

Washburn University  
**Syllabus & Course of Study for  
ED 385 – Foundations of Education**

Fall, 2006

Dr. G. Daniel Harden

Carnegie 107

Office Hours: T-Th 9:30-10:30 a.m. and 2:15-3:00 p.m.

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(Students are encouraged to use the home phone number if there is any difficulty in making contact otherwise. No apologies are necessary.)

**Text:**

McNergney, Robert F.. and Joanne M. Flerbert. (1995) Foundations of Education: the challenge of professional practice. Nedham Heights, MA: Allyn & Bacon

**Course Description:**

This is a survey course describing the social, cultural, legal, historical, and philosophical bases of American education. Students are encouraged to develop a professional perspective based upon an understanding of essential education foundations.

Prerequisite: ED 200 (Developing Person)

**Dimensions of Reflective Practice**

The Department of Education has a goal to education Reflective Educators. This course supports development of Reflective Educators through readings, assignments, and class discussions that allow teacher candidates to engage in:

- **Reflection on self as an emerging, developing, and maturing professional** – course readings, discussions, and assignment provide opportunities for teachers to explore and challenge beliefs held about teaching and learning as they review material regarding issues concerning the history and philosophies of American education, and contemporary educational issues facing schools, teachers, and students.
- **Reflection on the context of teaching and learning** – teachers are able to review and reflect on research that explores the effectiveness of educational practices on various learning environments.
- **Reflection on student differences** – teachers are able to review and reflect on research that explores the impact of student differences (i.e., developmental, social, cultural, exceptionality) on student learning and understand the historical factors that have behind these differences.

- **Reflection on methods and materials** – teachers are provided opportunities to reflect on different historical and philosophical approaches and modalities to understanding educational development.
- **Reflection on assessment as a process for change** – teachers review literature related to school and academic success, and relate this to change.

### **Diversity Proficiencies**

The Department of Education develops courses to assist students as they develop knowledge and skills to help all students learn. In this course, students will have opportunities to review research that explores:

- ways in which perspectives of different cultures have had an affect on the historical development of schools and educational practice;
- the impact that culture/ethnicity, socioeconomic status, and exceptionality have historically had on student education (equity pedagogy);
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- issues of race and class have affected educational processes (prejudice reduction);
- the impact of the school community on the teaching/learning context as experienced by various individuals and groups (empowering school culture).

### **Major Course Objectives:**

1. To rationally examine some of the underlying thinking and assumptions that Americans hold relative to education and schools, especially as they specifically relate to the social, emotional, physical and health needs of children.
2. To understand the relationships between culture and schools, especially as they relate specifically to the social, emotional, physical and health needs of children.
3. To become familiar with and reflect upon key educational thinkers, their ideas, and their contributions to practice.
4. To better understand the demographic and structural problems facing contemporary young people and the American educational system, especially as they relate to the social, emotional, physical and health needs of children.

5. To understand the working of the school within the context of the American legal system.
6. To be acquainted with various recent attempts at school improvement and reform, including special education and inclusion issues in relation to changing sociological environments.

### **Course standards**

The usual expectations of attendance, insightful reading, reflective thinking, and pertinent discussions are appropriate to this class.

#### A. Research Paper

A six to eight page research paper is required of students enrolled in ED 385. This paper should rationally explore the background of some educational problem and present at least two reasonable solutions or conflicting interpretations of a problem that has been proposed. Students are encouraged to advocate specific solutions to problems but should do so in a reasoned and objective manner. The topic of the research paper should be discussed with and approved by the instructor by the end of the third or fourth week of the semester. Because this paper will be the basis of a required PowerPoint presentation to the class of between 15 and 20 minutes, each student must choose a separate topic which will be registered with Dr. Harden. If any student has technical issues or problems, he is encouraged to discuss them with Dr. David Pownell (Ext. 1431).

#### B. Independent Reading/Film

To receive a “B” in this course it is necessary to independently read one book from the course bibliography and write a review/essay of the book which will follow the general form provided below. To receive an “A” it is necessary to read either two books from the bibliography and write review/essays on them or one book and critique a film dealing with some educational issue and follow the general form provided for it below. There are some suggested films listed at the end of the syllabus. Any book that you believe might be appropriate and is not on the bibliography should be approved in advance by Dr. Harden. Absolutely NO “how to” books will be accepted as fulfilling the requirements of this course. If you are going to write reviews for two books or one book and one film critique, the first is due on Tuesday, September 28, 2004. The other will be due on the Tuesday of the last week of the semester.

Book Reviews must include:

1. identification of major themes:

2. analysis of argument and persuasive strategy: and
3. .evaluation of overall effectiveness and utility of the book.

Film Critiques must include:

1. a brief outline of the plot;
2. identification of the conflict;
3. a discussion of the education or psychological growth of major character(s);
4. a critique of the plot and character development;
5. a discussion of production values.

C. School Board Meetings

Attendance and review of one school board meeting is a requirement of this course. The meeting may be of the board of your choice. The review of the meeting should include your reaction to the agenda, the professionalism and level of interaction of the board members, the roles of the superintendent and clerk, and what community involvement might take place. Submit this review within one week of the board meeting.

D. Evaluation

Daily participation in discussions will be evaluated and will constitute a major (about 25%) of the course grade.

The book and film reviews will account for about 20% of the grade, though two high quality efforts are required for an “A” grade.

The research paper and PowerPoint presentation will constitute about 25% of the grade.

There will be short tests and several written assignments during the semester and a final examination at the scheduled time. There will be no make-up tests except for the final examination. If a short examination is missed because of a verified and excusable absence it will not be averaged. Quizzes, tests, and short response papers will constitute the remainder of the final grade, or about 25%.

E. Classroom and academic policies

1. Policy on ATTENDANCE: ATTENDANCE IS REQUIRED.  
Traditionally, more than three (3) unexcused absences per semester is considered seriously excessive. Accordingly, be sure to let the instructor know when and why you must be absent from this class if it should be necessary. The instructor reserves the right to withdraw from the course any student, who, without excuse or permission fails to attend class regularly.
2. Policy on TARDINESS: Habitual tardiness is irresponsible, rude, and disruptive behavior. To discourage it, the student's course will be reduced by 10 point for each instance of tardiness beyond the first three instances. This policy is NOT in effect on days when driving and walking are made hazardous by inclement weather. Otherwise, there are no excuses.
3. Policy on CHEATING: Any form of cheating – including any form of plagiarism, will earn the student an “F” for the course. In addition, disciplinary sanctions may be imposed by the Dean of Students. Students should become familiar with Washburn's DISCIPLINARY CODE AND PROCEDURE FOR STUDENTS.
4. Students with disabilities who want to request accommodation should discuss the issue with the instructor. If there is not an agreement on the appropriate accommodation the student should contact the Office for Students with Disabilities, located in Morgan 104. This office has the responsibility to assist students and advise faculty regarding reasonable accommodations.
5. WITHDRAWAL (FROM CLASSES): Students may withdraw from courses through the second week of class with no recorded grade. From the third week through the eleventh week a “W” is recorded for any dropped course. Beginning with the start of the twelfth week, there are NO withdrawals, and a grade will be assigned for the course.

### **Course of Study**

Week of	Topic	Reading
	Introduction, demography	Chapter 1
	The teaching profession	
	Historical Foundations	Chapter 2
	Historical Foundations	Chapter 2 and 3

Philosophical Foundations	Chapter 4
Philosophical Foundations	
Schools	Chapter 5
School Governance/Finance	Chapter 6
Social Issues and the school	Chapter 7
Diversity/multiculturalism	Chapter 8 and 9
Diversity (continued)	
School Law	Chapter 11
School Law (continued)	
Student Presentations	
Student Presentations	

**FINALS WEEK**