

# Chaminade University of Honolulu

## **EDUC 200 Foundations of American Education (3)**

**Fall 1998 Evening Semester, 10/5/98 - 12/17/98**

**Schofield Barracks, Bldg. 560, Saturday 8:00 a.m. - 12:10 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 21<sup>st</sup> 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 <b>participation</b> .....	(5ea) 40
After one absence, or accumulated late arrivals/early <b>departures</b> , final grade is affected.	
<b>Observation and participation logs</b> .....	(4x10) 40
3-4 pages that address the focus questions, and the format found in the ED 200 Handbook.	
<b>Current events logs</b> .....	(20 items, extra credit) 20
<b>Reflection Journals</b> .....	(5x10)50
Respond to the focus question and whatever is going on in class. High quality responses will elicit extra credit.	
<b>Group Presentation: "One of Many Teachers' Roles.....</b>	20
Individual grade (10), Group grade (10)	
<b>Research Paper and Presentation</b> .....	40
<b>Educational Philosophy and Vision</b> .....	40
<b>Quizzes/Assignments on reading</b> .....	(5x10) 50
<b>Final Exam.....</b>	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 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.

- Quizzes will cover content presented in the previous weeks, especially from textbook chapter reading assignments. A journal entry that is focused on a specific topic may be used as a quiz.
- 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**  
**Fall 1998**  
**COURSE SYLLABUS**

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

**TEXT:** Introduction to the Foundations of American Education, 10<sup>th</sup> 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"

Introduce research assignment

Due next week: List of teachers' roles based on text survey and chapter 1-3, 8-10.

Choice of research topic.

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

Multiple teacher roles in education, plan group presentations

Set OP assignments, define log format

Answer questions about research

"Reproduction vs. Reconstruction of Society"

Due next week: OP Log #1 "Teacher's Work". 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: Outline of research.

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

Groups 1 & 2 present on "Teachers' Roles"

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". Research paper presentation plan.

Week 5: **HISTORICAL FOUNDATIONS OF AMERICAN EDUCATION (CH 11-13)**

3<sup>rd</sup> group presentation on "Teachers' Roles"

What are the most significant antecedents of American education?

Group project: Develop a time line to the future

Due next week: Research paper on "Philosophy in Education", bring 3 copies, plus a one page summary for all classmates, and prepare a 2-10 min. role play or class experiential activity to demonstrate the philosophy that you chose to study. Reread chapters 14 and 15.

Week 6: PHILOSOPHY THEORY, AND PRACTICE IN U.S. SCHOOLS (CH 14,15)

4<sup>th</sup> group presentation on "Teachers' Roles"

Presentations of "Philosophies in Action"

Due next week: Read and "assess" 2 classmates' "Philosophy in Education" papers.

Week 7: BUILDING AN EDUCATIONAL PHILOSOPHY (CH 16)

5<sup>th</sup> group presentation on "Teachers' Roles"

What's in a philosophy? Criteria for evaluation

CNN Clips

Completion of presentations of "Philosophies in Action"

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 8: SCHOOL PROGRAMS AND PRACTICES (CH17,18)

Final "Teachers' Roles" group presentations.

Whole Language Learning

Due next week, **OP#4** "Evidences of Reform in the **Classroom**". Evaluate two of your classmates' philosophies using criteria. Current events notebook.

Week 9: RESTRUCTURING, REFORM OF SCHOOLS FOR 21<sup>ST</sup> CENTURY (CH 19)

Creating a school: essential features

Due next week: Create a portfolio of all your work, use table of contents. Design a school for the year 2010.

Week 10: FINAL EXAM: SCHOOLS FOR YEAR 2010.