

*Moravian College
Lisa Draper, Ph.D.
Spring Semester 2008*

Education in American Culture
EDU 150PM

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Required text:

Parkay, F.W., and Stanford, B. H. (2007). *Becoming a teacher*. Pearson: Boston.
ISBN# 0-205-50287-3

“Teaching is a calling, a vocation that requires constant renewal of the mind, heart, and spirit. Teachers come to the profession inspired by a passion to help others learn. They are drawn to education by an ethic of service and a mission to make a difference in the world. Good teachers care, and they keep finding ways to connect with students. Despite working in a system that often leaves them feeling exhausted, depleted, and vulnerable, they do not check their hearts at the door.”

Sam M. Intrator

Course description:

Development of teaching and schooling in the United States since the 1840s. Includes current topics of concern in American education such as race and ethnicity. After reading and discussing various views on teaching, students will develop a personal philosophy statement.

Course objectives:

1. Identify and examine various events and forces that have shaped and continue to shape American education.
2. Examine socio-cultural factors involved in American educational systems.
3. Analyze current educational issues and their relationship to current events and forces that affect education in America.
4. Research, develop, and present an historical investigation lesson of key individuals/groups/events/concepts that played a significant role in developing public schools in America.
5. Experience the reality of the classroom in American public schools.
6. Maintain a journal to explore one’s own perceptions, experiences, and reflections of schools in America.
7. Develop a personal philosophical statement on education.

Special Needs Accommodations:

If you have documented information regarding a special need for this class that the College has acknowledged, please see me privately so that we can discuss your needs and how best to meet them within this course.

Attendance

Attendance is expected. The issues being considered in this course require informed discussion and involvement. You are expected to attend every class with a basic understanding of the assigned reading or with questions to be raised about the reading. If you must be absent for some reason, please let me know ahead of time. It is your responsibility to find out what you missed in class and secure materials that might have been distributed or any assignments given in your absence. Absence is not an excuse for missed work. If circumstances arise that prevent you from completing an assignment when it is due, please discuss the situation with me. **More than 1 absence from class will result in a lowered grade (e.g. A- to B+), and more than 2 absences will result in a full grade drop (e.g. B to C), etc. Excessive tardiness will be noted and applied to the absence rule.**

Academic Honesty:

Your papers and projects are completed outside of class. This allows you to discuss your ideas with other members of the class; and to do the necessary reading and writing in the type of environment you find conducive. Your discussions do not constitute plagiarism, which is the presentation of someone else's work as your own, even when the discussions produce points of view which have something in common with other students. Moravian College's position on academic honesty is clear: For written work to be acceptable, its final form must be the product of your own thought and effort. Anything else is of no value as a measure of your effort and understanding, and will receive no recognition. If the work of others is quoted or paraphrased in your papers, cite that source with some standard bibliographic notation.

If a completed assignment is found to be dishonest, a grade of zero will be entered for the assignment, and the Dean of Academics will be notified of the action in accordance with College policy. Such an action would indicate a cynicism about learning inappropriate to being a teacher and would place your application to the teacher education program into serious jeopardy. If you have any questions about the College policy, consult the appropriate pages in the Moravian College Student Handbook.

"Office" Hours:

I will be available prior to and at the end of class. Please feel free to contact me for an appointment if necessary.

Grading:

94.0%-100%	A
90.0%-93.9%	A-
87.0%-89.9%	B+
84.0%-86.9%	B
80.0%-83.9%	B-
77.0%-79.9%	C+
74.0%-76.9%	C
70.0%-73.9%	C-
67.0%-69.9%	D+
64.0%-66.9%	D
60.0%-63.9%	D-
0%-59.9%	F

Grades are rounded to the nearest tenth.

For example:

$$93.97 = A$$

$$93.12 = A-$$

Please note how class absences affect grade as noted previously in the attendance portion of this syllabus.

Keep track of your grades!

Journal Entries	_____ x 20% = _____	due 1/22/08, 2/12/08, 3/18/08, & 4/1/08
Philosophy of Education Paper	_____ x 10% = _____	due 2/26/08
Mid-term Exam	_____ x 15% = _____	on 2/26/08
Classroom Management Plan	_____ x 10% = _____	due 3/25/08
Lesson Plan	_____ x 20% = _____	due 4/8/08
Letter of Leadership	_____ x 10% = _____	due 4/29/08
Final Exam	_____ x 15% = _____	on 4/29/08

Requirements:**1. Journal Entries DUE DATE:1/22/08, 2/12/08, 3/18/08, 4/1/08 20%**

At the heart of every classroom is the teacher's self. The evolution of that self begins the second that a teachers steps foot into a classroom. Therefore, examining one's self is critical in examining how one manages, teaches, evaluates, and interacts within the classroom. Keeping a journal allows one to study the self. Being aware of the self encourages one to explore why do I teach the way I do? Why do I teach what I do? How do I interact with my students and why? The journal opens the door to view oneself in reflection and make changes for the better. Your reflections may be maintained in a notebook or on loose sheets of paper in a folder. Your reflections should express your thoughts about what you are experiencing while you are in the field. Your observations and interactions within the field experience could trigger questions and comments that you want to share in your journal entries. Try to share in the journal connections about what we are discussing in class with what you are experiencing. This is a conversation between you and me. **These specific reflections should be about 2 pages, can be typed/double-spaced, or written legibly in blue or black ink.**

Journal Entry #1- What events in my life have brought me to my current decision to pursue teaching? What sort of teacher do I hope to be(come)?

Due: January 22, 2008

Journal Entry #2, #3, #4-Should reflect experiences in your classroom placement.

Failure to complete the assigned lab hours in the classroom could result in a course failure.

2. Mid-term exam Date: February 26, 2008 15%

This test will include a combination of matching, identifications, and true/false questions on the readings & discussion to this point. This will include chapters 1-6 from the text as well as additional information from class discussions. The Philosophy of Education paper counts 10% of the grade(see below) and counts as the essay portion for the mid-term exam for a total of 25%.

3. Philosophy of Education Paper DATE DUE: February 26, 2008 10%

This should be about 2-3 typed pages examining how you view education. Examine your thoughts about education in general, students, teachers, discipline/classroom management, and curriculum. Examine your views on teaching and learning in relation to the broader educational world you are entering. Ideas should come from assigned readings and from your experience

in the field. Over the next few years as you evolve in your experiences, you will want to clarify and state your philosophy of teaching in a succinct one typed page essay.

4. **Classroom Management Plan** **DATE DUE: March 25, 2008** **10%**

This will be about 4-5 pages of information that you will create as you envision teaching your own classroom. You will provide the necessary elements such as communication, curriculum, grading, discipline, etc., needed for producing a classroom management plan.

5. **Lesson Plan & Presentation** **DATE DUE: April 8, 2008** **20%**

You will bring one idea for a lesson plan for 1/29/08 and after the lesson plan is written, you will provide modifications for students with special needs (3/11/08). You will also adapt the lesson so that it is technology-based (4/1/08). Finally, you will align the plan with the appropriate standards and create a quiz or rubric as an evaluation for the lesson (3/25/08). In this lesson, you will teach the class about a particular event/person/concept in the history of education in the United States.

6. **Letter of leadership** **DATE DUE: April 29, 2008** **10%**

You will prepare a "letter" of interest or inquiry to a school, district, Department of Education, or professional organization, or congressman/woman, about a concern or interest that you have regarding the status of education today.

7. **Final Exam** **Date: April 29, 2008** **15%**

This test will be a combination of matching, identification, and true/false questions involving the assigned readings, class discussions, and group activities/assignments since the mid-term exam. (NOTE: The Letter of Leadership is the essay portion of this exam and counts 10% of the grade for a total of 25%.)

General Considerations & Expectations:

1. **Attendance is expected.** The issues being considered in this course require informed discussion and involvement. You are expected to attend every class with a basic understanding of the assigned reading or with questions to be raised about the readings. If you must be absent for some reason, please let me know ahead of time. It is your responsibility to find out what you missed in class and secure materials that might have been distributed or any assignments given in your absence. Absence is not an excuse for missed work. If circumstances arise that prevent you from completing an assignment when it is due, please discuss the situation with me. **More than 1 absence from class will result in a lowered grade (e.g. A- to B+), and more than 2 absences will result in a full grade drop (e.g. B to C), etc. . Excessive tardiness to class will be noted and applied to the absence rule.**

2. **Participation is expected.** In class, you will be expected to share your insights and ask questions. You will be expected to participate in group and individual activities. The more you put into the class, the more you will take away with you when you leave!
3. **All assignments must be submitted on the assigned due date.** Assignments turned in late will be subject to penalty or can be refused. Due to unforeseen circumstances, the course instructor may make exceptions.
4. **Be respectful.** Please be on time for class and come to class prepared with your materials. Listen to others and discuss; however, acknowledge that each individual brings with him or her valuable experiences to share. We won't always agree with one another, but we need to respect one other's right to share opinions and respect the right to differing opinions.
5. **Please turn off/adjust all cell phones.** Our class time should not be interrupted with a cell phone ringing/text messaging. Make sure they are turned off or on vibrate prior to class beginning. Snacks and drinks are permitted as long as you clean your area before leaving.

CLASS SESSION SCHEDULE:

<i>Date</i>	<i>Discussion Topics</i>	<i>Assignment for next class</i>
January 15	Course Introduction	Chapter 1 Journal Entry #1
January 22	The Teaching Profession Journal entry #1 due!	Chapter 2 Lesson Plan idea
January 29	Learning to Teach Lesson Plan idea due!	Chapter 3 Journal entry #2
February 5	Ideas & events that have shaped Education in the U.S.	Chapters 4, 5 Journal entry #2
February 12	Social Realities & Struggles For control in Schools Today Journal entry #2 due!	Chapter 6
February 19	Ethical & Legal Issues in U.S. Education	Mid-term Exam & Philosophy of Education
February 26	MID-TERM EXAM Philosophy of Education Statement due!	Chapters 7, 8
March 4	SPRING BREAK-NO CLASS	Chapters 7, 8
March 11	Teaching Diverse Learners *adapt lesson plan idea	Chapter 9 Journal entry #3
March 18	Classroom Management & Curriculum <i>Classroom Management video</i> Journal entry #3 due!	Chapter 10 Classroom Management Plan
March 25	Standards, Assessment, & Student Learning *Align lesson plan with standards & create assessment Classroom Management Plan due!	Chapter 11 Journal entry #4

<i>Date</i>	<i>Discussion Topics</i>	<i>Assignment for next class</i>
April 1	Teaching with Technology *adapt lesson plan with technology Journal entry #4 due!	Lesson Plan & Presentation
April 8	Lesson Plan & Presentations due!	Chapters 12, 13
April 15	Teachers as Leaders & the Induction Process	Final Exam Letter of Leadership
April 22	Course Closure <i>Video: "The Water Is Wide"</i> SRTEs evaluations	Final Exam & Letter of Leadership
April 29	FINAL EXAM & Letter of leadership due!	

***bold asterisks assignments will be completed in class.**

*If any changes are made to the syllabus, this course instructor will notify you of any changes immediately.

Readings that could interest you:

Intrator, S. M. (2002). Stories of the courage to teach: Honoring the teacher's heart. San Francisco, CA: Jossey-Bass.

Palmer, P. (1998). The Courage to Teach. San Francisco, CA: Jossey-Bass.

Wink, J. (2005). Critical pedagogy: Notes from the real world. 3rd Edition. New York, New York: Pearson Education, Inc.

Final Exam Review Sheet

This will be completed as we move throughout the course!

Chapter 7

Chapter 8

Chapter 9

Chapter 10

Chapter 11

Chapter 12

Chapter 13

Letter of Leadership ChecksheetStudent Name

_____ Name of individual/organization & contact information-

_____ Topic of Inquiry/Concern-

_____ Letter format- use business letter format

_____ Grammar, punctuation, spelling

_____ Presentation/appearance of letter

_____ Websites used for research: (include web address) (Minimum of 5)

History of Education Checklist**Date Due: April 8, 2008****Why do this project?**

Active agents shape the American educational system. Central educational ideas have flourished over time and continue to guide the educational system today. Institutions inherited have not always existed; but rather, they have been developed and re-developed, and continue to evolve. Therefore, this lesson plan assignment enables you to explore an historical aspect of the American educational system and share your inquiries with us in a group presentation format that allows you the opportunity to teach the class. When you “know” the history behind something, you “know” why things are the way they are, and you know how you can be more of a productive agent of change for improvement!

How do I get started?

1. Select a topic you are interested in or would like to know more about. These are suggestions...

_____ Horace Mann _____ Moravian, Quaker, Amish, and Mennonite education

_____ Jane Addams _____ Pennsylvania and the common (public) school

_____ W. E. B. Dubois _____ African Americans and the public school

_____ John Dewey _____ Education of girls/young women

_____ Treatment of Asians, Hispanics, American Indians, and non-Protestant religious groups

_____ Micheal Thompson

_____ ??? Is there a topic relating to the history of education in America that you would like to explore, but is not listed? Please discuss with me!

2. *Research the topic and prepare a lesson plan to teach your classmates about this particular topic.* The task explored could be the role of a specific individual, event, or philosophy, etc. that has contributed to the evolution of this historical aspect of education.

3. You must compile a ***handout*** to provide to the audience. A convenient way is to outline your information. The purpose of the handout allows the audience to follow along with you as you present, provides a space to note questions or comments following the presentation, and can be used as a future reference tool for further educational research.

4. ***The Presentation-*** You will have 10-20 minutes to present this “mini lesson.”

Student Name _____

Lesson Plan Checksheet

_____ Title of lesson plan

_____ Class description (grade, academic level, number of students)

_____ Lesson objective/s (The student will be able to...)

_____ Standards (list number and brief statement description)

_____ materials needed (students/teacher)

_____ time estimations for each component

_____ Warm Up/Introduction/Starter

_____ Development/Procedures (list; describe what students are doing, describe what teacher is doing)

_____ Guiding questions (that the teacher can use to encourage the lesson)

_____ Activity (individual, partner, group, or combination)

_____ Evaluation/check for objective

_____ Closure (restate objective and check for understanding)

_____ Assignment for enrichment, extension, or prelude to next lesson)

Student Name _____

Classroom Management Plan Checksheet

- _____ Plan should be typed for parents, administrators & students
- _____ Simplified page should be provided for students for management & consequences

Written plan:

- _____ typed, 12-14 point size, legible font
- _____ Brief summary of your philosophy regarding discipline 10 pts
- _____ List expected student behaviors 10 pts
- _____ List possible immediate classroom consequences for classroom misbehaviors 10 pts
- _____ List follow up consequences 10 pts
- _____ Outline general class procedures for students 10 pts
- _____ Brief summary of your content curriculum 10 pts
- _____ Grading policy identified for your class 10 pts
- _____ Policy regarding homework, projects, quizzes, tests, work missed/late, absences from class, extra help, teacher detention, etc. 10 pts
- _____ List materials students will need to purchase for your class 5 pts
- _____ Provide your school phone number with your extension and your school email address for parents 5 pts

Student Plan (15 points): **10 points**

*limited to ONE single paper!

- _____ typed, 12-14 point size, legible font
- _____ *List expected student behaviors
- _____ *List possible immediate classroom consequences for classroom misbehaviors

Mid-term Exam Review Sheet

This will be completed as we move throughout the course!

Chapter 1

Chapter 2

Chapter 3

Chapter 4

Chapter 5

Chapter 6

Student Name _____

Philosophy of Education Evaluation

1. Content 0-50 pts

- _____ views on teaching and learning are explicitly evident; examples and details are used to provide a very clear picture
- _____ views on teaching and learning are explored somewhat; a few examples and details are used to provide a little focus
- _____ attempts to establish views on teaching and learning, but lacks details/examples that provide focus
- _____ difficult to identify the views on teaching and learning; lacks focus

2. Exploration 0-30 pts

- _____ ideas from readings & discussions are evident
- _____ ideas from readings & discussions are limited
- _____ ideas from readings & discussions are not explored

3. Mechanics 0-10 pts

- _____ virtually free of errors in spelling, punctuation, grammar
- _____ 2-3 errors in spelling, punctuation, and/or grammar
- _____ more than 3 errors in spelling, punctuation, and grammar

4. Requirements 0-10 pts

- _____ double-spacing used
- _____ typed in black ink
- _____ 2-3 pages in length
- _____ 1-2 pages in length
- _____ less than 1 page

Total score: _____

THIS SHEET MUST BE TURNED IN WITH PAPER!

Classroom Observation Guide Sheet

Name _____

Date _____

1. Take notes about your experience:
 - What is happening in the room BEFORE class starts?
 - What are students EXPECTED to be doing before class starts?
 - What is the teacher doing before class starts?
 - a. How does the teacher begin the class?
 - b. What misbehaviors (verbal or nonverbal, disruptive or passive) do you notice?
 - What is the lesson topic for today?
 - How does the teacher use the class time to teach the lesson objective?
 - What specific strategies do you see the teacher using?
 - How would you teach the same lesson differently?
 - Explain why or why not the students are on task.
 - What interruptions occur while you are there?
 - a. Does the phone ring? Does the PA system go on? Is there a fire drill?
 - Note the last 10 minutes of class:
 - a. What are students doing?
 - b. What is the teacher doing?
 - c. What was the closure?
 - d. How is homework assigned? Is it assigned?
 - How does the teacher dismiss the students?
 - If this was your classroom and you were the teacher, what would you have done the same? What would you have done differently?
 - Recalling some of what you have already shared in this course, what would you hope to do in your classroom?