COLLEGE OF CHARLESTON
EDFS: 201 FOUNDATIONS OF EDUCATION
SPRING 2013
3 CREDIT HOURS

Meeting Time and Place: EDFS 201. 001 Foundations of Education
T/R 8:00 – 9:15 in ECTR 212

Instructor: James P. McKenna, Visiting Instructor

Office: 86 Wentworth St., Office 307
Office Hours: Monday, 1:00-3:30; Tuesday, 9:30-11:00; Wednesday, 11:00 – noon
Other days and times by arrangement

Telephone, E-mail, and FAX
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843.953.8109 (TEDU office)

Prerequisites: None

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. The 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 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: American Education 14th or 15th eds. by Joel Spring. McGraw-Hill,
Additional Reading:

- Race Matters, Cornel West, Vintage Publishers (2001)
- The Shame of the Nation, Jonathan Kozol, Crown (2005)
- The Skin I’m In, Sharon G. Fleck, Jump at the Sun (2000)
- Why Are All the Black Kids Sitting Together in the Cafeteria?, Beverly Daniel Tatum, Basic Books (1998)
  - Speak, Laurie Halse Anderson (1999)
  - Educating Esme, Esme Codell (2001)
- Freedom Writers’ Diary, Freedom Writers & Zlata Filipovic
  - Teacher Man, Frank McCourt
- The Children in Room E4, Susan Eaton (2006)
- Among School Children, Tracy Kidder (reprint 2001)
- Letters to a Young Teacher, Jonathan Kozol (2007)
- Other books approved by the instructor

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 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):

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 the major historical events which 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 which 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).
- Demonstrate consistently the communication skills of reading, writing, speaking, listening and interpreting (SOE Standards - all).
The following exit outcomes are required for the successful completion of EDFS 201:

The student shall:
- Demonstrate an emerging understanding of the teaching competencies.
- Develop a beginning personal philosophy of education related to teaching.
- 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.
- Develop a working understanding of South Carolina teacher candidate requirements, including, but not limited to, certification, EEDA, technology and safe schools.
- Demonstrate positive dispositions for teaching.

The exit outcomes may be demonstrated through the writing of papers, by the developing presentations and projects, by participating in classroom discussions, by observing and reflecting on field experiences and by demonstrating mastery of information on exams.

Course Requirements

1. 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

2. Completion of all assigned readings and projects on time
3. Responsibility for all course content
4. Responsibility for keeping up with grades and attendance
5. Utilization of internet, word processing, email (Edisto account)

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

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**Course Projects & 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.

**ASSIGNMENT #1: Critical Autobiography / Becoming a Culture Bearer (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 with regards to race, gender, class, sexual orientation, language, and/or academic ability? How do you benefit or struggle because of these identities?
- What is your goal as a teacher (parent, taxpayer, citizen) and does this connect in any way to your culture and background?

You must present an oral presentation of no more than 3 minutes. This presentation must include your family background (questions listed above) and a reading of your poem/song/creative piece.

This creative piece (poem/song/media) or an essay must illustrate your role as a culture bearer in the school or community. This assignment will be discussed in class and specific directions, as well as exemplars, will be provided.

**Due date: Feb. 12**

**ASSIGNMENT #2: ADDITIONAL READING: SHORT PAPER**
This assignment will be a response to the additional reading book for the course. Examining a theme or motif from the book, you will create a poster, PowerPoint presentation, poem, diorama, journal, or personal response that will be shared with the class.

**Due date: Feb. 21**

**ASSIGNMENT #3: 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.
ASSIGNMENT #4: An exam will be given on the topics discussed in the first half of the course.  

Tentative date: Feb. 28

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 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 their topic.

Assessment criteria:  
1. You were able to engage the class in a productive discussion lasting 5-8 minutes. You had a thorough understanding of the topic/event discussed.
2. Technology was utilized to support your presentation.
3. You spoke clearly and allowed time for others to speak.
4. The presentation was focused and accurate.

Due date: You will sign up in class for the topic of your presentation; the instructor will assign the dates for presentation in late March-April.

*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 meaning of life and reality which translate into your teaching behavior in the classroom. 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 date: April 23
ASSIGNMENT #7: 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.

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, will earn the points assigned by the instructor in this category. (ETC 3)

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.

Evaluation Criteria: Grades are yours to earn, not mine to give. With each learning activity you may earn points according to the following schema:

<table>
<thead>
<tr>
<th>LEARNING ACTIVITY</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>Teacher Interview</td>
<td>60</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>60</td>
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<tr>
<td>Understanding Culture Paper</td>
<td>60</td>
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<tr>
<td>Philosophy of Education</td>
<td>60</td>
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<tr>
<td>Exam</td>
<td>60</td>
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</tbody>
</table>
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. 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 4 absences will not be awarded the additional points for attendance and participation.

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)
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.

Course Calendar: *This calendar is a general guide and may be adjusted by the instructor as the course progresses. Parentheses indicate readings in Spring’s text.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 10</td>
<td>Introduction, syllabus, ETCs.</td>
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<tr>
<td>Jan. 15</td>
<td>Why teach? Qualities of Effective Teachers (10, pp.234-260)</td>
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</tbody>
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Jan. 17
Lynda Kaczenas, admission to SoEHHP
Teacher Quality Continuum

Jan. 22
Effective Schools research; goals of schooling
(1, 2, 4)

Jan. 24
“The Principal Story”

Jan. 29
History of American Education
– terms, colonial efforts,
Horace Mann (1, 3)

Jan. 31
Immigration, John Dewey (3)

Feb. 5
Civil Rights, equality (3, 5)

Feb. 7
Introduction to Culture,
sociology of education (6)

Feb. 12, 14
Culture presentations

Feb. 19
Poverty

Feb. 21
Race/gender, Book presentations
(5)

Feb. 26
Academic difference (5)

Feb. 28
Exam

March 12
Multiculturalism – Banks, Nieto

March 14
Organization of Schools, politics (8, 9)

March 19
Financing schools, “Corridor of Shame”

March 21
The Law

teacher
interview

paper
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>March 26</td>
<td>The Law (Case law)</td>
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<tr>
<td>April 2</td>
<td>Introduction to ed. philosophy</td>
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<td>April 4</td>
<td>Rousseau &amp; followers</td>
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<td>April 9</td>
<td>5 Contemporary philosophies</td>
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<td>April 11</td>
<td>Survey</td>
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<td>April 16</td>
<td>Theories: Rogers, Skinner, others</td>
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<td>April 18</td>
<td>Creativity</td>
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<td>April 23</td>
<td>Wrap-up</td>
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<td><em>Philosophy paper</em></td>
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