College of Charleston
EDFS 652 (1): Foundations of Education
Fall 2011

COURSE INFORMATION
Instructor          Jon N. Hale, Ph.D., Assistant Professor of Education
Office Location    School of Education (86 Wentworth St), Room 235
Office Hours       MW 1:00 – 4:00 and by appointment
Meeting Location/Time  North Charleston Campus, 135: TH: 4:00-6:45
Course Credit      3 hours
Prerequisites      None

COURSE DESCRIPTION
This course is the first in a series of learning experiences for those who have chosen or are exploring education as their major and profession. This course is a survey of the American public school system with an emphasis on current trends and issues, the development of teaching as a profession, the organization and control of schools and the history of education.

Introduction to Education is a prerequisite to all other education courses and may be taken by students who hold the class rank of sophomore or above. While this course is primarily designed for those who are preparing to teach, it is open to all College of Charleston students who are interested in exploring the complexity of a public school system, particularly an urban one. Those of you who are taking this course as an elective are more than welcome.

This course must be completed with a grade of “C” or better for you to apply to the Teacher Education Program. In addition, the instructor will complete a Disposition Assessment Form about you at the end of the course.

REQUIRED TEXT

Supplemental course readings will be posted on OAKS

COURSE OUTCOMES
All courses in the teacher preparation programs in the School of Education (SOE) are guided by a commitment to “Making the Teaching Learning Connection” through three Elements of Teacher Competency (ETCs) which are at the heart of the SOE Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and, 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course, helping you develop the knowledge, skills, and dispositions necessary to become an effective teacher.

Competencies and objectives to be mastered and demonstrated by participants in the class that have been aligned with professional competencies include:

1. **Outcomes related to understanding and valuing the learner.**
   Candidates will:

   ✓ Demonstrate understanding of the dignity and worth of students from diverse cultural, social, ethnic and racial backgrounds.

   ✓ Compare and contrast major philosophies of education in relationship to the aims of education, the curriculum, teacher-student relationships and methodology.

   1, 3, 4, 5, 7

2. **Outcomes related to knowing what and how to teach, assess,**

   SOE standards
and create environments where learning occurs.

Candidates will:

- Describe the functions of education and schooling as reflected in sociological forces associated with the diverse characteristics of a multicultural society.  
  - 1, 7

- Demonstrate understanding of the beliefs, values and assumptions which contribute to your understanding of schooling.  
  - 7

- Begin identification of pedagogical strategies that are suitable for learners of diverse abilities and backgrounds.  
  - 1, 2

3. **Outcomes related to understanding yourself as a professional.**

Candidates will:

- Explain the significance of historical events through a study of prominent leaders and general major movements as a prerequisite to contemporary educational thought and practice.  
  - 7

- Describe the major historical events which have contributed to the overall development and organization of education in the U.S.  
  - 7

- Identify major political and economic issues which have influenced policy decisions in education as determined by federal, state, and local agencies.  
  - 2, 5, 6

- Identify and explain the legal rights and responsibilities currently governing all members of the school community.  
  - 3, 5, 7

- Appraise individual interest and commitment to the profession.  
  - 6

- Predict some future outcomes of American education in the United States.  
  - 4, 7

- Demonstrate consistently the communication skills of reading, writing, speaking, listening and interpreting.  
  - All SOE Standards

**COURSE EXIT OUTCOMES**

Exit outcomes are required for the successful completion of EDFS 201.

Candidates will:

- Demonstrate an emerging understanding of the teaching competencies.
- Become knowledgeable of the processes and requirements for a teaching certificate/license in South Carolina.
- Develop a beginning personal philosophy of education.
- Discuss and demonstrate an understanding of major, overarching educational philosophies.
- Apply multicultural educational concepts/ideas to personal and educational philosophies.
- Discuss and demonstrate a working knowledge of major trends and issues in contemporary American public education.
- Participate, civilly, in discussions of controversial educational issues.
- Link knowledge of the history of American education with contemporary issues and trends.
- Apply reflective practices to strengthen an understanding of educational issues and self.
- Demonstrate positive dispositions for teaching.

The exit outcomes may be demonstrated through the writing of papers and reflective journals, by the development of presentations and projects, by being prepared for and participating in classroom discussions, by observing and reflecting on field experiences, and by demonstrating mastery of information on exams and quizzes.

**COURSE REQUIREMENTS**

1. Demonstration of SOE Dispositions (listed below)
2. Completion of all assigned readings and assignments on time
3. Reading all of the course reading assignments
4. Attending class regularly and demonstrating professional dispositions
5. Participate in discussion intelligently and demonstrate genuine respect for all students

I) We believe that all students can learn.
Understands that teachers’ expectations impact student learning, Understands that people learn in many different ways. Avoids stereotyping and generalizing.

II) We value and respect individual difference.
Uses professional language to describe individual differences; Communicates in ways that demonstrate respect for the feelings, ideas, and contributions of others; Demonstrates an ability to give and take in discussions and work with others.

III) We value positive human interactions.
Communicates in ways that demonstrate respect for the feelings, ideas, and contributions of others; Demonstrates an ability to give and take in discussions and work with others.

IV) We share an intellectual curiosity, enthusiasm about learning and willingness to learn new ideas
Reads and completes assignments adequately; Seeks new experiences that broaden knowledge;
Attends intellectual events on and off campus.

V) We are committed to inquiry, reflection, and self-assessment.
Asks questions derived from personal reflection and scholarly readings; Uses language of inquiry and discovery; Accepts divergent viewpoints as opportunities for personal and professional development.

VI) We value collaborative and cooperative work.
Participates actively with classmates and/or co-workers in a respectful and productive manner;
Assumes fair share of responsibilities.

VII) We are sensitive to community and cultural contexts.
Uses professional language to discuss characteristics of families, communities, and cultures; Examines self as a culture bearer.

VIII) We demonstrate responsible and ethical practice.
Adheres to the statements governing academic integrity as published in the Student Handbook;
Demonstrates punctual and reliable attendance; Completes assignments on time; Understands that laws and codes of ethics guide the teaching profession.

COURSE ASSIGNMENTS
Several of these assignments (marked with an *) will be required in your electronic portfolio. It is your responsibility to save a copy of each assignment in both electronic form and a hard copy that has been graded. All assignments must be submitted in the OAKS dropbox function for this course.

**Assignment 1: Cultural Reflexivity Paper (ETCs 1, 2, &3)**
An important focus of this course is to understand the interplay of culture and society in schools, classrooms, and individuals. This assignment provides an opportunity for you to reflect on yourself as a culture bearer and on the influence of education in your life. In your thinking address the following: **Due date: September 1 at 4:00 p.m.**

1. How long has your family been in the United States? When (approximately) did they arrive? From where did they come? Did they come voluntarily?
2. What is considered your family’s home base in this country? How did the family happen to settle there? What other places did your family live before settling in that location?
3. What is the economic history of your family? In what kinds of work have members of your family engaged?
4. What is the educational history of your family? When did family members first begin to avail themselves of formal schooling?
5. What ethnic label does your family use to describe itself? What adjustments have family members had to make in order to be accepted in the wider American society?
Assignment 2: Topics Presentation: Current Issues in Education (ETCs 1, 2, 3)
Good teachers and good citizens stay current about issues in education. Each of you will be responsible for presenting on a topic or event in education. A list of potential topics related to educational issues will be distributed in class or you may choose a topic of interest to you with instructor approval. Sign ups will occur on August 25. Presentations will begin on September 8.

Assessment criteria:
1. You were able to engage the class in a productive discussion/presentation lasting 5 minutes.
2. You had a thorough understanding of the topic/event discussed.
3. You spoke clearly and engaged all students at multiple levels of learning.
4. Information provided during the presentation is thorough, well researched, and referenced appropriately.
5. Technology is incorporated throughout the presentation.
6. Submit a one-two page summary of your presentation in OAKS (main themes, findings, reflection, and bibliography).

Assignment 3: Critical Book Review (ETCs 1 & 3)
This assignment will be a response to the additional reading book for the course. This review should include a thorough summary of the main points of the book, your evaluation of the book, and discussion of how this book makes a contribution to the field of education. Due date: September 29

Please choose one of the following books for outside reading:
• James Anderson, Education of Blacks in the South (Chapel Hill: University of North Carolina Press, 1988)
• Why Are All the Black Kids Sitting Together in the Cafeteria?, Beverly Daniel Tatum, Basic Books (1998)
• Paulo Freire, Pedagogy of the Oppressed (New York: Continuum, 2002).

Other books approved by the instructor

Assignment 4: Midterm Exam
A blue book exam will be given on the topics discussed in the first half of the course. Midterm Exam is on October 13.

Assignment 5: Teacher Interview. (ETC 2, 3)
One important way to gain information about the teaching profession is to talk with teachers currently in the field. For this reason students in this class will visit local, urban schools to observe and conduct a structured interview with a teacher, record his/her responses, and share what is learned with classmates. The teacher to be interviewed must be currently teaching (preferably in the grade level/subject area/special area in which you are interested) in the urban elementary, middle or secondary school in which the class has been observing. The interview must be conducted in person. You must receive permission of the teacher to conduct the interview. Potential questions to be asked will be developed as an in-class activity so that all students in the class will have responses to the
same questions. Specific directions as to the format of this assignment will be discussed in detail in class. Due date: November 17

**Assignment 6: Philosophy of Education (ETCs 1, 2, 3)**
As part of our study of the philosophy of American education, each student will prepare a personal philosophy of education. Your philosophy of education will continue to evolve throughout your career. This assignment affords you an opportunity to wrestle with some of the difficult questions such as the status of equality in a democratic society and the role of education within this society, which translate into your teaching behavior in the classroom. You will assess your beliefs about knowledge, learning, students, and teaching. Due date: December 1.

*Be sure to keep this document. It will be used in your next semester’s work and will serve as a key part of your professional portfolio.*

**Assignment 7: OAKS Discussion Prompts (ETCs 1, 2, 3)**
Students will respond to five different discussion prompts throughout the semester. Each response should consist of a one to two page response to a question posed on OAKS. Responses must be completed prior to class on Thursday.

**Assignment 8: Critical Research Essay**
As this is a graduate level course, students are expected to complete one analytical research paper. The Critical Essay assignment examines, first, problematic issues connected to the field of education along race, class, ethnic, and ability lines. Second, this assignment identifies pedagogies and/or policies to address these issues. Students are expected to support their responses by integrating multiple course readings into their paper. Good responses should be organized, thoroughly developed and referenced with course material. All written assignments are to be 10-12 pages, double-spaced, typed in 12 pt. font. Due date: December 1

**Assignment 9: Final (ETC 1, 2, 3)**
The final exam provides an opportunity for you to demonstrate your understanding of key concepts and ideas explored in the class. The exam will draw from class discussions and readings. Date to be announced.

Attendance and participation is worth up to 50 points in your final grade. Students missing fewer than four classes, who participate actively in class discussions, will earn the points assigned by the instructor in this category. (ETC 3)

**EVALUATION CRITERIA**
On March 31, 2006 the faculty of The School of Education adopted a grading scale for all courses in EDEE, EDFS and PEHD. That scale is attached to the syllabus for this course. In addition, other policies and procedures were adopted at this meeting. Again, please review the attached document for details.

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<th>Learning Activity</th>
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<td>OAKS Discussion Prompts (10 pts each)</td>
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<td>Critical Research Essay</td>
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ATTENDANCE
Attendance will be taken. Policies and procedures for EDFS 201 correspond to the policies and procedures statement developed and approved by the faculty of the School of Education. Please note that it is departmental policy that students may miss no more than 15% of class time. Students who miss more than 5 hours of absences (4 classes) will be dropped from this course regardless of the time of the semester. Absences will only be excused with a medical note, a formal discussion with the instructor, and documenting the absence with an Absence Memo through Student Affairs. Students with more than 4 absences will not be awarded points for attendance and participation. In the event that a student misses a class with a legitimate, documentable reason, that student may bring documentation to Office of the Associate Dean of Students at 67 George Street where the student may fill out a brief form with a schedule of missed class (es), dates missed and the names of the appropriate professors and advisor.

HONOR SYSTEM
All students are expected to comply with the honor code of the College of Charleston. Violations of the honor code will result in a grade of XF for the course.

AMERICANS WITH DISABILITIES ACT (ADA)
The College of Charleston will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Student approved for accommodations are responsible for notifying me as soon as possible and for contacting me at least one week before any accommodation is needed. Please notify the instructor during the first week of class of any accommodations needed for the course. We are here to work with you and invite you to inform us of any accommodations you need. You can also contact the Office of Disability Services at 843.953.1431.
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<td>• Early American Social, Political and Economic Context of Education</td>
<td>• Labaree, “Public Schools for Private Advantage,” 15-52. *OAKS</td>
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<td>• Pedagogy</td>
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<td>• Early American Social, Political and Economic Context of Education</td>
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<td>• Plato and <em>The Republic</em></td>
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<td>• The Enlightenment</td>
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<td><strong>Week 2: Nation Building and Political-Economic Goals of American Education (September 1)</strong></td>
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<td>Cultural Reflexivity Paper due Thursday, September 1</td>
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<td>• American Revolution</td>
<td>• Jefferson, &quot;Notes on the state of Virginia,&quot; 92-97. *OAKS</td>
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<td>• Republicanism and Education</td>
<td>• Urban &quot;Common Man and the Common School,&quot; 92-116. *OAKS</td>
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<td>• Progressive Schools, 1880 – 1920</td>
<td>• Span, <em>From Cotton Field to Schoolhouse</em>, pp. 84-114 *OAKS</td>
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<td>• Religion and education</td>
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<td>• <em>Plessy v. Ferguson</em> (1896)</td>
<td>• Anderson, James. <em>Education of Blacks in the South</em>, 4-32, *OAKS</td>
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<td>• Social and Political Construction of Race</td>
<td>• DuBois, &quot;Does the Negro Need Separate Schools,&quot; pp.328-335. *OAKS</td>
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<td>• <em>de facto</em> and <em>de jure</em> segregation</td>
<td>• Nakanishi, <em>The Asian American Educational Experience</em>; 3-29. *OAKS</td>
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<td>• Jim Crow</td>
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<td>• <em>Brown v. Board of Education</em> (1954)</td>
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<td>• Race and Class in Education</td>
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<td><strong>Week 4: Americanization and Social and Economic Reproduction (September 15)</strong></td>
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<td>• Social control v. social agency</td>
<td>• Luther Standing Bear, in <em>Major Problems in American Indian History</em>, 375-377. *OAKS</td>
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<td>• Anglo-Centrism</td>
<td>• Guadalupe, Jr; <em>Brown, Not White: School Integration and the Chicano Movement in History</em>; Chapter 2. *OAKS</td>
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<td>• Manifest Destiny</td>
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<td>• Boarding Schools</td>
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<td>• <em>Brown II</em></td>
<td>• Spring, <em>American Education</em>,</td>
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<td>Week 6: Educational Reform and the Civil Rights Movement (September 29)</td>
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| - Little Rock 9  
| - White Flight and Re-Segregation  
| - Busing  
| - Moynihan Report  |  
| “Equality of Educational Opportunity,” pp. 102-127  
| - Wilkinson, *The Warmth of Other Suns*, pp. 394-398 *OAKS*  
| - Anderson, "A Tale of Two Browns," 14-35 *OAKS*  
| - Irons, *Jim Crow’s Children*, 315-347 *OAKS*  |  
| prompt #2  |

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<th>Week 7: Federal Involvement in Education 1957–1980 (October 6)</th>
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| - Schools and social change  
| - Citizenship Schools  
| - Freedom Schools  
| - Highlander Folk School  
| - Head Start  |  
| - Counts, *Dare the Schools Build a New Social Order?* 27-56 *OAKS*  
| - Jacobs, *The Myles Horton Reader*; 211-218; 229-230; 251-278 *OAKS*  
| - Cobb, "Freedom School Prospectus" *OAKS*  |  
| Critical Book Review due September 29  |

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<th>Week 8: Standards and No Child Left Behind 1980-2010 (October 13)</th>
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| - NDEA (1957)  
| - ESEA (1965)  
| - Head Start  
| - Busing  
| - PL 94-142  
| - Title IX  
| - Department of Education  |  
| - ESEA Executive Summary *OAKS*  |  
| OAKS discussion prompt #3  |

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| - A Nation at Risk (1983)  
| - No Child Left Behind (2001)  
| - Standards-Based Education  
| - "Race to the Top"  |  
| - Darling-Hammond, "Evaluating No Child Left Behind" *OAKS*  
| - NCLB, executive summary *OAKS*  |  
| Midterm October 13  |

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| - School Choice  
| - Privatization of Education  
| - Competition and Education  
| - Charter Schools / Magnet Schools  |  
| - Oakes, "Detracking: The Social Construction of Ability"; 482-510  
| OAKS discussion prompt #4  |

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| - Tracking – "sorting machine model"  
| - Affirmative Action  
| - The Achievement Gap  
| - Intelligence Testing  
| - Cultural Deficit Theory  
| - Cultural Difference Theory  
| - Bilingual Education  
| - Oakes, "Detracking: The Social Construction of Ability"; 482-510  
| OAKS discussion prompt #4  |
- Equality v. Equity  
- *Waiting for Superman*

Innovation in Theory and Practice,” pp. 72-92

**Week 12: Multicultural Education and Critical Pedagogy (November 10)**

- Goals of Multicultural Education  
- Controversy of Multicultural Education  
- Culturally Relevant Teaching  
- Colorblind Ideology  
- Structural Critique of Education  
- Banking Education  
- Transformative Education

- Banks, An Introduction to Multicultural Education; 1-29  
- Freire, Pedagogy of the Oppressed, pp. 43-86.  
- Bob Moses and Charles Cobb, Jr., *Radical Equations*, 3-22

- OAKS discussion prompt #5

**Week 13: Student-Centered Education and Effective Teaching Strategies (November 17)**

- Student – Centered Education  
- Experiential Education  
- Collaborative Learning  
- Problem-Based Learning  
- Differentiated Learning

- Ladson-Billings, Gloria. "But That's Just Good Teaching!" pp. 195-165

- Teacher Interviews due November 17

**Week 14: Thanksgiving Break (No Class)**

**Week 15: Future Directions in the Field of Education (December 1)**

- Normal Schools  
- Curriculum  
- Teaching Philosophy  
- Participatory Democracy  
- Teacher Unions  
- Privatization for the Public Good?  
- Globalization


- Teaching Philosophy Statements due December 1  
- Critical Essays due December 1 (Graduate Students Only)  
- Final Exam date TBD

**COURSE BIBLIOGRAPHY**


-------. *The Flat World and Education: How America’s Commitment to Equity will*
Determine our Future (New York: Teachers College Press, 2010).


Labaree, David. "Public Schools for Private Advantage: Conflicting Goals and the


