

ED403 Foundations of American Education
Instructor: Dr. Carrie Pickerel
Fall 2000; Main Campus - Thursdays 1:00 to 4:00

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Office: Kieffer Hall Cubicle F; Office Hours: T, R, F 10:00 a.m.-12:00 p.m.

Gentle Reminder:

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.

Text: Johnson, J. A., Dupuis, V. L., Musial, D., Hall, G. E. & Gollnick, D. M. (1999). Introduction to the Foundations of American Education. 11' 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 regard 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, Elem, Sec, SpEd) there will be an eclectic approach in presenting this course. Lecture, journal writing, discussion, group activities, guest speakers, and student presentations 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) Explore the career opportunities within education
- 2) Open a career placement file at CUH
- 3) Practice interviewing techniques
- 4) Discuss the various ways in which a practicing teacher can demonstrate their effectiveness, professional growth and worth to the school
- 5) Develop a timeline regarding the historical development of the American public school
- 6) Outline the economic, societal and cultural influences on American education
- 7) Explain the legal and political factors affecting American schools
- 8) Explore social issues that affect today's public school students
- 9) Locate, present and explain a videotape demonstration of a teacher displaying their philosophy of education
- 10) Formulate a personal philosophy of life and develop a corresponding philosophy of education
- 11) Develop a critical sense of self as teacher and planner in the classroom
- 12) Research and present information on one set of state content area standards
- 13) Practice the planning and implementation of classroom lessons
- 14) Design a school layout and a basic school curriculum based on established standards
- 15) Have the opportunity to interact with the community and gain valuable employment skills through a Service Learning Project

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. Three 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 or Service Learning-	20% of course grade
Videotape location, presentation & explanation	5% of course grade
Papers: Interview of a Teacher -	5% of course grade
Philosophy of Life -	5% of course grade
Philosophy of Education -	10% of course grade
Lesson Plans and Presentations (Two each) -	10% of grade
Group Presentations on Content Standards -	20% of grade
School layout and curriculum -	25% of grade

(See attached explanations for each assignment)

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

August 31	<p>Course Introduction and Housekeeping</p> <p>Why be a teacher? What to expect in your career.</p> <p>Group assignments and meetings - Content Standards</p> <p>Assignments: Start Journal or Service Learning</p> <p style="padding-left: 40px;">Interview teacher</p> <p style="padding-left: 40px;">Read Ch. 1 and 2</p>
September 7	<p>Employment Opportunities for Teachers</p> <p>How to find that job</p> <p>Speaker on Portfolios & Interview Preparation</p> <p>Career Placement File</p> <p>Interviewing for a job</p> <p>Keeping the job - Demonstrating your worth</p> <p>Group meetings - Content Standards</p> <p>Assignments: Continue Journal or Service Learning</p> <p style="padding-left: 40px;">Read Ch. 3</p>
September 14	<p>Turn in write-up on teacher interview</p> <p>A diverse society</p> <p>Video</p> <p>Group meetings - Content Standards</p> <p>Assignments: Continue Journal or Service Learning</p> <p style="padding-left: 40px;">Read Ch. 4 & 5</p>
September 21	<p>Education of other people's children</p> <p>Group meetings - Content Standards</p> <p>Assignments: Continue Journal or Service Learning</p> <p style="padding-left: 40px;">Ch. 6</p>
September 28	<p>Presentations on sub-groups</p> <p>Structure and Finance of American Education</p> <p>Assignment: Continue Journal or Service Learning</p> <p style="padding-left: 40px;">Ch. 7</p>
October 5	<p>Legal aspects of education</p> <p>The rights of teachers and students</p> <p>Group Meetings - Content Standards</p> <p>Assignment: Continue Journal or Service Learning</p>
October 12	<p>Speaker - Middle School Education</p> <p>Effective teaching</p> <p>Assignments: Continue Journal or Service Learning</p> <p style="padding-left: 40px;">Ch. 8 and 9</p>

October 19	Basis of American education Early American education Group Meetings - Content Standards Assignments: Continue Journal or Service Learning Ch. 10
October 26	Today's American Schools Philosophy of Life and Education Group Meetings - Content Standards Assignments: Continue Journal or Service Learning Ch 11 and 12
November 2	Philosophy of Education Speaker on Marianist Philosophy Assignments: Continue Journal or Service Learning Ch 13 Philosophy of Life & Philosophy of Ed.
November 9	Building a school around philosophies Videotape presentations Group Meetings - Content Standards Assignments: Continue Journal or Service Learning Ch. 14&15
November 16	Designing the curriculum Content Standards presentations
November 23	Gobble Gobble!
November 30	Individual presentations of service learning projects
December 7	Individual presentations of school designs
December 12	Final Exam - NOTE - This is a Tuesday. The final is scheduled for 12:45 to 2:45. Attendance is required.