

EDUC 630 - History and the Profession of Education

Spring Term 2020 (April 6 - June 15)

Credits: 3

Online

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Office Hours: By Appointment

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Required Texts:

Webb, L.D. & Metha, A. (2016). Foundations of American Education (8th edition).

ISBN-13: 978-0134026411 You should be able to purchase the book with an access code for the ebook at the bookstore or you can go to <https://www.vitalsource.com/products/foundations-of-american-education-l-dean-webb-v9780134027524> (Links to an external site.) to purchase access to the ebook through Vitalsource

Helpful Resources / Supplementary Materials:

Resource

Service(s) Provided

[The OWL - Purdue Online Writing Lab \(Links to an external site.\)](#)

Online resource for writing and citing research using APA formatting.

Smarthinking

Tools to assist with writing including: Main Idea/Thesis, Content Development, Organization,

Available in Canvas

Introduction/Conclusion, Use of Resources, Transitions, Grammar & Mechanics, Sentence Structure and Word Choice. Also can answer "live questions"

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 multi-cultural 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 |

Assessment:

Assignments

Max Points

Chapter Discussion & Response Posts (7 @ 25 pts) 175

Assignment #1 - Educational Theory Comic Strip & Peer Feedback 100

| | |
|---|------------|
| Assignment #2 - History of Education Timeline & Peer Feedback | 100 |
| Assignment #3 - Controversial Educational Issue Annotation & Response | 100 |
| Total | 475 |

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 are based on the percentage of points earned

90% - 100% = A

80% - 89% = B

Below 80% = C

Note: Education majors need to earn a grade of “B” or better.

Chapter Discussion & Response Posts (10 @ 20 points = 200 Points)

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 200 words, cite the assigned texts (including page numbers), and be free of spelling and grammatical errors.

You are also required to respond to at least two of your classmates by 11:59pm every Sunday. Responses should be a minimum of 100 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.

Assignments – For each of the three assignments, you should post your activity by Thursday at 11:59pm of the week that it is assigned. You are also required to respond to at least two of your classmates post by 11:59pm on Sunday of that week.

Assignment 1 - 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.

Assignment 2 - 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.

Assignment 3 - 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 then identify three peer-reviewed journal articles on your topic and create an annotated bibliography listing each text.

Course Policies

Attendance:

As stated in the Chaminade University catalog, students are expected to attend all classes for courses in which they are registered. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

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.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. 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 1 - April 6

Topic: The Teaching Profession

Assigned Readings: Chapters 1 & 2

Discussion 1: Student Introductions Becoming a Teacher Discussion & Response

Week 2 – April 13 Topic: Understanding Educational Philosophy

Assigned Readings: Chapter 3

Discussion 2: Educational Philosophy Discussion & Response

Week 3 – April 20 Topic: Understanding Educational Theory

Assigned Readings: Chapter 4

Assignment 1: Educational Theory Comic Strip and Peer Feedback

Week 4 – April 27 Topic: History of Education

Assigned Readings: Chapter 5 & 6

Discussion 3: History of Education Discussion & Response

Week 5 – May 4 Topic: History of Education

Assigned Readings: Chapter 7

Assignment 2: History of Education Timeline and Feedback

Week 6 – May 11 Topic: Social and Cultural Contexts of Education

Assigned Readings: Chapter 8

Discussion 4: Social Justice Discussion & Response

Week 7 – May 18 Topic: Diversity

Assigned Readings: Chapter 9

Discussion 5: Educational Diversity Discussion & Response

Week 8 – May 25 Topic: At Risk Students

Assigned Readings: Chapter 10

Discussion 6: At Risk Students Discussion & Response

Week 9 – June 1 Topic: Legal, Political and Financial Issues

Assigned Readings: Chapters 11 - 13

Discussion 7: Legal, Political and Financial Issues Discussion and Response

Week 10 – June 8 Topic: Controversial Educational Issues

Assigned Readings: Chapters 14 & 15

Assignment 3: Controversial Educational Issue Annotation and Response