

EDUC 201-02, Foundations of Education, Fall 2004

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**EDUC 201. Foundations of Education
2004 Fall Semester**

**Teacher Education Program
Rhodes College**

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Class – Tuesday & Thursday
12.30 - 1.45 p.m.
Palmer Hall – Room 208
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. (*three credits*)

PURPOSES

1. To introduce students considering a career in education to a general understanding of the profession and by doing so, help the student reflect upon the potential for the career path.
2. To cover the required set of knowledge and skills (course appropriate) required for licensure by the State of Tennessee and to help prepare students for successful completion of the required Praxis II examinations.
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

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 educational theory, purposes, and practice
- Skills – The student should be able to:
 - identify basic lesson planning and instructional approaches
 - locate and use resource information in the field of education
 - use current technology for the location and reporting of information
 - organize and present subject matter to others with reasonable success
- Dispositions – The student should understand that:
 - there are many factors affecting the success of teaching and learning
 - 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 important information

CONCEPTUAL FRAMEWORK OF TEACHER EDUCATION PROGRAM (TEP)

The restructured Teacher Education Program at Rhodes College offers an approved Program of Study for licensure (State of Tennessee) to teach selected content areas in Grades 7-12. Therefore, the program is organized around requirements set forth by the Tennessee State Department of Education (TN-SDE) and the National Council for Accreditation of Teacher Education (NCATE).

The Conceptual Framework of the Teacher Education Program of Rhodes College is to enable candidates who complete the program and become educators to apply the Vision of Rhodes College through being caring, professional educators.

Thus, candidates who complete the licensure program will have and be able to demonstrate the following attributes:

PROFESSIONAL – realizing that as a professional teacher/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 ADVOCATE – realizing that as teacher/educators, 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 and other members of the community

*Approved, Teacher Education Program Faculty
10 January 2004*

TN-SDE PROFESSIONAL CORE STANDARDS

The TN-SDE requires that all teacher education licensure students acquire a set of knowledge and skills which relate to successful teaching practices. These sets include general knowledge, knowledge of content area, and professional education. This course introduces/addresses ten of the eleven professional education standards:

		<u>Course Section</u>
Standard 1.	Content Field Knowledge	NA
Standard 2.	Student Learning and Development	II.
Standard 3.	Diverse Learners	II.
Standard 4.	Teaching Strategies	I.
Standard 5.	Learning Environment	I., II., III.
Standard 6.	Communication	III.
Standard 7.	Planning	I.
Standard 8.	Assessment and Evaluation	I.
Standard 9.	Reflective Practitioner	I.
Standard 10.	Colleagues, Parents, and Community	III.
Standard 11.	Technology	I.

STUDENT EXPECTATIONS

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 new class attendance policy 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. Work submitted late (after the beginning of the class for which the assignment was due) will receive a one letter grade reduction and assignments late by two or more class periods will receive a zero. In addition to meeting submission dates/times, written assignments will be graded on content, quality of references/sources, proper grammar, word processing skill, and reflective thought.

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 for those students seeking licensure, to the profession of teaching.

Specific - (see Class Assignment Descriptions) Each student will:

1. Submit five "article summary/reflection (ASR) papers" due during the earlier part of the semester. Each ASR paper must include at least two references, with one of the references demonstrating scholarly research. The maximum length of each paper is two pages.
2. Complete a short research/presentation project on a subject directly related to the purposes of the course. The written report is to be a minimum of five pages in length and is to include a minimum of five references.
OR
Develop a written personal philosophy of education (minimum of four pages). It is required that the philosophy show linkage to information being studied in the class and contain material based upon information from Part Two of Orlich and Levine. The philosophy should state/explain the parameters of how the student would approach the teaching profession and the teaching/learning process. Note: students preparing to earn licensure may use this document as part of the required Student Pre-Professional Portfolio.
Due Nov. 02, 2004 and will require a class presentation on an appropriate date.
3. Observe in a PreK-12 setting and submit a document detailing and describing the experience. Students expecting to apply for licensure must complete this requirement while students not planning to seek licensure may choose an additional five ASR as an alternative. **Summary document due Nov. 11, 2004**

4. Take the **three required examinations**, which include the comprehensive final examination.
 Tests will cover:
- All text material, whether covered in class or not
 - All lectures and other assigned readings, including handouts
 - All student and guest presentations
 - Current affairs/events in education

ASSESSMENT OF PERFORMANCE

Assessment of student performance in EDUC 201 will of necessity be somewhat subjective. The following will be used to determine the final grade (1,000 total points):

- | | |
|--|--------------------------|
| 1. Class participation | 100 points; 10% of grade |
| - Attendance | |
| - Relevant participation | |
| 2. Assignments | 300 points; 30% of grade |
| - Opinion Papers – 50 points | |
| - Observation/Practicum – 50 points | |
| - Research/Presentation or Philosophy Project – 200 points | |
| 3. Tests - three; 200 points each | 600 points; 60% of grade |

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

***Note:** Students expecting to seek licensure should ensure that their names are included on the TEP e-mail distribution list and are to apply for Program Admission at the completion of 26 credits.*

OUTLINE OF SIGNIFICANT TOPICS

Text: *Foundations of Education (8th Edition)*
Ornstein & Levine, Houghton Mifflin, 2003

I. The Teaching (Education) Profession (Chapters 1, 2)

- A. Traits of an Effective Teacher
- B. Professional Support, Growth, Development, and Reflection
- C. Expectations and Challenges for Teachers
- D. Professional Licensure
- E. The Benefits of the Profession
- F. Opportunities for Educators
- G. Instructional Strategy (planning, learning environment, assessment/evaluation)
- H. Impact of Technology

II. The Student (Chapters 10, 11, 12.)

- A. Demographics
- B. How Students Learn
- C. Student Diversity
- D. Challenges/Opportunities

Test One - Sections I and II

III. The School (Chapters 14, 16)

- A. Types and Systems
- B. Organization and Structure
- C. Decision-Making
- D. The School Community and Communication !!!
- E. Critical Aspects and Trends
- F. School Improvement/Trends/Reform

IV. Education in the United States (Chapters 6, 7, 8, & 9)

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

Test Two - Sections III & IV

V. Foundational Aspects of Education (Chapters 3, 4, 5)

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

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

- | | | |
|--|-------------------------------------|------------------------------------|
| Finding a job | Working as a team member | Handling the stress of teaching |
| Role of sports & extra-curricular activities | Working with disadvantaged students | Election Year Platforms |
| | Advocating for students | Brown v. Topeka Anniversary |

Test Three - Comprehensive Final Exam

* Coverage of material will involve student presentations.

Special Note - It is possible that the content and sequence of the course will change somewhat from that given on this syllabus. Major variances will be related to 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.

Updated: 16 August 2004