

The College of Education and Behavioral Studies
School of Education
Houston Baptist University

Course Syllabus
EDUC 2330: Foundations of American Educational Thought

Fall 2014

COURSE DESCRIPTION

This course of study introduces the historical, philosophical, and sociological influences that have shaped the dynamic nature of private and public educational systems in the United States. Emphasis is placed on the Christian influence on education, great educational leaders, as well as examining the future of education. A great variety of selected classical readings are included with authors such as William Penn, Benjamin Franklin, Thomas Jefferson, Noah Webster, Ralph Waldo-Emerson, G. Stanley Hall, John Dewey, Booker T. Washington, Jane Addams, W.E.B. Du Bois, E.L. Thorndike, and others. An overview of the many facets and issues of teaching are introduced.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

No Prerequisite. This course is available to all HBU students. Education students must take this class before applying for acceptance into the Teacher Education Program.

DATE AND TIME OF CLASS MEETINGS:

Tuesday and Thursday, 12:30-1:45 in Hinton room 126

INSTRUCTOR INFORMATION

Name/Title: Dr. Dina Flores-Mejorado

E-mail: dflores@hbu.edu

Office Phone: 281-649-3090

Office Location: Hinton 327

Office Hours: M Off-Campus; T 2:30-6:30; W 3:30-6:30

M 7:55-8:55pm; T 9:00-10:00; W 9:00-10:00 *Available by appointment.*

LEARNING RESOURCES

Course Text(s):

Kaplan, L. S. & Owings, W. A.(2011). *American Education: Building a Common Foundation*. Belmont, CA: Wadsworth. ISBN-13: 978-0495599395

Supplementary Text:

Milson, A. J., Bohan, C. H., Glanzer, P. L.,and Null, J.W. (2004). *Readings in American Educational Thought: From Puritanism to Progressivism*. Greenwich, CT: Information Age Publishing.: ISBN13: 978-1593112530

TASKSTREAM Registration Card available at HBU Bookstore

Other Required Materials: Use of Blackboard, articles from the Internet, and other sources as needed.

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, “Jesus Christ is Lord.”

In relation to the mission of the University, this course will help students’ development of critical and creative thinking, compassion, responsibility, ethics, professionalism and a continuing interest in learning, strive for academic excellence in a supportive atmosphere for students from all backgrounds which fosters intellectual and social interaction in the teaching-learning processes, and explore the relationship of teaching to Christian purpose and service.

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop both knowledge and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

In relation to the stated goals and purpose of the College of Education and Behavioral Sciences, this course will promote the exploration of their personal philosophy of teaching and its relationship to their Christian mission, provide students with an overview of the history of American public schools with a strong emphasis on the intertwining of religion with the development of schools, and support students in learning experiences designed to help develop their teaching abilities in an encouraging, Christian environment.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES

The mission of the Department of Curriculum and Instruction is to assist in the development of knowledgeable and effective teachers so they may realize their fullest potential in service to God and humanity.

To accomplish this mission, we will provide students with the following:

- courses containing essential concepts and teaching strategies that reflect sound theories and research-based instructional practices as well as in depth content knowledge;
- courses designed to give students supported fieldwork experiences in local schools allowing them to put theory into practice;
- coursework and fieldwork designed to address the complex challenges of an increasingly diverse and technological society; and
- an enriched educational experience that allows students to develop a sound philosophy of education that reflects Christian values and ethical principles.

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

1. Describe and discuss dynamic areas in education that are current topics of discussion in the United States and their impact on learning. (See Article Analysis and Final Exam Review for a list of specific concepts)
2. Identify major milestones in the history of education (Christian and secular) in the United States and describe their impact on current educational practice in private and public venues. (See Midterm Review for list of specific concepts)
3. Analyze the influence of various educational leaders after reflectively reading and studying a variety of selected classical readings. (See Classical Readings Critique & Midterm Review for list of specific concepts)
4. Reflectively develop and write an individual professional philosophy of education based upon classical educational philosophies. (See Educational Philosophy Position Statement for list of specific concepts)
5. Describe the organizational structure of the American educational system including its relationship to democracy, economics, ethics, social mobility, and equity. (See Internet Research Task and Final Exam Review for a list of specific concepts)

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Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

SCHOOL OF EDUCATION REQUIREMENTS RELATED TO STATE AND NATIONAL STANDARDS

- The course learning objectives acquired through the experiences in this course support-state and national standards including the TEA Standards for Pedagogy and Professional Responsibilities, the International Dyslexia Association (IDA) Standards for Reading, and Requirements of the Texas Administrative Code 9 (TAC §228.30) and H.B.2012.
- Appropriate grade level TEA guidelines and TEKS are also included as part of this course.
- A matrix at the end of this document indicates the TAC §228.30 and H.B.2012 requirements addressed
- A list of specific TexES competencies and International Dyslexia Association (IDA) Reading Standards for this course is presented below.

TExES Competencies

The following TExES Pedagogy and Professional Responsibilities *Insert the name of the appropriate exam* Competencies are addressed in part or in full in this course:

Domain II Designing Instruction and Assessment to Promote Student Learning

Competency 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

Domain IV Fulfilling Professional Roles and Responsibilities

Competency 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.

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

IDA Standards.

The following International Dyslexia Association (IDA) Reading Standards are addressed in part or in full in this course:

This is a Pre-Education course and does not include the IDA standards.

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. Teaching as a Profession
 - a. Qualities of effective teachers
 - b. Moral Purpose-Goodlad & Noddings
 - c. INTASC Standards
 - d. Teacher's Code of Ethics
 - e. Teachers' Rights and Responsibilities
 - f. Students' Rights and Responsibilities
2. History of American Public Schools
 - a. Four types of early schools
 - b. Differences between education in the northern and the southern colonies
 - c. Separation of church and state
 - d. Factory model of schools-Gary, Indiana
3. Individuals who impacted American education
 - a. Horace Mann & Henry Barnard
 - b. Catherine Beecher
 - c. Booker T. Washington & W.E.B. Dubois
 - d. G. Stanley Hall & John Dewey
4. Legislation that impacted American education
 - a. Brown vs the Board of Education
 - b. Title IX
 - c. IDEA
 - d. No Child Left Behind Act
5. Philosophies of Education
 - a. Perennialism
 - b. Essentialism
 - c. Progressivism
 - d. Existentialism
 - e. Critical Theory
6. Purposes of Education
 - a. Intellectual
 - b. Social
 - c. Political
 - d. Personal
7. Education Critics Perspectives
 - a. Conservative

- b. Liberal
- c. Critical Theory

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. Reading, lecture, and discussion
2. Reflection (both oral and written)
3. Media presentations
4. Small group activities and simulations
5. Technology: Discussion board, student research , and student creation of media

ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

Course Requirements. See the agenda at the end of this syllabus for due dates.

Assignment ¹	Learning Objective(s)	Standards ²	Point Value
Current Issue Article Analysis and Reflection	1	PPR II 002 PPR IV 013	5%
Internet Research Task	2	PPR II 002 PPR IV 013	5%
Classical Readings Critique	3	PPR II 002 PPR IV 012, 013	10%
Educational Philosophy Position Statement	4	PPR II 002 PPR IV 012, 013	10%
Group Research and Presentation	5	PPR II 002 PPR IV 012, 013	15%
Midterm Exam	1,2	PPR II 002 PPR IV 013	20%
Final Exam	3,4	PPR II 002 PPR IV 012, 013	20%
Class Participation & Blackboard Activities	1-5	PPR II 002 PPR IV 012, 013	15%

¹ Descriptions and rubrics for assignments are included at the end of this document.

² These assignment/activities develop and/or assess state and national standards including TExES competencies and PPR competencies previously listed.

Grading Standards

School of Education Undergraduate Grading Scale:

92-100 (A); 84-91 (B); 76-83 (C); 70-75 (D); <70 (F)

Student Appraisal

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

ATTENDANCE: Absence and Tardy Policies . In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than eight absences occur, the course grade will be “F” no matter what test and paper scores might be.

ACADEMIC ACCOMODATIONS:

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard. Documentation of Difficulties_If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

Late Work. Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup. All assignments are expected to be completed in their entirety by the beginning of class on the date due, even if the student is not in class. Late work will only be accepted during the next class session (with a twenty-point grade penalty) unless there is proper documentation for illness or other emergency situations beyond the control of the student. Email submissions are accepted if there is not a Blackboard area for submission. No work will be accepted after the last day of class.

Missed Tests. All the tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given ONLY when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

Use of Electronic Devices. During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.

Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Dr. Dina Flores-Mejorado

Dr. Dina Flores-Mejorado

7/1/14

Instructor's Signature

Date

EDUC 2330 Foundations of American Educational Thought
TENTATIVE SCHEDULE

Textbooks: American Education: Building a Common Foundation-**AE**
 Readings in American Education Thought-**R**

Class Date or Meeting:	Topic:	Assign:	Due:
August 26	Course Overview Chapter 1	Read Chapter 1-AE BB Discussion 1	
August 28	Chapter 1	AE-chp.2 Article Analysis	
September 2	Chapter 2	AE-chp.2 BB Discussion 2	BB Discussion 1
September 4	Chapter 2	AE-chp.3	Article Analysis
September 9	Chapter 3	AE-chp.3 BB Discussion 3	BB Discussion 2
September 11	Chapter 3	AE-chp. 3	
September 16	Readings in American Educational Thought DVD School in America	R-Chapters 1-4 In class Activities	BB Discussion 3
September 18	Readings in American Educational Thought DVD School in America	R-Chapter 5-8 In class Activities	
September 23	Chapter 4	AE-chp. 4 BB Discussion 4	
September 25	Chapter 4 Readings in American Educational Thought DVD School in America	AE-chp. 4 Internet Research Task	
September 30	Readings in American Educational Thought DVD School in America	R-Chapters 9-12 In class Activities	BB Discussion 4

October 2	Chapter 5 Readings in American Educational Thought DVD School in America	AE-chp. 5 BB Discussion 5	Internet Research Task
October 7	Chapter 5 Readings in American Educational Thought DVD School in America	AE-chp. 5 R-Chapters 13-16	
October 9	Chapters 4 & 5 Readings in American Educational Thought DVD School in America	AE-chapters 4 & 5 R-Chapters 1-16 Online Review	BB Discussion 5
October 14	Review for Midterm	AE-Review Chapters 1-5 R-1-16	Online Review
October 16	Midterm		
October 21	Classical Readings Critique	Online Critique Assignment R-Chapters 1-30	
October 23	Chapter 6	AE-chp.6 Philosophy of Education	Online Critique Assignment
October 28	Chapter 6	AE-chp.6	
October 30	HBU Job Fair	McNair Hall	
November 4	Chapter 7	AE-chp. 7 In-class activities	Draft of Philosophy
November 6	Chapter 7	AE-chp. 7 In-class activities	
November 11	Chapter 8	AE-chp. 8 In-class activities	
November 13	Chapter 8	AE-chp. 8 In-class activities	Philosophy of Education
November 18	Chapters 9,10,11,12,15,16	AE- Chapters 9,10,11,12,15,16 R-Reference Group Project	

November 20	Chapters 9,10,11,12,15,16	AE- Chapters 9,10,11,12,15,16 R-Reference Work on Group Project	
November 25	Chapters 9,10,11,12,15,16 Project Presentations		Group Project
December 2	Chapters 9,10,11,12,15,16 Project Presentations		Group Project
December 4	Online Review for Final	Study for final exam	
	Final Exam		

** Changes to the tentative agenda will be made as warranted by the professor with timely student notification.*

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics described in the course syllabus . These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TexES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies.** I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign this** form then turn it in to the professor.]

Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30*

PPR Standard	Curriculum Topic TAC §228.30	Essential Components: Additional Information	Learning Experiences, Products &/or Assessments
I, III	1. Reading Instruction : A variety of theories and methods appropriate for teaching these five essential components of reading instruction.	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations)	No formal reading instruction is directly studied in this class, but is reflected in historical and current issues in education.
II, IV	2. Code of Ethics	Texas Educators' Code of Ethics TAC§ 247.2 Ethics videos: http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qlz1NjEWFEMtxaBMvC	Ethics are discussed and emphasized in this course
I, II, III	3. Child Development	A variety of theories for child development.	Cultural and classroom effects on child development are studied.
I, II, III,	4. Motivation	A variety of theories & methods appropriate for teaching motivation.	In the context of educational philosophies, motivation is studied.
I, II, III	5. Learning Theories	A variety of learning theories	Curricular concerns address learning theories associated with today's classrooms and the accountability movement
I, III	6. TEKS Organization,	http://ritter.tea.state.tx.us/teks/http://www.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	Overview of the TEKS.
I, III	7. Content TEKS		Overview of the TEKS.
I, II, IV	8. State Assessment of Students & STAAR: Testing,	Requirements , responsibilities, scoring, analysis & use of results http://www.tea.state.tx.us/student.assessment/staar/	Overview of the STARR
I, II, III	9. Curriculum Development & Lesson Planning	A variety of theories & methods appropriate for teaching curriculum development & lesson planning.	Current Curricular concerns, such as designing curriculum for effective learning, are discussed.
I, III	10. Classroom Assessment and Diagnosing Learning Needs	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	Assessment and its role in the era of accountability are examined.
II, IV	11. Classroom Management	A variety of theories & methods appropriate for teaching classroom management.	Classroom organization and climate in this diverse era is examined.
I, II, III, IV	12. Special Populations ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/biling/elps.html National Assoc. for Gifted Children Teacher Knowledge and Skills http://www.nagc.org/index2.aspx?id=1863 TEA website resources http://ritter.tea.state.tx.us/special.ed	A. ESL/ Bilingual /ELPS : Learning strategies , Listening ,Speaking , Reading & Writing	
		B. G/T: Learner characteristics and development , Instructional strategies, Socio-cultural influences & Identifying GT	
		C. Special Education: Acronyms/Terms , Modifications/ Accommodations, Inclusion, Parent Involvement , Discipline & Mental or emotion disorders including: characteristics of the most prevalent mental or emotional disorders among children, identification of mental or emotional disorders, effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and support, and notice and referral to a parent or guardian of a student with a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.	Diversity in the schools and the ways to achieve equity of education are explored.
III, IV	13. Parent Conferencing and Communication Skills	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	Skills in communication at a professional level are enhanced through readings and discussions.
I, III	14. Instructional Technology http://www.sbec.state.tx.us/SBECOnline/stanetest/edstancertfieldlevl.asp	SBEC Technology Standards for All Teachers 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	An Internet research activity promotes the students to access and evaluate professional resources and Websites.
I, III, IV	15. Pedagogy/ Instructional Strategies	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. http://olc.spsd.sk.ca/DE/PD/instr/index.html	Course reading, activities, assignments, and projects, all include the appropriate use of varied instructional strategies.

I, II, III, IV	16. Differentiated Instruction	A variety of instructional strategies suitable for differentiating instruction.	Differentiating instruction is discussed in coursework and readings.
IV	17. Certification Test Preparation (6 clock hrs required)	Testing study guides, standards, frameworks, competencies, practice tests www.texas.ets.org	
TAC §228.35 & H.B. 2012 Requirements			
I,	Dyslexia: Detection and education of students with dyslexia [TAC RULE §228.35 (4)]	1. Characteristics of dyslexia 2. Identification of dyslexia 3. Effective, multisensory strategies for teaching students with dyslexia Dyslexia Informational Power Point Dyslexia Handbook - English (PDF, 2.45 MB, outside source)	
IV	Legal & Employment Issues	Contract abandonment & the effect of supply & demand forces on the educator workforce in TX (including difficulty of getting jobs in the I 35 Corridor from Dallas/Ft Worth to San Antonio)	This is discussed and assessed on final exam
	Status of HBU program	Pass rates & accreditation status	Current status of program
IV	Teacher & principal evaluation PDAS:: http://www4.esc13.net/pdas/	PDAS; the purpose & process, what is evaluated, what the evaluation instrument look like, how could you can appeal.; the PDAS Teacher Manual which is required to be given to all teachers.	
I,II,III,IV	Skills & Expectations of Educators	The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in Texas	Educator's rights and responsibilities are examined and assessed on Final exam

Article Analysis Assignment Overview

Directions: Select an article of educational interest focusing on a particular course topic. Articles may originate from reputable contemporary sources or from the journals listed in the Textbook resources or other professionally orientated sources approved by the professor. Articles you choose must be at least 2 pages and be no more than 4 pages in length. They may be no older than three months.

TEMPLATE For Cover Sheet

Due Date.

Student.

Article Documentation

Title (APA format).

Length of article (# of Pages).

Source of article (journal, magazine, website, etc.).

Attach a copy of the article.

Submission: Hard copy. Points will be deducted for late submissions when graded.

- 1. Brief summary of article. (400-600 words: 40%)**
- 2. Reflection. (400-600 words: 40%)** As you reflect on the reading of this article, please be sure to consider the questions listed here along with any other comments that you believe are important. Write this as a narrative in paragraphs, not a listing of answer responses to each numbered question. These are intended to assist you in your reflection, not to prescribe it.
 1. What did you learn from this article?
 2. Do you agree with the information and/or author's point of view? Why or why not?
 3. What are the implications of the article for teachers and other professionals?
 4. Does any of the information relate to your educational perspective?
 5. Do you think you will use any of this information in your teaching or work with children?
 6. Is the basic focus or premise of the article supported by other research or professional reputable educational organizations?
 7. How does this article relate to topics studied in this course and to the students in this class?

Additional comments that you may have. (10%)

Article Rating and opinion. (10%) Please indicate how you would rate this article and why:

- 1 Not worthy of recommendation.
- 2 Has some good information.
- 3 Contains some very valuable information.
- 4 Recommended for reading and keeping in professional library.
- 5 Everyone in class should have a copy, read, and discuss.

You may also offer additional comments related to your opinion of the article.

Houston Baptist University
EDUC 2330
Foundations of American Educational Thought
Writing a Personal Educational Philosophy

Assignment:

Write a three page paper about your personal philosophy of education.

Be sure to include information from the 4 classic educational philosophies to supplement your personal philosophy. Ex. "Like progressive education, I believe children should learn by doing. In my classroom..." Also, include instances from your own experiences as a student or in a teacher role to illustrate how your beliefs developed.

You need to be sure to address the following areas as you write your philosophy:

What do you want your classroom to be like?

What do you believe children should learn?

How do you think they should be taught?

How do you think they should be treated as learners?

The additional information in the textbook can also be used to support your personal philosophy. The Critical Theory may be included.

A reference site for the classic philosophies is found at
http://en.wikipedia.org/wiki/Educational_perennialism
http://en.wikipedia.org/wiki/Educational_Progressivism
http://en.wikipedia.org/wiki/Educational_essentialism
http://en.wikipedia.org/wiki/Educational_existentialism#Education

An essay format with an introduction, body, and conclusion should provide the structure for your Educational Philosophy. Use the guidelines for a good college paper which are included in your syllabus. Follow all of the conventions of proper writing in argument, mechanics, and style. You will prepare a draft first and then complete a final copy after receiving edits. Use a size 12 font and double space your paper

Here is an excellent reference web link to assist you:

<http://www.edulink.org/portfolio/philosophies.htm>

GENERAL EVALUATION RUBRIC FOR COLLEGE WRITING AND PAPERS

Students sometimes do not understand how a paper is graded. The explanation of grading here derives from standards for *Advanced Placement* exams, and is called a "grading rubric". Note that this is the standard expected of good pre-college students. It outlines basic elements of a good paper, and attaches grades to them. The basic grade of a paper derives from its content. The difference between the higher and lower grades here may depend on issues such as presentation.

The Superior Paper (A/A-)

Thesis: Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

Structure: Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

Use of evidence: Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.

Analysis: Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.

Logic and argumentation: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.

Mechanics: Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

The Good Paper (B+/B)

Thesis: Promising, but may be slightly unclear, or lacking in insight or originality.

Structure: Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

Use of evidence: Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.

Analysis: Evidence often related to mini-thesis, though links perhaps not very clear.

Logic and argumentation: Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.

Mechanics: Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

The Borderline Paper (B-/C+)

Thesis: May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.

Structure: Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

Use of evidence: Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.

Analysis: Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.

Logic and argumentation: Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.

Mechanics: Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.

The "Needs Help" Paper (C/C-)

Thesis: Difficult to identify at all, may be bland restatement of obvious point.

Structure: Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

Use of evidence: Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner.

Analysis: Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.

Logic and argumentation: Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.

Mechanics: Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices.

The Failing Paper

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis.

Source Adapted from a Internet post by Patrick Rael <prael@polar.Bowdoin.EDU>, " Re: what to say to students", [H-Teach@msu.net], 2 April 1996.

Philosophy of Education Rubric

Criterion	Undocumented 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable	Score
Idea Development	The statement does not address the author's views about the purposes of education, guiding educational principles, understanding of learning, and/or the most appropriate strategies for teaching. The statement is incoherent or extremely brief or contains major logical inconsistencies.	Statement expresses the author's views about the purposes of education, guiding educational principles, understanding of learning, and/or the most appropriate strategies for teaching, but is ambiguous or not connected.	Statement logically develops the author's views about the purposes of education, guiding educational principles, understanding of learning, and/or the most appropriate strategies for teaching. However, the statement is not always consistent and/or convincing.	Using generally sound assumptions and arguments, based in practical experience, the statement logically develops the author's views about the purposes of education, guiding educational principles, understanding of learning, and/or the most appropriate strategies for teaching.	Using sound assumptions and arguments, the statement logically develops the author's views about the purposes of education, guiding educational & philosophical principles, understanding of learning, and/or the most appropriate strategies for teaching. Statement includes sound ethical or psychological arguments and not just practical ones.	Score: _____
Illustrative Examples	No illustrative examples are included.	Supporting examples are inadequate or of unclear relevance.	Examples in support of points are relevant but general or not based in experience.	Supporting examples from the writer's experience are specific and pertinent.	Specific examples from the writer's personal experience, academic work, or field experience illustrate points in a vivid or memorable way.	Score: _____
Quality of Writing	The statement is very difficult to read because of its style, usage, mechanics, or organization.	The statement, though comprehensible, has obvious problems in two of the following areas: style, usage and mechanics, or organization.	The statement is understandable plus two of the following: 1) organized, 2) free from errors of mechanics and usage, 3) in an appropriate academic style.	The statement is clear, well organized, free from errors of mechanics and usage, and written in an appropriate academic style.	In addition to being clear, well organized, free from errors of mechanics and usage, and written in an appropriate academic style, the statement 1) has a single, unifying theme and 2) is strongly suggestive of the writer's voice.	Score: _____

Comments:

Total: _____

Foundations of American Educational Thought

Online Classical Readings Critique Activity

For the Chapter assigned to you, please follow the directions to complete the Online Critique Activity. Post your answer as a reply to the Discussion message. (10 points per question)

1. What is the title or titles of the reading(s) in your chapter?
2. Who is the author?
3. Find and record the addresses of two websites that contain more information about the author.
4. List three facts about the author-one from the book, and one from each of the websites.
5. Write a summary for your selection. If you have more than one selection in your chapter, you need to summarize each one. Each summary **must be a minimum** of three sentences.
6. What effect do you think this article had on the development of schools?
7. Was there anyone at that time who believed the same thing as your author, or was there anyone who was opposed to your author?
8. How does this article relate to education or schools today?
9. What is your opinion of the article?
10. Can you find this selection online? If so, list the web address.

Assessment:

Assessment will be based on accuracy of information and/or depth of reflection as the question requires. If there is a requirement within the question, such as a summary must be a minimum of three sentences, that requirement must be met to receive full credit. Each question is worth a total of 10 points.

Foundations of American Education Thought Internet Research Activity

Complete the tasks described below. Turn in your responses stapled together with a cover sheet. Assessment is based on the accuracy of information or depth of reflection in relating the information to the course. Follow the directions for each section carefully.

Part I: District Web Sites - 45 points

Visit at least **three** of the District web sites listed below. You will record three items of information for each District web site that you explore. Find two facts you did not know before and one item on the website that relates to what we have been studying concerning the development of American Public Schools. Tell how the item relates.

Aldine ISD	www.aldine.k12.tx.us
Alief ISD	www.alief.isd.tenet.edu
Cypress-Fairbanks ISD	www.cfid.net
Fort Bend ISD	www.fortbend.k12.tx.us
Houston ISD	www.houstonisd.org
Katy ISD	http://www.katyisd.org/Pages/default.aspx
Lamar Consolidated ISD	http://www.lcisd.org/en/Default/Default.aspx
Spring Branch ISD	http://www.springbranchisd.com/
Stafford Municipal SD	www.stafford.msd.esc4.net

Part II: Teaching Web Sites - 30 points

The sites below are samples of web sites that are potentially valuable to teachers. Visit and explore two of the sites. Write two or three sentences for each site describing what you find. Write one additional sentence telling how the sites you chose relate to the development of American Public Schools.

www.teachingk-8.com	www.teachernet.com
http://www.free.ed.gov/	www.surfnetkids.com
www.yahoo.com/Education	www.bigchalk.com
www.tea.state.tx.us	www.sbec.state.tx.us

Part III. Correlated Web site- 25 points

"School: The Story of American Public Education" is the companion web site for a documentary that chronicles the development of public education in America from the late 1770s to the 21st century. It provides photos, stories of innovators, & more. (NEH)

<http://www.pbs.org/kcet/publicschool/>

Explore this web site and write a paragraph concerning the three items of information that you found most interesting on the web site. Be sure to include why you chose those three as the most interesting.

Houston Baptist University
Foundations of American Educational Thought
EDUC 2330

Group Presentation Planning Guide

The class will be divided into groups. Each group will select a chapter which they will teach or present to the class. The time limit for the presentation is 7 minutes. You will have 3 class periods to assist you in your group planning. Each member should have equal responsibilities for the planning and the presentation. Be sure to identify the important points in your chapter that need to be included. Groups will need to decide on organization, a visual, brief participation by the other students in the class during the presentation, and a way to introduce and close the presentation effectively. The following planning sheet is to be completed electronically and submitted prior to the presentation. Students will receive both an individual and a group grade for the presentation.

Group Number_____

Chapter selected_____

Members of the Group

- 1.
- 2.
- 3.
- 4.
- 5.

List the important points in the chapter selected:

- 1.
- 2.
- 3.
- 4.
- 5.

List the roles or responsibilities of each member

- 1.
- 2.
- 3.
- 4.
- 5.

Describe how you plan on beginning the presentation:

Describe the type of visual you will use:

Describe the brief interaction that you will have to include students in the class.

Describe how you will end the presentation:

Rubric for Chapter Presentation Project

Criteria-Expectation Level	Yes	Somewhat	No
Each element is 10% of Task Grade.			
Content & Organization			
1. All key elements of the assignment are addressed.			
2. The content is comprehensive, accurate, and/or persuasive.			
3. The introduction/summary provides sufficient background on the topic and previews major points.			
4. Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically.			
5. The presentation has a clear ending and relates to previous information.			
Presentation Are the students professional in presentation of the report and execution of delivery?			
1. Professional Presence. Presented in a professional manner and demeanor with mastery of topic evident throughout			
2. Delivery Eye contact with audience.			
3. Audience Interaction An opportunity was given for the viewers to have a role in the presentation.			
4. Visual Aid Group has an excellent visual aid that is directly related to the content of the presentation			
5. Organization Presentation flowed with ease due to proper preparation and rehearsal.			

Comments:

Task Grade _____