

INTRODUCTION TO EDUCATION

Eric Rofes

Assistant Professor of Education

Time & Place: Sec. #1 (#44449): Wednesdays, 1:00 – 1:50 in HGH 203
 Sec. #2 (#44450): Thursdays, 9:00 – 9:50 in HGH 204

plus Monday, October 30, 4-6 pm

Professor's Office: Harry Griffith Hall 209
Office Hours Wednesdays 2-4:30; Thursdays 2-4:00; or by appointment
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This is the introductory class to the Liberal Studies / Elementary Education program (LSEE), one of the primary majors for HSU students who are preparing to become teachers in elementary schools. It serves to provide an opening frame for the LSEE program by introducing students to key issues facing the field of education and the kinds of knowledge needed by elementary school teachers in today's world. In completing this course, you will:

- Conceptualize what is involved in becoming a teacher;
- Understand various views on the purposes of public schooling in the United States;
- Begin to develop and articulate a philosophy of teaching;
- Have an increased understanding of contemporary issues in education;
- Gain a clearer sense of why you might want to be an elementary school teacher;
- Become familiar with the California Standards for the Teaching Profession and their relationship to subject matter competency;
- Become aware of the kinds of knowledge it takes to become an elementary school teacher today.

Class Requirements and Grading

o	Class Attendance and Participation	20%
o	Team Presentation to Class	20%
o	Paper on Philosophy of Teaching	20%
o	Final Examination	40%

Readings

Education 110 has one required text. Additional readings may be handed out, put on reserve, or assigned in class. The bottom line is this--> Students are expected to be prepared to discuss the week's assignment in class. The required text is:

o *Taking Sides: Clashing Views on Controversial Educational Issues* (10th edition). James William Noll, editor. (Guilford, CT: Dushkin/McGraw Hill, 1999).

A copy of this book will be placed on reserve in the library if requested.

Special Notes

- Students are urged to attend office hours throughout the semester to discuss topics raised in the class, or seek help with assignments, study skills, academic or other matters. If scheduled times are not convenient, I am happy to schedule additional times to fit your schedule.
- Students with disabilities who will be taking this course and may need disability-related classroom accommodations are encouraged to check-in with me as soon as possible.
- Students are responsible for information about academic dishonesty and plagiarism as stated in the current HSU Catalog.
- An e-mail list will be created for this class. Students are expected to check their email accounts at least once every two days. This is a course requirement.
- The use of personal cell phones and beepers while class is in session is discouraged. If an emergency arises and you must have your technology turned on, please notify the class during opening announcement period of potential disturbance.
- Visitors are welcome to this class. If you have friends who might benefit from joining us for a specific session, please bring them along and introduce them during the opening announcements.

Attendance and participation are important portions of the grade for this course. If students are absent for more than one class, this portion of the grade will be affected. Late assignments will be penalized unless prior arrangements have been made.

Introduction to Education

SCHEDULE OF TOPICS AND READINGS

Week of...
August 30

**Orientation to Education 110 /
Becoming an Elementary Educator in Today's World: How Does It
Happen?**

September 6

Should Schooling Be Based on Social Experiences?
Reading Assignment: pp. xiv-15

September 13

Should the Curriculum Be Standardized for All?
Reading Assignment: pp. 16-30; also, *California Standards for the Teaching
Profession*

September 20

Should Behaviorism Shape Educational Practices?
Reading Assignment: pp. 32-47

September 27

Should Church/State Separation Be Maintained?
Reading Assignment: pp. 48-65

October 4

Should School Attendance Be Compelled?
Reading Assignment: pp. 66-79

October 11

Can "Character Education" Reverse "Moral Decline"?
Reading Assignment: pp. 80-105

October 18

Should Multiculturalism Permeate the Curriculum?

Reading Assignment: pp. 106-123

October 25

Is Full Inclusion of Disabled Students Desirable?

Reading Assignment: pp. 224-239

*October 30 (Monday, 4-6 PM)

Conversations with Exemplary Teachers / LSEE Mid-Semester Meeting

Kate Buchanan Room *Participation required

November 1

What Kinds of Knowledge Does It Take to Become a Teacher?

Reading Assignment: readings to be assigned

November 8 : **No Class**

November 15

**Are School Integration Efforts Doomed to Failure? /
Can Federal Initiatives Bring About School Reform?**

Reading Assignment: pp. 124-153

> Philosophy of Teaching paper due

November 29

Have Public Schools Failed Society?

Reading Assignment: pp. 154-170

December 6

Should Technology Lead the Quest for Better Schools?

Reading Assignment: 320-336

December 13

Course Summary

> Final Examination

Education Colloquium

Fall 2000

- ***September 11: How Are Candidates for President Addressing Issues of Educational Policy?***

Representatives from different presidential candidates' campaigns will present perspectives on a range of educational issues, including school choice, educational funding, special education, and teacher recruitment and training. An overview will be provided by Eric Rofes, from HSU's Department of Education. Monday, September 11, 4-5:30 pm in Founders Hall 111.

- ***October 5: What's a Teacher To Do?: Responding to the Holidays in Humboldt County Classrooms***

Steven Sipma, Deborah Petranek, and David Orphal, three local teachers who are second-year students in HSU's Master of Arts in Education Program, will share insights and challenges related to addressing the holidays in their classrooms, and raise issues related to cultural and religious diversity, school traditions, and parent involvement. Keri Gelenian from HSU's Department of Education will moderate. Thursday, October 5, 4-5:30 p.m. / Nelson Hall East, Room 106.

- ***November 13: Integrating Herstory Into History,***

Gary Glassman, World History and Mentor Teacher at South Fork High School will be our featured guest. The presentation focuses on Glassman's odyssey as he worked to provide gender balance in a world history class. The talk includes an analysis of the impact of this integration on female students' performances in a subject area often dominated by males. He will also discuss the results of a research paper for the Redwood Writing Project. Monday, November 13, 4-5:30 p.m. / Nelson Hall East 113 at HSU.

- ***December 5: What Do We Mean By Literacy?: A Conversation with Keri Gelenian and Martha Haynes***

Gelenian and Haynes teach in the Education Department of HSU and have been engaged in an ongoing conversation grappling with the central role of literacy in teaching and attempting to create a working definition for the term. What does "literacy" mean in today's world? How does one become literate? Are there levels of literacy? Distinct cultural understandings of literacy? What effect does one's definition of literacy have on one's teaching—and what effect can the failure to deeply understand literacy have on public education today? Tuesday, December 5, 4-5:30 p.m. / Nelson Hall East 106 at HSU.

Special LSEE Event!

- ***October 30: Public Conversations with Exemplary Teachers***

On Monday, October 30 from 4-6 pm in the Kate Buchanan Room at HSU, the Liberal Studies / Elementary Education Program at HSU will initiate a new series, *Public Conversations with Exemplary Teachers*. This series will begin with a probing one-on-one conversation with a local K-6 teacher exploring the trajectory of his or her teaching career, philosophy of education and classroom teaching practices, stories of success and failure, and the incentives and disincentives of being a classroom teacher. The event will then open to candid questions from the audience.

HSU's Education Colloquium: Fall 2000 Presentations

The Education Department at Humboldt State University has announced that topics ranging from the presidential race to the shifting meanings of “literacy”, techniques for integrating gender analysis in history classes and approaches teachers employ in addressing holidays , will be featured in the Education Colloquium Series for the Fall 2000 semester.

The series is intended to highlight cutting-edge and controversial issues in education and provide a forum for HSU students and faculty, local educators and parents, and members of the general community to come together to consider a range of issues facing schooling in America. Each session of the colloquium series will include a short presentation on a specific topic followed by questions and lively discussion.

The Education Colloquium Series for this fall features the following topics and presenters:

- In September we will open the series with ***How Are Candidates for President Addressing Issues of Educational Policy?*** How do Al Gore, George W. Bush, and other candidates address the critical issues facing public education today? Representatives from different presidential candidates' campaigns will present perspectives on a range of educational issues, including school choice, educational funding, special education, and teacher recruitment and training. We've scheduled this topic for our September meeting to coincide with the final eight weeks of the campaign season. An overview will be provided by Eric Rofes, from HSU's Department of Education. Monday, September 11, 4-5:30 p.m. in Nelson Hall East, Room 113 at HSU.

- Our October meeting is titled, ***What's a Teacher To Do?: Responding to the Holidays in Humboldt County Classrooms*** Every fall, educators in public schools confront a range of complicated questions concerning the role holidays such as Halloween, Thanksgiving, and Christmas might play in their classrooms. How do local educators make decisions about ways to integrate—or not integrate—holidays in the life of their classrooms? In an increasingly multicultural society, including people of many religious traditions, atheists, and agnostics, should holidays be banished from our public schools? Does the traditional Thanksgiving narrative in U.S. textbooks mean different things to white and Native American students? How do teachers meet the needs of all of their students and avoid stigmatizing religious-minority students? Do teachers who limit Christmas decorations in their classrooms inevitably become seen as Scrooges? Steven Sipma, Deborah Petranek, and David Orphal, three local teachers who are second-year students in HSU's Master of Arts in Education Program, will share insights and challenges related to addressing the holidays in their

classrooms, and raise issues related to cultural and religious diversity, school traditions, and parent involvement. Keri Gelenian from HSU's Department of Education will moderate. Thursday, October 5, 4-5:30 p.m. in Nelson Hall East, Room 106 at HSU.

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- Our final colloquium meeting of the season is titled, *What Do We Mean By Literacy?: A Conversation with Keri Gelenian and Martha Haynes*. Gelenian and Haynes teach in the Education Department of HSU and have been engaged in an ongoing conversation grappling with the central role of literacy in teaching and attempting to create a working definition for the term. What does "literacy" mean in today's world? How does one become literate? Are there levels of literacy? Distinct cultural understandings of literacy? What effect does one's definition of literacy have on one's teaching—and what effect can the failure to deeply understand literacy have on public education today? Tuesday, December 5, 4-5:30 p.m. in Nelson Hall East 106 at HSU.

All meetings of the Education Colloquium are free and open to the public. For more information, contact Eric Rofes at (707) 826-3735. This series is offered annually by the Education Department and the College of Professional Studies at HSU.

LSEE Presents "Public Conversations with Exemplary Teachers"

Why do people really become and remain schoolteachers? Where and when does a teacher truly learn how to teach? Who are the models and inspirational guides for successful educators? What incentives keep people in the field of public education for a long time? How does being a teacher in a small town affect one's non-teaching life?

On Monday, October 30 from 4-6 pm, the Liberal Studies / Elementary Education Program at HSU will initiate a new series, *Public Conversations with Exemplary Teachers*. This series will begin with a probing one-on-one conversation with a local K-6 teacher exploring the trajectory of his or her teaching career, philosophy of education and classroom teaching practices, stories of success and failure, and the incentives and disincentives of being a classroom teacher. The evening will then open to candid questions from the audience.

Our aim here is to provide a public forum in which the large number of HSU students who are considering becoming elementary teachers can learn from exemplary local teachers, question them, and expand their understanding of teaching as a career. While this event is the mid-semester meeting of the Liberal Studies / Elementary Education program, all on campus, and the general public, are invited to participate.

