



**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 2010

The more time one spends in learning, the more one is likely to learn.
Robert Dahl, *Who Governs?*

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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): 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) 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)	#8	AE 1:11 AE 2:16 AE 5:1	1. Diversity 4. Closing the Achievement Gap	Principles #1-6	Standard 3

c. School Board (5) CFO: 2,3,4,5 SLO: 1,5					
Four Quizzes (40 total) CFO: 1,2 SLO: 1,2	n/a	AE 1:2 AE 1:11 AE 5:1	3. Literacy	Principles #1-6	Standard 1
Two Exams (300 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
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 Log (50 total) Log includes: a. Classroom (40) b. Site Based (5) c. School Board (5) **See Guidelines for Field Experiences below.	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.

A. Observation of Schools

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 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.

Two of the eight hours may be completed in either of two ways:

Option A: You may fill out a *MSU Student Schedule form*, turn it in to your instructor and the Educational Services Unit will place you in Rowan County schools for **two** hours.

Option B: 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.

B. Observation of School Board and Site Based Council

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.

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. Note: Times and dates of meetings do change. Call ahead to make sure the meeting is still scheduled. 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:

Rowan County School Board
121 E. Second St
Morehead, KY 40351

	606-784-9828 **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
Four Reading Quizzes (10 points each, 40 points total)	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; the bad news is that you will be expected to spell things correctly. Due to the timely nature of the quizzes, they may not be made up. A missed quiz due to an absence will count as a zero. (40 points)
Three Exams (400 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 100 points, the second exam will count for 100 points and the final will count for 200 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:

Urban, Wayne and Jennings L. Wagoner, Jr. *American Education: A History*, Fourth Edition (New York: Routledge, 2009). **(Required)**

EDF 207 Copy Pack readings: These will include a variety of primary sources to supplement the *American Education* 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/>

All students in this course are required to purchase a TK20 account. TK20 plays an essential role as a repository documenting your progress through the teacher education program and is as necessary as any other course requirement. You are expected to have purchased and activated your account by the beginning of the third week of class. Your account may either be purchased at https://payment.tk20.com/ctpayment/options_menu.do or through the University bookstore. (If you are an education major, you only have to purchase this once; if you are taking this course to explore your interest in teaching you can purchase a one semester subscription at a reduced rate. For information on this option 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. A student who has three unexcused absences will have 10 points deducted from their attendance/participation 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!

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:

Introduction to Social Foundations and Philosophy of Education

M August 23 –

Introduction to Course, Syllabus, Adler [Handout](#).

W August 25 – **** Copy of Course Syllabus required to be in class**

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

F August 27–

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

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).

M August 30 – Philosophy of Education Workshop

W September 1 – Field Experience Assignment and Sign-up ****Mandatory attendance****

Early Influences on American Education

W September 8 and F September 10 -

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).

7. Benjamin Franklin, “Proposals Relating to the Education of Youth in Pennsylvania,” in *Benjamin Franklin: The autobiography and other writings* (New York: Signet Classic, 1961).

M September 13, W September 15 and M September 20

Democratic Republic

Declaration of Independence 1776

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

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)

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).

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).

M September 22, W September 24 and M September 27 –

Common School Era (1830-1880)

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).

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).

W September 29 – First Exam

M October 4 and W October 6 – TBA

F October 8 and M October 11 and W October 13 –

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

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).

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

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).

M October 11 and W October 13 -

The Progressive Era (1880-1930)

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).

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).

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).

M October 18 and W October 20 -

The Cold War Era (1940 – 1963)

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

24. Whittaker Chambers, "Witness (1952)" in *American Political Thought: A Norton Anthology* edited by Issac Kramnick and Theodore J. Lowi (New York: Norton, 2009).

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

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

M October 25 – Second Exam

W October 27 – Philosophy of Education Workshop

F October 29 -

The 1960s and Equal Education

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 November 1 --

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

W November 3 –

1980s to Present

A Nation at Risk 1983

<http://www.ed.gov/pubs/NatAtRisk/index.html>

<http://www.ed.gov/pubs/NatAtRisk/risk.html>

M November 8 –

29. Jeannie Oakes, "Keeping Track, Part 1: The Policy and Practice of Curriculum Inequality," *Phi Delta Kappan* (Sept. 1986), v. 68, no. 1, p. 12-17.

W November 10 –

30. Charles Nevi, "In Defense of Tracking," *Educational Leadership*, 44, no. 8, March 1987, p. 24-26.

F November 12 – Field Experience Log Due

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

M November 15 –

32. E.D. Hirsch, "Literacy and Cultural Literacy," in *Cultural Literacy: What Every American Needs to Know* (New York: Vintage, 1988).

W November 17 –

33. Arthur Schlesinger, "E Pluribus Unum?" in *The Disuniting of America*, Norton, 1992, p. 110-138.

M November 22 –

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

M November 29 –

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/kerakeralaw.html>

W December 1 –

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

F December 3 – TBA

*M December 6 -- **Philosophy of Education Statement due in class***

W December 8 -- TBA

Final Exam in class during Finals Week.