CASPER COLLEGE COURSE SYLLABUS
EDFD 2020-01 - Foundations of Education

Semester/Year: FALL 2006
Lecture Hours: 3 Lab Hours: 0 Credit Hours: 3
Class Time: 11:00-11:50 a.m. Days: MWF Room: CE 116
Instructor’s Name: Clare Eastes
Instructor Contact Information: Office Phone: 268-2710
E-Mail: ceastes@caspercollege.edu
Office Location: CE 122
Contact by phone first and leave message, contact by e-mail, visit in person during office hours
Office Hours:
Monday 1:30 p.m. - 3:30 p.m.
Tuesday 3:30 p.m. - 4:30 p.m.
Wednesday 1:00 p.m. - 2:00 p.m.
Thursday 1:00 p.m. - 2:00 p.m.
Tuesday, Thursday, Friday a.m. - Visiting schools

Course Description/Major Goal: This education foundations course provides a general survey of educational thought and practice in the United States. Emphasis is given to critical thinking about numerous educational points of view.

Statement of Prerequisites: ENGL 1010 or permission of instructor

Goal: This course provides a general overview of the history, philosophy and sociology of education and how they relate to today’s educational system. The course is intended for prospective teachers who want an interdisciplinary approach to understanding the role and structure of the American educational system.

Outcomes: Upon completion of this course, students should be able to:

1. Discuss the profession of teaching and a teacher’s responsibilities in a capstone project.
2. Learn the initial steps involved in a search for a teaching position documented by a paper which shows steps to consider when searching for a teaching position.
3. Name and describe philosophical viewpoints of education and give examples; clarify his/her own philosophy of education in a capstone project.
4. Trace the general development of education in the old world and identify its influences on present education roots; trace the general development of American education from colonial days to present; examine cultures as an influence on education by participation in a class project related to historical education figures.
5. Name and describe some of the major social and cultural forces affecting American education and understand the issues related to multiculturalism and diversity in the public schools. Design and present a diversity/multicultural lesson plan.
6. Discuss the role of local, state, and federal government in relation to public schools in class discussions by using current examples.
7. Discuss the current school funding issues and sources of funding in class discussions.
8. Learn the major laws related to education, including cases associated with student rights, teacher rights, and decisions relating to school/religion issues during class review of court cases.
9. Define curriculum and list sources of influence on curriculum in class discussions and turn in one internet based curriculum lesson.
10. Learn where to find and be critical reviewers of the various literature in teacher education by submitting one critique of recent periodical literature.
11. Review a list of web sites appropriate for lessons in public schools and submit a paper of one lesson plan that is also related to Wyoming Department of Education state standards.
12. Discuss accreditation, accountability, evaluation, and standards as measures of effective education.
13. Discuss the future of education, projecting major trends and changes affecting public schools, especially as it relates to the impact of the No Child Left Behind legislation.

Methodology: Classes will consist of lecture by the instructor, small group/collaborative work, selected speakers, and class discussions.

EVALUATION CRITERIA: All papers and exams will be evaluated holistically with attention given to correct grammatical form, spelling, sentence structure, organization, format, and quality of expression, as well as knowledge of material. All out-of-class assignments must be typed, double-spaced, and have a cover sheet. Points will be deducted if all of these professional expectations are not met.

Each student will be expected to:
1. Participate in class discussions, small group work, and attend class
2. Turn in all assignments on the due date
3. Read the textbook and assigned readings
4. Complete an interview with a teacher and write a paper
5. Complete one critique of recent periodical literature
6. Prepare an internet based assignment on a curriculum topic
7. Complete a paper regarding an initial search for a teaching position in a particular state and within a specific subject/teaching area
8. Participate in a group project to present a diversity/multicultural lesson
9. Complete a book review OR prepare a mini research project on a current educational issue. (For the book review, the student must choose a book from an assigned reading list or have the book approved by the instructor. If student chooses to do a research paper, the topic must be approved by the instructor.)
10. Participate in a group project regarding the historical foundations of education
11. Complete a philosophy of education paper as a capstone project
12. Attend any off-campus field trips at schools which are scheduled during class time
13. Present an oral final (accompanied with VISUAL handouts or overheads to supplement the presentation)

Grading Scale: Evaluation of students will be based on the following 2000 point distribution:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Teacher Interview Paper</td>
<td>200</td>
<td>(10%)</td>
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<tr>
<td>One critique of recent periodical literature</td>
<td>100</td>
<td>(5%)</td>
</tr>
<tr>
<td>Search for a Teaching Position Paper</td>
<td>100</td>
<td>(5%)</td>
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<tr>
<td>Internet Based Curriculum Assignment</td>
<td>200</td>
<td>(10%)</td>
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<tr>
<td>Group Project - Diversity/Multicultural Lesson</td>
<td>200</td>
<td>(10%)</td>
</tr>
<tr>
<td>Book review or mini-research paper</td>
<td>200</td>
<td>(10%)</td>
</tr>
<tr>
<td>Group Project - Historical Foundation of Education</td>
<td>100</td>
<td>(5%)</td>
</tr>
<tr>
<td>Philosophy of Education paper</td>
<td>500</td>
<td>(25%)</td>
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<tr>
<td>Final Oral Presentation - FINAL Project</td>
<td>100</td>
<td>(5%)</td>
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<tr>
<td>Class participation, group activities (no make up)</td>
<td>400</td>
<td>(20%)</td>
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<tr>
<td>(9 pts/class for each of 43 days + 13 points for perfect attendance)</td>
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30 EXTRA CREDIT POINTS WILL BE GIVEN FOR 3 WRITING CENTER VISITS; 20 EXTRA CREDIT POINTS FOR 2 WRITING CENTER VISITS, AND 10 EXTRA CREDIT POINTS FOR 1 WRITING CENTER VISIT. (You must have your paper verified by Writing Center personnel.)

100 EXTRA POINTS WILL BE GIVEN TO A GROUP (MINIMUM OF 2 IN A GROUP AND POINTS DIVIDED BETWEEN ALL MEMBERS OF THE GROUP) WHO SATISFACTORILY DEVELOP A BULLETIN BOARD FOR THE EDUCATION CLASSROOM.

Letter grades will be earned as follows:

- 80 - 89% = B - 1600 - 1799 pts.
- 70 - 79% = C - 1400 - 1599 pts.
- 60 - 69% = D - 1200 - 1399 pts.
- <60% = F - < 1200 pts.

Required Text, Reading, Materials:

Johnson, Dupuis, Musial, Hall, Gollnick
Assorted handouts
CLASS POLICIES:

Last Date to Change to AUDIT status: See Casper College catalog.

Last Date to WITHDRAW from class: Anytime PRIOR TO finals week

ATTENDANCE AND MAKE-UP POLICY:

ATTENDANCE IS REQUIRED. Excessive absences will affect students' grades. Excessive is defined as more than 6 absences during the semester and a student's grade will be reduced by one letter grade for each 6 absences. Attendance is very important for several reasons:

1) In order to learn, students must be present.
2) At this point in education students' professional preparation, responsibility and a student's work ethic are evidenced through prompt and regular attendance.
3) Quality performance is also evidenced through students' participation in all class activities and assignments. If students are not in class, they cannot participate.

Out-of-class assignments are due on the date listed in the schedule of assignments section at the BEGINNING of class. Papers turned in after the beginning of class will be considered LATE and points will be deducted. Late work will not be accepted without PRIOR approval. Students should contact the instructor by phone, answer machine, or e-mail regarding absences whenever a paper is due. No late papers will be accepted during finals week. Students are not allowed to make up class participation points and group activity points when absent. These are the same standards that you as a teacher might use in order to teach your students responsibility and work ethic.

STUDENT RIGHTS AND RESPONSIBILITIES: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College student. It is expected that students will conduct themselves in a civil and respectful manner during class meetings and in individual meetings with the instructor. The class will provide a safe, hostile-free, and non-intimidating environment for all students.

Chain of Command: If you have any problems with this class, you should first contact the instructor in order to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take your problem through the appropriate chain of command starting with the division chair (Dr. Dave Cherry) and then through the vice president for academic affairs (Dr. Carmen Simone).

Academic Dishonesty: Cheating & Plagiarism: Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic
process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct.

ADA Accommodations Policy: It is the policy of Casper College to provide appropriate accommodations to any student with a documented disability. If you have a need for accommodation in this course, please make an appointment to see me at your earliest convenience.

NOTICE OF BACKGROUND CHECK: All education students are subject to background checks and fingerprinting for selected educational coursework involving student contact and future employment as professionals in education and related fields.
CALENDAR/SCHEDULE INDICATING COURSE CONTENT: FALL 2006 (01)

TENTATIVE SCHEDULE OF ASSIGNMENTS

August 28 Introduction/Expectations (Chapters 1-12-14)
        30 Chapter 1  (A Teaching Career)

September 1 Chapter 1

September 4 LABOR DAY – NO SCHOOL
         6 Chapter 1  (Include Learning Styles)
         8 Chapter 1

September 11 Chapter 1
         13 Chapter 12 (Standards Based Education & Assessment)
          (Include PRAXIS, NCLB, INCATE, AND INTASC + Standards)
          DUE: TEACHER INTERVIEW PAPER
         15 CC Library Tour (Meet @ CC Library’s Classroom @ 11 a.m.)

September 18 Chapter 12
         20 Chapter 14 (Education in the 21st Century) - (Include Multiple
                       Intelligences)
          DUE: CRITIQUE
         22 Chapter 2  (Diversity in Society)

September 25 Chapter 2
         27 Chapter 2
         29 Chapter 3  (Social Challenges in the Schools)
          DUE: SEARCHING FOR A TEACHING POSITION

October  2 Chapter 3
         4 Chapter 3
         6 Video - Eye of the Storm

October  9 WEA Representative
         11 Chapter 3 + Group Work
          DUE: INTERNET BASED ASSIGNMENT
         13 Chapter 3 + Group Work

October 16 Chapter 4 (Education that is Multicultural)
         18 Chapter 4 + Group Work
         20 DUE: PRESENTATIONS -DIVERSITY/MULTICULTURAL
             LESSON PROJECT

OCTOBER 23-24 – FALL BREAK – NO CLASSES
<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter</th>
<th>Title</th>
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<tbody>
<tr>
<td>October 25</td>
<td>Chapter 5</td>
<td><em>Organizing and Paying for American Education</em></td>
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<tr>
<td>October 27</td>
<td>Chapter 5</td>
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<tr>
<td>October 30</td>
<td>Chapter 6</td>
<td><em>Legal Foundations of Education</em></td>
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<tr>
<td>November 1</td>
<td>Chapter 6</td>
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<tr>
<td>November 3</td>
<td>Chapter 6</td>
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<tr>
<td>November 6</td>
<td>Chapter 6</td>
<td>DUE - BOOK REVIEW OR RESEARCH PAPER</td>
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<tr>
<td>November 8</td>
<td>Chapter 6</td>
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<tr>
<td>November 10</td>
<td>Chapter 7</td>
<td><em>The Evolution of American Education</em></td>
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<tr>
<td>November 13</td>
<td>Chapter 7</td>
<td>+ GROUP TOGETHER – WHO AM I PROJECT</td>
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<tr>
<td>November 15</td>
<td>Chapter 8</td>
<td>(The Continuing Historical Effort to Improve Education)</td>
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<tr>
<td>November 17</td>
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<td>ADVISING DAY</td>
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<td>November 20</td>
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<td>DUE: PRESENTATIONS - GROUP PROJECT – WHO AM I?</td>
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<td>November 22-24</td>
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<td>THANKSGIVING HOLIDAY – NO CLASS NOVEMBER 22 &amp; 24TH</td>
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<tr>
<td>November 27</td>
<td>Chapter 9</td>
<td>(Philosophical Foundations of Education)</td>
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<td>+ Project Explanation</td>
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<tr>
<td>November 29</td>
<td>Chapter 9</td>
<td></td>
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<tr>
<td>December 1</td>
<td>Chapter 10</td>
<td><em>Educational Theory in American Schools: Philosophy in Action</em></td>
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<td>December 4</td>
<td>Chapter 10</td>
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<td>December 6</td>
<td>Chapter 11</td>
<td><em>Building an Educational Philosophy</em></td>
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<td>December 8</td>
<td>Chapter 13</td>
<td><em>Designing Programs for Learners: Curriculum, Instruction, &amp; Technology</em></td>
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<tr>
<td>December 11</td>
<td>School Visitation</td>
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<td>December 13</td>
<td>School Visitation</td>
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<tr>
<td>December 15</td>
<td>School Visitation</td>
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<td>December 21</td>
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<td>FINALS CLASS DAY – THURSDAY – FINAL PRESENTATIONS</td>
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<td>FINAL WORDS</td>
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