

***EDUCATION IN AMERICAN CULTURE EDUC 150Z***

Spring, 2010

Room 232 Building PPHAC

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**Required texts:**

Parkay, F. W. and Stanford, B. H. (2010). *Becoming A Teacher*. 8<sup>th</sup> Ed. Upper Saddle River, NJ: Merrill (Pearson) Publishing.

**Suggested Readings:**

Kozol, J. (2007). *Letters to a young teacher*. Crown Publishers, New York. ISBN#978-0-307-39371-5

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

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

*“When they [future teachers] begin to teach, they come into their classrooms with a sense of affirmation of the goodness and the fullness of existence, with a sense of satisfaction in discovering the unexpected in their students, and with a longing to surprise the world, their kids, even themselves, with their capacity to leave each place they’ve been (a school, a classroom, a community of learning) a better and more joyful place than it was when they entered it.”*

*Jonathon Kozol, educator and author of Letters to a Young Teacher*

**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 of key individuals/groups 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.

### **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 tardies to class will be noted and applied to the absence rule as well as requests to leave early.**

### **STUDENTS WITH DISABILITIES**

*Moravian College actively seeks to accommodate students with disabilities during their coursework, their field experiences, and their student teaching. A student with a disability who intends to participate in any field experience must follow the College's policy for documentation of the disability and requesting accommodations (as outlined in the current Student Handbook) and must inform the Education Department Director of Field Experiences of required accommodations well in advance of the field experience in order for the department to make appropriate arrangements. The student should sign a release available from the Assistant Director of Learning Services for Disability Support so that information concerning his or her disability and accommodations can be shared with cooperating teachers and other appropriate personnel.*

*The Education Department will work actively to secure appropriate accommodations that are consistent with school district policies and state certification requirements. Because of the nature of student teaching and other field experiences, such accommodations may be very different from those available in other courses.*

*In particular, accommodations that compromise the essential character of the student teaching experience or other field experiences cannot be provided and are not legally required. Students with questions about accommodations during student teaching or other field experiences should address them to the Director of Field Experiences or to the Assistant Director of Learning Services for Disability Support.*

*Comenius Center students with documented disabilities who wish to receive accommodations must identify themselves to the Comenius Center dean, who will refer them to the appropriate campus office. Please call 610-861-1400.*

### **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.

### **Requirements:**

#### **1. Journal Entries-**

**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 from the class and from the assigned readings. 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)?

*DATE DUE: Jan. 25, 2010*

**Journal Entries #2, #3, #4-** Should reflect experiences within your placement

*DATES DUE: Feb. 9, March 23, March 30 respectively*

***FAILURE TO COMPLETE THE ASSIGNED LAB HOURS IN THE CLASSROOM COULD RESULT IN A COURSE FAILURE.***

2. **Philosophy of Education Statement** **10%**

**This is the essay portion of the mid-term exam due in class on March 2, 2010**

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

3. **Mid-term Exam** *DATE: March 2, 2010* **15%**

This test will include a combination of matching, identifications, and true/false questions from readings and class discussions to this point.

4. **Classroom Management Plan** *DATE DUE: April 13, 2010* **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. **History of American Education Lesson Plan Project & Presentation** **20%**

You will bring one idea for a lesson plan to class that involves the topic of American Education. Throughout this course, you will create the lesson plan, provide

modifications to the lesson plan for students with special needs as well as modifications for technology. The lesson plan will be aligned with State Standards and you will also include a form of assessment for your topic. You will teach the class about this particular event, person, or concept in the history of education in the United States.

***DATE DUE: April 20, 2010***

**6. Letter of leadership 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. This will count for the essay portion of the final exam. The letter should be at least 5 paragraphs.

***DATE DUE: May 4, 2010***

**8. Final Exam *DATE: May 4, 2010* 15%**

This test will be a combination of matching, identification, and true/false questions involving the assigned readings, class discussions, and group presentations since the mid-term exam.

**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.

**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 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). Lates to class will be noted and applied to the absence rule as well as requests to leave early.**
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. Please come prepared to class with the assignments ready.
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 another's right to share opinions.
5. **Please turn off all cell phones.** Our class time should not be interrupted with a cell phone ringing/text messaging. Make sure they are turned off prior to class beginning. Snacks and drinks are permitted as long as you clean your area before leaving.

**CLASS SESSION SCHEDULE:**

<b><i>Date</i></b>	<b><i>Discussion Topics</i></b>	<b><i>Assignment for next class</i></b>
Jan. 18	Course Introduction Mr. Jarred Weaver, Summerbridge	Chapters 1 & 2 <b>Journal Entry #1</b>
Jan. 25	The Teaching Profession Today's Teachers <b>Journal entry #1 due!</b>	Chapter 3 <b>Lesson Plan idea</b>
Feb. 2	Today's Schools <b>Lesson plan idea due!</b>	Chapter 4 <b>Journal entry #2</b>
Feb. 9	Philosophical Foundations of U.S. Education <b>Journal Entry #2 due!</b>	Chapter 5
Feb. 16	Historical Foundations Of U. S. Education	Chapter 6 & 7
Feb. 23	Governance & Finance of U. S. Schools Ethical & Legal Issues in U. S. Education	Mid-term exam Philosophy Of Education Essay
March 2	Mid-term Exam <b>Philosophy of Education due!</b>	Chapter 8
March 9	SPRING BREAK-NO CLASS	Chapter 8
March 16	Today's students	Chapter 9 <b>Journal entry #3</b>
March 23	Addressing learners' individual needs <b>Journal Entry #3 due today!</b>	Chapter 10 <b>Journal entry #4</b>
March 30	Authentic Instruction & Curricula For creating a community of learners Classroom Management <b>Journal Entry #4 due today!</b>	Chapters 11 & 12

<i>Date</i>	<i>Discussion Topics</i>	<i>Assignment for next class</i>
April 6	Curriculum Standards, Assessment, & Student Learning & Integrating Technology Into Teaching <i>*adapt lesson plan with technology in class</i> <i>*Align lesson plan with standards &amp; create assessment in class</i>	Chapter 13
April 13	Becoming a Professional Teacher <i>Classroom management plan due!</i>	Lesson Plan & Presentation
April 20	<i>Lesson Plans &amp; Presentations due today!</i>	Final Exam Letter of Leadership
April 27	Course closure SRTE evaluations “The Water Is Wide”	Final exam Letter of leadership
May 4	<b>FINAL EXAM</b> <b>Letter of Leadership due!</b>	

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



**Final Exam Review Sheet**

*This will be completed as we move throughout the course!*

Chapter 8

Chapter 9

Chapter 10

Chapter 11

Chapter 12

Chapter 13

Letter of Leadership Checksheet

Student Name \_\_\_\_\_

\_\_\_\_\_ Name of individual/organization &amp; contact information-

\_\_\_\_\_ Topic of Inquiry/Concern-

\_\_\_\_\_ Letter format- use business letter format

\_\_\_\_\_ Grammar, punctuation, spelling

\_\_\_\_\_ Presentation/appearance of letter- **6 paragraph persuasive essay**\_\_\_\_\_ **Websites used for research: (include web address) (Minimum of 5)**

**Student Name** \_\_\_\_\_

**Turn in this sheet with your project.**

**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)

## **HISTORY OF EDUCATION/LESSON PLAN & PRESENTATION**

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, then you better understand why things are the way they are, and you will come to know how you can be more of a productive agent of change for improvement!

Topics could be events, movements, people, or concepts. Some ideas to get you thinking:

Horace Mann	Reconstruction	religious education
Jane Addams	Civil Rights	Pennsylvania schooling
W.E.B. Dubois	Colonialism	African Americans and the public school
John Dewey		Treatment of Asians, Hispanics, American Indians, non-Protestant religious groups

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

You must compile a handout to provide to the class. A convenient way is to outline your information. The purpose of the handout allows the class 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.

The presentation will be 10-20 minutes. Questions and comments will be permitted for about 5-10 minutes following the lesson.

Student Name \_\_\_\_\_

### Classroom Management Plan Checksheet

#### **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  |
| _____ | Appearance, grammar, punctuation, spelling, format & layout   | 10 pts |

**TURN THIS SHEET IN WITH YOUR COMPLETED PLAN.**

**COMMENTS:**

**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

Chapter 7

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!**

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Topics could be events, movements, people, or concepts. Some ideas to get you thinking:

Horace Mann	Reconstruction	religious education
Jane Addams	Civil Rights	Pennsylvania schooling
W.E.B. Dubois	Colonialism	African Americans and the public school
John Dewey		Treatment of Asians, Hispanics, American
Micheal Thompson		Indians, non-Protestant religious groups

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

You must compile a handout to provide to the class. A convenient way is to outline your information. The purpose of the handout allows the class 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.

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**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?

**STUDENT CHECKLIST 2010**

STUDENT NAME \_\_\_\_\_

<b>Topic:</b>	<b>Turned in</b>	<b>Grade</b>
<b>Journal Entry #1 (1/25/10) x 5%</b>	_____	_____
<b>Journal Entry #2 (2/9/10) x 5%</b>	_____	_____
<b>Philosophy of Education Paper (3/2/10) x 10%</b>	_____	_____
<b>Mid-term Exam (3/2/10) x 15%</b>	_____	_____
<b>Journal Entry #3 (3/23/10) x 5%</b>	_____	_____
<b>Journal Entry #4 (3/30/10) x 5%</b>	_____	_____
<b>Classroom management plan (4/13/10) x 10%</b>	_____	_____
<b>History of Education Lesson Plan &amp; Presentation (4/20/10) x 20%</b>	_____	_____
<b>Letter of Leadership (5/4/10) x 10%</b>	_____	_____
<b>Final Exam (5/4/10) x 15%</b>	_____	_____

Keep track of your grades!

FINAL GRADE \_\_\_\_\_

Comments: