

**Foundations of Education
Spring 2009 Syllabus**

Professor: Tim Peters

Office: Tech 272

Office Hours: Mon: 2:30-3:30

Tue: 12:30-3:30

Wed: 2:30-3:30

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Course Meeting Times: M, W 1:00 – 2:20

Credit Hours: 3

Prerequisites: None

Co-requisite: 30 hours of field work

Classroom: Tech 234

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, sociological and the political 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 STANDARDS:

1.5 Models and articulates the democratic ideal to students, including the school's role in developing productive citizens and the school's role in teaching and perpetuating the principles of a democratic republic.(CO: 8.1)

3.3 Communicates in ways that demonstrate a sensitivity to individual, cultural and gender differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of and responsiveness to different modes of communication and participation). Investigates own personal biases that may limit educational equity for all children and implements strategies to address them.

6.1 Responds to the following laws, regulations, and policies in a professional manner: federal and state constitutional provisions; federal executive, legislative and legal influences; state roles of the governor, legislature, and State Board of Education; local school districts, boards of education and boards of cooperative educational services; non-traditional and non-public schools, including charter schools, religious schools, and home schooling; and public sector input from business, advocacy groups, and the public.(CO: 8.3)

6.2 Makes decisions based on an understanding of the democratic ideal, recognizing the impact of cultural, gender, economic, political, and social environments upon teaching and learning.

6.3 Is able to state clearly positions on educational issues and support them with theory, practice, and research.

6.4 Continually examines, reflects, and modifies own educational practices and performances and selects professional development to improve performance. (CO: 8.5)

6.5 Utilizes professional literature, colleagues, professional organizations, and professional development activities to support his/her own development as a learner and a teacher. Draws upon professional colleagues within the school and other professional areas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback. (CO: 8.5)

7.4 Identifies and use community resources to foster student learning.

7.8 Participates successfully as a member of a team, sharing, encouraging, and accepting responsibilities.

8.1 Follows the ethical standards of the education profession. (CO: 8.2)

8.2 Consistently exhibits a strong work ethic, assuming responsibility for oneself and others in the learning community; is punctual and on-time for all responsibilities (CO: 8.2)

8.3 Acts honestly and with integrity at all times in the learning community; demonstrates the emotional stability required of professional educators.

8.4 Acts in a caring manner towards K-12 students, peers, and other members of the learning community.

8.5 Advocates teaching as a worthy career and describes various career paths in education, including local, state, national, and international options, higher education, public, and private education. (CO: 8.4)

8.9 Speaks, writes, and listens at a professional level.

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COURSE OUTLINE

	Topics	Assignments	Readings
Week 1 1/12 & 1/14	Introduction to course Civic Engagement Field Experience forms & procedures	Weekly Assignment Set up blog/journal Set up Field Experience	Chap 1
Week 2 1/19 & 1/21	Teaching & Learning	Weekly Assignment Blog/journal	Chap 2
Week 3 1/26 & 1/28	Student Diversity 1/26 – Last day to drop without a grade recorded	Weekly Assignment Blog/journal	Chap 3
Week 4 2/2 & 2/4	Becoming a Teacher	Weekly Assignment Blog/journal	Chap 4
Week 5 2/9 & 2/11	Curriculum	Weekly Assignment Blog/journal	Chap 5
Week 6 2/16 & 2/18	Content Standards	Weekly Assignment Blog/journal	Chap 6,
Week 7 2/23 & 2/25	Assessment & Management	Weekly Assignment Blog/journal	Chap 7
Week 8 3/2 & 3/4	History of Ed	Historical Research Assign. Blog/journal	Chap 8
Week 9 3/9 & 3/11	History of Ed 3/13– Last day to withdraw with a grade of (W) recorded	Historical Research Assign. Blog/journal	Discussion article
Week 10 3/16 & 3/18	Philosophy and Education	Weekly Assignment Blog/journal	Chap 9,
Week 11 3/23 & 3/25	Spring Break!		
Week 12 3/30 & 4/1	Ethics and legal matters	Weekly Assignment Blog/journal	Chap 10
Week 12 4/6 & 4/8	Education: Purpose, organization, governance, and funding	Service Learning Assignment Blog/journal	Chap 11 Discussion article
Week 13 4/13 & 4/15	Social Issues Affecting Students and Schools	Personal Philosophy of Ed Journal entry	Chap 12 Discussion article
Week 14 4/20 & 4/22	Educational Reform	Review	Chap 13 Discussion article
Finals Week 4/29	Final Exam Wed 4/29, 1–3:20	Final Exam	

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

ASSIGNMENTS:

Weekly Assignments:

There will be a weekly assignment that addresses the week's topic. Student's will generally submit there assignments through the Blackboard discussion board.

Blog / Journal:

Each student is to 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 journal will be in the form of a blog.

Remember that this blog is on the WWW and is accessible to everyone. *Do not post anything that you do not want your classmates, your professor, your field experience teacher, your field experience principal, your grandmother, or anyone else to read.*

Current Events Presentation

With a partner, students will present to the class on an education related current event.

Field Experience:

Each student is required to do 30 hours of field experience that contributes to the total time they need for certification. Students should be observing or working in a local school for at least 2 hours a 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 the class.

Any person working or volunteering in the public schools must complete a background check through the Colorado Bureau of Investigation (CBI). There is 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. More information on the background check and field experiences will be provided during the first week of class.

Quizzes:

Quizzes will be given during the semester that will cover the readings and other course content. The instructor will generally provide advance warnings of when a quiz will occur, but there may be unannounced quizzes to check on your preparedness for class.

Historical Research Assignment:

Create a documentary on a historical event, movement, or person that has had an effect on American education.

Service Learning Assignment:

Service-learning combines service objectives with learning objectives with the intent that the activity changes both the recipient and the provider of the service. In this assignment you will reflect upon how your Field Experience benefited the community (school/classroom/teacher/student) and how it benefited you in preparing you to become a teacher.

Personal Philosophy of Education

Your assignment is to write a paper that describes your own philosophy of education. It should be the culmination of your ideas on teaching and learning. It should be based on your own experiences and the ideas that we have covered in this class. **This paper will be uploaded to your professional portfolio for the education program so it must be of high quality.** The paper has the following requirements:

- A It must be **from 4 to 7 typed pages** of narrative. Page setup must be as follows: double spaced, 1-inch margins.
- B You should have at least 3 references (use APA style formatting).

Final Exam:

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 our final exam is Wednesday April 29 from 1:00-3:20.

In class Activities and Participation

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 this grade is your attendance. Unexcused absence and tardiness will lower this grade.

Grading

Item	% of Final Grade
Weekly Assignments	20%
Current Events Presentation	5%
In class Activities and Participation	10%
Blog Journal	5%
Service Learning Project	10%
Historical Research Assignment	10%
Personal Philosophy of Education	20%
Quizzes	5%
Final Exam	15%

Grading Scale:

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

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

- 1.) a passing score on an assessment covering concepts related to Standard 6.1 and
- 2.) students' performance on Discussion Board responses.

B. The Philosophy of Education paper completed in ED 202 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 because of group discussions and in class activities. If you cannot attend a class, please send an email or phone in advance. If you miss more than 2 unexcused classes in the term your grade will suffer; it is not possible to keep up with high quality work if absenteeism is a factor.

SUBMITTING ASSIGNMENTS ELECTRONICALLY

When you submit an assignment through the Blackboard Drop Box or as an attachment in an email, please include in your file name: your last name, the course number, and the assignment title. For example: smith_ed202_assignmentname.doc

EMAIL COMMUNICATION

When sending an email to the professor, please sign the email with your first name and last name.

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 professor **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 ACCOMMODATIONS:

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.

PLAGIARISM:

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 (or part of an assignment) completed by someone else or copied from published or printed materials or the Internet.