



EDUC 101 - Foundations of American Education Fall 2017 (draft 8-24-17)	
<u>Instructor:</u> Dr. Jennifer Albert	<u>Email:</u> jalbert@citadel.edu
<u>Office:</u> Capers 301	<u>Class Meetings:</u> Tuesday/Thursday 800-915 in Capers 310
<u>Telephone:</u> (843) 953-7121	<u>Office Hours:</u> Available by e-mail and by appointment
<u>Credit Hours:</u> 3	

PREREQUISITES: None

REQUIRED READINGS AND VIDEOS: Available on-line. See weekly assignments for information and hyperlinks.

STUDENT INFORMATION:

This course is required for candidates interested in pursuing a career in Education. It is also open to those who are interested in learning more about Foundations of Education in the United States.

If you should encounter a computing issue, The Citadel's Information Technology Service may be able to help.

Their web page includes computer recommendations as well as help center contact information:

<http://www.citadel.edu/root/its>

CATALOG COURSE DESCRIPTION:

This course provides an introduction to the historical, political, sociological, and philosophical foundations of education. Emphasis is on the complex relationship between society and school. Issues regarding race, class, gender, and culture within the educational system are addressed in the context of fostering educational opportunity and ameliorating inequalities. A historical context also is established which allows for critical examination of events, individuals, and ideas that have influenced the development of education in the United States. Through an integration of knowledge in the foundations of education, the course prepares reflective decision-makers who can critically examine various schools of philosophical thought and political issues related to education.

CONCEPTUAL BASE: THE CITADEL'S SCHOOL OF EDUCATION'S CONCEPTUAL BASE:

Developing Principled Educational Leaders for P-12 Schools

The Citadel's Professional Education Unit prepares principled educational leaders to be knowledgeable, reflective, and ethical professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel's Professional Education Unit seeks to develop principled educational leaders who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self-knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and

- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of principled educational leaders. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-20 schools, The Citadel's Professional Education Unit transforms cadets and graduate students into principled educational leaders capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are principled educational leaders who are knowledgeable, reflective, and ethical professionals:

Knowledgeable Principled Educational Leaders...

1. Have mastered the subject matter of their field of professional study and practice;
2. Utilize the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning;
5. Demonstrate a commitment to lifelong learning;

Reflective Principled Educational Leaders...

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural experiences;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate and monitor effective teaching and learning in the context of continual assessment;
10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

Ethical Principled Educational Leaders...

11. Demonstrate commitment to a safe, supportive, learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;
14. Establish rapport with students, families, colleagues, and communities;
15. Meet obligations on time, dress professionally, and use language appropriately.

Course Goals with Relationship to the conceptual base:

(Performance indicators are displayed in parenthesis)

Students in this course will:

- Describe characteristics of effective Educators. (2, 7, 8, 10, 11-15)
- Explain the motives for becoming an Educator and, the licensure process for becoming "highly qualified." (2, 7, 8, 10, 11-15)
- Investigate the available options for Education and to become aware of the variety of factors including Career Pathways that impact student learning within their own neighborhood through field experiences and interviews. (6,9,10, 12, 13, and 14)
- Explore the historical development of American Education, including leaders, ideas and movements in education (1, 6, 10, and 13)
- Compare and contrast similarities and differences among learners and educators in American classrooms today. (2, 7, 8, 10, 11, 13, and 14)

- Reflect on how those differences relate to the overall learning process for each student including motivation, learning and achievement. (2, 7, 8, 10, 11, 13, and 14)
- Write a Personal Philosophy of Education that includes a plan for implementing best practices for reaching students of diverse backgrounds -- economic, social, racial, ethnic, and religious. (2, 3, 6-8, 10, 11, 13 and 14)

CLASS EXPECTATIONS:

Class Attendance

Attendance is expected. If you are to be absent, please contact me as soon as you are able. The college policy will be followed in regards to reporting attendance. As is noted in the grade distribution participation and professionalism are significant portions of the course grade.

Assigned Work

All work assigned is expected to be completed by the due date. Late assignments will have lower grades unless special permission has been granted prior to the due date.

Honor Statement

The Citadel's students are expected to meet the standard forth in the Citadel Code. Available at:

<http://citadel.edu/r3/honor/manual.shtml>

Cheating and plagiarism violations will be reported and a failing grade will be assigned for the work in question.

This class will follow The Citadel Honor Manual regarding plagiarism: "Plagiarism is the act of using someone else's words or ideas as your own without giving proper credit to the sources:

- When you quote another's words exactly you *must* use quotation marks and a footnote (or an indication in your paragraph) to tell exactly where the words came from, down to the page number(s). When you mix another's words and ideas with your own in one or more sentences, partially quoting the source exactly and partially substituting your own words, you must put quotation marks around the words you quote and not around your own. Then you cite the source, down to the page number(s).
- When you paraphrase another's words or ideas, that is, when you substitute your words for another's words, but keep their idea(s), you do not use quotation marks, but you must cite the source, down to the page number(s).
- When you use only another's idea(s), knowing that they are the other's ideas, you must cite the source of that idea or those ideas, down to the page number(s).
- Citing the source means giving, as a minimum, the author, the title of the book, and the page number. (The Citadel Honor Manual)

Field Experience

Field experience hours are a required part of this course. ***Students may not receive a passing grade without completing the required field experiences. A summary field experience reflection is due at the end of the experience. More information about the field experiences are found below.***

Disability Disclosure

If you need accommodations because of a disability, please inform me immediately. Please e-mail me privately to let me know about your specific needs. If you need additional support as you move through this and other courses, The Citadel maintains an Office of Access Services, Instruction and Support (OASIS) located in room 105 Thompson Hall. To receive additional assistance, email Dr. Jane Warner - jane.warner@citadel.edu or call 953- 1820 to set up an appointment. OASIS is responsible for reviewing documentation provided by students requesting academic accommodation and for accommodation in cooperation with students and instructors as needed and consistent with course requirements.

ASSESSMENT

Grades for EDUC 101 are based on a variety of assignments. The relative weights used for calculating the course grade are as follows.

Assignment	Percent
Graphic organizer	5%
History project	15%
Field Experience Reflections	15%
Mid-term	5%
Education Advertisement	15%
Philosophy of Education	20%
Final Project	10%
Final Exam	5%
Professionalism	10%

90.0-100.0=A, 85.0-89.9=B+, 80.0-84.5=B, 75.0-79.5=C+, 70.0-79.9=C, 0-69.9=F

Course Schedule for EDUC 101

WEEK	TOPIC	ASSIGNMENT
Week 1 (8/21-27)	Introduction	
Week 2 (8/28 - 9/3)	History of American Education NO CLASS - AUGUST 31 (ZFSOE FORUM)	
Week 3 (9/4-10)	History of American Education	Graphic organizer for history project (due 9/5)
Week 4 (9/11-17)	History of American Education	History Project (due 9/12 or 9/14)
Week 5 (9/18-24)	Political foundation of education	
Week 6 (9/25 - 10/1)	OBSERVATION - SEPTEMBER 28	Mid-term (9/26) Observation reflection (due 10/1)
Week 7 (10/2-8)	Society and school	
Week 9 (10/9-15)	Society and school	Education advertisement (due 9/13)
Week 10 (10/16-22)	Philosophy of Education	
Week 11 (10/23-29)	Oct. 24 - TEACHER CADET DAY OBSERVATION - OCTOBER 26	Observation reflection (due 10/29)
Week 12 (10/30 - 11/5)	Philosophy of Education	
Week 13 (11/6-12)	Philosophy of Education OBSERVATION - NOVEMBER 9 (SC ² Conference)	Observation reflection (due 11/12)
Week 14 (11/13-19)	Philosophy of Education	Philosophy of Education (due 11/19)
BREAK (11/20-26)		
Week 15 (11/27 - 12/4)		FINAL PROJECT DUE (due 11/28 or 11/30)
EXAM		December 13, 2018 at 1pm