

THE WILLIAM PATERSON UNIVERSITY OF NEW JERSEY  
COLLEGE OF EDUCATION  
Department of Secondary & Middle School Education  
*Preparing Inquiring Educators for Diverse Settings: Knowledge, Dispositions, Application*

### **Course of Study**

**1. Course Title and Credits:** CISE 505 – HISTORICAL AND SOCIAL CONTEXT OF AMERICAN EDUCATION. Three post-baccalaureate credits.

**2. Course Description:** This course is designed to introduce post-baccalaureate K-12 teacher certification candidates to the social foundations of American education through a consideration of the social and historical context of American schools. Candidates will explore practical pedagogical issues, such as teaching in urban schools, planning and teaching lessons, developing teacher-parent relationships, using educational technology, and engaging in school reforms, and examine them in their social and historical context. There is a twenty hour field requirement for the course consisting of observations and interviews that candidates will do of K-12 students, teachers and/or administrators in their home communities or the university community.

**3. Prerequisites & Co-requisites:** There are no prerequisites or co-requisites for this course.

**4. Course Objectives:**

Students in this course will be able to:

1. Develop an educational philosophy/critical autobiography
2. Understand and reflect on historical and current practices in American education
3. Examine issues of cultural diversity in the curriculum, in the classroom, and beyond
4. Comprehend the impact of American politics, economics, social issues, and technology on the educational system
5. Become acquainted with educational practices and school reform in the local community, nationally and abroad
6. Explore effective methods of instruction, classroom management, and student assessment
7. Demonstrate knowledge and proficiency in designing lesson plans
8. Observe, interview N-12 students, faculty, staff, or administrators in a public setting,
9. Become aware of the New Jersey Core Curriculum Content Standards and the standards movement in education
10. Become aware of the University's K-12 school communities, and the students in those schools.

**5. Student Learning Outcomes**

1. In a 3-5 page paper, students will explore their teaching philosophy and how they think they arrived at it by identifying itself with one of the philosophies discussed in class (perennialism, essentialism, experimentalism, social reconstructionism, existentialism, behaviorism) and explaining why they think their approach aligns with one of these. They will reflect on how their

experiences in school (good teachers, bad teachers) and in society (race, class) led them to this approach, and they will provide an example of an educational activity that you think best represents their approach

2. Students will write a lesson plan on a topic of their choice based on a NJ core curriculum standard. The lesson write-ups should include (and label) the requisite parts of the WPU lesson plan template (i.e. subject area, topic and core standard, concept, essential question, objectives, teacher actions, assessment).

3. Students will write a 3-5 page narrative ethnography of the classroom and school in which they are placed. By drawing on the readings and class discussions and an interview with their cooperating teacher, they will address the following topics: what is the educational philosophy of the teacher (perennialism, essentialism, etc), what behavior management system is in place (Kohn, Skinner), how equipped is the class and school for multiculturalism (Banks) and authentic instruction (Newmann), and what evidence is there of educational history (local control, progressive education, desegregation, standardization, special education

4. Students will resubmit the lesson submitted earlier in the semester. This time around, the lesson will be revised to be authentic and culturally responsive. It will also include a 1-2 page rationale explaining how and why they made these revisions and how your lesson relates to your educational philosophy.

<u>SLO</u>	<u>NJ Teaching Standard</u>	<u>NJCCCS</u>	<u>WPU-COE Competencies</u>	<u>NCATE Standards</u>
1. Teaching Philosophy	<u>1,2,4,5,7,8,11</u>	<u>All</u>	<u>10, 12, 19</u>	<u>1, 3, 4</u>
2. Lesson Plan	<u>1,3,4,5,7,8</u>	<u>All</u>	<u>1,2,3,4,5,5,6,7,12,14, 16, 18</u>	<u>1, 4</u>
3. Ethnographic study	<u>2,3,4,5,6,7,8,10,11</u>		<u>10, 12, 18</u>	<u>1, 3, 4</u>
4. Revised Lesson and Rationale	<u>8</u>		<u>10, 12</u>	<u>1</u>

Visit <http://www.wpunj.edu/coe/resources/standards.dot> to see WPU College of Education Competencies, College of Education six Advanced Competencies, NJ Professional Teaching Standards, NJ Core Curriculum Standards, and NCATE SPA standards.

## 6. Course Content:

A. Historical and Contemporary Perspectives on Schooling. Student will discuss and identify the following historical and contemporary terms, figures and events: common school, Thomas Jefferson, Horace Mann, Noah Webster, McGuffey readers, Henry Barnard, Sarah Roberts, Catholic schools, Catherine Beecher, Progressive education, John Dewey, Gary Plan (“platoon system”), Life adjustment education, *Sputnik*, National Education Defense Act, Arthur Bestor, Elwood Cubberly, Lewis Terman, Brown v Board of Education, Title IX, Topeka, Kansas, Civil Rights Act of 1964, Elementary and Secondary Education Act of 1965, Crystal City High School, Kenny Lau (Lau vs. Nichols), Milliken vs. Bradley, A Nation at Risk, National Assessment of Educational Progress, Educational Alternatives Inc, Charter school, Voucher, Channel One, Core Knowledge curriculum, No Child Left Behind, Individuals with Education Disabilities Act (IDEA), Individual Educational Program (IEP), Title 1, Race to the Top.

B. Educational Philosophies. Students will identify and discuss examples of the following teaching philosophies: perennialism, essentialism, experimentalism, social reconstructionism, existentialism, behaviorism

C. Multicultural Education and Diversity. Students will read about and discuss the four levels of multicultural education as espoused by James Banks and culturally responsive teaching

D. Ethnographic Research. Students will discuss the difference between qualitative and quantitative research, the epistemological underpinnings of each, and read and discuss an example of an ethnography by Jonathan Kozol.

E. Development and Learning. Students will discuss the basic theories of development of Skinner, Piaget, Vygotsky, Erickson, Kohlberg, Bruner, and Gardner

F. Curriculum & Planning for Instruction. Students will discuss basic lesson design models such as authentic assessment, Understanding by Design (UBD) and the WPU lesson planning format

G. Motivation and Classroom Management. Students will discuss the behavioral management approaches of B.F Skinner and Alfie Kohn

H. Technology and Using the Internet. Students will discuss the available technologies in surrounding schools and how this relates to the digital divide. Students will incorporate technology into their lesson planning.

I. School/Classroom Communities & Parent Involvement. Students will look at national and local data from the National Assessment of Educational Progress (NAEP) to explore inequality in funding and achievement among states and social groups and discuss the characteristics of their own schools.

K. School Reform and School Change. Students will discuss successes and failures in school reform past and present, with emphasis on current reform efforts such as charter schools, standardized testing, and Race to the Top.

## **7. Teaching/Learning Methods:**

A. Class discussions. Students will engage in class discussion of the course readings and relate these readings to their own experiences in school and their observations of the field placements.

B. Cooperative learning activities. Students will engage in class activities such as interpreting quotations, answering questions about short readings, and lesson plan writing as a means of modeling how to use cooperative learning effectively.

C. Videotape viewings. Student will view videos of fictional and real teachers interacting with students. These videos will be related to readings on multiculturalism and behavior management.

D. Lecture. The instructor will model effective interactive lectures by using PowerPoint, quotations, images and appropriate worksheets.

E. Presentations/workshops. Students will make presentations based on outside reading assignments and experiences in their classroom observations.

F. Guest speakers. Outside speakers with relevant experiences such as a school administrator, school board member and teachers may be asked to speak in class.

### **8. Assessment:**

1. Paper writing. Students will explore their teaching philosophy and how they think they arrived at it by identifying itself with one of the philosophies discussed in class (perennialism, essentialism, experimentalism, social reconstructionism, existentialism, behaviorism) and explaining why they think their approach aligns with one of these. They will reflect on how their experiences in school (good teachers, bad teachers) and in society (race, class) led them to this approach, and they will provide an example of an educational activity that you think best represents their approach

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### 9. Suggested Texts:

Christensen, L. & S. Karp (2003). *Rethinking school reform: Views from the classroom*. Milwaukee, WI: Rethinking Schools, Ltd.

Grant, C. & Gillette, M. (2005). *Learning to teach everyone's children: An introduction to education*. New York, NY: Thompson/Wadsworth

Mondale, S. & Patton, S.B. (eds). (2001). *School: The story of American public education*. Boston, MA: Beacon Press.

Nelson, J., Palonsky, S. & McCarthy (2004). *Critical issues in education*. New York, NY: McGraw Hill.

Spring, J. (2004). *American education* (10<sup>th</sup> ed.). New York: McGraw-Hill.

### **10. Preparer's name:**

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Dr. Burton Weltman, Associate Professor, Dept. of Secondary/Middle Education

### **11. Department Approval Date: 2004**

## 12. Reviser's Name:

Thomas Fallace, Assistant Professor, Dept. of Secondary/Middle Education (Fall, 2010)

## 13. Departmental Revision Approval Date: Spring 2011

## 14. Bibliography:

- Altenbaugh, R. (2003). *The American people and their education: A Social history*. Upper Saddle River, NJ: Merrill Prentice Hall
- Au, K. H. (2010). Isn't culturally responsive instruction just good teaching? In W. Parker, (Ed.), *Social studies today: Research and practice* (pp. 77-86). New York, NY: Routledge.
- Bigelow, B., Harvey, B., Karp, S., & L. Miller. (2001). *Rethinking our classrooms: Teaching for equity and justice, volume 2*. Milwaukee, WI: Rethinking Schools.
- Books, S. (Ed.) (2003). *Invisible children in the society and its schools* (2<sup>nd</sup> ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
- Christensen, L. & S. Karp (2003). *Rethinking school reform: Views from the classroom*. Milwaukee, WI: Rethinking Schools, Ltd.
- Frank, C. (1999). *Ethnographic eyes*. Portsmouth, NH: Heinemann.
- Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York, NY: Basic Books.
- Goodlad, J., Keating, P. (Eds.) (1994). *Access to knowledge: The continuing agenda for our nation's schools, Revised ed*. New York, NY: The College Board.
- Grant, C. & Gillette, M. (2005). *Learning to teach everyone's children: An introduction to education*. New York, NY: Thompson/Wadsworth
- Howard, G.R. (2006). *You can't teach what you don't know: What teachers, multiethnic schools*. New York, NY: Teachers College Press.
- Kliebard, H. (1994). *The struggle for the American curriculum* (2<sup>nd</sup> ed.) New York, NY: Routledge.
- Kohn, A. (1999). *Punished by rewards: The trouble with gold stars, incentive plans, A's, praise, and other bribes*. New York, NY: Houghton Mifflin.
- Kozol, J. (1991). *Savage inequalities: Children in America's schools*. New York, NY: Harper Perennial.
- McLaren, P. (2003). *Life in schools: An introduction to critical pedagogy in the foundations of education* (4<sup>th</sup> ed.). New York, NY: Allyn & Bacon.
- Moore, K. (1999). *Middle and secondary school instructional methods, 2<sup>nd</sup> edition*. New York: McGraw-Hill.
- Mondale, S. & Patton, S.B. (Eds). (2001). *School: The story of American public education*. Boston: Beacon Press.
- Nelson, J., Palonsky, S. & McCarthy (2004). *Critical issues in education*. New York, NY: McGraw Hill.
- Newmann, F. Marks H.M., Gamoran A. (1996). Authentic pedagogy and student performance. *American Journal of Education*, 104 (4), 280-312.
- Oakes, J. & Lipton, M. (2003). *Teaching to change the world* (2<sup>nd</sup> ed.). Boston, MA: McGraw-Hill.
- Skinner, B.F. (1954). The science of learning and the art of teaching. *Harvard Educational Review* 24, 86-97.

Spring, J. (2004). *American education* (10<sup>th</sup> ed.). New York: McGraw-Hill  
Salas, K., Tenorio, R., Walters, S., Weiss, D. (2004). *The new teacher book*. Milwaukee, WI:  
Rethinking Schools, Ltd.

Websites

<http://nces.ed.gov/nationsreportcard/>  
<http://www.pbs.org/kcet/publicschool/>  
<http://www.iste.org>  
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