

Chaminade University of Honolulu

ED40340 Foundations of American Education (3)

Spring 1998 Evening Semester, 4/10/98 - 5/12/98

Tripler Hospital Rm. 1, Fridays, 5:30 - 9:40 p.m.

Instructor: Carol Lei Price

COURSE OUTLINE

DESCRIPTION

This course is designed for elementary and secondary 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**. The course will focus on the political, philosophical and societal **influences**, legal aspects, current trends in programs and practice, and reform issues in the field of education. Students will explore responsibilities, problems, challenges, and choices facing educational institutions and educators. These inquiries will lead students to the development/description of a personal belief system about the purpose and practice of the education process, and the design of a school.

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 that system. Today's teacher has many roles to play in education, and many need to develop the skills to fulfill those roles successfully. Prospective teachers should develop a clarity of their own beliefs about education, though they may change over time, in order to justify their plans and practice in their multiple roles as educators.

So that the varied life experiences, cultural and social backgrounds, intellectual abilities, and learning styles of the students may be utilized, the course will be taught in multiple modalities. Readings, discussions, lecture, individual inquiry and reporting, collaborative activities and presentations, observation and participation, and reaction papers will be among the learning experiences for students.

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 on 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. Identify the challenges and skills needed to successfully fulfill the variety of roles of the teacher of the 21st Century.
6. Know the significance of philosophy as both the basis and the goal of education.
7. Experience the educational process that is appropriate for American classrooms.
8. Develop and describe a personal philosophy of the purpose and practice in education.
9. Envision a school that meets the demands of the year 2010.

COURSE REQUIREMENTS

Attendance and participation (5ea) 40

After one absence, or accumulated late arrivals/early departures, final grade is affected.

Observation and participation logs (4x10) 40

3-4 pages that address the focus questions, and the format found in the ED 200 Handbook.

Current events logs (20 items) 40

Weekly Reflection Journal (7x10) 70

Respond to whatever is going on in class. High quality responses will elicit extra credit.

Group Research Project and Presentation: "Professional Dilemmas..... 50

Educational Autobiography 30

Educational Philosophy and Vision 30

Extra Credit Essay 20

TOTAL points 300

Please note: Late submission of assignments may lose points. All requirements and assignments in the syllabus are subject to change to meet student learning needs.

GRADING SYSTEM

300-270 = A; 269-240 = B; 239-210 = C; 209-180 = D; 179-below = F

COURSE PROCEDURES

- Textbook chapters are to be read in advance of their presentation in class. Make notes of the 3-5 most important ideas that are covered, and 2-3 questions to ask/discuss the following week.
- Reflection Journal, due weekly, is to facilitate reflection and planning by the writer and to increase learning from the experiences in the course. Primarily written for the writer, it is also a means of communicating your knowledge and ideas to the instructor. Entries should respond to the experiences in class and with the text. Take notes in class. They will help you write later. You may include other observations and ruminations that you wish to explore. Feel free to give the instructor feedback, it is most welcome. Put a star and ph # if you want an

immediate response. The authors of journals will remain confidential, but the contents may be read to the class. Journals may be xeroxed by the instructor for research purposes, but author's names will be removed.

- 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 placements. Ideally, they should correspond with the syllabus. Do not wait until the end of the course to write all four.
- Current Events Logs. An ongoing collection of current events on education, to be shared with the instructor and classmates at selected times. (A minimum of 20 entries will be expected). Put in a notebook along with your written response to the article. Prepare a table of contents before final submission of the notebook on week nine.
- Presentations are to be experiential in nature. While they can include some descriptions/lecture, they are to include other vehicles for facilitating understanding. These might include ice breakers, role plays, simulations, videos, activities, visual aides, class discussion, cooperative learning, and other strategies. Please do not bore us. This is your chance to be creative. If you are feeling insecure about this, ask the instructor or some of your classmates for ideas/support. Please stay within the agreed time frame. Plan to be cut off, if you don't. If equipment like the overhead projector or video player are needed, please make arrangements ahead of time. Call the instructor and ask for assistance.
- Group presentations must submit a lesson plan to the instructor before presenting. Evaluation will include a group grade given by the instructor and classmates.
- Seek help when you need it: phone instructor, network with students.

ED403 Foundations of American Education
Spring 1998
COURSE SYLLABUS

INSTRUCTOR: Carol Lei Price (625-1558, 256-9416, cprice@aloha.net)

TEXT: Introduction to the Foundations of American Education, 10th Ed.,
Johnson, Dupuis, Musial, Hall, Gollnick. (1995) Allyn and Bacon.

Week 1: PROFESSIONAL ASPECTS OF TEACHING (CH 1,2,3)

Introduction and requirements

Goals of American Education

Chapters 1,2,3,: Jigsaw reading, groups present "Teaching as a **Career**"

Due next week: An Educational Autobiography. Notes on reading, **Ch.8-10**

Week 2: GOVERNANCE AND SUPPORT OF AMERICAN EDUCATION (CH 8,9,10)

Introduce research assignment

Set OP assignments, define log format

"Reproduction vs. Reconstruction of Society"

Due next week: OP Log #1 "Teacher's Work". Reflection Journal #1. Start work on research project.

Week 3: SCHOOL CONCERNS: STUDENTS, TEACHERS, A DIVERSE SOCIETY (CH 4,5,6)

Answer questions about research. Group project planning.

Multiculturalism

Current events discussion

Due next week: Reflection Journal #2

Week 4: MULTICULTURAL EDUCATION & SOCIAL FORCES AFFECTING SCHOOLS (CH 7)

Multiculturalism, Cont.

Group activity: List issues and possible solutions

Video: CNN clips of school programs that respond to problems

Due next week: OP log #2 "Visible Societal Issues That Impact on Schools".

Reflection Journal #3. Group plan and progress report.

Week 5: PHILOSOPHY, THEORY, AND PRACTICE IN U.S. SCHOOLS (CH 14,15)

Philosophies in Action

O & P Discussion

Group planning

Due next week: **Reflection** Journal #4.

Week 6: BUILDING AN EDUCATIONAL PHILOSOPHY (CH 16)

Group Planning

What's in a philosophy? Criteria for evaluation

CNN Clips

Due next week: OP #3 "Philosophy Visible in Classroom Practice". Paper: "My Educational Philosophy & Vision" (3-4 pages), bring 2 copies to share + 1 copy for instructor.

Week 7: HISTORICAL FOUNDATIONS OF AMERICAN EDUCATION (CH 11-13)

Group Presentations

What are the most significant antecedents of American education?

Group project: Develop a time line to the future

Current events discussion

Due next week: Reflection Journal #5.

Week 8: SCHOOL PROGRAMS AND PRACTICES (CH17,18)

Group Presentations

Whole Language Learning

Due next week: OP#4 "Evidences of Reform in the Classroom". Reflection Journal #6.

Current events notebook.

Week 9: RESTRUCTURING. REFORM OF SCHOOLS FOR 21 ST CENTURY (CH 19)

Group Presentations

Creating a school: essential features

Due next week: Reflection Journal #7. Portfolios and Booklets.

Week 10: SHARING OF PRODUCTS. CREATING A SCHOOL