

CASPER COLLEGE COURSE SYLLABUS

Foundations of American Education - EDFD 2020

Semester/Year: Fall 2015

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Class Time: 9:30-10:45

Days: T/ TH

Room: LH 161

Instructor's Name: Thomas (Thom) DeVoogd:

Instructor's Contact Information

Office Phone:

Email: tdevoogd@caspercollege.edu

(307) 268-2226, 258-3919

Office Hours: Monday 12-1, 2:30-4:30
Tuesday 10:45-12, 2:15-3
Thursday 10:45-11:45

Outcomes: Casper College General Education outcomes that apply to this course:

1. Demonstrates effective oral and written communication
4. Demonstrate knowledge of diverse cultures and historical perspectives
6. Use appropriate technology and information to conduct research

Course Objectives: The student will:

1. Describe the profession of teaching and elaborate on a teacher's responsibilities in a capstone project.
2. Contrast philosophical viewpoints of education and provide classroom examples; clarify his/her own philosophy of education in a capstone project.
3. Inquiry into the general development of education in the old world and identify its influences on present education roots; trace the general development of American education from colonial days to present; examine cultures as an influence on education by highlighting sections in capstone paper.
4. Determine and analyze major social and cultural forces affecting American education and understand the issues related to individual differences, multiculturalism and diversity in the public schools. Design and implement a diversity/multicultural lesson plan.
5. Discuss the role of local, state, and federal government in relation to public schools in class using current examples.
6. Discuss school funding issues and sources of funding in class discussions.
7. Identify the major laws related to education, including cases associated with student rights, teacher rights, and decisions relating to school/religion issues using court cases.
8. Define curriculum and recognize sources of influence on curriculum in classroom observation and class discussions as well as analyze internet lesson plans on chosen topic.
9. Identify where to locate and be critical reviewers of the various literatures in teacher education by conducting inquiry into a topic of interest, resulting in a comprehensive paper and brochure presentation.
10. Review and utilize various web sites appropriate for lessons in public schools, curriculum, inquiry and standards.

11. Discuss and analyze accreditation, accountability, evaluation, and competency testing as measures of effective education.
12. Discuss the future of education, projecting major trends and changes affecting public schools, especially as it relates to the impact of federal legislation, and inquired through classroom observation and teacher interview.
13. Develop an understanding of democracy and the essential role teachers and schools play in its perpetuation. Evaluate current institutional practices and outline an action plan for one's future classroom.

Each student will be expected to be prepared for class.

- Participate in class discussions, small group work, activities, and attend all school visitations
- Turn in all assignments on agreed upon days, read the textbook and assigned readings
- Attend class at all locations, be prompt and dress professionally for school visits

Methodology: Classes will consist of lecture by the instructor, small group/collaborative work, selected speakers, school visits and class discussions.

EVALUATION CRITERIA:

- ❖ All out-of-class assignments must be typed, double-spaced, and have a cover sheet. Please do not submit assignments with folder covers, plastic or otherwise; save your money for the classroom.
- ❖ All papers and exams will be evaluated holistically.
- ❖ All papers must be scholarly written.

Grading: Evaluation of students will be based on the following:

12 – Why School Thought Summary Page

10 - Teacher Interview Paper

10 – Teach Like Your Hair is on Fire -Book Review Thought Map (5 topics)

Up to 10–In-Class Activities (be there or you will miss these points!)

Class Participation, annotations of articles, activities or school visits

15 - Learning Log- (15 entries to be written on your own, include all school visits)

20 - Philosophy of Education paper

5 - Final Oral Presentation - FINAL Project

10 - Dispositions

Late work without prior arrangement, missed classes, phone use in class, disengaged attitude, unprepared for class, inability to work in group, lack of effort in class.

5 – Midterm

15 - Final

- (Up to 3 extra credit points for Writing Center visits (1 points each, you must have your paper verified by Writing Center personnel))

Letter grades will be earned as follows:

93-100% = A

85 - 92% = B

77 - 84% = C

69 - 76% = D

Required Text, Reading, Materials:

Teach, Fraser, 2011

Teach Like Your Hair's on Fire, Esquith, 2007

Assorted handouts, provided by instructor

Bluebooks (8 1/2x11) for Learning Log

Students are encouraged to use APA style formatting in written work. A recommended site is:

<http://owl.english.purdue.edu/owl/resource/560/01>.

CLASS POLICIES:

Last Date to Change to AUDIT status: See Casper College catalog

Last Date to WITHDRAW from class: See Casper College catalog

Last DATE TO Change to Audit Status or to Withdraw with a W Grade: April 16

Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.

Class Policies:

Last Date to Change to Audit Status or to Withdraw with a W Grade: _____

CLASS ATTENDANCE IS REQUIRED.

Attendance is very important for several reasons:

- 1) In order to learn and understand assignments, students must be present, this is a participatory class.
- 2) At the college level, students' professional preparation, responsibility, and work ethic are evidence through prompt and regular attendance. You are a professional in the first steps of teaching. The profession does not start when you get a job, it begins with teacher training. This class will be a good indicator as to whether or not you have the dedication and academic maturity to continue pursuing this as your lifelong profession. Teachers do not skip work without arrangement; you are now a teacher.
- 3) Quality performance is also evidence through student's participation in all class activities and assignments. If a student is not in class, he/she cannot participate.

Late work will not be accepted without PRIOR approval from instructor. Even with approval, assignment grade may be reduced one letter grade. Students should contact the instructor by phone, voice mail, or email prior to absence. If a paper is due, your absence does not excuse the submission. Also, participating in extra curricular activities or school sponsored activities does not excuse an assignment. No late papers will be accepted during finals week. Students are not allowed to make up class participation points and group activity points when absent.

Professional classroom expectations for:

1. Group work
2. Audience behaviors
3. Cell phone/computer use
4. Other issue affecting fellow students' learning experience will be determined during initial class meetings reflecting democratic, constructivist practice.

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the

appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

Academic Dishonesty: (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. This is also, where you will find course evaluation links during course evaluation periods.

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college's Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

Tentative Schedule of Classes

Week	Topics	Assignments due
August 25, 27	Syllabus Creating Community Annotation	Write every week about class content Schedule in 4-6 hrs
September 1, 3	Chapter 1 – Why Teach? Chapters Intro-4 <u>Why School</u>	Annotations
September 8, 10 Journal- Who are teachers today and why do I want to be one? 5 quotes	<u>American Teacher</u> – A documentary <u>Why School</u>	Read and write on article
September 15,17	Chapter 2 – Effective Teachers Visit	Philosophy Section 1 DUE Why Teach? Annotations
September 22, 24 Journal- Which of my teachers was effective (give examples... one for each attribute)	Chapter 2 Articles	
September 29 October 1	Visit Diversity Wheel Chapter 4- Who is Marginalized?	Annotations
October 6, 8	Chapter 4 Articles	
October 13, 15 Mid-term Exams Journal- Who will be my students and why do I need to “see” them?	visit	Annotations Learning Log Hand in
October 19, 20 October 22	Fall Break Classroom Environment Rafe- Chapter 1 &2	
October 27, 29	Philosophy Bent Worksheet VIsit	Interview DUE
November 3, 5 November 6 -Advising	Rafe- Chapter 3, 4	
November 10, 12	Instruction Rafe Chapter 5, 6	
November 17, 19	Visit Rafe Chapter 6 & 7	
November 24 Thanksgiving Break 26		
December 1, 3	Visit Visit	TEACH Summary DUE Learning Log DUE
December 14-18	EXAM WEEK	