College of Charleston  
EDFS 201 (5): Foundations of Education  
Spring 2013

COURSE INFORMATION
Instructor: John Y. Jones, Ph.D.
Contact Information: jonesjy@cofc.edu
Office Location: Room 335, 86 Wentworth St.
Office Hours: MWF: 11:00-12:00; and by appointment
Meeting Location/Time: Education Center 212, MWF 1:00-1:50
Course Credit: 3 hours
Prerequisites: None

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.

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.  
   SOE standards: 1, 3, 4

✓ Compare and contrast major philosophies of education in relationship to the aims of education, the curriculum, teacher-student relationships and methodology.  
   SOE standards: 1, 3, 4, 5, 7
2. **Outcomes related to knowing what and how to teach, access, 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

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**COURSE EXIT OUTCOMES**

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

Candidates will:

- ✓ Link knowledge of the history of American education with contemporary issues and trends.
- ✓ Discuss and demonstrate an understanding of major, overarching educational philosophies.
- ✓ Identify significant federal policy including No Child Left Behind (2001), Race to the Top (2010) and the Dream Act, in addition to state policy including but not limited to the Safe School Climate Act.
- ✓ 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.
- ✓ Apply reflective practices to strengthen an understanding of educational issues and self.
- ✓ Demonstrate an emerging understanding of the teaching competencies.
- ✓ Develop a beginning personal philosophy of education.
- ✓ Become knowledgeable of the processes and requirements for a teaching certificate/license in South Carolina including but not limited to certification, EEDA, technology and safe schools.
- ✓ Demonstrate positive dispositions for teaching.

The exit outcomes may be demonstrated through writing assignments, by the development of presentations, 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. Completion of all assigned readings and assignments on time
2. Reading all of the course reading assignments
3. Attending class regularly and demonstrating professional dispositions
4. Participate in discussion intelligently and demonstrate genuine respect for all students
5. Demonstration of SOE Dispositions (listed below)

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: 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 27. Presentations start Monday, September 3.**

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 engaged all students at multiple levels of learning and learning styles.
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).

Critical Autobiography Paper (ETCs 1, 2, & 3)
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: **Due September 10**

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

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 Monday, October 1.**

Please choose one of the following books, or another book approved by the instructor, for reading:
- Beverly Daniel Tatum, *Why Are All the Black Kids Sitting Together in the Cafeteria?* (New
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 Monday, October 8.

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 Monday, November 12.

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 December 3 (Last day of class).

*Be sure to keep this assignment. It will be used in your next semester’s work and will serve as important part of your professional portfolio and job applications.*

Assignment 7: OAKS Discussion Prompts (ETCs 1, 2, 3)
Students will respond to seven 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 Monday.

Assignment 8: 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. Monday, December 10 in ECTR 212, 12:00-3:00.

Assignment 9: Critical Research Essay (Graduate Students Only)
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 7-10 pages, double-spaced, typed in 12 pt. font. Due date: December 10, 2012.

Attendance and participation is worth up to 80 points toward your final grade. Students who miss three (3) classes or fewer and who participate actively in class discussions will earn the points assigned by the instructor in this category (ETC 3). If you miss four (4) classes, you will automatically lose eight (8) points in this category. Each absence thereafter will cost you two (2) additional points.

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.

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Point Values</th>
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<tbody>
<tr>
<td>Critical Autobiography Paper</td>
<td>50</td>
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<tr>
<td>Topics Presentation</td>
<td>50</td>
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<tr>
<td>Critical Book Review</td>
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<tr>
<td>Midterm</td>
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<tr>
<td>OAKS Discussion Prompts (10 pts each)</td>
<td>70</td>
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<tr>
<td>Teacher Interview</td>
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<td>Philosophy of Education</td>
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<td>Final Exam</td>
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<td>Attendance and Participation</td>
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<td><strong>Total</strong></td>
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**ATTENDANCE**

Late assignment will be accepted only with prior instructor approval and only with proper documentation. Late papers submitted without instructor approval will be penalized one full letter grade per late day.

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. Students who miss more than three classes will be dropped from this course regardless of the time of the semester. Absences beyond the three 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. Moreover, students with more than three 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 the 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, in particular plagiarism (including the first offense) will result in a grade of XF for the course.

**AMERICANS WITH DISABILITIES ACT (ADA)**

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. 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...
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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| January 9  | • Introductions
• Syllabus Review                                                    | • Syllabus                                                                |
| January 11 | • Pedagogy
• Early American Social, Political and Economic Context of Education
• Plato and *The Republic*
| January 14 | • American Revolution
• Republicanism and Education                                          | • Jefferson, “Notes on the state of Virginia,” 92-97.
• *OAKS
• Solomon, “A Forbidden World,” 1–12. *OAKS
• OAKS discussion prompt #1
• Sign up for presentations                                           |
| January 16 | • Education for Servitude
• Nation-Building and the “Other”                                       | Virtual Class – details to follow.                                         |
| January 18 | • Common Schools, 1840 – 1880
• Religion and education
| January 23 | • *Roberts v. Boston* (1848)
• Black Education in the South                                           | • Anderson, James. *Education of Blacks in the South*, 4-32, *OAKS         |
|            |                                                                         | • OAKS discussion prompt #2                                               |
| January 25 | • *Tape v. Hurley* (1885)
• *Plessy v. Ferguson* (1896)
• Jim Crow
• *de facto* and *de jure* segregation
• Immigration and the Asian American Experience                         | • Nakanishi, *The Asian American Educational Experience*; 3-29. *OAKS       |
| January 28 | • *Brown v. Board of Education* (1954)
• Social and Political Construction of Race
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<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
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</table>
| January 30 | ▪ Manifest Destiny  
▪ Boarding Schools                            | ▪ Luther Standing Bear, in Major Problems in American Indian History, 375-377.  
 *OAKS  
▪ Assignment 2, Critical Autobiography, Due |
| February 1 | ▪ Subtractive Curriculum  
▪ Immigration                                     | ▪ Guadalupe, Jr; Brown, Not White: School Integration and the Chicano Movement in History, 19-34.  
 *OAKS |
| February 4 | ▪ Assimilation – Dominant Culture  
| February 6 | ▪ *Briggs v. Elliot* (1952)  
▪ OAKS discussion prompt #3                  |
| February 8 | ▪ “Brown II” Decision  
▪ White Flight  
▪ Busing  
▪ Re-segregation  
▪ Moynihan Report                              | ▪ Irons, Jim Crow’s Children, 315-347 *OAKS                                  |
| February 13| ▪ Progressive Education  
▪ Schools and social change                      | ▪ Counts, Dare the Schools Build a New Social Order? 27-56 *OAKS  
▪ OAKS discussion prompt #4                    |
| February 15| ▪ Highlander Folk School  
▪ Citizenship Schools                            | ▪ Jacobs, The Myles Horton Reader; 211-218; 229-230; 251-278 “OAKS            |
| February 18| ▪ Freedom Schools  
▪ Student and Teacher Activists                  | ▪ Cobb, “Freedom School Prospectus,” pp. 1-4 *OAKS  
▪ Hale, “Students as a Force for Social Change,” OAKS |
| February 20| ▪ NDEA (1957)  
▪ ESEA (1965)                                    | ▪ Urban, American Education: A History  
▪ “Sputnik and the National Defense Education Act,” pp. 293-298 *OAKS  
▪ ESEA Executive Summary *OAKS  
▪ Assignment 3, Critical Book Review, Due       |
| February 22| ▪ Head Start  
▪ Busing  
| February 25| ▪ Title IX  
▪ Department of Education                        |                                                                              |
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<tr>
<th>Date</th>
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</table>
| February 27 | - A Nation at Risk (1983)  
| March 1     | MIDTERM EXAM                                                          | STUDY FOR THE MIDTERM                                                            |
| March 11    | - No Child Left Behind (2001)  
- Race to the Top Safe School Climate Act (SC - 2006) | - Darling-Hammond, “Evaluating No Child Left Behind” *OAKS*  
- NCLB, executive summary *OAKS* |
| March 13    | - Educational Decision Making  
- 10th Amendment  
- OAKS discussion prompt #5 |
| March 18    | - School Choice  
| March 20    | - Competition and Education  
| March 22    | - Equality v. Equity  
| March 25    | - Tracking – “sorting machine model”  
- Affirmative Action | - LaPrade, “Removing Instructional Barriers”; 740-752. *OAKS*  
- OAKS discussion prompt #6 |
| March 27    | - The Achievement Gap  
- Intelligence Testing  
- Cultural Deficit Theory  
- Cultural Difference Theory | - Oakes, "Detracking: The Social Construction of Ability"; 482-510 *OAKS* |
| March 29    | - Bilingual Education  
| April 1     | - Goals of Multicultural Education  
- Culturally Relevant Teaching  
- Whiteness | - Banks, *An Introduction to Multicultural Education*; 1-29 *OAKS*  
- Tatum, “Defining Racism,” and “The Early Years,” in *Why Are All the Black Kids Sitting Together?*, pp. 3-17; 31-51 *OAKS* |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments</th>
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| April 3  | • Structural Critique of Education  
          • Banking Education  
          • Emancipatory Education | Freire, *Pedagogy of the Oppressed*, pp. 43-86  
          *OAKS*                                                               |
| April 5  | • The Algebra Project  
          • Education and Civil Rights in the 21st century  
          • Call me MISTER | Bob Moses and Charles Cobb, Jr., *Radical Equations*, 3-22  
          *OAKS*  
          *OAKS discussion prompt #7*                                         |
| April 8  | • Student – Centered Education  
          *OAKS*  
          *Assignment 5, Teacher Interview, Due*                              |
| April 10 | • Problem-Based Learning  
          • Experiential Education  
          *OAKS*                                                               |
| April 12 | • Culturally Relevant Teaching  
          • Community and Service Learning | Ladson-Billings, Gloria. "But That's Just Good Teaching!" pp. 159-165  
          *OAKS*                                                               |
| April 15 | • Normal Schools  
          • Curriculum  
          • Teaching Philosophy | “General Philosophies of Education” – Class Handout (In class)                     |
| April 17 | • Educational Law  
          • Education and Ethics  
          • Legal Rights and Responsibilities  
          • EEDA  
          *OAKS*                                                               |
| April 19 | • Social, Political, Economic Context of Education  
| April 22 | • Participatory Democracy  
          • Teacher Unions | Wood, "Democracy and the Curriculum," pp. 177-198.                                  |
| April 24 | • International Rankings  
          • International Content Standards  
          • Globalization and Education  
          • Race to the Top | Spring, "Textbooks, Curriculum, Internet E-Learning, and Instruction," in *American Education*, pp. 243-274.  
          *Teaching Philosophies Due*                                              |

**Final Exam is due by 11:59PM on May 1 via OAKS.**


