EDU 210--02
Foundations of United States Education
Fall 2010

Instructor: Daniel J. Thompson, Ph. D. Phone: 860.465.5236
Department Office: Webb Hall 124 Email: thompsond@easternct.edu
Class Meetings: CECE 167 Time: W 4:00 P.M. – 6:45 P.M.
Office Hours: Webb Hall 124 Time: T/R hours to be determined.

Credit Hours: Three

Catalog Description: Study and analysis of the philosophical, historical, and sociological factors basic to the governance and practice of United States education. Field experience required.

Purpose of the Course: To provide students with knowledge of the philosophical theories, historical circumstances, political influences and sociological elements which have uniquely shaped the educational system and the governance and operation of schools in the United States.

Course Objectives: By the end of the course students will:

1. Demonstrate knowledge of the United States public school system including:
   a. An understanding of the governance of schools at the local, state and federal levels.
   b. An understanding of how the organization of districts and schools has an impact on the individual teacher.
   c. An understanding of the rights and responsibilities of students, parents and teachers.

2. Demonstrate an understanding of historical events and ideas upon the practice of education.

3. Demonstrate an understanding of four major theories of education (Essentialism, Progressivism, Perennialism, and Critical Theory) and of how each has had an effect upon United States education.

4. Demonstrate an understanding of the major reasons why people choose teaching as a career; of the ways by which a person can enter teaching; and why some leave teaching after only a short period.
5. Demonstrate an understanding of the sociopolitical forces that act upon the United States educational system, including immigration, segregation/desegregation, the Cold War, concerns about American competitiveness in the global economy and the standards and accountability movement.

6. Demonstrate an understanding of the impact of court decisions and legislative initiatives upon the rights and responsibilities of students, parents and teachers.

7. Demonstrate objectivity and sensitivity in understanding one's own society and culture as well as to the multicultural realities of our world community as they relate to education.

8. Demonstrate competence in autonomous critical analysis of educational issues.

9. Demonstrate a sense of global awareness and a worldview of the purpose and practices of education.

Course Prerequisite: Sophomore standing. Because of the strong interdisciplinary nature of this course, students should have completed one or more of the Liberal Arts Core courses in such areas as U. S. History, Introductory Philosophy, Sociology and Political Science.


Additional Materials: The instructor will provide additional reading material through Blackboard. There will be a reading guide for each chapter assigned from the main text and links to other materials.

Students will be expected to read daily newspapers (hometown, regional or national) to become aware of current issues that are having an impact on public education in the United States.

The course will make use of the video School: The Story of American Public Education. It is available in the library, on reserve.

Attendance and Participation: Attendance at each class is expected. As a courtesy to other students, please make every effort to be punctual.

Active class participation is one way to contribute significantly to your education and to that of other students. It accounts for ten percent of your final grade. A rubric further explaining active
participation is included in this syllabus.

The attendance policy for this class allows for ONE unexcused absence. A second unexcused absence will result in a FULL letter grade reduction in the final course grade. Any further absences may result in a failing grade for the class. Whenever possible, please give advanced notice of your absence.

**Written Assignments:**

As a prospective teacher, you should be developing your writing skills. Writing is as a tool to organize your thinking on specific topics and to communicate that thinking to others.

As a classroom practitioner, you will serve as a role model for others in the use of written language. In this role, it will be important to avoid being incorrect or "sloppy" in your usage. Special emphasis is placed upon proper *spelling* and *grammatical usage*. All written work should be word-processed using Microsoft *Word* or in Rich Text Format (.rtf). You should choose a 12-point conventional font such as Arial, Courier, Times-Roman or other easily read font. Students should double-space their work for standard 8 1/2" x 11" paper. Each paper must have a title page that includes your name, the course name and number, the date and the title of the assignment. Students will submit all assignments through Blackboard. Students are responsible for learning how to submit assignments. The instructor will explain other requirements in class.

Except in extraordinary circumstances, as determined by the instructor, late written assignments will not be accepted.

**Academic Misconduct:**

Cheating or plagiarism will result in a failing grade for the assignment and may result in a failing grade for the course. The university has the authority to take disciplinary action against students who cheat or plagiarize. Plagiarism is the use of another's ideas or works as one's own. This would include inserting even a phrase from a source without the use of quotation marks and proper documentation or copying the work from another student.
Grading:

First assignments—15%
Second assignment—20%
Tests—30%
Class participation—10%
Final Examination—25%

Letter grade equivalents are as follows: A 94-100, A- 90-93, B+ 87-89, B 84-86, B- 80-83, C+ 77-79, C 74-76, C- 70-73, D+ 67-69, D 60-66 and F <60

Selected Potential Sources of Information and Inspiration:

BOOKS


FILMS

**Freedom Writers.** Based on the true experiences of a novice English teacher in Long Beach, Erin Gruwell, who convinces her students of their own worth and abilities. Stars Hillary Swank.

**Dead Poets Society.** Tells the story of a teacher who brings a love of his subject and his students to an exclusive United States preparatory school. Stars Robin Williams.

**Renaissance Man.** An unconventional story about motivating underachievers. Stars Danny DeVito.

**Stand and Deliver.** The true story of Jaime Escalante, a Bolivian immigrant, who becomes a math teacher in a *barrio* high school in Los Angeles. His students' successes on the Advanced Placement Calculus exams challenge conventional thinking about race, class and achievement. Stars Edward James Olmos.

**The History Boys.** A play and movie set in the 1980s, following history pupils preparing for the Oxbridge entrance examinations under the guidance of two teachers with contrasting views of the purposes of education. British National Theater.

**To Sir With Love.** Tells a story of an engineer who becomes a teacher in a lower class British secondary school. Stars Sidney Poitier.

**Mr. Holland’s Opus.** Tells of an aspiring musician/composer who takes a teaching position to tide him over until something better comes along. Thirty years later he as he retires, he learns of his impact upon his students. Stars Richard Dreyfuss.

WEBSITES

National Commission on Teaching & America's Future (NCTAF)  

The Thomas Fordham Foundation  
[http://www.edexcellence.net](http://www.edexcellence.net)

School: The Story of American Public Education  
The National Education Association (NEA)  
http://www.nea.org

The American Federation of Teachers (AFT)  
http://www.aft.org

Association for Supervision and Curriculum Development (ASCD)  
http://www.ascd.org

National School Board Association (NSBA)  
http://www.nsba.org

Phi Delta Kappa (PDK)  
http://www.pdkintl.org

Connecticut State Department of Education (CSDE)  
http://www.state.ct.us/sde

U. S. Department of Education (USDOE)  
http://www.ed.gov/

No Child Left Behind  
http://www.nclb.gov

Education Week  
http://www.edweek.org

Teachers College Record  
http://www.tcrecord.org

ACADEMIC SERVICES CENTER

Students are encouraged to use the support offered by the Academic Services Center located on the ground floor of the Library. Tutoring, Math, Writing, and supplemental Advising Services are available for students in the Center at the following times: Sun. 2-9, M/R 9-9, Fri. 9-5. (Closed Sat.) For further information call 465-4272 or check the ASC website here.

WRITING CENTER STATEMENT

The mission of the Eastern Writing Center is to support the teaching of writing at all levels and in all disciplines--from first-year composition courses to LAC courses to major-specific courses--by providing one-on-one assistance to student writers. The Writing Center is staffed by specially trained peer tutors who will work with students on writing assignments for any class, at any stage, from understanding an
assignment to coming up with a topic to revising drafts to proofreading. We also help with writing done outside of class, such as application essays or letters. Anyone can, and should, visit the Writing Center to get the feedback and response that all writers need. More information about the Center and scheduling an appointment may be found here.

UNIVERSITY STATEMENT ON STUDENTS WITH DISABILITIES

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Dr. Pamela J. Starr at the Office of Accessibility Services at (860) 465-5573. To avoid any delay in the receipt of accommodations, you should contact her as soon as possible. Please understand that provision of accommodations based upon disability cannot occur until Dr. Starr sends an accommodation letter. Your prompt attention will benefit us both.
CLASS PARTICIPATION RUBRIC

Active class participation is one way to contribute significantly to your education, to that of other students, and to mine. The following rubric contains an explanation of expectations for class participation. You will have opportunities to demonstrate these required dispositions throughout the course. If needed, please consult with the instructor on your progress in these areas.

<table>
<thead>
<tr>
<th>Task</th>
<th>Target (8-10)</th>
<th>Acceptable (6-7)</th>
<th>Unacceptable (0-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Engagement</td>
<td>Submitted all assignments by their due dates, was not distracted, and was actively engaged in all class discussions, often responded appropriately to the ideas of peers and the instructor</td>
<td>Submitted all assignments by their due dates, was actively engaged in most class discussions, occasionally responded appropriately to the ideas of peers and the instructor</td>
<td>Submitted all assignments by their due dates, was inactive or distracted in class discussions, seldom responded appropriately to the ideas of peers and the instructor</td>
</tr>
<tr>
<td>Respect for Class</td>
<td>Always came on time, displayed professional and ethical behavior in class, always paid attention and listened to peers and the instructor with respect.</td>
<td>Almost always came on time, displayed professional and ethical behavior in class, always paid attention and listened to peers and the instructor with respect.</td>
<td>Often came late, did not display professional and ethical behavior in the class and/or did not pay attention to the ideas of peers and the instructor.</td>
</tr>
<tr>
<td>Class Preparation</td>
<td>Always prepared to answer questions based upon the assigned reading for the class, frequently brought newsworthy articles to share with the class</td>
<td>Usually prepared to answered questions based upon the assigned reading for the class, occasionally brought newsworthy articles to share with the class</td>
<td>Seldom prepared to answer questions based upon the assigned reading for the class, seldom or never brought newsworthy articles to share with the class</td>
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</tbody>
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### Alignment Chart of Assessments with Conceptual Framework and CCCT Competencies

<table>
<thead>
<tr>
<th>Departmental Conceptual Framework</th>
<th>CSDE CCCT Competencies</th>
<th>EDU 210 Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Knowledge (CNK)</td>
<td>Content and Essential Skills: 1.1, 1.3, 1.4</td>
<td>Two in-class examinations</td>
</tr>
<tr>
<td>Pedagogical Knowledge (PDK)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integration of Knowledge (INT)</td>
<td>Instruction for Active Learning 4.1, 4.2, 4.3, 4.4, 4.6, 4.7</td>
<td>In the field assignments and in the final project students are expected to integrate concepts from readings, class discussions, video presentations into their completion of the various assignments</td>
</tr>
<tr>
<td>Technology (TTT)</td>
<td>Content and Essential Skills: 1.2, 1.3, 1.4</td>
<td>Use of Blackboard course management system for intra-course discussion of key concepts before class, submission of all class assignments and final assessments</td>
</tr>
<tr>
<td>Diversity (DIV)</td>
<td>Professional Responsibilities and Teacher Leadership 6.1, 6.2, 6.6, 6.7, 6.8</td>
<td>In both field assignments students are directed to examine the question of diversity in board of education and individual classroom proceedings</td>
</tr>
<tr>
<td>Professionalism (PRF)</td>
<td>Professional Responsibilities and Teacher Leadership 6.1, 6.2, 6.6, 6.7, 6.8</td>
<td>Students are expected to determine and practice professional conduct in interactions with boards of education and classroom teachers</td>
</tr>
</tbody>
</table>

1Connecticut Common Core of Teaching and Responsibilities [here]
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TENTATIVE TOPICS</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>September 1</td>
<td>Course Overview</td>
<td>Newman, Ch. 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Motivation to Teach</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>September 8</td>
<td>History of United States Education</td>
<td>Newman, Ch. 6</td>
</tr>
<tr>
<td>3</td>
<td>September 15</td>
<td>History of United States Education</td>
<td>Newman, Ch. 6</td>
</tr>
<tr>
<td>4</td>
<td>September 22</td>
<td>Theories of Education</td>
<td>Newman, Ch. 7</td>
</tr>
<tr>
<td>5</td>
<td>September 29</td>
<td>Society and Culture</td>
<td>Newman, Ch. 8</td>
</tr>
<tr>
<td>6</td>
<td>October 6</td>
<td>Chapters 1, 6, 7, 8</td>
<td>In class test (1/2 of class)</td>
</tr>
<tr>
<td>7</td>
<td>October 13</td>
<td>Teaching as an Occupation and Teacher Training</td>
<td>Assignment I is due by 4:00 P. M.</td>
</tr>
<tr>
<td>8</td>
<td>October 20</td>
<td>Teacher Training</td>
<td>Newman, Ch. 2 and 3</td>
</tr>
<tr>
<td>9</td>
<td>October 27</td>
<td>Teacher Organizing</td>
<td>Newman, Ch. 4</td>
</tr>
<tr>
<td>10</td>
<td>November 3</td>
<td>Employment Rights and the Law</td>
<td>Newman, Ch. 5</td>
</tr>
<tr>
<td>11</td>
<td>November 10</td>
<td>Employment Rights and the Law</td>
<td>Assignment II is due by 4:00 P. M.</td>
</tr>
<tr>
<td>12</td>
<td>November 17</td>
<td>Chapters 2, 3, 4, and 5</td>
<td>In-class Test (1/2 of class)</td>
</tr>
<tr>
<td>13</td>
<td>December 1</td>
<td>Politics of Education</td>
<td>Newman, Ch. 9</td>
</tr>
<tr>
<td>14</td>
<td>December 8</td>
<td>Teachers and the Curriculum</td>
<td>Newman, Ch. 11</td>
</tr>
<tr>
<td>15</td>
<td>December 15</td>
<td>Final Exam</td>
<td>Exam is due by 7:00 P.M. on December 15, 2010</td>
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NOTE: Some of the material in this syllabus comes from the work of Dr. Richard Reynolds and some from university documents.