FOUNDATIONS OF EDUCATION  
EDFS 201.06  
FALL 2016  

Facilitator: Dr. Faye Hicks Townes  
Contact Information: hickstownesf@cofc.edu; (843) 953-7739
Office Location: 241C, North Campus
Office Hours: Thursdays 1:30 – 3:30
Class Location: North Campus, Room 231
Meeting Time: 4:00 – 6:45

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 provides a rigorous historical examination of cultural expressions commonly found in the American public school system. This course examines the history of education from the eighteenth through the twenty-first centuries. This history examines the social, political, and economic goals of schooling, all of which includes an examination of how children were socialized as good citizens, productive employees, and advocates of American culture, politics, and business throughout the history of the United States. This course also analyzes the intellectual trajectory of education through the philosophies of education espoused by noted theorists John Locke, Jacques Roseau, Pestalozzi, Montessori, W.E.B. DuBois, John Dewey, Myles Horton, Paulo Freire, Howard Gardner and other influential schools of thought that shaped how we define childhood and how to best educate youth. Fundamental to this analysis is a framework of diversity and how communities of color experienced these ideals and the tensions associated with them. Finally, as this course concludes with an examination of the contemporary status of American education, concluding course topics interrogate the ethical dilemmas associated with American education. This examination includes issues such as the appropriate role of educators in a growing multiracial democracy, appreciating diversity in an era of re-segregation, the status of equal opportunity in education for all students, the role of school choice and charter schools in educational reform, and the shift toward the privatization of American public schools.

Course Text/Materials:  

Additional readings will be provided by the professor in hardcopy and/or on OAKS.
Course Objectives:

General Education Student Learning Outcomes:

1) Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

2) Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed through the History of the Common Schools paper (assignment 4).

Course Outcomes:

1) Students examine the historical origins of American education in the eighteenth century and delineate the major historical trends and tensions through No Child Left Behind (2001).

2) Students discuss and demonstrate an understanding of major, overarching educational philosophies in on-line discussion prompts and a philosophy of education paper.

3) Students identify significant federal policy 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.

4) Students conduct primary source analysis through archival research, demonstrate an ability to interpret primary sources, and to construct an historical argument in a primary source analysis paper.

5) Students reflect upon their assumptions and beliefs about the field of education in relation to race, class, and gender in a critical autobiography paper.

6) Students professionally present and demonstrate effective communication skills in a student-led presentation on an assigned topic.

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 HYPERLINK "http://www.cofc.edu/SchoolofEducation/mission.html" 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.

**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 major historical events that 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 that 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).

**Course Requirements:**

This course aims at supporting teacher candidates as they begin their journey/safari to become 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 Kiekegaard 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. They display appropriate "dispositions necessary to make the Teaching/Learning Connection a possibility.

**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

Completion of all assigned readings and projects on time: All Assignments must be type-written using the latest APA style guide.

Active participation in class (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 activities, presentations, threaded discussions and projects) will require responses based on the readings, class discussions and personal experience. 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.

Utilization of internet, word processing, and email is required.

*Progress in the course will be measured by performance in the assignments listed below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Autobiography Paper</td>
<td>50</td>
<td>09/09</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>75</td>
<td>09/23</td>
</tr>
</tbody>
</table>
| Participation in Class Discussion 
& Activities                       | 100    | Ongoing   |
| Current Events Presentation       | 50     | TBA       |
| Primary Source Analysis Paper     | 100    | 10/29     |
| Final Exam Presentation           | 50     | 12/13     |
| **TOTAL**                         | **425**|           |

*The facilitator retains the privilege of making changes at her discretion.

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:

\[
\frac{245}{300} = 0.816 = 82\% \quad (C+) 
\]

**Assignment Descriptions**

**Assignment #1: Critical Autobiography Paper**

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 in your (two page maximum) reflection:
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, class, gender, sexual orientation, language, and/or ability? How do you benefit and/or struggle because of these identities? What is your goal as a teacher (or parent, taxpayer, etc.) and does this connect in any way to your culture and background?

Assignment #2: Current Events

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 article. The format and assessment of the 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 educators 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.

Assignment #3: Philosophy of Education

As part of our study of the Philosophy of American Education, each student will prepare a philosophy of education. This is an articulation of your beliefs about students, teaching, learning, knowledge, what is worth knowing etc. You must address the following in your paper:

Belief Statement 1. What is the purpose of public school education and education in general? What should be learned? What is worth knowing?
Belief Statement 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?
Belief Statement 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 is a very important document as it is one of the items you will need to include in your teaching portfolio. Please spend time thinking and articulating your philosophy. Your paper should be 2-3 typed pages (double spaced).
**Assignment # 4: EDFS 201**  
Primary Source Assignment

The main goals of this primary source analysis paper are to give you experience analyzing primary sources related to the history of American education and to better acquaint you with 19th century debates on whether the United States should have a system of publicly funded Common Schools. The purpose of this assignment is to help you understand the multiple perspectives on Common School Reform and to use primary sources to achieve this.

A primary source document is generally understood as an original record created at the time an historical even occurred. However, a memoir, autobiography or oral history from well after the event may also be considered a primary source when it is created by someone closely involved in the historical event. (Primary sources are distinguished from secondary sources. Secondary sources are generally understood as books or scholarly articles prepared by someone who has investigated the primary sources and attempts to analyze, evaluate or interpret an historical event.)

In EDFS 201, we will learn about Horace Mann, the father of American Education. We will read Horace Mann’s 12th Annual Report (1848) as our grounding primary source. We will discuss this document in class, and each of you will be expected to analyze this primary source document in the primary source analysis paper. In addition, you will be required to read and analyze three other primary sources selected from the list below.

It is to be a 1000-1500 words (4-6 page) analysis of the primary sources you selected. The paper should address the following four questions:

- How does Horace Mann frame the debate in his 12th report? What are his areas of concern about schooling, and how does he address those concerns in his 12th report.
- How does these particular documents fit into the broader context of the Common School debate in early-nineteenth-century America?
- What position or arguments are made in the text regarding free Common Schools, what they can accomplish / not accomplish, and/or what their advantages/disadvantages are?
- How do these documents reflect a range of perspectives and / ideologies about the purpose of schooling for particular groups (race/ethnicity, class, gender, religion, ability, etc.).

In class, you will sign up for one of the following documents. Each represents a particular voice or position in the Common School debate. (All will be available as PDF documents in a folder labeled “Common School Debate Primary Sources” under “Resources” on OAKS)

- Philadelphia Natl Gazette Editorials - July 1830 & August 1830
- Editorial from Richmond Examiner 1855
- Mr. Bowling's Remarks at Kentucky Constitutional Convention 1849
- Mr. Hardin's Remarks at Kentucky Constitutional Convention 1849
- Samuel Lewis First Annual Report Superintendent of Common Schools Ohio 1838
- Selection from Labaree's 1849 Lecture to American Institute of Instruction
- Calvin Stowe's Report on Education in Prussia 1837
- Address Given at Mechanics Union Convention 1830
The paper will be graded based on (a) how deeply and extensively you are able to analyze the primary source you selected, (b) how effectively you are able to connect it with larger themes and controversies in the Common School movement, (c) the rigor you put into analyzing the limitations of the particular document together with your discussion of the larger context, and (d) the clarity & organization of your writing. A rubric will be provided.

**Policies**
1) Policies and procedures for EDFS 201 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 (i.e., missing 6 classes) for classes that meet three times a week. 2) More than three absences will negatively impact your grade.