

## ADVANCED SEMINAR IN EDUCATIONAL FOUNDATIONS EDUC 5326 01

### Course description

This course is an examination of educational issues at the center of public debate. There are three important themes that the course will investigate. The first theme has to do with how educators perceive children's minds operate (cognitive development) and how children come to learn to read and write (literacy acquisition). The second theme regards curriculum issues. In this section we will examine what has been termed in educational scholarship as education's three ideas: socialization, reality and nature's guidance. Here we will examine the history of foundational ideas that shape the practice of educating today. The third theme will be examining current educational practices and how different groups are educated or give meaning to the practice of education.

### Course format and requirements

This course will be conducted as a seminar. Students are expected to do the prescribed readings for the weekly topics and to actively participate in class discussions. There will be two assignments.

1. This assignment is in three parts. Each week will have a chapter from the prescribed texts. Three students will be responsible for leading discussion in class, which will result in a general conceptualization of the prescribed chapter. Each of the three students responsible for a chapter will be assigned one part of the assignment to bring for discussion in class. The professor will be responsible for the overall analysis of the chapter at the end of the class discussion led by these three students. Students responsible for a weekly chapter are encouraged to consult with the professor anytime before the discussion date.

**Part 1:** this part requires a teasing out of the main concepts found in the chapter and an analysis of how these concepts bring out or are linked to the themes the chapter addresses. In cases where themes are not linked to concepts, then the themes need to be extrapolated in a way deemed plausible by the person responsible.

**Part 2:** this part is hands-on whereby you are expected to apply the information in the prescribed chapter to other spaces. That is, you are expected to take an event, newspaper article, movie, etc. and use information gained from the week's chapter to analyze or critic it. This part requires you to answer the question, how does what I have read in this chapter assist me understand this event, or article differently/same as before/ confusingly? In other words, have my thoughts been changed, affirmed, or confused by this chapter? The class should be involved in whatever material you choose to analyze.

**Part 3** is a response paper. The response paper should critique the readings and should be used to connect the reading and class discussion to one's personal/political experiences and stances. (40%)

2. The second assignment is a group paper designed to bring together all three parts of assignment one. While doing this assignment, it is important to keep in mind some of the points raised during class discussion and to integrate these to the conceptual issues of the chapter. These papers will be distributed to the class and are due two weeks after the chapter is discussed. Proper use of language is an important criterion in the evaluation of this assignment. (60%)

### **Prescribed books**

Egan, K. (1999). *Children's minds, talking rabbits and clockwork oranges: Essays on education*. University of Western Ontario: Althouse Press.

Monture-Angus, P. (1995). *Thunder in my soul. A Mohawk woman speaks*. Halifax: Fernwood Publishing.

### **Evaluation**

Both assignments are mandatory; therefore, a final grade will be assigned after their completion. Similarly, preparation for class by reading all material, contributing to class discussions and class attendance are important components of the final grade. For assignment 1, discussants are required to draw up a personal evaluation rubric for their work. Professor and discussant using the rubric will then jointly evaluate this assignment. The professor taking into consideration structure, narrative thread and integrity of theory and discussion will evaluate the group paper. This will be further explained in the introductory class.

Dates	Chapters	Discussants	Notes
Week 1	Introduction to course Format and requirements	Nombuso	
Week 2	Defining groups Barth and McAcll chapters	Nombuso	Day designed to set up exemplify class format and assign 1.
Week 3	Cognitive/literacy development Stephanie D of Egan	Stephanie B. Sandy-Lyn	
Week 4	Chapters 2 & 3 of Egan	Kristie Cheryl Conal	
Week 5	Curriculum issues Chapters 5 & 6 of Egan	Andrew Gillian Charles	Group paper on chapter 1 due (1 wk. flexibility)
Week 6	Chapters 4, 7 & 8 Of Egan	Darlen Alexander James Amanda L. & Heather -chapter 8	Groups paper on chapters 2 & 3 due
Week 7	Chapters 9 & 10 of Egan	Amanda Julia Rhonda Maxwell	Group paper on chapters 5 & 6 due
Week 8	Reflection Review	Teresa Katherine Vicki	Format and activity to be decided by discussants. Group paper for Chapters 4, 7,8 due
Week 9	Current debates III education Chapters 5 & 6 of Montue-Angus	Lori D Gordon Michael	Group paper on chapters 9 & 10 due
Week 10	Chapter 4 of Montue-Angus Chapter - from the other side of the desk	Katie J. James R Kathleen S	Group paper due December 3
Week 11	Chapters 1 & 2 of Monture-Angus	Katie O. Gwendy Gysi	Group paper on Montue-Angus chapters 5 & 6