

EDUC 100: Foundations of Education

Section 01 TTh Huff 12A 2:00-3:15.

Section 03 TTh WH 205 11:00-12:15

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COURSE DESCRIPTION & GOALS

Welcome to Foundations of Education and to the Educational Studies Department. **This course offers an introduction to teaching and formal education in their larger institutional, social and cultural contexts.** In this course, you will:

- 1) Analyze the school's purpose(s) in educating members of society,
- 2) Consider professional educators' various challenges and needs,
- 3) Recognize the roles and responsibilities of the successful teacher while evaluating your commitment to becoming a professional educator,
- 4) Develop an appreciation of the complex issues confronting U.S. schooling, and
- 5) Consider the value of a post-secondary liberal arts education on a career in the classroom.

Course activities are intended to support you in cultivating a professional attitude as a pre-service classroom practitioner as you **explore the historic, legal, political, social and philosophical foundations of education in the United States.** You will consider current issues as well as past developments in education in light of this context. In addition, during this semester you will begin to develop an academic plan for teacher certification.

The effective teacher must be knowledgeable in his or her primary content area, cultivate attitudes that foster learning, demonstrate excellence in the practice of teaching, and understand the historical, institutional and theoretical underpinnings of schooling.

Course readings and activities are intended to enhance your appreciation of and readiness to meet the following Illinois Professional Teaching Standards: content knowledge, understanding of human development and learning, respect for diversity, planning for instruction, instructional delivery, recognition of the crucial influence of learning environments on student performance, communication, regard for collaborative relationships, and reflection and professional growth.

TEXT & RESOURCES

Spring, Joel. (2008). American Education (13th ed.). Boston, MA: McGraw-Hill.

(2003). The Jossey-Bass Reader on Teaching. San Francisco, CA: Jossey-Bass.

Journal articles and supplemental materials as appropriate.

NOTICE OF ACCOMODATION

The Educational Studies Department wishes to fully include persons with special challenges in this course. Please let Professor Zieglowsky know if you need any special accommodations in the curriculum, instruction, or assessment for this course to enable you to fully participate. Every effort will be made to maintain the confidentiality of the information you share with the instructor.

ACADEMIC DISHONESTY POLICY

Academic dishonesty may result not only in failure in the course, but in suspension or dismissal from the College. The following areas are violations and subject to the dishonesty charge:

- 1) Cheating on tests, labs, etc.
- 2) Plagiarism, e.g., using words, ideas writing, or work of another without giving appropriate credit.

- 3) Improper collaboration between students, i.e., not doing one's own work on outside assignments specified as group projects by the instructor.

Any incident of academic dishonesty is to be submitted to the dean of the faculty by the faculty member. The student's name, a brief description of the infraction, and the penalty imposed should be included in the report to the dean of the College. Instances involving academic dishonesty by a student are handled immediately by the faculty member instructing the class, usually after conferring with the department chair and/or other faculty members within the department. The incident should be properly investigated by the instructor before it is reported. The dean of the faculty is notified and maintains a record of such dishonesty reports. The dean of the faculty will inform the student(s) involved of any infractions that have been reported and will also inform the Office of Student Affairs, so that the student's need for counseling may be considered. In the case of an unusually flagrant and premeditated violation or repeated violations, the dean will ask the Admissions and Academic Status Committee to convene a hearing to consider the dismissal or expulsion of the student. Only committee members, the dean, and the involved faculty member and the student may participate at the hearing. The student may request that another faculty member or student be present, but that individual may not participate in the deliberations of the committee unless invited to do so by that group. The committee then makes its recommendation to the dean of the faculty, who then notifies the students of the action taken. Students have the right to appeal to the president any actions taken by the instructor, the committee or the dean of the faculty for either a first or subsequent offenses. (Policy as stated in the 2008-2009 Monmouth College Scots Guide).

POLICY ON ELECTRONIC COMMUNICATION DEVICES

Electronic communication devices (e.g. cellular telephones, pagers, etc.) are an integral part of society today, but their presence in this class will significantly interfere with the learning environment. We request that you not bring or use electronic communication devices in this classroom. Note that violations of this policy will result in the lowering of the final grade you earn for this course by one full letter grade for each infraction.

COURSE ACTIVITIES

CLASS ATTENDANCE AND PARTICIPATION

Guidelines

Your full attendance and participation in, as well as, preparation for class activities are central to your successful fulfillment of the requirements for this course. ***Unless prior arrangements have been made directly with the instructor, absence from class will be reflected in your final course grade.*** Although absences may be unavoidable and may be excused, missed participation in course activities **cannot** be made up. Presence in class does not constitute preparation and active participation. If an absence is anticipated you may contact your instructor and, with permission, attend one of the other sections of the course on that day. (Please refer to the Scots Guide on Class Attendance for expectations of students and faculty at <http://department.monm.edu/stuserv/student-handbook/class-absence.htm>)

Assessment

Class sessions will be worth up to four points each for a total of 112 points for the 28 class meetings. The following criteria will be used in evaluating your presence at each class meeting:

Full attendance during scheduled class meetings	1 point
Preparation and active participation in class activities & discussions	3 points

REFLECTION AND ANALYSIS PAPERS

Guidelines

Reflection and analysis paper assignments are chosen in order to stimulate personal reflection, demonstrate analytical thinking, indicate application of learned material and reveal understanding of class discussions of session topics. Your paper should be concise, thoughtful, and cogent while clearly addressing the given prompt.

When assigned, students will submit a Reflection and Analysis paper following these format guidelines: *(all papers in this course will follow this format except for page length)*

- 1) one inch margins
- 2) typed
- 3) double spaced
- 4) 12 point font
- 5) typically 1-3 pages in length

Assessment

Each of the six Reflection and Analysis assignments will be worth 25 points for a total of 150 points. The grading rubric is as follows:

Reflection on and synthesis of subject	5 points
Critical analysis	5 points
Application	5 points
Writing	5 points
Following directions	5 points

QUIZZES

Guidelines

Quizzes will be given at four scheduled points throughout the semester. These quizzes, which include both essay and objective questions, will query your knowledge and understanding of course readings, terminology and assigned activities. Quizzes will be graded and returned to you so you may use them as resources for reflection of progress in the course. Quizzes will not be permitted to be made up if missed.

Assessment

Each quiz will be worth 30 points for a total of 120 points possible.

Written essay	10 points
Objective portion	20 points

TOPICAL THURSDAYS

Guidelines

Each student will sign up to lead a brief class discussion on an article of his/her choice. The students will access an educationally related article and on the date of the presentation will provide a detailed synthesis of the article to the class. **The presentation will consist of a 3-5 minute synthesis of the article and 3-5 minutes of discussion lead by the student. The student will then hand in a 1-2 page paper which details his/her thoughts/reflections/synthesis of the article.** The paper will include a bibliographic entry for the article chosen.

Assessment

Each student's presentation will be worth 100 points total. Each candidate will be assessed on her/his individual contribution to the overall facilitation.

Article selection	25 points
Synthesis paper	25 points
Presentation	25 points
Facilitation of discussion	25 points

SCHOOL DISTRICT PORTFOLIO

Guidelines

Students will engage in researching their home school district in order to create and assemble a usable portfolio of information. This portfolio will provide a virtual tour of the people, places, policies and practices of the school district in order to introduce new students and their families to their school. Your

task is to submit complete, accurate and descriptive information in an organized and interesting presentation.

Assessment

The portfolio will typically be presented in a binder and is worth 200 points. It must include all of the following **in this order**:

- 1) A Table of Contents (5 pts.)
- 2) A written introduction to the school district (1-3 pages) (20 pts.)
 - a. Name of district
 - b. Location
 - c. Geographic size
 - d. Student population
 - e. Description of facilities
 - f. Faculty/staff population and description
 - g. Curricula
 - h. Other programs (e.g. sports, arts, extra-curricular)
 - i. What the district deems most important (mission statement)
- 3) A written critique (1-2 pages) of one school board meeting or parent-teacher meeting (**a public forum**) (20 pts.)
 - a. You must attend this meeting in person
 - b. Obtain any printed media dispersed at this meeting
 - c. In your short 1-2 page paper
 - i. describing the setting
 - ii. the agenda
 - iii. the effectiveness with which the agenda items were handled by school personnel/parents
 - iv. Reflect on your impressions of what you heard/saw/discovered
- 4) Conduct one interview (face-to-face) (50 pts.)
 - a. Choose between:
 - i. Interviewing one current teacher or administrator
 - ii. Interviewing one staff member, school board member or parent
 - b. Write an analysis of the interview (2-3 pages)—it will include:
 - i. list of interview questions (the interview schedule)
 - ii. title of person (create a pseudonym for them)
 - iii. duties person performs within school district (be specific)
 - iv. a summary of interviewees' responses to your questions (not a transcription)
 - ii. your personal reflection and analysis of the interview/responses
- 5) Printed information from school district's web page and other printed material you gather from your encounters with district personnel (20 pts.)—these should include:
 - a. Maps
 - b. Pictures/photos
 - c. Historical information
 - d. Faculty-parent associations
 - e. Curricula items
 - f. Other (please include a notation for why you included additional information)
- 6) 1-2 page explanation of how district integrates technology into their classrooms, as well as, information on training and support for faculty and staff members who utilize technology into their work (10 pts.)
- 7) A written summary of entire portfolio (3-7 pages) (50 pts.)
 - a. Make connections between school district policies and practices and what we have learned in this course through
 - i. Readings

- ii. Media/films
 - iii. Activities
 - iv. Papers/activities
 - v. Quizzes
- b. Reflect on your experiences while researching for this project and conclude with these introspections
- 8) You will present your findings to the class in a 5 minute oral presentation (25 pts.)
- a. Dress appropriately for a presentation (teacher attire)
 - b. Organize your thoughts to make the most of your time
 - c. Use appropriate language and good communication skills including non-verbals

FINAL EXAM

Guidelines

This course will use a comprehensive final exam. Students will respond to a written prompt and answer a series of objective questions focused on the course goals of:

- 1) Analyzing the school's purpose(s) in educating members of society
- 2) Considering professional educators' various challenges and needs
- 3) Recognizing the roles and responsibilities of the successful teacher while evaluating your commitment to becoming a professional educator
- 4) Developing an appreciation of the complex issues confronting American schooling
- 5) Considering the value of a post-secondary liberal arts education to a career in the classroom

Assessment

The final exam will be worth 200 points.

GRADING AND SCALE

Students are responsible for keeping track of their progress throughout the semester. The instructor will only provide a status report to those who are below a C at midterm.

Assignment	Points Possible	Points Earned
Reflection & Analysis Paper (1)	25	
Reflection & Analysis Paper (2)	25	
Reflection & Analysis Paper (3)	25	
Reflection & Analysis Paper (4)	25	
Reflection & Analysis Paper (5)	25	
Reflection & Analysis Paper (6)	25	
Quiz 1	30	
Quiz 2	30	
Quiz 3	30	
Quiz 4	30	

Topical Tuesday Presentation	100	
Attendance/Participation	112	
School District Portfolio	200	
Final Exam	200	
Total points possible	882	
Total points earned	XXXXX	

Letter Grade	Percentage Range	Total Pts. Range
A	93-100	816-above
A-	90-92	790-815
B+	87-89	763-789
B	83-86	728-762
B-	80-82	702-727
C+	77-79	675-701
C	73-76	640-674
C-	70-72	613-639
D+	67-69	587-612
D	63-66	552-586
D-	60-62	532-551
F	59 and below	531 & below

CHANGES

This syllabus and the course schedule are subject to change. Occasional modification in the content of the course and schedule may be necessary to accommodate student learning throughout the course of the semester. Notification will occur through class communication.

LATE WORK

Late work: Because ongoing engagement with course material deepens learning, timely completion of assignments is important. In general, late work will not be accepted. Exceptions to this rule will be discretionarily made by the professor.

ALIGNMENT WITH PROGRAM & STATE STANDARDS

The content of this course will assist teacher education candidates in becoming well prepared professionals who effectively blend the art and science of teaching. Candidates will become familiar with content knowledge, a variety of materials, and specific instructional methods (modeled by the instructor) applicable to the teaching profession. Specifically, the content knowledge, materials, and instructional methods associated with this course are aligned with the goals of the Teacher Education Program's Conceptual Framework, as well as the following ISBE Standards:

Illinois Professional Teaching Standards

- Standard 1: Content Knowledge
The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.
- Standard 2: Human Development and Learning
The teacher understands how individuals grow, develop and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

- Standard 3: Diversity
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Standard 4: Planning for Instruction
The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.
- Standard 5: Learning Environment
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Standard 6: Instructional Delivery
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Standard 7: Communication
The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Standard 8: Assessment
The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.
- Standard 9: Collaborative Relationships
The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.
- Standard 10: Reflection and Professional Growth
The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.
- Standard 11: Professional Conduct and Leadership
The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

Core Language Arts Standards

- Standard 1: All teachers must know a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.
- Standard 2: All teachers should model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.
- Standard 3: All teachers should give constructive instruction and feedback to students in both written and oral contexts while being aware of diverse learners' needs. Teachers should effectively provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies.

Core Technology Standards

- Standard 1: Basic Computer/Technology Operations and Concepts
The competent teacher will use computer systems to run software; to access, generate, and manipulate data; and to publish results. He or she will also evaluate performance of hardware and software components of computer systems and apply basic trouble-shooting strategies as needed.
- Standard 2: Personal and Professional Use of Technology
The competent teacher will apply tools for enhancing personal professional growth and productivity; will use technology in communicating, collaborating, conducting research, and solving problems and will promote equitable, ethical, and legal use of computer/technology resources.
- Standard 3: Application of Technology in Instruction
The competent teacher will apply learning technologies that support instruction in his or her grade level and subject areas. He or she must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.
- Standard 4: Social, Ethical, and Human Issues
The competent teacher will apply concepts and skills in making decisions concerning the social, ethical, and human issues related to computing and technology. The competent teacher will understand the changes in

information technologies, their effects on workplace and society, their potential to address life-long learning and workplace needs, and the consequences of misuse.

Standard 5: Productivity Tools

The competent teacher will integrate advanced features of technology-based productivity tools to support instruction, extend communication outside the classroom, enhance classroom management, perform administrative routines more effectively, and become more productive in daily tasks.

Standard 6: Telecommunications and Information Access

The competent teacher will use telecommunications and information-access resources to support instruction.

Standard 7: Research, Problem Solving, and Product Development

The competent teacher will use computers and other technologies in research, problem solving, and product development. The competent teacher will appropriately use a variety of media, presentation, and authoring packages; plan and participate in team and collaborative projects that require critical analysis and evaluation; and present products developed.

Standard 8: Information Literacy Skills

The competent teacher will develop information literacy skills to be able to access, evaluate, and use information to improve teaching and learning.