CASPER COLLEGE COURSE SYLLABUS
EDFD 2020-02  Foundations of Education

Semester/Year: Fall 2006
Lecture Hours: 3  Lab Hours: 0  Credit Hours: 3
Class Time: 7:00-9:50 p.m.  Days: Thursday  Room: CE 116

Instructor’s Name: Cammy Rowley
Instructor's Contact Information: Office Phone: 268-3321  Email: crowley@caspercollege.edu
Office Hours: Monday, Wednesday and Friday - 8:00-8:50 a.m.
    Tuesday - 1:00-2:00 p.m.
    Thursday - 6:00-6:50 p.m.

Course Description: 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 education system.

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

1. Discuss the profession of teaching and a teacher’s responsibilities.
2. Become familiar with the initial steps involved in a search for a teaching position.
3. Name and describe philosophical viewpoints of education and give examples; clarify his/her own philosophy of education.
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.
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.
6. Be familiar with the role of local, state, and federal government in relation to public schools.
7. Become familiar with current school funding issues and problems.
8. Become familiar with major laws related to education, including cases associated with student rights, teacher rights, and decisions relating to school/religion issues.
9. Define curriculum and list sources of influence on curriculum.
10. Become familiar with information that is found in various literatures in teacher education by
reviewing articles.
11. Review a list of web sites appropriate for lessons in public schools.
12. Discuss accreditation, accountability, evaluation, and competency testing as measures of effective education.
13. Discuss the future of education, projecting major trends and changes affecting public schools.

Methodology: Classes will consist of lecture by the instructor, readings, small group/collaborative work, in-class activities and class discussions.

Evaluation Criteria:
Grading: 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 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 groups, 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. Create 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 foundation of education
11. Complete a philosophy of education paper
12. Present a final summary of his or her philosophy of education related to an object or visual
13. Participate fully during class time, indicating engagement and thought.

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

200 – Teacher Interview Paper
100 – One critique of recent periodical literature
100 – Searching for a Teaching Position Paper
100 – Internet Based Curriculum Assignment
200 – Diversity/Multicultural Lesson Project
200 – Book review or mini-research paper
100 - Project – Historical Foundation of Education
500 – Philosophy of Education paper
100 – Final Presentation
400 – Class participation, group activities (no make up)
   (25 pts/class plus remainder for group work)

Letter grades will be earned as follows:

90-100% = A – 1800-2000 pts.
80 - 89% = B – 1600-1799 pts.
70 - 79% = C – 1400 -1599 pts.
60 – 69% = D – 1200 – 1399 pts.
<60% = F - < 1200 pts.

Required Text, Readings, and Materials:
   Hall, Gollnick, and Dupis

   Assorted handouts

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

   Last Date to WITHDRAW from class: November 3, 2006.

Attendance and Make-up Policy:

Attendance is required. Excessive absences will affect students’ knowledge, understanding and
application of educational trends, principals, theories and philosophies. 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,
      discussions 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 email regarding absences whenever a paper is due. If a paper is due, your
absence does not excuse the paper from not being turned in. 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.
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 department head, then the division chair (Dr. Dave Cherry), and lastly 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.
Calendar/Schedule
Tentative Schedule of Assignments

8/31  Introduction & Class Expectations  
   *Teaching as a Profession*  
   Reading: Chapter 1, 14

9/7

9/14  *Standards Based Education & Assessment*  
   Reading: Chapter 12  
   **DUE:** Teacher Interview Paper

9/21  *Diversity in Society*  
   **DUE:** Searching for a Teaching Position

9/28  *Diversity in Society*  
   DVD – Eye of the Storm  
   Group for Diversity/Multicultural Project  
   Reading: Chapter 2

10/5  *School Facing Social Challenges*  
   Reading: Chapter 3  
   **DUE:** Critique

10/12  *Education that is Multicultural*  
   Chapter 4  
   **DUE:** Presentation – Diversity/Multicultural Project

10/19  *Organizing and Paying for Education*  
   Reading: Chapter 5

10/26  *Legal Foundations of Education*  
   Reading: Chapter 7  
   **DUE:** Internet Based Lesson Plan Paper

11/2  *Historical Foundations of Education*  
   Reading: Chapter 8, 9

11/9  **DUE:** Who Am I? Project Presentation

11/16  *Philosophical Foundations of Education*  
   Reading: Chapter 9, 10  
   **Due:** Book Review or Research Paper
11/23  Thanksgiving Break

11/30  *Educational Theory: Philosophy in Action*
      Reading: Chapter 11

12/7

12/14  **DUE: Philosophy of Education Paper**
        Final Presentation