
Emory University / Spring 2005
EDS 201 *American Education* Tuesday/ Thursday 1:00-2:15

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Course Description

American Education is comprised of three major components: 1) a philosophical survey of current educational thought; 2) an historical survey of educational practice in America since the European settlement; and 3) a consideration of current educational issues. Through lectures, readings, class discussions, debates, book reviews, and field experiences, the course encourages student participation in the ongoing discourse in American education.

Objectives

The student will:

- Understand how philosophy has affected educational practice throughout U.S. history.
- Participate in the discourse on current issues in American education.
- Become familiar with the scholarly literature in the field of American education.
- Reflect on local school-based experiences.

Texts

Bookstore: Noll, J.W. (Ed.). *Taking Sides: Clashing Views on Controversial Educational Issues* (13th ed.). Guilford, CT: Dushkin, 2003. **Electronic reserve:** All other readings.

Requirements

Note: All assignments are to be fulfilled under the Honor Code. Written submissions must be typed (double-spaced, 12-point font, one-inch margins). See Calendar for due dates.

Reading Summaries: Philosophy (2 @ 5 points each=10%): For each reading on the Course Calendar under the topic “Philosophy,” write a one-page summary.

Summary Essay: History (12%): For the readings on the Calendar under the topic “History,” write a 2-page (maximum) summary essay, synthesizing *ALL* readings. Follow the sequence in the readings—elementary, secondary, and minority education—devoting roughly 3/4 page to each topic. **Warning:** *Do not simply summarize each individual reading—weave a story by synthesizing the readings. Use Ryan and Cooper as the outline and use other readings for illustrations and quotations.*

Position Papers (4 @ 6 points each=24%): Write a brief position paper for any one of the first five issues in *Taking Sides* and for each of the issues chosen as a debate topic. Please follow this outline: 1st paragraph--introduce the issue and briefly summarize, without prejudice, the “YES” and “NO” positions (1/2 page); 2nd paragraph--state and defend your position; you do not have to agree with either side (1/2 page). Papers may not exceed one page. **Note:** *You need not submit a Position Paper on the days your group debates or serves as debate moderator.*

Elective Position Statement (non-graded, -5% if not prepared): You must deliver a 3-minute prepared statement on an issue from *Taking Sides* not chosen as a debate topic, or you may choose an issue from outside the text. In preparing your remarks, follow the outline for the *Position Papers* (see above), but feel free to be creative. Your classmates will have 3 minutes to respond to your statement. **Note:** *Since you will deliver your Position Statement on the same day as your groupmates, be sure not to choose identical issues.*

School News (non-graded, -5% if not prepared): The instructor will divide the class into 6 groups. On the assigned date, your group must: 1) Using the technology available in the classroom, present an engaging 10-minute (maximum) summary of local, state, and national news on education, and 2) Select one of the news items and lead the class in a 10-minute discussion on any interesting or controversial issues associated with the story.

Debate (2 @ 12 points each=24%) and Moderator (non-graded, -5% if not prepared): On two assigned dates, your group will debate another group on an issue in *Taking Sides*. On one assigned date, your group will serve as debate moderator. See “Guidelines for Debate” on p. 5 of this syllabus. **Note:** *No Position Paper is due on the day your group debates or serves as debate moderator.*

Book Review (15%): 1) Using the technology available in the classroom, your group must present an engaging 20-minute (maximum) oral review of a book on American education, or a comparison/contrast/synthesis review of more than one book; in either case, follow the “Guide for Presenting Book Reviews” on p. 6 of this syllabus; 2) Lead the class in a 10-minute discussion on questions raised by the author(s); and 3) Submit to the instructor a 1-page outline of your review; the outline and oral review must be based on the “Guide for Presenting Book Reviews.” **Note:** *If a group reviews only one book, each group member must read the entire book.*

Field Experience and Reflection (15%): You must complete 15 hours of fieldwork at a local school and submit a thoughtful, written reflection, NOT TO EXCEED ONE PAGE, that links the field experience to the content of this course. You must also present a creative 5-minute (maximum) oral reflection. **Note:** *The student must earn a positive evaluation from his/her supervisor to receive any credit.*

Policies

Attendance:

<i>Absences</i>	1-2 =no penalty 3 =4 points off	4 =8 points off 5 =15 points off	6 =18 points off 7 =21 points off (failure)
<i>Tardies</i>	1-3 =no penalty	Each subsequent tardy=2 points off	Early departure= tardy

Late work: You will receive half credit for late writing assignments.

Make-up work: If you miss a *Debate*, write a 3- to 5-page summary, including a position statement that cites the text and at least two sources outside the text. If you miss the *Book Review*, write 3-5 pages based on the "Guide for Writing Book Reviews."

College Writing Requirement: This course does *not* satisfy the College Writing Requirement.

Grading:

93-100 = A 87-89 = B+ 85 = B- 83 = C 81 = D+ 0-79 = F
90-92 = A- 86 = B 84 = C+ 82 = C- 80 = D

Sudden Disappearance Syndrome (SDS): Unless sick, please do not leave the classroom during class time.

Food/Drinks: Please do not eat or drink during class, unless under doctor's orders.

Hats: Please remove hats during class.

Cell phones: Please turn all cell phones and other electronic devices 'off' during class.

Student engagement: The instructor expects all students to be engaged in class activities. Students finding other amusements during class time (e.g., reading *The Wheel*, conversing, sleeping) will be counted absent.

Classroom environment: The instructor encourages a friendly, open classroom environment; however, the classroom is not an extension of student social life. The business at hand is American education.

**EDS 201 American Education
Course Calendar / Spring 2005**

Date	News	Debate/ Moderator	Bk. Rev.	Readings, Assignments due
<i>Jan 20, 25</i>	--	--	--	Introduction/ Orientation
<i>Jan 27</i>	--	--	--	Philosophy/ Ryan & Cooper (R&C), pp. 322-330; <i>Reading Summary</i> due
<i>Feb 1</i>	--	--	--	Philosophy/ R&C, pp. 330-352— <i>Reading Summary</i> due
<i>Feb 3</i>	--	--	--	History Summary Essay due: Elementary education --R&C, pp. 355-370; Mass. Laws; Tyack 1.7; Mann; Secondary education -- R&C, pp. 370-379; Tyack 1.6, 1.8; Minority education --R&C, pp. 379-392; Tyack 8.1; Antin <i>*All Groups must declare debate topics and choice for book review.</i>
<i>Feb 8</i>	--	--	--	Foundational Issues/ Noll 1-5; 1 <i>Position Paper</i> due
<i>Feb 10</i>	G5	G1vG2/G6	--	<i>Position Paper</i> due on debate issue/ students in Groups 3-5
<i>Feb 15, 17*</i>	--	--	G4	<i>Elective Position Statements/</i> students in Group 6
<i>Feb 22, 24*</i>	G6	G3vG4/G5	--	<i>Position Paper</i> due on debate issue/ students in Groups 1,2,6
<i>Mar 1, 3*</i>	--	--	G1	<i>Elective Position Statements/</i> students in Group 5
<i>Mar 8, 10*</i>	G3	G5vG6/G4	--	<i>Position Paper</i> due on debate issue/ students in Groups 1-3
<i>Mar 15, 17</i>	Spring Recess—no class			
<i>Mar 22, 24* (FIU)</i>	--	--	G3	<i>Elective Position Statements/</i> students in Group 4
<i>Mar 29, 31*</i>	G4	G1vG3/G2	--	<i>Position Paper</i> due on debate issue/ students in Groups 4-6
<i>Apr 5, 7*</i>	--	--	G5	<i>Elective Position Statements/</i> students in Group 3
<i>Apr 12</i>	G1	G2vG5/G3	--	<i>Position Paper</i> due on debate issue/ students in Groups 1,4,6
<i>Apr 14</i>	--	--	G6	<i>Elective Position Statements/</i> students in Group 2
<i>Apr 19</i>	G2	G4vG6/G1	--	<i>Position Paper</i> due on debate issue/ students in Groups 2,3,5
<i>Apr 21</i>	--	--	G2	<i>Elective Position Statements/</i> students in Group 1
<i>Apr 26</i>	--	--	--	<i>Field Experience Reflections</i>
<i>Apr 28</i>	--	--	--	<i>Field Experience Reflections</i> ; Course Evaluations

*Days reserved for Field Experience and Group Project work

-----Group 1-----	-----Group 2-----	-----Group 3-----	-----Group 4-----	-----Group 5-----	-----Group 6-----
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4

Guidelines for Debate

Opponents must agree upon the debate topic and respective sides (YES or NO), choosing from the issues in *Taking Sides*. All group members must actively participate in the debate.

One group will moderate the debate and will: 1) **arrange** seating; 2) **distribute** the score sheets to the three groups serving as judges (see below); 3) **time** the debate, giving a one-minute warning during each debate segment (if a debater is speaking when time elapses, he or she may finish the sentence, but no more); 4) **collect** the score sheets, **average** the scores for each debating group, and **submit** the final averages to the instructor; and 5) **lead** the class in a 5-minute wrap-up.

The three groups, which are neither debating nor moderating the debate, must serve as judges. In conference, each group will fill out the form below and submit it to the group moderating the debate. The average scores will comprise the grade points for each debater for this assignment.

Rate as follows: 2=consistently 1=inconsistently 0=seldom/never

<i>YES group:</i> _____ <i>NO group:</i> _____	<i>Judges' Notes</i>	<i>YES Side</i>	<i>NO Side</i>
<i>PREPARATION</i> Did the group show preparedness, including research outside the text?			
<i>CONTENT</i> Did the group members use logical, pertinent arguments to make their case?			
<i>PERSUASIVENESS</i> Did the group members speak authoritatively and convincingly?			
<i>REBUTTAL</i> Did the group members effectively deal with opposing arguments?			
<i>DECORUM</i> Did the group members treat their opponents respectfully?			
<i>PARTICIPATION</i> Did all group members play an integral role in the debate?			
	TOTALS		

The debate will adhere to the following schedule:

- 1) Opening arguments: each side, beginning with YES, has **four minutes**.
- 2) Preparation: **two minutes**.
- 3) Cross examination: each side, beginning with YES, has **three minutes**.
- 4) Audience cross-examination: each non-debating group has **three minutes**.
- 5) Preparation time: **one minute**.
- 6) Closing arguments: each side, beginning with YES, has **three minutes**.
- 7) Balloting: judges have **two minutes** to submit their scores to the moderators.
- 8) Tabulation / Wrap-up: One moderator averages the scores and submits them to the instructor, while the other moderators lead the **5-minute** wrap-up. (**Total=39 minutes**)

Guide for Presenting Book Reviews

The following questions should be answered in your review, but this list should not preclude your raising other questions, nor should it dictate the way in which you organize the finished review. You should devote roughly *equal* space to answering each of the three questions.

1. What's the Point of the Book?

Most authors of non-fiction advance a thesis (or point), which is something that holds the book together in addition to its covers. Your job is to find that point and present it, together with specific illustrations that will serve to make the book's generalizations clear. Hints: Pay attention to the book's title. It often contains or at least alludes to the thesis. If you conclude that the book *has* no point, then that is something to talk about in evaluating the book (see next question).

2. How Well Does the Author Support the Point of the Book?

Here you are asked to evaluate the book by discussing its *persuasiveness*. How adequately does the author support the book's thesis by evidence? If there are notes or bibliography, take a look at them. Moreover, does the author go beyond mere descriptions and attempt to explain the event or state of affairs? If he/she offers an explanation, are you persuaded this is the only possible explanation of the event, or does the author ignore other possibilities? Next, does the author go beyond description and attempt to evaluate the event or the state of affairs? Read between the lines if necessary to discover how the author feels about the story being told. Here also is an opportunity for you to comment on the author's style of presentation. Finally, remember that criticism means evaluating, not just fault-finding. Summarize the *weaknesses* of the book (no book is perfect), but summarize its *strengths* as well. Weight weaknesses and strengths to arrive at a summary judgment. Hints: Consult *The Book Review Digest* to locate and read scholarly reviews of the book as a help in arriving at your own evaluation, but do not substitute these scholarly judgments for your own opinions.

3. What Difference Does the Book Make?

Discuss the significance of the book. Does the author raise questions worth asking? To answer this third question, you must discover linkages between the book and this course. How does the book support, elaborate or contradict other materials dealt with in this course? You might also link the book to your personal experiences outside this course.

Books for Review

Note: You are NOT limited to this list.

1902	John Dewey	<i>The Child and the Curriculum</i>
1904	W.E.B. DuBois	<i>The Souls of Black Folk</i>
1907	Booker T. Washington	<i>The Future of the American Negro</i>
1913	Maria Montessori	<i>The Discovery of the Child</i>
1916	John Dewey	<i>Democracy and Education</i>
1922	H. Parkhurst	<i>Education on the Dalton Plan</i>
1925	J. Gresham Machen	<i>Education, Christianity and the State</i>
1932	George S. Counts	<i>Dare the School Build a New Social Order?</i>
1934	William C. Bagley	<i>Education and the Emergent Man</i>
1936	Robert M. Hutchins	<i>The Higher Learning in America</i>
1939	Harold Benjamin	<i>The Saber-Tooth Curriculum</i>
1947	C.S. Lewis	<i>The Abolition of Man</i>
1949	Ralph Tyler	<i>Basic Principles of Curriculum and Instruction</i>
1953	Arthur Bestor	<i>Academic Wastelands</i>
1955	Arthur Bestor	<i>The Restoration of Learning</i>
1956	Theodore Brameld	<i>Toward a Reconstructed Philosophy of Education</i>
1959	James B. Conant	<i>The American High School Today</i>
1959	Hyman G. Rickover	<i>Education and Freedom</i>
1960	Jerome S. Bruner	<i>The Process of Education</i>
1960	A.S. Neill	<i>Summerhill: A Radical Approach to Child Rearing</i>
1960	Paul Goodman	<i>Growing up Absurd</i>
1961	John W. Gardner	<i>Excellence: Can We Be Equal and Excellent Too?</i>
1963	Robert M. Hutchins	<i>A Conversation on Education</i>
1964	John Holt	<i>How Children Fail</i>
1967	John Holt	<i>How Children Learn</i>
1968	B.F. Skinner	<i>The Technology of Teaching</i>
1969	Jean Piaget	<i>Science of Education; The Psychology of the Child</i>
1969	Herbert R. Kohl	<i>The Open Classroom</i>
1969	William Glasser	<i>Schools Without Failure</i>
1970	Alvin Toffler	<i>Future Shock</i>
1970	Paulo Friere	<i>Pedagogy of the Oppressed</i>
1971	Ivan Illich	<i>Deschooling Society</i>
1971	B.F. Skinner	<i>Beyond Freedom and Dignity</i>
1971	Charles A. Silberman	<i>Crisis in the Classroom</i>
1972	Jonathan Kozol	<i>Free Schools</i>
1975	Raymond & Dorothy Moore	<i>Better Late Than Early: A New Approach to Your Child's Education</i>
1978	Maxine Green	<i>Landscapes of Learning</i>
1982	Mortimer Adler	<i>Paidea Proposal</i>
1982	Michael Apple	<i>Education and Power</i>
1983	Diane Ravitch	<i>The Troubled Crusade</i>
1984	John I. Goodlad	<i>A Place Called School</i>
1985	Philip Coombes	<i>The World Crisis in Education</i>
1985	Powell, Farrar & Cohen	<i>The Shopping Mall High School</i>
1985	Theodore R.Sizer	<i>Horace's Compromise</i>
1985	Elliot W. Eisner	<i>The Educational Imagination</i>
1987	Allan Bloom	<i>The Closing of the American Mind</i>
1987	E.D. Hirsch	<i>Cultural Literacy</i>
1988	Maxine Green	<i>The Dialectic of Freedom</i>
1989	Tracy Kidder	<i>Among Schoolchildren</i>
1990	Phillip C. Schlecty	<i>Schools for the 21st Century</i>
1991	Jonathan Kozol	<i>Savage Inequalities</i>
1992	William Kirk Kilpatrick	<i>Why Johnny Can't Tell Right From Wrong</i>
1992	Arthur M. Schlesinger, Jr.	<i>The Disuniting of America: Reflections on a Multicultural Society</i>
1995	Phillip E. Johnson	<i>Reason in the Balance: The Case Against Naturalism in Science, Law & Education</i>
1999	Diane Ravitch	<i>Left Back: A Century of Failed School Reforms</i>
2000	John Taylor Gatto	<i>The Underground History of American Education</i>
2004	William F. Cox, Jr.	<i>Tyranny through Public Education</i>

Miscellaneous: James Clavell, *The Children's Story*; David Elkind, *The Hurried Child; All Grown Up and No Place to Go*; John Goodlad: *Teachers for our Nation's Schools*; Gould: *The Mismeasure of Man*; Tracy Kidder: *Among Schoolchildren*; Rita Kramer: *Ed School Follies*; MacCracken: *Turnabout Children*; George Marsden: *The Secularization of the Academy*; Diane Ravitch, *The Revisionists Revised*; Everett Reimer: *School is Dead*; Thomas Sowell: *Inside American Education*

**EDS 201-000 American Education
Attendance Record/ Spring 2005**

	Jan	February							March				April							
<u>Students</u>	27	01	03	08	10	15	22	01	08	22	29	05	12	14	19	21	26	28	Total	
1 AKINS, Alicia																				
2 BROWN, Jonathan																				
3 COMEGYS, Roxanne																				
4 FARIA, Leandro																				
5 GAMS, Troy																				
6 GOLDSMITH, Mallory																				
7 GREENBERG, Amanda																				
8 KIRZNER, Amanda																				
9 KOBY, Alexa																				
10 KRAMER, Jonathan																				
11 LARSON, Michael																				
12 MARKS, Tiffany																				
13 McKEND, Hasina																				
14 MORRIS, Frank																				
15 RITT, Emily																				
16 SALTZMAN, Rachel																				
17 SCHULMAN, Katharine																				
18 THIERY, Margaux																				
19 THOMPSON, Baxter																				
20 TURK, Jennifer																				
21 WERNER, Jason																				
22 WILSON, Katharine																				
23																				
24																				
25																				

Absences	1-2 absences=no penalty	3 absences=4 points off 4 absences=8 points off	5 absences=15 points off 6 absences=18 points off	7 absences=21 points off
Tardies	1-3 tardies=no penalty	Each subsequent tardy=2 points off final grade		Early departure= tardy

**EDS 201-000 American Education
Grade Record/ Spring 2005**

		Jan27/ Feb1	Feb 3	Feb 8	Feb	Mar	Apr						
	Students	Phil 5/5%	Hist 12%	Noll- 1 6%	Noll- 2 6%	Noll- 3 6%	Noll- 4 6%	Deb- 1 12%	Deb- 2 12%	BkRv 15%	Fld 15%	Att Lost	Final Grade
1		/	/	/	/	/	/	/	/	/	/		
2		/	/	/	/	/	/	/	/	/	/		
3		/	/	/	/	/	/	/	/	/	/		
4		/	/	/	/	/	/	/	/	/	/		
5		/	/	/	/	/	/	/	/	/	/		
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