



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

FOUNDATIONS OF EDUCATION (Face to Face)

EDF 207

MWF 10:20; 11:30; 1:50

Fall 2011

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

— Robert Dahl

We must have some concept of the kind of person we wish to produce, before we can have any definite opinion as to the education which we consider best.

— Bertrand Russell

Men have always one of two things: either a complete and conscious philosophy or the unconscious acceptance of the broken bits of some incomplete and shattered and often discredited philosophy.

— G.K. Chesterton

[T]he greatest threat to children in modern liberal societies is not that they will believe in something too deeply, but that they will believe in nothing very deeply at all.

— William Galston

Dr. Timothy L. Simpson (tl.simpson@moreheadstate.edu)
503 Ginger Hall, Phone 783-2858
Office Hours: 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 1

“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 (CFO's):

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 (SLO's): The primary objective of this course is to develop your ability to detect the presuppositions and understand the implications of selected educational practice. To accomplish this, we will take a preponderantly philosophical perspective. Specifically, through careful study of a variety of important writers on education, morality, and political life, we will examine 1) the conceptions of human nature and the good life that are implied by and justify educational practice, and 2) the mutually supportive relationship between education and the moral and political domains. In order to facilitate comparison of the various commentators, and to assist in applying their ideas to contemporary practice, we will give special attention to the question of character education and to their competing conceptions of human flourishing. Of special concern this term is the degree to which these matters are related, i.e., what are the marks of character that signify success in meeting the central challenges of human life?

Specific **student learning outcomes (SLO's)** of this course include:

- **Enhanced** ability to read well and to write and speak effectively (i.e., with clarity, grace and precision)
- **Familiarity** with some of the seminal thinkers who have shaped educational thought and practice
- **Growing understanding** of some elements of the perennial philosophical debates and their meaning for contemporary educational institutions
- **Ability and propensity** to detect and articulate the assumptions regarding human nature, the good life, and the desirable political order that are implicit in educational practice and proposals
- **Increased familiarity** with pedagogical practice and issues
- **Increased ability** to analyze, synthesize, organize, and evaluate evidence; reason cogently; and come to sound judgments.

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) NCATE	Council for Social Foundations of Education (CSFE)	NCATE
Attendance (10) CFO: 3 SLO: 1	#8	n/a	n/a		n/a
Field Experience (50 total) a. Classroom (40) b. Site Based (5) c. School Board (5) CFO: 2,3,4,5 SLO: 1,5	#8	AE 1:11 AE 2:16 AE 5:1	1. Diversity 4. Closing the Achievement Gap	Principles #1-6	Standard 3
Four Quizzes (40)	n/a	AE 1:2	3. Literacy	Principles #1-6	Standard 1

total) CFO: 1,2 SLO: 1,2		AE 1:11 AE 5:1			
Three Exams (350 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	Principles #1-6	Standard 1 Standard 4
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	Principles #1-6	Standard 1 Standard 5

Assignment Descriptions:

Assessment (point value)	Description
<p>Field Experience Log (50 total)</p> <p>Log includes:</p> <p>a. Classroom (40)</p> <p>b. Site Based (5)</p> <p>c. School Board (5)</p> <p>**See Guidelines for Field Experiences below.</p>	<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. 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, fails to write a satisfactory log for each observation, or fails to turn in a complete log by the due date (see schedule below) that student will get an "E" in the course no matter what his/her grades are on tests and other assignments. A complete field experience log consists of eight classroom observations, one site based observation and one school board observation. If a student completes the log and submits it after the due date, the student will not automatically fail the course, but will be deducted 10 points for each weekday late after the due date. After five (5) days late, a complete log will receive a zero on the assignment, but the student will pass the class.</u> See the instructor for more specifics regarding field experience logs.</p> <p><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 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</p>

	<p>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>
<p>Five Reading Quizzes (10 points each, 50 points total)</p>	<p>There will be unannounced quizzes and these quizzes may occur anytime. They will focus on the readings since the previous quiz and include the readings due on the quiz day itself. The quizzes will be “objective” in nature (i.e., multiple-choice, matching, fill-in) and exacting. The good news is you may take personal notes on your reading and use these notes on the quizzes;</p>

	the bad news is that you will be expected to spell things correctly. (50 points)
Three Exams (300 total)	There will be three in-class exams. These tests will consist of a variety of types of questions and will call upon your knowledge of lecture and reading materials. The first exam will count for 50 points, the second exam will count for 100 points and the final will count for 150 points towards your final grade.
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. The statement should incorporate a minimum of four theories/theorists from the course readings of EDF 207. 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
4. Use 1” margins all the way around.

Resources:

- a. Plato. *The Republic*. Translation and commentary by Allan Bloom. (1968) 1991. New York: Basic Books. **(Required)**
- b. DEWEY, JOHN. 1938. *Experience and Education*. New York: Macmillan. **(Required)**
- c. William Kilpatrick, *Why Johnny Can't Tell right From Wrong*, Touchstone, 1992**(Required)**
- d. EDF 207 Copy Pack readings: These will include a variety of primary sources to supplement the *American Education* textbook. Available at MSU Bookstore. **(Required)**

All students in this course are required to purchase a Folio 180 account. To purchase Folio180 online:

1. Go to www.folio180.com/msuky/coe

<<http://www.folio180.com/msuky/coe>>

2. Complete registration and payment information. Your login information will be emailed to you.

3. Note: if you have a Tk20 account, you will NOT need to purchase Folio180 - we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.

4. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU. For information on this requirement contact the College of Education Assessment Office at tk20help@moreheadstate.edu.)

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. On the third unexcused absence a student will have 10 points deducted from their numerical grade. Each unexcused absence 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/email 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>

BLACKBOARD – Blackboard will be used for this course to post documents, such as the syllabus, sample assignments, rubrics, etc. Please check Blackboard for course documents.

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!

***Please limit talking to other students in class. This is disrespectful to the instructor and your colleagues. If class talking occurs, I will ask that you leave class and return to our next class.

***In case of inclement weather please visit the EDF 207 Blackboard site, check your email check the MSU homepage or call the department office 606-783-2261. Announcements and assignments for class will be posted to Blackboard and emailed. Please email me and/or call my office 606-783-2858 if you have questions about weather or need to inform me that you will not attend because of weather related issues.

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 take notes during the observations. Each student should type those notes in a Word document in Times New Roman, 12 pt font, double spaced. At the end of each observation should be a word count (e.g. 305 words). For eight hours of classroom observation, there should a minimum of 2400 words. Failure to meet the 2400 minimum word count will be defined as an incomplete log.

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 type up 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 a reflection 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. Minimum word count: 400 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 a reflection in which you describe in detail the discussion and decisions of the council, as well as your own impressions of the process. Minimum word count: 400 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:

What follows is the tentative plan. Because the plan is designed to serve our purposes (which are not entirely predictable), the date for a topic (i.e. the pace of the course) may change as we move ahead. Be prepared to adapt.

NOTE: We are unable to cover every facet of each reading assignment in class, and may not touch on some material at all. You are, nevertheless, responsible for each assignment in its entirety. If you have a question on something not covered in class, be sure to ask!

It is essential that you read the assignment prior to the class period during which it is discussed. Lack of preparation constitutes a failing grade for that day's session.

Be sure to bring the relevant books and handouts to class: We will be reading from them daily.

- August 22 - Introduction to Course/
CP#2. Adler, M. (1941). *Invitation to the pain of learning*. Retrieved from <http://cambridgestudycenter.com/artilces/Adler1P.htm>
- August 24 - Student Introduction
Field Experience Orientation**
- August 26 - CP#16. Mitchell, Richard. (2004). *The Gift of Fire. Introduction and Chapter One*, Kessinger Publishing. Retrieved from <http://www.sourcetext.com/grammarians/gift-of-fire/index.html>
- August 29 - CP#16. Mitchell, Richard. (2004). *The Gift of Fire. Chapter Three*, Kessinger Publishing. Retrieved from <http://www.sourcetext.com/grammarians/gift-of-fire/index.html>
- August 31 - CP#16. Mitchell, Richard. (2004). *The Gift of Fire. Chapter Five* Kessinger Publishing. Retrieved from <http://www.sourcetext.com/grammarians/gift-of-fire/index.html>
- September 7 - CP#16. Mitchell, Richard. (2004). *The Gift of Fire. Chapter Nine*. Kessinger Publishing. Retrieved from <http://www.sourcetext.com/grammarians/gift-of-fire/index.html>
- September 9 - Philosophy of Education Workshop #1**
- September 12 - CP#13. Kandel, I.L. (1961). Character Formation: A Historical Perspective. *The Educational Forum*, 25, 307-316.
- September 14 - Introduction to the *Republic*
- September 19- The Pursuit of Justice (*Republic*, ALL of Book I; and Book II 357a-367e)
- September 21- Specialization and Training (*Republic*, 368c-369b; 374a-383c [Book II]; 386a-392d; 392e-412 recommended [Book III])
- September 23 - No Class
- September 26 - EXAM #1**
- September 28- The Noble Lie (*Republic*, Book III, 412-417b)

- October 3- Education of the Philosopher King (*Republic*, Book V, 471c-474c)
- October 5- Allegory of the Cave (*Republic*, Book VII, 514a-521d)
- October 7 - Plato's Dilemma (*Republic*, 423e-427c [Book IV]; 535a-541b [Book VII])
- October 10 - TBA
- October 12 - TBA

FALL BREAK

- October 17 - CP#6. Dewey, J. (1990). The school and social progress. *The school and society and the child and the curriculum*(pp. 6-29). Chicago: The University of Chicago Press. http://www.brocku.ca/MeadProject/Dewey/Dewey_1907/Dewey_1907a.html
- October 19- DEWEY, JOHN. 1938. *Experience and Education*. New York: Macmillan., **Chapter 1**
- October 21- DEWEY, JOHN. 1938. *Experience and Education*. New York: Macmillan., **Chapter 2**
- October 24- DEWEY, JOHN. 1938. *Experience and Education*. New York: Macmillan., **Chapter 3**
- October 26- DEWEY, JOHN. 1938. *Experience and Education*. New York: Macmillan., **Chapter 4/5**
- October 31- DEWEY, JOHN. 1938. *Experience and Education*. New York: Macmillan., **Chapter 6/9**
- November 2- CP#8. Dewey, J. (1937). President Hutchins' proposals to remake higher education. Retrieved from <http://ditext.com/dewey/dewey2.html>
- November 4- EXAM #2**
- November 7- 9. Hutchins, R.M. (1937). Grammer, rhetoric, and Mr. Dewey. Retrieved from <http://ditext.com/hutchins/hut-r1.html>
10. Hutchins, R.M. (1952). The great conversation: the substance of a liberal education. *Great Books of the Western World, Volume I* (pp. 51-53). Chicago: Encycloedia Britannica, Inc.
- http://www.cooperativeindividualism.org/hutchins-robert_modern-times.html
- http://www.britannica.com/blogs/wp-content/pdf/The_Great_Conversation.pdf
- November 9- CP#12. Kandel, I.L. (1939). Prejudice the garden toward roses?. *The American Scholar*, 8, 72-82.
- CP#5. Delpit, L. (1995). Skills and other dilemmas of a progressive black educator. *Other people's children: Cultural conflict in the classroom* (pp. 11-20). New York: The New Press.

November 14- CP#3. Bagley, W.C. (1921). Dangers and difficulties of the project method and how to overcome them-a symposium. *Teachers College Record*, 22(4), 288-296.

CP#4. Bagley, W.C. (1933). Modern educational theories and practical considerations. *School and Society*, 37(953), 409-414.

November 16- Philosophy of Education Workshop #2

November 18 - William Kilpatrick, *Why Johnny Can't Tell right From Wrong*, Touchstone, 1992, **Chapters 1 and 4.**

November 21- William Kilpatrick, *Why Johnny Can't Tell right From Wrong*, Touchstone, 1992, **Chapter 5**

Thanksgiving Break

November 28 - William Kilpatrick, *Why Johnny Can't Tell right From Wrong*, Touchstone, 1992, **Chapter 7**

November 30- William Kilpatrick, *Why Johnny Can't Tell right From Wrong*, Touchstone, 1992, **Chapter 9/10**

December 2- William Kilpatrick, *Why Johnny Can't Tell right From Wrong*, Touchstone, 1992, **Chapter 11**

December 5- William Kilpatrick, *Why Johnny Can't Tell right From Wrong*, Touchstone, 1992, **Chapter 12
Philosophy of Education Statement Due in Class**

December 7 - William Kilpatrick, *Why Johnny Can't Tell right From Wrong*, Touchstone, 1992, **Chapters 13**

Finals Week - Final Exam TBA