

Department of Teaching and Learning
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Course Information

Prefix & Number	CIG 761
Title	THEORETICAL FOUNDATIONS IN EDUCATION
Credits	3 Credit Hours
Semester	
Instructor	
Office/Phone/Email	
Class Location	
Office Hours	
Prerequisites	Doctoral-level standing or permission of instructor.
Course Description (Course Introduction)	This course is designed to assist doctoral students in gaining a greater understanding of the philosophical, historical, sociological, and cultural foundations of teaching and learning. In examining the foundations of education, doctoral students will have opportunities to analyze contemporary issues and future trends in education from broadly based perspectives. The overall focus is on the history of ideas in American education.

Knowledge Objectives and Related Standards

Course Goals

1. Understand the major philosophical and sociocultural positions in education as well as their influence on contemporary curriculum, instruction, and educational practice.
2. Examine and discuss views within the larger philosophical and sociocultural positions in education.

3. Act on philosophical and sociocultural beliefs by developing a social action project aimed at improving children's success as learners.
4. Integrate foundations content with other core areas of doctoral study.
5. Understand the benefits derived from a study of the history of education based on events that have shaped contemporary educational norms, policies, practices, and perspectives.
6. Understand the major historiographical approaches used by historians of American education.
7. Explore key individuals whose theories of education influenced change in the United States' education system.
8. Understand the influences that affect class structure, economic and philosophical change, and the development of new educational strategies as they impact current educational decision-making.
9. Understand the relationship that exists between social needs and education's ability to respond to those needs through the delivery of appropriate instruction.
10. Become familiar with APA writing style, formats and requirements.

Objectives

Course objectives are based on knowledge, performance, dispositions and results. By defining objectives in these ways, those of you who are preparing teacher candidates will understand the interactions between and among the objectives. The "results" section of the matrix is specific to doctoral students who are planning to enter the teacher preparation profession. The objectives will be added next week, but they are adapted from the INTASC Standards and the ATE Standards for Teacher Educators.

Texts

The following books will be used as springboards for discussion in class. They will also serve as resources for your papers and essays. Many of these may be purchased cheaply on Amazon.com or in used bookstores. You may share these books with classmates so all do not have to purchase each book. Many can be found in the UNLV library. Some may be borrowed from your instructor. Some may already be in your professional library from prior classes. The Zhao book is particularly pertinent, so please try to find a copy of this for yourself. We will be supplementing these readings with DVD's and articles on the Web.

- Adler, M.J. (1982). *The paideia proposal: An educational manifesto*. New York: Macmillan.
- Bloom, A. (1987). *The closing of the American mind*. New York: Simon & Schuster.
- Bruner, J.S. (1960). *The process of education*. Cambridge, MA: Harvard University Press.
- Dewey, J. (1938, 1997). *Experience and education*. New York: Touchstone Books.
- Friedman, T.L. and Mandelbaum, M. (2011.) *That used to be us*. New York. Picador.
- Illich, I. (1999). *Deschooling society*. New York: Marian Boyars Pub, Ltd.
- Ravitch, D. (2000). *Left back: A century of battles over school reform*. New York: Simon & Schuster.
- Ravitch, D. (2010). *The death and life of the great American school system: How testing and choice are undermining education*.
- Spring, J. (2008). *Wheels in the head: Educational philosophers of authority, freedom and culture from Socrates to Paulo Freire (3rd ed)*. Hillsdale, NJ: Lawrence Erlbaum.
- Whitehead, A.N. (1929). *The aims of education and other essays*. New York: Free Press.
- Zhao, Y. (2009). *Catching up or leading the way? American education in the age of globalization*. Alexandria, VA. ASCD.

Supplemental Texts – Use for reference. Not necessary to purchase these.

- Berliner, D.C. & Biddle, B.J. (1995). *The manufactured crisis: Myths, fraud, and the attack on America's public schools*. Reading, MA: Addison-Wesley.
- Bloom, A. (1987). *The closing of the American mind*. New York: Simon & Schuster.
- Dewey, J. (1938, 1997). *Education and democracy*. New York: The Free Press.
- Dill, D. & Associates (1990). *What teachers need to know: The knowledge, skills, and values essential to good teaching*. San Francisco: Jossey-Bass.

- Doll, Jr. W. E. (1993). *A post-modern perspective in curriculum*. New York: Teachers College Press.
- Elmore, R.F. & Associates (1990). *Restructuring schools: The next generation of educational reform*. San Francisco: Jossey-Bass.
- Fishman, S.M & McCarthy, L. (1998). *John Dewey and the challenge of classroom practice*. Published jointly by NCTE and Teacher's College Press.
- Garrison, J. (1997). *Dewey and Eros: Wisdom and desire in the art of teaching*. New York: Teacher's College Press.
- Gilderhus, M.T. (1996). *History and historians (fifth ed.)*. Englewood Cliffs, NJ: Prentice Hall.
- Giroux, H.A. (1981). *Ideology, culture, and the process of schooling*. Philadelphia: Temple University Press.
- Giroux, H.A. (Ed.). (1991). *Postmodernism, feminism, and cultural politics*. Albany, NY: State University Press.
- Goodlad, J.I., Soder, R. & Sirotnik, K.A. (Eds.). (1990). *The moral dimensions of teaching*. San Francisco: Jossey-Bass.
- Goodlad, J.I., Soder, R. & Sirotnik, K.A. (Eds.). (1990). *Places where teachers are taught*. San Francisco: Jossey-Bass.
- Goodlad, J.I. (1990). *Teachers for our nation's schools*. San Francisco: Jossey-Bass.
- Haberman, M. (1995). *Star teachers of children in poverty*. West Lafayette, IN: Kappa Delta Pi.
- Jameson, F. (1997). *Postmodernism or the cultural logic of late capitalism*. Durham, NC: Duke University Press.
- Menand, L. (2001). *The metaphysical club: A story of ideas in America*. New York: Farrar, Straus & Giroux.

- Popkewitz, T.S. & Brennan, M. (Eds.). (1998). *Foucault's challenge Discourse, knowledge, and power in education*. New York: Teacher's College Press.
- Rorty, R. (1991). *Objectivity, realism and truth: Philosophical papers vol. 1*. New York: Cambridge University Press.
- Schlechty, P.C. (1990). *Schools for the 21st century*. San Francisco: Jossey-Bass.
- Spring, J. (2002). *American education (tenth ed.)*. New York: McGraw-Hill.
- ----- (1994). *The American school 1642-1993 (third ed.)*. New York: McGraw-Hill.
- ----- (2002). *Conflict of interests: The politics of American education (fourth ed.)*. New York: McGraw-Hill.
- ----- (1994). *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States*. New York: McGraw-Hill.
- Webb, L.D, Metha, A. & Jordan, K.F. (2006). *Foundations of American education*. Englewood Cliffs, N.J: Prentice-Hall.

Course Requirements

Individual Seminar Essay

Students will be asked to write an essay on an **educational topic connected to the historical, social, philosophical, and/or cultural foundations**. This topic could be related to your field of study as long as you make connections between that area and the foundations. The following list provides **examples** of topics:

- a. the relevance of John Dewey's vision of "experience" as the basis for curriculum;
- b. gender bias and its effect on females in schooling;
- c. historical view of educational change related to your area;
- d. accountability as an essential component of the curriculum;
- e. issues specific to English Language Learners and ELL's place in the curriculum;
- f. the future of No Child Left Behind: is it going away or here to stay? Why or why not?
- g. an in-depth biographical study of a major figure represented in the historical, social, philosophical, and/or cultural foundations;
- h. standards-based education and its historical roots

- i. reinvention of the school, systemic reform, and federal policies;
- j. the political control of education in a free society;
- k. NCLB as a force for reform or a tool for mediocrity;
- l. Globalization of education: What does it mean?

Topic and Rationale Paper (10% of final grade)

The topic and your rationale for that topic need to be submitted by September 17. The structure of this brief paper (3-5 pages) should include:

- a. your professional paper topic defined—be as explicit as possible about the topic
- b. your personal reasons or rationale for selecting that topic—why is this important to you?
- c. your professional rationale for the topic you selected—how will researching this topic advance your professional goals?
- d. a discussion of the topic based on current beliefs, ideas, experiences, philosophy and biases.

This short paper will typically serve as the introduction to your professional paper. You do not need to include references unless you wish. If you are highly familiar with the topic, you probably won't need references, but, if this is a new topic, several references probably are in order. You also need to make sure that you follow APA style.

Professional Paper Requirements (50% of final grade)

Because we have such a large class this semester, I am modifying the requirements for the professional paper. In the past, I have required a 25-30 page paper, but, this is not feasible for a class of 25 students. You will be asked to write an extension of your topic and rationale paper so that the paper is approximately 15 pages that include your topic/rationale paper (not including cover sheet, abstract or references). This paper will be more of an **essay** about the topic and why it is relevant to you in your area of study. A handout describing the framework for the paper will be provided and discussed in class.

This paper is **due November 19**. You must follow the guidelines established in the *Publication manual of the American Psychological Association, (6th ed.)* as the style manual in preparing your paper. It is strongly recommended that you purchase this manual because Web-based materials are often incomplete and, in some cases, erroneous. If you are going to purchase a manual, you probably should spend your money on the 6th edition.

Presentation (20% of final grade)

Each student will present his or her essay in class. We will plan to have 4 students present in classes later in the semester. This may be structured as a panel discussion if people

are sharing ideas that are in the same area, or they may be individual presentations. Please provide a one-page handout that is your abstract and the references used in your essay on email (you may send it to me and I will send it to the class). Each presentation is between 10-15 minutes. You will be given feedback by your peers and the instructor.

Readings, Class Participation, and Attendance (20% of final grade)

Regular weekly reading assignments are listed in the syllabus. The readings provide the focus for the issue(s) to be examined in class and also provide background to shape the direction of the professional paper and presentation. The texts selected provide foundational knowledge to help you understand the impact of educational theories on educational practice. The major theories are *perennialism* (Adler, Bloom and Ravitch); *progressivism* (Dewey); *realism* (Whitehead); *social reconstructionism* (Spring and Illich); and *cognitive reconstructionism* (Bruner). You are expected to arrive in class on time and be prepared to participate in the discussions and class activities. I realize that unexpected events happen that require you to miss class. **If you are absent, I ask that you submit a one to two-page summary (typed, double-spaced) of your responses to the reading for the week(s) you missed. Your response should include a discussion of the main points of the reading, your overall response to the material, and questions that you think would be important to consider. I will share some of your perspectives with class during our discussion.**

Reading Assignments and Due Dates (subject to change)

August

- 24 First class; syllabus review and overview of texts
- 31 Intro to research- CML and Whitehead, *Aims of Education* Ch. 1-3.

September

- 7 Holiday. No class.
- 14 Ravitch, *Left Back* (pp. 19-129)
- 21 Dewey, *Experience and Education*. **TOPIC PAPER DUE.**
- 28 Zhao, *Catching up or leading the way?* Ch. 1-5.

October

- 5 Bruner, *The Process of Education*
- 12 Adler, *The Paideia Proposal*
- 19 Friedman and Mandelbaum. Ch. 1-7.
- 26 Spring, *Wheels in the Head*, Part I: Chapters 1, 2 and 3

November

- 2 Bloom, pp. 313-382;
- 9 Ravitch, *The Death and Life of the Great American School System*
- 16 Illich, *Deschooling Society* **SEMINAR ESSAY DUE; Class Presentations.**

23 Class presentations.

30 Class presentations.

December

7 Class presentations. Lagniappe.

TOPIC PAPER RUBRIC

	Not Acceptable	Acceptable	Good	Exemplary
Definition	Not clear or well defined	Definition is evident	Definition is clear and focused	Definition is clear and well-supported
Personal Reasons	Not included	Included	Explained	Clear and supported by experiences
Professional Rationale	Not included	Included	Explained	Well-supported by professional experiences
Explanation based on current beliefs, etc.	Not included or clear	Included	Explained and relevant to topic including biases, beliefs, philosophy	Discussion of current beliefs, biases and philosophy connected to readings to date
3-5 Pages	Less than or more than limits	Meets page limitations	Meets page limitations	Meets page limitations
APA Style	Does not follow	Follows	Careful attention to APA	Adheres to all APA standards of writing and style

CIG 761 Seminar Paper Assessment Rubric

(NOTE this will be revised to reflect the Seminar ESSAY)

	Unacceptable	Acceptable	Very Good	Exemplary
Content	Topic not clearly defined, personal and professional rationale undeveloped, lack of focus,	Topic defined and personal and professional rationale clearly developed,	Clear topic defined and personal and professional rationale supported by direction for	Final draft reflects expanded discussion of topic to include implications and strong research support. Topic clearly defined, within the 20-30-page limit,

	insufficient resources and little attention to APA guidelines. Page limits not met.	focus is fairly clear, correct APA style, and page limits met.	the topic development, clear integration of research or sources, and focused discussion and conclusions. Correct use of APA style and conventions.	and careful detail re: APA. Ready for publication or presentation.
Coherence	Paper is sloppy or disjointed. Development of ideas is vague. Discussion not based on current beliefs, ideas or experiences, or research.	Paper reflects basic effort. Ideas are loosely connected. Minimal effort to support and clarify importance of topic.	Paper reflects a logical sequence and contains multiple sources of evidence as support. The conclusion addresses issues raised in the paper.	Ideas are clearly stated and developed. Evidence of careful planning exists. Publication/presentation ready.
Organization	No clear development of topic; does not follow guidelines;	Transitions between paragraphs are clear; topic is explained. All basic requirements are met.	Follows a clear sequence and clearly explains the topic and its implications. Literature review developed and evidence of focused discussion and conclusions.	Well-developed transitions and obvious control of the topic. Review of literature focused and ideas follow logical sequences. Evidence of careful preparation and close attention to APA.

CIG 761 Seminar Paper Presentation (This also will be revised to reflect your essay presentation)

Your seminar paper presentation should include visuals to support your topic. **Please provide a one-page handout that is your abstract and the references used in your paper, and you will need to make enough copies of that handout to bring to class the day of your presentation.**

CIG 761: Seminar Paper Presentation Rubric

	Unacceptable	Acceptable	Very Good	Exemplary
Content	Information presented does not follow the guidelines. Visuals are not used.	of the paper and visuals are used as support.	Information presented covers all of the elements of the paper and the presentation reflects control of the topic. A variety of visuals are used.	The topic presented is clearly explained, and the presentation is engaging and focused. Evidence of planning is clear. A wide variety of visuals used as appropriate support.
Coherence	Presentation is sloppy or disjointed. Development of ideas is vague.	Presentation reflects minimal effort. Ideas are loosely connected.	Presentation follows a logical sequence based on the parts of the paper.	Ideas are clearly stated and developed based on the topic. Evidence of careful planning exists.
Organization	No clear development of ideas; does not follow paper guidelines.	Transitions between elements are clear; topic explained.	Follows sequence and explains topic with clarity.	Poster session topic follows logical sequences. Evidence of careful preparation
Presentation Style	Little or no awareness of audience. Language errors (grammatical, spelling). No handout provided.	Aware of audience, demonstrates control of the topic. Handout provided.	Clear expectations in presenting the topic. Clearly developed abstract and references correctly listed.	Polished presentation. It is clear this presenter has planned and rehearsed. Exhibits excellent control of the material. Carefully

				developed abstract and references correctly listed.
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Library Holdings in UNLV Library

Periodicals

Action in Teacher Education
 American Secondary Education
 Teacher Educator
 The Education Digest
 American Teacher
 Performance Improvement Quarterly
 Education Week
 The High School Journal
 The Clearing House
 American Journal of Education
 Contemporary Education
 Curriculum Review
 Strategies
 Journal of Curriculum Studies
 Journal of Education for Teachers
 Journal of Teacher Education
 Urban Education

SPECIAL NOTES

Academic Misconduct

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright

The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely

responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching

The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades

The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted

accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail

By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations

The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Library Resource

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Any other class specific information

(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)