College of Charleston
EDFS 201 Introduction to Education
Spring 2013

COURSE INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dr. MaryAnn Hartshorn</th>
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</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>Rm. 335, 86 Wentworth</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Tu &amp; Fri. 11:00 a.m. – 12:00 noon and by appointment</td>
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<tr>
<td>Meeting Location/Time</td>
<td>Day, TR 212 9:25 a.m.—10:40 a.m.</td>
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<tr>
<td>Course Credit</td>
<td>3 hours</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>None</td>
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COURSE DESCRIPTION

Foundations of Education provides a rigorous examination of the American public school system with an emphasis on the history and philosophy of education, multicultural education, state and federal policies and law, an analysis of the intersection of power and privilege, comparative education and teaching as a profession. 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.

Foundations of Education is a prerequisite to all other education courses and a requirement for admission to the teacher certification program. While this course is primarily designed for those who are preparing to teach and includes specific, school-based experiences, it is open to all College of Charleston students who are interested in exploring the complexity of our public school system. 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 to apply to the Teacher Education Program. In addition, the instructor will complete a Disposition Assessment Form about each student at the end of the course.

Required Text

Additional Reading (Select one)

### 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.

Course outcomes are derived from the ETCs, the standards set forth by the SOE, and NCATE (National Council for the Accreditation of Teacher Education). Competencies and objectives to be mastered and demonstrated by participants in the class that have been aligned with professional competencies include:

<table>
<thead>
<tr>
<th>1. Outcomes related to understanding and valuing the learner.</th>
<th>SOE standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates will:</td>
<td>1, 3, 4</td>
</tr>
<tr>
<td>✓ Demonstrate understanding of the dignity and worth of students from diverse cultural, social, ethnic and racial backgrounds.</td>
<td>1, 3, 4, 5, 7</td>
</tr>
<tr>
<td>✓ Compare and contrast major philosophies of education in relationship to the aims of education, the curriculum, teacher-student relationships and methodology.</td>
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<table>
<thead>
<tr>
<th>2. Outcomes related to knowing what and how to teach, access, and create environments where learning occurs.</th>
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</thead>
<tbody>
<tr>
<td>Candidates will:</td>
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<tr>
<td>✓ Describe the functions of education and schooling as reflected in sociological forces associated with the diverse characteristics of a multicultural society.</td>
</tr>
<tr>
<td>✓ Demonstrate understanding of the beliefs, values and assumptions that contribute to your understanding of schooling.</td>
</tr>
<tr>
<td>✓ Begin identification of pedagogical strategies that are suitable for learners of diverse abilities and backgrounds.</td>
</tr>
</tbody>
</table>
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 that have contributed to the overall development and organization of education in the U.S. [7]
- Identify major political and economic issues that 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 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 by the development of presentations and projects, by participating in classroom discussions, by observing and reflecting on field experiences, and by demonstrating mastery of information on exams and quizzes.

**COURSE REQUIREMENTS**

1. Demonstrate SOE Dispositions.
Examples of how those dispositions will be evident are provided in italics.
Candidates will demonstrate a:
belief that all students can learn.

- e.g., participation and attitudes expressed about students and learning

- value and respect for individual differences.

- e.g., interactions in class discussion, participation in group work

- value of positive human interactions

- e.g., participation in class and group discussions

- exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas

- e.g., participation in class and group discussions, performance on graded work, degree to which you pose questions

- dedication to inquiry, reflection and self-assessment

- e.g., quality of journal responses, performance on graded work, participation in class and group discussions

- value of collaborative and cooperative work

- e.g., thoughtful, constructive critiques of others’ work, participation in small group learning activities

- sensitivity toward community and cultural contexts

- e.g., participation in class and group discussions, degree to which you vary your point of view learning

- engagement in responsible and ethical practice

- e.g., performance on graded work, class attendance, participation in group activities

- development of professional mastery over time

- e.g., performance over time in writing, thinking and expression of knowledge

2. Complete all assigned readings and projects ON TIME.

3. Be responsible for all course content.

4. Be accountable for grades and attendance.

5. Use available technology -- internet, word processing, e-mail (Edisto account).

   (Computer applications are available in the CofC managed computer labs located in ECTR, JC Long, Addlestone Library and other campus sites. Please consult with instructor to arrange tutoring if you are unfamiliar with any of these applications.)

COURSE ASSIGNMENTS & PROJECTS

Several of these assignments (marked with an *) will be required in your portfolio. It is your responsibility to save electronic copies of all assignments, as well as hardcopies that have been graded.

ASSIGNMENT #1: Understanding Culture in Individuals (ETCs 1, 2, 3)

An important focus of this course is to understand the interplay of culture 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:

- How long has your family been in the United States? When (approximately) did they arrive? From where did they come? Did they come voluntarily?
- 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?
- What is the economic history of your family? In what kinds of work have members of your family engaged?
What is the educational history of your family? When did family members first begin to avail themselves of formal schooling?

How do you identify yourself with regards to race, gender, class, sexual orientation, language and academic ability? How have these characteristics affected your life? What adjustments have you and/or your family had to make to participate in our American society?

Complete a creative piece (poem, song, timeline, monologue, newscast, parody) or an essay related to your role as a culture-bearer in the school or community. In addition, you must share your family background and your creative piece in a (3-5 minute) presentation. A hard copy must be submitted. **Due date: February 7th** (Class presentation. Hard copies to OAKS.)

**ASSIGNMENT #2: Additional Reading: Short Paper/Presentation (ETCs 1, 2, 3)**
This assignment will be a response to the additional reading book for the course. Examining a theme or motif from the book, create a poster, PowerPoint presentation, poem, dramatic monologue, detailed diorama, character journal, or other personal response that will demonstrate the significance of this book and its relation to education. Working with a partner is suggested for this assignment. **Due dates: (Throughout semester—signup)** Hard copies to OAKS. Present in class.

**ASSIGNMENT #3: An exam will be given on the topics discussed in the first half of the course.  **  
**Tentative date: February 28th**

**ASSIGNMENT #4: Teacher Interview  (ETC 2, 3)**
One important way to gain information about the teaching profession is to talk with teachers 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. The interview must be conducted in person. You must receive permission from the teacher and administrator to conduct this 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. A round table discussion will be conducted after Spring Break.  
**Due date: March 14th**

**ASSIGNMENT #5: Oral Presentation  (ETCs 1, 2, 3)**
Good teachers and good citizens stay current about issues in education. Each of you will be responsible for **leading a discussion of a current event or trend 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. The focus must relate to material covered in this class. Students will be assigned a class date to present topics.  
**Assessment criteria for oral presentation:**
1. You were able to engage the class in a productive discussion lasting 5-8 minutes.
2. You had a thorough understanding of the topic/event discussed.
3. You spoke clearly and allowed time for others to speak.
4. Written work that was distributed and any visual presentation was accurate.

**Due date: Sign up for presentation to be given in March and April.**  
Hard copies to OAKS
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. (We will begin on day two.) You will assess your beliefs about knowledge, learning, students and teaching. We will work collaboratively on this task. A typed, completed rough draft will be peer-reviewed. Additional guidelines will be given later.

*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.

Due dates: Peer Edit Hard Copy (not draft) April 18th
Submit April 19th OAKS

ASSIGNMENT #7: Final Exam (ETCs 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.

Attendance and participation is worth up to 30 points in your final grade. Students missing fewer than four classes, who participate actively in class discussions and peer evaluations, will earn the points assigned by the instructor. (ETC 3)

EVALUATION CRITERIA

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Point Values</th>
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<tbody>
<tr>
<td>Understanding Culture Paper/Presentation</td>
<td>60</td>
</tr>
<tr>
<td>Additional Reading: Short Paper/Presentation</td>
<td>Chosen book</td>
</tr>
<tr>
<td>*School Visit/Teacher Interview/Presentation</td>
<td>60</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>60</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>Current Issues</td>
</tr>
<tr>
<td>*Philosophy of Education</td>
<td>60</td>
</tr>
<tr>
<td>Response to additional readings</td>
<td>Text and articles</td>
</tr>
<tr>
<td>Final Exam</td>
<td>60</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>Up to 30</td>
</tr>
<tr>
<td>Additional Opportunities</td>
<td>+</td>
</tr>
<tr>
<td>Total</td>
<td>510</td>
</tr>
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(Total may be adjusted as the course progresses)

EVALUATION SCALE

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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
</tr>
<tr>
<td>A -</td>
<td>91 – 92</td>
</tr>
<tr>
<td>B +</td>
<td>89 – 90</td>
</tr>
<tr>
<td>B</td>
<td>86 – 88</td>
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SPECIAL CONSIDERATIONS/AGREEMENTS

- Attendance is important. 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 department policy that students may miss no more than 15% of class time. At the discretion of the instructor, students with more than 5 hours of absences (4 classes) will be dropped from this course regardless of the time of the semester. There are no excused absences in this class. Students with more than 3 absences will not be awarded the additional points for attendance and participation.
- 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.
- The instructor reserves the right to make changes to the syllabus but not add new assignments.
- A hardcopy of all assignments must be turned in on time. Electronic copies of the assignments will not be accepted.
- Cell phones must be turned off during class.
- Due dates for course assignments, as well as scheduled quizzes and exams, are listed in the syllabus. Any changes will be announced in class. If, for medical or serious personal reasons an assignment is late, the instructor(s) should be informed of the reasons. Otherwise, all late course assignments will receive 10 point reduction.
- Papers will be word processed using the style of the Publication Manual of the American Psychological Association (most current edition) for citations. You may obtain a guide from The Writing Lab Room 216 Education Center. Papers are to be professionally completed. The Writing Lab is available to help you; make use of it if need be.
- In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” Any student requiring accommodations should contact the Center for Disability Services (953-1431) and provide me with documentation of needed accommodation by 1st week of class.

Specific Course Calendar and Rubrics for all assignments will be posted to OAKS.