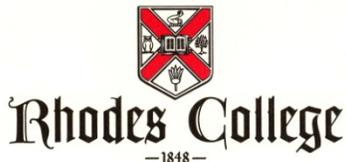


SYLLABUS

Educ 201 – Foundations of Education

2010 Fall Semester



Professor – Mark V. Smith, Ed.D.
203 Clough Hall
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Class – Tuesday & Thursday
12:30-1:45 pm
208 Palmer Hall
Office Hours – Posted or by appointment

CATALOGUE & COURSE DESCRIPTION

Foundations of Education provides an overview of the system of American education and the development and application of current educational practices. Specific course topics include: history and philosophy, legal and political aspects, school finance, professional expectations, best practices, and specific challenges relating to teaching and learning in today's society. *(four credits)*

PURPOSES

The **content of the course** will be used to provide a comprehensive overview of the American system of education by using a **current issues approach** to address the topics noted in the catalogue description. Special emphasis will be placed on:

- › governance, policy, and social influences
- › the actions and responsibilities of all members of the school community (both internal and external)
- › factors affecting teaching & learning and school performance
- › educators and teaching
- › school reform and models/approaches for school improvement

For a **student's program of study**, the course will:

- › introduce the basic knowledge, skills, and dispositions for the Minor in Educational Studies
- › assist with a decision as to a possible career in education (with or without licensure)
- › serve as an Urban Studies elective

Notes regarding course content:

- 1) *With this being a foundations course and with education being such an expansive and ever changing discipline, a diverse set of content will be addressed. While this necessitates a survey approach, it is expected that there will opportunities for both deep and surface learning.*
- 2) *While the course has always used news and information from local schools and systems, this semester's course will focus particularly on Memphis City Schools.*
- 3) *I am very much open to your critiques and suggestions for the course but will formally solicit these at 2-3 points in the semester.*

COURSE OBJECTIVES – OUTCOMES

Upon completion of this course, the student should have sufficient knowledge, skills, and dispositions to satisfy the purposes of the course.

- ❑ **Knowledge** – The student should have a reasonable knowledge of:
 - › The evolution of American education (purposes and practice)
 - › Social, political, and legal factors affecting education
 - › The factors affecting teacher/student/school success
 - › The basic expectations and requirements of the profession of teaching
 - › The process that PK-12 schools and systems as well as higher education use to examine their effectiveness and seek to improve

- ❑ **Skills** – The student should be able to:
 - › Identify basic elements of instructional planning and decision making as well as factors affecting each
 - › Identify steps in the process in school improvement planning
 - › Locate and use resource information in the field of education

- ❑ **Dispositions** – The student should understand that:
 - › There are many factors affecting the success of teaching & learning and that responsibility lies with the triad of students, school, and family/community.
 - › Successful schools usually have a strong and continuous focus on improvement.
 - › School improvement is a shared responsibility among all members of the school community and active participation in the planning and decision making process is essential for members of the school’s professional community.
 - › The successful teacher must possess and apply a myriad of approaches to teach and reach the student.
 - › The successful teacher assumes many roles and makes many significant decisions on a daily basis.
 - › The responsibility and influence of a teacher extends beyond the cognitive domain.
 - › **(IDEA)** Developing a clearer understanding of and commitment to personal values (in regard to the importance of education and the role it plays in society)
 - › **(IDEA)** Acquiring an interest in learning more by asking questions and seeking answers.

Note for Minors in Educational Studies: A pre-professional portfolio requirement is being developed for students minoring in Educational Studies. The portfolio will be evaluated as a part of the course requirements for the senior capstone experience (Educ 451 or 460). Once plans for the portfolio are finalized, details for the portfolio will be available in the Education Folder in the Academic Department files server.

SETTING FOR THE COURSE

Rhodes College Vision and Strategic Imperatives

Rhodes College aspires to graduate students with a life-long passion for learning, a compassion for others, and the ability to translate academic study and personal concern into effective leadership and action in their communities and the world.

We will achieve our aspirations through four strategic imperatives:

- 1) To attract and retain a talented, diverse study body and engage these students in a challenging, inclusive and culturally-broadening college experience.
- 2) To ensure our faculty and staff have the talent, the time and the resources to inspire and involve our students in meaningful study, research, and service.
- 3) To enhance student opportunities for learning in Memphis.
- 4) To promote a residential place of learning that inspires integrity and high achievement through its beauty, its emphasis on values, its Presbyterian history, and its heritage as a leader in the liberal arts and sciences.

Approved January 17, 2003; Rhodes College Board of Trustees

Education Program Purpose/Attributes/Outcomes

The **Purpose** of the Education Program is to provide a Minor in Educational Studies which enables a student to develop a broad-based understanding of the system of education in the United States and the various factors that contribute to a successful teaching and learning experience in hopes of fostering the student's interest in education.

Program Attributes: The minor is designed to reflect the liberal arts tradition of Rhodes College and features a set of required courses in education and psychology as well as courses in selected supporting fields. In addition, the program includes a diverse set of field experiences and the opportunity for the student to tailor both course selection and the field experiences to his/her interests and goals.

Student Learning Outcomes: Students completing the program will be able to:

- 1) Demonstrate a basic knowledge of the system of education in the United States.
- 2) Identify the characteristics of a successful school.
- 3) Understand the principles of school improvement and the role that improvement planning plays in successful schools.
- 4) Develop and utilize daily and unit lesson plans utilizing the Core Principles identified by the Interstate New Teacher Assessment and Support Consortium (INTASC).
- 5) Identify factors that affect student learning, including those which relate to diverse learners.
- 6) Utilize research skills, content and field, in order to meaningfully examine topics in education.
- 7) Have the skills necessary to deliver effective written and oral presentations.
- 8) Develop a clear, focused personal philosophy of education and if appropriate, be able to state a possible continued path in education

Approved May 2008; Education Program Faculty and Students

Education Program Commitments

In addition to supporting the **Vision** of Rhodes College, the Education Program fully subscribes to:

- › the College's **Commitment to Diversity**
- › provision of a **Safe Zone** for all members of the Rhodes College community
- › the goals of the **Rhodes College Foundations Curriculum**

Students desiring to receive academic accommodations must provide documentation from the **Office of Student Disability Services**. As with all courses at Rhodes College, the **Honor Code** of the College is observed. Full observation of the Honor Code pays proper respect to one's self, peers, the faculty, the college, and to the profession of teaching.

Education Program Essential Component – INTASC Core Principles

In addition to the incorporation of the Vision of Rhodes College and the focus on the program purpose, the Education Program seeks to integrate the Core Standards adopted by the **Interstate New Teacher Assessment and Support Consortium (INTASC)**, www.ccsso.org/INTASC. INTASC is a consortium of state education agencies, higher education institutions, and national educational associations dedicated to the reform of education, licensing, and on-going professional development of teachers. Created in 1987, INTASC is guided by one basic premise:

An effective teacher must be able to integrate content knowledge with pedagogical understanding to assure that all students learn and perform at high levels.

The members of the Rhodes College Education Program subscribe to the basic premise and Core Principles of INTASC and in that regard, expect that all students minoring in Educational Studies will have a pre-professional understanding of the ten INTASC Core Principles. These principles will be introduced in this course and applied during subsequent courses: Educ 355. Principles of Curriculum and Instruction and the capstone course for the Minor in Educational Studies. *Note: The Core Principles are currently being revised with October 2010 as a possible adoption date.*

Notes regarding licensure in education:

- 1) *While a person does not necessarily need professional licensure to begin teaching, it is generally a requirement for teaching in public schools. Requirements vary by state. Traditional paths to licensure involve completing a program of study at either the undergraduate or graduate level through a college or university with a state approved education program. Many alternative paths to licensure are available (i.e., TFA, MTC, LANCE, etc...) but vary in length, process, and quality.*
- 2) *In order to assist Rhodes students to earn licensure, Educ 201 and other courses in the Minor in Educational Studies may be used to lessen graduate program requirements but this is very much program dependent. Rhodes College has created partnerships with Belmont University, Christian Brothers University, and Peabody College of Vanderbilt University to assist with the admission and entrance of Rhodes graduates into graduate education programs.*

EXPECTATIONS FOR STUDENTS

Successful completion of the purposes of this course involves mutual investment in the course content and in the course requirements by the student and the professor. Given the tradition and Vision of Rhodes College as well as the purposes of the Rhodes College Education Program, high expectations are the norm. The nature of the class should invite students to do more than simply attend class. I firmly believe that student success is enhanced through realization that:

- **Communication** (clear-direct-honest) is a critical aspect of any successful endeavor. Communication with the professor is expected with any situation which affects the student's ability to meet course expectations. This communication is the responsibility of the student.
- The **syllabus** is much more than just a document to be viewed on the first day of class but as a guide for the entire semester. Consult it (first) whenever questions arise.
- **Active and relevant engagement** by the student, especially by asking and answering questions as well as sharing experiences (Palmer's stories) is essential for this course.

Also, **students are expected** to attend class, arrive on time, submit all work on time, and take all tests at the assigned period. Failure to do so will result in a lower class participation grade. Per the class attendance policy, non-attendance for the first class period may result in the student being removed from the course. Finally, it should be understood that:

- I will not discuss student performance and grades via email or telephone conversation; they are to be addressed only via a person-to-person basis.
- I am here for you and it is my hope that both you and I will benefit from each of our interactions.

*Preparation + Engagement + Reflection + Trust = **Transformation***

Assessment of Performance – All written assignments (done outside of class) will be word-processed and will be submitted at the beginning of the class for which the assignment is due. Assignments submitted one class period late will receive a letter grade reduction and assignments late by two or more class periods will not be accepted and will receive a zero. Written assignments will use standard margins; 1½ or 2 line spacing; 10-12 font; and contain a signature signifying the Honor Code Pledge. Consult *Rhodes College Guide to Effective Paper Writing* as needed.

Written assignments will be assessed with a rubric as to:

- Content of assignment
- Quality of references/sources
- Usage of proper grammar, word processing skill, and referencing (APA style preferred)
- Quality, depth, and clarity of reflective thought
- Submitted on time

Summary of Student Performance Assessment (400 point scale)

| | | |
|---|------------|--------|
| • Attendance & Engagement (and quizzes) | 60 points | 15% |
| • ASR Papers | 30 points | 7.5 % |
| • Philosophy Project | 60 points | 15 % |
| • Practica Experience Project | 50 points | 12.5 % |
| • Examinations (2) | 200 points | 50 % |

Scale for Grades

| | | | | |
|----------|----------|----------|----------|--------|
| A 95-100 | B+ 87-89 | C+ 77-79 | D+ 67-69 | F 0-59 |
| A- 90-94 | B 83-86 | C 73-76 | D 63-66 | |
| | B- 80-82 | C- 70-72 | D- 60-62 | |

The following summarizes and describes the **specific expectations** for student performance. Grading of student performance, by nature of the course, will require some subjectivity on the part of the Professor.

1. **Attendance & Engagement** (and quizzes) (60 points) – All of us have had a myriad of experiences with our system of education and (whether we know it or not) we have developed beliefs about what works or does not work. Thus, all of us have opinions about the educational process. *Active engagement is expected.*

Unexplained absences and lack of engagement will result in a lower class participation grade. When an absence occurs, the student is responsible for acquiring course material, notes, handouts, etc... *Relevant engagement requires proper preparation.* Students are expected at all times to be current with reading assignments. Unannounced quizzes may be given.

A basic outline of the class schedule and an outline for class discussion notes are found via the Academic Department Fileserver, Education Folder. Schedule topics and activities may be altered as the class develops. In addition, it is hoped that each student will develop a habit of reviewing current education news (local to national).

2. **Article Summary and Reflection (ASR's) Papers** (30 points) – There are very few easy answers or fool-proof solutions to the “right-way” in education. The professional literature in education contains much research, opinions, and real-life stories of participants in the educational process – but – there is usually disagreement as to the “right way”.

A logical part of a Foundations of Education class is student engagement with current literature in the field. This assignment will allow the student to explore a range of topics or a single topic. As the class evolves, opportunity to inject the results of the ASR into the class will emerge, and students are expected to share the content of their ASRs with the class. Each student will:

- a) Submit three ASR papers due during the earlier part of the semester. Each ASR paper (maximum length 3 pages) must include two or more references, with one of the references providing solid information about the topic (more than just an op/ed article). The ASR paper should clearly present a short description of the issue and the student's personal reflection. Each ASR will be graded on a ten-point scale.

OR

- b) Complete a short research paper on a subject directly related to the purposes of the course. The written report is to include information gleaned from at least six references/sources, the personal reflection, and be a minimum of six pages. The subject of the project is to be approved by the Professor.

3. **Philosophy of Education** (60 points) – It is generally assumed that successful educators know and understand their strengths and weaknesses as well as possess specific goals and objectives for their work. Each student is to develop a written personal philosophy of education. The personal philosophy is due in three parts:

- **Part I:** Personal journey through the education experience. **Due 8/31/10**
- **Part II:** Identification of possible career path in education as well as evaluation of strengths/weaknesses as an educator. **Due 10/26/10**
- **Part III:** Personal philosophy of education incorporating course content and relevant parts of the Palmer text. **Due 11/30/10.**

4. **Practica Experience Summary and Reflection** (50 points) – One practica is required and is to be chosen from the list of four alternatives noted below. A written summary and reflection is due at class time **11/18/10**. The written report should provide:

- A general description of the experience
- A profile of the school and/or system
- Appropriate references to text and course material
- Reflection

*Note: In accordance with Tennessee Code Annotated, a **criminal background check** is required before placement can be made in public schools. Many non-public schools also require the background check. Procedures for acquiring the background check are located in the Academic Department Fileserver: Education//Program Information. The background check requires fingerprinting at an agency approved by the State of Tennessee and costs \$48.00.*

- a) **“Our Children, Our Future” Tutoring Program** – This is the preferred practica experience. The MCS program provides tutor training (January 21st) and assigns the tutor to a school in the immediate Rhodes area and requires tutoring of ten hours. MCS will pay for the Criminal Background Check for students participating in the tutoring program. *While not required, students planning to declare for the Minor in Educational Studies should select this alternative.*
- b) **School Observation** – Observe in one school setting (5 hour minimum), conduct an interview with a professional educator, and meet all expectations as prescribed in the Guidelines (separate handout).

- c) **Educator Interviews** – Conduct a series of in-depth interviews with a minimum of three educators utilizing a self-developed set of interview questions with a central focus.
 - d) **Board of Education Observation** – Observe two full school board meetings and submit a report on one of the topics addressed during one of the board meetings. Information regarding the board meetings for Memphis City Schools and Shelby County Schools is available on their websites.
5. **Two Examinations** (200 total points) - Each examination will be mostly short essay questions, which by nature are graded on a somewhat subjective basis. Exam Two (the final) will be focus primarily on material following Exam One but will be comprehensive. Tests will attempt to include questions relating to as many levels of Bloom’s Cognitive Domain as possible by including:
- All text material, whether covered in class or not
 - All lectures, assigned readings - including handouts, videos, etc...
 - Special presentations, current affairs/events in education

The following will be used as a guide in the scoring of the answers to the essay questions:

- Maximum Points – Answer provides a thorough understanding of the question and contains specifics which provide necessary substance. In addition, the response gives evidence of proper personal reflection (if appropriate).
- Mid-Range Points – Answer conveys only basic or partial understanding of the question and/or lacks enough specifics to support the answer. It might also fail to be written in such a way as to be clearly understood.
- Few or No Points – Obvious.

Notes:

1. The **Rhodes College Guide to Effective Paper Writing** is recommended for guidance in writing papers. As noted in the guide, writing a paper is a process and should be approached as such. For citations, APA style is preferred but not required.

2. **Exam scores** from the previous semester and a record of grades earned in the course since the 2001 Fall Semester are posted in the Educ 201 files server.

TEXTS AND OTHER COURSE MATERIAL

The course does not use a traditional foundations text but rather presents basic, factual information via the academic department fileserver, lectures, examples and other modes. Thus, it is imperative that assigned readings from the fileserver, websites and other sources (including handouts) be applied.

- ❑ ***The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life***, Parker Palmer, Jossey-Bass Publishers, 1998, 2007. This text will serve as the basis for discussion on effective teaching. Rhodes graduates who have become teachers have offered much validation for this text. Several years ago, all Rhodes faculty members read the text and Dr. Palmer has spoken at Rhodes on a number of occasions.
- ❑ ***Opportunity Lost: Race and Poverty in Memphis City Schools***, Marcus D. Pohlmann. The University of Tennessee Press, 2008. Prof. Pohlmann's text addresses the question of the relationship of race & poverty and its possible effects on education in MCS.
- ❑ ***SACS-CASI (AdvancED) School Improvement Planning Process***. The Southern Association of Colleges and Schools Council for Accreditation and School Improvement (SACS-CASI) (now referred to as AdvancED) has developed a school improvement/accreditation model now used in over 30 states. The planning process will be studied in Unit IV School Improvement and Reform.

Other Course Material

- ❑ Database searches at Rhodes are best started using 360 Search. Two specific data bases good for searches for education are: ERIC and Lexis-Nexis.
- ❑ Relevant information from:
 - › High school website
 - › Home state education report card information
 - › School improvement plans
 - › Curricular information for desired area of instruction
- ❑ Recommended reading:
 - › Jonathan Kozol. *Savage Inequalities*, New York: Harper Perennial Publications, 1991.
 - › Jonathan Kozol. *The Shame of the Nation*, New York: Three Rivers Press, 2005.
 - › John Goodlad. *A Place Called School*.
 - › *A Nation at Risk: The Full Account*. USA Research: National Commission on Excellence in Education, 1984, 2001.
 - › Harry and Rosemary Wong. *The First Days of School*. Mountain View, CA: Harry K. Wong Publications, Inc., 2001.
 - › Frank McCourt. *Teacher Man*. New York: Scribner, 2005.
 - › Rafe Esquith. *Teach Like Your Hair is on Fire*. London: Penguin Books Ltd., 2007.
- ❑ Daily news items relating to education from hometown newspapers or *The Commercial Appeal*: <http://www.commercialappeal.com>

- ❑ Weekly issues of *Education Week*: <http://www.edweek.org>
- ❑ National Education Association: <http://www.nea.org>
- ❑ U.S. Department of Education: <http://www.ed.gov>. Note - NCLB section
- ❑ State of Tennessee Department of Education: <http://www.state.tn.us/education>
- ❑ Note: Blueprint for Learning and State Report Card

- ❑ Tennessee Code Annotated Volume 49 (Education)
- ❑ <http://www.michie.com/tennessee/1pext.dll?f=templates&fn=main-h.htm&cp=tncode>

- ❑ National Board of Professional Teaching Standards: <http://www.nbpts.org>

- ❑ Southern Association of Colleges and Schools
 - › PK-12: <http://www.sacscasi.org> and <http://www.AdvancEd.org>
 - › College/University: <http://www.sacscoc.org>

- ❑ Local school systems
 - › Catholic Diocese of Memphis: <http://www.cdom.org/schools>
 - › DeSoto County Schools (MS): <http://www.desoto.k12.ms.us>
 - › Memphis Association of Independent Schools: no website
 - › Memphis City Schools: <http://memphis-schools.k12/tn.us>
 - › Shelby County Schools: <http://www.scs.k12.tn.us>
 - › Tipton County Schools: <http://www.tipton-county.com/schools>

- ❑ Alternative programs (for jobs and/or licensure)
 - › Teach for America: <http://www.teachforamerica.org>
 - › Mississippi Teacher Corps: <http://www.mtc.net>
 - › Memphis City Schools: <http://www.teachmemphis.org>
 - › LANCE: <http://www.cbu.edu/lance>

BASIC OUTLINE OF SIGNIFICANT TOPICS OF STUDY

- I. Introduction and Identification of Topics of Study** (3 classes)
- A. Topics of Study (current issues, student interests, etc.)
 - B. A Quality Education: *Why so many questions?*
- II. Education in the United States** (3-4 classes)
- A. Transition of Purposes – Historical Development
 1. Purposes of Education in the United States (introduction)
 2. Six Periods of Transition (Colonial Period ... Era of Accountability)
 - B. Public Education
 1. Constitutional Applications
 2. State Responsibility
 3. Local Administration
 4. Federal Oversight, Information, Leadership, and Accountability
 5. Funding – *“what is going on?”*
 - C. Rights and Responsibilities (in general)
- III. Teaching and Learning** (7-8 classes)
- A. Educator Actions: *Art or Science or ...?*
 1. Educator Rights and Responsibilities
 2. America’s Teaching Force
 3. Parker Palmer – *The Courage to Teach*
 4. Bloom’s Taxonomy of Educational Objectives
 5. NCATE - Knowledge, Skills & Dispositions
 6. INTASC Core Principles (revised draft)
 7. Tennessee Framework for Evaluation and Professional Growth
 8. A Guiding Philosophy
 - B. Student Learning: *Can all students learn?*
 1. Student Rights and Responsibilities
 2. Maslow’s Hierarchy of Needs
 3. Learning Styles and Learning Theory
 4. Environmental Challenges and Influences
- IV. School/System Performance and Reform: *Is the nation truly at risk?*** (7-8 classes)
- A. Performance...Results...The Environment: *what the report cards are saying...*
 1. NCLB State and Local Report Cards
 2. Achievement Gaps (Barton)
 3. Equal Opportunity:
 - a. Our Dual System of Education (Kozol)
 - b. Equal Opportunity: *Hoxie: The First Stand*
 4. Memphis City Schools
 - B. Reform
 1. Federal – State – Local
 2. Memphis City Schools
 3. Improvement/Accreditation Models (SACS-CASI, AdvancED)
 - C. Colleges and Universities (time permitting)
 1. Public and Private
 2. Improvement/Accreditation Model (SACS-COC)
- V. Closure and Reflection** (2-3 classes)

Note - It is possible that the content and sequence of the course will change somewhat from that given on this Syllabus and in the Schedule of Classes. Variances will be related to updating of material, student interest, and the ability to schedule guest speakers at appropriate times. Fair and reasonable notice of possible changes in the Syllabus and the Schedule of Classes will be given.