

**School for New Learning
HC 134 GLOBAL EDUCATION AND WORK**

FALL-2008

Faculty: Jean Marie Richine
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Location: Oak Forest Campus

Time: 6:30 PM – 9:30 PM
Date: Wednesday, 09/10/08 – 11/2008

Competencies
Offered: A4, H5, FX

Faculty Biography

Jean Marie Richine has been teaching at the School for New Learning for many years. She has taught in the Lifelong Learning area, including Learning Assessment Seminar, Critical Thinking, and Research Seminar. In addition to teaching she has extensive experience as an academic advisor in the school. She has also taught in DePaul's School of Education, undergraduate courses in Philosophy of Education, and graduate students seeking teaching certification and advanced certificates. Her work also includes supervision of student-teaching in the Chicago Public Schools.

Jean has a Bachelor Degree in Liberal Arts from DePaul University, Master Degree in Educational Leadership from University of Illinois-Chicago, and is a Doctoral candidate at the University of Illinois-Chicago in Education and Curriculum. She has worked as assistant editor on the American Educational Research Journal, Social and Institutional Analysis. Her research interests include teacher education, teacher certification / alternative teacher certifications, school policy and administration.

COURSE DESCRIPTION

Globalization has become a constant topic in the news. We can no longer content ourselves with our town, state, region, or even with our own nation. We need to think big. International politics and economies are merging. How will we compare to other nations in terms of education preparation and workplace skill? In this course students will examine ideas regarding the nature, philosophy, history, and purposes of education, and of education for work in the United States. Furthermore, students will compare our thoughts on these issues to those of other nations, our partners for the future. Students will consider the ethical implications of educational programs and philosophies and will discuss the ramifications of the developing close relationship between education and the workplace.

Week One: September 10

Introductions
Discussion of Education, Work and Global Issues
Objectives
Assignments

Week Two: September 17

Review of Week One
Discussion of Assignments
Discuss Final Paper (2)

Week Three: September 24

Review
Group Learning
Discussion
Assignments

Week Four: October 1

Review
Group Learning / Project
Discussion
Assignments

Week Five: October 8

Mid-Term Review
Group Learning
Discussion
Assignments

Week Six: October 15

Review
Group Learning
Discussion
Issues / Concerns: Final Papers

Week Seven: October 22

Review
Group Learning
Discussion
Issues / Concerns: Final Papers

Assignments

Week Eight: October 29

Review

Group Learning

Discussion

Assignments

Week Nine: November 5

Review

Group Learning

Discussion

Assignments

Week Ten: November 12

Individual Presentations

Questions / Answers

Final Review

Discussion

Submission of final paper(s)

Week Eleven: November 19

Please Note: Stated assignments for each week will be distributed weekly in class. This will include readings, writing, and other work to be determined.

Academic Integrity

Please become familiar with <http://studentaffairs.depaul.edu/handbook/code16.html>

Plagiarism: Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If a facilitator finds that a student has plagiarized, the appropriate penalty is at the facilitator's discretion. Actions taken by the facilitator do not preclude the college or the university from taking further punitive action including dismissal from the university.

Incomplete Policy

IN: An instructor should not assign a grade of IN or Incomplete unless the student has formally requested it from the instructor before the class ends. This is a temporary grade indicating that the student has a satisfactory record, but for unusual or unforeseeable circumstances not encountered by other students in the class and acceptable to the instructor is prevented from completing the course requirements by the end of the term. If faculty agree to issue an IN grade, the student and faculty must complete a contract form http://www.snل.depaul.edu/contents/current/forms/incomplete_contract.doc for the course. The contract must specify the latest date by which faculty agrees to assess missing coursework. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of the SNL Exceptions Committee.

Attendance

It is required that students attend all classes. Missing two or more classes will not allow for a passing grade. Exceptions will be made for emergencies only.

LEARNING TOOLS

Required Texts

Bills, David: Sociology of Education and Work, Blackwell Publishers, September 2004
Harf, James E., Mark Owen Lombardi: Taking Sides:Clashing Views on Controversial Global Issues, McGraw Hill Publishers, 2003