

Mississippi Valley State University
COLLEGE OF EDUCATION
Department of Teacher Education
Spring 2018

Course#: ED 201

Course Name: Foundations of Education

The College of Education Theme:

The Holistic Transformer: Scholars, Facilitators, Reflective Thinkers and Life-Long Learners

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Office Hours:

M 12:00 -2:00 p. m.

T 10:00 a. m -4:00 p.m.

W 12:00 -2:00 p.m.

Textbook

Sadker, D. M., Sadker, M. P. & Zittleman, K. (2008). Teachers. Schools. and Society

(8th ed.), McGraw-Hill Companies, Inc. New York. Website:
www.mhhe.com

I. Course Description: ED 201, Foundations of Education is a foundational course on the history of education in America from the perspectives of teachers and students, schools and curriculum, historical foundations, and education tomorrow. Candidates will explore teaching and other career opportunities in the field of education. **Three credit hours.**

II. Purpose: ED 201 is designed to create awareness in teacher candidates about the basic daily operations of public schools from a professional teacher's point of view. This course

facilities the development of background knowledge for teacher candidates through classroom instruction and classroom management, aligned with INTASC Standards and the MVSU Holistic Transformer Model.

III. Course Overview: ED 201 offers a thorough overview of the historical, legal, philosophical, social, and practical aspects of American education. Candidates will explore teaching as a career and other career opportunities in the field of education.

IV. Course Rationale: ED 201 will groom teacher candidates in exemplifying scholarly behavior, facilitating learned knowledge and skills, continuously reflecting, and ongoing educational growth as a life-long learner. This course provides candidates with a foundation of knowledge and skills needed in preparation for State required Praxis assessments.

V. Course outcomes and Learning Objectives: Course outcomes and learning objectives for ED 201 include, but not limited to:

- A. Examining any educational problem using elements of critical philosophical analysis;
- B. Critically examining educational questions from epistemological, aesthetic, and ethical dimensions;
- C. Applying knowledge obtained from classroom and school observations and teacher interviews;
- D. Creating written reflections about education and their place in it from intellectual, psycho-social; and moral perspectives;
- E. Demonstrating use of effective communication with school administrators and teachers through the use of rubric assessments, questionnaires, and reflections.
- F. Articulating, justifying, and defending a personal philosophy of education;
- G. Comparing and contrasting American Education Systems today with systems in the past;
- H. Discussing current trends in education and the social, economic, and political impact on education, teaching effectiveness, and classroom management;
- I. Developing candidate's professional and course portfolio, consisting of "best" class work and assignments, including an introduction; recommendation letters; resume; philosophy of education; and Praxis, Plato, Accuplacer scores.

Outcome I:

Candidates will demonstrate subject-matter content and professional knowledge that will distinguish the teacher candidate as Teacher as Scholar.

A. Objectives - Knowledge: A, B, D, E, F, G, H, I

Outcome II: Candidates will acquire knowledge of how students learn and use this knowledge to create learning experiences that are meaningful to students as Teacher as facilitator.

B. Objectives - Knowledge: C, E, F, H

Outcome III: Candidates will creatively implement strategies to teach content, measure results, and reflect on experiences in order to make changes, demonstrating teacher as Reflective Thinker.

C. Objectives - Skills: A, B, C, D, E, F, G, H, I

Outcome IV: Demonstrate behaviors that reflect dispositions through values, commitments, and professional ethics that enhance the learning of K-12 students through a supportive and caring relationship representative of Teacher as Life-long Learners.

D. Objectives - Dispositions: D, F, E, I

V. Outline of Course Content

Major areas of study for ED 201 will include, but not limited to:

1. Teachers and Students

- A. Becoming a Teacher
- B. Student Diversity
- C. Teacher Effectiveness

2. Schools and Curriculum

- A. Schools: Choices and Challenges
- B. Life in Schools
- C. What Students Are Taught in Schools
- D. Controversy Over Who Controls the Curriculum

3. Foundations

- A. The History of American Education
- B. Philosophy of Education
- C. Financing and Governing American's Schools
- D. School Law and Ethics

4. Tomorrow

- A. The Struggle for Educational Opportunity
- B. Technology in Education
- C. Your First Classroom
- D. Q and A Guide to Entering the Teaching Profession

INTASC Principles

Interstate New Teachers Assessment and Support Consortium

- Principle 1:* **Making content meaningful**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.
- Principle 2:* **Child development and learning theory**
The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
- Principle 3:* **Learning styles/diversity**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Principle 4:* **Instructional strategies/problem solving**
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Principle 5:* **Motivation and behavior**
The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.
- Principle 6:* **Communication/knowledge**
The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Principle 7:* **Planning for instruction**
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Principle 8:* **Assessment**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- Principle 9:* **Professional growth/reflection**
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Principle 10:* **Interpersonal relationships**
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well

being.

VI. Methods of Assessing Objectives/Grading

Objectives:	A-I: Holistic Assessments - Mid-term and Final Exams	25%
Objectives:	A,B,G,H- Class Discussion/Participation – Chapter	20%
Objectives:	D,F – Portfolio	30%
Objectives:	D, F Quiz (1)	5%
Objective:	D, F INTASC Principals (Explain)	5%

Assignment Submission Policy/Test-Taking Policy

All assignments must be typed and submitted on/or before the due date. Assignments will not be accepted after the due date without valid excuse. All tests must be taken on the assigned date. In case of family emergencies, such as illness or death, please provide appropriate, acceptable documentation, such as statement from doctor with date on it, medical prescription with, date, obituary, etc. Required documentation must be attached to assignment/test upon submission.

Use of Technology: The COE's computer lab, located in the Education Building, Room 176, will be used for this course. Candidates are required to utilize computers to research articles and type critiques. They will use the Smartboard, Power point, camcorder, VCR and all other available technological media equipment in making presentations and facilitating in class.

Assignment Dates

- *Check with the Office of Field Experience for details regarding requirements (Dr. K. Moore)
- *Friday will be considered a research day to complete the Portfolio requirement.

Chapters

Becoming a Teacher Chapter #1	Aug 20 th
Different Ways of Learning Chapter #2	Aug 27 th
Monday, Sept 3rd Labor Day Holiday	

Review of INTASC Principles	Sept. 10 th
Finding Your Philosophy of Education Chapter 8	Sept. 17 th

Review for Midterm exam	Sept. 24 th
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Midterm

School Law and Ethics Chapter 10	October 1st
Reforming America's Schools Chapter #5	Oct. 8 th
Teacher Effectiveness	Oct. 22 nd
	Nov. 5 th

Portfolio Due

Include

Nov. 14th

Cover page

Resume

Interview with a current teacher (minimum of one page)

Interview with a retired teacher (minimum of one page)

List the philosophies of Education, (1 page)

Afterwards, discuss your personal philosophy of education (minimum 1 page)

Discuss your style of teaching (minimum of one page)

List different learning styles (1 page)

Discuss your learning style (1 page)

Select two (2) article dealing with any topic on education and critique it

Copy the first page of each article (include it with your critique) (Minimum of 2 pages per

article)

**Fall Break and Thanksgiving Break
November 19 – 23, 2018**

Review for Final Exam
Final Examination

Nov. 26th
Dec. 3rd

Grading Scale:

90-100 = A
80 - 89 = B
70 – 79 = C
60 - 69 = F

Plagiarism Policy: If plagiarism and/or cheating occur, a zero will be given for that exam and/or assignment, and the candidate may be administratively with drawn from the course. (See university's complete plagiarism policy in the student catalog/handbook)

Bibliography

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- Meek, A. (February 2000). America's teachers: Much to celebrate. *Educational Leadership*, 55(5), 12-6.
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