

Chaminade University of Honolulu

Department of Education

ED403: Foundations of American Education

Spring 1999, On-line Course

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Course Outline

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 legal aspects, political influences and current trends in education. Students will explore **responsibilities**, problems, challenges, and choices facing educational institutions and educators. Students will develop a personal belief system about the purpose and practice of the **education** process, and design of a school.

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, learning styles, and specialty areas (ECE, Elem., and Sec) there **will** be an eclectic approach in presenting this course. Lecture, journal writing, discussion, group **activities**, **student** presentations, and observation/participation in the classroom will be among the types of learning methods employed.

Course Objectives:

The student will:

- Describe the historical development of the **American School**.
- Gain understanding and appreciation of the economic, societal and cultural influences in American education.
- Develop an awareness of the legal and political factors **affecting** American schools.
- Explore issues that impact education and schooling.
- **Understand** the **significance** of philosophy as both the basis and the goal of education.
- Experience the educational process in real life classrooms and school situations.
- Formulate a personal philosophy of life and develop a corresponding philosophy of education.
- Envision a school that meets the demands of the year 2010.
- Begin to develop a critical sense of self as teacher and planner in the classroom.
- Practice the planning and **implementation** of classroom lessons.

Online **Course** and Grading System:

Attendance and Participation:	20%
Journal (due 6/10)	20%
Papers:	
Life Phil. & Phil. Of ED. (due 5/27)	
Classroom narrative (due 6/10) Combined	20%
Individual Presentation & Vision of 2010 Schools (Due when presented)	20%
Classroom Observations: Use format from ED200	20%

Letter grades will be based on the following Percentages:

90% - 100%	= A
80% - 89% ⁰	= B
70% - 79%	= C
60% - 69%	= D
50% & below	= F

***I **will** determine your attendance and participation grade by monitoring the number of bits I receive. **The** minimum is once a week. I **will also** be **looking** at **the quality** and quantity **of your** responses.

*** Late work will receive an **automatic** 5°A **grade deduction**. Man **assignment is** more **than** 2 weeks late, 15% **will** be deducted from the grade. Note: This deduction **will** be from **the grade you would** have **received** if it **had** been turned in **on time**, not from **the total possible points**.

*** I've given you the ISBN # **in** case **you** need to order the book **elsewhere**. A great **source** is www.ACSES.com.

*** For your **journal** I would **like** for you to **reflect** upon your **experiences** and **observations** in the classroom. If **possible relate them** to **the topics** that we are discussing in **this course**.

*** Please **send all** papers as plain **text** instead of **attachments**.

*** A tentative **date** in the week of June **21st** has been set to share **individual presentations** and **visions** of the **classrooms** of **2010**. I **will** give you the **exact** day at a **later date**. **This will coincide** with your **meeting with** Dr. Bogart.

Online Schedule
ED403-Spring 1999
Thursdays 5:30-9:40

Week 1
April

Course **introduction** and housekeeping activities
Introductions
Check web sites on P.36
Share **comments on** web sites
Assignment: Chapters 1-2
Begin Journals

Week 2
April 15th

Discussion of **Chapters** 1-2
Check web sites on p. 60
Share comments on web **sites/readings**
Assignment: Chapters 3-5
Continue Journal

Week 3
April 22nd

Discussion of **Chapters** 3-5
Share classroom experiences
Check web sites p. 100 & 140
Share comments on web sites
Assignment: Classroom **observations- Complete one log**
Continue Journals

Week 4
April 29th

Check web sites p.171
Discussion of **Chapters** 3-5
Share comments on web sites.
Assignment: Chapters 6-7
Continue Journal

Week 5
May 6th

Discussion of Chapters 6-7
Share **classroom experiences**
Check web sites p.221-270
Share **comments** on web sites
Assignments: Chapters 8-10
Classroom observation- complete one log

Week 6
May 13^h

Discussion of **Chapters** 8-10
Check web sites p 293, 324, 350
Share comments **web** sites
Assignment: Chapters 11-13

Continue Journals

Week
May 20th

Discussion of **Chapters** 11-13
Share experiences in classroom
Check web sites p.381, 408, 431
Share comments about web sites
Assignment: Chapters 14-15
Prepare individual **presentations**
Continue Journals
Philosophy of Life Paper
Philosophy of Education Paper

Week 8th

May 27th

Discussion Chapters 14 -15
Check web sites p.466 & 503
Share **comments** on **web** sites
Assignment: **Continue classroom** observations
Prepare individual **presentations**
Classroom observation-complete one log

Week 9
June 3rd

Share current event articles
Share classroom experiences
Assignment: Design a 2010 classroom

Week 10

Share vision of 2010 classroom
Share **other** web sites of **interest**
Will you **be** ready to teach?
Class **evaluations**

Note: The syllabus **will** be adjusted to meet **the** needs of the class.