Semester/Year: Fall 2006

Lecture Hours: 3  Lab Hours: 0  Credit Hours: 3

Class Time  Days:  Room:

Instructor’s Name: Bill Edwards

Instructor’s Contact Information:  Office Phone: 268-2337  Email: bedwards@caspercollege.edu

Office Hours: Monday - Friday - 8:00 a.m. – 5:00 pm (I have a somewhat chaotic schedule of meetings and projects, so it is best to call and schedule an appointment to be sure I am available for you.)

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/information by the instructor, readings, activities and discussions.

Evaluation Criteria:
Grading: All assignments will be evaluated holistically with attention given to correct grammatical form, spelling, sentence structure, organization, format, and quality of expression, as well as content knowledge. All assignments will reflect thought, time and professional preparation. 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 discussions
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 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. Create in a 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 in class, indicating engagement and thought.

Grading Scale: Evaluation of students will be based on the following 2300 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
Letter grades will be earned as follows:

90-100% = A  2070–2300 pts.
80 - 89% = B  1840–2069 pts.
70 - 79% = C  1610–1839 pts.
60 – 69% = D  1380–1609 pts.
<60%    = F – 1608 < pts.

Required Text, Readings, and Materials:


Assorted handouts

Class Policies:

Last Date to Change to AUDIT status: November 3, 2006

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

Attendance/Engagement and Make-up Policy:

Attendance/engagement is required. Excessive absences or lack of thoughtful engagement will affect students’ knowledge, understanding and application of educational trends, principals, theories and philosophies. This is very important for several reasons:

1. In order to learn, students must be present and engaged in material or discussion.
2. At this point in education students’ professional preparation, responsibility and a student’s work ethic are evidenced through prompt and regular attendance, engagement and learning activities.
3. Quality performance is also evidenced through students’ participation in all learning activities, discussions and assignments.

Assignments are due on the date listed in the schedule of assignments section. Due dates are Mondays by 11:59 p.m. Papers turned in after that time will be considered LATE and will not be accepted.

Late work will not be accepted without PRIOR approval. Students should contact the instructor by phone, answer machine, or email regarding circumstances that prohibit making the due date. No late
papers will be accepted during finals week.

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. 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

Week 1  8/26-9/3  Introduction & Class Expectations
         Teaching as a Profession
         Reading: Chapter 1, 14
         ASSIGNMENT: TEACHER INTERVIEW PAPER

Week 2  9/5 – 9/10  Teaching as a Profession

Week 3  9/11 – 9/17  Standards Based Education & Assessment
         Reading: Chapter 12
         DUE: Teacher Interview Paper

Week 4  9/18-9/24  Diversity in Society
         DUE: Searching for a Teaching Position

Week 5  9/25 – 10/1  Diversity in Society
         Reading: Chapter 2

Week 6 10/2 – 10/8  School Facing Social Challenges
         Reading: Chapter 3
         DUE: Critique

Week 7  10/9 - 10/15  Education that is Multicultural
                      Chapter 4
                      DUE: Diversity/Multicultural Project

Week 8  10/16 – 10/22  Organizing and Paying for Education
                      Reading: Chapter 5

10/23 & 10/24  Fall Break

Week 10 10/25 – 10/29  Legal Foundations of Education
                      Reading: Chapter 6
                      DUE: Internet Based Lesson Plan Paper

Week 11 10/30 – 11/5  Historical Foundations of Education
                      Reading: Chapter 7, 8

Week 12 11/6-11/12  DUE: Who Am I? Project
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<td>11/13-11/19</td>
<td><em>Philosophical Foundations of Education</em></td>
<td>Chapter 9, 10</td>
<td><strong>Book Review or Research Paper</strong></td>
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<td>11/20-11/26</td>
<td><strong>Thanksgiving Break</strong></td>
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<td>15</td>
<td>11/27-12/3</td>
<td><em>Educational Theory: Philosophy in Action</em></td>
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