



Calumet College of St. Joseph
Education 311: Foundations of Education

Term: Day Cohort – Fall, 2016

Course Number: Educ 311

Instructor: John M. Shields, Ph.D.

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Office Hours: T.B.A.

Or By Appointment

Instructor's Background:

Educational: Ph.D. in Constructive Theology from Loyola University of Chicago (2004); M.A. in Theology from the University of Notre Dame (1999); Ph.D. and M.Ed. in Educational Administration and Supervision from Loyola University of Chicago (1987 and 1976 respectively); B.A. in Philosophy from Tolentine College (1972).

Professional: Serve as Education Department Chair and Associate Professor at Calumet College of St. Joseph and have served as Adjunct Professor at Loyola University Chicago; Superintendent of Schools for the Roman Catholic Diocese of Gary (1992-1999); Principal of Bishop Noll Institute (1987-1992); and Educator/Administrator at Mendel Catholic High School (1973-1987).

Course Time and Location: M-R, 8:00 am – noon.

Course Description:

When one engages in the art and science which teaching is, one does so from within the context of a history and a culture. This is inevitable since all human beings belong to a community steeped in a history in which ideas, values, and beliefs are shared, challenged, transformed, and transmitted over time. Thus, what we teach, why we teach, and how we teach are always informed, either implicitly or explicitly (and for better or for worse), by the philosophical, historical, social, and legal foundations which serve as the underpinnings for our professional actions as educators. This course will, therefore, serve to facilitate a clearer, and thus more explicit, understanding of those foundations. Our goal then is twofold: to come to a greater understanding of the philosophical, historical, and legal foundations of American education, *and* to come to evaluate those foundations with a view towards developing our own personal professional self-reflective philosophy of education. Thus, while this course will offer the student the opportunity to

appropriate the relevant historical, philosophical, legal facts/concepts available in a “foundations” course in American education, the primary goal of this course is to facilitate the critically reflective development of a coherent philosophy of education.

Textbook: Foundations of Education (Pearson Custom Education Text) by Webb, Metha, & Jordan (Boston: Pearson Learning Solutions, 2012).

Learning Outcomes/Competencies:

Thus, students in this course will:

Come to understand the key philosophical stances over time that have come to influence what, why, and how American educators have come to teach and to demonstrate that understanding by the development of teaching strategies which reflect those various stances.

Come to understand the major factors and themes that have and continue to inform the historical project which American education is and to make a critical evaluative judgment of those themes.

Come to understand the legal nature of the project of American education. This will require an understanding the key facts/concepts inherent in a legal understanding of the American educational system(s).

Come to synthesize and critically appropriate foundational understandings into a personal and professional philosophy of education that demonstrates the disposition appropriate to a professional educator.

Understanding, making critical evaluative judgments, and synthesizing those understandings and judgments into a clear and coherent professional philosophy of education require that teacher candidates become “reflective practitioners.” Thus, **INTASC Standard IX** applies to this course and all of its reflective assignments, as do **NBPTS Core Proposition 4** and **IDOE Pedagogy Standard 6** (and **ACEI Standard 5.1**), wherein teachers think systematically and critically about their practice and learn from experience.

INTASC Standard IX: 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

NBPTS Proposition 4:

Teachers think systematically about their practice and learn from experience.

IDOE Pedagogy Standard 6: The Professional Environment

Teachers of grades P–12 have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession.

ACEI Standard 5.1: Professional growth, reflection, and evaluation:

Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Learning Strategies:

As one may note from above, the overarching goal of the course is to explore – in a communal, sharing fashion – those facts, concepts, themes, ideas, etc. which have and continue to influence our educational decisions concerning what, why, and how we teach. In the very fact that we ask the “what,” “why,” and “how” questions, we are asking “foundational” questions, questions which demand the articulation of a philosophy of education. Thus, the facts and concepts which we will uncover – *via lectures, presentations, observations, an interview field experience, and evaluative discussions* – will all, hopefully, serve to support our final outcome: the development of a personal philosophy of education. Given my own belief that adults learn best in dialogue, in conversation that can be informative, challenging, and potentially transformative, I encourage active participation in the class. Moreover, given the “compact” nature of the cohort class, I greatly discourage absence from class except in the case of dire emergency.

Assessment:

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| 1. 20% of Grade | - | Field Experience: Interview & Reflective Essay |
| 2. 20% of Grade | - | Major Class Presentations on:
a. Educational Philosopher <u>or</u>
b. Educational Leader/Theorist and
c. Significant Court Cases on Education |
| 3. 40% of Grade | - | Final Exam – Synthesis Essays |
| 4. 20% of Grade | - | Completion of One’s Philosophy of Education |

Please note that all assignments will be due on the days specified on the calendar below. There will be no exceptions – given again the compacted nature of the cohort class and the need to adhere strictly to the schedule. All written assignments are to be typed and double spaced – properly checked in advance for any grammatical and spelling errors. Teachers must be models of the exemplary use of the English language!

Grading will be according to the standard scale:

A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: 59 and below.

Calendar:

Day One	Introduction: Goals and Tasks Video Presentation: <i>Dead Poets Society</i>
Day Two	Reading/Blackboard Preparation Assignment – Read and analyze handouts on major philosophers in preparation for Wednesday class. Research and post: A comprehensive report in the form of a Power Point Presentation on a major educational philosopher or leader - no class today
Day Three	Reflection on video in relation to a Philosophy of Education Analysis of Philosophies of Education – Sample Handouts
Day Four	Philosophies of Education continued and applied to classrooms Summary of Major Philosophical Schools
Day Five	Introduction to the History of American Education Videos of <i>School: The Story of American Public Education</i> , 1&2
Day Six	Released Time for Field Experience/Research Visit and Interview a public or non-public educator Purpose: To discover her/his philosophy of education Conduct research on court cases and post Power Point presentation on Blackboard – no class today
Day Seven	Student Reports: Key Educational Philosophers and Leaders Synthesis on the History of American Education: The Kaestle Thesis
Day Eight	Introduction to the Legal Foundations of American Education Process Handout on Government Roles <i>School: The Story of American Public Education</i> , 3
Day Nine	VIRTUS Training
Day Ten	Student Reports: Reflective Essay on Field Experience

Student Reports: Court Cases related to American Education
Synthesis on Legal Foundations of American Education

Day Eleven View J. Kozol's *Hearts of Children and the Obligation of the Nation's Schools*. Workshop with drafts of personal philosophies of education

Day Twelve Final Exam distribution and explanation of the task

The Final exam is due to Dr. Shields on Monday, October 17, 2016. **No Exceptions!**

Sample Student Report Topics (to be presented in Power Point format):

Philosophers: Plato

Aristotle

Rousseau

Dewey

Educational Leaders: Quintillian

Pestalozzi

Froebel

Rousseau

Mann

Catherine Beecher

Cubberley

Piaget

Montessori

Friere

Kozol

Court Cases: Pickering v. Board of Education

Tinker v. Des Moines

Goss v. Lopez

Ingraham v. Wright

New Jersey v. T.L.O.

Hazelwood v. Kuhlmeier

Abington Twp. V. Schempp & Engel v. Vitale

Bethel School District v. Fraser

Cochran v. Louisiana

Lemon V. Kurtzman

Brown v. Board of Education (and Brown II)

Lau v. Nichols

Board of Education (Pottowattomie) v. Earls

Zelman v. Simmons-Harris

Report Formats/Rubrics:

For Philosophers and Educational Leaders/Theorists:

- a. Identify his/her historical context
- b. Identify her/his central tenets/texts
- c. Evaluate his/her unique educational position/contribution
- d. Applying her/his position to a classroom setting.

For Court Cases:

- a. Provide appropriate case/historical background
- b. Provide a summary brief of the decision
- c. Clearly explain the decision and its legal rationale.
- d. Identify the decision's implications for education and a practical example of the decision's effect on a school.

For Philosophies of Education:

Ensure the presence of the key components of a philosophy of education in your presentation, i.e., metaphysics, axiology; and epistemology: What? Why? and How? From your personal but critically reflective perspective.

Withdrawal from Classes Policy:

After the last day for class changes has passed (see College calendar), students may withdraw from a course in which they are registered with permission from the faculty member conducting the course. A written request detailing the reason(s) for the withdrawal must be filed with the Registrar. The Registrar must receive written request for withdrawal by the last day of classes prior to the final examination dates specified in the catalogue. Written requests may be mailed to the Registrar or faxed to the College fax number 219-473-4259. Students are to make note of the refund schedule when withdrawing from courses. The request is forwarded to the faculty member, who makes the final determination to accept or deny the request. If the request is honored, the student will receive notification of official withdrawal; if denied, the notification will indicate why the withdrawal is disallowed.

Education Department Attendance Policy:

Intellectual growth and success in college is reinforced through interaction in the classroom. Students reach personal goals and course outcomes through regular and prompt attendance. The Education Department's accelerated classes are intense and rigorous and demand student presence and participation. Therefore, if a student is absent

from a *cohort class* three times, the student will be academically withdrawn by the instructor on the third day.

Statement of Plagiarism:

If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.

PLEASE NOTE: All papers can and may be submitted for checks on plagiarism from the Internet/Electronic sources/Databases.

Citation Guidelines:

Calumet College of St. Joseph uses citation guidelines, generally MLA or APA format, to document sources quoted or paraphrased in student papers. Check the syllabus for each course to see what each instructor requires. The Library has reference copies of each manual; the Bookstore has copies for sale when required by the instructor. In addition, there are brief MLA and APA checklists in your spiral “Student Handbook and Planner” and on the Library website and literature rack. These texts show how to cite references from many sources, including electronic media, as well as how to space and indent the “Works Cited” and “References” pages respectively. EBSCO and ProQuest articles provide both formats for you to copy and paste. Proper documentation avoids plagiarism.

Tutoring Center:

The Tutoring Center is dedicated to supporting Calumet College of St. Joseph students. Students work with tutors to develop course competencies and study skills such as time management, test preparation, and note taking. In addition, students are provided with tutoring support to help pass courses, to improve grade point average, and to promote continuing education and career advancement. Tutors have a specific charge: to help students learn how to master specific subject matter and to develop effective learning skills. Tutoring is open to all students at Calumet College of St. Joseph at no charge and is available to support most introductory courses. Tutoring in support of some other courses is available as well. The Tutoring Center is located in Room 413. The telephone number is 219.473.4287 or 800.700.9100 ext. 287.

Disability Services

The Student Support Services Office is the primary office to guide, counsel and assist students with disabilities. If you have reasonable accommodation needs (e.g., extended time needed for tests, note taking assistance, special testing arrangements, etc.) because of a disability, contact the Student Support Services Office at 219-473-4388. Student

Support Services staff will require documentation pertinent to your disability. If you already receive services through the Student Support Services Office and require accommodations for this class, make an appointment as soon as possible to discuss your needs. Calumet College of St. Joseph will hold any information you share in the strictest confidence unless you request that it be shared.

CCSJ Alert:

Calumet College of St. Joseph utilizes an emergency communications system that transmits messages via text, email, and voice platforms. In the event of an emergency, of weather related closings, or of other incidents, those students who are registered for the system shall receive incident specific message(s) notifying them of the situation. Please sign-up for this important service at any time on the College's website. Alternatively, you can register at the time you register for classes. This service requires each user to register once per academic year. Therefore, at the beginning of each academic year, please remember to re-register for the system. This can be done at: <http://www.ccsj.edu/alerts/index.html>.

School Closing Information:

Internet:

<http://www.ccsj.edu>

<http://www.EmergencyClosings.com>
Facility: Calumet College of St. Joseph
Phone: 219.473.4770

Radio:

WAKE – 1500 AM
WGN - 720 AM
WIJE – 105.5 FM
WLS – 890 AM
WZVN – 107.1 FM
WBBM NEWS RADIO 78

TV Channels:

2, 5, 7, 9, 32