EDUCATION DEPARTMENT  
LINCOLN UNIVERSITY  
Proposed Core Course: EDU 150: Education and Society

The Need

Currently, EDU 201: Introduction to Education and EDU 202: Educational Psychology serve as requirements for education majors as well as courses that meet the Core Curriculum Social Science requirement. Both of these courses are also writing-intensive by University designation. Normally, four sections of EDU 201 are offered in the fall semester, and three are offered in the spring semester with some students requesting to be signed in over the course limit. Over 200 students enroll in EDU 201 each year, and 120 – 150 students register for EDU 202 each the year. Among this number, approximately half are first year students, and less than one-third of the students are intended education majors.

The above situation has presented some problems:

1. Many first year students are not prepared for a 200 level, writing intensive course. Many of these students have not yet completed their developmental courses and are not ready for the demands of a class such at EDU 201 or 202.

2. A further analysis of those who earned grades of C or lower indicated that they were upper classmen with a history of 1.9 or lower to 2.2 GPAs and some were on Academic Probation. The experiences they bring to the class and the expectations they have for the class are not matching the rigorous course content necessary for Education majors.

3. The two bodies of students who take these courses (non-education majors and intended education majors) have different needs for such a course. Non-education majors require a broad survey of education and schooling that will help explain their experiences in education and enable them to see the connections between schooling and their respective majors. Education majors require a deeper foundation upon which professional knowledge in subsequent classes can be built.

4. As a course tied to the professional needs of intended education majors, EDU 201 must include information on and preparation for the Praxis I: Pre Professional Skills Test. Students enrolled in EDU 201 are already charged a course fee for test preparation software. This component, as well as its fee, is wholly unnecessary for students who do not intend to major in education. While future teachers would see the importance of meeting this requirement by their freshman or sophomore year, non-education majors would not. Therefore, a tension related to the Praxis I test is heightened.
5. Much of the content on the professional level Praxis II test which candidates must complete before earning teacher certification is the basis of the content in EDU 201 and 202. Given the number of students in the class who do not have the teaching profession as a goal, the rigors of the knowing, analyzing, discussing the philosophical and theoretical content are affected by those who bring a naïve or jaded view of the teaching/learning process.

The proposed solution to these problems is the creation of EDU 150: Education and Society. The creation of such a core course would allow non-education majors to have the knowledge of education and schooling that they need and enable EDU 201 and EDU 202 to better serve future teachers. EDU 150 with selected educational topics, many of which are controversial, will serve as the vehicle for students to develop and improve their writing, speaking and critical thinking skills as they analyze their own learning achievement in contrast to their learning potential.

**Contribution to General Course Offerings of Department:**

As a result of non-education majors opting for this newly developed Core Curriculum course EDU 150: Education and Society, EDU 201 and 202 will consist of the majority of students intending to become future teachers. Thus, this will enhance the course offerings for those students who intend to become teachers and declare Education as a major. This will result in a decrease in the number of sections of EDU 201 and 202 offered each semester. However, there will be an increase in the number of core courses at the 100 level for freshmen and sophomores. Additionally, as this course is a 100 level course, it is more appropriate for first year students who are increasingly placed into EDU 201 and EDU 202—writing-intensive, sophomore level courses—some of whom have not yet finished developmental courses. It will also provide a vehicle for upper level students experiencing some difficulty with the rigors of college curriculum to have guidance into self-analysis of the schooling and educational programs they experienced.

**Contribution to General Course Offerings of University:**

The Education Department has a history of providing courses that are designed to meet the needs of students, e.g. developmental and core curriculum courses as well as courses for the Education majors preparing to become teachers. The purpose of this course is intended to be an introductory, core course for students who do not plan to major in education. Hence, this course will take the place of EDU 201 and EDU 202 as a Social Science core curriculum course. As a result, EDU 201 and EDU 202 will be primarily intended for education majors.

This new course, EDU 150: Education and Society, will provide non-education majors with an overview of the practical and theoretical foundations of education as well as address contemporary issues in education. Many of these issues are controversial thus allowing students the opportunity to reflect upon their experiences and to develop their speaking, writing and critical thinking as a result of their shared discussions on these topics/Issues. Throughout the course, students will have the opportunity to reflect upon
their own educational experiences in order to determine their preparation for the college experience and how they can further advance their educational perspective by analyzing those factors that help or hinder the individual student’s learning potential.

General Pedagogy of Course:

EDU 150: Education and Society will be taught as a student-centered course. Its focus will be oriented toward the experiences and needs of our student population. Students will be expected to read the assignments prior to class since student participation in the classroom discussions is an integral component of this course. There will be student reflections, discussions, defenses and analyses of positions presented in the text, additional reading and videos.

Economic Impact:

The addition of this Core Curriculum course has no foreseeable additional economic impact on the university budget. Currently, non-education majors take EDU 201 or EDU 202 to meet the Social Science Core Curriculum requirements. As a result of this new course, students would now take EDU 150: Education and Society. The staffing and credits available to students would remain the same.
EDU 150: Education and Society

Course Information

Professor:

Course Dates and Time:
Room Location:

Office:
Phone:
Email:
Office Hours:

Course Description:

This course is designed to provide knowledge and information necessary for students to evaluate their prior educational and schooling experiences and to pursue lifelong learning in and beyond any discipline. In this course students will analyze the political, economic, and social aspects of schooling though various theoretical perspectives, look at different definitions of “education” narrowly and broadly defined, and evaluate related contemporary issues in schooling.

Learner Objectives:

Students will be able to:

- Analyze contemporary educational issues such as the achievement/opportunity gap, school restructuring, teacher preparedness, school violence, community involvement, popular culture, new technologies/modalities, etc.
- Differentiate between education and schooling
- Analyze differences in urban, suburban and rural schooling
- Evaluate the characteristics of successful schools that serve all students
- Compare and contrast schooling in the United States to schooling in other countries, including “developing” countries
- Evaluate prior educational and schooling experiences and their effects on self
Lincoln University’s Core Curriculum Learner Outcomes

It was established by the Lincoln University faculty that at the successful completion of the Core Curriculum courses, students will be able to demonstrate the attainment of eight (8) Learner Outcomes. This course will address five (5) of the University Learner Outcomes.

1. Listen and effectively communicate ideas through written, spoken and visual means.
2. Think critically via classifying, analyzing, comparing, contrasting, hypothesizing, extrapolating and evaluating ideas.
3. Apply information literacy through internet activities to strengthen one’s ability to research and expand concepts developed in text.
4. Compare and contrast self and others and explain their interdependence in terms of historical, social, political, economic, psychological, health and moral/ethical factors.
5. Demonstrate positive interpersonal skills by adhering to the principles of freedom, justice, equality, fairness, tolerance, open dialogue and concern for the common good.

Prerequisites
None

Suggested Texts:

hooks, .bell. (1994) *Teaching to Transgress: Education as the Practice of Freedom.* Routledge, NY, NY


Attendance:

If a student is absent, it is his/her responsibility to make up the assignment. Please make arrangements with a friend to get the notes you may have missed. In cases of excessive absence, (3 absences) the professor has the right to request that the student withdraw from the course or issue an automatic failure for the semester or drop the student one letter grade for each absence beyond the 3 absences.

Pennsylvania Department of Education Code of Conduct - Handout
**Lateness:**

Attendance is taken at the beginning of class. You need to be present in order to be counted. Attendance is taken daily and used in the final grade calculation.

**Electronic Devises:**

The use of cell phones, iPods or any electronic device is not permitted during class time. All devices must be shut off while in the classroom setting.

**University Policy on Academic Integrity:**

Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor’s instructions when completing tests, homework and laboratory reports, and must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed time limitations specified by the instructor. In seeking the truth, in learning to think critically and in preparing for a life of constructive service, honest is imperative. Honesty in the classroom and in the preparation of papers is therefore expected of all students. Each students has the responsibility to submit work that is uniquely his or her own. All work must be done in accordance with established principles of academic honesty.

The instructor will issue a written warning for a violation of academic integrity standards and issue a failure for the specific project. Subsequent violations will result in failure for the course. (See pages 54 – 55 of the Lincoln University **Bulletin** – 2003 – 2006)

**Final Grade Calculations:**

Grades for the course will be calculated based upon the University grade calculations listed on page ___ of the University Bulletin.

Assignments and Activities Related to Grade Calculations:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td>15%</td>
</tr>
<tr>
<td>Project</td>
<td>30%</td>
</tr>
<tr>
<td>Oral Report</td>
<td>10%</td>
</tr>
<tr>
<td>Reaction/Reflection Papers</td>
<td>15%</td>
</tr>
<tr>
<td>In-class Assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Final Test</td>
<td>10%</td>
</tr>
</tbody>
</table>
Sample Course Outline

WEEK 1: Schooling and/or education
  • Defining schooling, defining education
  • Differentiating between schooling and education

WEEK 2: Origins, goals, and present state of American schooling
  • Horace Mann and common schools
  • NCLB and school reform
  • College Preparatory Curriculum
  • Quiz 1

WEEK 3: Political and economic organization of schools
  • Policy makers
  • School funding
  • Oppressive and empowering school settings

WEEK 4: Schools, cultures, and communities
  • Urban, suburban, and rural schooling differences
  • How communities and caregivers are/are not involved in schools
  • Discipline policies and practices affect students’ attitudes toward school
  • Quiz 2

WEEK 5: Schooling models outside of the United States
  • Schooling in developed countries
  • Schooling in developing countries

WEEK 6: School reform/making schools better
  • Models of school reform
  • Race relations
  • School safety
  • Essay 1

WEEK 7: Midterm exam

WEEK 8: Pedagogical approaches to the classroom
  • Ethnocentric education
  • Multicultural education
  • Bicultural education
  • Educating for economic power

WEEK 9: Teachers as agents of change in society
  • Highly qualified teachers
  • Caring teachers
  • Teachers as social activists
• Quiz 3

WEEK 10: Student identities in a technological world
  • Virtual worlds and cyber identities
  • Using technology/used by technology

WEEK 11: Interdisciplinary connections to education
  • Psychological
  • Sociological
  • Political Science
  • Quiz 4

WEEK 12 and 13: evaluating the district that shaped you

Project: researching, understanding, and evaluating the school and district from which you came.

WEEK 14: The future of public education in the United States
  • Essay 2

WEEK 15: Final