



Syllabus

Course Number/Title: ED 177 Foundations of Modern Education

Department: Education

Required Text: Those Who Can, Teach, 12th Edition, Ryan & Cooper.
Wednesdays

Instructor: Mrs. Krista Carter

Office Hours: As Posted

Website: eCollege/eCourse

Course Placement: Freshman or Sophomore

Year: Fall 2012

Credit Hours: Three

Days/Time: Wed. 12:20-2:00
Hybrid- Will meet f2f on

Room #: BMC 714

Phone #: 460-5531; 443-3058

E-mail: krista@colbycc.edu

Pre-requisite: None

Rationale

Foundations of Modern Education is designed to provide a general survey of educational thought and practice in the United States. It will help prospective teachers to deepen their understanding of teaching, to better understand the American system of education, and to become aware of present trends, challenges and innovations in today's schools. The course will assist students in improving their analytical writing skills and problem-solving skills as they reflect upon the objectives, guest speakers, and field experiences. Students will also develop a more concrete personal philosophy of education. Although a second course is not a required co-requisite, ED 236 Observation and Participation, it enables the future teacher to have more in-depth experiences in the classroom.

Course Description

An introductory course for students considering teaching as a career. Covered in this course are the historical, philosophical and sociological foundations, and the organization of teaching and learning. Includes a variety of classroom activities. Students examine and develop basic concepts and attitudes toward teaching. Some critical issues of education are examined.

Course Outline

Refer to Course Competencies and attachment

Course Competencies:

This course will provide students the opportunity to:

- ❖ Examine the educator's responsibility in the teaching profession
- ❖ Understand the historical and philosophical perspectives of American schools
- ❖ Examine the organization, administration, political, legal and financial aspects of schools
- ❖ Understand the cultural and social relationships within schools and society
- ❖ Examine the various influences that have shaped school curriculum
- ❖ Examine current issues and controversies in education instructional methods
- ❖ Explore their pursuit to be a member of the teaching profession

Course Learning Objectives Assessed

Students will be able to:

1. Identify knowledge and skills necessary to becoming a successful teacher, in addition to identifying the characteristics of effective instruction.
2. Examine and identify the various influences that have shaped school curriculum and instructional methods
3. Apply computers and related technologies to support instructions, interdisciplinary teaching and learning.
4. Examine current issues and controversies in education.
5. Examine the educator's responsibility in the teaching profession.

Course Outline:**Part I: SCHOOL AND STUDENTS**

Chapter 1 - Why teach?

Chapter 2 - What is a school and what is it for?

Chapter 3 - Who are today's students in a diverse society?

Chapter 4 - What social problems that affect today's students?

Chapter 5 - What is taught?

Part II: TEACHERS

Chapter 6 - What makes a teacher effective?

Chapter 7 - What should teachers know about technology and its impact on schools?

Chapter 8: What are the ethical and legal issues facing teachers?

Part III: FOUNDATIONS AND THE FUTURE

Chapter 9: What are the philosophical foundations of American education?

Chapter 10: What is the history of American education?

Chapter 12: How should education be reformed?

Part IV: THE TEACHING PROFESSION

Chapter 14: What can the new teacher expect?

Chapter 15: What does it mean to be a professional?

Method of Instruction

Methods of instruction will be by means of lecture, cooperative learning, completion of written and oral assignments, and usage of resources, e.g. textbook, current events, library resources, instructional technology including Internet and videotaped programs. Class attendance and participation are imperative. The instructor may modify course activities and/or the class schedule in the best interest of student learning and will inform the students of any changes.

Method of Evaluation

Evaluation of each student's achievement is based upon the criteria listed under Course Requirements. In addition, the student may fail the course if s/he is absent one-third of the class, unless prior arrangements are made with the instructor concerning the student's extenuating circumstances. Some assignments are completed during class time and cannot be made up unless the student's absence is excused. The grading scale is as follows: A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: below 60%. If a student is found to be cheating or plagiarizing, he or she could receive an F in the course. This includes signing the attendance sheet for a student who is not in class that day.

Course Requirements

The class will be held as an informal discussion group that will encourage cooperative learning. Lecture will also be incorporated. Group and individual projects, tests, and reading and writing activities that relate the course to each student's personal experiences will be important components of the class. The student's participation will be instrumental to the success of the course. To enhance participation and learning, the leader suggests the following:

1. Come prepared to carry your full share; study in advance, read, and think. Anything less is selfish.
2. Learn how to listen. Set yourself to understand the point of view and contributions of others in the group. It is by looking at an issue

- from the point of view of others who may differ from you that your own thinking will be clarified and enriched.
3. Remember that it is critical and creative thinking that we seek. Expect to get and give stimulation. Conceptions are ever in process of reconstruction. Expect to get new insight. All should profit, for the group is wiser than its members individually.
 4. Cultivate new approaches to thinking critically and creatively. Be willing to take risks in expanding your cognitive process of thinking.
 5. Ideas are always in the making. To suppose that you settled a point of view beyond improvement is to admit that you have stopped growing.

Specific assignments and points possible are as follows:

| Points | Date Due | Assignments/Exams | Grade |
|---------------|-----------------|---|--------------|
| 125 | | Chapter quizzes - <i>online for each chapter</i> | ___ |
| 150 | | Reflection assignments | ___ |
| 150 | | Pre-Class activities | ___ |
| 100 | | Tech Activities (Blogging, etc) | ___ |
| 25 | | Interview with a teacher, typed | ___ |
| 25 | | Web resource oral report and typed report | ___ |
| 50 | | Personal philosophy paper, typed | ___ |
| 25 | | Four hours in educational setting | ___ |
| 25 | | Educational setting reflection - typed | ___ |
| 25 | | School visits and/or brief assignments | ___ |
| 30 | | Participation and Disposition | ___ |
| 100 | | Final Project | ___ |

The grades for this course are based on a percentage of the total points possible. You can view your current grade throughout the semester by going to the grade-book on eCollge. It is YOUR responsibility to keep track of any missing assignments and what your grade is.

Assignment Descriptions

Chapter Quizzes

There will be an online quiz for each chapter we cover. All chapter quizzes will be taken on eCollege/eCourse. See eCollege/eCourse for the deadline for each chapter quiz.

Reflection Assignments

There will be various reflection assignments throughout the semester. These reflection are intended to encourage the student to reflection upon and apply what they have learned to their own personal life and teaching career. All reflections need to be labeled with your name, date, and topic or reflection #. You will be able to find reflection assignments in the "Reflection Assignments" folder in the course content area on eCollege/eCourse.

Pre-Class Activities

You will have “Pre-Class Activities” that will need to be completed and ready for BEFORE coming to class.

Teacher Interview

Interview one teacher at any level, preschool through college. Choose and/or create twelve thought-provoking questions to include in your assignment. Type the questions and type the responses. Then reflect upon this assignment by typing your reactions or insights to the interview in 100 words or more.

Sample—but not required—questions you may ask could be:

1. What is teaching like?
2. How “prepared” were you for your first year of teaching? What would have helped you to become better prepared?
3. How have you or your philosophy changed since your first year of teaching?
4. Do you consume a lot of energy teaching? How has this changed since you began teaching?
5. What about teaching is most satisfying to you? Why do you teach?
6. What do you feel are three characteristics of an effective teacher?
7. If you had your professional career to do all over again, what would you change?
8. What do you think is the greatest weakness in the American educational system today?
9. What do you think is the greatest strength in the American educational system today?
10. What should be the major goal(s) of American education?
11. Do you think the educational system is better or worse than 5 years ago? Why?
12. If you could reform American education, what improvements would you make?

Web resource report (oral and typed)

Web resources will be discussed extensively in class. You will find and identify what resource(s) you find useful. Hand in your typed one-hundred word reflection about the site(s) so the instructor may refer to it during your oral report. Share your findings on the site with other members of the class.

Personal Philosophy of Education

In 300 words or more, neatly TYPE your personal philosophy of education discussing what implications it would have on you as a teacher and on your students—and the influence it would have on your teaching strategies, your curriculum and your purpose of education. Include the **school(s) of philosophy** (perennialism, progressivism, essentialism, and romanticism) which appeal(s) to you most. If your position is philosophical eclecticism, explain.

As you are writing this paper, imagine that you are explaining your philosophy of education to a principal during an interview. Consider how your philosophy of education will impact how you will teach your class, what you will expect of the students, and what you believe should be the purpose of education.

***First-Hand Experiences in a Learning Environment with Children
(Documented Time signed by Supervisor(s)--25 points
& Typed Report--25 points)***

Spend a minimum of four contact hours with children in a social setting where they are learning and interacting with other children (worth 20 points). This could be any grade in a pre-school through senior high classroom or at CYO or Sunday school, a coaching experience, or other learning experience approved by the instructor.

You may copy this form or ask the supervisor(s) to provide the following information:

TO: Krista Carter, Colby Community College
Foundations of Modern Education Instructor

RE: Verification of student involvement with children in educational environment

I verify that _____ was involved

with children in an educational setting* for _____ hours and _____ minutes on

Date(s) _____

Name of Supervisor _____ Date _____

Supervisor's Address & Telephone #:

*The future teacher is required to spend a minimum of four contact hours with children in an educational setting (worth 20 points). This could be in a pre-school through senior high classroom or at a youth group or Sunday school, a coaching experience, or other learning experience approved by the instructor.

School Visits and/or Brief Assignments

These activities are to enhance learning and cannot be made up if the absence is not excused.

Participation and Disposition

It is very important that teachers attend and participate in class and that they have an excellent disposition (character and temperament). The disposition of future teachers is evaluated in various teacher education programs.

Final Project

As the semester progresses we will discuss this project in greater detail. In broad strokes the components of the project will include:

- Being placed in groups (if you choose – you can do it individually)
- A final product (digital story, blog, wiki, website, presentation, etc.)
- Written reflection (approx. 2 pages)
- Research (sources outside of class – interview, internet, books, etc.)

Educational Activity and Written Report (EXTRA CREDIT)

Be involved in an activity involving teaching or in a community service. An event may be attending a Future Teachers meeting, working with the food bank program in Colby, tutoring a student, working with the after school program. Hand in a typed one-hundred word report explaining your reflection of the activity.

Assignment Policy

“In accordance with the mission of Colby Community College – to provide for the development of better futures for its students – it is essential that the principles of academic honesty and professional ethics be stressed throughout the educational process. The college, faculty, and student share responsibilities in addressing this issue. Students responsibilities are twofold: 1. Complete class assignments to the best of their ability without plagiarizing, cheating or in any way misrepresenting their work 2. Refrain from participating in any form of academic dishonesty as an individual or in combination with other individuals. (Student Handbook p. 18)”

It is imperative that written assignments are turned in and oral assignments are presented when requested during class time. The student may hand in written assignments before they are due. Twenty percent will be deducted if an assignment is not handed in during the class period that it is due and twenty percent will be deducted for each additional week-day the assignment is late. It is the responsibility of the student to inform the instructor of an excused absence by delivering a voice-mail or by sending an e-mail message before class. Failure to give a presentation on an assigned date will result in a grade of 0, unless the student notified the instructor beforehand and has an excused reason for the absence. Written proof of an excused absence may be requested in order not to lose points. The requirements of the make-up assignment may be modified at the discretion of the instructor. Students who know they will be absent—such as to participate in school activities—need to notify the instructor in advance and, in most cases, hand in the assignment before the absence. Each student is responsible for obtaining information about a class session that he/she missed or will miss and to follow the syllabus closely.

Test Policy

The student is expected to take tests on the days they are scheduled. The time and the content of make-up tests will be determined at the discretion of the instructor.

Attendance Policy

“Colby Community College views class attendance as a mandatory activity. Students are expected to attend courses in which they are enrolled. If you are sick, you are encouraged to visit the Health Center. It is your responsibility to notify your instructors of any absence due to illness or any other reason. (Student Handbook p. 16)” Class attendance will be taken each day. If you must be absent, or must miss a session, please consult with me in advance. Regular attendance is essential to earning a passing grade in this class and is required. If you plan to drop the course, it is your responsibility to withdraw officially before the last day to drop. If you fail to do so, you may receive a failing grade in the course, instead of a “WP”. You are expected to attend each session. The instructor expects students to be punctual, to attend class regularly, and to participate in class activities. There is usually a direct correlation between class attendance and student success. If a student misses at least one-third of the classes before midterm, the instructor has the option to withdraw the student from the course with a WF (Withdraw Failure). The instructor has the option to give a student who misses at least one-third of the class sessions during the semester a failing grade in this course. Each student is responsible for obtaining information about a class session that he/she missed.

Weather Policy

“Due to state requirements mandating the number of instruction hours, Colby Community College rarely cancels regularly scheduled classes due to inclement weather. The decision to attend class during hazardous weather conditions rests with each individual student. Commuters should check, with civil authorities for weather and road conditions. (Student handbook, p. 16)”

Final Examinations

“Final examinations are required in all courses and are to be taken at the scheduled time and location. These are printed in the schedule booklet. Changes in the schedules can only be made by the Vice President of Academic Affairs. (Student Handbook p. 16)”

Academic Probation and Suspension

“A student registered for a minimum of seven credit hours who does not maintain a semester grade point average of 2.0 will be placed on probation the following semester of enrollment. If at the close of that semester the student has not raised the grade point average, the student may be placed on suspension, during which time the student may not be recommended for admission to any other academic institution. Failure to make satisfactory academic progress may impact financial aid recipients. (Student Handbook p. 22)”

Academic Integrity

Colby Community College defines academic integrity as learning that leads to the development of knowledge and/or skills without any form of cheating or plagiarism. This learning requires respect for Colby’s institutional values of quality, service and integrity. All Colby Community College students, faculty, staff, and administrators are responsible for upholding academic integrity.

Cheating is giving, receiving, or using unauthorized help on individual and group academic exercises such as papers, quizzes, tests, and presentations through any delivery system in any learning environment. This includes impersonating another student, sharing content without authorization, fabricating data, and altering academic documents, including records, with or without the use of personal and college electronic devices.

Plagiarism is representing or turning in someone else's work without proper citation of the source. This includes unacknowledged paraphrase, quotation, or complete use of someone else's work in any form. It also includes citing work that is not used and taking credit for a group project without contributing to it. The following procedure will be used for students who violate the policy:

- First Offense – Student will receive a zero for the assignment and the student will be reported to the Dean of Academic Affairs.
- Second Offense – The student will be reported to the Dean of Academic Affairs and removed from the class.
- Third Offense – The student will be reported to the Dean of Academic Affairs and dismissed from the college.

Any questions about this policy may be referred to the Dean of Academic Affairs.

Syllabus Information Disclaimer

I reserve the right to change any information contained in this document, when necessary, with adequate notice given to the student. Notice shall be given in the classroom during class. No other notice is required. It is the students' responsibility to keep up with any changes, modifications, adjustments or amendments that are made to this document.

Accommodations for Students with Disabilities

According to the Americans with Disabilities Act, it is the responsibility of each student with a disability to notify the college of his/her disability and to request accommodation. If a member of the class has a documented learning disability or a physical disability and needs special accommodations, he/she should contact Student Support Services, which is located in the Student Union.

Equipment

Standard classroom equipment will be used.

Bibliography

Cruickshank, Donald R. and Associates. (1996). Preparing America's Teachers. Bloomington, IN: Phi Delta Kappa.

Hunter, Madeline. (1982). Mastery Teaching: Increasing Instructional Effectiveness in Elementary, Secondary Schools, Colleges and Universities. Thousand Oaks, CA: Corwin Press.

Kagan, Spencer. (1994). Cooperative Learning. San Clemente, CA: Resources for Teachers, Inc.

Wong, Harry K. & Wong, Rosemary T. (2001). The First Days of School: How to be an effective teacher. Mountain View, CA: Harry K. Wong Publications.

FOUNDATIONS OF EDUCATION

Monday/Wednesday

| | | | |
|------|-----------|---------|--|
| Aug. | 22 | Week 1 | Intro/Syllabus |
| | 27 | Week 2 | Why Teach |
| | 29 | | |
| Sept | 3 | Week 3 | No Class -Holiday |
| | 5 | | Chapter 2 |
| | 10 | Week 4 | |
| | 12 | | |
| | 17 | Week 5 | Ch. 3 Who are today's Students in a Diverse society? |
| | 19 | | |
| Oct. | 24 | Week 6 | Ch. 4 What Social Problems Affect Today's Students? |
| | 26 | | |
| | 1 | Week 7 | Ch. 5 What Is Taught? |
| | 3 | | |
| | 8 | Week 8 | |
| | 10 | | |
| | 15 | Week 9 | Ch. 6 What Makes a Teacher Effective? |
| | 17 | | |
| | 22 | Week 10 | Ch. 7 What Should Teachers Know About Technology and Its Impact? |
| | 24 | | |
| Nov. | 29 | Week 11 | |
| | 31 | | Tech field trip |
| | 5 | Week 12 | Ch. 8 What are the Ethical and Legal Issues Facing Teachers?* |
| | 7 | | |
| | 12 | Week 13 | Ch. 9 What are the philosophical foundations of Americal Education?* |
| | 14 | | |
| | 19 | Week 14 | |
| | 21 | | No Class - Thanksgiving |
| | 26 | Week 15 | Ch. 10 What is the history of American Education? and Chapter 11 " Gov and Finance* |
| | 28 | | |
| Dec. | 3 | Week 16 | Ch 12 How Should Education Be Reformed? |
| | 5 | | Gest Speaker |
| | 10 | | |
| | 12th-14th | Finals | Final - Presentations |

The following must be turned in before or by this date:

Personal philosophy Typed or Digital Story

Four hours in educational setting

Educational Activity and 100-word typed report

Extra Credit: Educational Activity and 100-word typed report

