M. (2003). <i>Tuned in and fired up: How teaching can inspire real learning in the classroom</i>. CT: Yale University Press. Chap. 4, "Forging Community: An Episode of Deep Connection", pp 49-68.</p> <p>2. Palmer, P. (1997). The heart of a teacher: Identity and integrity in teaching. <i>Change</i>, 29(6), p 15-21. http://www.couragerenewal.org/parker/writings/heart-of-a-teacher</p> <p>3. Kessler, R. The teaching presence, pp 1-15. Unpublished article available at: http://passageworks.org/wp-content/uploads/file/UnpublishedTeachingPresence.pdf</p>	Group C Response Papers
Th 7/8	Final Projects	Group Presentations, 8:30-4:30 (approximately).	

Expectations and Policies

Honor Code

Students will be expected to abide by the Honor Code. Among other things, the Honor Code specifies that you will be responsible for producing all of your own work and that you will always cite the works or ideas of others used in your work. However, discussing your ideas and your writing with others is *not* a violation of the Honor Code. In fact, it is a good idea to compare your ideas and writings with those of others and to ask others for criticisms of your work. Using other people's ideas can also be a good idea - *if* their ideas are good *and* you credit the authors for developing the ideas. To view the Honor Code, visit:

<http://www.coloradocollege.edu/resources/pathfinder/pathfinder.asp>

Disability Accommodations

If you believe you are eligible for learning accommodations as the result of a qualified disability, please contact us privately. If you believe you may have a disability that impacts learning, and you have not self-identified to the College's Disabilities Services Office, please do so immediately. You will find their office in the Colket Student Learning Center at 152 Tutt Library. You may also contact the College's learning consultant, Jan Edwards, at the Learning Center or directly at 227-8285. We will make appropriate learning accommodations in accordance with the Disabilities Service Office's instructions.

Office Hours/Communication

Our contact information is on p. 1 above. Our office hours will be:

Katie Byrnes (during her teaching days)
T-W 1:00-2:30 p.m.

Jane Murphy
T 1:00 - 2:30 p.m.
and by appt

Dennis McEnnerney
T-TH 1:30-3 p.m.