

SE99  
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## Chaminade University of Honolulu Department of Education

### **ED403: Foundations of American Education**

Spring 1999, Thursday 5:30-9:40 Location: Tripler

**Instructor: S. Galarza**

Contact #'s: 486-3877 [e-mail: Sar42gal@aol.com](mailto:Sar42gal@aol.com)

### 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.

## Course Requirements and Grading System:

Attendance and Participation:	20%
Journal (due 3/17)	20%
Papers: Interview (due 1/27)	
Life Phil. & Phil. Of ED. (due 2/24)	
O & P narrative (due 3/17) Combined	20%
Lesson Plans & Presentations: (2 each) (Due when presented)	16%
O & P logs: Use format from ED200	20%

Letter grades will be based on the following Percentages:

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

\* \* \* Absences in a class that meets only one time each week are very problematic. Your Attendance and Participation grade will be lowered 5% for each absence (the only exception is the 1' class meeting).

\*\*\*Untyped versions of papers and lessons plans will not be accepted. Make friends with folks who have a computer, visit the CUH computer lab, go to Kinkos.... Your journal does not have to be typed. All papers should be proofread carefully, as points will be deducted.

\*\*\* Late work will receive an automatic 5% grade deduction. If an assignment is more than 2 weeks late, 15% will be deducted from the grade. Note: I am talking about a grade deduction from the grade you would have received if the paper was on time, not from the total possible points.

Teat:

Johnson, J.A., Dupuis, V.L., Musial, D., Hall, G.E., & Gollnick, D.M. (199b).

*Introduction to the Foundations of American Education.* 11<sup>th</sup> ed. Needham Heights, MA: Allyn and Bacon

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

**Course introduction** and housekeeping activities  
Classmate- **Teambuilding** Activities  
O&P Placements- Forms and questions  
Group Activities  
**Current** issues in education  
**Assignment: Chapters** 1-3  
Begin Journals

**Lecture/Discussion** of Chapters 1-3  
**Group Activity-Interviews**  
Group **Activities-** related to **Chapters** 1-3  
**Group** Time for **planning** presentations  
**Assignment:** Chapters 4-7  
Start O & **P-** interview  
Continue Journal

**Lecture/Discussion** of Chapters 4-7  
*Group Time- O&P sharing*  
Group Activities related to **Chapters** 4-7  
*Group Time for planning presentations*  
**Assignment:** Continue O&P **Complete** one log  
**Continue Journals**  
**Prepare group** presentations

Group Presentations (chapters 4-7)  
**Lecture/Discussion** of **Chapters** 4-7  
**Assignment: Chapters** 8-10  
Group **Time-O&P sharing**  
**Continue Journal**

**Lecture/** Discussion of **Chapters** 8-10  
**Group Time-O&P sharing**  
*Group Activities related* to Chapters 8-10  
**Assignments: Chapters** 11-13  
**Continue** O&P **complete** one log

Lecture/Discussion of **Chapters** 11-13  
**Group** Activities **related** to Chapters 11-13  
**Assignment: Chapters** 14-16  
**Philosophy** of Life paper  
**Philosophy of** Education Paper  
**Continue** O&P  
Continue **Journals**

**Week 7**  
May 20<sup>th</sup>

**Lecture/Discussion** of Chapters 14-16  
Group **Time-O&P** sharing  
Group Activities related to Chapters 14-16  
**Assignment: Chapters** 17-18  
**Prepare** individual **presentations**  
**Continue** O&P complete one log  
Continue **Journals**

**Week 8<sup>th</sup>**  
May 27<sup>th</sup>

**Individual Presentations** of **Chapters 17-18**  
**Assignment: Continue O&P**  
Journal is due 3/17

**Week 9**  
June 3<sup>rd</sup>

Individual Presentations of Chapters 17-18  
Group **Time-O&P** sharing  
**Assignment: Chapter 19**  
**Continue** O&P

**Week 10**  
June 10<sup>th</sup>

**Lecture/Discussion** of *Chapter 19*  
Will you be ready to teach?  
Class **evaluations**

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

# Chaminade University of Honolulu

## Department of Education

**ED403<sup>80</sup>: Foundations** of American Education  
Winter 1999, **Wed. 5:30-9:40**  
Instructor: S. Galarza  
Contact #'s: **486-3877** **e-mail:** [Sar42gal@aol.com](mailto:Sar42gal@aol.com)

### 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.

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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.

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#### Course Objectives:

The student will:

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- 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.

## Course Requirements and Grading System:

Attendance and Participation:	20%
Journal (due 3/17)	20%
Papers: Interview (due 1/27)	
Life Phil. & Phil. Of ED. (due 2/24)	
O & P <b>narrative</b> (due 3/17) Combined	20%
Lesson Plans & Presentations: (2 each)	20%
(due when presented)	
O & P logs: format is provided	20%

Letter grades will be based on the following Percentages:

90% - 100%	= A
80% - 89%	= B
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### Text:

J\*son, J.A., Dupuis, V.L., Musial, D., Hall, G.E., & Gollnick, D.M.(1996). *Introduction to the Foundations of American Education*. 10<sup>th</sup> ed. Needham Heights, MA: Allyn and Bacon

**Schedule**  
**ED403-Winter 1999**  
**Wednesdays 5:30-9:40**

Week 1  
**January 13<sup>th</sup>**

Course introduction and housekeeping activities  
Classmate- Teambuilding Activities  
O&P Placements- Forms and questions  
Group Activities  
Current issues in education  
**Assignment:** Chapters 1-3  
Begin Journals

Week 2  
**January 20<sup>th</sup>**

**Lecture/Discussion** of Chapters 1-3  
Group Activity Interviews  
Group Activities related to Chapters 1-3  
Group Time for planning **presentations**  
**Assignment:** Chapters 4-7  
Start **O & P Interview**  
**Continue** Journal

Week 3  
**January 27<sup>th</sup>**

**Lecture/Discussion** of **Chapters 4-7**  
Group Time- O&P sharing  
Group Activities related to Chapters 4-7  
Group Time for **planning** presentations  
Assignment: Continue O&P Complete one log  
continue Journals  
**Prepare group** presentations

Week 4  
**February 3<sup>rd</sup>**

Group Presentations (chapters 4-7)  
**Lecture/Discussion** of Chapters 4-7  
Assignment: Chapters 8-10  
Group Time-O&P **sharing**  
**Continue Journal**

Week 5  
**February 10<sup>th</sup>**

**Lecture/ Discussion** of **Chapters 8-10**  
Group Time-O&P **sharing**  
Group Activities **related** to **Chapters 8-10**  
Assignments: Chapters 11-13  
Continue O&P- complete one log

Week 6  
**February 17<sup>th</sup>**

**Lecture/Discussion** of Chapters 11-13  
Group Activities related to Chapters 11-13  
Assignment: Chapters 14-16  
**Philosophy of Life** Paper  
Philosophy of Education Paper  
**Continue** O&P  
**Continue** Journals

Week 7  
February 24h

Lecture/Discussion of Chapters 14-16  
Group Time-O&P sharing  
Group **Activities related to Chapters** 14-16  
Assignment: Chapters 17-18  
Prepare individual presentations  
Continue O&P- complete one log  
Continue Journals

Week 8<sup>th</sup>  
March 3<sup>rd</sup>

Individual Presentations of Chapters 17-18  
Assignment: Continue O&P  
Journal is due 3/17

Week 9  
March 1&

Individual Presentations of Chapters 17-18  
Group Time-O&P sharing  
**Assignment:** Chapter 19  
Continue O& P

Week 10  
March 17<sup>th</sup>

Lecture/Discussion of **Chapter** 19  
Will you be ready to teach?  
Class evaluations

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