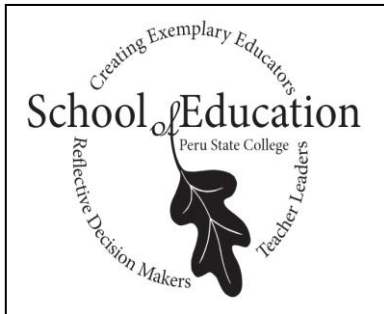


EDUC 510 Current Issues Syllabus

Course Number: Education 510
Course Title: Current Issues in Education
Credit Hours: Three (3)



Teacher Leaders

- Enhancement of Student Learning
- Collaborative Reflection
- Professional Growth

Mission Statement

The Peru State College undergraduate conceptual framework focuses on three broad themes of professional development: grounding in foundational knowledge, a professional disposition appropriate for teaching, and a strong professional awareness. The heart of our undergraduate framework presents the teacher as a reflective decision-maker. The School of Education believes that if the undergraduate conceptual framework is to be optimally valued, then it is a strong foundation for our graduate program. Our graduate program enhances and extends reflective decision-making to evolve into a framework for reflective change. It is our desire that the Masters degree candidates become master teachers who can effect positive change in their classrooms, schools, and communities.

Our mission in the graduate program focuses on building upon the strengths and expertise of experienced teachers. The reflective change agent framework is intended to extend the teachers' skills and competencies in order to improve the performance of the students they teach. Graduate students will develop greater technological and pedagogical competencies. Graduate students will be exposed to the reflective thinking processes necessary to be competent facilitators of change in an ever-changing social and cultural milieu.

COURSE DESCRIPTION:

This course is designed to examine current issues and concerns in education that could affect teaching, curriculum, motivation, families, students, teachers, administration, school policy, and school law. Through research efforts, instructor and student presentations, discussion groups, collaboration, and interaction, teachers will expand their implicit and explicit knowledge of education and educational practice. Emphasis will be placed on exploring, interpreting, and evaluating educational experiences. Insight and analysis will be used to design, explore, and conduct research into the issues and concerns of education today. Thus, participants will create new learning experiences and a knowledge base that will enable them to resolve educational and diversity issues now and in the future.

PREREQUISITES:

Graduate standing or permission of the Dean

TEXT:

None

OBJECTIVES:

1. The learner will learn analyze, internalize, and clarify the educational beliefs, values, and notions that guide their instructional practices. (1.1.1, 1.1.2, 1.1.3, 1.1.5, 2.1.1, 3.1.1, 3.1.3)
2. The learner will set goals and, in collaboration with other class members, design a plan for meeting that goal by collectively engaging in issue discovery and problem solving. (1.1.2, 1.1.4, 1.1.5, 2.1.1, 2.1.2, 3.1.1)
3. The learner will utilize multiple sources and resources when researching current educational issues. (1.1.1, 1.1.5, 2.1.1, 3.1.1)
4. The learner will interpret, analyze, critique, and synthesize research related to current educational issues. (1.1.2, 1.1.3, 2.1.1, 3.1.1)
5. The learner will assess the implications of research relative to their educational practice. (1.1.1, 1.1.2, 1.1.3, 1.1.5, 3.1.3)
6. The learner will develop a plan for improving the student learning process. (1.1.2, 1.1.4, 2.1.1, 3.1.3)
7. The learner will examine the role of technology as related to effective educational practices. (1.1.4)

PLAGERISM OF ANY TYPE WILL RESULT IN A ZERO FOR THE ASSIGNMENT AND POSSIBLE FAILURE OF THE COURSE.

In order to promote academic integrity, the college subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Continued enrollment in a course signifies your permission for this use of your written work. Should you not wish to agree to this procedure, you may drop the course during the add/drop period before any works are completed and submitted.

COMMUNICATION IN ONLINE COURSES

Students should be aware that online faculty are with few exceptions either full time Peru State College faculty or Adjunct faculty with professional responsibilities beyond their online commitment. It is the expectation of Peru State College that all online instructors will respond to e-mail or BlackBoard communications within 24 hours. Please do not expect faculty to respond within minutes or hours of your communication. We ask all faculty to respond to communication as soon as is practical. Like yourself, your instructor has numerous responsibilities which may interfere with an immediate response.

Many instructors, of their own choice, pride themselves on exceptional, seven day a week availability. While we applaud this attitude, it should not be considered a realistic expectation of everyone.

INSTRUCTION METHOD/MODE OF DELIVERY

Instructor facilitation of learning activities
Selected reading assignments
Exploration of educational web pages and links
Completion of assignments
Discussion board
Teacher and student presentations
Group project sharing and collaboration

COURSE SCHEDULE

Week 1:

Please note: The first week is very intensive!!! You need to realize that you will be putting in a lot of hours this week in order to prepare assignments that will be used for the remainder of the course.

Power Point Presentations: *Why Current Issues*
Current Events in the Classroom

Discussion Board: The *Use of Current Events* lesson plan in your classroom practice.
Please create a lesson plan (in the form of a PowerPoint to share with your peers on how you can implement current events into your classroom practice. (This will be considered your original post). Respond to two of your peers' lesson suggestions.

Assignments due:
Current Issues Topic Presentation Ideas (emailed to instructor by Tuesday)
Current Issues Topic Presentation
Interview Questions

Week 2:

Discussion Board: Please see Week Two Discussion Board Folder for topics.

Assignments due:
Topic Reflections (2)

Week 3:

Discussion Board: Please see Week Three Discussion Board Folder for topics.

Assignments due:
Persuasive Argument Reflection
Personal Goal

Week 4:

Discussion Board: Please see Week Four Discussion Board Folder for topics.

Assignment due:
Written Summary of Interview

COURSE REQUIREMENTS & ASSESSMENT METHODS:

Students are expected to complete all requirements of this course with a high level of research, reflection, and internalization. The class requirements and associated percentage associated with earning the grade are listed below. All assignments are to be completed by the indicated date.

1. Current Issue Topic Presentations

Topics for this course are developed through class discussion and instructor input. After communication with the instructor and agreement on the assignment of current issues topics, each class member will develop a Power Point presentation on a topic from the list provided at the end of the syllabus (or alternative suggestion). During the first two days of the course, each student will submit **VIA EMAIL** to the instructor his/her top three choices for topics, and an assignment list will be provided by the instructor that identifies each student's assigned topic.

IMPORTANT: All topics will be researched and developed into Power Point presentations. The topic you select shall not be a topic you have previously reported on in another class. Topics shall be thoroughly researched and at least **five scholarly research sources** shall be cited at the end of the presentation. Define the topic. Discuss important aspects of the topic, both favorable and unfavorable to your point of view. Provide a background as to why this topic is important for education. The purpose of these presentations is to inform class members about the topic and present pros and cons of the issue.

Your Power Point presentations will be sent to the Discussion Board feature of Blackboard and presented to all class members and the instructor by the indicated due date. Present the information in an outline form with enough information so that the instructor and class members gain an understanding of the topic. All class members will read all Power Point presentations.

Each class member will complete one Current Issue Presentation and post it to Discussion Board by the designated date; complete this activity on time so that the Topic Reflections can be accomplished by the posted date. Please see course schedule for due date. **(75 points)**

2. Topic Reflections

Throughout the course, each student will select and respond to a total of TWO (2) current issues topics that are presented by his/her peers or the instructor and write a one-page (1) personal reflection on each of the two topics.

In considering what to include in your personal reflection, consider the following questions: Which of the topics had meaning to you? What was meaningful? How will the shared information relate to you as a teacher or an individual? What specific information will apply to your classroom or your teaching situation? Do you agree with the viewpoint expressed in the presentation? Express your feelings about the school's role and your role related to each of the topics. Please make sure you have an **introductory paragraph** that previews your papers main points, **address the main points** and include a **summary paragraph**.

Submit each reflection to the proper assignment link in Blackboard. Please see course schedule for due dates. **(Each reflection worth 10 points; 20 points total)**

3. Persuasive Argument Reflection

Similar to the Topic Reflection papers, this assignment will ask you to identify one Current Issues Topic Presentation from your one of your peers and write a reflection arguing AGAINST the concept presented. In this paper, you indicate the topic you are arguing against and present **TWO (2) or THREE (3) points supporting your argument**. You will be required to use a **MINIMUM of THREE (3) scholarly sources** for this assignment. Please make sure you include an **introductory paragraph** that addresses the **thesis** of your paper as well as **previews the main points** that you are going to cover. Address your main points and include a **summary paragraph**. **(25 points)**

4. Discussion Board

During the duration of the course class members will be responsible for taking part in the large group discussions. During the first week, you will discuss the *Use of Current Events* lesson plan in your classroom. The second, third and fourth week will focus on certain CURRENT ISSUE TOPIC PRESENTATIONS. Please refer to the discussion board folder for assigned discussion topics. Use your personal experiences, television and outside readings, including newspaper and journal articles, to add intelligent and timely discussion about the indicated topics.

Each student is required to post one (1) original thought and two (2) responses to peers' postings. **The discussion board will close out at midnight on Saturday**. Please have your posts completed by then for full credit. **If you do not post them be midnight on Saturday, you will not receive credit for them. (Week One: Original Posting of *Use of Current Events* lesson plan: 20 points; responses: 3 points—for a total of 26 points. For all other weeks: Three (3) points for each original posting and responses for a total of nine (9) points per week; 27 points for the final three weeks)**

5. Interview

This purpose of this assignment is to further investigate the topic you have selected for your Current Issues Topic Presentation. As you are conducting the research for your Current Issues Topic Presentation, I would like you to create FIVE questions that would further enhance your knowledge on your selected topic. You are then going to interview four individuals with these questions. It is hoped that by further studying this topic, you will discover the relevance your topic has in your school and/or community.

Step 1: Create FIVE interview questions regarding your chosen topic. When you turn in your questions, you will:

- a. List the question
- b. Describe your reasoning for selecting this question (3-4 sentences)
- c. List the scholarly source that attributed to the creation of the question

Step 2: Interview FOUR individuals to better understand your topic. Please interview four of the following individuals depending on the focus of your research:

- a. A building or district level administrator
- b. A community member interested in education
- c. A parent whose child or children currently attend school
- d. An experienced teacher
- e. A student

You may conduct a focus group interview where all members sit down together or you may interview them separately. Please take detailed notes and make sure you are LISTENING and providing direction for the interviews. Don't share your thoughts—you are there to hear your participants!!

Write an overall summary of the four interviewees' answers to the set of interview questions and reflect on similarities or differences, as well as overall perceptions or findings. Identify how the answers have helped you better understand your selected topic and how it is or is not a part of your school/community. This assignment will need to include the following:

1. A summary of each of the participants' responses to all questions. Please be as detailed as possible. Include transcripts from recorded interviews and written responses from interviews via email. (You may conduct a minimum of TWO interviews via email)
2. Address the similarities and differences for each question. I would suggest discussing each interview question individually.
3. Write an analysis of your findings. You are asked to analyze the information you gained from your participants and identify what they mean in regards to your research, your topic presentation, and the situation at hand. Draw conclusions, make predictions, make sense of the information that you gathered from your interviews.

4. I have samples available on Blackboard. Please read over them so you will see the kind of product I expect with this assignment. I hope you will find relevance in this assignment because it will allow the opportunity to discover how others feel about your topic and the research surrounding your topic.

Post your assignments to the assignment link in Blackboard. Please see the course schedule for the due dates (**Creation of interview questions- 35 points; Interview and Summary- 90 points**)

6. Personal Goal

Formulate a personal, problem-related goal to facilitate your improvement as an educator and person. This goal can relate to the topic you have selected for the Current Issues Topic Presentation or one of the current issues' topics covered by a classmate. Based upon your selected goal, form a goal statement, rationale for selecting this goal, action plan and time-line for goal achievement, and an assessment strategy/data collection method to indicate success of that goal.

Prepare a **PowerPoint OR write a paper** detailing your goal, rationale, action plan, timeline, and assessment strategy to the instructor and class members by using the Discussion Board feature of Blackboard. This multimedia presentation shall be 5 to 10 slides and the paper will be 2 to 4 pages. **(25 points)**

NOTE: All written assignments must be typed, double spaced, and grammatically correct. Cite sources using APA guidelines.

GRADING POLICY:

PowerPoint Presentation	75 pts.
Topic Reflections (2)	20 pts. (10 pts. each)
Persuasive Argument Reflection	25 pts.
Discussion Board	53 pts.
Creation of Interview Questions	35 pts.
Interview and Written Summary	90 pts.
Personal Goal	<u>25 pts.</u>

Total: 323 pts.

LATE ASSIGNMENTS WILL BE DEDUCTED ONE POINT FOR EVERY DAY THEY ARE LATE. For example, if an assignment is due on Thursday and you do not hand it in until Tuesday, you will be deducted five (5) points (Friday through Tuesday).

Grading Policy:

A	90-100
B+	85-89
B	80-84
C+	75-79
C	70-74

INCOMPLETE COURSEWORK:

To designate a student's work in a course as incomplete at the end of a term, instructors record the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed a majority of the course's major requirements. Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filing out an Incomplete Grade Completion Contract, which requires the student and faculty signature. The Incomplete Grade Completion Contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. If students agree to complete required work prior to the normal deadline for making up an incomplete – the end of the subsequent semester – this date must appear in the contract. The Dean, the instructor, and the student receive signed copies of the incomplete Grade Completion Contract. Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless Faculty Senate approves an extension, if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F. Students who have filed an application for graduation are not eligible for a grade of Incomplete.

DESIRED OUTCOMES

An examination of the core requirements for graduate program options shows a connection to our three areas of emphasis. The following are our desired outcomes for each area. Ideally, these outcomes overlap and intersect and are not fragmented

Enhancement of Student Learning

1.0 Candidates read, discuss, and analyze current educational and content area research. Topics will include theories of curriculum development, psychological research and implications for best educational practices, as well as issues of diversity.

1.1 Candidates discuss, practice and assess the appropriateness of instructional methods and strategies in relation to students' learning styles, backgrounds, and special needs.

1.1.1 Candidates research, discuss, practice, and assess classroom management techniques and effective/safe teaching practices in relation to their own beliefs and values as well as students' learning styles, backgrounds, and special needs.

1.1.2 Candidates demonstrate advanced computer skills and their application for enhancing student learning.

1.1.3 Candidates enhance their mentoring and professional skills in order to improve relational and communicational competencies

Collaborative Reflection

2.1.1 Candidates learn the collaborative process of curriculum development within a school system as well as working collaboratively and respectfully with students and parents.

2.1.2 Candidates discuss ideas, proposals, and research with faculty, committees and peers in safe, respectful environments.

2.1.3 Candidates have the skills to serve as mentors and cooperating teachers for preservice teachers and partners with college faculty.

Professional Growth

3.1.1 Each master's degree candidate will research, analyze, and discuss literature in their areas of interest, diversity issues, curriculum development, and curriculum planning.

3.1.2 Candidates write a thesis, school based project, or comprehensive examination.

Candidates analyze and discuss their own backgrounds, beliefs, and values in relation to their teaching environment, historical and current issues, students, and community. This process additionally enhances oral, written, and graphic communication skills.

ACCOMMODATIONS STATEMENT:

The Rehabilitation Act of 1973 (public law 93-112) section 504, provides that "no otherwise qualified disabled individual in the United States...shall solely by reason...disabled, be excluded from the participation in, be denied the benefits of, or by subjected to discrimination under any program or activity receiving federal financial assistance."

1. It is the student's responsibility to notify the institution of any special circumstances that would affect his/her ability to complete equally in the college environment. Learning disabilities must be appropriately documented.
2. Students are encouraged to self-identify at the earliest possible time upon enrollment at Peru State College.
3. Students should contact the Academic Resource Center (ARC), TJ Majors 316/317 in order to present documentation and request appropriate accommodations.
4. Following the verification of diagnosis and documentation, PSC personnel will work with the student to provide the appropriate accommodation.

ACADEMIC DISHONESTY:

Academic integrity is a basic principle that requires the student to take credit one for ideas and efforts that are his/her own. Cheating is defined as the submission of materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Cheating shall include, but is not limited to, situations in which a student:

1. Refers during an academic evaluation to receive material sources not authorized by the faculty member.
2. Utilizes devices during an academic evaluation that are not authorized by the faculty member.
3. Provides assistance to another student or assistance from another student during an academic evaluation in a manner not authorized by the faculty member.
4. Presents as his/her own the ideas or words of another person without customary and proper acknowledgment of sources.
5. Knowingly permits his/her words to be submitted by another person without the faculty member's permission.
6. Acts as a substitute or utilizes a substitute in any academic evaluation.
7. Fabricates data in support of laboratory or field work.
8. Possesses, buys, sells, obtains, or uses a copy of any materials intended to be used as an instrument of academic evaluation in advance of its administration.
9. Alters grade records of his/her own or another students work in a course or a component of a course.

Current Issues in Education Topics

This list is simply a suggestion for topics that you could address. If there is a topic that you are interested in, but is not on this list, please include it in your top three choices.

School choice—private schools, option enrollment, home school, vouchers, charter schools
Inclusion and co-teaching
Alternative education programs
Before and after school child care
Pre-school programs
Teacher mentee / mentor programs
Student mentor / mentee programs
Character education programs
Bullying and harassment
Violence and school safety
Programs for gifted students
Dual enrollment for college students
Health education in the curriculum
School health issues
Raising the drop-out age

Graduation requirements
Kindergarten – full or half day
Student portfolios
Student led conferences
Mastery learning
Retention or social promotion
Multiage, looping, and single gender classrooms
School / business partnerships/service learning
Free and reduced breakfast and/or lunch programs
Internet and homework
Block Scheduling
Teaching Controversial Issues
School climate and feeling tone
Distance learning / Online education programs
Effective media in schools
Value of extracurricular activities
Year long school calendar
Pupil / teacher ratio
Advanced placement classes / College credit
Cell Phones in school
A computer for every child
Liability insurance for schools/teachers