



EAST TENNESSEE STATE
UNIVERSITY

Early Childhood Education

**EDFN 3301 – Issues in Education
Spring 2021**

I. Course Catalog Description

Prerequisites: EDFN 2100 and EDFN 2300 or ECED 2150. Foundation of Early Childhood (if appropriate). Students must also be admitted to the Teacher Education Program prior to enrolling in this course. Issues in education are examined in the context of historical, philosophical, and sociocultural foundations of teaching. Issues of gender, social class, and ethnicity are discussed.

II. Course Overview/Rationale for the Course

Teaching in public schools is not just about you and a group of children/students engaging in enjoyable activities. Schools are social institutions that have been created in certain ways, not always because people actually intended them to be that way but because certain choices were made about money, organization, and control which then resulted in the schools we have today. Schools reflect the society in which they exist, and it is important for you to understand that relationship and how it came about so that you can begin to think about how you might work for change when you are one of the actors within a school setting. Thus, in this course, we will examine the role that philosophical, historical, and sociological inquiries play in educational theory and, subsequently, our beliefs about the purposes of schooling and our approaches to achieving those ends. We will also begin to imagine ways in which schools can be transformed to meet the changing social, political, and cultural context of the 21st century.

Teachers need to be able to evaluate critically the multitude of suggestions for how schools should be run, reformed, and restructured. To do this, you need to be clear about your philosophies of teaching and learning and your own beliefs about how race, class, ethnicity, gender, and sexual orientation, among other characteristics, impact the ways students experience schooling in today's society. We will spend considerable time in this course reading about and discussing such issues.

Finally, you should be aware that this is not a “methods” course. It is not designed to prepare you to teach in the direct ways that other courses in your preparation will. While we will often discuss pedagogy, this course is designed to introduce you to your chosen profession broadly. As a teacher, you will need to have certain skills, attitudes, and dispositions to be successful. You will need to have a sense of the great responsibility a teacher takes on, concern with the quality

of your work and a habit of reflecting on it, a desire to learn and improve yourself, curiosity about new ideas, an interest in developing collegiality and working cooperatively with others, punctuality, organization, dependability, and respect for those involved in the hard work of providing formal education. You need to be politically informed to be a leader for progressive educational reform in a diverse society. You need to be philosophically-informed to provide children educational opportunities worth wanting. These are the primary goals of this course.

III. Knowledge Base

Central to this course will be an analysis of schooling through sociological, political, historical, cultural, and philosophical inquiries. A primary focus of these inquiries will be toward the development of the proficiencies needed to meet the educational needs of diverse students. The course also helps students gain the knowledge, skills, and dispositions needed to “teach from multicultural and global perspectives that draw on the histories, experiences, and representations of students from diverse cultural backgrounds” (NCATE, Standard I, p. 31). Through these various inquiries, we will reflect upon our own distinctive location in history and interrogate the possibilities education holds for realizing each individual’s potential and promoting a more democratic, socially just society. Further, this course is designed to equip students with certain types of knowledge mandated by NCATE, the College of Education (as reflected in the conceptual framework referred to above), and the Alabama State Department of Education.

First, with its focus on the social context of schooling, diversity, and culture, the knowledge base for this course ensures that teacher candidates will obtain the knowledge that NCATE (Standard I) deems as imperative for pre-service teachers:

Candidates preparing to work in schools as teachers or other school personnel need a sound professional knowledge base to understand learning and the context of schools, families, and communities. They understand and are able to apply knowledge related to the social, historical, and philosophical foundations of education, professional ethics, law, and policy...They understand language acquisition; cultural influences on learning; exceptionalities; diversity of student populations, families, and communities; and inclusion and equity in classrooms and schools...They understand the importance of using research in teaching and other professional roles and know the roles and responsibilities of the education profession” (p. 19).

Second, with its emphasis on developing reflective practitioners who possess a philosophical basis for ethical decision making, the course aids students in respecting diversity, honoring difference, and promoting social justice, key goals of Clemmer College as iterated in its Conceptual Framework.

Third, the knowledge base of this course will ensure that pre-service teachers have had opportunities to accomplish the goals related to diversity and professionalism.

Student Outcomes:

- Analyze current issues in education from the perspective of legal, moral, ethical, and professional responsibilities and obligations.
- Relate social, cultural, political, historical, philosophical, psychological, technological, and economic forces and conditions to the understanding of and the development of solutions to current educational issues.
- Develop, analyze, and clarify personal beliefs, values, perspectives, and assumptions that guide teaching- and learning-related practice and decision making within the context of difficult-to-resolve educational issues.
- Utilize multiple sources and resources to search for, analyze, critique, and synthesize information and data related to current educational issues.
- Become more understanding of the role ambiguity, divergent points of view, and the need for compromise play in the resolution of educational issues.
- Develop familiarity and comfort with using both traditional and newer 21st-century media/tools for gathering, analyzing, and evaluating data related to educational issues.

Safe Place: Meaningful and constructive dialogue is encouraged in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. One's word should be candid and use of language appropriate to the context of the topic. As such, this class is also a safe place where ideas, thoughts, experiences, and knowledge can be shared without recrimination or lack of personal respect or civility. The field of education is complex with nuances and rife with anomalies – there is no reason to expect seamless homogeneity in our intra-action with education. Differences are expected, respected, and shared.

Required:

Tozer, S., Senese, G., & Violas, P. (2021). *School and society: Historical and contemporary perspectives*. (8th ed.). Boston, MA: McGraw-Hill.

***The 7th edition (2013) will NOT suffice for this course as it does not align with the contemporary issues in education.

Additional readings are available on D2L.

IV. Assignments, Course Requirements, Grading, and Policies

Case/Documentary Analysis - 25%
Course Participation – 15%

Assignments & Quizzes – 30%
MidTerm & Final – 30%

Class Participation. Both quality and quantity count. Much of the class participation will be through Discussion Board posts that will be due each week. For these posts, you will need to substantiate your response by referring materials covered in this course. **Success in this class will require:** Frequent checking in to the course's website *and* your ETSU e-mail account; submitting assignments to specifications and on time; completing exams on time. Be sure to check your ETSU e-mail account several times per week, as that is the address to which the instructor will send any personal messages.

Assignments and Quizzes. Weekly response assignments to the course readings will be given. These assignments are located in the week's Module folder in D2L. Many of these assignments are low in point value but significant in helping you engage with the materials. For each stage in the Learning Cycle, you will have low-stakes engagement and evaluation activities. These activities will help you better cycle through the content and connect concepts and ideas. Quizzes will be used at the end of each module to check for understanding and comprehension of the material.

Midterm & Final: There will be a comprehensive midterm and final for this course per the course calendar. Students will receive a study guide *two weeks before the exam*. This course requires the use of Lockdown Browser for all assessments and quizzes. While you will not need a webcam for this final, you will need to ensure that you follow the [Respondus Lockdown for Students Quick Reference](#).

Case/Documentary Analysis: In lieu of a service-learning requirement, you will complete several case/documentary film analyses related to important issues in education. You will have one film analysis due approximately every two weeks. All of the films/documentaries can be accessed through your ETSU Student account using *Kanopy* or *ETSU Films on Demand*. (If you are unfamiliar with how to access these, please seek help from the [Sherrod Library Help Desk](#)).

Detailed assignment instructions and assessment information are provided in D2L.

Final Grading. The final grading will be as follows:

A	=	95-100%
A-	=	90-94%
B+	=	88-89%
B	=	84-87%
B-	=	80-83%
C+	=	78-79%
C	=	74-77%
C-	=	70-73%
D+	=	68-69%
D	=	61-67%
F	=	60% and below

Feedback: It is vital that you read any and all feedback – even if you make a 100% on an assignment. I will post on the Newsfeed on D2L when I am done grading an assignment or batch of assignments so you will know at that time to return to read your feedback before moving on. Feedback will help you to continue to improve and learn from mistakes. If you make a 100% on an assignment, I still often give side notes to give “tips” for your future educator self.

Late work: You will get two virtual "tickets" -- think of them as "chances." In these two chances, you can trade in your *ticket* for a late assignment with no penalty. So, you'll have two opportunities to do this. However, here are the rules:

- Late tickets cannot be used on your midterm or final.
- Without using a ticket, it will be 10% off every week that the assignment is late. Therefore, for assignments over 10 weeks late, a 0 will result (unless there are extenuating circumstances).
- You must email me that you are utilizing a ticket for late work, your EDFN 3301 section #, and what assignment it is for.
- You can see if you have used a ticket in the "late work" item in the grade book.

Should any extenuating circumstances inhibit your work in the course, please don't hesitate to contact me. Life does happen and does not necessarily count on convenience to occur!

Attendance:

EDFN 3301-901/903: While there is not a face-to-face or virtual meeting requirement for this course, it is essential that you refer to the D2L site for information about the course, assignments, updates, due dates, and due dates, among other items.

This course follows the University's approved credit hour policy which states that ***the "amount of student work for a credit hour [must] reasonably approximate not less than one hour of class and two hours of out-of-class student work per week over a semester for a semester hour.*** As such, you are encouraged to arrange your schedule according to and allotment the adequate amount of time for course readings, assignment completion, and review. The complete policy is available at <http://www2.ed.gov/policy/highered/reg/hearulemaking/2009/credit.html>. Given the online format of this course, you should anticipate dedicating 9-12 hours per week.

For writing assignments for this course, APA and MLA are acceptable formats when citing and referencing sources. Please refer to the Purdue Online Writing Lab (<http://owl.english.purdue.edu/owl/section/2/10/>) or any other number of on-line or hardcopy resources that will help guide you in proper citations. You are also encouraged to seek assistance from the [Center for Academic Achievement](#) if needed.

Contacting and Communicating with Instructor:

For this course, I will send the most messages and updates through D2L's newsfeed (instead of email). Please stay tuned to any changes to the *Newsfeed* in D2L.

If you need to contact send me an email, *please ensure that the course "EDFN 3301" identifier is in the subject line*. Unless there are unforeseen circumstances, I try to answer *emails received Mondays – Fridays by 3 p.m. within 24 hours*. Messages thereafter will be answered as soon as I can on Mondays. I will host *virtual office hours on Tuesdays between 1:00 – 3:00* Please drop in! If you need to speak with me outside of that time, I am happy to schedule a time for us to have a video conference.

Students are required to remain current of course events throughout the semester. This will require:

- Reading all feedback when it appears in your alerts AND when posted on the Newsfeed that an assignment is graded.
- Reading course announcements on the Newsfeed regularly (e.g., 2-3 times per week). Do not overlook "scrolling down" on the announcements page; sometimes there are more announcements than can be seen without moving the page.
- Check your ETSU e-mail account regularly (e.g., every other day). For security and confidentiality reasons, I will only contact you through the ETSU e-mail system and your related account.
- Address any technical problems you have with the course immediately, either by contacting the instructor or by contacting ETSU's Office of Information Technology (OIT).
- Read and utilize all posted materials.

V. Disability Statement

.It is the policy of ETSU to accommodate students with disabilities, according to federal law, state law and the University's commitment to equal educational access. Any student with a disability who needs accommodations (for example, arrangements for examinations or seating placement) should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services in the D.P.Culp Center (Tel: 423-439-8346).

Mental Health: Students often have questions about mental health resources, whether for themselves or a friend or family member. There are many resources available on the ETSU Campus, including: ETSU Counseling Center (423) 439-4841; ETSU Behavioral Health & Wellness Clinic (423) 439-7777; ETSU Community Counseling Clinic: (423) 439-4187.

- If you or a friend are in immediate crisis, call 911.
- Available 24 hours per day is the National Suicide Prevention Lifeline: 1-800-273-TALK (8255).

VI. Policy on Academic Misconduct

Academic misconduct is not tolerated. ETSU is committed to developing the intellect and moral character of its students. To that end, all instances of plagiarism, cheating, and other forms of academic misconduct shall be punished per the TN Board of Regents policy. Not reporting instances of academic misconduct represent a fundamental break with honor code policy, and although this offense is not punishable, reflects a callous disregard for yourself, your classmates, and your professors.

VII. Schedule of Course Topics and Readings (*This is a preliminary course calendar and subject to changes and modifications. Please review D2L Modules for any updates.*) There will be other minor assignments/assessments in D2L that correspond to varying stages of the Learning Cycle.

Start Date	Theme	Select/Readings/Materials: Modules also include additional readings/content	Assignments (Major) + Due Dates (All Assignments are due during the modular week and are staggered – check D2L for assignment dates)
1/19	Introductory Module: Module 1 Understanding School & Society	Readings: Tozer & Senese (Ch.1) The Idea of Summerhill	Discussion Post (1) Modular Assignments (2) Modular Assessment
1/25	Module 2 Liberty & Literacy, The Jeffersonian Ideal	Readings: Tozer & Senese (Ch.2) Poor Teaching for Poor Children (Kohn) The Unfillable Promise of Meritocracy (Mijs) Documentaries/Cases: Select one of three films in D2L	Discussion Post (1) Documentary/Case Analysis Modular Assignments (2) Modular Assessment
2/1	Module 3 School as Public Institution, the Common School Era	Readings: Tozer & Senese (Ch.3) Culture & Education – Affirming Diversity (Nieto) Gatekeepers to the American Dream (Blanchard & Muller) Patriotism & Ideological Diversity (Hess & Ganzler) Film: School: The Story of American Public Education	Discussion Posts Modular Assignments (2) Modular Assessment
2/8	Module 4 Social Diversity & Differentiated	Readings Tozer & Senese (Ch.4) My Pedagogic Creed (Dewey)	Documentary/Case Analysis Discussion Post (1)

	Schooling, the Progressive Era	Documentaries/Cases: Select one of three films in D2L	Modular Assignments (2) Modular Assessment
2/15	Catchup Week	Student Chosen	Socratic Seminar Discussion Post
2/22	Module 5 Diversity & Equity, Schooling Girls & Women	Readings Tozer & Senese (Ch.5) Content Analysis & Gender Stereotypes (Taylor) Film: MISrepresentation	Discussion Post (1) Modular Assignments (2) Modular Assessment
3/1	Module 6 Diversity & Equity, Schooling & African Americans	Readings: Tozer & Senese (Ch.6) Girlhood Interrupted (2017) Racism, Discrimination, & Expectations (Nieto) Documentaries/Cases: Select one of three films in D2L	Documentary/Case Analysis Discussion Post (1) Modular Assignments (2) Modular Assessment
3/8	Module 7 Diversity & Equity, Schooling & American Indians	Readings Tozer & Senese (Ch. 7) An Indian Father's Plea Understanding Cultural Diversity (Ogbu) The Construction & Development of Multicultural Education (Banks) Film: Reel Injun	Discussion Post (1) Modular Assignments (2) Students will receive study guide this week for next week's midterm
3/17	Module 8: Mid-Term	Readings Tozer & Senese (Ch. 8)	Guided Inquiry (1) Midterm - 3/19
3/22	Module 9 Liberty & Literacy Today, Contemporary Perspectives	Readings Tozer & Senese (Ch. 9) The Banking Concept of Education (Freire) Film: American Teacher	Discussion Post (1) Modular Assignments (2) Modular Assessment
3/29	Module 10 Teaching in a Public Institution, the Professionalization Movement	Readings Tozer & Senese (Ch. 10) Documentaries/Cases: Select one of three films in D2L	Documentary/Case Analysis Discussion Post (1) Modular Assignments (2) Modular Assessment
4/5	Module 11 Different Schooling, Labor Market Preparation & Cont School Reform, the Post-Cold-War Era	Readings Tozer & Senese (Ch. 11) Inclusion, Rejecting Instruction that Disables (Marlowe & Page) What Should We Do When We Hear Faggot (Gordon)? Islamophobia in Classrooms (Zaal) Film:	Discussion Post (1) Modular Assignments (2) Modular Assessment

		Hidden Figures	
4/12	Module 12 Diversity & Equity, Defining the Challenge	Readings Tozer & Senese (Ch.12) Hate at School Report (2019) Culture & Education – Affirming Diversity (Nieto) Islamophobia in Classrooms (Zaal) Documentaries/Cases: Select one of three films in D2L	Documentary/Case Analysis Discussion Post (1) Modular Assignments (2) Modular Assessment
4/19	Module 13 Diversity & Equity, Meeting the Challenge	Readings Tozer & Senese (Ch.13) The Myth of the Culture of Poverty (Gorski) Film: Oyler	Discussion Post (1) Modular Assignments (2) Modular Assessment
4/26	Module 14 School & Society Teaching and Teacher Leadership in the 21 st Century	Readings Tozer & Senese (Ch. 14) Why Teach (Kohn)	Study Guide Guided Inquiry
5/3	Finals Week		Final – 3/3 or 3/4

This syllabus and its corresponding course calendar are subject to change as the instructor deems necessary. Students will be advised on changes via D2L.

Additional Information:

- The ETSU Writing and Communication Center is located on the main floor of the Sherrod Library and assists with student writing and speaking assignments. Please drop by, call 439-8202, or check online at www.etsu.edu/wcc/helpline.htm. These competencies, along with computer literacy, are strongly related to optimal academic performance at ETSU and success in later professional careers. Please take advantage of this and other resources explained in detail in the catalog.
- Instructor availability is provided to assist you, the student. If you have questions regarding your progress on the paper, project, or course in general, please feel free to speak with me. I am happy to arrange an appointment time with you – in office, by phone, or online.
- The ETSU Faculty and Staff want you to be successful in your educational pursuits. If you have any questions or concerns, seek help EARLY. We are here to assist you. Please

click on the syllabus attachment page for more information that will support your success in classes at ETSU: http://www.etsu.edu/reg/documents/PDF/Syllabus_Attachment.pdf

- Accommodations: It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational access. Any student with a disability who needs accommodations (for example, arrangements for examinations or seating placement) should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services in the D.P.Culp center, telephone 423-439-8346.
- Technology Requirements: Students must utilize the D2L system for their education in this course. The use of a word processing system is necessary to complete their written assignments. Students will also need to have access to electronic devices with a camera and microphone for the ZOOM sessions.
- Available 24 hours per day is the National Suicide Prevention Lifeline: 1-800-273-TALK (8255).

Select Course Bibliography

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