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ED403: Foundations of American Education (Winter 2002)
Chaminade University of Honolulu Dept. of Education

Instructor: Matthew J. Morgan
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Description: Development of historical, philosophical, legal, and sociological principles of education; consideration of current trends in educational theory; and problems and choices facing education in the future.

Rationale: This course assists prospective teachers in becoming more effective by familiarizing them with the foundations of education in historical, philosophical, and social context. The course facilitates the formulation of a personal philosophy of education. This course is about the values and underlying purpose of education in general. Teachers will be able to apply the understanding gained in this course to all aspects of their job, including classroom instruction, curriculum design, performance assessment, educational administration, and interaction with students and parents. The course should give teachers a sense of what it means to be a member of the professional body of educators.

Outline:

<i>Session</i>	<i>Topic</i>	<i>Assignment Due (at the beginning of class)</i>
12 Oct 02	The Teaching Profession	
19 Oct 02	Diversity in Schools O&P Presentation (J. Lewis)	Read Ch. 2-4 (pp. 64-96, 102-136, 142-161) <i>Optional:</i> Read Ch. 1 (pp. 4-52) In class: View <i>The Color of Fear</i>
26 Oct 02	<i>O&P Compensatory Time</i>	
2 Nov 02	Diversity in Schools	Submit "Teaching as a Career" Requirement In class: View <i>The Color of Fear</i>
9 Nov 02	Historical Perspective	Read Ch. 7-8 (pp. 282-301; 306-337)
16 Nov 02	Curriculum and Tracking	Submit "Heritage" Requirement Read Ch. 5 (pp. 190-200, 215-222) Read Ch. 11 Debate (pp. 413-414)
23 Nov 02	Assessment	Read Ch. 15 (pp. 526-570) Read Hand-out "What No School Can Do" by James Traub Submit "Traub Article Review" Requirement
30 Nov 02	Ethics in School	Submit "Educational Philosophy" Requirement Read Ch. 10 (pp. 378-393, 395-399)
7 Dec 02	Legal Foundations	Submit "Abbreviated Observation & Part." Requirement Read Ch. 6 (pp. 228-275)
14 Dec 02	Final Exam	

Course Texts:

James A. Johnson et al., *Introduction to the Foundations of American Education*, 12th ed.
Boston: Allyn & Bacon, 2002.

James Traub, "What No School Can Do," *New York Times Magazine*, (January 16, 2000).
[Class Hand-Out]

Requirements: All requirements must be typewritten in 12-point and double-spaced with 1" margins and page numbers centered on the bottom of the page. There should be a cover sheet including, at a minimum, the title of the requirement, the student's name, the course (ED403: Foundations of American Education), the date, and the word count. (If you are using Microsoft Word, you can go to the Tools menu and select Word Count.) All requirements must be submitted on time; late requirements will result in reduced grades.

Teaching as a Career. This essay should be between 800 and 1500 words. Use the following questions to guide your writing. You do not need to address all of these questions, and you may add other issues that you feel are pertinent. Why do you want to enter the teaching profession? What strengths and weaknesses do you feel you have as a teacher? What are the pros and cons of teaching? What is required for certification? How do these requirements vary from state to state? (You may highlight points you feel are especially important for these last two questions.) What are the characteristics of a good teacher? What level of student and subjects do you want to teach and why? **This requirement is due at the beginning of class on 2 Nov 02.**

The Heritage of American Education. This essay should be between 800 and 1500 words. Use the following questions to guide your writing. You do not need to address all of these questions, and you may add other issues that you feel are pertinent. What does your family (either your family now, your family as a child, or your extended relatives) talk about or teach the children? How do you feel that you or your family differs from others of your culture (customs, beliefs, attitudes, values) and the American culture as a whole? What are the most important cultural values transmitted from generation to generation by American citizens? What are some things you like about the "American way of life?" Things you dislike? Given a choice, in what country would you prefer to live? How about others in your family? If you attended school in the United States, what are your most positive memories? Most negative memories? **This requirement is due at the beginning of class on 16 Nov 02.**

Traub Article Review. This review should be between 600 and 1000 words. Discuss features of the article "What No School Can Do" by James Traub that you feel are especially important. You may address Traub's main ideas and article as a whole, or you may focus on specific points throughout the article. **This requirement is due at the beginning of class on 23 Nov 02.**

Educational Philosophy. This requirement should be between 500 and 700 words. Complete Discussion Questions 2 and 3 on p. 403. **This requirement is due at the beginning of class on 30 Nov 02.**

Class Discussions. Each week, students will be expected to come to class prepared to discuss their reactions to the assigned readings. The lectures in this course will be in dialogue format (two-way, not one-way, communication), so it is important that students have read the material in order to make informed contributions to the discourse. Participation in class discussion will be rewarded in Class Participation Grades.

Team Debates. As part of the weekly lessons, students will be divided into teams and given positions to debate. The team of students must be thoroughly familiar with both sides of an issue in order to debate the position effectively. This exercise will emphasize group work as well as being conversant in assigned readings. The debate topic will come from the assigned readings. Students will be expected to exhibit a scholarly approach, understanding the merits of an idea or position that they may disagree with. Performance in team debates will be rewarded in Class Participation Grades.

Abbreviated Observation and Participation. Students must contact Jo Anne Lewis at 735-4719 or jlewis@chaminade.edu in order to arrange an abbreviated O&P at a local public or private school. Students will spend 3 sessions in a classroom environment and write journal entries after each block of time to relate their experiences. The journal must be typewritten and formatted as outlined in the guidelines for submission of course requirements above. Students will prepare the journal and a summary of key points. The summary should be between 500 and 1200 words. Use the following list of topics to guide your observation, journaling, and summary:

- Professional attitudes and actions of the classroom teacher or other school officials
- How American heritage or American educational traditions are apparent
- If/how tracking is used or how various ability levels are dealt with
- Legal issues that arise, if any
- How diverse is the classroom population and how does instruction relate to this
- What assessment methods are used and how appropriate these are to the subject-matter and objectives

Journals and summaries are due at the beginning of class on 7 Dec 02.

Final Examination. This exam will cover The Teaching Profession, Historical Perspective, School Choice, Curriculum and Tracking, Assessment, Diversity, Legal Foundations, and Ethics in School. Students will have four hours to complete the exam. There will be three short essay questions. The exam will consist of three short essay questions each on one of the above topics and one long essay question covering multiple topics. Students will be able to choose the three short essay questions they want to answer from a list of five questions. Students will be able to choose their long essay question from a list of two questions. The intent of the exam is to provide students an opportunity to share what they know. *This exam is NOT to find out what you don't know; I want to find out what you have learned.* There will be no true/false or multiple-choice questions in this course. This course is about synthesizing ideas and developing a perspective on education; assessment methods will match these course objectives. The exam should also be a learning process in itself. Students will need to articulate their thoughts in an organized and coherent fashion; this will help students process information. **The final exam will be on 14 Dec 02.**

Grading: The focus of this course is learning and not evaluation. Reading assignments, class attendance and participation, written requirements, exams, and presentations are designed to give students a full opportunity for effective learning. Particular students find some of these methods as more salient devices for learning than others. The most important thing is for students to give maximum effort on each of these requirements in order to gain the greatest possible learning benefits. "A" students should be conscientious in all of the areas listed above.

Grades will be posted by student social number (to protect student privacy) periodically. Students may also inquire about their grades at any time.

Final Exam	35%
Teaching as a Career	10%
Heritage	10%
Article Review	5%
Educational Philosophy	5%
Class Participation	15%
Observation & Participation	20%

Summary: This course is designed to provide you the background of education and will relate to all areas of your jobs as teachers, counselors, or school administrators. I hope you find the material exciting and that it is useful to you throughout your careers. Much of this depends on what you make of it!