

**AEDF 321**  
**Dynamics of American Public Education**  
**Fall 2008**

**Instructor: Dr. Judith Miller**  
**Office: B&E Building, Room 210 D**  
**E-Mail: [JudyM@usca.edu](mailto:JudyM@usca.edu)**  
**Also By Appointment**

**Section 001: MW 10 -11:15am**  
**B&E 144 Phone:641-3206**  
**Office Hours: MW**  
**11:30am-12:30pm; 1:30-3pm**

**I. Descriptive Information**

Course title: Dynamics of American Public Education: 3 hours credit  
Catalog description: Extensive treatment of social, political, economic, and philosophical influences that have shaped public education. Study of financial, organizational and legal aspects of education.

**II. Required text:**

1. *Teachers, Schools, and Society A Brief Introduction to Education*, David Sadker & Karen Zittleman, 1<sup>st</sup> edition
2. Student Reader CD accompanying text: *The Teachers, Schools, and Society Reader*  
Your student CD contains readings and case studies that will build on chapter context. Some articles will be assigned, and others not.
3. The text website( [www.mhhe.com/sadkerbrief1e](http://www.mhhe.com/sadkerbrief1e)) includes a number of useful resources: chapter summaries, links to relevant Internet resources, **practice test questions and explanations for the answers**, a national poll on education- related questions, suggested projects, news on current education topics and other text features. Be sure to check the Classroom Observations. These brief clips are filled with practical insights.

**III. Course Objectives and Goals:**

This course provides a critical overview of historical, intellectual, social and political foundations of American education. Within this context, it also examines current trends, contemporary research, and future issues. This course offers extensive treatment of the economic, philosophical, organizational and legal aspects of education.

INTASC Standards(Interstate New Teachers Assessment and Support Consortium) are blended with course content.

From historical, philosophical, and contemporary perspectives candidates will examine, analyze, discuss, and reflect upon:

- a. *The teacher as a planner*: Learning effective methods for instructional planning that include, but are not limited to, accommodating for differing learning styles, an awareness of cultural uniqueness, special needs of students, and the critical importance of planning in effective teaching outcomes.

b. *The teacher as an instructor*: Characteristics of effective teaching include, but are not limited to, models of effective instructional techniques, biographical knowledge of outstanding teachers, and philosophical constructs required of effective teachers.

c. *The teacher as a manager*: From a historical and contemporary perspective, learning how schools are organized, managed, and controlled. Attention is directed to the legal aspects of teaching and the governance structures in American education.

d. *The teacher as a communicator*: Through classroom exercises and discussions, candidates will learn to translate their knowledge into written and spoken mediums that are critical to effective teaching.

e. *The teacher as a professional*: With knowledge of philosophical and historical issues, the candidate will come to understand, communicate, and implement the professional responsibilities of an effective teacher.

#### **Course Activities:**

Students will be engaged through small group problem solving activities, classroom discussions, Power Point presentations, individual projects, and assigned readings.

#### **Topics and Themes:**

**1. Teachers and Students**--The initial phase of the course focuses on the nature of teaching, student diversity, and life in school. Why teach? Is teaching a profession? How do students learn most effectively? How can teachers meet the different learning styles of students? How do social dynamics and family life impact student learning?

**2. Foundations of Education** --This section explores how schools developed, including the historical events and personalities that shaped today's schools. What should schools be teaching? The powerful role of economics, race and gender are explored. How are schools financed and governed, and how do laws impact teachers and students?

**3. Schools and Classrooms**--This section focuses on school as a social institution. Are vouchers and charter schools a step forward? How do accountability and high-stakes testing impact the learning environment? How do teachers deal with biased textbooks? How common is censorship in school?

## Course Requirements:

1. Attendance and participation
2. Readings from the text, Student CD Reader, and other assigned articles.
3. Completion of all exams, essays and other assignments.
4. Participation in a variety of learning activities, including classroom role-plays, website activities, personal reflections, etc.

**As required under the State of South Carolina Education and Economic Development Act (EEDA), the USCA School of Education must assess candidates on their knowledge and understanding of career awareness as defined in the *Personal Pathways to Success* power point. Therefore, as an exit requirement for all students enrolled in AEDF 321, students must demonstrate their knowledge of career guidance, clusters of study and elements of the Career Guidance Model by passing an on-line examination with a score of at least 85%.**

## Student Evaluation:

The following criteria will be utilized for grade evaluation:

1. Attendance and class participation\*
2. Reflection assignments
3. Hourly exams
4. Passing score on Career Pathways assessment

I view this class as a learning community. The learning experience for all of us will be enhanced if you are an active participant. So attendance and participation do count!

\*Attendance: Students are expected to attend each class. Should unusual life events require you to be absent from class, discuss the request for an excused absence with me prior to the event. I view examples such unusual events as attendance at funerals, jury duty, and/or representing the university at an official off campus event Attendance will be taken at the beginning of each class. **Two unexcused late to class equal one absence. After three unexcused absences, 10 pts. will be deducted from the Attendance points for each absence.**

When in class students are expected to remain engaged in the class discussions and activities. Students are expected to demonstrate attentiveness, knowledge and cooperation during discussions and activities.

Assignments: All assignments are due on the dates specified. Late assignments will be substantially penalized with loss of points. **50% loss first day, 75% loss 2<sup>nd</sup> day**

**Grading:**

- |   |                |
|---|----------------|
| 1. 3 Semester hourly exams                | 450 max points |
| 2. Attendance                             | 100 max points |
| 3. Class participation                    | 100 max points |
| 4. Special course Assignments:            |                |
| a) Attendance at School Board Meeting(50) |                |
| b) Philosophy Statement(50)               |                |
| c) Reflections(250)                       |                |
| Total Special Course Assignments          | 350 max points |

**Total maximum points available 1000 points**

**Grades:**

- A = 930 to 1000**
- B+ = 900 to 929**
- B = 830 to 899**
- C+ = 800 to 829**
- C = 730 to 799**
- D+ = 700 to 729**
- D = 630 to 699**
- F = 629 and below**

**Academic Integrity**

*By becoming a member of the University of South Carolina Aiken community, each individual agrees to abide by the principle of academic integrity in all aspects of the educational process. It is the responsibility of every student at USCA to be familiar with the Academic Code of Conduct and to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic requirements. USC Aiken Student Handbook, 2006-2007*

As a commitment to maintain Academic Integrity and accept academic responsibility, the following statement will apply to all assignments and examinations in this course.

*On my honor as a University of South Carolina Aiken student, I have completed my work according to the principle of Academic Integrity. I have neither given nor received any unauthorized aid on this assignment/examination.*

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Signature

Date

**Disability Services Statement:**

If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability services, 126A B&E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.

# CLASS SCHEDULE

## Part I: Teachers and Students

### Session 1. **Teacher's World: Assessing Your Role** **Monday, August 25, 2008**

Student and Teacher Introductions  
Course Overview  
Website, Evaluation, and Schedule

Next Session's Reading:

**Text-Chapter 1** "The Teaching Profession and You"

Next Session's Assignment: Prepare to argue Pro or Con: Teaching is a Profession

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### Session 2. **Teachers and Their Struggle for Professionalism** **Wednesday, August 27, 2008**

*Debate: Is Teaching a Profession?*

Are Teachers Born, or Made?  
Is Teaching a Profession?

Next Session's Reading: CD Reader (chapter 1) *Keeping Good Teachers* by L. Darling Hammond

**Assignment Due Wednesday, Sept. 3, 2008 (see Readings/Reflection page)**

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### Session 3. **Teacher Education: The Way It's Supposed to Be?** **Wednesday, Sept. 3, 2008**

The Strange Case of teacher Education  
How Do You Think Teachers Should Be Prepared?

Next Session's Reading:

Text-Review Chapter 1

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Session 4.      **Professional Associations and Resources**  
**Monday, Sept 8, 2008**

Organizations  
Teaching and Southwest Airlines  
Traits and Characteristics of Successful Teachers

Next Session's Reading:  
Text-Chapter 2 "Diverse Learners"

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Session 5.      **Multiple Intelligences**  
**Wednesday, Sept 10, 2008**

Learning Styles, Multiple Intelligences and Emotional Intelligence  
Cultural Diversity, Bilingual Education, Exceptional Learners

Next Session's Reading:  
CD Reader (chapter2): *Profoundly Multicultural Questions* by S. Nieto

**Assignment Due Monday, Sept 15, 2008 (see Readings and Reflections Page)**

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Session 6.      **Many Cultures: EQ, Bilingual and Special Education**  
**Monday, Sept 15, 2008**

Emotional Intelligence  
Cultural Diversity and Bilingual Education  
Exceptional Learners

Next Session's Reading:  
Text-Chapter 3 "Life in School and at Home"

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Session 7.        **Life in Schools**  
**Wednesday, Sept 17, 2008**

Rules, Rituals and Gatekeeping  
Clock Watching  
Who's In and Who's Out: Powerful Peers and Tenacious Tracks

Next Session's Reading:

CD Reader (chapter 3) *Bullying Among Children* by J. Bullock

**Assignment Due Monday, Sept 22, 2008 (see Readings and Reflections Page)**

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Session 8.        **Family Patterns**  
**Monday, Sept 22, 2008**

Children at Risk or at Promise  
Bullying, Sexualities and Today's Social Realities

Next Session's Assignment:

Review Text-Chapter 3

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Session 9.  
**Wednesday, Sept 24, 2008**

Bullying

Next Session's Assignment:

Prepare for the first hourly exam (chapters 1-3, related CD readings and notes)

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Session 10.  
**Monday, Sept 29, 2008**

**Hour Exam**

Next Session's Reading:

Text-Chapter 4: "The History of American Education"

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## READINGS from the CD

### Chapter 1

1.1 *Keeping Good Teachers: Why It Matter, What Leaders Do*, L. Darling Hammond

### Chapter 2

2.3 *Profoundly Multicultural Questions*, S. Nieto

### Chapter 3

3.1 *Bullying Among Children*, J. Bullock

### Chapter 5

5.1 *The Threat of Stereotype*, J. Aronson

5.3 *An Educator's Primer to the Gender War*, D. Sadker

### Chapter 6

Case Study 6.2 Michael Watson

### Chapter 7

Case Study 7.2 Kate Sullivan

### Chapter 8

Case Study 8.2 Ellen Norton

### Chapter 9

Case Study 9.2 Amy Rothman

### Chapter 10

Case Study 10.1 Elaine Adams

### Chapter 11

Case Study 11.3 Melissa Reid

The purpose of these readings and case studies is to assist you in reflecting upon some of the critical issues affecting education today. You are asked to read each article and case study and respond to the Analysis Questions.

As a declared Education major, you are expected to be evidencing commitment to high quality academic work. Your skills in communication in the written form are vital to your success as an educator. Review your work carefully prior to turning in an assignment. All assignments are expected to be completed in Times Roman 12 font. **The dates for submitting the assignments will be announced and as stated in the syllabus, substantial penalties will be assessed for late work.**