EDUC 5351 – Foundations of Education in America

Course Instructor: Dr. Kimberly Reinhardt

Office Hours: Available by appointment; contact via Bb Messages (course email)

I. EDUC 5351 – Foundations of Education in America
EDUC 5351 is a course emphasizing the professionalism of teaching, major philosophies and theories of education, historical foundations of American education and the legal framework of public schools in the context of our nation’s increasingly diverse, multicultural society. Enrollment is limited to graduate students seeking initial teacher certification.

II. Course rationale
This course is designed to orient students to the institution of the school and its integral relationship with society through the acquisition of a professional knowledge base. The increasingly diverse student populations of our nation’s schools is emphasized.

III. State Adopted Proficiencies for Teachers
1. Learner-Centered Knowledge: The teacher possesses and draws on a rich knowledge base of content and technology to provide relevant and meaningful learning experiences for all students.

2. Learner-Centered Instruction: The teacher collaboratively identifies needs and implements appropriate pedagogical and assessment strategies using technology and other resources.

3. Equity In Excellence For All Learners: The teacher respects, addresses, and validates the needs of diverse learners.

4. Learner-Centered Communication: The teacher demonstrates effective professional and interpersonal communication skills and serves as an advocate for all students.

5. Learner-Centered Professional Development: The teacher is a reflective practitioner and demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

IV. TX Examinations of Educator Standards (TExES) Pedagogy and Prof. Responsibilities (PPR)
The five TExES EC-12 PPR competencies (out of 13 total TExES EC-12 PPR competencies) that are emphasized in EDUC 5351 are listed below.
Domain I. Designing Instruction and Assessment to Promote Student Learning

002 The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.

004 The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II. Creating a Positive, Productive Classroom Environment  (No major emphasis on comps within Domain II)

Domain III. Implementing Effective, Responsive Instr. & Assessment  (No major emphasis on comps within Domain III)

Domain IV. Fulfilling Professional Roles and Responsibilities

011 The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate with families.

012 The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

013 The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

V. High Impact Educational Practices (within in EDUC 5351)

A. Common Intellectual Experiences

B. Learning Communities

C. Collaborative Assignments and Projects

D. Diversity/Global Learning

VI. Course goals and learning outcomes plus alignment with competencies and proficiencies

Course goals:

A. Improve understanding of teaching as a profession and individual professional competence.

B. Gain familiarity of major philosophies and influence of educational theories on American education.
C. Acquire a professional historical knowledge base of American education.
D. Develop a professional understanding of current legal and ethical issues pertaining to U.S. schools.
E. Expand awareness and understanding of teaching a diverse student population.

**Student learning outcomes (The student will . . .):**

A-1. Identify characteristics that constitute a profession. Is teaching a profession?
A-3. Examine the ethics and standards of the teaching profession.

B-1. Recognize the pervasive influence that the major philosophies have had on education in the U.S.
B-2. Compare the educational theories of perennialism, progressivism, behaviorism, essentialism, existentialism, and social reconstructionism.
B-3. Formulate a personal philosophy of education.

C-1. Gain understanding of the influence of persons and events from earlier times and distant locations upon American education that include the following: Aristotle/Greece, Quintilian/Rome, St. Thomas Aquinas/Middle Ages, Erasmus/Renaissance, Martin Luther/Reformation, Comenius, Pestalozzi, Froebel, and more.
C-2. Describe the contributions/impact of American individual/events upon U.S. education that include the following: Benjamin Franklin, Thomas Jefferson, Noah Webster, Emma Willard, Horace Mann, Catherine Beecher, W.E.B. Dubois, John Dewey, Ella Flagg Young, Brown vs. Topeka BOE, Elementary and Secondary Education Act, Title IX, P.L. 94-142, A Nation at Risk, No Child Left Behind Act and more.
C-3. Outline historic events in the development of education in the United States.

D-1. Gain understanding of the impact that the three branches of federal government have upon American education.
D-2. Identify sources of education law such as due process in the 14th Amendment.
D-3. Describe the certification process for teachers in the State of Texas.

E-1. Develop awareness of the relationship between poverty and student achievement.
E-2. Increase understanding of students with special learning needs.
E-3. Develop awareness of the “historical evolution” of special education in our nation.
E-4. Acquire professionalism in speaking and writing about persons with disabilities.

**Alignment of EDUC 5351 Course Goals and Assignments with State Learner Proficiencies and TExES EC-12 PPR Competencies**

<table>
<thead>
<tr>
<th>State Learner Proficiencies</th>
<th>TEExES PPR Competencies</th>
<th>EDUC 5351 Course Goals</th>
<th>EDUC 5351 Course Assignments/Activities</th>
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<tbody>
<tr>
<td>Learner-Centered</td>
<td>002</td>
<td>B. Gain familiarity of major philosophies</td>
<td>Reading Responses</td>
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Knowledge
The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

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<tr>
<th>Knowledge</th>
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<td>and influence of educational theories on American education.</td>
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<tr>
<td>E. Expand awareness and understanding of teaching a diverse student population</td>
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Learner-Centered Instruction
To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

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Equity in Excellence for All Learners
The teacher responds appropriately to diverse groups of learners.

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Learner-Centered Communication
While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

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<tr>
<th>Learner-Centered Communication</th>
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<td>A. Improve understanding of teaching as a profession and individual professional competence.</td>
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<td>Philosophy of teaching response paper</td>
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<td>Reading responses</td>
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<td>Quizzes.</td>
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<td>Exams</td>
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Learner-Centered Professional Development
The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

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<td>C. Acquire a professional historical knowledge base of American education.</td>
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<tr>
<td>D. Develop a professional understanding of current legal and ethical issues pertaining to U.S. schools.</td>
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<td>Philosophy of teaching</td>
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<td>Professional org. membership</td>
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<tr>
<td>Current events in U.S. education</td>
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VII. Instructional methods and activities

A. Course orientation

1. Student Information and Assignment Form
Complete the **Student Information and Assignment Form** (found in the “Assessments” section of the top left side menu) and send to Dr. Ward via Bb Messages by 10:00 pm on Thursday, August 27. Ten points possible.

2. **Syllabus Quiz**
   Complete the course **Syllabus Quiz** (see “Assessments”) by 10:00 pm on Thursday, August 27. Ten points possible. In order to prepare for this quiz study your syllabus thoroughly and review the “Assessments” section of the course website in advance.

3. **Philosophy of teaching**
   Complete the **Philosophy of Teaching Response Paper** (see “Assessments”) and submit via the Discussion Forum by 10:00 pm on Tuesday, September 1. Forty points possible.

   The second part of the philosophy of teaching assignment involves responding to your peers’ papers. The **Philosophy of Teaching Response Paper Reply** to four classmates assigned by Dr. Ward is due by 10:00 pm on Tuesday, September 8. Respond to any two items on your four assigned classmates’ papers (eight total responses). Forty (8 x 5) points possible.

B. **Reading and writing**

1. **Reading responses**
   Four **Reading Responses** (Chapters 4, 7, 12 and ESPN 30 for 30 – Brave in the Attempt) will be assigned during the course to promote interaction among classmates and strengthen writing skills. Reading Response Guidelines are found in the “Assessments” section. Submit via the Discussion Forum by 10:00 pm on Wednesday, September 2; Wed., Sept. 9; Wed., Sept. 30 and Wed., October 7, respectively. Fifty points each, 200 total points possible.

   The **Reading Response Reply** to a classmate assigned by Dr. Ward will be due on Saturday, September 5; Saturday, Sept. 12; Saturday October 3 and Saturday, October 10. Ten points each, 40 total points possible.

2. **Top Twenty in American Education**
   This assignment involves a collaborative process that culminates with each individual student’s personal selection of his/her top twenty most influential persons, place or events in American education. The four parts of this assignment are as follows:
   - **Part I** – Develop tentative draft of personal Top Twenty in American Education
   - **Part II** – Present Top Twenty draft to group members and Dr. Ward (Sat, 9/19)
   - **Part III** – Group members formulate (by consensus) a collaborative Top Twenty (Wed, 9/23)
   - **Part IV** – Finalize/revise personal Top Twenty in American Education (Fri, 9/25)

   Assigned groups are found in the “Groups” section. Specific directions for this assignment are provided in the “Assessments” section. The finalized **Top Twenty in American Education** is due by 10:00 pm on Friday, Sept. 25 via Bb Messages. Two hundred total points possible.

C. **Exams**
1. **Pre/posttest**
   The pretest is **due by 10:00 pm on Thursday, August 27 via Bb Messages.**
   
The posttest is worth **20 points** must be completed within 30 minutes. **Due by 10:00 pm on Monday, October 12 via Bb Messages.**

2. **Unit Quizzes**
   Five unit quizzes will be assigned during the course (see the “Unit Quizzes” folder in “Assessments”). Quizzes over Chapters 1/2, 3/4 and 5/6 are **due by noon on the Tuesdays of September 1, 8 and 15, respectively.** The fourth and fifth quizzes over Chapters 9/10 and 11/12 are **due by noon on the Fridays of October 2 and 9. Forty points each, 200 total points possible.**

3. **Mid-term and final exams**
   The **mid-term exam** (see the “Exams” folder in “Assessments”) will be a comprised of varied objective items with a 90 minute time limit. One hundred and twenty points possible; **due by 10:00 pm on Monday, September 21 via Bb Messages.**
   
The **final exam** (see the “Exams” folder in “Assessments”) will be a short essay exam with a two-hour time limit. One hundred and twenty points possible; **due by 10:00 pm on Wednesday, October 14 via Bb Messages.**

   **Use of the course text and notes are permitted while writing the exams. However, any two or more exams that are identical (word for word) will each receive ZERO CREDIT.**

VIII. **Evaluation and grade assignment**

   **Course requirements:**

<table>
<thead>
<tr>
<th>Course requirements</th>
<th>points possible</th>
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<tbody>
<tr>
<td>I. Course orientation</td>
<td>100</td>
</tr>
<tr>
<td>A. Student Information and Assignment Form</td>
<td>10</td>
</tr>
<tr>
<td>B. Syllabus Quiz</td>
<td>10</td>
</tr>
<tr>
<td>C. Pre/post philosophy of teaching</td>
<td>80 (40, 8 x 5)</td>
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<tr>
<td>II. Reading and writing</td>
<td>440</td>
</tr>
<tr>
<td>A. Readings responses and peer feedback</td>
<td>240 (4 x 50, 4 x 10)</td>
</tr>
<tr>
<td>B. <em>Top Twenty in American Education</em> ind./group activity</td>
<td>200</td>
</tr>
<tr>
<td>III. Exams</td>
<td>460</td>
</tr>
<tr>
<td>A. Pre/posttest</td>
<td>20 (*, 20)</td>
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<tr>
<td>B. Online quizzes</td>
<td>200 (5 x 40)</td>
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<tr>
<td>C. Exams</td>
<td>240 (2 x 120)</td>
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</table>

   **total points possible =1000**

   **Grading scale:** **A = 1000 – 900 points**
B = 899 – 800 points  
C = 799 – 700 points  
D = 699 – 600 points  
F = 599 points and below

**Assignments:** Professionalism is expected in your written assignments. Adherence to directions/grading rubrics and proper acknowledgement of others’ works are essential. Points will be deducted for misspelled words, errors in mechanics, grammar errors, etc.

**Late work:** Assignments submitted within one week past the due date will be accepted for a maximum of 75% credit; one week or more past the due date for a maximum of 50% credit. **Final day to submit late work is Saturday, October 10.**

**IX. Course Policies and Schedule**

*Advice from Dr. Reinhardt*

- EDUC 5351 is a compacted course representing three semester credits hours which has previously been delivered as a full-semester course. Therefore, until the course is completed, “*each day there will be something to do.*” The “Course unit sequence” found in the left menu provides a weekly agenda for each of the five units along with the mid-term and final exam weeks.

- Read and study the syllabus prior to beginning the course. Review the syllabus periodically so that you are able to “*stay one step ahead.*” Create your own EDUC 5351 work schedule by merging the course assignments/due dates into your own personal calendar.

- Consider these questions . . . “Is teaching a profession?” . . . “Does our society expect its professionals to undergo rigorous training to be effective in difficult, challenging situations?” If so, then you should expect an element of rigor in your preparation for becoming a professional educator. “*Work hard, have fun!*”

**Week One  Orientation Unit** – EDUC 5351-Foundations of American Education

- **Student Information and Assignment Form**  
  (due Thursday, August 27 by 10:00 pm via Bb Messages)

- **Syllabus Quiz** (due Thursday, August 27 by 10:00 pm)

- **Pretest** (due Thursday, August 27 by 10:00 pm via Bb Messages)

- **Philosophy of Teaching Response Paper** (due Tuesday, September 1 by 10:00 pm)
Unit One - The profession of teaching

Read: Chapter 1 – Status of the Profession
     Chapter 2 – Development of the Profession

Quiz (1) – Chapters 1 & 2 (due by noon on Tuesday, September 1)

Week Two  Unit Two - Major philosophies, Educational theories

Read: Chapter 3 – The Major Philosophies
     Chapter 4 – The Impact of Educational Theories on Ed. Practice

Reading Response (1): Chapter 4 (due on Wednesday, September 2)
Reading Response Reply (1): Chapter 4 (due on Saturday, September 5)

Philosophy of Teaching Response Paper Reply (due by 10:00pm Tuesday, Sept. 8)
Quiz (2) – Chapters 3 & 4 (due by noon on Tuesday, September 8)

Week Three  Unit Three – Historical Foundations of American Education

Read: Chapter 5 – European Heritage and Colonial Experience
     Chapter 6 – From Revolution to the Twentieth Century
     Chapter 7 – From the Progressive Movement to the Present

Reading Response (2): Chapter 7 (due on Wednesday, September 9)
Reading Response Reply (2): Chapter 7 (due on Saturday, September 12)

Quiz (3) – Chapters 5 & 6 (due by noon on Tuesday, September 15)

Week Four  Mid-Term Exam and Top Twenty in American Education

Initial, tentative Top 20 (submit via Discussion Forum by midnight, Sat., Sept. 19)

Mid-term exam (submit via Bb Messages no later than 10:00 pm, Mon., Sept. 21)

Collaborative Top 20 (submit via Discussion Forum by 10:00 pm, Wed., Sept 23)

Individual Final Top 20 (submit via Bb Messages by 10:00 pm, Friday, Sept. 25)

Week Five  Unit Four – Legal Framework of American Schools
Read: Chapter 11 – Legal Framework for the Public Schools
Chapter 12 – Teachers, Students, and the Law

Reading Response (3): Chapter 12 (due on Wednesday, September 30)
Reading Response Reply (3): Chapter 12 (due on Saturday, October 3)

Quiz (4) – Chapters 11 & 12 (due by noon on Friday, October 2)

Week Six  Unit Five – Introduction to Diverse Student Populations
Multicultural education, Multiple intelligences, Education of students with special learning needs

Read: Pages 219 – 221 (found in Chapter 8)
Chapter 9 – Responding to Diversity
Chapter 10 – Students at Risk and At-Risk Behaviors

(Google search – “ESPN 30 for 30 – Brave in the Attempt"
Reading Response Reply (4): *Brave in the Attempt* (due on Saturday, October 10)

Quiz (5) – Chapters 9 & 10 (due by noon on Friday, October 9)

Week Seven  Posttest (submit via Bb Messages no later than 10:00 pm, Monday, October 12)
Final exam (submit via Bb Messages no later than 10:00 pm, Wednesday, October 14)

X.  Textbook


XI.  Bibliography
Carbone, Eric (Dec 2001). Arranging the Classroom with an Eye (and Ear) to Students with ADHD, Teaching Exceptional Children, Vol. 34, No. 2, pp 72-81.


XII. Grade Appeals
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held
to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Website at http://www.tamucc.edu/provost/universityrules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816. The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination. http://disabilityservices.tamucc.edu

XIV. Academic Honesty
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm