

<b>INTS 322-001 Teacher: <i>A Historical Perspective</i></b> <b>Spring 2017</b> <b>Fridays 10:30am – 1:10pm</b> <b>ENT 276</b>
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*Enterprise Hall, Room 406*

### **Course Description**

This course examines the rich heritage of the teaching profession in Western society. We will trace the history of educational philosophy and teaching, beginning with the ancient Greeks and culminating in the 21st century. Using the exploration of the various philosophies of education as a foundation, we will examine contemporary images of teachers in literature and film.

### **Learning Objectives**

- Examine the history of the teaching profession.
- Identify famous historical teachers.
- Understand the historical foundation of common pedagogies.
- Explore contemporary representations of teachers.
- Consider possible future ideas about teaching (concepts, images, legislation).
- Develop a range of skills, tools and questions for analyzing various texts relating to teaching.
- Demonstrate college-level oral and written communication skills.

### **Required Texts**

- *A Lesson Before Dying*, Ernest J. Gaines
- *Historical & Philosophical Foundations of Education: A Biographical Introduction (5<sup>th</sup> Edition)*, Gerald L. Gutek

### **Course Assessment:**

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|--------------------|-----|
| • Participation    | 10% |
| • Essays           | 45% |
| • In-Class Test    | 25% |
| • Final Assignment | 20% |

**Participation = 10%.** Students are expected to attend class (arriving on time and remaining for the entire course period), to read and be prepared to discuss the assigned texts, to participate actively and responsibly, and to submit all assignments when due. \*Regarding electronic devices (such as laptops, tablets & phones): please be respectful of our collaborative learning environment and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and will affect your participation grade.

**Essay Exams = 45%.** As we explore the historical and philosophical foundations of education, students will be assessed on their comprehension of the material through take-home essay exams. The topics will be assigned and students will have one week to complete each essay. The first essay is worth 20% of the total course grade, and the second essay is worth 25% of the total course grade.

**In-class Test = 25%.** There will be an in-class test on material covered in Gutek chapters 16 – 22.

**Final Assignment = 20%.** In the final assignment students will use textual evidence to demonstrate analysis of their learning in the course. A detailed description of requirements will be given out on the last day of class and the assignment will be due by **May 12 by 10:30am.**

## **Policies:**

### **Enrollment Statement**

Students are responsible for verifying their enrollment in this class.

- Last Day to Add – January 30, 2017
- Last Day to Drop – February 24, 2017
- Selective Withdrawal Period ends – March 31, 2017

**Late Work.** Assignments are to be turned in to the instructor at the beginning of class on the day due.

**Assignments will be reduced one letter grade per day late (including Saturdays & Sundays).** No work will be accepted over one week late without a prior approved extension. Unless specifically stipulated, work should be submitted in class in hard copy format; emailed material is not acceptable.

### **Academic Integrity**

The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. **No grade is important enough to justify academic misconduct.** Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using MLA or APA format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of theft of intellectual property and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me.

### **Disability Accommodations**

If you have a documented learning disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with Disability Services (SUB I, Rm. 4205; 993-2474; <http://ods.gmu.edu>) to determine the accommodations you need; and 2) talk with me by the second week of class to discuss your accommodation needs.

### **Privacy**

Student privacy is governed by the Family Educational Rights and Privacy Act (FERPA) and is an essential aspect of any course. For that reason, students are required to use their Mason email to receive important University information, including communications related to this class. I cannot respond to messages sent from, or send messages to, a non-Mason email address.

### **Diversity & Inclusion**

The School of Integrative Studies, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and disability.

## WRITTEN ASSIGNMENT GRADING STANDARDS

### **Format for Assignments**

All assignments are due at the beginning of class as noted in the daily schedule and must be typed using standard font and one-inch margins, double-spaced, and stapled. You must correctly and consistently use a recognized citation style, such as MLA, APA, Chicago Manual, etc.

### **Score of A: Superior**

- Addresses the topic fully and explores the issue thoughtfully.
- Shows substantial depth, fullness and complexity of thought.
- Demonstrates clear, focused, coherent, and logical organization.
- Is fully developed and detailed. The point is clear and well stated.
- Good introduction with clear thesis statement, and an effective conclusion.
- Evidences superior control of diction, syntactic variety, and transition between paragraphs; only a few minor flaws.
- Integrates evidence from texts to support ideas and arguments.
- Proper citation of texts using a standard citation method.

### **Score of B: Strong**

- Clearly addresses the topic and explores the issue.
- Shows some depth and complexity of thought.
- Is effectively organized. Easy to follow and understand.
- Is well developed, with supporting detail. Logically coherent.
- Demonstrates control of diction, syntactic variety, and transition; may have a few minor mechanical flaws.
- Proper citation of texts using a standard citation method.

### **Score of C: Competent**

- Adequately addresses the topic and explores the issue.
- Shows clarity of thought but may lack complexity.
- Is organized. Can be followed with some difficulty.
- Is adequately developed, with some detail. Some logical fallacies or incoherent sentences/paragraphs.
- Demonstrates competent writing; shows some flaws in syntax and grammar.
- Proper citation of texts using a standard citation method.

### **Score of D: Weak**

- May distort or neglect parts of the topic.
- May be simplistic or stereotyped in thought.
- May demonstrate problems in organization.
- May have generalizations without supporting detail or detail without generalizations; may be undeveloped. Logically flawed; several incoherencies.
- May reveal patterns of flaws in language, syntax or mechanics.
- Improper citation method.

### **Score of F: Inadequate**

- Demonstrates serious inadequacy in addressing the topic.
- Fails in its attempts to discuss the topic. Illogical.
- May be deliberately off-topic. Extremely difficult to follow.
- Is so incompletely developed as to suggest or demonstrate incompetency.
- Is wholly incompetent mechanically.
- Improper citation method.

## WEEKLY SCHEDULE

<b>January 27</b>	Introduction to the course <i>History of formal education prior to Ancient Greece</i>
<b>February 3</b>	<u>Antiquity</u> Discuss Gutek chapters 3, 4 & 5 (Plato, Aristotle & Quintilian) *First Essay assigned
<b>February 10</b>	View & discuss <i>The Name of the Rose</i> * <b>First essay due</b>
<b>February 17</b>	<u>The Middle Ages, Renaissance &amp; Reformation</u> Discuss Gutek chapters 6, 7 & 8 (Aquinas, Erasmus & Calvin)
<b>February 24</b>	<u>The Renaissance, Reformation &amp; Enlightenment</u> Discuss Gutek chapter 9, 10 & 11 (Comenius, Rousseau & Pestalozzi) *Second essay assigned
<b>March 3</b>	View and discuss <i>The Wild Child</i> * <b>Second Essay due</b>
<b>March 10</b>	<u>The Enlightenment &amp; 19<sup>th</sup> Century</u> Discuss Gutek chapters 12, 13 & 14 (Jefferson, Wollstonecraft & Mann)
<b>March 17</b>	<i>Spring Break</i>
<b>March 24</b>	<u>19<sup>th</sup> Century</u> Discuss Gutek chapters 16, 18 & 19 (Froebel, Spencer & Addams)
<b>March 31</b>	<u>19<sup>th</sup> &amp; 20<sup>th</sup> Century</u> Discuss Gutek chapters 20, 21 & 22 (Dewey, Bagley & Montessori)
<b>April 7</b>	<b>In-class test</b>
<b>April 14</b>	<i>Class does not meet</i>
<b>April 21</b>	<u>Activist &amp; Liberation Pedagogy</u> Discuss Gutek chapters 23, 24 & 25 (Gandhi, Du Bois, Freire) View & discuss <i>The Children of Chabannes</i>
<b>April 27</b>	Discuss <i>A Lesson Before Dying</i>
<b>May 5</b>	<u>Conclusion &amp; Evaluations</u> View & discuss <i>School of Rock</i> *Final Exam Assigned
<b>May 12</b>	<b>Final Assignment due by 10:30am</b>