



EDUC 630 - History & Profession of Education
Winter 2018
3 Credits
Online

Instructor: Scott Wylie
Email: scott.wylie@chaminade.edu
Phone: (808) 440-4268

Office Hours: Tuesday, 4:00-6:00p
Office Location: Brogan Hall, 115

Required Texts:

Webb, L.D. & Metha, A. (2016). *Foundations of American Education (8th edition)*.
ISBN-13: 978-0134026411

Helpful Resources / Supplementary Materials:

Resource	Service(s) Provided
The OWL - Purdue Online Writing Lab	Online resource for writing and citing research using APA formatting.

Course Catalog Description:

This course covers the general history, standards, and professionalism in education with an overview of the philosophical, legal, current trends in educational theory, and multicultural issues in education.

Mission Statement:

The mission of the education division is to foster the education of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist's values, current research, and best practices.

Marianist Values:

1. Educate for Formation in Faith
2. Provide an Integral Quality Education
3. Educate in Family Spirit
4. Educate for Service, Justice, and Peace
5. Educate for Adaptation and Change

WASC Core Competencies:

1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

Program Learning Outcomes (PLOs):

1	Content Knowledge (Knowledge of subject matter)
2	Developmentally Appropriate Practice (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning)
3	Pedagogical Content Knowledge (Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner)
4	Educational Technology (Knowledge of and application of appropriate technology for student learning)
5	Assessment for Learning (Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning)
6	Diversity (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments)
7	Focus on Student Learning (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology)
8	Professional & Ethical Dispositions and Communication (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues).

Course Learning Outcomes (CLOs):

1	Demonstrate an understanding of the inter-relationship between the history of education, educational leaders, and important political, economic, religious, and intellectual movements.
2	Understand the key tools and resources necessary to be a teacher, including APA style, the use of published literature, and technology.
3	Articulate a clear and reasoned professional identity.
4	Develop an understanding of the different paradigms of social justice and peace, including the Marianist perspectives, together with their relationship to reform and transformation.
5	Describe the history of education and the laws that govern programs and services.
6	Recall and apply state and national standards for education.

Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6
Marianist Values	2	2	2	1, 3, 4, 5	2	2
WASC Core Competencies	1, 4	1, 5	4	4	4, 5	4, 5
Program Learning Outcomes	1	4	1, 8	1, 6, 7, 8	1, 7, 8	1

Course Requirements:**Readings**

Readings will be assigned each week to frame our discussion in class. It is vital that the deadlines are followed so that there is genuine class discussion and an opportunity for peer review and learning. The readings will come primarily from the assigned course texts; however, there will be occasions in which additional readings will be required.

Assignments

Students will complete a number of assignments based on the assigned readings and develop assessment instruments incorporating the strategies discussed in class. The specifics of these assignments are outlined on the following pages.

Collegiality & Professionalism

We will create an open environment where diverse opinions, viewpoints, and perspectives are appreciated and respected. As we perfect the art of teaching, we should be conscious of the fact that our craft can (and should) be approached from multiple perspectives.

Course Communication

Email is the best way to reach me with questions about course assignments or policies. I will answer all emails by the next school day (usually within 24 hours, though weekends may take longer).

Grading:

Assignments should be turned in on the due date noted in the syllabus or otherwise indicated in class; late assignments will impact your grade in the course. Letter grades for the course will be determined by the following formula:

Chapter Discussion & Response Posts	150 Points
Educational Theory Comic Strip & Peer Feedback	40 Points
History of Education Timeline & Peer Feedback	40 Points
Controversial Educational Issue Annotation & Response	40 Points

Total:**270 Points**

Letter grades are defined as follows:

A (270-243 points)	B (242-216 points)	C (215-189 points)	F (188-0 points)
-----------------------	-----------------------	-----------------------	---------------------

*Note: Education majors need to earn a grade of “B” or better.***Chapter Discussion & Response**

These discussions are the central component of the course and participation is required. The purpose is not to prove that you have completed the reading and they are not simple summarization exercises to earn course credit. Instead, the discussion boards are our link as a community of scholars. They are a space to explore the texts, to ask questions, to challenge assumptions – ultimately, they are a place to grow as learners and as teachers. Please give these discussions the respect they deserve and check in frequently for updates. The success of the course rests on the quality of these discussions.

Your initial response to each prompt is due by 11:59pm every Thursday. The initial responses should be a minimum of 300 words, cite the assigned texts (including page numbers), and be free of spelling and grammatical errors. A rubric for this assignment can be found below.

You are also required to respond to at least one of your classmates by 11:59pm every Sunday. Responses should be a minimum of 300 words and must advance the conversation (e.g. ask a question, challenge a viewpoint, build on an argument).

Discussion responses will be graded within one week of submission. Please check Canvas for feedback on your discussion posts and incorporate this feedback into your future posts.

Educational Theory Comic Strip

Comic strips provide a unique opportunity to present complex concepts in a clear and concise manner. In this assignment, you will be writing a comic strip based on one of the theories outlined in chapter four. The comic strip should explain the key ideas of your assigned theory and include your response to those ideas. Be creative! You could choose to literally represent the leading educational proponents who supported these theories and put yourself in conversation with them, or you could create a new situation in which you encounter these ideas and respond to them. Whatever you decide, your comic should include both the factual details about the theory and your feelings (agree or disagree) with the theory. Detailed instructions for completing this assignment are located on the course Canvas page.

History of Education Timeline

In this assignment, you will outline some of the key issues, events, and people described in chapters five, six, and seven. The purpose of this assignment is not merely to document events in a linear fashion, but rather to show connections between events, develop an argument for a particular

interpretation, or show how an idea has developed over time. Be creative! You could choose to show how opinions on standardized tests have changed over time, how the curriculum has become increasingly diverse, or any other trend you want to display. These ideas should be logical and well-supported by the ideas in the chapter. Detailed instructions for this assignment are located on the course Canvas page.

Controversial Educational Issue Annotation and Response

Each chapter in the *Foundations* textbook has a section titled, “Controversial Issues”. For this assignment, you will choose one of those issues to explore in greater detail. You will begin by creating a ProQuest RefWorks account and completing the modules linked in Canvas. You will then identify three peer-reviewed journal articles on your topic and create an annotated bibliography listing each text. Detailed instructions for this assignment are located on the course canvas page.

University Policies

Academic Honesty Statement: Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one’s own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.

Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else’s work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else’s exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.

- Copying and pasting large quotes or passages without properly citing them.

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center: 808-735-4845
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Disability Access:

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

Writing Standards:

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
2. Adopt modes and styles appropriate to their purpose and audience.
3. Be clear, complete, and effective.
4. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

Class Schedule

Week	Assigned Readings
1	Topic: Challenges of Becoming a Teacher Assigned Readings: <i>Foundations</i> – Chapter 1 The Green Monongahela by John Taylor Gatto

	Assignments Due: Student Introductions Becoming a Teacher Discussion & Response
2	Topic: Understanding Educational Theory (Part 1) Assigned Readings: <i>Foundations</i> – Chapter 4 Assignments Due: Educational Theory Discussion & Response Create Pixton Login & Complete Tutorial
3	Topic: Understanding Educational Theory (Part 2) Assigned Readings: <i>Foundations</i> – Chapter 4 Assignments Due: Educational Theory Comic Strip and Peer Feedback
4	Topic: History of Education (Part 1) Assigned Readings: <i>Foundations</i> – Chapter 5, 6, 7 Assignments Due: History of Education Discussion & Response Create Canva Login & Complete Tutorial
5	Topic: History of Education (Part 2) Assigned Readings: <i>Foundations</i> – Chapter 5, 6, 7 Assignments Due: History of Education Timeline and Feedback
6	Topic: Social Justice Education Assigned Readings: Five Essential Components for Social Justice Education by Heather Hackman Assignments Due: Social Justice Discussion & Response
7	Topic: Educational Laws and Regulations Assigned Readings: <i>Foundations</i> – Chapter 12 Assignments Due: Educational Laws Discussion & Response

8	Topic: State and National Standards Assigned Readings: <i>Foundations</i> – Chapter 15 Assignments Due: State and National Standards Discussion & Response
9	Topic: Controversial Educational Issues (Part 1) Assigned Readings: <i>Foundations</i> – “Controversial Issue” (All Chapters) Assignments Due: Create ProQuest Refworks Account Annotated APA Bibliography
10	Topic: Controversial Educational Issues (Part 2) Assigned Readings: <i>Foundations</i> – “Controversial Issue” (All Chapters) Assignments Due: Controversial Issue Discussion & Response