

**EDUC 630 - History and the Profession of Education**

**Winter Term Jan. 9 to March 20, 2023)**

**Credits: 3**

**Online**

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**Office Hours:** By Appointment

**Office Location:** Brogan Hall, Rm 110

**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  
Available in Canvas

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

Upon completion of the M.A. in Teaching, students will be able to:

1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students.
2. Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary students.

3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary students.
4. **Analyze the history, values, commitments, and ethics of the teaching profession within the school community.**
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Upon completion of the M.A. in Teaching, Secondary Education, students will be able to:

1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Secondary students.
2. Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for Secondary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Secondary students.
4. **Analyze the history, values, commitments, and ethics of the teaching profession within the school community.**
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Upon completion of the M.A. in Teaching, Special Education, students will be able to:

1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for SPED students.
2. Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for SPED students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for SPED students.
4. **Analyze the history, values, commitments, and ethics of the teaching profession within the school community.**
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

### **Course Learning Outcomes (CLOs):**

- 1 Discuss the inter-relationship between the history of education, educational leaders, and important political, economic, religious, and intellectual movements. (PLO 1)

2 Articulate a clear and reasoned professional identity. (PLO 1)

3 Identify the different paradigms of social justice and peace, including the Marianist perspectives, together with their relationship to reform and transformation. (PLO 5)

**Assessment:**

| <b>Assignments</b>                                                    | <b>Max Points</b> |
|-----------------------------------------------------------------------|-------------------|
| 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               |
| <b>Total</b>                                                          | <b>475</b>        |

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. You should write about 200 words for each article.

## 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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### **Credit Hour Policy:**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 37.5 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in total student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 37.5 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and

preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

### **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** *(please follow the calendar below for completing the assignments for this course)*

Week 1 - Jan. 9            Topic: The Teaching Profession

Assigned Readings: Chapters 1 & 2

Discussion 1: Student Introductions Becoming a Teacher Discussion & Response

Week 2 – Jan. 16        Topic: Understanding Educational Philosophy

Assigned Readings: Chapter 3

Discussion 2: Educational Philosophy Discussion & Response



Week 3 – Jan. 23      Topic: Understanding Educational Theory

Assigned Readings: Chapter 4

Assignment 1: Educational Theory Comic Strip and Peer Feedback

Week 4 – Jan. 30      Topic: History of Education

Assigned Readings: Chapter 5 & 6

Discussion 3: History of Education Discussion & Response

Week 5 – Feb. 6      Topic: History of Education

Assigned Readings: Chapter 7

Assignment 2: History of Education Timeline and Feedback

Week 6 – Feb. 13      Topic: Social and Cultural Contexts of Education

Assigned Readings: Chapter 8

Discussion 4: Social Justice Discussion & Response

Week 7 – Feb. 20      Topic: Diversity

Assigned Readings: Chapter 9

Discussion 5: Educational Diversity Discussion & Response

Week 8 – Feb. 27      Topic: At Risk Students

Assigned Readings: Chapter 10

Discussion 6: At Risk Students Discussion & Response

Week 9 – Mar. 6      Topic: Legal, Political and Financial Issues

Assigned Readings: Chapters 11 - 13

Discussion 7: Model Code of Ethics

Week 10 – Mar. 13 Topic: Controversial Educational Issues

Assigned Readings: Chapters 14 & 15

Assignment 3: Controversial Educational Issue Annotation and Response