

**Chaminade University of Honolulu  
Educational Assistant Cohort**

**ED 480 70 Foundations of American Education  
Winter, 2003**

Instructor:	Sheila Apisa	
Location:	Moanalua Middle School	Tuesday 5:00 – 9:00
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**Course Description and Goals:**

The goal of this course is to develop teachers who are effective decision makers. To become effective decision makers regarding education, teachers need to understand the historical, philosophical, social, cultural, and psychological foundations of the American education system. It is also imperative for teachers to have a general understanding of the psychological theories and concepts that impact learning.

**Course Objectives:**

- ◆ Students develop an awareness of the broad aims of education in a democracy and the assumptions that underlie those aims.
- ◆ Students study the history of public schooling in America.
- ◆ Students investigate the legal, political and cultural factors affecting American schools.
- ◆ Students become familiar with various philosophies and theories of education.
- ◆ Students explore social issues that impact today's public school students.
- ◆ Students learn how cognitive and language abilities develop in children.
- ◆ Students explore the personal, social and emotional development of children.
- ◆ Students learn how intelligence, culture, socioeconomic status, gender and exceptionalities affect learning.
- ◆ Students explore behaviorist, social cognitive, and cognitive perspectives on learning
- ◆ Students learn about complex cognitive processes and their relationship to content area instruction.
- ◆ Students explore motivation and the creation of productive learning environments for students.
- ◆ Students will learn to do research and develop a paper to express their findings.

**Course Text:****Foundations of American Education 12<sup>th</sup> Edition**

James A. Johnson, Victor L. Dupuis, Diann Musial, Gene Hall and Donna M. Gollnick  
Allyn & Bacon. Boston, Mass., 2002 ISBN 0-205-32387-1

**Course Requirements:****Attendance & Participation Requirement:**

Regular attendance is of primary importance and is required. Tardiness and/or leaving class before dismissal will be noted and reflected in points awarded.

Excused absences are those that are cleared with the instructor at least 2 days before class and which involve a professional obligation.

Unexcused absence for a personal emergency or illness is allowed one time. Understand that two or more absences will preclude you receiving an A in this class.

Participation during class sessions is considered in assigning credit. Participation is being involved in the class lesson, assignments & activities, as well as having a cooperative and supportive attitude toward others.

**Academic Requirements:**

Students are expected to complete assigned reading prior to class. This class will be conducted as a seminar class and discussion of readings will be an important part.

All late assignments will lose five (5) points for each day they are late. Any assignment that is more than five days late will not be accepted and no credit will be given.

Requests for incompletes must be submitted in writing with a justification and a plan for completion including a timeline. An agreement is drawn up and signed by both you and the instructor.

Any absence after one excused may lower your grade (-10 pts).

**Administrative Warning:****Plagiarism is a serious offense.**

Plagiarism is the offering of work of another as one's own and may include but is not limited to the following:

- ◆ Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient



to avoid charges of plagiarism. {proper acknowledgment of the source of the text is always mandatory.

- ◆ Paraphrasing the work of another without proper author acknowledgment.
- ◆ Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, of other assignment that has been prepared by another individual.

#### **Assignments**

- ◆ Personal Autobiography (3 - 5 pages)
- ◆ Two reflection papers on some aspect of education that is reported on in the newspaper. (2 - 3 pages)
- ◆ Research paper (topic must be pre-approved) that will also be used as your extensive writing paper. (8 pages with references and following APA format)
- ◆ Reflection paper on classroom observation using text as reference. (2 - 3 pages)

#### **Grading:**

##### Grading Scale

93 - 100	A
85 - 92	B
77 - 84	C
69 - 76	D
68 and below	F

##### Points Scale

Personal autobiography	10
Reflection papers	10 each
Classroom paper	10
Participation	10
Research paper	50
Total	100

## **Syllabus for 480**

### **EA Program 2003**

#### **Course schedule**

Jan 14 <sup>th</sup>	Introduction Orientation Read and discuss Chapter 1
Jan 21 <sup>st</sup>	Discuss Chapters 2 & 3 Pick topic for research paper
Jan 28 <sup>th</sup>	Discuss Chapters 4 & 5 Autobiography due
Feb 4 <sup>th</sup>	Guest Speaker
Feb 11 <sup>th</sup>	Discuss Chapters 6 & 7 Share beginning of research paper
Feb 18 <sup>th</sup>	Discuss Chapters 8 & 9 First reflection due
Feb 25 <sup>th</sup>	Discuss Chapters 10 & 11 Classroom observation due
March 4 <sup>th</sup>	Discuss Chapters 12 & 13 Second reflection paper due
March 11 <sup>th</sup>	Discuss Chapters 14 & 15
March 18 <sup>th</sup>	Research paper due Share research papers with class

***The Content and requirements of the course may be adjusted to accommodate the diverse needs and interests of the enrolled students.***