

**Eastern Wyoming College
Education Department**

Fall Semester 2013

Course Information

Course Title: **Foundations of Education**

Course Number: **EDFD 2020**

Credit Hours: **3.0**

Prerequisites: **None**

Meeting Days,
Times & Locations: **On-line**

Instructor Information

Instructor: **Janan McCreery**

Office Hours: **By appointment**

Telephone: **(307) 532-7365 (H) or (307) 575-3553 (C)**

Email: **jmccreery@ewcmail.wy.edu or janan.mccreery@ewc.wy.edu**

Course Content Information

Course Catalog Description:

This is a basic course for those preparing for a teaching career. This experience supplies a critical examination of educational thought and practice in the United States viewed as a phase of social progress.

Course Rationale:

This course is required for all education majors. It transfers to most 4-year institutions as Foundations of Education or Introduction to Education. For students planning to transfer to the University of Wyoming, this course **partially** fulfills the requirement of EDST 2480: Diversity and the Politics of Schooling in the University's education program.

Course Objectives:

Upon successful completion of this course, the student should understand and will be able to:

1. Describe the practical benefits, realities, and challenges of the teaching profession.
2. Discuss new trends in teacher preparation and certification.
3. Discuss and locate on a time continuum the following major developments in American education: colonial schools, education following the Revolutionary War years, the Progressive movement, the modern Post-War era, and the school reform movement of the 1980s and 1990s.
4. Describe and distinguish among the five philosophical orientations to teaching, then explain the implications of each philosophy for students and teachers.
5. Discuss the role of schools in socializing the young.
6. Explain the types of diversity present in student populations and the methods of equalizing educational opportunity.
7. Describe the typical pattern of school funding and the sources of authority governing schools.
8. Identify and explain key school laws as they apply to teachers and students.
9. Discuss the role of unions in the teaching profession.
10. Discuss the various influences on school curriculum and describe current trends in student assessment and the standards movement.
11. List the basic steps necessary to become certified and to conduct a successful job search.

Required Materials and Resources:

Textbook: Required

Your Introduction to Education – Explorations in Teaching, by Sara Davis Powell

For the print edition, the ISBN is 978-0-13-708369-5. Please order your book from the EWC bookstore or other textbook website as soon as possible as there will be textbook assignments the first week of class. **Electronic edition:** available through www.coursesmart.com: ISBN: 978-0-13-708410-4. This allows a 180-day rental of the text in an E-book format.

In addition, selected videos and current articles on issues in education will be used to supplement the textbook content.

Contact with the instructor can be made by e-mail or at the above listed telephone numbers. Word Processed course work will be composed utilizing a 12-point font in **APA format**.

Course Content

Part One: Teachers, Schools, and Students

- Ch. 1: Teachers and the Teaching Profession
- Ch. 2: Schools
- Ch. 3: Student Similarities and Differences
- Ch. 9: The Societal Context of Schooling in the United States

Part Two: The Work of Teachers

- Ch. 4: Curriculum and Instruction
- Ch. 5: Assessment and Accountability
- Ch. 6: Creating and Maintaining a Positive and Productive Learning Environment

Part Three: Foundations of Education in the United States

- Ch. 7: History of Education in the United States
- Ch. 8: Philosophical Foundations of Education in the United States
- Ch.10: Ethical and Legal Issues in U.S. Schools

Part Four: Growing Toward the Teaching Profession

- Ch.11: Governing and Financing Public Schools in the United States
- Ch.12: Developing Professionalism

Course Format

This class will be a combination of chapter readings with reading guides, discussion posts, observation activities, quizzes and assignments completed outside of class. **Weekly active participation in this class is an important part of success in this course.**

Assignments

Projected assignments for this semester include:

1. 6 Message Board posts and 11 weekly quizzes. (5-20 points each)
2. Best Teacher Letter (25 points)
4. Autoethnography (25 points)
5. Observation report. (25 points)
6. Philosophy writing (20 points)
7. Issues Paper (100 points)
8. PowerPoint Presentation of Issue or Brochure (30 points)
9. Proctored Exams (2) (each worth 130-150 points)

***Please note that the midterm exam is scheduled for the week of October 14th and the final exam is scheduled for the week of December 9th.**

Evaluation Criteria

Grades will be determined on the basis of **total points** a student has earned out of the total possible points of all assignments. Grades will be assigned as follows:

A 93-100%

B 85-92%

C 75-84%

D 65-74%

F 64% and below

W-the grade assigned if a student withdraws from class by 4:00 p.m. on November 26, 2013.

X-Incomplete, see E.W.C. Catalog

Any assignment turned in later than 11:55 p.m. on the due date will receive a 10% deduction in total points possible for each calendar day the assignment is late and will **not** be accepted after 3 calendar days. Please refer to the EWC Student Handbook for a detailed description of the Grade Appeals process and policy.

Examination Policy

Exams are to be taken during the week scheduled. There will be a 2-3 day “window” to take the proctored midterm and final exams. You must make arrangements with an approved proctor to complete the exam under direct supervision with no notes or other study aids. Outreach Coordinators are usually able to proctor exams for EWC students in their service areas. Other college testing supervisors may proctor exams with instructor permission.

Attendance Policy

In an on-line class, student attendance is measured by completion of scheduled activities and quizzes. Failure to login or participate in class activities for more than 14 days (2 weeks) will result in the instructor withdrawing you from this class.

Student Conduct

As a college student, you are expected to show respect for others in this class in your Message Board posts or other course correspondence. Students taking this class will be preparing to work in an educational setting. Expectations for language and interactions will match those expected of professionals in public or private school settings.

Academic Dishonesty

Academic dishonesty will not be tolerated. Dishonesty includes plagiarism, cheating and any conscious act by a student that gives him or her undue advantage over fellow students. Plagiarism is copying or using the ideas of another without giving proper credit through the

use of quotation marks, footnotes, or other forms of reference. Cheating involves making unauthorized use of answers to exams, quizzes, assignments, homework, as well as copying work from fellow students or submitting work that has been done by someone else. Students shall complete all assigned work individually unless otherwise indicated by the instructor. Academic dishonesty of any kind shall result in a score of zero on the assignment, quiz or exam and may result in withdrawal from the course with a grade of F, as the instructor deems appropriate. In addition, the instructor may refer the student to the appropriate E.W.C. official for further discipline.

General Education Requirements

- **Communication Skills:** Graduates will be able to understand and communicate ideas and information in written and spoken English that reveals a mastery of terminology appropriate to their disciplines.
- **Analytical and Quantitative Reasoning:** Graduates will be able to solve problems through critical thinking involving analytical and quantitative reasoning at a level appropriate to their disciplines.
- **Technology Skills:** Graduates will be able to demonstrate competence using technology appropriate to their disciplines.
- **Social Awareness:** Graduates will be able to demonstrate an awareness of the relationship between the individual and the world.
- **Information Literacy:** Graduates will be able to locate, evaluate, and use information effectively.

ADA Accommodations

Eastern Wyoming College is committed to providing reasonable accommodations for qualified individuals with disabilities. If a student has such a disability and desires accommodation for such disability, the student should contact Mr. Tom McDowell or Ms. Debra Ochsner as soon as possible. If you have any questions or concerns, please contact your instructor.

Disclaimer

The information contained in this syllabus is considered correct and complete when distributed. However, it should not be considered a contract between Eastern Wyoming College and the student. The instructor reserves the right, following the policies of EWC, to make changes in course content or instructional technique without notice or obligation.