

American Education  
EDU 100  
Fall Semester 2009  
Sept. 11, 12, 13, 25, 26, 27  
Friday 5-10pm  
Sat. and Sun. 8-5pm  
Curtis 131

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\*Due to confidentiality with FERPA, I will only correspond with a Cedar Crest email account.

Office Hours: Tuesday/Thursday 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.*

James Wm. Noll (2004) *Taking Sides*, 14<sup>th</sup> 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 assigned weekend unless otherwise noted.
- Due to the weekend schedule, attendance for all hours/days is mandatory .
- 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 weekend course. The philosophy paper will be dropped one letter grade for each calendar day late.
2. UNIT EXAMS (40 points of your grade-10 points each): There will be four unit tests throughout the two weekends. 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. If you miss an exam without having made prior arrangements, you may make up the exam for half credit.
3. OPINION PAPERS: (10 points of your grade-5 points each): Students will be given a current debate that addresses a trend/conflict in education. You are required to write a ONE page analysis/opinion paper about the content of the article. I DO NOT want a summary of the chapter. Papers that are less than a page will be docked 3 points. The Taking Sides paper will be dropped one letter grade for each calendar day late.
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. Attendance for all of the hours is mandatory due to the shortened course. Any absence, tardiness, or leaving early will be used at the instructor's discretion due to the nature (2 weekends) of the class. Any of the mentioned WILL result in the drop of one letter grade or more. 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.
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 materials including Chapter 8 (Johnson, et al), and any other applicable research may assist you with this project.

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. Please make sure you have a #2 pencil on the day of an exam.

#### 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>
<b>Friday</b>	Syllabus, Cedar Crest guidelines, class introductions  Chapter 1: Maintain focus on pp. 3-22 <i>Teaching as a Profession</i>  Chapter 1: Maintain focus on pp. 23-29 <i>Developing Professionally</i>  <i>Taking Sides Part 1 Issue 4 (Elkind vs. Carson: Is Constructivism the Best Philosophy of Education?) Venn diagram wkst.</i> <i>Debate/Discussion</i> Opinion Paper #1 assigned  Chapter 8: Discussion; Presentation groups formed  Exam Review
<b>Sat.</b>	<b>Exam: Chapter 1 and general information</b>  Chapter 2: <i>Implications for Teaching Diverse Population</i>  Chapter 3: <i>Challenges</i>  Chapter 4: <i>Education That Is Multicultural</i> and Howard Gradner MI  Multiple Intelligence Video  What is your philosophy of Ed. Wksht.  Exam Review
<b>Sun.</b>	Chapter 6: <i>Legal Foundations of Education</i>  Chapter 7 <i>The Evolution of American Education</i>  <b>1st opinion paper due on Taking Sides Part 1 Issue 4</b>  <b>Exam: Chapters 2, 3, &amp; 4</b>

<u>Date</u>	<u>Assignment (s)</u>
<b>Friday</b>	<p><b>Exam: Chapter 7 and (will re-visit) Chapter 8</b></p> <p>Chapter 9: <i>Philosophical Found.</i> pp. 313-326: Think, Pair, Share</p> <p>4 Main Philosophies of ed. wksht./present on large post-its</p> <p><i>Taking Sides Part 3 Issue 15 (Wasley vs. Johnson: Is Size Crucial to School Improvement?) Venn Diagram-Opinion Paper #2 assigned</i></p> <p><i>Debate/Discussion</i></p> <p><i>Taking Sides Part 2 Issue 8 (Rotherham vs. Schrag: Can Federal Initiatives Rescue Failing Schools?)</i></p> <p><i>Debate/discussion con't. of "powers that be"/NCLB</i></p> <p>First presentation given: History</p>
<b>Sat.</b>	<p>Chapter 10: Jigsaw activity</p> <p>VIDEO: TBA</p> <p>Chapter 11: <i>Building YOUR Educational Philosophy-LAB(Organizing Power)</i></p> <p>Chapter 5: pp.141-158 Discussion on the "powers that be"/NCLB</p> <p>Second presentation given: Evolution</p>
<b>Sun.</b>	<p>Chapter 12 pp. 387-396 <i>Standards-Based Education</i></p> <p>Chapter 12 pp. 397-416 <i>Assess. &amp; Acc. (WHAT! No PSSA'S??)</i></p> <p><i>Taking Sides pp. 9 and pp. 203-204: Interpreting in your own words</i></p> <p><b>Philosophy of Education paper due</b></p> <p><b>2<sup>nd</sup> opinion paper due on Taking Sides Part 3 Issue 15 (Wasley vs. Johnson)</b></p> <p>Third presentation given: Implications for Education Today</p> <p><b>Exam: Chapters 9, 10, &amp; 11</b></p>

