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EDUC 100W-3**SELECTED QUESTIONS & ISSUES IN EDUCATION****(D100)**

Dr. Mark Fettes

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Office hours: Tuesdays or Thursdays by appointment

Tuesdays and Thursdays, 8:30-10:20 a.m. • WMC2200

PREREQUISITE: None.

Course description: This is an introductory course aimed at a wide range of students. Taught in a seminar format involving a wide variety of readings, discussions, and assignments, it aims to develop a better understanding of the multifaceted nature of teaching and learning, schools and school systems. Part of the course is designed and taught by the students themselves, as a way of experiencing the nature of teaching first hand. As a writing-intensive course, the course is also designed to help students develop their writing abilities in three important educational genres. In these writing assignments, and throughout the course, an emphasis is placed on connecting personal experience, observation and belief with an understanding of broader philosophical, social and political issues in education.

ASSIGNMENTS:

Reflective essay: After reading and discussing some examples of educational writing that make use of vignettes (brief, vivid descriptions of real-life situations), you will write a short essay of this kind that draws on personal experience or observation. (25%)

Group teaching assignment: In a group of three people, you will plan and lead a 45- to 60-minute class on some educational question, and subsequently discuss the teaching choices you made. (25%)

Persuasive essay: Drawing on models of persuasive writing discussed in class, and on knowledge and insights gained from the course, you will write a short op-ed piece, suitable for a general audience, on an educational topic which matters to you. (25%)

Journal: Throughout the course you will keep a journal of observations, reflections, and questions prompted by the course experience. (25%)

Required Readings:

- Canestari, Alan S. and Marlowe, Bruce A. (Eds. 2004). Educational Foundations: An Anthology of Critical Readings. Thousand Oaks, CA: Sage. 240 pp. ISBN 0-7619-3031-0.
- Robertson, Heather-jane (2007). Great Expectations: Essays on Schools and Society [Our Schools/Our Selves 16 (4), Summer 2007]. Vancouver: Canadian Centre for Policy Alternatives. 310 pp. ISSN 0840-7339.

Students in all Faculty of Education courses are encouraged to review policies pertaining to academic integrity available on the Undergraduate Programs website: http://www.educ.sfu.ca/ugradprogs/student_resources/index.html

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