



California State University, Long Beach
College of Education
Department of Teacher Education

TEACHING & LEARNING IN A DEMOCRATIC SOCIETY
EDEL 380, Section 2
SPRING, 2021
MEETING TIME: TUESDAYS, 7-9:45 p.m.
MEETING PLACE: ZOOM

Bill Jeynes, Ph.D.

Office Location: ED2-267

**Office Hours: T 3:25-4 p.m. (by phone), 6:45-7 p.m. (by Zoom),
9:45-10:55 p.m. (by Zoom at first, then by phone)
TH 6:25-7 p.m. (by phone), 9:45-10:55 p.m.
(by Zoom at first, then by phone) or by appointment**

Home Phone: (714) 901-4274

College of Education Theme: Teaching for Life-Long Learning, Professional Growth & Social Responsibility

College of Education Mission:

- *Promote intellectual, personal, and interpersonal growth for all students
- *Prepare socially responsible leaders for a rapidly changing, technologically-rich world
- *Value diversity and prepare students for a diverse world
- *Serve and collaborate with other educators and the community
- *Promote school improvement for all students
- *Engage in research, scholarly activity, and ongoing evaluation

Vision of the Department of Teacher Education- The Department of Teacher Education at California State University- Long Beach prepares knowledgeable, caring, reflective, and highly competent teachers who are advocates for children, adolescents, and families. Our inquiry-and experienced-based programs promote educational equity and excellence in contemporary, inclusive urban classrooms.

Course Description

This course is an introduction to the concepts and issues related to K-8 education in a democratic society within historical, social, philosophical, legal, and political contexts. The course content will include lectures, classroom discussion, group discussion, watching videos, and some informal debating. Students will also be required to have 45 hours of “classroom field experiences.” However, clearly due to COVID, the nature of those “classroom field experiences” will be different than usual. There are tutoring and other options for EDEL 380 THAT WILL BE DISCUSSED IN CLASS. Students must receive a minimum rating of satisfactory (in each area) on the Fieldwork

Final Evaluation to pass this course, but how that general requirement is fulfilled in this class, given the COVID situation, will be discussed in class. SEVERAL PHOTOCOPIES SHOULD BE MADE OF ALL THE COMPLETED FIELDWORK FORMS, WHEN YOU HAND THEM IN TO PROFESSOR JEYNES. Traditional grading only- refer to the CSULB catalog for an explanation of grading standards and procedures. A minimum grade of “B” is required for admittance to the Multiple Subject Credential Program (MSCP). Junior standing is required.

REQUIRED TEXTS & PACKET READINGS

Boyer, Ernest. (1995). The Basic School. Princeton: Carnegie Foundation.

Jeynes, William. (2007). American Educational History: School, Society & the Common Good. Thousand Oaks: Sage.

Course Objectives (adopted by the Department of Teacher Education)

Upon successful completion of this course, the student will be able to:

1. Identify personal meanings related to why they want to become a teacher. They will recognize personal characteristics and beliefs as well as prior educational experience which will inform their development as a teacher.
2. Explain the various roles and functions of teachers and cite context-specific examples.
3. Identify professional and community resources to facilitate their development as a beginning teacher and a learner.
4. Analyze the role of the school in an inclusive democratic society and discuss various positions on The value of schooling from a historical and philosophical perspective.
5. Discuss the ways in which schools reflect dominant cultural values.
6. Analyze schools as organizations and identify the unique features of the culture of the school.
7. Discuss the value of parent participation and identifying successful means for involving parents From culturally diverse communities in the educative process.
8. Analyze and discuss the influence of politics on education including policies, legislation, curriculum, and assessment.
9. Discuss a variety of contemporary educational issues.
10. Demonstrate creativity, flexibility, responsibility, commitment to teaching, and the ability to effectively communicate with students and adults.

Grading Policy

90-100%=	A
80- 89%=	B
70- 79%=	C
60- 69%=	D
0- 59%=	F

Additional Policies

- * I highly discourage the taking of an **incomplete** for this course. I maintain this policy for the benefit of the student. Over the years I have learned that most incompletes are never made up.
- * **Attendance- Ten percent of your grade will be based on attendance and classroom participation. Tardiness** can also hurt your grade.

Special Needs- Students with a disability or medical restriction who are requesting a classroom or academic accommodation should contact the Bob Murphy Access Center (BMAC) located in the Student Success Center, #110, or by phone at 562-985-5401 or via email at BMAC@csulb.edu. The BMAC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to BMAC

as soon as possible. It is the student's responsibility to notify the instructor in advance of the need for accommodation related to a university-verified disability.

WEEKLY SCHEDULE

WEEK 1, January 17

- I. Overview of the Course & Fieldwork Orientation
- II. Roles and functions of a Teacher
 - A. The qualities needed to be a teacher

Boyer Reading: Prologue

WEEK 2, January 24

- II. Roles and functions of a Teacher
 - A. The qualities needed to be a teacher (continued)
- III. Learning to Become a Teacher
 - A. Teaching and Learning as a Process

Boyer Reading: Chapter 1

WEEK 3, January 31

- III. Learning to Become a Teacher (continued)
 - B. Teacher Preparation and California Standards for Teaching
 - C. Knowing Yourself and Working with Children

Boyer Reading: pp. 103-136, **FOUNDATIONS PAPER PRESENTATIONS GIVEN**

WEEK 4, February 7

- IV. The Teaching Profession
- V. Resources for Developing Teachers
- VI. Classroom Management
 - A. Definitions
 - B. The First Days and Weeks of Teaching

Boyer Reading: pp. 137-172, **FOUNDATIONS PAPER PRESENTATIONS GIVEN**

WEEK 5, February 14

- VI. Classroom Management
 - C. Overall Characteristics of a Well-Managed Classroom
 - D. Why Effective Teachers have a Minimum of Problems
 - E. How to Introduce Yourself to the Class
 - F. Establishing an Ordered Classroom in the Early Days

Boyer Reading: Chapter 4 & **FOUNDATIONS PAPER PRESENTATIONS GIVEN**

WEEK 6, February 21

- VI. Classroom Management (continued)
 - G. Seating Arrangements
 - H. Assignments
 - I. Roll Taking and other issues
 - J. Dealing with Misbehavior and Difficult Children

Reading: AEH, pp. 211-216

FOUNDATIONS PAPER DUE TUESDAY, FEBRUARY 23RD

WEEK 7, February 28

VII. What Dictates How a Classroom Will Function & The Philosophy of Education

- A. The Lesson Plan
- B. Learning Theory
- C. Technology in the Classroom
- D. The Culture of the School
- E. The Philosophy of Education

VIII. The Colonial Experience (1607-1776)

- A. The Colonial Philosophy of Education
- B. The Relationship between the Puritans and the Native Americans
- C. The Founding of America's first Colleges
- D. The Establishing of Schools for Children
- E. Implications for school culture, school structures, and race relations

Reading: AEH, Chapters 1-2

WEEK 8, March 7

IX. The Pervasive Effects of the Revolutionary War (1776- about 1820)

X. The Early Political Debates and their Effects on the American Education System (1789-1865)

- A. The Debates between the Federalists and the Democratic- Republicans

XI. Education, African Americans, and Slavery (about 1800- 1865)

- A. The Nature of the Slavery Debate
- B. The Education of African Americans in the North
- C. The Education of African Americans in the South
- D. Northerners rally to help elect Lincoln
- E. Issues of Equity

Reading: AEH, Chapters 3-4

WEEK 9, March 14

XII. The Education of Other Minority Groups and Women (about 1776-1865)

- A. The Education of Other Minority Groups
- B. The Education of Women
- C. Further Development of Issues of Equity

XIII. The Growth of Higher Education in North America (about 1820-1865)

- A. Higher Education and the Industrial Revolution
- B. The Growth of Public Private Institutions of Higher Education

XIV. The Rise of the Common (Public) School (about 1840-1865)

- A. Why Common Schools emerged
- B. The Public Life and Philosophy of Horace Mann
- C. How the Civil War electrified the Common School Movement
- D. How the Civil War shaped peoples' attitudes about Education

Reading: AEH, Chapters 5-6

WEEK 10, March 21

XV. The influence of post-Civil War Events

- A. Urbanization
- B. Industrialization
- C. Increased Immigration

Reading: AEH, Chapter 7

MIDTERM EXAM, TUESDAY, MARCH 23RD

WEEK 11, March 28

SPRING BREAK! HAPPY HOLIDAYS!

WEEK 12, April 4

XVI. The Impact of World War I

XVII. The Flowering of Liberalism, i.e., The Liberal Philosophy of Education as distinguished from Conservatism (1890-1929)

- A. The Philosophy of John Dewey
- B. The contribution of other educational reformers
- C. The Neo-Conservative response

XVIII. The Educational Challenges of the Great Depression (1929-1941)

Reading: AEH, pp. 217-249

WEEK 13, April 11

XIX. The Long-term Effects of World War II on American Education (1941-1970)

- A. Via the Nazis and the Imperial Japanese Army, Americans are confronted with the Horrors of Racism
- B. As the Uncontested Leaders of the Free World, Americans become introspective about Racism
- C. The Rise of the Cold War
 - 1. The role of technology
- D. The Standards Movement

XX. The Civil Rights Movement and Federal Involvement in Educational Policy

- A. Desegregation
- B. Affirmative Action and the Civil Rights Movement
- C. Expanding the Reach of the Civil Rights Movement
 - 1. Bilingual Education
 - 2. Undocumented Immigrants
- D. Related Contemporary Issues
 - 1. Special education and gifted education
 - 2. Diversity of the teaching force

XXI. The Turbulence of the 1960s

- A. The Vietnam War and Student Activism
- B. The Questioning of Authority

Reading: AEH, pp. 250-275, Chapters 10-11

WEEK 14, April 18

- XXII. The Rise of Multiculturalism & Related Contemporary Issues
 - A. How Multiculturalism emerged
 - B. Addressing a more diverse country and school system
- XXIII. The Rise of Public Criticism of Education & Related Contemporary Issues
 - A. The Decline in Standardized Test Scores
 - B. The Increasingly Poor Performances on International Comparison Tests
 - C. The Debate regarding whether the Decline was Academic or Demographic in Nature
 - D. Possible Explanations for the Decline in Student Achievement

Reading: AEH Chapters 12-13

WEEK 15, April 25

- XXIV. Reform initiatives under the Reagan, Bush, & George W. Bush Administrations (1981-1993, 2001-2009)
 - A. The “Back to the Basics” Movement
 - B. School Choice
 - C. No Child Left Behind
- XXV. Reform initiatives under the Clinton & Obama Administration (1993-2001, 2009-2017)
 - A. Technology in the Schools
 - B. Public School Choice
 - C. Common Core

Reading: AEH, Chapter 14

REFLECTION PAPER DUE, TUESDAY, APRIL 27TH

WEEK 16, May 2

- XXVI. Other Reforms under Consideration & Other Contemporary Issues
 - A. The Tragedy of School Shootings
 - B. Financing of Education and the Equalization of School Expenditures
 - C. Special Education
 - D. School Uniforms
 - E. Class & School Size
 - F. The Home School Movement

Reading: AEH, Chapter 15

TUESDAY, MAY 4TH- FIELDWORK FORMS DUE: SEVERAL PHOTOCOPIES SHOULD BE MADE OF ALL THE COMPLETED FIELDWORK FORMS, WHEN YOU HAND THEM IN TO PROFESSOR JEYNES.

WEEK 17, May 9

FINAL EXAM, TUESDAY, MAY 11TH AT 7:15 P.M.-THE NATURE OF THE FINAL EXAM WILL BE ANNOUNCED AS THE SEMESTER PROGRESSES

1. **Two Exams-** The Midterm Exam will cover the first part of the course. The Final Exam will cover the entire course.

2. Foundations Paper and Presentation- In this paper the student will share about the best teacher that one ever had and why the teacher was so effective. The student will then share how the experiences that one had with this teacher will lead to the student becoming a really effective teacher. The student will also give a 2-3 minute talk before the class on this topic, which will also be part of the grade each student receives for this assignment. The Foundations Paper should be 3 double-spaced pages long.

3. Reflection Paper- In this paper each students will reflect on what they have observed in the their fieldwork and/or other classroom experiences. Toward the end of the semester students can share their reflections via interacting by e-mail and/or BeachBoard with other students.

Your reflection paper has two parts. The first part involves reflecting on your fieldwork experience to consider what you have learned from your time serving in the classroom. What have you learned that will make you into a better teacher? What will you apply to your life as a teacher? What will you do? What will you avoid doing? What did you learn from the attitudes and behaviors of the teacher(s) you witnessed? Do you have any new ideas for lesson plans?

The second part of the lesson plan will involve giving a 5-10 minute lesson and then either: a) having a friend or relative observe your teaching or b) videotaping the lesson. Then through the observations of either your friend, relative, or yourself put together a set of comments designed to recognize the strengths and weaknesses of your lesson and/or teaching. That is, part of your paper should address how you propose to be a good teacher and make improvements. Each student will be required to hand in a 4-6 double-spaced page summary of their combined reflections from these two parts of the assignment.

4. Field Experience- Forty-five hours of “classroom fieldwork” (see earlier “Course Description” and explanation given in class during Week #1 for how this is fulfilled during COVID) is required. See the “Course Description” section of this syllabus for further details. **SEVERAL PHOTOCOPIES SHOULD BE MADE OF ALL THE COMPLETED FIELDWORK FORMS, WHEN YOU HAND THEM IN TO PROFESSOR JEYNES.**

GRADING

Midterm Exam 25%

Final Exam 25%

Foundations Paper 20%

Reflection Paper 20%

Attendance & Classroom Participation 10%