

Education 150 *Education in American Culture*

Fall 2006 PPhac 232
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Office Hours: Thursday 5-6:30 pm
Class: 6:30-9:00 pm

A true teacher never thinks his or her education is complete, but is always seeking to add to his or her knowledge. The moment a person ceases to be a systematic student he or she ceases to be an effective teacher.

Goals

- 1) Provide a framework for understanding the history of public education in the U.S.
- 2) Begin the process of becoming a “reflective teacher”
- 3) Develop a personal philosophy or vision for teaching
- 4) Begin to develop the skills necessary for analysis of educational issues and research
- 5) Gain a basic understanding of school governance and leadership as it relates to the philosophy of education
- 6) Observe and reflect on real learning communities through a field experience

Required Texts

- 1) Tozer, Violas, & Senese, (1998) *School and Society*, 4th ed., McGraw Hill.
- 2) Fenstermacher and Soltis, (1998) *Approaches to Teaching*, 4th ed., Columbia University

Attendance

This course requires informed participation in the discussions so you are expected to attend every class with a basic understanding of the assigned readings or topics to be discussed in class. If you must be absent please try to inform me ahead of time. It is your responsibility to obtain material distributed in class or assignments given during missed classes. Missing more than three classes presents serious concerns about your ability to succeed in this course.

Absence is also not an excuse for missed work. If you cannot turn in work in a timely manner you should discuss this with me. Late work can be accepted depending on the situation.

Academic Honesty

The College's position on academic honesty is clear. Written work must be the product of your own thought and effort. If the works of others is quoted or paraphrased in your papers, cite those sources with a standard (APA) citation (preferred) or MLA bibliographic notation. Ideas gleaned from discussions with others do not constitute plagiarism. Direct quotations from "experts" should be cited in standard reference fashion.

If a completed assignment is found to be plagiarized or dishonest, a grade of zero will be entered for that assignment and the Academic Dean will be notified in accordance with College policy. If you have any questions as to how to handle the materials of others' please contact me.

Field Experience

This course requires a field experience. You will be going into the schools approximately four hours per week. This is a unique opportunity to see first hand what goes on in local schools and will allow you to make connections with your class work and the life of experienced educators. Successful completion of the field experience and your journal make up a portion of your grade.

Course Schedule

Week 1 (Aug. 31) *Introductions*

Introductions, syllabus, field experience journals, discussion—What are your perceptions on the following questions?

- 1) What is the nature of history?
- 2) Why study the history of education?
- 3) What is philosophy?
- 4) What is thinking about "thinking"?
- 5) What is "vision"?
- 6) What is a personal philosophy of education?

Readings/Handout 177: Going to School in 1776

Field Work Introduction: Journals

Assignment #1: School and Society, Chapter 2 Liberty and Literacy, p. 20-25.
Answer questions 1,2,3, with short essays.

Week 2 (Sept. 7) *The History of Public Education in America*

Informed Discussion: Reading and assignment questions.
Video: PBS "In Schools We Trust" with discussion guide.

Assignment #2: Schools in Society, Chapter 3 School as a Public Institution: The Common School Era, p. 48-80. Questions 1,2,3.

Due: Assignment #1

Week 3 (Sept. 14) *The History of Public Education in America*

Informed Discussion: Reading and assignment questions

Instructor Presentation: Timeline: The Issues of Public Education

Review: Independent Study Assignment

Assignment #3: Independent Study Handout

Annual Editions, '03-04, Article 22, Decisions that have shaped US education, Zirkel

Schools in Society, Chapter 8 p.218-238 Questions 1,2,3

Due: Assignment #2

Week 4 (Sept. 21) *The Legal and Political Climate of Public Education*

Independent Study: Assignment #3 Handout & Chapter 8 questions

Understanding Supreme Court decisions that impact public schools. Complete Legal Historical Flow Chart Handout.

Week 5 (Sept. 26) *Graduate Symposium*

Students are to attend on Tuesday September 26.

Week 6 (Oct. 5) *Understanding the Role of Philosophy*

Informed Discussion: Ethics, morals, and values in education

Group work

Handout: Annual Editions, '04-05 Unit 4 Morality and Values in Education

Due: Assignment #3

Week 7 (Oct. 12) *Life in the Classroom*

Instructor Presentation: School violence, classroom management, teaming

Videos: Kantor's Assertive Discipline

Instructional Teaming

Assignment #4: School and Society, Chapter 5 Schooling Girls and Women, Questions 1,2,3, p. 151, Chapter 6 Questions 1,2,3 p.187

Week 8 (Oct. 19) *Cultural Diversity in the Classroom/Charters and “School Choice”*

Informed Discussion: Assignment #4
Film: Just a Teacher with Discussion Guide

Assignment #5: Approaches to Teaching, Chapters 1-4

Due: Assignment #4

Week 9 (Oct. 21) *Philosophical Positions on Teaching*

Informed Discussion: thinking about engaging students
Presentation: Interviewing educators

Assignment #6: Teaching Interview Handout

Assignment #7: Approaches to Teaching Chapters 5 & 6

Due: Assignment #5

Week 10 (Oct. 28) *The role of Reflection in the Life of an Educator: Developing a Vision*

Instructor Presentation: Creating a personal vision
Group Work: Sharing ideas about learning and instruction

Assignment #8: Position Paper: A personal vision for teaching

Week 11 (Nov.2) *The Role of Research in Public Education*

Instructor Presentation: Introduction to education research
Introduction: The Final Project—A Pathfinder

Due: Assignment #6

Week 12 (Nov 9) *School Governance and Educational Leadership: An Introduction, What do those administrators do? How about the School Board of Director?*

Question forum: Group work, Concept mapping
Leadership Forum: Formal Discussion (handout)
In class project: Summarize your understanding of school administration with a concept map. (Group work)

Due: Assignment # 8

Week 13 (Nov. 16) *The Quest for Excellence: Standards and No Child Left Behind*

Instructor Presentation: (NCLB Act of 2001)
Informed Discussion: Quality and accountability in schools

Handouts: Annual Editions, 03/04 Unit 7, p. 148-167
04/05 Unit 8, p. 176-195

Week 14 (Nov. 30) *The Quest for Excellence/Gifted Education: Some Perspectives*

Instructor Presentation: Overview of Chapter 14 & 16 of the PA school code
Video: Differentiated Instruction in the Classroom
Discussion/Group work: How will you handle co-teaching, inclusion, accommodations and differentiated instruction.

Week 15 (Dec. 6)

Informed Discussions: The career stages of teachers
Instructor Presentation: Some ideas about the future and future opportunities in public education.

Due: The Final Project

Assignments, Papers and Projects

This is foremost a philosophy course and as such is a discussion based course. Informed participation is paramount to success in this course. Reading assignments need to be done before the classroom discussions. “Quick quizzes” may be administered before discussions about the readings and will be used to help determine your discussion grade.

The course requires Essays, a Teacher Interview, Position paper, Field experience Journal and Pathfinder. Details (Handouts) about how to complete each project will be provided in class.

Grading Rubric

Your grade will be based on the amount of points you are able to garner over the course of the semester and calculated as a percentage. The breakdown is as follows:

Participation in informed discussions: 100 pts

Essay assignments #1-5: 50 pts

Teacher Interview: 50 pts

Field Experience Journal and Satisfactory Rating: 50 pts

Vision Position paper: 100 pts

Pathfinder (final project): 100 pts

Attendance: 150 pts (10 pts per class)

Total possible points= 600 points ***Good Luck!***