

CHAMINADE UNIVERSITY OF HONOLULU
Honolulu, HI 96816

Fall 1998

Course: ED 403, Foundations of American Education
Instructor: Sister Christina Trudeau, S.N.D., Ed.D. & Guest Speakers
Time: Thursday, 1:00-4:00 p.m.
Location: Henry Hall, Room 225

COURSE OUTLINE_

Description:

The course is designed for prospective teachers to develop a broad **understanding** of the significant themes, concepts, issues, and roles that compose the profession of education in the United States of America.

RATIONALE:

In order for **prospective teachers** to perform **effectively** they will need to understand the historical, philosophical, political, societal, and **professional** context of the profession. **They will need** adequate **information to interpret the beliefs** and behaviors in the existing system so they may participate and lead in the improvement of the system.

COURSE **OBJECTIVES**

The student will be able to:

1. Describe the historical development of the **American** school.
2. Discuss the impact of societal and economic influences in American education, and **describe** schooling programs that have been developed to respond
3. **Describe** the legal, **financial**, and political factors affecting **American** schools, and explain the philosophical influences that are reflected in them.
4. Define what creates culture. Describe the **various** responses of the schools to diversity and equity. Plan how one's **curriculum** can be infused with knowledge and appreciation of cultural diversity.
5. Know the significance of philosophy as both the basis and the goal of education.
6. **Experience** the educational process that is appropriate for American classrooms.
7. Develop and describe a personal philosophy of the purpose and practice in education.
8. Envision a school that meets the demands of the year 2010.

ASSIGNMENTS:

1. **Weekly journal** of educational happenings in USA **and the State** of Hawaii [Newspaper clippings.] With these clippings add your personal reflections of the newspaper article and comment on the issues **that** come up in class or in the texts.
2. **Four Quizzes**. Instructor will give notice of these **quizzes** the week before they are to be given.
3. **O & P Logs (4)** are to follow the log format for in-school observation and participation utilized in ED 200. They should be 2-4 pages in length. They should include a response to the focus question that is assigned for each log. The dates due may vary according to the **time** **Of O&P placements**. **Ideally, they should correspond** with the syllabus. Do not wait until the end of the course to write all four.
4. **A Research Paper: Teaching in the Third Millennium**
What type of teacher will you become in the **3rd Millennium**? How new will your messages be? What philosophy will you uphold? How will you design your **curriculum** to match your prepared environment? Remember you will be teaching in the Age of Information that still needs the human and spiritual touch!

CONTENT

1. **CHAPTERS ONE, TWO, and THREE**
 - Professional and Personal Aspects of Teaching
 - Public **View**
 - Our View
 - **Teachers** Union
 - Professional Ed **Organization**
 - **Specialty** Associations
 - Relevant Research and Study
2. **CHAPTERS FOUR, FIVE, and SIX: A Multicultural Society**
 - Characteristics of culture
 - Assimilation
 - The interaction of Language and Culture
 - **Microcultural** groups
 - Global perspective
 - **Diversity**
 - Social Justice **and** Equality

FREEDOM AND EDUCATION CHAPTERS TWELVE and THIRTEEN

- Education for **special populations**
- Global **perspectives**
- From Europe to the East Coast
- New School vs. Progressive Education
- Private Education: Then & Now

3. DOES HISTORY REPEAT ITSELF? CHAPTERS TWELVE and THIRTEEN

- Traditional Theories vs. Field Theories
- Behaviorist vs. **Experimental**
- Left Brain vs. Right Brain

MODELS IN EDUCATION THROUGH THE YEARS: LIVING UP TO THE IDEALISTS CHAPTER FOURTEEN

- Branches of Philosophy
- Metaphysics, Epistemology, Axiology
- Educational Ethics

THE ISMS IN EDUCATIONAL THOUGHT: CHAPTER FOURTEEN

- Idealism: Plato, Locke, Whitehead
- Pragmatism: Peirce, Dewey
- Existentialism: Sartre, **Kierkegaard**

4. AN EASTERN APPROACH TO EDUCATION: CHAPTER 11

- Borrowed Ideas and Ideals: Hindu, Hebrew, Chinese, Greek, Roman
- Through the Ages: The Dark Age, **Revival of Learning**
 - Medieval Universities Bologna, Paris
 - The Renaissance: Vittorinodu Peltre; Erasmus
 - The Reformation: Luther, Ignatius, Comenius, Locke
 - The Age of **Reason**: Voltaire, Descartes, Frederick the Great
 - The Emergence of Common Man: Rousseau, **Pestalozzi**, Froebel, (Montessori) **Herbert**.
 - Roots of Early Childhood Education

5. PROVIDING EDUCATION IN THE NEW WORLD: CHAPTER TWELVE

- Colonial Education and early school laws
- The **struggle** for Universal Elementary Education
- Montessori School
- The Common School
- The need for secondary schools
- Latin Grammar School
- The **American** Academy
- **High School**, Public Education

6. AIMS OF EARLY AMERICAN PUBLIC EDUCATION: CHAPTER TWELVE

- Committee of Ten
- Seven **Cardinal** Principles
- The **Eight Year** Study
- Purpose of Education in American **Democracy**
- Education for all American Youth
- Imperative Needs of Youth

7. HISTORY OF FEDERAL INVOLVMENT: CHAPTER TWELVE

- US Constitution
- Northwest Ordinance
- Morill Land Grant
- Smith-Hughes Act

DEVELOPMENT OF TEACHER TRAINING: CHAPTER TWELVE

- Again borrowed from Europe
- Colonial Teachers
- Teachers as Servants and Apprenticeship
- Teacher **Training** Academics
- Normal School
- State Teachers' Colleges
- Evolution of Teaching Materials

8. SCHOOL PRACTICES AND ORGANIZATIONAL ARRANGEMENTS: GRADE SCHOOLS

- **STUDENT REPORTS**
 - Open classroom (space)
 - Non grades (vs. graded)
 - Horizontal **articulation**
 - Team Teaching **and Differential Staffing**
 - Modular and **Flexible** Scheduling
 - Grouping, **Size**, Management
 - Tracking and Year Round Schooling
 - Assessment Tools and Testing
 - Computer Futures and Video
 - Centers, Charter School, Home School
- Discussion Groups: Connect with School Practices in Previous Class Sessions

9. DISCUSSION GROUPS: CONNECT WITH SCHOOL PRACTICES IN PREVIOUS CLASS **SESSIONS**

10. BUILDING SCHOOL PROGRAMS: CHAPTER EIGHTEEN

- Improving achievement and meeting diversity of inclusion students
- Extended programs
- Authentic assessment

11. THE RIGHTS OF STUDENTS AND TEACHERS: **CHAPTER 10**

- Responsibilities
- Professional **Dilemma**
- **Journal/Portfolio** Development

STRUCTURE AND **FINANCE** OF AMERICAN EDUCATION: CHAPTER EIGHT

- The structure of the American Educational System
- The Financing of Education Taxes and Revenue

LEGAL ASPECTS OF EDUCATION: CHAPTER NINE

- Segregation and Desegregation
- **Affirmative** Action
- Education for the Handicapped

12. TRANSFORMING SCHOOLS: CHAPTER NINETEEN

- Relevant research and site-based decision making
- Schools in the Center for Delivery of Coordinated Services
- Teacher Leadership via empowerment
- Charter Schools
- Still Special Issues?
- Adult **Literacy?**

13. PRIVATE EDUCATION

- Early History and Systems of Private Education
- U.S.A. Catholic School Programs
- The System of the Private School Today/ Speaker

14. TEST: TEACHING IN THE THIRD MILLENNIUM