COURSE INFORMATION

Instructor       Dr. MaryAnn M. Hartshorn
Office Location Rm. 335, 86 Wentworth
Office Hours   Tuesdays & Thursdays 11:00 a.m. – 12:00 noon or by appointment
Meeting Location/Time  Day, TR  Rm. 212  Ed Center 9:25 a.m.—10:45 a.m.
Course Credit  3 hours
Prerequisites  None

COURSE DESCRIPTION

EDFS 201: Foundations of Education provides a rigorous historical examination of the American public school system from the eighteenth through the twenty-first centuries. Students in this course examine the social, political, and economic goals of schooling while focusing on state and federal policies and laws that have shaped citizens over time. Participants also analyze philosophical beliefs and theories that have been instrumental in shaping policies adopted to best educate youth.

Fundamental to this analysis is an investigation of how diverse communities experienced educational opportunities and the repercussions resulting from the disparity associated with those experiences. The course concludes with an examination of the contemporary status of American education and the ethical dilemmas associated therein.

Foundations of Education is a prerequisite to all other education courses and a requirement for admission to the teacher certification program and must be completed with a grade of “C” or better to apply to the Teacher Education Program.

Required Texts

✓ Additional readings will be supplied on OAKS, through the Avery Research Center and in class.

Books for Academic Book Review are listed under Assignment 5.

GENERAL EDUCATION STUDENT LEARNING OUTCOMES:

Students will:

✓ Analyze how ideas are represented, interpreted or valued in human culture.
✓ Examine relevant primary source materials as understood by the discipline and interpret the material in a written assignment.

COURSE OUTCOMES (GENERAL EDUCATION)

Students will:

✓ Examine and discuss the historical origins of American education in the eighteenth century and delineate the major historical trends and tensions through No Child Left Behind (2001).
✓ Discuss and demonstrate an understanding of major, overarching educational philosophies in on-line discussion prompts and a philosophy of education paper.
✓ Identify significant federal policies including the National Defense Education Act (1958), the Elementary and Secondary Education Act (1965), the No Child Left Behind Act (2001), Race to the Top (2010) and the Dream Act in on-line discussion prompts and the final exam.
✓ Conduct primary source analysis through archival research, demonstrate an ability to interpret primary sources, and construct an historical argument in a primary source analysis paper.
✓ Demonstrate effective communication skills in a student led presentation on an assigned topic.
✓ Evaluate the present concerns in the field of education through Academic Book Review.
✓ Professionally present and demonstrate effective communication skills in a student-led presentation on an assigned topic.

**COURSE OUTCOMES (SCHOOL OF EDUCATION)**

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 (National Council for the Accreditation of Teacher Education). Competencies and objectives to be mastered and demonstrated by participants in the class that have been aligned with professional competencies include:

<table>
<thead>
<tr>
<th>1. Outcomes related to understanding and valuing the learner.</th>
<th>SOE standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates will:</td>
<td></td>
</tr>
<tr>
<td>✓ Demonstrate understanding of the dignity and worth of students from diverse cultural, social, ethnic and racial backgrounds.</td>
<td>1, 3, 4</td>
</tr>
<tr>
<td>✓ Compare and contrast major philosophies of education in relationship to the aims of education, the curriculum, teacher-student relationships and methodology.</td>
<td>1, 3, 4, 5, 7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Outcomes related to knowing what and how to teach, access, and create environments where learning occurs.</th>
<th>SOE standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates will:</td>
<td></td>
</tr>
<tr>
<td>✓ Describe the functions of education and schooling as reflected in sociological forces associated with the diverse characteristics of a multicultural society.</td>
<td>1, 7</td>
</tr>
<tr>
<td>✓ Demonstrate understanding of the beliefs, values and assumptions that contribute to an understanding of schooling.</td>
<td>7</td>
</tr>
<tr>
<td>✓ Begin identifying pedagogical strategies that are suitable for learners of diverse abilities and backgrounds.</td>
<td>1, 2</td>
</tr>
</tbody>
</table>
3. Outcomes related to understanding oneself 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 that have contributed to the overall development and organization of education in the U.S.  (7)
- Identify major political and economic issues that 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 education in the United States.  (4, 7)
- Demonstrate consistently the communication skills of reading, writing, speaking, listening and interpreting.  (All SOE Standards)

### COURSE EXIT OUTCOMES

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

Candidates will:

- 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, by the development of presentations and projects, by participating in classroom discussions, by observing and reflecting on field experiences, and by demonstrating mastery of information on exams and quizzes.

### COURSE REQUIREMENTS

1. Demonstrate SOE Dispositions.
   Examples of how those dispositions will be evident are provided in italics.
Candidates will demonstrate a:

- ✓ 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 learning

- ✓ 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. Complete all assigned readings and projects ON TIME.

3. Be responsible for all course content.

4. Be accountable for grades and attendance.

5. Use available technology -- internet, word processing, e-mail (CofC account), OAKS.
   (Computer applications are available in the CofC managed computer labs located in ECTR, JC Long, Addlestone Library and other campus sites. Please consult with instructor to arrange tutoring if you are unfamiliar with any of these applications.)

COURSE ASSIGNMENTS & PROJECTS

**ASSIGNMENT #1: Understanding Culture in Individuals (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 presentation, think about and 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 yourself with regards to race, gender, class, sexual orientation, language and academic ability? How have these characteristics affected your life? What adjustments have you and/or your family had to make to participate in our American society?

Complete a creative piece (poem, song, timeline, monologue, newscast, parody) related to your role as a culture-bearer in the school or community. You must include information from questions suggested and limit your presentation to 3-5 minutes. Due dates: A hard copy of the creative piece and one page explaining your analysis must be submitted to OAKS discussion board by August 28th. Presentations begin August 29th.

**ASSIGNMENT #2: 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 a 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.

**Assessment criteria for oral presentation:**

1. You were able to engage the class in a productive discussion lasting 5 minutes.
2. You had a thorough understanding of the topic/event discussed.
3. You spoke clearly and allowed time for others to speak.
4. Written work that was distributed and any visual presentation was accurate.

**Due Dates:** Sign Up, August 27th. Hard copies to OAKS, September 23rd. Presentations begin, September 24th.

**ASSIGNMENT #3: 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. (We will begin on day two.) 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 if you are an education major.*

**Due date:** October 8th;

**ASSIGNMENT #4:** An exam will be given on the topics discussed in the first half of the course. **Tentative date:** October 10th.

**ASSIGNMENT #5: Additional Reading: Short Paper/Presentation (ETCs 1,2,3)**

You may work with one or two (no more) others to complete this assignment (3-5 mins. per person time limit.)

- ✔ Read the supplemental book you have chosen. (Each book may only be presented once; first sign up, first serve.)
- ✔ Think about this book’s significance from an educational perspective.
- ✔ Using visuals and an engaging format, present your findings to the class.
- ✔ **Due dates:** Sign up, August 22nd. Hard copies to OAKS Discussion Board by October 22nd. Presentations begin October 22nd.
- ✔ Present to class.
Additional Reading (Select one)


**ASSIGNMENT #6: Primary Source Analysis Paper (SLO 2)**

Students will examine the primary documents set aside at the Avery Research Center (125 Bull Street) to address the following questions: How was education used in Charleston and the Lowcountry to advance the goals of the Civil Rights Movement? What role did the Progressive Club, the Citizenship Schools, and the Highlander Research Center play in the Civil Rights Movement? How did educators like Septima Clark, Esau Jenkins, and Bernice Robinson advance the Civil Rights Movement in Charleston and the Lowcountry? Papers must be between 5 and 7 pages and based on these primary documents and other secondary sources students find to support their essays. Students description of education during the Civil Rights Movement must be accurate and adequately detailed, the primary sources are reasonably
contextualized; and in more than one context; and the interpretation must reasonably connect to the description and contextualization (SLO 2).

Due Date: Post to OAKS by November 19th.

ASSIGNMENT #7: Final Exam (ETCs 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.

Date: December____

EVALUATION CRITERIA

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Point Values</th>
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<tbody>
<tr>
<td>Understanding Culture Paper/Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Additional Reading: Short Paper/Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Primary Source Analysis Paper</td>
<td>100</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>50</td>
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<tr>
<td>Oral Presentation</td>
<td>100</td>
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<tr>
<td>*Philosophy of Education</td>
<td>100</td>
</tr>
<tr>
<td>Response to additional readings</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>50</td>
</tr>
<tr>
<td>Additional Opportunities</td>
<td>+</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>700</strong></td>
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(Total may be adjusted as the course progresses)

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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent Range</th>
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<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>
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<tr>
<td>C</td>
<td>79 – 81</td>
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<tr>
<td>C -</td>
<td>77 – 78</td>
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<tr>
<td>D +</td>
<td>75 – 76</td>
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<tr>
<td>D</td>
<td>72 – 74</td>
</tr>
<tr>
<td>D -</td>
<td>70 – 71</td>
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<tr>
<td>F</td>
<td>69% &amp; Below</td>
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SPECIAL CONSIDERATIONS/AGREEMENTS

- Attendance is important and 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 department 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.
- 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.
- The instructor reserves the right to make changes to the syllabus.
- A hardcopy of all assignments must be turned in on time to OAKS.
- Cell phones must be turned off during class. No texting or social media in class.
- Due dates for course assignments, as well as scheduled quizzes and exams, are listed in the syllabus. Specific Course Calendar and Rubrics for all assignments will be posted to OAKS. 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 10 point reduction.
- Papers must be word processed using the style of the Publication Manual of the American Psychological Association (most current edition) for citations. You may obtain a guide from The Writing Lab Room 216 Education Center. Papers are to be professionally completed. The Writing Lab is available to help you; make use of it if need be.
- In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” Any student requiring accommodations should contact the Center for Disability Services (953-1431) and provide me with documentation of needed accommodation by 1st week of class.