FOUNDATIONS OF EDUCATION  
EDFS 201  
Spring 2013

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Office Location: 118A, North Campus  
Office Hours: Tuesdays 2 – 5

Course Description:  
The 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 educational policy and law, an analysis of the intersection of power and privilege in education, 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.

The Foundations of 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. 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 semester.

Course Text/Materials:  

Additional readings will be provided by the professor.

Course Objectives:  
A mission statement and a set of seven teaching and learning standards guide the teacher preparation programs at the College of Charleston. The standards describe what we expect our graduates to know and be able to do in order to make the Teaching/Learning Connection for all students.

In order to make the Teaching/Learning Connections for all students, teachers need knowledge and skills in Three Elements of Teacher Competency:

Element 1: Understanding and valuing the learner, (ETC1)  
Element 2: Knowing what and how to teach and assess and how to create an environment in which learning occurs, and,(ETC2)  
Element 3: Understanding of self as a professional. (ETC3)  

The above elements are further defined in the School of Education HYPERLINK "http://www.cofc.edu/SchoolofEducation/mission.html" Teaching and Learning Standards. Course outcomes are derived from the ETCs, the standards set forth by the SOE, and NCATE standards (National Council for the Accreditation of Teacher Education). These standards define expectations for the School of Education and the teachers we prepare. EDFS 201 course outcomes follow and are organized by the Elements of Teacher Competency (ETCs). 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 for all students.

ETC #1: outcomes related to UNDERSTANDING AND VALUING THE LEARNER:
Demonstrate understanding of the dignity and worth of students from diverse cultural, social, ethnic and racial backgrounds (SOE Standard I, III, IV).

Compare and contrast major philosophies of education in relationship to the aims of education, the curriculum, teacher-student relationships and methodology (SOE Standard I, III, IV, V, and VII).

ETC #2: OUTCOMES RELATED TO KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE ENVIRONMENTS IN WHICH LEARNING OCCURS:

Demonstrate understanding of the beliefs, values and assumptions which contribute to your understanding of schooling (SOE Standard VII). Describe the functions of education and schooling as reflected in sociological forces associated with the diverse characteristics of a multicultural society (SOE Standard I & VII). Begin identification of pedagogical strategies that are suitable for learners of diverse abilities and backgrounds (SOE Standard I & II).

ETC #3: OUTCOMES RELATED TO UNDERSTANDING YOURSELF AS A PROFESSIONAL:

Describe major historical events that have contributed to the overall development and organization of education in the U.S. (SOE Standard VII). 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 (SOE Standard VII). Identify major political and economic issues that have influenced policy decisions in education as determined by federal, state, and local agencies (SOE Standard II, VI & V). Identify and explain the legal rights and responsibilities currently governing all members of the school community (SOE Standard III, V, and VII). Appraise individual interest and commitment to the profession (SOE Standard IV). Predict some future outcomes of American education in the United States (SOE Standard IV & VII). Demonstrate consistently the communication skills of reading, writing, speaking, listening and interpreting (SOE Standards - all).

Course Requirements:
This course aims at supporting teacher candidates as they begin their journey/safari to become reflective practitioners and educational leaders. Reflective practitioners are individuals who have the ability to critically examine their practice of teaching as they continue in the process of becoming a teacher. As Kiekegaard observes "We are constantly in the process/journey/safari of becoming—never arriving at the point of total absolute knowing." Educational Leaders make the teaching learning connection(s) possible for diverse learners in our schools today. They display appropriate "dispositions necessary to make the Teaching/Learning Connection a possibility.

Demonstration of SOE Dispositions: Examples of how those dispositions will be evident are provided in italics.
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
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

Completion of all assigned readings and projects on time  All Assignments must be type-written using the latest APA style guide.
Active participation in class  (Students are expected to read the text and all assigned materials before class and be prepared to participate in class discussions. All assessments activities (in-class activities, presentations, threaded discussions and projects) will require responses based on the readings, class discussions and personal experience. A significant portion of the work of this course will be conducted through the students' participation in a series of small group learning activities and in-class presentations.

Utilization of internet, word processing, and email.

*Progress in the course will be measured by performance in the assignments listed below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Critical Autobiography Paper</td>
<td>50</td>
<td>01/29</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>75</td>
<td>02/12</td>
</tr>
<tr>
<td>Participation in Class Discussion &amp; Activities</td>
<td>100</td>
<td>Ongoing</td>
</tr>
<tr>
<td>4. Current Events Presentation</td>
<td>50</td>
<td>TBA</td>
</tr>
<tr>
<td>5. Teacher Interview</td>
<td>50</td>
<td>03/12</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>485</strong></td>
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*The facilitator retains the privilege of making changes at her discretion.

Grade Formulation:
To determine your course grade throughout the term, simply divide the number of points you have earned by the number of points available at the current time in the semester.

Example: There have been four assignments worth a total of 300 points. You have earned a total of 245 points for them. Your grade at this point in the term would be:

245/300 = .816 = 82%  (C+)

Assignment Descriptions:

Assignment #1: Critical Autobiography Paper

An important focus of this course is to understand the intersection 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 in your (two page maximum) reflection:

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 with regards to race, class, gender, sexual orientation, language, and/or ability? How do you benefit and/or struggle because of these identities?
What is your goal as a teacher (or parent, taxpayer, etc.) and does this connect in anyway to your culture and background?

Assignment #2: Current Events
Each student will share at least once on a current issue in education of a local or national significance. The issue could be featured in a newspaper, magazine or on a news program. Your 10-minute (maximum) presentation to the class MUST include support from a research journal. The format and assessment of presentation is as follows: a) Give a brief summary of the issue; (b) State why this is an issue; (c) Explain how the issue/s raised relates to educational issues of concern to our SOE community and teachers in general; and (d) Relate the research from the journal article to the current event. Assessment is based on your (a) ability to communicate clearly to students and professor what the issue/s is/are (b) ability to engage the class in a short discussion of the issue/s (c) ability to link the issue/s to educational issues of importance to teacher candidates and/or teachers.

Assignment #3: Philosophy of Education
As part of our study of the Philosophy of American Education, each student will prepare a philosophy of education. This is an articulation of your beliefs about students, teaching, learning, knowledge, what is worth knowing etc. You must address the following in your paper:

Belief Statement 1. What is the purpose of public school education and education in general? What should be learned? What is worth knowing?
Belief Statement 2. What is the role and behavior of teachers? What is their relationship to teaching and learning? How do you envision yourself as a teacher?
Belief Statement 3. What do you believe about children and youth? What are they like? Who should be taught? What should they expect? How do they learn?

Your philosophy of education is a very important document as it is one of the items you will need to include in your teaching portfolio. Please spend time thinking and articulating your philosophy. Your paper should be 2-3 typed pages (double spaced).

Policies
1) Policies and procedures for EDFS 201 correspond to the policies and procedures statement developed and approved by the faculty of the School of Education. A copy of this statement is included as a part of this syllabus. Please note that it is departmental policy that students may miss no more than 15% of class time. Students with more than 5 hours and 15 minutes of absences may be dropped from this course regardless of the time of the semester. A student may be dropped from a course for excessive absences (i.e., missing 6 classes) for classes that meet three times a week. 2) More than three absences will negatively impact your grade.
Assignment # 4: Teacher Interview

One important way to gain information about the teaching profession is to talk with teachers currently in the field. We will accomplish this goal by you conducting a face-to-face structured interview with a teacher. The teacher to be interviewed must be currently teaching, preferably in the subject and level you are interested in. You must have the permission of the teacher to conduct the interview. We will develop the interview schedule as an in-class activity. You will write the results of your interview in an essay format (2-3 pages) and share in discussion format with the class.

TEDU 201/652 Spring 2013 CALENDAR

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<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Readings</th>
<th>Assignments Due &amp; Class Events</th>
</tr>
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<tbody>
<tr>
<td>01/15</td>
<td>Introductions</td>
<td>Class Discussion</td>
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<tr>
<td></td>
<td>Purpose of Schooling</td>
<td>Philosophy Reading Handout</td>
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<tr>
<td>01/22</td>
<td>Educational Philosophies and Theories (Handout)</td>
<td>Class Activities Discussion</td>
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<tr>
<td>01/29</td>
<td>*AE Chapters 1 &amp; 2 Goals of Public Schooling</td>
<td>Class Activities &amp; Discussion</td>
</tr>
<tr>
<td>02/05</td>
<td>*AE Chapters 1, 2 &amp; 4 Goals of Public Schooling</td>
<td>Class Activities &amp; Discussion</td>
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<tr>
<td>02/12</td>
<td>*AE Chapters 1, 2 &amp; 4 Goals of Public Schooling</td>
<td>Class Activities Discussion</td>
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<tr>
<td>02/19</td>
<td>*AE Chapters 3 &amp; 5 Equality of Opportunity South Carolina EEDA (Handout)</td>
<td>Class Activities Discussion</td>
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<tr>
<td>02/26</td>
<td>*AE Chapters 3 &amp; 5 Equality of Opportunity SC Safe Schools Climate Act (Handout)</td>
<td>Class Activities Discussion</td>
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<tr>
<td>03/05</td>
<td>Spring Break</td>
<td>Spring Break</td>
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<tr>
<td>03/12</td>
<td>*AE Chapters 6 &amp; 7 Diversity in Education</td>
<td>Class Activities &amp; Discussion</td>
</tr>
<tr>
<td>03/19</td>
<td>*AE Chapters 6 &amp; 7 Diversity in Education</td>
<td>Class Activities &amp; Discussion</td>
</tr>
<tr>
<td>03/26</td>
<td>*AE Chapters 8 &amp; 9 Power and Control</td>
<td>Class Activities &amp; Discussion</td>
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<tr>
<td>04/02</td>
<td>*AE Chapters 8 &amp; 9 Power and Control</td>
<td>Class Activities &amp; Discussion</td>
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<tr>
<td>04/09</td>
<td>*AE Chapter 10 The Profession</td>
<td>Class Activities &amp; Discussion</td>
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<tr>
<td>04/16</td>
<td>*AE Chapter 10 The Profession</td>
<td>Class Activities &amp; Discussion</td>
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<tr>
<td>04/23</td>
<td>*AE Chapter 11 Globalization</td>
<td>Class Activities &amp; Discussion</td>
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<tr>
<td>04/30</td>
<td>Graduate Research Presentations</td>
<td>Presentations</td>
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</tbody>
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*American Education