



**Morehead State University  
College of Education  
Professional Education Unit**

**EDF 681 Advanced Seminar in Contemporary Educational Thought**

**Delivery: Internet Summer I 2011**

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**COURSE DESCRIPTION:** EDEL 681. Advanced Seminar in Contemporary Educational Thought. (3-0-3); on demand. Prerequisite: EDEL 680. Group discussion and individual research on problems in the historical, philosophical, and social foundations of education. Includes formal writing; oral presentations; group discussion. Students may repeat the course for credit once.

**Required Field Experience Hours:** None

**CONCEPTUAL FRAMEWORK FOR EDUCATOR PREPARATION PROGRAM:**

"Community Engagement: A Light to and from the Mountains"

*The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia – preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.*

**Conceptual Framework Outcomes) CFOs:** The Unit and the faculty within individual programs assess the degree to which its graduates:

1. Master the content knowledge, professional and the twenty first century skills needed to make an optimal contribution to “whole” student learning in educational settings
2. Are competent in the collection and use of data to inform decision- making and to demonstrate accountability for student learning.
3. Demonstrate professional dispositions.

4. Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
5. Engage in authentic field experiences in collaboration with committed school based partners and are empowered to improve the quality of education throughout this region and beyond.

**Student Learning Outcomes (SLOs):** At the conclusion of this course candidates will be able to do the following:

1. Understand and analyze key issues facing Kentucky school leaders today in the context of major intellectual, social, economic and political forces shaping education in the state and the nation. (PO 1, PO 13, KTS 7)
2. Understand and analyze core theories and models of education and school leadership in light of contemporary scholarship. (PO 5)
3. Understand the challenges and benefits of differentiated instruction from the perspectives of differing pedagogical paradigms. (PO 3)
4. Understand the importance of cultural diversity as a part of the educational experience as well as the challenges of providing that experience in rural settings. (PO 6)
5. Understand the challenges of putting theory into practice. (PO 8, KTS 2)
6. Be conversant with key concepts from sociology, history, and philosophy of education that will contribute to their professional literacy. (PO 15, KTS 9)
7. Begin to develop local district specific research interests that they can pursue throughout their masters degree studies. (PO 17)
8. Communicate effectively in both oral and written form.

**NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:**

Program:		Foundations	EDF 680		
<b>Aligned with →</b>					
<b>Assessment → (point values)</b>	<b>Kentucky Teacher Standards (KYS)</b>	<b>Kentucky Education Reform Act (KERA)</b>	<b>Education Professional Standards Board (EPSB)***</b>	<b>Council for Social Foundations of Education (CSFE) ****</b>	<b>NCATE*****</b>
Discussion/ Participation CFO: 1,2,4 SLO: 1,2	#2, #3, and #4	AE 1: 2 AE 1:11 AE 2:14 AE 2: 16 AE 2: 20 AE 5:1	1. Diversity 2. Assessment 3. Literacy 4. Closing the Achievement Gap	Principles #1-6	
Book Review (50)	2.5	AE 1:2 AE 1:11 AE 1:12 AE 5:1	3. Literacy	Principles #1-6	

\*<http://www.kyepsb.net/teacherprep/standards.asp>

\*\*<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Academic+Expectations/>

\*\*\*<http://www.kyepsb.net/teacherprep/cart/themes6.asp>

\*\*\*\*<http://www.uic.edu/educ/csfe/standard.htm>

\*\*\*\*\*<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4#overview>

### Assignment Descriptions:

Assessment (Point Value)	Description
<b>Blackboard Discussion (300; 15 per day)</b>	Candidates will read assignments from Postman's books and participate in discussions online through the Blackboard site. See details below.
<b>Book Review</b>	Candidates will read a book from the attached list and write a critical analysis/review of it. See details below.

**Online:** Students will be expected to log on and participate every day M-F for the term.

**Prerequisites:** EDEL 680 History and Philosophy of Education

**Purpose:** To engage students in careful reflections upon the educational thought of Neil Postman's contributions to educational thought and read and write about one additional educational thinker.

**Introduction:** As an advanced graduate seminar, this course would traditionally consist of reading assigned articles and coming together for discussion. Such seminars generally do not include tests, and grades are based upon a research paper. This version will include traditional seminar reading and writing activities, but discussion will take place online through Blackboard.

Students who enroll should have Internet access at more than one location, so that if one system is down, they can participate from another site. Prerequisite technology competencies include use of email, ability to browse the web, ability to use Blackboard class functions. Students who have technical difficulties may contact the Blackboard Helpdesk at 1-866-590-9239. Student contributions to discussions will be submitted through Blackboard discussion functions. Formal papers will be submitted to the appropriate discussion board as Word readable attachments (.doc).

For this semester, the seminar topic will be Neil Postman's contributions to educational thought.

### **Textbooks (All by Neil Postman):**

*Teaching as a Subversive Activity*

*Amusing Ourselves to Death*

*Disappearance of Childhood*

*How to Watch TV News*

## Assignments

1. DAILY ASSIGNMENTS - Read daily assignments, write responses to the readings, and participate in online discussion. The student should make a **minimum** of two submissions per daily assignment to the Blackboard discussion board.

- A. The first will be at least 500 words in direct response to the readings and discussion questions provided by the instructor. This first response will be due by 2:00 p.m. on the day the assignment is due. Please include in the first line of your submission "RESPONSE TO BOOK." This submission should demonstrate that you have read the assignment and thoughtfully reflected upon it. While students should respond analytically and critically to the readings, the focus of their analysis should be the ideas presented - not whether or not the student likes the writers writing style.
- B. The second daily response will be at least 250 words in response to other students' writings. These will be due at 10:00 p.m. on the same day that the assignment is due. This submission should demonstrate that you have read their classmates submissions and thoughtfully reflected upon them.

2. BOOK REVIEW - Read a book on the supplemental reading list and write a 2000 - 3000 word response it. The response should identify the central themes of the book, evaluate the author's arguments in light of your readings of Postman and your other readings and experience of life, and explain how they might be significant for teachers' understandings of education. This should not be a chapter by chapter summary, but a description, analysis, and evaluation of main arguments and themes. This is a formal writing assignment that should reflect not only the student's own thinking but his/her very best writing and editing skills as well. The student will be sharing his his/her paper with the class (as an attachment on the designated Blackboard forum). Students should write at a level appropriate to an audience of professional educators who have not read the book or taken this class. **(No more than two students may use the same book, therefore students should post their request to the appropriate discussion board as soon as they decide, but no later than 11:00 PM June 8th.)**

## Assessment

Point distribution:

Chapter Discussion Total	285 points (15 points per daily assignment)
Book Review	200 points

Grade Scale:

436 - 485	A
388 - 435	B
339 - 387	C
291 - 338	D

## **Academic Honesty**

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what

constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at

<http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

### **Americans with Disabilities Act (ADA)**

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, they are best applied when requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator at: 204-E ADUC, 606-783-5188, or [e.day@moreheadstate.edu](mailto:e.day@moreheadstate.edu)

### **Campus Safety Statement**

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

### **Books for Book Review Assignment**

*No more than two students may pick the same book. Put your request on the appropriate Blackboard Discussion Board as soon as you decide – but no later than June 8th.*

Abbs, Peter. Against the Flow: The Arts, Postmodern Culture and Education  
Apple, Michael. Official Knowledge: Democratic Education in a Conservative Age  
Bellah, Robert. Habits of the Heart: Individualism and Commitment in American Life  
Csikszentmihalyi, Mihaly. Finding Flow: The Psychology of Engagement With Everyday Life  
Csikszentmihalyi, Mihaly. Flow: The Psychology of Optimal Experience  
Colby, Anne & William Damon. Some Do Care: Contemporary Lives of Moral Commitment  
Dalai Lama & Howard C. Cutler. The Art of Happiness: A Handbook for Living  
Gatto, John Taylor, A Different Kind of Teacher: Solving the Crisis of American Schooling  
Greene, Maxine. Releasing the Imagination  
Greene, Maxine. Teaching as a Performing Art  
Intrator, Sam M. Living the Questions: Essays Inspired by the Work and Life of Parker J. Palmer  
Kohn, Alfie. The Schools Our Children Deserve : Moving Beyond Traditional Classrooms and "Tougher Standards"  
Kushner, Harold. Living a Life That Matters: Resolving the Conflict Between Conscience and Success  
Newman, Michael. Teaching Defiance: Stories and Strategies for Activist Educators. A Book Written in Wartime  
Noddings, Nel. The Challenge to Care in Schools  
Noddings, Nel. Educating Moral People: A Caring Alternative to Character Education  
Nel Noddings. Happiness and Education

Palmer, Parker J. A Hidden Wholeness : The Journey Toward an Undivided Life  
Palmer, Parker J. Let Your Life Speak: Listening for the Voice of Vocation  
Seymour, Mike (Editor) Educating For Humanity: Rethinking the Purposes of Education  
Thompson, C. Michael. The Congruent Life : Following the Inward Path to Fulfilling Work and  
Inspired Leadership (Paperback)  
Vanier, Jean. Happiness: A Guide to a Good Life, Aristotle for the New Century

Tentative Calendar EDEL 681 Summer I 2011

Day		Response to Reading & Classmates Due:	Discussion Assignment Chapter	Discussion Assignment Book	
		June			
1	M	6			
2	Tu	7	1 - 2	Teaching as a Subversive Activity	
3	W	8	3 - 4		Submit Book Rev. Req.
4	TH	9	5 - 7		
5	F	10	8 - 10		
6	M	13	11 - 13		
7	TU	14	1 - 2	The Disappearance of Childhood	
8	W	15	3 - 4		
9	TH	16	5 - 6		
10	F	17	7 - 9		
11	M	20	1 - 2	Amusing Ourselves to Death	
12	TU	21	3 - 4		
13	W	22	5 - 6		
14	TH	23	7 - 8		
15	F	24	9 - 11		
	Su	26			Book Rev. Due 11:00 p.m.
16	M	27	1 - 3	How to Watch TV News	
17	TU	28	4 - 5		
18	W	29	6 - 8		
19	TH	30	9 - 10		
20	F	July 1	11 - 13		