

ED 403 Foundations of American Education

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Location: Online

Course: Online

Description:

This course is designed to present prospective educators with a comprehensive coverage of the development of the historical, philosophical, social and cultural foundations of American education. Key issues and concepts to be considered are the legal aspects, political influences, and current trends in education. Students will explore responsibilities, problems, challenges, and choices facing educational institutions and educators. Students will develop a personal belief system about the purpose and practice of the education process, and the design of a school.

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 clarify their own values and personal philosophy.

As a classroom of prospective teachers is represented by different cultural and social backgrounds, intellectual abilities and learning styles, and especially about race, class, sex, there will be an eclectic approach in presenting this course. Lecture, journal writing, discussion, group activities, student presentations, and observation/participation in the classroom will be among the types of learning methods employed.

Course Objectives

The student will:

1. Describe the historical development of the American school.
2. Gain understanding and appreciation of the economic, societal and cultural influences in American education.
3. Develop an awareness of the legal and political factors affecting American schools.
4. Explore issues that impact education and schooling.
5. Understand the significance of philosophy as both the basis and the goal of education.
6. Experience the educational process in real life classrooms and school situations.
7. Formulate a personal philosophy of life and develop a corresponding philosophy of education.
8. Envision a school that meets the demands of the year 2010.
9. Begin to develop a critical sense of self as teacher and planner in the classroom.
10. Practice the planning and implementation of classroom lessons.

Text

Johnson, J.A., Dupuis, V.L., Mustel, D., Hall, G. E. & Golinick, D.M. (1998). *Introduction to the Foundations of American Education*. 10th ed. Needham Heights, MA: Allyn and Bacon.

Requirements:

1. All assignments must be turned in on a timely basis.
2. All assignments will be sent via email.
3. Documents will be sent with a 10-12 size font and be at least 1.5 spacing.

4. All students must communicate with instructor at least once a week.
5. You may do the segments in any order, but all students must complete segments 1, 2, 3, and 6. You may then choose the others.

Assignments:

Due to the online format of this course assignments are set up into segments that correspond with the text. In order to complete the course satisfactorily students must complete at least 4 out of 7 assignments. The number of segments a student completes will determine the grade they are eligible for at the end of the term. Caution: Just because you complete the number of segments does not automatically give you that grade. The work turned in must be quality work to receive full value.

Grading scale:

- A= 6 out of 7 segments completed with quality work
- B= 5 out of 7 segments completed with quality work
- C= 4 out of 7 segments completed with quality work

There are two parts to each assignment. The first is the assignment that corresponds to the chapters in the text. Each is described later. The next is reflective in nature. Write at least a 1- page journal entry about the assignment and what you learned. Both parts will be sent at the same time via email. Be sure to save all work on a disk. (Sometimes email gets lost in cyberspace.)

Chaminade University requires that every student make classroom visits as part of your coursework. Make sure you have all paperwork turned into the appropriate person at the university.

The last part of your assignments for this course is to check in with me at least once a week. This does not need to be a lengthy discourse, but I do need to hear from you. Points will be taken if my records indicate I have not heard from you on a weekly basis.

Segment One: Teaching as a Career

After reading Chapters 1 and 2, select one of the following. Complete the activity and the journal and send them both via email.

- A. Personal Profile: When becoming a teacher we need to ask ourselves why we want to enter this profession? What characteristics do we have that will make us good educators? What strengths and weaknesses do we have? For this assignment I would like for you to consider these questions and any others that you feel will help you prepare for those first interviews. Write a paper that you could hand to a prospective employer that would make them want to hire you! Then write a 1 page journal about the process and what you learned from this activity.
- B. Teaching as a Career: What are the pros and cons of teaching? What is required for certification? How do these requirements differ from state to state? (You only need to compare a few.) What are the characteristics of a good teacher? Answer these questions as you prepare an article about teaching for a national magazine. After completing the article, write a 1 page journal entry about the process and what you learned.

Segment Two: Culture Study

After reading Chapters 3 and 4 in the textbook, select one of the following assignments.

- A. Interview: Interview a student and/or parent w/ re: a culture I see

NOT your own. Develop some questions or use the ones listed below. Write a summary of your interview. Include the questions used as part of the narrative or attach them separately. Include some background information on the culture this family represents. After you have completed the assignment, include a 1-2 page journal entry. Send your paper and your journal entry via email.

Guiding questions (feel free to add or delete questions):

- What does your family talk about or teach the children regarding the family's or the community's past history?

- How do you feel that you or your family differs from others of your culture (i.e., customs, beliefs, attitudes, holiday observances, foods)?

- What are some important cultural traditions that you think the schools should teach?

- What are the most important cultural values transmitted from generation to generation by members of your culture?

- What are some things you like about the "American way of life?"

- Given a choice, in what country would you prefer to live? How about others in your family?

- If you attended school in the U.S., what are your most positive memories? Most negative memories?

- Do you know of a school-related difficulty involving either yourself or someone you know that you think was based on misunderstanding of your culture? Please describe the experience.

- What advice do you have for teachers/ administrators when dealing with students from your culture?

B. Community Observation: Select a community that represents a culture that is NOT your own. Visit the community and observe. Find out what resources are available to the people of this community. How does this community differ from your own? How is it the same? If you were to teach in this community, what questions would you have about the community? Develop some questions of your own. When writing your paper, include: a description of the community, what resources does this community have, the answers to the questions you developed (at least three), and any other interesting information. After you have completed this assignment, write a 1-2 page journal entry. Send your paper and journal entry via e-mail.

Segment Three: Multicultural Education

After reading Chapter 5, select one of the following activities. Upon completion of the assignment, send it and a journal entry to me via email.

A. This activity will help you become familiar with the inclusion of diversity in instructional materials, develop skills in analyzing materials for attention to diversity, and plan for the inclusion of diversity in instruction, even when it does not exist in the published materials. Develop your skills by following the steps below.

1. Select a textbook (or just one section), other instructional materials, or instructional software that are often used to teach your subject matter at the level that you plan to teach.

2. Develop a checklist of characteristics that you should check to determine how accurately and effectively the materials reflect diversity. There are a number of instruments available for reviewing materials for biases and stereotyping that may be helpful in this exercise; check with a curriculum librarian, or on the web.

3. Write a description and analysis of your findings.

4. Identify supplementary materials that could introduce students to broader ethnic, religious, gender, class, language, and exceptionality diversity of the nation.

B. TO\$ activity will help you to develop multicultural activities for your future

1. Select a topic of interest. You may use instructions already developed as suggested for Activity A or you may select a topic of interest.
2. Describe the students you would be teaching. These students can be based on a real class or one of your imagination.
3. Develop 3-4 lessons that would introduce students to broader ethnic, religious, gender, class, language, and exceptionally diversity of the nation.

Segment Four: Foundations of American Education

This segment will introduce to you the legal and historical foundations of American Education. In order to understand where we are today we must understand what has happened in the courts as well as the classroom that has built the foundations. After reading Chapters 7, 8, and 9 in the textbook, select one of the following. Complete the assignment and your journal entry and send them via email.

- A. Chapter Seven introduces you to the key court decisions and statements of law that have impacted education and education. Which key court decision or statement of law do you feel has had the greatest impact on education? Why? Explain the court decision or statement of law and how it impacted education, and why you feel it has had the greatest impact on education. Include why this court decision or law was needed in the first place.
- B. Chapter Eight introduces you to historical antecedents to American Education. Select a topic of interest (e.g. elementary education), and describe its historical development beginning with the antecedents mentioned in this chapter. What significance do these historical antecedents have in regards to their contribution to American Education?
- C. Chapter Nine introduces you to the history of American Education. Select a topic of interest (e.g. elementary education, school funding, school discipline, etc.). If possible, trace the historical evolution of the topic you have selected as possible. How has this issue developed and changed (has it) over the years?

Segment Five: Current Issues

Read Chapters 6 and 10, then select one of the topics below.

- A. Select a current issue in education today. In addition to the textbook use recent journal and book publications, and web sites that are current. Your paper should include a summary description of the topic, current facts and "hot" issues, what the experts are saying, and your analysis of what would be the best solution(s) to the current issues. Also, be sure to include your thoughts about implications for teachers.

The following list is only suggestions. You may select another topic of interest.

- Site-based management
- Class size
- Federal vs. state control
- Vouchers
- School boards
- Phonics vs. whole language reading (and other curriculum issues)
- Bilingual education

There are many other issues. Visit Education Week on the web for other ideas on 'hot' education issues. Select one that interests you and will have the greatest impact on you as a teacher.

Segment Six: Developing Philosophy of Education

After reading Chapters 11, 12, and 13, select one of the following. The ultimate goal here is to develop your own philosophy of education.

A. During your classroom observations, observe the way the classroom is arranged, the types of interactions that you see between students and teachers. Take note of the classroom environment: tests, assignments, books, material on walls, etc. What philosophy of education do you see? Does it agree with your own? What would you change? What would remain the same? As you write your philosophy of education include your observations, positive or negative, into your

B. Interview two teachers and one administrator. Have a list of questions ready. After reading the chapters you should have a good idea of the types of questions to ask. If they see the questions ahead of time they will have more time to be prepared. After the interviews, analyze the philosophies and compare them briefly. Then write your own philosophy.

Segment Seven: School Programs and Practices

After reading Chapters 14 and 15, select one of the following activities. Send it and your journal entry via email.

A. Design a teaching unit and two assessments for each of two objectives for the unit. First, identify your instructional topic and prepare a unit outline that relates to two teaching objectives. Describe the grade/age of your intended students and describe a "how" and "why" for two authentic assessments for each objective. You might have more than two objectives for your unit, but you need develop assessments for only two of them.

B. Using your own philosophy of education and Chapter 15, how would you design the classroom of the future? How does technology fit into your design? How will schools be organized? Use your imagination and dream. How will teacher education need to change to fit into your overall scheme?