EDFS 652 – Philosophical and Historical Foundations of Education
Spring 2013

Facilitator:  Dr. Faye Hicks Townes
Office:  118A (North Campus)
Contact Information:  hickstownesf@cofc.edu; (843) 760-3571
Office Hours:  Tuesdays 2 – 5

Course Description:
Our mission in the School of Education is the development of educators and health professionals from novice to master level, who can lead a diverse community of learners toward and understanding of and active participation in a highly complex world. Philosophical and Historical Foundations of Education is one of the core course requirements for the Master of Arts in Teaching in Elementary Education and the Master of Arts in Teaching Special Education.

Philosophical and Historical Foundations of Education is an in-depth study that integrates concepts and information from major social sciences and philosophy to examine the challenges and problems of teaching in modern schools. Focusing on historical, cultural, socioeconomic and political issues that affect education, the course asks you to examine your dispositions, knowledge and skills, and to determine your path for growth and development into an effective teacher for all children.

Course Text/Materials:


Additional readings will be provided by Dr. Townes.

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 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.

Related to the Standards are these specific course objectives. Upon successful completion of this course, you will be able to:

- describe prominent leaders, major ideas, and significant movements which have contributed to the overall development and organization of education in the U. S. (Standard VII);
- compare and contrast reform movements in education (Standard III);
- identify major philosophical systems which have influenced American educational thought and practice (Standard I, II, VII);
• relate basic philosophical ideas with current goals of education, curriculum patterns developed, teaching strategies utilized and human relationships adopted within the context of the schooling environment (Standard I, II, VII);
• explain the role and influence of political socialization as it corresponds to classroom practice in expanding democratic ideals and principals (Standard VII);
• describe the functions of education and schooling within the social order as reflected in the sociological forces associated with the diverse characteristics of a multicultural society (Standard III, VII);
• relate societal values to the art and science of teaching as a form of transmitting cultural values (Standard I, VII);
• describe specific legal cases which have affected the process of schooling as well as members of the school community (Standard I, III, VII);
• analyze current teacher characteristics and behaviors as they affect the learner within the context of the school as an extension of society (Standard III, VII);
• determine and articulate through self-exploration, reflection and evaluation, the overall process of schooling and the components of the teaching profession (Standards-all);
• understand the commitment to a career in teaching (Standard VII);
• demonstrate consistently the communication skills of listening, reading, writing, speaking,

Course Requirements:
1. Demonstration of SOE Dispositions: Examples of how those dispositions will be evident are provided in italics.
   a. Belief that all students can learn
      -e.g., participation and attitudes expressed about students and learning
   b. value and respect for individual differences
      -e.g., interactions in class discussion, participation in group work
   c. value of positive human interactions
      -e.g., participation in class and group discussions
   d. 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
   e. dedication to inquiry, reflection, and self-assessment
      -e.g., quality of journal responses, performance on graded work, participation in class and group discussions
   f. value of collaborative and cooperative work
      -e.g., thoughtful, constructive critiques of others’ work, participation in small group learning activities
   g. sensitivity toward community and cultural contexts
      -e.g., participation in class and group discussions, degree to which you vary your point of view
   h. engagement in responsible and ethical practice
      -e.g., performance on graded work, class attendance, participation in group activities
   i. development of professional mastery over time
      -e.g., performance over time in writing, thinking, and expression of knowledge
2. A commitment to active participation— an important factor in enhancing the shared learning experience for all concerned. This, of course, presupposes preparedness and a willingness to ask questions and share insights.
3. Participation in a professional, punctual, and equitable manner in all collaborations.
4. Utilization of internet, word processing and email.
5. Responsibility for keeping up with grades and attendance.
Course Requirements and Evaluation:

1. Class attendance is extremely important due to the collaborative nature of the class. In addition, in-class writing assignments will be part of each class. If a student has to miss a class, it is the responsibility of the student to make up the missed work.

2. Assignments for the class will include class presentations, a minimum of three papers, and weekly in class activities.

Learning Process and Activities

This course aims at supporting teacher candidates to begin their journey/safari of becoming reflective practitioners. 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 Kierkegaard observes "We are constantly in the process/journey/safari of becoming—never arriving at the point of total absolute knowing". Reflective practitioners 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.

Students are expected to read the text and all assigned materials before class and be prepared to participate in class discussions. All assessments activities will require responses based on the readings, class discussions and personal experiences. A 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. This work will allow students to engage in a cooperative learning process and it will set up opportunities for them to experience some aspects of the teaching role.

Progress in the course will be measured by performance in

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and Cultural Self-Awareness Study</td>
<td>30</td>
<td>01/29</td>
</tr>
<tr>
<td>Personal Philosophy of Education*</td>
<td>50</td>
<td>02/12</td>
</tr>
<tr>
<td>Current Issues in Education Presentation</td>
<td>25</td>
<td>See sign-up sheet</td>
</tr>
<tr>
<td>Participation in Class Activities &amp; Discussion</td>
<td>100</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Mid Term/Rough Draft Due</td>
<td>50</td>
<td>02/26</td>
</tr>
<tr>
<td>Research Paper</td>
<td>100</td>
<td>04/23</td>
</tr>
<tr>
<td>Graphic Organizer (25) &amp; Presentation of Graphic Organizer (25)</td>
<td>50</td>
<td>04/30</td>
</tr>
<tr>
<td>TOTAL</td>
<td>405</td>
<td></td>
</tr>
</tbody>
</table>

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:

\[
\frac{245}{300} = .816 = 82\% \ (C+) 
\]
Assignments
A rubric for all writing assignments is attached to the syllabus and available on D2L. All Assignments must be word-processed using APA style guide.

Assignment #1: Social And Cultural Diversity-Self-Awareness Study

An important focus of this course is to understand the interplay of culture in schools, classrooms, and individuals. Self-awareness and understanding of where our values and world view/s have come from, and what effect(s) these values and worldviews have on our behavior as teachers/educators is crucial. Our values and world views shape/influence our conceptions of education, behavior and relationships with others. This assignment provides an opportunity for you to reflect on yourself as a culture bearer and on the influence of education in your life. Write an essay that does the following:

1. Describes specifically some of your own values and consider where they might have come from.
   Some examples are education, honesty, career, justice, diversity, family, etc.
2. Comments on any changes you think you have made in the values passed on to you by the previous generation.
3. Gives examples of your behavior that are a result of some of these values.
4. Explains how these values influence your beliefs about learners and teaching. (IMPORTANT)

Assignment #2: Research Project

Your major project for this course is an historical look at the educational experiences of a group (based on ethnicity, culture, SES, gender, religion, sexual orientation, geographical location, language, etc.) in the public school system of America. Your final project will include the following components:

1. Research paper (APA format) tracing the historical educational experiences of the group. A minimum of 5 research articles and 4 books must be included as sources. The research paper must sufficiently cover the following questions:
   A. What national laws have affected the education of this group?
   B. Who are some of the leaders in education in this group?
   C. Has this group received differential treatment in the area of education? If so, what constituted this differential treatment?
   D. How has the education of this group evolved over the years?
   E. Which educational trends (NCLB, charter schools, home schooling, high stakes testing, etc.) are impacting this group now and how?

2. Graphic organizer that presents a visual history of the group you are researching. Your organizer may be presented in hardcopy form (i.e. poster, handout) or electronic (power-point). If you elect to present an electronic version, please be prepared for technical problems that may arise. Have a backup!

3. Mid Term Rough Draft is due on February 26th. This rough draft must include a list of possible resources (minimum of 15), a topical outline, an introduction and some work on each of the questions posed in #1.

***Please check with me after you have chosen the group you wish to study.***

Assignment # 3: Personal Philosophy of Education

As part of our study of Philosophy of American Education, each student will prepare a personal philosophy of education. This is an articulation of your beliefs about students, teaching, learning, knowledge, what is worth knowing etc. As we read and discuss in the classroom, keep in mind the belief statements listed below that you are required to address in your essay.

1. What is the purpose of public school education and education in general? What should be learned? What is worth knowing?
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?

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 essay is a very important document. It will be one of the items you will need to include in your teaching portfolio. You will need to spend time thinking and articulating it. The total length of your paper should be 2-3 pages (double spaced).

Assignment # 4  Current/Local Educational Issues
Due Date: Student selects date

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.

Policies
1) Policies and procedures for EDFS 652 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.

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

*American Education