

**PHILOSOPHICAL & HISTORICAL FOUNDATIONS OF PUBLIC EDUCATION IN AMERICA
 NORTHEASTERN ILLINOIS UNIVERSITY
 COLLEGE OF EDUCATION
 DEPARTMENT OF EDUCATIONAL LEADERSHIP AND DEVELOPMENT
 EDUCATIONAL FOUNDATIONS PROGRAM-305-L18-14733
 FALL 2009**

INSTRUCTOR: Dr. Bill Kondellas
OFFICE LOCATION: LWH #4003
OFFICE HOURS: T&TH 11:15-12:10 & 1:35-3p @ELC
 F 4:00-5:00pm @LWH or by Appointment
E-MAIL: V-Kondellas@neiu.edu
CLASS: T & TH. 12:15-1:30pm ELC 107

REQUIRED READING:

- . Spring, Joel. The American School (Latest Edition)
- . Dewey, John. Democracy and Education (on-line selections)
- . Lyons, et al. Struggles Over the Purposes of Schooling in a Democratic State

In addition, you will be required to utilize the Reserve Readings and/or Handout readings for the relevant class discussions.

COLLEGE-WIDE CONCEPTUAL FRAMEWORK

Reflective Professionals Building Learning Communities is a framework developed by the faculty of the College of Education at Northeastern Illinois University that represents the overall objective of the College. It is built into every course offered by the College, including this one, which helps students understand what it means to be “reflective,” what constitutes a “learning community” and how to be a “professional.” Please visit the College of Education’s website at <http://www.neiu.edu/~edudept>.

SOME COLLEGE OF EDUCATION(COE) AND OTHER PROCEDURAL NOTICES

EDFN 305 is one of the courses to start you on your professional sequence for becoming a teacher. It is vital that you read and follow the Catalog for Northeastern Illinois University regarding COE requirements and procedures and that you especially note specific requirements for your department and major. In seeking to successfully complete this course, it is assumed that you recognize your necessary commitment of time and energy.

Learn the admission requirements to the College of Education and what you need to do to get admitted. You may not be able to go forward in your selected program of study unless you are admitted to the College of Education. You will have to take and successfully pass the State of Illinois Basic Skills Test. See www.isbe.net for more information. Usually, students who have not yet taken the IBST complete it during the semester they are taking this class, because it is only offered a few times a year and it takes weeks to get the results, holding up your admission.

COURSE PURPOSE

The purpose of this course is to help students develop a more thorough understanding of the development of education and schooling in the United States. We will examine critical issues and discuss them in light of the social, economic, and political conditions of the times. We will also discuss educational ideas and teaching practices from broad philosophical perspectives. This is a survey course and a theory course. We will not be directly covering instructional strategies or classroom methods. The student is encouraged to examine his/her beliefs and to develop them into a personal philosophy of education. This course includes a variety of instructional strategies: reading, research, lecture, guided discussion, small group discussion, student presentations, and directed writing assignments.

COURSE GOALS

- Critically read writings about education by: summarizing an author's point of view, evaluating the evidence used to support the point of view, drawing conclusions from the theories/ideologies of education and the evidence presented, and identifying the implications of various philosophical and historical ideas on educational development and teaching practices.
- Analyze and present educational ideas in a historical context, e.g. considering moral, social, and political influences on the shaping of classrooms, teaching, in elementary, middle, and high schools.
- Demonstrate an understanding of the ways in which cultural differences in values, expectations, attitudes toward education, and differing beliefs about the importance of social conformity versus individual creativity influence schooling cultures and processes.
- Demonstrate an understanding of how contemporary issues represent recurring themes in the history and philosophy of education, by articulating various perspectives on these issues, especially such current issues as curriculum differentiation (tracking), the role of schools as agents of deculturalization, arguments for and against bilingual education, educational funding issues, and the changing nature of educational evaluation.
- Use the tools of historical research including primary documents and secondary sources, written and oral records, and technology.
- Compare and contrast "traditional" and "progressive" educational orientations by analyzing the ideas of at least two proponents of educational ideas and the implications of their beliefs on schooling and classroom practice in elementary, middle, and high schools.
- Demonstrate an understanding of how the social contexts of students' experiences affect the educational processes in elementary, middle, and high schools, and can either limit or extend the influence of teachers and curricula, depending upon how these out-of-school experiences are integrated (or not) into the learning process and connect to real life issues.
- Articulate and defend personal beliefs on the purposes of education, what should be taught in school, the nature of the learner and the teacher/student relationships, focusing on elementary, middle, and high schools.
- Develop/enhance computer literacy skills.
- Develop/enhance oral and written communication abilities.

COURSE REQUIREMENTS

Assignments

1. Class Sessions (This is a web-enhanced course)

Attendance: Attendance and promptness are mandatory. If you are absent due to an emergency it is your responsibility to call a peer and find out what happened in class. If you must miss a session, please let me know in advance.

Preparedness: You will be expected to come to class with readings finished, prepared for discussions and with quality assignments posted or submitted via online. This is a reading and participation intensive course. Participation in class and on-line is part of your participation grade.

Participation: It's an expectation in this course. Student perspective is emphasized in this course. You will be expected to participate appropriately and professionally in whole-class, small-group discussions, class activities, and online in addition to your attendance and promptness which will be taken into consideration.

2. Blackboard Discussion (20%)

You will be assigned several books to read over the course of the semester in addition to readings (posted on Blackboard or handed out in class). You will keep a **key concepts 'e-journal'** on Bb that identified key concepts from readings to bridge the reading to our classroom discussion and your understanding. You will also post responses to other students' posting and engage in online discussion. These responses should not be summaries of the reading or other's comments, but should be written about something that provokes, needs clarification, makes sense, or is reflective. Discussions and responses are informal and should be no more than one, double-spaced page.

Turning Point Educational Autobiography

You will write a brief 'turning point' autobiographical narrative about your educational experiences. The narrative will respond to the following questions: 1) Where did you go to school—describing the location, demographics, years, track, employment, fashion, extracurricular and clubs, cliques, resources, etc. 2) An educational turning point in your school career. Choose a moment in your educational experiences that you feel is a significant turning point in your school (i.e. changing schools, harassment, inspirational teacher, life-event, failing a class, deciding to go to college, awards, and relationships). After describing this event, explain why you selected it, why it was a significant turning point, what were (describe) the choices you may have had at that moment and why you made the decisions you did. 3) Did you attend any other colleges and where? 4) What do you want to teach and why? Post to the Bb Discussion Board by the third class session. No more than two-three, double-spaced pages.

3. Writing Assignments (30%)

Each of these papers should have references to our course readings to support your argument, in addition to at least 6 external academic references (journal articles, book chapters, etc.; conventions and citations in APA format) to support your research and analysis. Each paper

should have 12 point Times New Roman font and 1-inch margins around. Start with a database search at our library.

A. A paper that contains a **socio-cultural/political, historical and philosophical analysis** of a contemporary **'hot button'** educational issue. Take on a **contemporary 'hot button' educational issue** and analyze the history, philosophy, politics, and socio-cultural issues behind the topic and convince the audience of your point of view. Your paper should define the issue you are interested in taking on and address some of these questions: What is the history of this issue/debate? What events framed the development of this issue? In what contexts did this issue/movement develop? How/why did this issue/movement emerge? What are the core political and philosophic issues in the debate/movement? How will/does this issue impact students, teachers, parents, citizens? Does scholarly research suggest that this initiative/policy/practice will benefit students, learning, and communities? Possible topics include: vouchers, abstinence-based education, evolution, culturally relevant pedagogy, local control of schools, bilingual education, national standards (NCLB), technology and education, special education, and Title IX. One thing that is important to the paper is to cite a specific law that is reflected in your argument and persuasive writing. Your paper is to try to convince the reader of a particular perspective on the issue **(12-15 pages double spaced typed)**.

B. The other paper will be your **"challenge to act" personal philosophy of education**. In it you will address how you see theory connected to your teaching practices. In this short paper, discuss *how* and *why* educators' practices are informed by theory. Offer a concrete example from our readings or from your experiences. Make sure your experience, however, is grounded in theory and supported by research **(2-3 pages double spaced typed)**.

ASSESSMENT RUBRIC FOR WRITING ASSIGNMENTS

	<u>FULL POINTS AWARDED</u>	<u>POINTS DEDUCTED</u>
Introduction	Proper Spelling and Grammar Clear Thesis Statement	Errors in Spelling/Grammar Lacks Clear Thesis Statement
Analysis/Content	Proper Spelling and Grammar Incorporates Relevant Research with Socio-Cultural, Philosophic, Historical & Political Perspectives Excellent Evidence Provided to Justify Argument/Discussion Research is Well Integrated into Paper Argument Discussion is Well Organized and Developed	Errors in Spelling/Grammar Incomplete or Lacks Incorporation of Socio-Cultural, Philosophic, Historical & Political Perspectives Incomplete or Inconsistent Evidence To Justify Analysis Research is Poor or Not Integrated Argument or discussion is poorly Organized or Developed
Conclusions	Proper Spelling and Grammar Draws Appropriate Conclusions from Discussion/Argument Offered in Body of Paper	Errors in Spelling and Grammar Incomplete or Lacks Conclusions Conclusion Does Not Relate to Argument/Discussion Offered in Body of Paper

4. **Exams** (short response and essay-based) **(20%)**

5. Group WebSite Project-Educational Advocacy Organization-Individual Reflection Paper (25%)

You will create a series of websites based on your review/interpretation of a choice book and educational advocacy organization. Choice books to choose from will be presented in class. How your group chooses to conceptualize, represent, make sense of, reflect, and connect issues from the book and organization is up to the group. A major component of the websites will be how you do incorporate the educational advocacy organization/institution via visits/interviews/research into your book review conceptualization. The websites should introduce both the book and the organization to your classmates. Your group will have some class time to discuss and design your project. You will need to meet outside of class to finish the assignment. Websites will be presented to the rest of the class. This assignment must also offer a reflection on your own technological learning process. Each group member will write an **individual short reflection paper** (1 page double spaced typed) based on the book, the experience of working together, and the experience of making a website.

Please Note: Participation in the group is a requirement-not a personal choice. If a group decides that an individual member is not collaboratively engaging with the group, the group may unanimously vote out the member and will have to do the project/presentation individually. (25 %) (20% from Web Project & 5% from Reflection)

ASSESSMENT RUBRIC FOR #5

Topic/Content	<u>FULL POINTS AWARDED</u> Issue/Topic Clearly Introduced and Is Appropriate to Course	<u>POINTS DEDUCTED</u> Topic is Not Clear and/or Not Appropriate to Course
Technological Competency	At Least 10 Active External Links and At Least 5 Active Internal Links Relevant and Meaningful Links Well-Designed and Functioning Site Integrated Historical, SocioCultural, Political, & Philosophical Components	Insufficient/Not Working Links Poorly Chosen or Not Relevant Links Page is Poorly Designed/Not Functioning Page Lacks Historical, SocioCultural, Political, & Philosophical Components
Medium	Evidence that You Have Thought of Medium in Constructing Site - i.e. Not Linear Based Evidence that Information Contained In <i>How to Judge the Reliability of Internet Information</i> Was Considered http://www.mayfieldpub.com/webtutor/index.htm	Linear-Based Material No Evidence that Authors Have Considered How Medium Affects Reliability, Validity
Process	Work Done Collaboratively Individual Reflection Paper Completed	Work Not Done Collaboratively Individual Reflection Paper Poorly or Not Done

6. Progressivism School Design PowerPoint (5%)

You will be assigned to a small group in-class to conceptualize a school based on assigned readings and course discussion. Your group will have some class time to discuss and design your school. You will need to meet outside of class to finish the assignment. The group PowerPoint will show your understanding of the course content and will be presented during the following class. Assessment will be based on how you answered the questions presented in class as well as your overall presentation in class.

GRADING SCALE

A	=	100-92
B	=	91-83
C	=	82-74
D	=	73-65
F	=	Below 65

INCOMPLETES

The NEIU University Policy on Incompletes is listed on Page #17 of the Schedule of Classes for Fall, 2009 and is also contained within the NEIU University Catalog. It is your responsibility as a student to familiarize yourself with this policy and to follow its requirements. All instructors have the option to not issue an Incomplete. Please note that having an insufficient amount of personal time to complete required assignments is **NOT** a sufficient reason for issuance of an Incomplete. Incompletes must be requested, with supporting materials, two weeks before the last day of our scheduled class. University policy on incompletes states that all incompletes must be requested in writing by the student. The request must detail work not completed. If you require an incomplete, you must discuss this with me as soon as possible. You have one semester to complete the work, or a final grade of "F" will be filed for you by the instructor.

HAVING TROUBLE?

If you know you have poor study habits or writing skills, troubles or issues outside the course affecting your ability to do your best, let me know. You may not be responsible for the situation you are in, but you are responsible for making an effort to make me aware you need support. I will not share information you give me without your consent. Please proof-read your paper as one point will be deducted from your total points for errors in grammar and spelling. If you need help with writing skills, contact the Writing Lab on campus for assistance. **The State of Illinois writing rubric will be used for assessing your writing.**

ACADEMIC INTEGRITY

Teaching and learning are only possible with honesty. Academic integrity is an absolute expectation. Plagiarism includes, but is not limited to the following: direct copying of any source in whole or in part without proper acknowledgment; copying of any source in whole or in part with only minor changes in wording or syntax; submitting as one's own work that which has been prepared by someone else; paraphrasing another's words or ideas without proper acknowledgment. If there is reason to believe any work has violated the University's academic

integrity policy, the work will be graded a zero, regardless of whether the student intended to plagiarize. In addition, academic dishonesty may be reported to the University. Please ensure your work is your own and ideas of others are treated with respect and care through rigorous citations.

UNIVERSITY CALENDAR AND REQUIRED DEADLINES

It is the responsibility of the student to refer to the University Calendar as contained in the Fall, 2009 Schedule of Classes for applicable deadlines including but not limited to those pertaining to confirmation of registration, tuition payments and refund/credit dates, withdrawal from classes, and applications for the College of Education and the Graduate College.

NOTE

The course calendar is subject to revision whenever found necessary by the instructor.

Academic dishonesty is unacceptable and will be handled appropriately.

Assignments should be turned in on due dates.

Each group member has the right to vote out any group member if he/she isn't doing their share of the work and will have to do the entire project individually.

NEIU Educational Leadership and Development-Educational Foundations

General Rubric for Progressivism Power Point/Blackboard Entries/Autobiography

Components	Less than full points	Full Points
Critical thinking: Contributions to discussion or presentation or reflection on educational autobiography	Errors in spelling and grammar Incomplete or unrelated work	Proper spelling and grammar Complete work Shows analytical, reflective thinking
Expression and Collaboration	Jumps to conclusions Lacks sensitivity to diversity concerns Engages in causing conflicts instead of resolving them Fails to dialogue about relevant course readings Fails to engage in cooperating with others Fails to reach any consensus	Practices effective responses and participation Critical thinking about questions posed Engages in meaningful discussion Reflects back what others present in appropriate way Shows sensitivity to diversity concerns Engages in cooperation, collaboration, and support of colleagues Reaches Consensus appropriately Fails to dialogue about relevant course readings