



**Professional Education Unit
Department of Foundational and Graduate Studies in Education**

FOUNDATIONS OF EDUCATION (Face to Face)

EDF 207

MWF1 10:20, 11:30 and 1:50

Spring 2010

As for myself, Antiphon, I (Socrates) take as much pleasure in good friends as other people take in a good horse or dog or bird – in fact, I take more; and if I have anything good to teach them, I teach it, and I introduce them to any others from whom I think they will get help in the quest for goodness. And in company with my friends, I open and read from beginning to end the books in which the wise men of past times have written down and bequeathed to us their treasures; and when we see anything good, we take it for ourselves; and we regard our mutual friendship as great gain.

Xenophon, *Memoirs of Socrates*, Book I, section 6, paragraph 14

The more time one spends in learning, the more one is likely to learn.

Robert Dahl, *Who Governs?*

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Office Hours: MWF1 9-10:20, 12:30 – 1:30 and by appointment

Course Description: Orientation for students considering teaching as a career. Course will survey the scientific, historic, philosophic, political and social foundations of the teaching profession. Field experiences are an integral part of course. **Prerequisites:** None

Required Field Experience Hours: 10, Level I

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs): By the end of this course, the candidate will be able to:

- (1) **investigate** together the foundations of American education. As we proceed, we should begin to **observe** the underlying philosophical, political, and socio-economic relationships that have produced the American educational system as we know it today and observe how these relationships continue to affect the system.
- (2) **develop** and **improve** their critical thinking, reading, writing, and speaking skills.
- (3) **develop** their own philosophical viewpoints in a self-conscious and critical way.
- (4) **reflect** upon *the conceptual framework* that guides teacher education at MSU.
- (5) **explore** the potential impact of their own temperaments, talents, and motivations upon their happiness and effectiveness as teachers.

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Program:	Foundations		EDF 207		
Aligned with → Assessment → (point values)	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	Council for Social Foundations of Education (CSFE)	NCATE
Attendance (10) CFO: 3 SLO: 1	#8	n/a	n/a		n/a
Field Experience (60 total) a. Classroom (40) b. Site Based (10) c. School Board (10)	#8	AE 1:11 AE 2:16 AE 5:1	1. Diversity 4. Closing the Achievement Gap	Standard #2	1,3,4

CFO: 2,3,4,5 SLO: 1,5					
Four Digests (40 total) CFO: 1,2 SLO: 1,2	n/a	AE 1:2 AE 1:11 AE 5:1	3. Literacy	Standard #2	1
Four Exams (400 total) CFO: 1,2,4 SLO: 1,2	#2, #3, and #4	AE 1: 2 AE 1:11 AE 2:14 AE 2: 16 AE 2: 20 AE 5:1	1. Diversity 2. Assessment 3. Literacy 4. Closing the Achievement Gap	Standard #1 and #2	1
Philosophy of Education Statement (50) CFO: 1,2,4 SLO: 1,2,3,4,5	#2, #3, and #4	AE 1: 2 AE 1:11 AE 2:14 AE 2: 20 AE 5:1	3. Literacy	Standard #1 and #2	1

Resources:

Pulliam, John D., and Van Patten, James J., *History of Education in America*, 9th edition (Upper Saddle River, NJ: Pearson), 2007. **(Required)**

Copy Pack readings: These will include a variety of primary sources to supplement the *History of Education in America* textbook. Available at MSU Bookstore. **(Required)**

Conceptual Framework for Teacher Education at Morehead State University. May be printed from the web at: <http://www.msucoe.org/>

Assignment Descriptions:

Assessment (point value)	Description
Attendance (10)	Attendance is an important professional disposition within the College of Education. Attendance at all class meetings is required. ***Please read "Attendance Policy" below.
Field Experience (50 total) a. Classroom (40) b. Site Based (5) c. School Board (5) **See Guidelines for Field Experiences below.	<p>The student will complete eight hours of observation/ participation in a public school setting, observe one local school board meeting, observe one local site-based council meeting, and write a summary log paper describing each observation. <u>Note: Satisfactory completion of this assignment is required in order to pass this course.</u> If a student fails to attend the school board meeting, fails to attend a site-based council meeting, fails to do all eight hours of observation, or fails to write a satisfactory log, that student will get an "E" in the course <u>no matter what his/her grades are on tests and other assignments.</u> See the instructor for more specifics regarding field experience logs.</p> <p style="text-align: center;"><i>A. Observation of Schools</i></p> <p>The student will complete eight hours of observation/participation in a public school setting. Six of the eight hours will be completed</p>

	<p>in Lexington, KY at a diverse student body setting. We will charter a bus and drive to Lexington where you will observe classes in Lexington schools on a day to be announced early in the semester. If you are unable to attend the observation of Lexington schools, you will be required to make up those six hours on your own. Because the Lexington trip is designed to provide you the opportunity to observe a diverse student body, if you must make up these six hours, they must be in a school that has a diverse student body (at least 20% minority). For example, schools in Lexington, Louisville, Northern Kentucky and parts of Ashland area would provide you with such a student body. See your instructor for more details.</p> <p>Two of the eight hours may be completed in either of two ways:</p> <p><u>Option A</u>: You may fill out a <i>MSU Student Schedule form</i>, turn it in to your instructor and the Educational Services Unit will place you in Rowan County schools for two hours.</p> <p><u>Option B</u>: You may schedule yourself for two hours in a Kentucky school. This will require that you download, print and have signed during your observation an Out of County Confirmation form. If you complete an out of county observation, it must NOT be at a school that you attended.</p> <p><i>B. Observation of School Board and Site Based Council</i></p> <p>The student will observe one local school board meeting and observe one local site-based council meeting. At the beginning of the semester, your EDF 207 instructor will assign your section a day to attend the local school board meeting. If you are unable to attend that day, you will be required to attend another meeting on your own. As for the site-based council meeting, you will be required to attend this meeting on your own.</p> <p>A list of tentative meeting dates and times for the local school board and site based council will be available from your instructor or the Educational Services Unit located in Ginger Hall 801. <u>Note: Times and dates of meetings do change. Call ahead to make sure the meeting is still scheduled.</u> You may also call Rowan County School Board for a list of times and dates of the School Board and Site Based council meetings in Rowan County:</p> <p>Rowan County School Board 121 E. Second St Morehead, KY 40351 606-784-9828</p> <p>**All forms needed for EDF 207 Field Experience can be found at the MSU College of Education's Educational Services Unit webpage: http://www.moreheadstate.edu/esu/index.aspx?id=3009</p>
Three Digests (30 total)	<p>Write one-page, single-spaced summary of an argument from a reading to be assigned by the instructor. It is not an opinion on the reading, but a precise description of the author's argument. A digest must include a THESIS, STRUCTURE OF ARGUMENT, and a CONCLUSION. The purpose of the digest assignment is to help you read more carefully. You should first read the assigned reading searching for the THESIS. A thesis (a.k.a the main idea)</p>

	is a position or stance taken by an author. After identifying the thesis, then outline the basic argument that supports the thesis. By doing this, you will identify the structure of the argument. Finally, your conclusion should summarize the basic point of the author. The conclusion will inevitably reflect the thesis. Identifying the THESIS is the most important part of your reading. Without the thesis you will struggle to understand the structure of the argument and articulate the conclusion.
Three Exams (300 total)	Essay exams covering important terms, topics, and people from the history of education in America. **Will be in-class.
Philosophy of Education Statement (50)	Each candidate will write a statement of his/her own tentative philosophy of education, one that reflects major concepts and theories learned in class as well as insights gained from field experiences. This is a formal writing assignment which should reflect not only the student's best thinking skills, but his/her best writing and editing skills as well. Suggested length: 1000 - 1500 words. A rubric will be provided.

Grading Scale:

90% - 100 %	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
0% - 59%	E

Format for Completing Assignments:

1. Put name, course # and Section #, date and assignment title in upper right hand corner.
2. Use Times New Roman, 12 – font only
3. Double – space all assignments (except digests)
4. Use 1” margins all the way around.

ATTENDANCE POLICY:

As a prospective teacher, the student is expected to exhibit professional behavior in his/her class attendance and participation. Attendance will be taken every class period. A student who has three unexcused absences will have 10 points deducted from their attendance/participation grade. Each unexcused after three will result in 20 additional points deducted from their numerical grade.

Legitimate absences do NOT excuse the student from class responsibilities. Should a student miss class, it is his/her responsibility to make up for everything missed. Should a student miss class on the day an assignment is due he/she should send the assignment to class with a classmate or call the instructor before class and ask permission to turn it in late. Should a student miss the day of an exam the student should provide a written verification of the excused absence. **There will be NO making up of exams or assignments without a written, excused absence. Late work of any kind will NOT be accepted without written, excused absence.** Examples of reasons that might be excused by the instructor are illness, accident, personal emergency, death in the immediate family, special academic programs, or an authorized university function for which the student's presence is required. If a student misses for any reason, he/she should call or email the instructor before class and let the instructor know that he/she will not be there. If a student has an excused absence on the day of an exam or assignment, he/she may be allowed to take the repeat exam without penalty. <http://www.morehead-st.edu./units/undergraduate/cat02-03/acadregs.html>

TK20 -- Each student that intends to apply to the Teacher Education Program will be required to purchase TK20 and upload their philosophy of education statement to TK20 by date to be determined by instructor during the semester.

<http://www.moreheadstate.edu/esu/index.aspx?id=28648>

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement:

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

***Please SILENCE your cell phones during class. If I see cell phones being used in class for any reason, I will confiscate the phone and return it to you at the end of class.

***Please DO NOT USE COMPUTERS / Laptops during class (unless otherwise instructed by Dr. Simpson) ----
Absolutely NO Emailing, Texting, instant messaging, net – surfing, etc during class!

Guidelines for Field Experiences

In EDF 207: Foundations of Education:

What to wear:

Students are to wear name tags during all observations. The university is a wonderful place for students to express their individuality through fashion. Unfortunately, your self-expression can be a distraction in the public school classrooms where you observe. Dress conservatively and professionally. Your appearance and presence should not call attention to yourself or distract the students in the classroom.

How to Act:

Students are to follow the routine established by the classroom teacher for the class. Also, students are expected to follow procedures established for other students in the school, i.e. fire drills, assemblies, etc. The teachers' first priority is to their students in their classrooms. While you will find most teachers very cooperative and willing to help, your presence is not their primary responsibility. Enter your activities as smoothly and inconspicuously as possible.

Please keep the appointment that has been scheduled. Also, it is very important that you be on time for your scheduled observation. Be there at the designated time and do not leave before the scheduled time.

Who to Tell:

Any information or impression of the school or teacher you observe is confidential. While we may discuss your experiences in class and you will be writing about them, please refrain from discussing them outside class.

What to Remember:

Remember, you are a guest in the school. Our field experience program depends upon your success.

What to Write about Classroom Observations:

1. Each student should buy a composition book from the bookstore (black and white cover) and keep his/her log in it. (Must be handwritten.) [If you want to type your log, please see the instructor.]
2. A heading above each entry in the observation log should include the following information about the observation itself:
 Student's Name EDF 207 Class Section
 Name of the School School District
 Teacher Observed Grade/Subject
 Date of Observation Time Observation Started & Ended
 Total Time of This Observation
3. There should be a separate entry for each change of teacher/class period/subject matter.
4. Observation logs should include at least 300 words of description and analysis per hour observed. They should reflect the fact that the student has been a careful, thoughtful, analytical observer of the classroom.
5. Classroom Observations: Students should bring a notebook to class, watch for the things identified below, and jot down enough notes to allow them to write about it when they get home. As soon as you get home from the observation, sit down with your notes and your observation log book and write about what you saw. Each entry in the log should include the information listed below. The student need not include the information in the format or order listed here. The important thing is that the log should show that the student was watching carefully and reflecting on everything going on in the classroom.
 - A. From the following list of physical characteristics, identify those that appeared to have a significant effect on the teaching/learning process and describe the positive or negative influences of each one that you have identified: (a) seating arrangements, (b) room decorations, (c) room lighting, (d) room temperature, (e) outside noises, (f) crowded conditions, (g) other (please describe).
 - B. From the following list of instructional presentation methods, identify and describe the one primarily used during this observation: (a) question/answer, (b) lecture, (c) small group instruction, (d) audio-visual presentation, (e) other. Next describe the students' reactions to the presentation, i.e., interested/motivated, passive, inattentive, disruptive, etc. How do you explain their reactions? What might have been done to improve the learning experience?
 - C. Pay close attention to and report on the estimated percentage of class time that was actually used for teaching/learning (academic learning time). Also note and report the number of types of classroom interruptions that interfered with the teaching/learning process.
 - D. Note and report on how difficult and demanding were the materials presented and the assignments made for the next class?
 - E. Note and report on the types and extent of discipline problems that occurred. How did the teacher deal with them? Was the teacher's action effective? Why or why not?
 - F. What impressed you most (both positively and negatively) during the observation? Please add any comments that you would like to make relative to this observation.

What to Write about Board and Council Observations:

1. School Board Meeting: Attend the appropriate school board meeting and write an essay in which you describe in detail what the board did and your own impressions of the process. This is a formal writing assignment and should be typed, double spaced. Recommended length: 400 - 800 words. Students may attend a school board meeting other than the one assigned to the class, but should have the appropriate forms signed to verify their attendance.
2. Site-Based Council Meeting: Attend a school's site-based council meeting and write an essay in which you describe in detail the discussion and decisions of the council, as well as your own impressions of the process. Recommended length: 400 - 800 words. For those students who attend a school-based council meeting outside of Rowan County, ask the principal to sign the appropriate form.

Tentative Schedule of Classes:

Introduction to Social Foundations and Philosophy of Education

M Jan 11 – Introduction to Course

W Jan 13 – Field Experience Sign up ** **Copy of Course Syllabus required to be in class**

F Jan 15 – History of Education in America, pages 2-11

1. Leeman McHenry and Frederick Adams, “What is philosophy?” in *Reflections of Philosophy* (New York: St. Martin’s Press, 1993).

2. Joe Park, ed., “Introduction” in *Selected Readings in the Philosophy of Education* (New York: MacMillan Publishing Co., 1958).

W Jan 20 – Digest Workshop

M Jan 25 –

3. Arnold Levison, “The Uses of Philosophy and the Problems of Educators” in *Selected Readings in the Philosophy of Education*, Third edition, ed. Joe Park (New York: MacMillan Publishing Co., 1968). **(Digest #1 DUE)**

Early Influences on American Education

W Jan 27 –

6. David Tyack, “A City Upon a Hill: Education in the Massachusetts Bay Colony,” in *TURNING POINTS IN AMERICAN EDUCATIONAL HISTORY* (Blaisdell Publishing Co., 1967).

Democratic Republic

F Jan 29 and M Feb 1–

Declaration of Independence 1776

http://avalon.law.yale.edu/18th_century/declare.asp

The Federalist Papers 1787

<http://www.foundingfathers.info/federalistpapers/fedi.htm>

#1, 10, 23, 39, and 78

Northwest Ordinance of 1787

http://avalon.law.yale.edu/18th_century/nworder.asp

Constitution of the United States 1787
<http://www.law.cornell.edu/constitution/constitution.overview.html>

Colonial Education (1776 – 1830)

W Feb 3 and M Feb 8 –

History of Education in America, pages 95-98, 100-3, 115-9

8. Thomas Jefferson, excerpts from “Notes on the State of Virginia” and “Jefferson-Adams Letters” in *Crusade Against Ignorance*, edited by Gordon C. Lee (New York: Columbia University Press, 1976).

W Feb 10 --

9. Benjamin Rush, “Thoughts Upon the Mode of Education Proper in a Republic” in *Educational Ideas in America – A Documentary History* (New York: McKay, Co, 1969).

F Feb 12 – Philosophy of Education Workshop #1

M Feb 15 (Exam #1)

Common School Era (1830-1880)

W Feb 17 and M Feb 22 –

History of Education in America, pages 133-141, 146

10. Horace Mann, excerpts from 10th and 12th Annual Report in *The Republic and the School* edited by Lawrence Cremin (New York: Teachers College Press, 1957).

W Feb 24 and F Feb 26 –

11. James Fraser, ed., “Catholics and the Common Schools,” in *The School in the United States* (New York: McGraw-Hill, 2001).

12. Orestes A. Brownson, “Second Annual Report of the Board of Education,” in *The Early Works of Orestes A. Brownson: The Transcendental Years 1838-1839, vo. 4* edited by Patrick W. Carey (Milwaukee, WI: Marquette University Press, 2000). **(Digest #2 Due)**

African-American Education in the 19th and early 20th Century

M March 1 –

History of Education in America, pages 166-69

15. John C. Calhoun, "Speech on the Reception of Abolition Petitions (1837)," in *American Political Thought: A Norton Anthology* edited by Issac Kramnick and Theodore J. Lowi (New York: Norton, 2009).

16. Frederick Douglass, Chapter VI and VII in *Narrative of the Life of Frederick Douglass* (New York: Signet, 1968).

W March 3 –

18. Booker T. Washington, "Chapter 14 The Atlanta Exposition Address," in *Up From Slavery* (New York: Airmont, 1967).

M March 8 –

17. W.E.B. Dubois, "Attacks Washington's Policy of Adjustment and Submission" and "Argues for a College Educated Elite," in *Black Protest Thought in the Twentieth Century*, August Meier, Elliot Rudwick, Francis Broderick, eds., (Indianapolis, IN: The Bobbs-Merrill Co., 1971).

W March 10 – Philosophy of Education Workshop #2

W March 12 – (Exam #2)

March 15 – 19 -- Spring Break

The Progressive Era (1880-1930)

M March 22 –

History of Education in America, pages 148-54, 164-66, 169-77

19. Herbert Croly, "The Promise of American Life (1909)," in *American Political Thought: A Norton Anthology* edited by Issac Kramnick and Theodore J. Lowi (New York: Norton, 2009).

Report of the Committee of Ten 1893

<http://tmh.floonet.net/books/commoften/mainrpt.html>

W March 24 –

22. Charles Eliot, "The Function of Education in a Democratic Society" in CHARLES L. ELIOT AND POPULAR EDUCATION, ed. Edward Klug (New York: Teachers College Press, 1961).

M March 29 –

23. John Dewey, "My Pedagogic Creed," in *Dewey On Education: Selections* with an Introduction and Notes by Martin S. Dworkin (New York: Teachers College Press, 1959).

The Cold War Era (1940 – 1963)

W March 31 –

History of Education in America, pages 201-7, 211-13, 216-24

National Science Foundation Act 1950

<http://www.nsf.gov/about/glance.jsp>

The National Defense Education Act 1958

http://tucnak.fsv.cuni.cz/~calda/Documents/1950s/Education_58.html

F April 2 –

26. James Bryant Conant, “The Comprehensive High School,” in *Educational Ideas in America – A Documentary History* (New York: McKay, Co, 1969).

M April 5

27. Mark Van Doren, “Education for All,” in *Liberal Education* (Boston: Beacon Press, 1959).

The 1960s and Equal Education

W April 7 –

History of Education in America, pages 235, 242, 320-28

PLESSY v. FERGUSON, 163 U.S. 537 (1896)

<http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=US&vol=163&invol=537>

Brown v. Board of Education 1954

<http://www.nationalcenter.org/brown.html>

M April 12 – Philosophy of Education Workshop #3

W April 14 –

28. James S. Coleman, et al. “Equality of Educational Opportunity,” in *Educational Ideas in America – A Documentary History* (New York: McKay, Co, 1969).

Civil Rights Act of 1964

http://en.wikipedia.org/wiki/Civil_Rights_Act_of_1964

Elementary and Secondary Education Act of 1965 Public Law 89-10
http://en.wikipedia.org/wiki/Elementary_and_Secondary_Education_Act

President Lyndon B. Johnson's Remarks in Johnson City, Texas Upon Signing the ESEA
<http://www.lbjlib.utexas.edu/johnson/archives.hom/speeches.hom/650411.asp>

Title IX Education Amendments of 1972
<http://www.dol.gov/oasam/regs/statutes/titleIX.htm>

Education for All Handicapped Children Act 1973
http://sitemaker.umich.edu/356.zipkin/the_education_for_all_handicapped_children_act

Individuals with Disabilities Education Act 1975
http://sitemaker.umich.edu/356.zipkin/individuals_with_disabilities_education_act

F April 16 – (Field Experience Log due Friday, April 16th)

1980s to Present

History of Education in America, pages 250-80, 290-300, 310-12

A Nation at Risk 1983
<http://www.ed.gov/pubs/NatAtRisk/index.html>
<http://www.ed.gov/pubs/NatAtRisk/risk.html>

M April 19 –

31. Earl Shorris, “As a Weapon in the Hands of the Restless Poor,” *Harpers Magazine*, September 1997, p. 50-59.

W April 21 –

33. Arthur Schlesinger, “E Pluribus Unum?” in *The Disuniting of America*, Norton, 1992, p. 110-138. **(Digest #3 Due)**

34. Sonia Nieto, “Affirming Diversity” (*The School in the United States*, James Fraser, McGraw-Hill, 2001), 332-6.

M April 26 –

No Child Left Behind Act 2001
<http://www.ed.gov/policy/elsec/leg/esea02/index.html>

35. Elementary and Secondary Education Act (ESEA) signed in 2002 and some reactions to this plan known as “No Child Left Behind”. “ESEA to Boost Federal Role in Education,” and “The Roots of the Backlash,” *Education Week*, v. 21, no. 16, January 9, 2002; “Frustration Grows as States Await Adequate Yearly Progress Advice,” *Education Week*, v. 21, no. 42, July 10, 2002; “Test Based Accountability: Making It Work Better,” *Education Week*, February 20, 2002; *Rethinking Schools*, Summer 2002 “Let Them Eat Tests.”; “Accountability vs. Autonomy,” *Education Week*, October 31, 2001.

Kentucky Education Reform Act 1990

<http://www.wku.edu/Library/kera/keralaw.html>

(Philosophy of Education Statement due)

W April 28 –

36. David Sadker and Myra Sadker, “School Law and Ethics,” in *Teachers, Schools and Society* (New York: McGraw-Hill, 2006).

F April 30 – TBA

(Final Exam #3 during Finals Week)