

American Education
Edu 100
Fall Semester 2008- Tuesday/Thursday 2:30-3:45

Instructor: Dr. Gibbons, Assistant Professor
Office: Curtis 229
Phone: 610-606-4666 Ext. 3740*

*In the case of inclement weather (regardless of CCC status), please check your email.

Email: mgibbons@cedarcrest.edu**

**Please note that due to confidentiality, I will only correspond through Cedar Crest email accounts. Contact technology about having your emails forwarded to a different account such as home, work, etc.

Office Hours: Tues. and Thurs. 3:45-6:15 or by Appointment

COURSE DESCRIPTION:

A problem-centered approach to the historical, philosophical, political, sociological foundations, and the organization of the American educational system. This course will study the impact that the social, economic, and cultural have on the development of public education and what the status of public education is today. Pre-requisite to all other education courses.

REQUIRED TEXTS: Johnson, Dupuis, Musial, Hall, Gollnick

Introduction to the Foundations of American Education
(check with CCC Bookstore for ordered edition)

James Wm. Noll (2004) *Taking Sides*
(check with CCC Bookstore for ordered edition)

COURSE OBJECTIVES:

1. The student will develop an understanding of the institution of schools in our society and the relationship with other societal institutions.
2. The student will develop an understanding of educational philosophies, both ancient and modern that have contributed to and influence education today.
3. The student will develop an understanding of the professional role of teachers.
4. The student will develop an understanding of critical issues facing the field of education and the professional educators of today.
5. The student will develop an improved ability to think critically about the nature of education in society, the role of schools and issues that influence what is done in schools.

CLASS EXPECTATIONS: You will be expected to

- Read for each class the assigned chapter and supplemental readings – all chapter reading is due on the day of class unless otherwise noted.
- Attend class on a regular basis.
- Attend class on the day of an exam. You **MUST** contact me before the exam if you are not going to be in class on the day of an exam – no exceptions.
- Participate in all class discussions.
- Turn in writing assignments on the assigned day.

GRADING: Final grades will *tentatively* be based on the following:

1. PHILOSOPHY OF EDUCATION (20 points of your grade): Two - three page writing assignment. The paper is designed to assist you in forming your own ideology on the teaching profession. You will work on formulating ideas for the paper throughout the course of the semester. The philosophy paper will be dropped one letter grade for each calendar day late.
2. UNIT EXAMS (40 points of your grade): There will be four unit tests throughout the semester. These tests will be multiple choice format and will only cover the chapters in the specific unit. To pass these tests, it is mandatory that you read the chapters for each week. Sample tests are available on the book website.
3. OPINION PAPERS: (10 points of your grade, 5 points each): Students will be given a current debate in the Taking Sides text (Assignment 1: Alternative Teacher Training; Assignment 2: Is Constructivism the Best Philosophy?) that addresses a trend/conflict in education. You are required to write a one page opinion paper about the content of the article. I am only interested in your opinion. **DO NOT** write a summary of the chapter.
4. CLASS PARTICIPATION (10 points of your grade): This grade will be based on class attendance and active participation in discussions. Your participation in class discussions and activities is crucial to your understanding course material. Missing more than two classes will result in a full letter grade drop (on the third absence). Each additional 2 absences will result in a full letter grade drop (fifth absence will result in a C, etc.)
5. GROUP PRESENTATIONS (20 points of your grade): Each of you will give a presentation in class as part of a group research project. These presentations are based on the historical development of education in regards to meeting student needs, serving diverse populations, teacher preparation, recent trends/reforms, etc. Supplemental may assist you with this project. This grade will be based on both an individual and group grade.

TESTING/WRITING POLICY: All written work that is handed in for a grade must be typed, double spaced, and with proper 1 ½ inch borders. Deductions will be made for grammatical or mechanical errors. Opinion papers will not be accepted for a lower grade. The only way a paper can be turned in late is if prior arrangements have been made with me. The Philosophy of Education essay will be dropped on letter grade for each class it is late. Tests must be taken on the assigned date unless prior arrangements have been made with me. Please make sure you have a #2 pencil on the day of an exam.

ATTENDANCE/LATENESS POLICY/LEAVING CLASS EARLY: Your attendance at all class meetings is expected and a vital part of the learning process. Students who are absent from more than 2 classes during the semester will have their final grade lowered by a full letter grade for each absence. Missing more than two classes will result in a full letter grade drop (on the third absence). Each additional 2 absences will result in a full letter grade drop (fifth absence will result in a C, etc.) Any student who is more than five minutes late for class will be marked as absent. Students leaving class more than 10 minutes early will also be counted absent from the class.

LATE SUBMISSION OF ASSIGNMENTS: Assignments are to be submitted to the instructor on the due date to receive full credit for the work. The grade on late assignments will be lowered by one full letter grade for each day they are late except in the case of documented medical excuses. If you are having difficulty completing an assignment, please make an appointment to meet with me or with one of our academic advisors who are graduates of the program here at CCC and as such will be able to help you with lesson and unit planning, etc.

HONOR PHILOSOPHY: The Cedar Crest Honor Philosophy is based upon the principal that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life. **The professor reserves the right to proctor all student assignments including tests, quizzes, etc.**

TUTORS: Students experiencing difficulty with writing skills or English language oral proficiency will be required to seek additional help from the Advising Center. Students experiencing difficulties with course content or writing lesson or unit plans should meet with our evening academic advisors who are highly competent in using our format for lesson/unit planning or schedule an appointment with the professors. Please note that students who earn a grade lower than a B on this course will be required to repeat the course the following semester.

PLAGARISM: Is regarded as a failure to comply with the college honor code. If it is determined that a student has used the work of another person and has not cited that person in APA style as the source of the idea (s), a grade of “0” will be earned for that paper. Students may not use the same paper, unit, and lesson plan for more than one course without the permission (in writing) of instructor. **I hold the honor policy in the highest regard and would like to note that cheating (i.e. plagiarism of any kind (including Internet and the like), using materials previously established as “off-limits” (such as on take-home tests, or**

collaborating with other students on any “individually-designated” assignment will result in a “0.”

STUDENT ACCOMODATIONS: *Students with documented disabilities who need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request accommodations must also contact the Advising Center at extension 3484 during the first week of class (if you have not already done so).*

COURSE OUTCOMES:

1. The student will demonstrate an understanding of the laws and particulars that apply to the profession of teaching.
Cedar Crest Outcome: Engage in critical analysis and qualitative reasoning, understand and articulate the foundations of ethics, and values as well as the value system of others; understand and respond to issues of local and national significance. (In-class discussion, group activities, developmental assessments)
Certification Program General Competency (ies): 2, 3, 6, 7, 8
2. The student will demonstrate an understanding of the current and future challenges faced by education in the United States. (class presentation, research assignment)
Cedar Crest Outcome: Understand and respond to issues of local and national significance.
Certification General Competency(ies): 10
3. The student will demonstrate a knowledge of the historical and philosophical foundations of American education. (exam, reading, class activity)
Cedar Crest Outcome: Critical Analysis and Qualitative thinking.
Certification Program General Competency (ies): 3, 4, 5, 6
4. The students will demonstrate a knowledge of the concept of educational diversity. (exam, writing assignments, class activity)
Cedar Crest Outcome: Engage in critical analysis qualitative Reasoning.
Certification Program General Competency (ies): 3, 4, 5, 6
5. The student will demonstrate a knowledge of American school law and Its ramifications on the profession and instruction of learners.
Cedar Crest Outcome: Understand and respond to issues of local And national significance. (exam, in-class activity, library research)
Certification General Program Competency (ies): 10
6. The students will demonstrate a knowledge of the foundation of School curriculum, its, origins, development and impact.
Cedar Crest Outcome: Engage in critical analysis and qualitative reasoning.
Certification Program General Competency (ies): 3, 4, 5, 7

TENTATIVE COURSE OUTLINE:

<u>Date</u>	<u>Assignment (s)</u>
8/25:	Syllabus, Cedar Crest guidelines, class introductions; Presentation groups formed
8/27:	Chapter 1: Maintain focus on pp. 3-22 <i>Teaching as a Profession</i>
9/1:	Chapter 1: Maintain focus on pp. 23-29 <i>Developing Professionally</i>
9/3:	<i>Taking Sides Part 3 Issue 21 (Holland Vs. Hammond) Venn diagram Wksht. Debate/Discussion</i>
9/8:	Chapter 8: Questions
9/10:	First set of presentations given: History
9/15:	Exam: Chapter 1 and general information Chapter 2: <i>Implications for Teaching Diverse Population</i>
9/17:	Chapter 3: <i>Challenges</i>
9/22:	WORK STUDY
9/24:	Chapter 4: <i>Education That Is Multicultural</i> and Howard Gardner M.I.
9/29:	Exam Review; What is your philosophy of education? wksht.
10/1:	Exam: Chapters 2, 3, & 4 1st opinion paper due on <u>Taking Sides</u> (Alternative Teacher Training)
10/6:	Chapter 7 <i>The Evolution of American Education</i>
10/8:	Chapter 9: <i>Philosophical Found.</i> pp. 313-326: Think, Pair, Share Four Main Philosophies of education wksht.
*****FALL BREAK	

<u>Date</u>	<u>Assignment (s)</u>
10/15:	Chapter 10: Jigsaw activity
10/20:	Second set of presentations given: Evolution
10/22:	WORK STUDY
10/27:	Chapter 11: <i>Building YOUR Educational Philosophy</i>
10/29:	<i>Taking Sides Part 3 Issue 15 (Wasley vs. Johnson) Venn Diagram wksht. Debate/Discussion</i>
11/3:	Chapter 5: pp.141-158 Discussion on the “ <i>powers that be</i> ”/NCLB
11/5:	Third set of presentations given: Implications for Education Today
11/10:	WORK STUDY
11/12:	Chapter 12 pp. 387-416 <i>Standards-Based Education</i>
11/17:	Exam: Will revisit Chapter 7 and 8, and a few questions on Gardner 2nd opinion paper due on <u>Taking Sides</u> (Constructivism Issue)
11/19:	<i>Taking Sides Part 2 Issue 8 Debate/discussion con't. of “powers that be”/NCLB</i>
11/24:	Chapter 6: <i>Legal Foundations of Education</i>
*****THANKSGIVING BREAK	
12/1:	Taking Sides pp. 9 and pp. 203-204: Interpreting in your own words Philosophy of Education paper due
12/3:	Exam: Chapters 9, 10, & 6