

COLORADO STATE UNIVERSITY-PUEBLO

ED 202

Foundations of Education

Fall, 2008 Syllabus

Instructor: Diane Comstock
Office Hours: by appointment
Phone: 719-327-2820
E-mail: diane.comstock@colostate-pueblo.edu
dianecomstock@hotmail.com

Course Meeting Times: Tuesdays, 7:45 p.m.
Credit Hours: 3
Prerequisites: None
Co-requisite: 30 hours of field experience
Classroom: Citadel Campus

REQUIRED MATERIALS:

Textbook:

Ebert, E. and Culyer, R. (2008). *School: An introduction to Education* (1st Edition).
Thomson Wadsworth

Class WebSite: <http://blackboard.colostate-pueblo.edu/>

COURSE OVERVIEW:

Historical, philosophical and sociological dimensions of education, including legal and financial challenges associated with the institution of education.

PHILOSOPHY OF COURSE:

This course presents an overview of key elements of education and is intended to produce informed educators in real-world classrooms. The goal of this course is to introduce students to the foundations of education. This course will help students connect theory and research to successful teaching practices. From the outset, the student will connect their study to real-life classrooms and will experience various education settings that will model different classroom management techniques and Colorado Standards Based Education and Evaluation. This course provides a broad context and conceptual framework as a constructivist approach to preparing students as they pursue advanced courses in their program of study.

COURSE OBJECTIVES:

1. The student will continually critically examine and modify their beliefs about teaching and learning.
2. The student will understand the role of professionalism and ethics in the field of Education.
3. The student will compare and contrast different philosophies of education and develop a personal educational philosophy based on analysis of current research and experiences in educational settings.
4. The student will study the role of leaders in the field of education throughout world history.
5. The student will be able to state a clear position on educational issues and support his/her position with credible research.
6. The student will understand and respond to influences on educational practices, including:
 1. Federal & state constitutional provisions
 2. Federal executive, legislative & legal influences
 3. State roles of the governor, legislature and State Board of Educ.
 4. Local School Districts, BD. Of Eds, & cooperative educ. Services
 5. Non-traditional schools such as charter, religious & home schooling
 6. Public sector input from business, advocacy groups & the public.

7. The student will be able to model and articulate the democratic ideal, including the school's role in developing productive citizens and the school's role in teaching and perpetuating the principles of a democratic republic.

COURSE OUTLINE:

Date	Topics	Assignments	Readings
Week 1 Aug. 19	Introduction to course Field Experience forms and Procedures	Weekly Assignment Set up blog/journal Set up field experience	Chapter 1
Week 2 Aug. 26	Teaching & Learning	Weekly Assignment Blog/Journal	Chapter 2
Week 3 Sept. 2	Student Diversity	Case Study Blog/Journal	Chapter 3
Week 4 Sept. 9	Becoming a Teacher Case Study PPT	Weekly Assignment Blog/Journal	Chapter 4
Week 5 Sept. 16	Curriculum	Weekly Assignment Blog/Journal	Chapter 5
Week 6 Sept. 23	Content Standards	Weekly Assignment Blog/Journal	Chapter 6
Week 7 Sept. 30	Assessment & Management	Weekly Assignment Blog/Journal	Chapter 7
Week 8 Oct. 7	History of Education	Historical Research Blog/Journal	Chapter 8
Week 9 Oct. 14	History of Education Historical Research PPT	Historical Research Blog/Journal	Discussion article
Week 10 Oct. 21	Philosophy of Education Historical Research PPT	Weekly Assignment Blog/Journal	Chapter 9
Week 11 Oct. 28	Ethics and legal matters	Weekly Assignment Blog/Journal	Chapter 10
Week 12 Nov. 4	Education: Purpose, organization, governance, and funding	Blog/Journal	Chapter 11 Discussion article
Week 13 Nov. 11	Social issues affecting students and schools	Personal Philosophy of Education Journal entry	Chapter 12 Discussion article
Week 14 Nov. 18	Educational reform	Review	Chapter 13 Discussion article
Nov. 25	NO CLASS		
Week 15 Dec. 2	Technology	None	Chapter 14
Week 16 Dec. 9	FINAL EXAM		

Note: Additional assignments, readings, quizzes, activities, etc. may be given at the instructor's discretion.

ASSIGNMENTS:

Weekly Assignments: 40% of grade

There will be a weekly assignment that addresses the week's topic. Students will submit their assignments through the **Blackboard Digital Dropbox**.

Blog/Journal: 5% of grade

Students will keep a weekly journal related to the course. The student should be reflecting on a topic related to the course, which includes their field, experience, topics covered in the course, and other contemporary issues related to education. The blog/journal will be recorded as entries on the **Discussion Board**. Each week, you will also be required to comment on at least one other classmate's discussion posting.

Remember: This blog is on the web site and accessible to everyone in the course. ***Do not post anything that you do not want your classmates or your professor to read.***

Field Experience: 0% of grade

Each student is required to do 30 hours of field experience. Students should be observing and assisting a classroom teacher in a local school for at least 2 hours per week. One of these observations **MUST** be a local school board meeting. Not completing all 30 hours of Field Experience work will result in a reduction of your course grade (1/3 of a grade for each 5 hours missed). If you miss more than 15 hours, you will fail the course. Any hours not completed during this course will have to be made up in later courses to meet the state requirement for field experience hours. More information on field experiences will be provided in class.

Any person working or volunteering in the public schools must complete a background check through the Colorado Bureau of Investigation (CBI). You are no exception. For this reason, you must get a background check early in the semester. This entails getting your fingerprints taken and having them sent to CBI. You will receive a form during the first week of class with instructions.

Special Assignments:

A. Historical Research Assignment: 10% of grade

Students work in groups of 3-4. Each group is assigned an historical time period to research. Students cooperatively research the period and prepare a PowerPoint presentation outlining the major educational events/issues/contributions. Prepare a 5-10 minute presentation. Presentations due Oct. 7 and Oct. 14.

- Classical Period, Middle Ages (Europe)
- Early Colonial American (1500 – 1700)
- Pre-Revolutionary America (1700 – 1776)
- Post-Revolutionary U.S. (1776 – 1850)
- Late 19th Century (1850 – 1900)
- Early 20th Century (1900 - 1950)
- Late 20th Century (1950 – 2000)

B. Case Study: 10% of grade

Students will form study groups, analyze a case study in groups, research problems presented in the case study and prepare a PowerPoint presentation summarizing group's findings and recommendations. Presentations due Sept. 9.

C. Personal Philosophy of Education: 20% of grade

Students will individually write their own Philosophy of Education. Use Chapter 9: *Philosophy and Education* as a basis to outline what you believe should be the purpose, process, and nature of education and your personal ideals or thoughts regarding teaching and learning. Your philosophy will be posted in the **Discussion Board** of Blackboard.

Final Exam: 10% of grade

A final exam covering the course content will take place during Exams Week. A study guide will be distributed/posted to help focus your study. The scheduled date and time for the final exam will be posted late in the course.

In-Class Activities and Participation: 5% of grade

Students will be graded on participation in in-class activities and discussions. You will be evaluated on your contributions during this time. Another aspect of the grade is class attendance. Unexcused absence and tardiness will lower this grade. You must notify the instructor by e-mail if you anticipate an absence that is excused.

GRADING:

Item	% of Final Grade
Weekly Assignment	40%
In-Class Activities and Participation	5%
Blog/Journal	5%
Case Study Power Point Presentation	10%
Historical Research Power Point Presentation	10%
Personal Philosophy of Education	20%
Final Exam	10%

Grades are recorded with point values. The final grade is determined by calculating the percentage of points earned compared to the total possible points available using the grading scale below:

Percentage Range	Grade Level	GPA
100 % to 94%	A	4.0
93% to 90%	A-	3.7
89% to 87%	B+	3.3
86% to 84%	B	3.0
83% to 80%	B-	2.7
79% to 77%	C+	2.3
76% to 70%	C	2.0
69% to 67%	D+	1.3
66% to 64%	D	1.0
63% to 60%	D-	0.7
59% and below	F	0.0

Remember: Your final grade will be adjusted to reflect less than 30 hours of Field Experience. Your final grade will be lowered 1/3 for each 5 hours missed. More than 15 hours missed produces a failure, and missed hours will have to still be made up to meet the state required for field experience.

BENCHMARK EVALUATION FOR ADMISSION TO EDUCATION:

A. Governance Competency:

CSU-Pueblo believes that all students must have a thorough understanding of school law and governance before they begin their formal work in K-12 schools. Therefore, students are required to meet proficiency on Standard 6.1 (Colorado Standard 8.3) during ED 202. This standard will be met by proficiency through:

- A passing score on a quiz covering concepts related to Standard 6.1 (school governance)
- Student's performance on Discussion Board responses.

B. The Philosophy of Education:

The Philosophy of Education paper completed in ED202 will become part of the student's portfolio, submitted during the application to education and reviewed in that process by faculty in Education.

COURSE POLICIES:

ATTENDANCE: Consistent attendance is very important to group discussion and in-class activities. Students will sign in during each class session to document attendance. If you cannot attend a class session, send an e-mail in advance to the instructor.

SUBMITTING ASSIGNMENTS ELECTRONICALLY: When you submit an assignment through the Blackboard Digital Drop Box or as an attachment in an e-mail, please include in your file name: last name, course number, and assignment title. For example: **smith_ed202_AltSchools.doc**

E-MAIL COMMUNICATION: When sending an e-mail to the instructor, please sign the e-mail with your first and last name. E-mail is considered professional in nature and student should not use text message shorthand or vocabulary that is not acceptable in professional environments.

INCOMPLETE GRADES: A grade of incomplete will only be assigned if a student and the professor have agreed upon the grade before the end of the last week of classes and will not be assigned merely because work may be incomplete. Extraordinary circumstances such as excused illness or death in the family must have occurred for an incomplete to be considered. In all cases, if an incomplete is granted, it is the responsibility of the student to establish a meeting with the instructor BEFORE the final class period to complete a contract that outlines a timeline of due dates for all incomplete assignments. Failing to meet such timelines will result in no credit on those assignments.

ADA ACCOMODATIONS: This university abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation act of 1973, which stipulates that no student shall be denied the benefits of an education solely by reason of a handicap. If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the instructor as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Services Office, which is located in the Psychology Building, Room 232, main campus, CSU-Pueblo.

PLAGERISM: Honesty is an essential characteristic of all educators. Please reference all ideas and information you receive from others, from printed materials, and from sources such as the Internet. Failing to do so will result in a grade of "0" for the assignment, with no opportunity to redo. Examples of plagiarism may include turning in an assignment of part of an assignment completed by someone else or copied from published or printed materials or the Internet. Remember, you are embarking upon a profession that relies heavily on the professional and ethical behavior of its members. This level of honesty is expected in your class work.