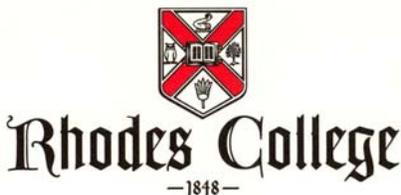


SYLLABUS

Educ 201 – Foundations of Education

2008 Spring Semester



Professor – Mark V. Smith, Ed.D.
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Office Hours – Posted or by appointment

Class – Tuesday & Thursday
Section 01 11:00 – 12:15 am

208 Palmer Hall

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
- › models and approaches for school improvement

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

- › serve as a social science requirement under the former curricular requirements
- › introduce the fundamental knowledge and skills necessary for the Minor in Educational Studies
- › assist the student with a decision as to a possible career in education (with or without licensure)

Note for Minors in Educational Studies: *Effective for students planning to earn a Minor in Educational Studies beginning with the 2008-2009 Academic Year will be required to complete a portfolio of experiences. The portfolio will be evaluated as a part of the course requirements for the senior capstone experience (Educ 451 or 460). Once finalized, details for the portfolio will be available in the Education Folder in the Academic Department files server.*

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
 - › **(IDEA)** Learning to apply course material (to improve thinking, problem solving, and decision making)

- ❑ **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.

Notes regarding course content:

- 1) *With this course 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) *I am open anytime to your critiques and suggestions for the course but will solicit these at three points in the course: early, mid-term, and end of class.*

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

TEXTS AND OTHER COURSE MATERIAL

Texts

- ❑ ***Political Foundations for Becoming a Teacher***, Forrest W. Parkay, Pearson Education, Inc., 2006. Dr. Parkay's text is part of a set of books he has written to provide a comprehensive overview of the complex and ever evolving system of education. The *Political Foundations* text explores the legal and political environment in which our systems of education function.

- ❑ ***The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life***, Parker Palmer, Jossey-Bass Publishers, 1998. This text will serve as the basis for discussion on effective teaching in Unit III. and for some of the discussion on philosophy in Unit IV. Rhodes graduates who have become teachers have offered much validation for Palmer's text.

Course Material (see page 9 of the syllabus for other good sources of information)

- ❑ ***Memphis City Schools (MCS) Strategic Plan***. MCS has recently undergone strategic planning and has developed plans regarding academic programs, student services, and facilities. Time permitting; the academic plan in particular will be reviewed in Units II. and IV.

- ❑ ***SACS-CASI School Improvement Planning Process***. The Southern Association of Colleges and Schools Council for Accreditation and School Improvement has developed a school improvement model now used in over 30 states. The planning process will be studied in Unit IV.

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, Rhodes College Board of Trustees
17 January 2002*

Purpose of Education Program

The purpose of the Education Program is to enable students who complete the program and become educators to apply the Vision of Rhodes College through being caring, professional educators. Thus, students who earn the Minor in Educational Studies should possess the following attributes:

Professionalism – realizing that as a professional educator they must:

- stay current in their content field
- utilize pedagogy appropriate to their content field in an effective and creative manner
- understand how people learn and live in schools and society
- continue to be active participants, learners, and leaders in their profession

Student Advocacy – realizing that as an educator, they have a significant opportunity to impact the lives of their students through active engagement and therefore must:

- serve as role models with a high degree of integrity
- serve all students entrusted to their care
- advocate for the advancement of their students and their schools
- work as a team member with peers, parents, and other members of the community

Approved, Education Program Faculty - 10 January 2004

Modified – 18 July 2005

(The program purpose will be revised during this academic year)

Major 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 (4 credits) and the capstone course for the Minor in Educational Studies.

Program Commitments

In addition to supporting the **Vision** of Rhodes College, the Education Program fully subscribes to the college's **Commitment to Diversity** and to 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.

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 (as well as by state)*
- 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 by the student and the professor in the course content and in the course requirements. Given the tradition and Vision of Rhodes College as well as the purposes of the Rhodes College Education Program, high expectations are the norm.

I firmly believe that communication (clear-direct-honest) is a critical aspect of any successful endeavor. Thus:

- The syllabus is considered as 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.
- Become engaged with class discussions especially by asking and answering questions as well as sharing your experiences (Palmer's stories)
- Realize that I am here for you and it is my hope that both you and I will benefit from each of our encounters.

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. As always, communication with the professor is expected with any situation which affects the student's ability to meet these expectations. This communication is the responsibility of the student.

The nature of the class should invite students to do more than simply attend class. Students are expected to contribute to the success of the class through active and relevant participation.

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 was 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, either 1½ or 2 line spacing, 10-12 font, and contain a signature signifying the Honor Code Pledge.

Written assignments will be graded as to:

	<u>10 points</u>	<u>50 points</u>
• Content of assignment	0-2	0-10
• Quality of references/sources	0-2	0-10
• Usage of proper grammar, word processing skill, and referencing	0-2	0-10
• Quality, depth, and clarity of reflective thought	0-2	0-10
• Submitted on time - zero or...	1 or 2	5 or 10

Summary of Student Performance Assessment (400 point scale)

• Attendance and Engagement	50 points	12.5%
• ASR Papers	50 points	12.5%
• Philosophy Project	50 points	12.5%
• Field Experience Project	50 points	12.5%
• Examinations (2 @ 100 pts each)	200 points	50%

Numeric 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** (50 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 (whether valid or invalid) about the educational process. Students are expected to attend class and contribute to the class in a relevant manner.

Unexplained absences and lack of engagement will result in the lowering of the student's 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 most class discussion notes are found via the Academic Department Fileserver, Education Department. The content of the outline may be altered as the class develops. In addition, it is hoped that each student will develop a habit of reviewing current news (local to national), especially in regard to education.

2. **Article Summary and Reflection (ASR's) Papers** (50 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 results of their ASR research with the class.

Each student will submit four ASR papers due during the earlier part of the semester. Each ASR paper (maximum length 2 pages) must include at least two references, with one of the references providing scholarly research (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 and another ten-point scale will be used to assess the overall quality of the articles (including sources) submitted.

OR

Complete a short research project on a subject directly related to the purposes of the course. The written report is to include information gleaned from at least eight references/sources, the personal reflection, and be a minimum of eight pages. The subject of the project is to be approved by the Professor. **Due February 7, 2008.**

3. **Philosophy of Education** (50 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 April 17, 2008** and should:
- Reference information being studied in the class and incorporate material based the student’s experiences, the content of the course, and relevant parts of the Parkay & Palmer texts.
 - Present the parameters of how the student would approach the teaching profession and the teaching/learning process.
 - Contain an assessment of the student’s strengths and weaknesses as they relate to a career in education.
 - As appropriate, project a possible career path in education and list particular goals and objectives which would potentially affect/guide future actions as an educator.

4. **Field Experience Summary and Reflection** (50 points) – Two field experiences are required. Written reports for each experience are due **April 10, 2008**.
- A. **School Observation** - Observe in a school setting (5 hour minimum), conduct an interview with a professional educator, and meet all expectations as prescribed in the Guidelines (separate handout). The written report should provide:
- A general description of the experience (observation and interview)
 - A profile of the school and its community.
 - Appropriate references to text and course material.
- B. **Board of Education Observation** – Observe one full school board meeting and submit a summary and reflection of the observation. Information for the Board meetings for Memphis City Schools and Shelby County Schools is available on their websites. Details will be provided on a separate handout.
5. **Two Examinations** (200 total points) - Each examination will be mostly short essay questions, which by nature are graded on a somewhat subjective basis. 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 first examination will be taken outside of the normal class time and the second exam will be final exam which while being comprehensive, will focus mainly on the material covered after the first exam. 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.

RESOURCES

- ❑ Database searches at Rhodes are best started using 360 Search. Two specific data bases good for searches for education are: ERIC and Lexis-Nexis.
- ❑ Recommended reading
 - › Jonathan Kozol. *Savage Inequalities*, New York: Harper Perennial Publications, 1991.
 - › 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.
 - › Rafe Esquith. *Teach Like Your Hair is on Fire*. London, England: Penguin Books Ltd., 2007.
- ❑ Relevant information from:
 - › High school website
 - › Home state education report card information
 - › School improvement plans
 - › Curricular information for desired area of instruction
- ❑ Daily news items relating to education from hometown newspapers or *The Commercial Appeal*: <http://www.commercialappeal.com>
- ❑ Weekly issues of *Education Week*: <http://www.eduweek.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 2006 Report Card
- ❑ 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
 - › 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 (2-3 classes)

- A. Topics of Study (current issues)
- B. Purposes of Education in the United States (introduction)

II. Education in the United States (5-6 classes)

- A. Transition of Purposes – Historical Development
 - 1. Six Periods of Transition (Colonial Period --> Era of Accountability)
- B. By the People, For the People...
 - 1. Constitutional Applications
 - 2. State Responsibility
 - 3. Local Administration
 - 4. Federal Oversight, Information, Leadership, and Accountability
- C. Rights and Responsibilities
 - 1. Students
 - 2. Teachers (contracts, tenure, etc...)

III. Learning and Teaching (5-6 classes)

- A. Student Learning: Can all students learn?
 - 1. Maslow's Hierarchy of Needs
 - 2. Learning Styles and Learning Theory
 - 3. Environmental Challenges and Influences
 - 4. Achievement Gaps
- B. Effective Teaching: Art, science, craft, or?
 - 1. America's Teaching Force
 - 2. Parker Palmer – *The Courage to Teach*
 - 3. Bloom's Taxonomy of Educational Objectives
 - 4. INTASC Core Principles
 - 5. NCATE - Knowledge, Skills & Dispositions

IV. School Improvement and Reform: Is the nation truly at risk? (7-8 classes)

- A. The Current Scene: what the report cards are saying...
 - 1. NCLB State, and Local Report Cards
 - 2. School Success - public schools
 - 3. Tennessee Framework for Evaluation and Professional Growth
 - 4. School Success - private schools
- B. PK-12 School and School Systems
 - 1. Current Improvement/Reform Models (MCS Strategic Plan)
 - 2. Improvement/Accreditation Models (SACS-CASI, AdvancED)
- C. Colleges and Universities (time permitting)
 - 1. Public and Private
 - 2. Improvement/Accreditation Model (SACS-COC)

V. Reflections and Closure: Education - a shared responsibility (2-3 classes)

- A. Guiding Philosophy
- B. Expectations for the Profession
- C. Responsibilities of Participants

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.*