

CHAMINADE UNIVERSITY OF HONOLULU

ED 403 Foundations of **American** Education

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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 to clarify their own values and personal philosophy.

OBJECTIVES

- 1- To study the history of the development of public schooling in the United States of America.
- 2- To expose students to economic, societal, and cultural influences on American education.
- 3- To explore the legal and political factors affecting American schools.
- 4- To investigate social issues that affect today's public school students.
- 5- To expose students to various philosophies and theories of education.
- 6- To develop and awareness of the broad aims of education in a democracy and the assumptions that underlie those aims.
- 7- To explore various models of curriculum in light of established curriculum standards.

OUTCOMES

Upon successful completion of this course, students will be able to:

- 1- make a timeline that shows 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- articulate social issues that **affect** today's public school students;
- 5- formulate a personal philosophy of education;
- 6- discuss the aims of education in a democracy;
- 7- develop a basic school curriculum based on established standards.

TEXT

Johnson, J., Dupuis, V., Musial, D., Hall, G., Gollnick, D. (1999). Foundations of American Education (Eleventh Edition). Allyn Bacon. ISBN # 0-205-27442-0

METHODS

Lecture

Discussion

Small Group Work

Journal Activities

Quizzes

Student Presentations

Video

Research

EVALUATION

Attendance	45 points	18%
Participation	45 points	18%
Chapter Reflections	65 points	26%
Quizzes	65 points	26%
Project/Paper	22 points	9%
Presentation	8 points	3%
Total	250 points	100%

225-250	A	Superior
200-224	B	Excellent
175-199	C	Average (dangerous territory - must maintain "13" average in ed courses
150-174	D	(must repeat course)
Below 150	F	

Superior work includes, but is not limited to:

- 1- full attendance
- 2- outstanding participation in labs and discussions
- 3- all **assignments** turned in on time
- 4- all written work
 - a- uses correct spelling, punctuation, grammar, etc
 - b- is written in a style that is concise and reflects clear thinking, a clearly identified main point or theme, and is well organized
 - c- demonstrates reflection, analysis, evaluation, and application where appropriate
 - d- is presented professionally and aesthetically.

ASSIGNMENTS AND RUBRICS FOR EVALUATION

1. It is important to attend every class. full **attendance** means being on time for class as well as returning after breaks and staying until the end of class. Students should remember that one class session on an accelerated schedule is the equivalent of four regular classes. More than one absence would necessitate withdrawal. **3pts/class** for full attendance
2. Not only is attendance required, **full participation** is equally important. Students will earn points for coming to class prepared to discuss the reading material, participation in large and small group discussions, and in lab activities. Full attendance is necessary in order to earn full participation points. **3 pts/class** for full participation
3. **Chapter reflections** on assigned readings are due for each class. They should be a minimum of one and no more than two double spaced pages. 1 point for turning **assignment** in on time; 1 point for correct grammar, **syntax** and spelling; 3 points for content, quality of arguments, and quality and succinctness of expressing ideas. **5 points possible for each**
4. At the beginning of each class session, a **quiz** will be given on the readings. Points for essays will be allocated as follows: 3 for completeness of response, 1 for quality of expression, 1 for organization of thoughts/ideas. Objective tests will have ten to twenty questions. **5 points possible for each**
5. Students will design a school layout and a basic school curriculum based on established standards and present it to the class. **Presentation** must include visuals. **Evaluation** will be as follows: 2 point for creativity of visuals, 2 point for aesthetics of visuals, 2 points for presentation itself, 2 point for stage presence. Students will also participate in evaluation. **8 points possible**
6. The presentation is a result of a **project** that involves a paper in which you design "School for the year 2010." Money is no object (you have a 5 billion dollar grant!) The **design** must include a **mission statement**, vision, school environment, governance, community relationship, curriculum, instruction, and evaluation. the paper should be 5-7 pages of narrative, **a flow chart, and two Visual aids** (design of the school and design of a classroom). Two points are possible for each of the eight topic headings, 2 points for the flow chart, and two points for each of the designs. **22 points possible**

SCHEDULE OF CLASSES

Jan 20	Introductions Getting to know you Syllabus/Orientation to course Video
Assignments: due 1/27	Read: Chapters 1 and 2 Write: Chapter reflection # 1
Jan 27	Quiz Group Discussion of Chapters Small Group Activities
Assignments: due 2/3	Read: Chapter 3 Write: Chapter Reflection # 2
Feb 3	Quiz Group Discussion of Chapter Small Group Activities
Assignments: due 3/10	Read: Chapter 4 Write: Chapter Reflection # 3
Feb 10	Quiz Group Discussion of Chapter Small Group Activities
Assignments: due 2/17	Read: Chapter 5 Write: Chapter Reflection # 4
Feb 17	Quiz Group Discussion of Chapter Small Group Activities
Assignments: due 2/24	Read: Chapters 6 and 7 Write: Chapter Reflection # 5
Feb 24	Quiz Group Discussion of Chapters Small Group Activities
Assignments: due 3/2	Read: Chapter 8 Write: Chapter Reflection # 6
Mar 2	Quiz Group Discussion of Chapter Small Group Activities
Assignments: due 3/9	Read: Chapter 9 Write: Chapter Reflection # 7
Mar 9	Quiz Group Discussion of Chapter Small Group Activities
Assignments: due 3/16	Read: Chapter 10 Write: Chapter Reflection # 8

Mar 16	Quiz Group Discussion of Chapter Small Group Activities Assignments: due 3/23	Read: Chapter 11 Write: Chapter Reflection # 9
Mar 23	Quiz Group Discussion of Chapter Small Group Activities Assignments: due 4/6	Read: Chapter 12 Write: Chapter Reflection # 10
Mar 30	HOLIDAY	
Apr 6	Quiz Group Discussion of Chapter Small Group Activities Assignments: due 4/13	Read: Chapter 13 Write: Chapter Reflection # 11
Apr 13	Quiz Group Discussion of Chapter Small Group Activities Assignments: due 3/20	Read: Chapter 14 Write: Chapter Reflection # 12
Apr 20	Quiz Group Discussion of Chapter Small Group Activities Assignments: due 4/27	Read: Chapter 15 Write: Chapter Reflection # 13
Apr 27	Quiz Group Discussion of Chapter Small Group Activities Assignment: due 5/4	Prepare: for Student Presentations
May 4	STUDENT PRESENTATIONS	
Assignment: due 5/11	Prepare: for written final	
May 11	Written Final	

This syllabus will be changed or modified as necessary to meet the needs of students.

DESIGNING A SCHOOL: ENVIRONMENT AND CURRICULUM

- 1- Mission Statement:** A one sentence statement that summarizes your goals for the school.
- 2- Vision:** A paragraph that details the goals and objectives of the school, including what children are going to be like when they emerge from your school.
- 3- Environment of the School:** Both a narrative and visual representation that show the physical design of the building(s) and at least one classroom is needed. State what facilities, materials, supplies and equipment will be available, and how they will be allocated.
- 4- Governance:** You need to explain if your school is public, private or parochial and back up the decision. You also need to design a flow chart to explain the relationship of individuals within the school and the outside administration to which the school reports.
- 5- Community Relationship:** A narrative is needed that explains where the school is located and how it interacts with its outside community. Additionally this section should cover the school-parent interaction.
- 6- Curriculum:** A bulleted list of subjects taught should start this section, but a narrative explaining the connections between the subjects is also necessary. Focus on the content, organization and focus of the curriculum of the school.
- 7- Instructions:** Detail the philosophy upon which the school was formed and discuss the instructional methods to be used by the teachers you will eventually hire.
- 8- Evaluation:** Describe the way in which you will assess the productivity of your school, the teachers, and the students. How will you evaluate the work, and aid in the continual progression of each individual, as well as the institution?

ALTERNATIVE ASSIGNMENT FOR CHAPTER REFLECTIONS

Each student is expected to submit a reflective paper. The syllabus calls for that paper to be done on the chapter readings. However, students may choose to write about current issues in education or in the local schools that they learn about through news stories at either the local or national levels.