

Professor – Mark V. Smith, Ed.D.
Halliburton Tower, Room 408
Telephone 901.843.3898; Fax 901.843.3394
E-mail smithm@rhodes.edu

Class – Tuesday & Thursday
Section 01 12:30 – 1:45 p.m.
206 Palmer Hall
Office Hours – Posted & by appointment

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

1. To introduce students considering a vocation in education to a general understanding of the profession and by doing so, help the student consider their potential as an educator.
2. To introduce the fundamental knowledge and skills for successful completion of the Minor in Education and for possible acceptance into graduate education programs or alternative licensure programs.
3. To provide students taking the course as a Social Science requirement with a general understanding of the critical nature of education/teaching and how the system of education in the United States affects and is affected by society.

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 expectations and requirements of the profession of teaching
 - the factors affecting teacher/student/school success
 - the evolution of American education (purposes and practice)
 - **(IDEA)** *Learning fundamental principles, generalizations, and theories*
- Skills – The student should be able to:
 - identify basic approaches to lesson planning and instructional decision making
 - successfully present information in a group setting
 - 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 and learning
 - teaching is much more than a classroom performance
 - change is constant in teaching and education
 - successful schools usually have a strong focus upon improvement
 - 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 student is much more than a “cognitive sponge” who soaks up information
 - **(IDEA)** *Develop a clearer understanding of and commitment to personal values*

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

Program Purpose *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 Education 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

Major Component - 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 education will have a pre-professional understanding of the ten INTASC Core Principles. These principles will be introduced in this course and applied during the subsequent course: Educ 355. Principles of Curriculum and Instruction (4 credits).

EXPECTATIONS FOR STUDENTS

General

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 recently adopted by the faculty, 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.

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. In addition to meeting submission dates/times, written assignments will be graded as to:

- content of assignment
- quality of references/sources
- usage of proper grammar, word processing skill, and proper referencing
- quality, depth, and clarity of reflective thought.

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 2007 **Rhodes College 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.

Specific

1. **Student Participation & Engagement** – Class attendance and relevant student engagement are expected. Unexplained absences and lack of engagement will result in the lowering of the student's class participation grade. Also, the textbook is viewed as a significant resource for the class but it is not covered per se during the actual class meetings. In order to be successfully engaged in each class meeting, the student is expected to read the text (following the course outline) and all handouts. Occasional, unannounced quizzes may be given.
2. **ASR Papers** - Submit five "Article Summary & Reflection (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. The paper should clearly present a short description of the issue and the student's personal reflection.

OR

ASR Focused Project - Complete a short research project on a subject directly related to the purposes of the course. The written report is to include a minimum of ten 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 Thursday, February 23.

3. **Palmer - Presentation** - Among its many aspects, Parker Palmer's *The Courage to Teach* provides readers with significant insights and questions relating to the heart and mind of a teacher. The book is both easy and challenging to read. While each student is responsible for reading and developing an understanding of the entire text (for class discussions and for examinations), parts of several class periods will be devoted to the book.

Each student will select one chapter of Palmer and participate with a team of 1-2 other students in presenting the chapter to the other members of the class. The presentations are to be limited to 20 minutes (with Q&A) and should address:

- content of the chapter
- insight into the topic and personal reflection
- results from faculty interviews

At the time of the presentation, the student team will submit a short written summary of their presentation as well as a description as to how their presentation was developed.

4. **Philosophy of Education** - It is generally assumed that successful teachers 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 should:

- Reference information being studied in the class and incorporate material based upon information from Part Two of Ornstein & Levine and Parker Palmer's text.
- 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 future actions as an educator.
- Due Tuesday, April 11.

5. **School Observation & Interviews** - Observe in a PK-12 (6.5 hour minimum) setting, conduct an interview with a professional educator, and meet all expectations prescribed on the set of guidelines for the observation. The written report should provide:

- Details and a general description of the experience (observation and interviews).
- A profile of the school and its community.
- Appropriate references to Ornstein & Levine (especially Ch. 14), Parker Palmer, and course material.
- Written report due Tuesday, April 11.

6. **Three examinations**, which include the comprehensive final examination. Tests will include:

- All text material, whether covered in class or not
- Material from *The Courage to Teach*
- All lectures and other assigned readings, including handouts
- All student and guest presentations
- Current affairs/events in education

Notes:

- Alternatives may be suggested in lieu of the school observation.
- There is not a prescribed length or format to the written reports for Assignments 4 & 5.
- The written report for Assignments 4 & 5 may be submitted in a combined format.
- As with all aspects of this class, I am open to your critiques and suggestions.

ASSESSMENT OF PERFORMANCE

Assessment of student performance in EDUC 201 contains some subjectivity. The following will be used to determine the final grade (**800 total points**):

1. **Class Participation - 100 points; 12.5% of grade**

- Attendance (the percentage awarded for Class Participation will not be larger than the percentage of classes attended)
- Relevant participation and engagement

2. **Assignments - 200 points; 25% of grade**

- ASR Project - 50 points
- Palmer Presentation - 50 points
- Educational Philosophy - 50 points
- Observation - Interviews and Summary - 50 points

Written assignments will be evaluated with the following schema:

	<u>50 Points</u>	<u>10 Points</u>
‣ Quality of content	0-10	0-2
‣ Quality of sources/references	0-10	0-2
‣ Writing - presentation	0-10	0-2
‣ Reflection	0-10	0-2
‣ Submitted on time	5 or 10	0 or 2

3. **Tests - three for total of 500 points; 62.5% of grade**

Each examination will be mostly short essay questions, which by nature are graded on a somewhat subjective basis. 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.
- Mid- Range Points - Answer conveys only 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 understood.
- Few or No Points - Obvious.

Numeric Scale for Grades

100	92	83	74
99	91	82	73
98	<u>90</u> B+	<u>81</u> C+	<u>72</u> D+
97			
<u>96</u> A	89	80	71
	88	79	70
95	<u>87</u> B	<u>78</u> C	<u>69</u> D
94			
<u>93</u> A-	86	77	68
	85	76	67
	<u>84</u> B-	<u>75</u> C-	<u>66</u> D-
			65 -0 F

OUTLINE OF SIGNIFICANT TOPICS

Text: *Foundations of Education (9th Edition)*, Ornstein & Levine, Houghton Mifflin, 2006.
The Courage to Teach, Parker Palmer, Jossey-Bass, 1998.

I. The Teaching (Education) Profession (O&L Ch. 1, 2; Palmer Ch.1, 2)

- A. Good Teachers...
- B. Overview of the Profession
- C. Expectations and Licensure
- D. Effective Teaching

First Exam - 100 points

II. The Student and Student Advocacy (O&L Ch. 10, 11, 12; Palmer Ch 3, 4)

- A. Challenges/Opportunities
- B. Learning Styles
- C. Student Diversity
- D. Connecting Teachers and Students

III. The School (O&L Ch. 14, 16; Palmer 5, 6, 7)

- A. Schools - Purposes and Characteristics
- B. School Improvement/Trends/Reform
- C. ESEA and NCLB
- D. Higher Education

Second Exam - 200 points

IV. Education in the United States (O&L Ch. 6, 7, 8, & 9)

- A. History
- B. Political and Legal Aspects
- C. Financial Aspects

V. Foundational Aspects of Education (O&L Ch. 3, 4, 5; Summary of Palmer)

- A. Philosophical
- B. Sociological
- C. Professional

VI. Other Possible Topics (to be determined as the class evolves)

Third and Final Comprehensive Exam - 200 points

Note - It is possible that the content and sequence of the course will change somewhat from that given on this syllabus. 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 topic outline will be given.

Revised: 01-04-06

OTHER RESOURCES

- ❑ See <http://rhodes.edu/education> for list of library resources for education.
- ❑ Recommended reading
 - › Jonathan Kozol. *Savage Inequalities*, New York: Harper Perennial Publications, 1991.
 - › John Goodlad. *A Place Called School*.
 - › *A Nation at Risk: The Full Account*. USA Research: National Commission on Excellence in Education, 1984, 2001.
 - › *The First Days of School*. Harry and Rosemary Wong. Mountain View, CA: Harry K. Wong Publications, Inc., 2001.
- ❑ 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 2005 Report Card
- ❑ Southern Association of Colleges and Schools
 - › P-12: <http://www.sacscasi.org>
 - › College/University: <http://www.sacscoc.org>
- ❑ Local school systems
 - › Catholic Diocese of Memphis (<http://www.cdom.org/schools>)
 - › Memphis Association of Independent Schools
 - › Memphis City Schools (<http://memphis-schools.k12/tn.us>)
 - › Shelby County Schools (<http://www.scs.k12.tn.us>)

Engagement + Attention + Reflection + Trust = Transformation