

**2102 EDMS 4100: Foundations of Education in a Diverse Society**

20449-EDMS 4100-001

Spring 2010

2.11.2010

Instructor: Dr. Joan Wink, [jwink@csustan.edu](mailto:jwink@csustan.edu) and <http://www.JoanWink.com> and joandeanwink (for Skype)

First Class: Tuesday, 12:45 to 2:45, February 16, 2010, C131. Required face2face classes via Elluminate in the classroom. 10 pts. will be subtracted for missing this class.

Office Hours – available daily via email and by appointment on Skype.

Mailing Address (just in case): PO Box 137, Howes, SD 57748

**CONCEPTUAL FRAMEWORK**

**Our MOTTO**

Advocates For Children and Their Communities

**Mission Statement: Preparing Leaders in Learning**

The mission of the College of Education is to engage faculty and students in instruction, scholarship, and professional experiences that provide subject-specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing educationally-related activities. We are committed to the development of diverse educational leaders who meet the needs of a multicultural and multilingual society. Our programs are designed to advance the ethical behaviors and professional leadership capacities of students through participation in coursework, field experiences, and scholarly activities that together cultivate reflection and encourage innovation in educational settings. We provide multiple and systematic opportunities for students to make connections between their professional responsibilities and their roles as educational leaders in the larger society, and to serve as advocates for children, families, and communities.

**Vision Statement: Enhancing Lifelong Learning**

The preparation programs in the College of Education strive to instill professional habits that result in lifelong learning. We endeavor to prepare educators who impact positively and optimally on the academic achievement and well-being of all of their P-14 pupils. To this end, we model a culture of educational accessibility and respect for diversity, we foster a climate of intellectual engagement and rigor, and we model systematic use of assessment and reflection to inform decision-making. We strive to ensure that College of Education students, faculty, and staff reflect the diversity of our local communities, possess the competence and confidence to provide leadership in their professional roles, and actively pursue personal and professional lifelong learning.

**Required Text**

Wink, J. (2005, 3/e). *Critical pedagogy: Notes from the real world*. Boston, MA: Allyn & Bacon.

**COURSE DESCRIPTION**

EDMS 4100 addresses the major historical, social, and cultural foundations of education with an emphasis on diversity; the major theories of learning; and how culture, socio-economic status, and gender influence achievement.

**Modes of Delivery:** Hybrid online

This class will be taught Face2Face, Elluminate, and Bb

2102 EDMS 4100-001 20449 Spring 2010

**Access code for students:**

<https://sas.illuminate.com/m.jnlp?password=M.886ED83EA1C4E5DCD189CB29B977CE>

Earphones and microphones are highly recommended.

**See OVERVIEW of classes at the end of this syllabus.**

**Evaluation of Student Performance  
Due Dates**

**Points**

Cyberspace File folder (Due Wks. 2, 6, & 13)	20
Critical Pedagogy TEAM Project (Due Wk. 3) Disc Bd	10
Reflective Cycle, SPA, & 5 ism's (Due Wk. 5) Disc Bd	5
AFA project (Due Wks. 6) reflection Disc Bd	5
Bb Quantitative count of time spent reading (Instructor shares #'s Wk. 7 & 11.)	10
Midterm, (Wk. 7)	10
Library Mapping/Community Project, (Due Wk. 8)	10
Global Learning Networks/Family Project, (Wk 9)	10
Book Review: Critical Pedagogy (Wk. 11 or 12) Individual	10
Test: Final online test	10
<b>TOTAL</b>	<b>100</b>

**Grading**

96-100 A; 95-90A-; 89-88 B+; 84- 80 B; 87-85 B-; 79-78 C+; 77-75 C; 74-70 C-  
Anything C- or below is a failure for Teacher Education Credential Program Credit

Grade Performance Expectations:

A = Excellent performance. Work is exemplary and worthy of emulation by others. Student constructively contributes to the learning environment.

B = Above average performance. All assignments are complete, on time and exhibit a complete understanding and an ability to apply concepts.

C = Average performance. Student accomplishes minimum requirements or does not complete all assignments. Oral and written communication is at an acceptable level for a college student.

D = Below acceptable performance. Student shows only basic understanding of the material or does not meet all assignment requirements as described in this syllabus.

F = Work is not passing. Student's work is incomplete, chronically late, or does not apply information and concepts in a satisfactory manner.

Course Requirements

Attendance & Participation

Your participation on Bb and attendance in class are very important. Being absent from any class or not actively engaging on Bb during a week may result in a lowered grade. Active, thoughtful and reflective participation is required through class readings, discussions, activities, and assignments on Blackboard. Participation points will only be earned by active, polite ON TIME and substantive participation. Cheating and / or dishonesty is unacceptable and will lead to immediate failure in this course. You are required to use your CSUSTAN email account for all communication.

Guidelines for Blackboard Postings

Bb student assistance: 667-3687

Online reading/reflecting time is very important in this class. Students are expected to be on Bb at least **3 times weekly** for reading. Your total count of silent reading time will be given to you Week 7 and Week 10. Names, of course, will not be posted, however students are encouraged to inquire privately of their own number of total times reading/thinking/responding on Bb.

While quantity (consistent reading) is an important consideration for full points, quality is most important. A message that says, "I agree," without much discussion, does not earn points, nor will it constitute participation or earn participation points. Students **MUST** add something of substance to the discussion to earn points. It is recommended that students compose and save all work before posting, in case of problems. Losing work does not exempt you from posting deadlines.

Students are expected to post on Bb 3 ½ days after class so that the instructor can respond in the following 3 ½ days. Ours is a Tuesday class; student post by **Saturday noon**. Instructor reserves the right to accept late submissions under very unique situations for a student.

### **Week 1 Feb. 16**

#### **Cyberspace File Folder**

**Due Weeks 2, (5 pts.) 6, (5 pts.) & 13 (10 pts) = (20 pts. total)**

**Reflections on the course content are required after each class.**

Due Dates: Weeks 2, 6, and 13.

A Word template for this activity is posted on Bb/Course Documents. You may choose to use the Word Doc or PPT.

Examples from previous students:

[http://www.joanwink.com/newsletter/2009/Joe\\_Jennings-0209.pdf](http://www.joanwink.com/newsletter/2009/Joe_Jennings-0209.pdf)

[http://www.joanwink.com/newsletter/2009/Jose\\_Rodriguez-0209.pdf](http://www.joanwink.com/newsletter/2009/Jose_Rodriguez-0209.pdf)

[http://www.joanwink.com/newsletter/2009/Espananza\\_Flores-0209.pdf](http://www.joanwink.com/newsletter/2009/Espananza_Flores-0209.pdf)

Also see examples on Course Documents.

On a ppt slide or Word doc page, post a picture of yourself, with your ID information, which can be shared. I particularly want phone #s and another email address (if you have one). In addition, tell me 3 things about you. (This will be on the first ppt slide or on the first page of the doc.) Send to instructor ([jwink@csustan.edu](mailto:jwink@csustan.edu)) by Saturday noon of this week; I'll make a ppt of the class to share on Week Two.

Primary Assignment – Access Bb.

Go to JoanWink.com. Sign up for *WinkWorld*. Go to Free to a Good Home—download 2 blackline masters. Share on Discussion Board what you discovered and downloaded.

Go to *Course Documents*, and download to your computer/flashdrive. Many of these materials are also on my webpages.

Download and read this week

Open Letter to Students (Course Docs).

- Timeline

[http://www.joanwink.com/vov/Vov\\_Timelines.pdf](http://www.joanwink.com/vov/Vov_Timelines.pdf)

- 100 Years in a 1000 Words

<http://www.joanwink.com/newsletter/2007/100years1000words113007.pdf>

- History Helps

[http://www.joanwink.com/cp3/cp3\\_pgs72-79.php](http://www.joanwink.com/cp3/cp3_pgs72-79.php)

[http://www.joanwink.com/cp3/cp3\\_pgs72-79.pdf](http://www.joanwink.com/cp3/cp3_pgs72-79.pdf)

- 3 Perspectives on Pedagogy, pp. 178-180 of *Critical Pedagogy: Notes from the Real World*

<http://www.joanwink.com/cp3/3perspectives.php>

- Reflection: An Overview

Go to [www.JoanWink.com](http://www.JoanWink.com), click on Free To A Good Home and/or Joan's Schedule

- The Teaching Profession & Why Teach?

Why teach? What are the career issues facing beginning teachers? How do teachers feel about work? How are views on teaching changing? What professional development do teachers receive? How are teachers evaluated? How are teachers supported and rewarded? Is teaching a profession? How do teachers demonstrate professional leadership?

- The Real World of Teaching, <http://www.joanwink.com/scheditems/pro-con.pdf>

- Top 10 Things To Know Before Teaching

- The CyberSpace File Folder (WORD doc or PPT) See Course Documents.

- Blueberry Story* by Jaime Vollmer

WinkWorld Archive, March 2009

<http://www.joanwink.com/newsletter/2009/news0309.php>

or

[www.jamievollmer.com/blueberry\\_story.html](http://www.jamievollmer.com/blueberry_story.html)

Many of the documents above are also posted on my webpages.

Read/reflection/organize/share. Go to Discussion Board and share informally. This week is for practice on Bb as we discuss content of this class. I will be online daily reading/responding.

### **Week 2 February 23**

**Elluminate for hour/time certain:** 12:45 to 1:45

The purpose of this sessions for students to ask questions. Content will be on Bb.

Due Cyberspace file folder with Week One reflections and with your picture and ID information on the first page. You need to post your first cyberspace file on Discussion Board of Bb and send it also to [jwink@csustan.edu](mailto:jwink@csustan.edu).

### **Download and save for Week Two:**

The follow 4 URLs will not open in Safari, but they do open in Explorer and Firefox with a copy paste. Let me know if you have trouble.

Two Big Ideas, Three Big Ideas, and Four Big Ideas

<http://www.joanwink.com/newsletter/2007/234bigideas.pdf>

Two Big Ideas & 5 Big Ideas

<http://www.joanwink.com/newsletter/2007/TwoBigIdeas&5isms.pdf>

A Graphic of Two Big Ideas and 5 Big Ideas

<http://www.joanwink.com/newsletter/2007/2Ideas&5ismsgraphics.pdf>

Two Perspectives on Teaching and Learning

<http://www.joanwink.com/newsletter/2007/perspective1.pdf>

### **Week 3 March 2 - Blackboard Class**

Instructor is in TX this week.

Each Team will have a specific question from Critical Pedagogy: Notes from the Real World. Each Team will share their response on Discussion Board. One member of the TEAM will write the consensus response from the group. Please post your response by Saturday noon.

### **Download: Alma Flor Ada, Reflective Cycle, SPA (Socrates, Plato, and Aristotle)**

#### **Content Standards**

#### **Professional Standards**

INTASC Standards in US

6 Domains and 13 TPEs, plus TPA's in CA

### **Week 4 March 9**

**Elluminate LIVE, 12:45 to 2:45;** students access from any computer; mikes and earphones are encouraged.

**Ologies, Osophies, Isms, and Ics – The Foundations of Education** a.k.a., The Big Ideas.

Download:

#### **Reflective Cycle**

<http://www.joanwink.com/charts/reflective.pdf>

#### **Action Research**

<http://www.joanwink.com/charts/action.pdf>

#### **The Reflective Cycle: An Overview**

<http://www.joanwink.com/scheditems/reflection-an-overview.pdf>

#### **Reflective Cycle/Socratic Circles, Week. 5 (5 pts)**

A sample: <http://www.joanwink.com/scheditems/TE4100-reflection-1009.pdf>

**Week 5 March 16**

**Linking History with Foundations**

**Elluminate LIVE, 12:45 to 2:45, time certain;** students access from any computer.

**Reflective Cycle/Socratic Circles** (5 pts.)

Using the reflective cycle, each student will reflect on either

- Mamas, Meaning, and Motivation  
<http://www.joanwink.com/love/love-mamas.php>
  - My People Made It without Bilingual Ed  
<http://www.joanwink.com/love/love-mypeople.php>
  - Heritage Language Instruction  
<http://www.joanwink.com/love/love-toc.php>
- or
- Travel Guide: How to get from SD to Mallorca  
<http://www.joanwink.com/love/love-toc.php>

Follow the guidelines (verbs) of the reflective cycle, and write a total of 200 words to be posted on Discussion Board. Due Saturday noon.

**Week 6 March 23**

Instructor in Boston for TESOL

**Linking Philosophy with Foundations**

**Cyberspace due for 2<sup>nd</sup> time.** Post on Discussion Board and send to instructor by Saturday.

A summary of content of our class from a previous semester

[http://www.joanwink.com/newsletter/2007/Summary\\_of\\_Learning.pdf](http://www.joanwink.com/newsletter/2007/Summary_of_Learning.pdf)

Review all of Alma Flor Ada from Course Docs.

On Discussion Board use AFA's four phases to reflect on your own learning in this class in the last six week. Your contribution on Discussion Board will be divided into AFA's four phases: Due by Saturday noon.

- Descriptive phase – 50 words
- Personal interpretive phase – 50 words
- Critical phase – 50 words
- Creative phase – 50 words.

**Week 7 March 30 (Midterm Week)**

**Linking The Whole: Foundations, History, and Philosophy**

Midterm (5 pts.)

Quantitative minutes of reading time will be shared with students. See Bb.

Read in preparation for Week 8.

**Library Mapping/Community Neighborhood Project** Week 8, (10 pts.)

Library Mapping, p. 77 of *A Vision of Vygotsky* by Joan Wink and Le Putney.

Click on the book icon and scroll down the Table of Contents (TOC) until you come to the activity.

[http://www.joanwink.com/vov/vov\\_pgs81-82.php](http://www.joanwink.com/vov/vov_pgs81-82.php)

It will also be posted on Bb.

*Teaching Passionately: What's Love Got To Do With It?*, p. 77 by Joan and Dawn Wink

<http://www.joanwink.com/love/love-fig5-1.php>

**Spring Break April 5-9**

**Week 8 April 13**

**Illuminate LIVE, 12:45 to 2:45**

**Library Mapping** – Post on Discussion Board and send to instructor.

**Read in preparation for Week 10.**

**Family Project**, Week 10, (10 pts.) Global Learning Networks of Families

Global Learning Networks (or electronic communities) of Families from Freinet, p. 163 of Critical Pedagogy, 3/e.

*Further resources:*

Cummins, J., Brown, K., & Sayers, D. (2007). *Literacy, technology, and diversity: Teaching for success in changing times*. Boston, MA: Allyn & Bacon Pearson.

Yes, this is our Dr. Sayers of CSU Stanislaus, College of Education.

Your assignment: Read about global learning networks at the URL's posted below; more will be posted on Course Documents.

Who was Freinet? What did he and his wife contribute to us?

<http://www.ibe.unesco.org/publications/ThinkersPdf/freinete.pdf>

*De Orilla a Orilla*, <http://www.orillas.org/welcomee.html> (An example of global learning networks.)

What Is De Orillas?

<http://www.orillas.org/abte.html>

Sample projects

<http://www.orillas.org/pastgpe.html>

How to Get Started

<http://www.orillas.org/tipe.html>

The Basics

<http://www.orillas.org/acte.html>

Your assignment:

Write a proposal for how you will create a global learning network.

Choose your idea from those samples listed at The Basics.

The overview of your proposal must include: (a) how families will be included as partners in the project with the students in your classroom; (b) 10 interview questions which students in your class will ask of families; (c) a plan for what type of partner publication the families and students in your class will use; and (d) a plan for sharing these family publications.

**Follow this format for a total of 3 to 5 typed pages:**

**Proposal:** Tell exactly what you are proposing to do. Use clear descriptive sentences. (200 words)

**Timeline:** How long will this project take in your classroom? (one paragraph)

**Describe:**

*The teacher's role:* (from beginning to end of project)

The 10 questions, which the teacher shares with the students.

*The students' role:* What do they do with families? How do they collect answers to questions?

When do they return answers to classroom? (from beginning to end of project)

*The families' role:* (from beginning to end of project)

**Publishing the stories:** Will stories be on paper? Will stories be published electronically? Tell exactly how you will have the students write the stories in preparation for the publication. How are families included in the publication process?

**Celebration of Authors:** How will the community share and celebrate all of the new authors and their publications?

**Week 9 April 20 Face2Face, C131, 12:45 to 3:30**

**Community Neighborhood Project due.**

**Library Mapping**

<http://www.joanwink.com/love/love-fig5-1.php>

**Week 10 April 27 Face2Face, C131, 12:45 to 3:30**

**Family Project, 10 pts.**

Global Learning Networks: Global Networks/Global Communities

**Week 11 May 4 C131 Face2Face, C131, 12:45 to 3:30**

**Critical Pedagogy: Notes from the Real World, 10 pts.**

Your choice of how to demonstrate your learning:

- a) A traditional 2 typed pages, APA, single-spaced review (50% summary & 50% personal reflection).
- b) A short review submitted to Amazon. You have to have an account with Amazon to submit to the Readers' Review section, but you do not have to purchase anything. The purpose is only for you to learn about this terrific resource, Readers' Reviews.
- c) A detailed lesson plan with is grounded in critical pedagogy. Samples may be found in chapter six, How In The World Do You Do It?
- d) Or, graphics/visuals on a Word doc or ppt. which captures some content within the book. Samples will be shared with you on Course Documents.

Sample Traditional Book Review

Kerfoot, C. M. (2005). Book Review of *Crossing Over to Canaan: The Journey of New Teachers in Diverse Classrooms*, by Gloria Ladson-Billings. San Francisco: Jossey-Bass, 2001. *Education and Urban Society*, 37, 356-360.

<http://www.joanwink.com/newsletter/2005/news0705-kerfoot.php>

**Week 12 May 11 C131 Face2Face, C131, 12:45 to 3:30**

**Week 13 May 18 Bb class.**

**Online final**

**Cyberspace File Folder** (for the 3<sup>rd</sup> time)

**OVERVIEW of Class Time and Location**

Feb. 16, Tuesday, Week 1 C131 Bizzini, T, 12:45 to 2:45 Mandatory attendance for this class. 5 pts. will be subtracted if anyone misses this first session. C131 Elluminate
Feb. 23, T., Week 2 12:45 to 1:45 Elluminate Students access from any computer Remaining 2 hours on Bb.
March 2, T., Week 3 Instructor in TX Bb
March 9, T, Week 4 Elluminate LIVE 12:45 to 2:45 Time Certain Students access from any computer
March 16, T, Week 5 Elluminate LIVE 12:45 to 2:45 Computer access required.
March 23, T, Week 6 Instructor in Boston, TESOL Bb
March 30, T, Week 7 Midterm Elluminate LIVE 12:45 to 2:45
April 5-9 Spring Break
April 13, T, Week 8 Elluminate LIVE 12:45 to 2:45
April 20, T, Week 9 Face2Face, C31, with instructor. Mandatory class; 5 pts subtracted if student misses class.
April 27, T, Week 10 Face2Face, C31, with instructor. Mandatory class; 5 pts subtracted if student misses class.
May 4, T, Week 11 Face2Face, C31, with instructor. Mandatory class; 5 pts subtracted if student misses class.
May 12, T, Week 12 Face2Face, C31, with instructor. Mandatory class; 5 pts subtracted if student misses class.
Wk 13 Instructor on ranch.