

CASPER COLLEGE COURSE SYLLABUS
EDFD 2020-02 Foundations of Education

Semester/Year: Fall 2015

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Class Time: 7:00-9:45 p.m.

Days: W

Room: LH 163

Instructor's Name: Cammy Rowley, Ph.D.

Instructor's Contact
Information: LH 151 F

Office Phone: 268-3321

Email:
crowley@caspercollege.edu

Office Hours: Monday and Tuesday – 1:00-2:00 p.m.
Wednesday – 6:00-7:00 p.m.
Thursday – 12:00-1:00 p.m.
Friday – 9:00-10:00 a.m.

Course Description: This education foundations course provides a general survey of educational thought and practice in the United States. Emphasis is given to critical thinking about numerous educational points of view.

Statement of Prerequisites: ENGL 1010 or permission of instructor

Goal: This course provides a general overview of the history, philosophy and sociology of education and how they relate to today's educational system. The course is intended for prospective teachers who want an interdisciplinary approach to understanding the role and structure of the American education system.

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.

Methodology: Classes will consist of lecture by the instructor, readings, small group/collaborative work, in-class activities, student presentations and class discussions. Your feedback is valuable as the instructor uses course evaluations in determining course methodology.

Evaluation Criteria:

Grading: All papers and exams will be evaluated holistically with attention given to correct grammatical form, spelling, sentence structure, organization, format, and quality of expression, as well as knowledge of material addressing assignment criteria. All assignments must be typed, double-spaced, and have a cover sheet. Points will be deducted if all of these professional expectations are not met.

Each student will be expected to:

1. **Participate in class discussions, small groups, and attend class.**
2. **Turn in ALL assignments on the due date.**
3. **Read the textbook and assigned readings and book by assigned date.**
4. **Complete a classroom observation and interview with a teacher with a written response.**
5. **Complete inquiry regarding an issue in education with a comprehensive paper and brochure.**
6. **Create a group project to present a diversity/multicultural lesson.**
7. **Complete a philosophy of education paper (capstone).**
8. **Present a final summary of his or her philosophy of education related to an object or visual.**
9. **Participate fully during class time, indicating engagement and thought.**

Grading Scale: Evaluation of students will be based on the following 1500 point distribution:

- 200 – Classroom Observation and Teacher Interview Paper
- 200 – Inquiry into Issues in Education Research Paper and Brochure
- 100 – Diversity/Multicultural Lesson Project
- 60 – Action Plan for *Why School?*
- 500 – Philosophy of Education Capstone Paper
- 40 – Final Presentation
- 400 – Class participation, group learning activities
(20 points per class, plus remainder for group work and activities)
 - Quizzes (20 pt)
 - Written reflections or responses (10 pts)
 - Online lesson plan critique (10 pts)
 - School visits
 - Article summaries

Letter grades will be earned as follows:

- 93-100% = A
- 85 - 92% = B
- 77 - 84% = C
- 69 – 76% = D
- <69% = F

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

Required Text, Readings and Materials:

- Fraser, J. (2011). *Teach*. New York: McGraw-Hill.
- Rose, M. (2009). *Why school? Reclaiming education for all of us*. New York: The New Press.

Assorted handouts

Students are **required** to use APA style formatting in written work. A recommended site is: <http://owl.english.purdue.edu/owl/resource/560/01>. Other sites APA sites are available.

Class Expectations and Policies:

Class expectations are set as a first step in professionalism as a teacher. These expectations reflect *CAEP's Standards (Council for the Accreditation of Educator Preparation)*, specifically 1, 2 and 3 regarding the Learner and Learning. Attendance is required. Excessive absences will affect students' knowledge, understanding and application of educational trends, principals, theories and philosophies. Attendance is very important for several reasons:

1. In order to learn, students must be present.

2. At this point in education students' professional preparation, responsibility and a student's work ethic are evidenced through prompt and regular attendance.
3. Quality performance is also evidenced through students' participation in all class activities, discussions and assignments. If students are not in class, they cannot participate.
4. Application, synthesis and evaluation of knowledge through discussions, readings and in class activities indicates a higher level of thinking.

Late work will not be accepted without PRIOR approval. Students should contact the instructor by phone or email regarding absences whenever a paper is due. If a paper is due, your absence does not excuse the paper from not being turned in. **No work will be accepted during finals week.** Students are not allowed to make up class participation points and group activity points when absent.

Class expectations for:

1. Group work
 - I.
 - M.
2. Presentation and audience behaviors
 - P.
 - A.
3. Cell phone/computer use
 - a.
 - b.
4. And any other issue affecting fellow students' learning experience will be determined during class meetings reflecting democratic, constructivist practice.

Last Date to WITHDRAW from class: November 12, 2015.

Electronic Portfolio Requirement for Education Majors: All education students at CC are required to show evidence of program outcomes (artifacts) through the completion of an electronic portfolio. These artifacts will include appropriate pedagogical practices, as well as knowledge and skills of content area as outcomes for the CC education program. These artifacts are also utilized to demonstrate NCATE (National Council for Accreditation of Teacher Education) and INTASC (Interstate New Teacher Assessment and Support Consortium) proficiencies. Artifacts will be documented within the electronic portfolio - eFolios – provided via Minnesota State Colleges and Universities and Casper College. Early Childhood Education majors will also be required to document proficiencies for NAEYC (National Association for the Education of Young Children) through the use of eFolio for student teaching. Please save all relevant work in this course in electronic format as evidence of meeting course/program outcomes. After completing your

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. It is expected that students will conduct themselves in a civil and respectful manner during class meetings and in individual meetings with the instructor. The class will provide a safe, hostile-free, and non-intimidating environment for ALL students.

Chain of Command: If you have any problems with this class, you should first contact the instructor in order to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take your problem through the appropriate chain of command starting with the department head (Dr. Kerri Mahlum), then the School Dean (Dr. Brandon Kosine), and lastly the Vice President for Academic Affairs (Dr. Shawn Powell).

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.

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.

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.