EDFS 201
Introduction to Education
Spring 2010

Section 1: Course Instructor

Instructor: Dr. Charissa Marrah
Office Location: SOE Rm. 317
Office Hours: M & W 10:00 am – 12:00 pm, TH 2:00 – 3:00 pm
Phone/Fax: 953 – 5554 (p) / 953 – 5407 (f)
Email: marrahc@cofc.edu

Section 2: Course Description

Catalog Description
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. This course is a survey of the American public school system with an emphasis on current trends and issues, the development of teaching as a profession, the organization and control of schools and the history of education. Introduction to Education is a prerequisite to all other education courses and a requirement for admission to the teacher certification program. 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. 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.

This course aims at supporting teacher candidates as they begin their journey/safari of becoming 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 Kierkegaard 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. Leaders display appropriate dispositions necessary to make the Teaching/Learning Connection a possibility for all.

Meeting Location/Time (Day)
EC 212/ 1:00pm – 1:50pm (MWF)

Course Credit
3 hours

Prerequisites
None

Intended Audience
Undergraduate

Required Texts/Readings

Additional Readings (Select one)
- Cornel West (2001), Race matters. Vintage Publications
- Jonathan Kozol (2005), The shame of the nation. Crown
- Jonathan Kozol (1991), Savage Inequalities, Harper Perennial
- Beverly D. Tatum (1998), Why are all the black kids sitting together in the cafeteria? Basic books
- Lisa Delpit (2006), Other people’s children: Cultural conflict in the classroom. The New
Section 3: Course Objectives

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.

Objectives

Competencies and objectives to be mastered and demonstrated by participants in the class that have been aligned with professional competencies include:

1. Demonstrate understanding of the dignity and worth of students from diverse cultural, social, ethnic and racial backgrounds

2. Compare and contrast major philosophies of education in relationship to the aims of education, the curriculum, teacher-student relationships and methodology

3. Describe the functions of education and schooling as reflected in sociological forces associated with the diverse characteristics of a multicultural society

4. Demonstrate understanding of the beliefs, values and assumptions which contribute to your understanding of schooling

5. Begin identification of pedagogical strategies that are suitable for learners of diverse abilities and backgrounds

6. 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

8. Identify major political and economic issues which have influenced policy decisions in education as determined by federal, state, and local agencies

9. Identify and explain the legal rights and responsibilities currently governing all members of the school community

10. Appraise individual interest and commitment to the profession

11. Predict some future outcomes of American education in the United States

12. Demonstrate consistently the communication skills of reading, writing, speaking, listening and interpreting

<table>
<thead>
<tr>
<th>Competency</th>
<th>SOE standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate understanding of the dignity and worth of students from</td>
<td>1, 3, 4</td>
</tr>
<tr>
<td>diverse cultural, social, ethnic and racial backgrounds</td>
<td></td>
</tr>
<tr>
<td>2. Compare and contrast major philosophies of education in relationship</td>
<td>1, 3, 4, 5, 7</td>
</tr>
<tr>
<td>to the aims of education, the curriculum, teacher-student</td>
<td></td>
</tr>
<tr>
<td>relationships and methodology</td>
<td></td>
</tr>
<tr>
<td>3. Describe the functions of education and schooling as reflected</td>
<td>1, 7</td>
</tr>
<tr>
<td>in sociological forces associated with the diverse characteristics of a</td>
<td></td>
</tr>
<tr>
<td>multicultural society</td>
<td></td>
</tr>
<tr>
<td>4. Demonstrate understanding of the beliefs, values and</td>
<td>7</td>
</tr>
<tr>
<td>assumptions which contribute to your understanding of schooling</td>
<td></td>
</tr>
<tr>
<td>5. Begin identification of pedagogical strategies that are suitable for</td>
<td>1, 2</td>
</tr>
<tr>
<td>learners of diverse abilities and backgrounds</td>
<td></td>
</tr>
<tr>
<td>6. Explain the historical events through a study of prominent leaders and</td>
<td>7</td>
</tr>
<tr>
<td>general major movements as a prerequisite to contemporary educational</td>
<td></td>
</tr>
<tr>
<td>thought and practice</td>
<td></td>
</tr>
<tr>
<td>7. Describe the major historical events which have contributed to the</td>
<td>7</td>
</tr>
<tr>
<td>overall development and organization of education in the U.S</td>
<td></td>
</tr>
<tr>
<td>8. Identify major political and economic issues which have influenced</td>
<td>2, 5, 6</td>
</tr>
<tr>
<td>policy decisions in education as determined by federal, state, and local</td>
<td></td>
</tr>
<tr>
<td>agencies</td>
<td></td>
</tr>
<tr>
<td>9. Identify and explain the legal rights and responsibilities currently</td>
<td>3, 5, 7</td>
</tr>
<tr>
<td>governing all members of the school community</td>
<td></td>
</tr>
<tr>
<td>10. Appraise individual interest and commitment to the profession</td>
<td>6</td>
</tr>
<tr>
<td>States</td>
<td></td>
</tr>
<tr>
<td>12. Demonstrate consistently the communication skills of reading, writing,</td>
<td>All SOE</td>
</tr>
<tr>
<td>speaking, listening and interpreting</td>
<td>Standards</td>
</tr>
</tbody>
</table>

Course Outcomes

The exit outcomes required for the successful completion of EDFS 201 are:

The student shall:

- 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 and reflective journals, by the development of presentations and projects, by being prepared and participating in classroom discussions, and by demonstrating mastery of information on exams and quizzes.

Section 4: Course Requirements

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

Assignments

Attendance & Participation

Each week of perfect attendance is worth 5 pts (Excludes Final Exam). Each day you are absent you will receive a **1.5 pt deduction**. If you are absent for any reason, you are responsible for getting announcements, notes, handouts and assignments. Carefully read the required text and other materials on a regular basis since exams and class discussions will be based on the readings. Material covered in class will be drawn from many sources; therefore, you are responsible for studying the material on her/his time.

Understanding Culture in Individuals

This is a 2-3 page essay. An important focus of this course is to understand the interplay of culture in schools, classrooms, and individuals. This begins with self-awareness and an understanding of where our values and world view/s have come from. Only then can we examine the effect these values and world views have on our behavior as teachers/educator. 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
New Teacher Certification
In a 1 page paper compare/contrast the New teacher certification requirements for the State of South Carolina to another state of your choice.

Current Event Presentation
Each student will lead a discussion about a current issue in education of a local, state or national significance. The issue could be featured in a newspaper, magazine or on a news program. Your 5-minute (maximum) presentation to the class MUST include support from a research journal that must be cited on your current event. In addition, you are required to write a 1 page critical reflection on how the current event and practice of leading a discussion has impacted you personally and professionally. You will sign up in class for the topic and date of your presentation.

Reflective Reading
An important component of this course is the development of self-reflection. This is a life-long skill used by good teachers (and all other professionals). Reflection allows us to critically examine our practice as we continue to learn over our lifetimes. Critical reflection is different from criticizing (this will be discussed more completely in class). This assignment requires you to critically examine yourself and your development in the field of education. Based on your reading, you will write a 1 page critical reflection that addresses how the book’s theme or motif has impacted you as individual and future teacher.

Reflective Reading Presentation
For this assignment you will be required to read one of the additional reading texts for the course. You will identify a theme or motif from the book. Then you will create a poster, Power Point presentation, poem, diorama, journal, or other creative response that will be shared with the class.

Philosophy of Education
As part of our study of the philosophy of American education, each student will articulate a 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. This assignment will be done in three stages. The first is a series of belief statements you will write and submit. These statements will serve as the basis for a philosophy of education. The second is a rough draft that is graded and returned. The third is a final edited product that receives a final grade. Additional guidelines will be given later.

Elements of Teacher Competency (Unit Assessment System)
This assignment is the culminating assignment of the course, a major reflective presentation on the Elements of Teacher Competency (ETC). Throughout the semester you will be exposed to the myriad of knowledge, skills, and dispositions that effective, competent teachers have and are able to use. This paper is a synthesis of what you know and have learned through your coursework and experiences to date. In this paper, please share with me a) What you know in relationship to each area of competency and how you know it, and b) What you want or think you still need to learn in each area of competency and how you will learn it. Further instructions and a rubric will be provided at a later date.

**Note: Failure to do this assignment will result in an F in this class.

Quizzes
Three short tests will be given based on assigned readings, handouts, and class session material. Items will be varied among several types including essay, term identification, multiple choice, matching, true/false and short answer. Quizzes may be given in a variety of formats such as oral, pencil and paper, and performance. Except for verified illness (written statement from health services) or reasons approved by the instructor in advance, no late or makeup examinations will be given.
**School Visit/Teacher Interview**
You are able to observe and critique schools. It provides you an opportunity to bring together many of the ideas and theories, topics and conversations we address throughout the semester into one authentic focus.

Working in groups of three to four (3-4) you will complete this project. You will identify three schools on the same level (elementary/middle/high) each in a different setting: rural, suburban, urban. Plan to make a minimum of two observations at each school. Everyone in the group does not have to make every visit.

Students will receive a group grade for this portion of which is determined by your private evaluation of each other. You will turn in a single report of this research on the day of your presentation. This work is to be presented as the final exam.

### Section 5: Performance Outcome Table

<table>
<thead>
<tr>
<th>Activities</th>
<th>Objectives Met</th>
<th>Point Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>--</td>
<td>80</td>
</tr>
<tr>
<td>Understanding Culture in Individuals</td>
<td>1, 3</td>
<td>30</td>
</tr>
<tr>
<td>New Teacher Certification</td>
<td>8, 9</td>
<td>15</td>
</tr>
<tr>
<td>Current Event Presentation</td>
<td>4, 6, 7</td>
<td>15</td>
</tr>
<tr>
<td>Reflective Reading</td>
<td>3, 10</td>
<td>20</td>
</tr>
<tr>
<td>Reflective Reading Presentation</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>Elements of Teacher Competency</td>
<td>5, 11, 12</td>
<td>40</td>
</tr>
<tr>
<td>Quizzes</td>
<td>6, 8, 9</td>
<td>30</td>
</tr>
<tr>
<td>School Visit/Teacher Interview</td>
<td>3, 12</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>330</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Section 6: Evaluation Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent Range</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>B -</td>
<td>84 – 85</td>
</tr>
<tr>
<td>C +</td>
<td>82 – 83</td>
</tr>
<tr>
<td>C</td>
<td>79 – 81</td>
</tr>
<tr>
<td>C -</td>
<td>77 – 78</td>
</tr>
<tr>
<td>D +</td>
<td>75 – 76</td>
</tr>
<tr>
<td>D</td>
<td>72 – 74</td>
</tr>
<tr>
<td>D -</td>
<td>70 – 71</td>
</tr>
<tr>
<td>F</td>
<td>69% &amp; Below</td>
</tr>
</tbody>
</table>

### Section 7: Special Considerations/Agreements

1. The instructor reserves the right to make changes to the syllabus but not add new assignments.
2. A hardcopy of all assignments should be turned in with the grading rubric attached at the beginning of each class of the due date. Electronic copies of the assignments will not be accepted without a hardcopy of the assignment grading rubric and may be considered late.
3. When applicable, online coursework must be submitted via email with attachments in a Microsoft Office program (Word, Publisher, Excel, or Power Point) by 11:59pm on the due date. Otherwise, the work will be considered late.
4. Please turn off your cell phones when entering the classroom. If your cell phone rings, you will be asked to leave the classroom. Exceptions will only be made in the case of a family emergency. Please notify me if it is essential to keep your phone on.

Section 8: Course Policies and Procedures

Professional Behavior/Disposition: Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behaviors consistent with the following dispositions:

- The belief that all students can learn.
- Value and respect for difference.
- Value of positive human interaction.
- Intellectual curiosity and willingness to learn new knowledge.
- A commitment to inquiry, reflection, and self-assessment.
- Value of responsible, collaborative, and cooperative work.
- Sensitivity to community and cultural context.
- Responsible and ethical practice.

Attendance: Class attendance and punctuality are expected professional behaviors. Students are responsible for all content and assignments for each class. If, for medical or serious personal reasons, you will miss more than one class, the instructor(s) should be informed of the reasons. A student may receive a “WA/F” for excessive absences, (more than 15% of the scheduled classes).

Class Participation: 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 quizzes, tests, journals, threaded discussions and projects) will require responses based on the readings, class discussions and personal experiences. 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.

Make-up quizzes/examination: If a quiz or examination (other than the final examination) was missed for a legitimate reason, as determined by the professor, the professor has the discretion to administer a make-up examination. It is the responsibility of the student to make arrangements for the make-up.

Due Dates: 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 a 5 point deduction.

Final Exam: The final exam for each course (which may be in the form of an examination, performance, or project) will only take place during the period scheduled for the final exam for that course. (Undergraduate students who have more than two final exams scheduled on the same day may arrange for an alternate time for one final exam through the Office of the Undergraduate Dean.) Graduate students have their own schedule and they need to go through the Graduate Dean for changes.

Papers: Papers will be word processed using the style of the Publication Manual of the American Psychological Association (most current edition). You may obtain a guide from The Writing Lab Room 216 Education Center.

Assignment Resubmission: Course assignments may be resubmitted within 5 academic calendar days after the assignment due date to earn up to one half (1/2) of the total points deducted during the initial assignment evaluation. This excludes quizzes, midterms, finals, and late assignments. Resubmitted assignments will not be accepted after the final day of class nor will they be considered for additional resubmissions to earn additional points.
Extra Credit Assignments: Throughout the course of the semester, there may be opportunities to expand your grasp of various important topics related to the course. Any extra credit assignment must follow the stated criteria and/or requirements outlined by the instructor in order to have the work considered for extra credit. All extra credit assignments must be turned in before or on the last class meeting date of the semester (excluding exam dates). Note that extra credit assignments are entirely voluntary; students are not required to participate in extra credit assignments. Points earned for extra credit are in addition to the total possible points that can be earned during the course.

Honor Code and Academic Integrity: Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are clearly related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.

ADA Accommodations: In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” Any students requiring accommodations should contact the Center for Disability Services (953-1431) and provide me with documentation of needed accommodation by 1st week of class.
## Section 9: Class Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Instructional Strategies</th>
<th>Student Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/11</td>
<td>Syllabus Review Course &amp; Requirements Intro to Ning</td>
<td>Welcome workshop Intellectual Event Assigned</td>
<td>Review Syllabus and Assignments</td>
</tr>
<tr>
<td>1/13</td>
<td>Course Writing Requirements</td>
<td>Reflective Reading Sign Up SVTI Assigned APA Workshop</td>
<td>Review APA document</td>
</tr>
<tr>
<td>1/15</td>
<td>Considering the Profession Is Teaching a Profession? Professional Organizations</td>
<td>Teacher Cert. Assigned Elements of TC assigned</td>
<td>S. Ch. 2 &amp; 6</td>
</tr>
<tr>
<td>1/20</td>
<td>Research Orientation</td>
<td>Field Trip Current Event Assigned</td>
<td>Meet in LIB Rm. 122</td>
</tr>
<tr>
<td>1/22</td>
<td>Teacher Certification Requirements Guest Speaker: L. Kacenas</td>
<td>Evaluation 1 Small group work</td>
<td></td>
</tr>
<tr>
<td>1/25</td>
<td>Current Event s</td>
<td>Current Event Workshop Current Event Model</td>
<td>S. Ch. 3</td>
</tr>
<tr>
<td>1/27</td>
<td>History of American Education</td>
<td></td>
<td>New Teacher Certification Due</td>
</tr>
<tr>
<td>1/29</td>
<td>History of SC Education</td>
<td>Antebellum Video v. 1 on Ning</td>
<td></td>
</tr>
<tr>
<td>2/1</td>
<td>History of SC Education</td>
<td>Antebellum Video v. 2-3 in class</td>
<td>Responses to Antebellum Video Guide Due on Ning</td>
</tr>
<tr>
<td>2/3</td>
<td>Characteristics of Schools in Society</td>
<td>Socratic Lecture</td>
<td>S. Ch. 1 M. Haberman Article</td>
</tr>
<tr>
<td>2/5</td>
<td>Sociology of Education: Culture, ethnicity, race</td>
<td>Cultural lenses</td>
<td>S. Ch. 4 &amp; 5</td>
</tr>
<tr>
<td>2/8</td>
<td>Sociology of Education: race, gender, multiculturalism</td>
<td>Understanding Individuals assigned</td>
<td>Auwarter &amp; Arugete article</td>
</tr>
<tr>
<td>2/10</td>
<td>Sociology of Education: poverty issues, academic differences</td>
<td>“Student Bodies”</td>
<td>ETC 1 due G. Gay Article</td>
</tr>
<tr>
<td>2/12</td>
<td>Visit/Interview plan</td>
<td>Evaluation 2 School Visit/Interview assigned</td>
<td></td>
</tr>
<tr>
<td>2/15</td>
<td>“Corridor of Shame” viewing You tube Video</td>
<td>“Corridor of Shame” viewing ETC 2 Overview</td>
<td>P. Ch. 4 &amp; 5</td>
</tr>
<tr>
<td>2/19</td>
<td>Politics of Education: State</td>
<td>Socratic Lecture</td>
<td>P. Ch. 4 Osher &amp; Quinn Article</td>
</tr>
<tr>
<td>2/22</td>
<td>Politics of Education: Local</td>
<td>Socratic Lecture</td>
<td></td>
</tr>
<tr>
<td>2/24</td>
<td>School Visits/Teacher Interviews</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>2/26</td>
<td>Trends in Education: Curriculum</td>
<td>Socratic Lecture</td>
<td>P. Ch. 6</td>
</tr>
</tbody>
</table>

---

1. All tasks are expected to be complete by the class date.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Type</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/1</td>
<td>Trends in Education: Standards Mid-Term Review</td>
<td>Socratic Lecture</td>
<td>Understanding Individuals Due</td>
</tr>
<tr>
<td>3/3</td>
<td>Trends in Education: Assessment</td>
<td>Socratic Lecture</td>
<td></td>
</tr>
<tr>
<td>3/5</td>
<td>Trends in Education: Financing Education</td>
<td>Lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Spring-Break No CLASS</strong> 3/8 – 3/12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/15</td>
<td>Lowcountry Hall of Science and Math visit EHHP Curriculum Lab Visit</td>
<td>Field Trip</td>
<td>Meet on 2nd Floor of Bell Building</td>
</tr>
<tr>
<td>3/16</td>
<td>Reflective Readings Presentations</td>
<td>Student Presentations</td>
<td>Reflective Readings Presentations Due</td>
</tr>
<tr>
<td>3/18</td>
<td>Reflective Readings Presentations</td>
<td>Student Presentations</td>
<td>Reflective Readings Presentations Due Reflective Reading Due</td>
</tr>
<tr>
<td>3/19</td>
<td>Reflective Readings Presentations</td>
<td>Student Presentations</td>
<td>Reflective Readings Presentations Due Reflective Reading Due</td>
</tr>
<tr>
<td>3/22</td>
<td>Trends in Education: Inequalities in Financing</td>
<td>Current Event based Interactive Lecture</td>
<td></td>
</tr>
<tr>
<td>3/24</td>
<td>Trends in Education: for-profit &amp; community schools</td>
<td>Whole Group Discussion</td>
<td></td>
</tr>
<tr>
<td>3/26</td>
<td>Trends in Education: charter &amp; Magnet Schools</td>
<td>Whole Group Discussion</td>
<td>Intellectual Event Due</td>
</tr>
<tr>
<td>3/29</td>
<td>School Visits/Teacher Interviews</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>3/31</td>
<td>Philosophy Introduction Orientation &amp; Branches</td>
<td>Evaluation 3</td>
<td>ETC 3 Due Chiasson article P. Ch. 3</td>
</tr>
<tr>
<td>4/2</td>
<td>Philosophy of Education: 5 Orientations</td>
<td>Lecture</td>
<td></td>
</tr>
<tr>
<td>4/5</td>
<td>Philosophy of Education: 6 Branches</td>
<td>Lecture</td>
<td></td>
</tr>
<tr>
<td>4/7</td>
<td>Philosophy Stage 1: Orientation</td>
<td>Workshop</td>
<td>Bring Draft Philosophy Statement Stage 1</td>
</tr>
<tr>
<td>4/9</td>
<td>Philosophy Stage 1: Students Diverse Populations</td>
<td>Workshop</td>
<td>Bring Draft Philosophy Statement Stage 2</td>
</tr>
<tr>
<td>4/12</td>
<td>Philosophy Stage 1: Role Cultural Responsiveness</td>
<td>Workshop</td>
<td>Bring Draft Philosophy Statement Stage 3</td>
</tr>
<tr>
<td>4/14</td>
<td>Visit/Interview Presentations</td>
<td>Student Presentations</td>
<td>Visit/Interview Presentations</td>
</tr>
<tr>
<td>4/16</td>
<td>Visit/Interview Presentations</td>
<td>Student Presentations</td>
<td>Visit/Interview Presentations</td>
</tr>
<tr>
<td>4/19</td>
<td>Visit/Interview Presentations</td>
<td>Student Presentations</td>
<td>Visit/Interview Presentations Philosophy Due</td>
</tr>
<tr>
<td>4/21</td>
<td>Disciplines of EHHP</td>
<td>Guest Instructor</td>
<td>TBA</td>
</tr>
<tr>
<td>4/23</td>
<td>Disciplines of EHHP</td>
<td>Guest Instructor</td>
<td>TBA</td>
</tr>
<tr>
<td>4/26</td>
<td>Course Evaluation</td>
<td>Lemon Squeeze</td>
<td></td>
</tr>
<tr>
<td>4/27</td>
<td><strong>OPTIONAL</strong> Individual Course Overviews</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/1</td>
<td>Final Exam 12 – 3pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I wish you all a productive semester. Please feel free to contact me if you have any questions or concerns regarding
the course assignments, requirements, etc. I will be happy to discuss these with you.