

ED403 Foundations of American Education

Instructor: Dr. Carrie Pickerel

Fall 1999; maw campus

Fridays 1:00 to 4:00

Instructor's Contact #: 735-4844, 550-2899, [email: cpickere@chaminade.edu](mailto:cpickere@chaminade.edu)Office: Kieffer Hall Cubicle F; Office Hours: **M,R,F** 10:00 p.m. 12:00 p.m.**Gentle Reminders:**

- 1) You shouldn't be in this **class** if you haven't **passed ED200** with an A or a B. You also should have taken and **passed** the PRAXIS I by now. If you have not **passed** and you do not pass by the end of this course, your registration for next semester is in jeopardy.
- 2) **This** is an Observation and **Participation (O&P)** course. You are to **complete** 20 hours of **O&P** in the next **fifteen weeks**. If you have not previously turned in an **O&P** request you **MUST** do one today.

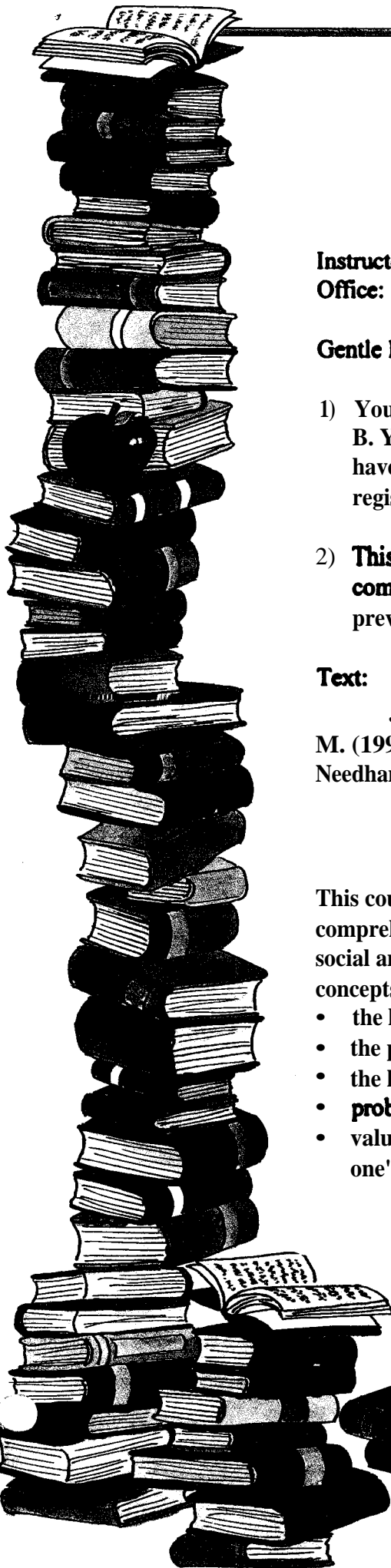
Text:

Johnson, J. A., Dupuis, V. L., Musial, D., Hall, G. E. & Gollnick, D. M. (1999). *Introduction to Foundations of Education*. 11th ed. Needham Heights, MA: Allyn and Bacon.

Course Description

This course is designed to present **prospective** educators with a comprehensive coverage of the development of the historical, philosophical, social and cultural foundations of American education. Key issues and concepts to be considered are:

- the historical **development** of the American **school** system
- the philosophical grounding of American education
- the legal aspects, political influences and **current trends** in education
- **problems**, challenges and choices **facing education/educators**
- values **clarification**, especially in regards to the educational system and one's self as an educator



Rationale

Teachers are decision makers. To become effective decision **makers, regarding education, teachers** need to understand the historical, philosophical, social and cultural **foundations** of the American **education** system. **They need** to be aware of **the** structure and governance of the educational system in order to form a **philosophy** of education, as well as **clarify** their own **values** and **personal** philosophy.

As a **classroom of prospective teachers** is **represented** by **different** cultural and social backgrounds, intellectual abilities **and** learning styles, and specialty areas (ECE, Elena, Sec, SpEd) **there** will be an eclectic approach in **presenting** this course. **Lecture**, journal writing, discussion, group **activities**, guest speakers, student **presentations**, and **O&P** in the **classroom** will be among the **types** of learning methods employed. A Service Learning option will also be employed.

Student Performance Objectives

The student will be able to:

- 1) Develop a timeline **regarding** the historical **development** of the **American** public school
- 2) Outline **the economic, societal** and cultural influences on American **education**
- 3) Explain the legal and political factors affecting American schools
- 4) Explore social **issues that** affect today's public **school students**
- 5) Observe and critique a teacher in their own setting, gathering data on teaching **techniques**
- 6) Participate **in** a full of a **teaching** role as is allowed by **the** cooperating **O&P** teacher (this could mean tutoring students **one-on-one**, small group **instruction, and/or** large group instruction)
- 7) Produce insightful, **scholarly** reports on **the** classroom **O&P** experience
- 8) Formulate a **personal** *philosophy of life* and develop a corresponding *philosophy of education*
- 9) Develop a critical **sense** of self as teacher **and** planner **in the classroom**
- 10) **Practice the** planning and **implementation** *of classroom* lessons
- 11) **Design a school layout and** a **basic school curriculum** based on **established** standards

Course Requirements and Grading System

Attendance and Participation: **Absences in** A class that meets only one time each week are very problematic. **Additionally** this course is designed to include interactive instruction **that** cannot be done **outside** of the classroom. For these reasons **attendance** is factored into your grade to some extent. Four **absences** will **result** in a lowering of **the** grade (1 letter), **regardless** of assignment and test grades. Five absences will result in failure, **regardless** of assignment and **test** grades. **While** it is *polite of you* to **inform** me **when** you will be absent, it will **still count** as an absence.

Journal - (See handout for instructions) -	15% of course grade.
Papers:	
Interview of O&P Teacher -	10% of course grade.
Philosophy of Life -	5% of course grade.
Philosophy of Education -	10% of course grade.
Lesson Plans and Presentations (Two each) -	25% of grade

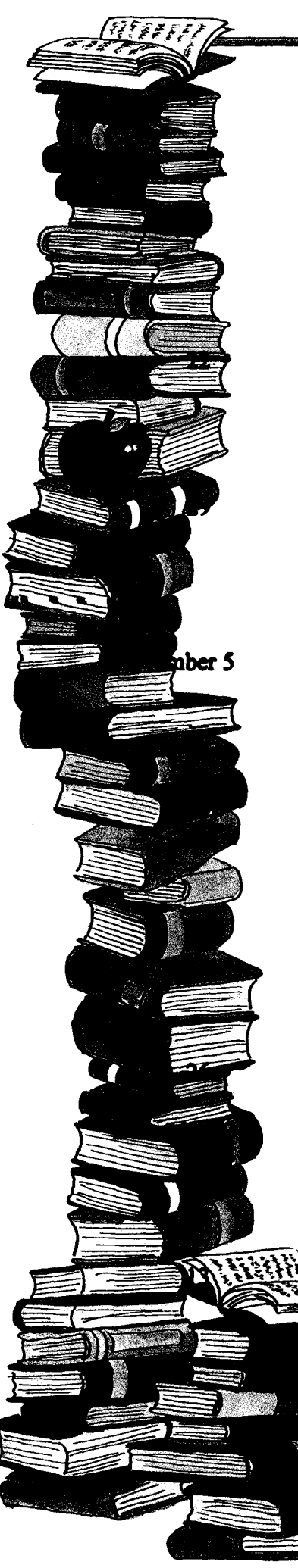
School layout and curriculum - **15%** of grade
O&P logs - formatted - **three** are required - **20%** of grade

Letter **Grades** will be based on the following percentages: 90% - 100% = A
80% - 89% = B
70% - 79% = C
~~60%~~ - ~~69%~~ = D
59% & below = F

The only **non-computer generated** assignments that will be **accepted** are the **Journals**.
Late work will **receive an automatic 5% **grade** deduction. If an **assignment** is **more** than 2 weeks **late** it will not be **accepted** without a written **contract** with the **instructor**.

Course Schedule

September 3	Course Introduction and Housekeeping Why be a teacher ? What to expect in your career . Group assignments Group meetings Assignments: Start Journal Interview O&P teacher Read Ch. 1 and 2
10	Employment Opportunities for Teachers How to find that job Speaker on Portfolios and Interview Preparation Career Placement File Interviewing Group meetings Assignments: Continue Journal Read Ch. 3
17	Group meetings on O&P A diverse society video Group meetings Assignments: Read Ch. 4 & 5
24	Education of other people's children Group meetings Assignments: O&P log on diversity Ch. 6
October 1	Presentations on subgroups



Group meetings on O&P
Structure **and** Finance of American **Education**
Assignment: Ch. 7

Group meetings on O&P
Legal aspects of education
The rights of teachers and students
Assignment: O&P log on **school/class** standards

Speaker
Effective teaching
Teaching to the standards
Assignments: Ch. 8 and 9

Group meetings on O&P
Basis of American education
Early American education
Assignments: Ch. 14

Today's American Schools
Philosophy of Life and **Education**
Assignments: Ch 11 and 12

Philosophy of **Education**
Speaker on Marianist Philosophy
Assignments: Ch 13
Philosophy of Life and Philosophy of **Education**

Groups meetings O&P
Building a school around **philosophies**
Assignments: Ch. 14 & **15**
O&P log on evidence of **teacher's** philosophy

Holiday

Designing the curriculum
Effective instruction

Individual presentations of school projects

Final Meeting 12:45 to 2:45