

Revised: 8/23/15

EDUC 330 H: Foundations of Education Fall 2015

Instructor: Kathy Jo Henry
Email: khenry@tm.edu
Credit: 3 semester hour
Class Hours: Tuesday & Thursday 3:00 -4:20
Office Hours: Posted on office door
Office Phone: EMAIL: khenry@tm.edu

Textbooks: Johnson, Musial, Hall, and Gollnick, Foundations of American Education, Becoming Effective Teachers in Challenging Times, 16th ed., 2014, Pearson Learning. Supplemental Readings will be distributed in class.

Course Description EDUC 330 Foundations of Education will provide education majors in the first semester of their junior year an opportunity to view the field of education from a broad historical, social, and philosophical perspective. The goals of the course are to provide pre-service teachers with an opportunity to develop and display competency in the North Dakota principles.

COURSE OBJECTIVES:

1. To understand Eastern and Native North American ways of knowing.
2. To be able to reflect on the essence of education.
3. To hone one's educational philosophy.
4. To prepare the one's self for the diverse classroom.
5. To understand historical, philosophical, and social foundations and how these foundations influence current thought and practice in education.

Methods of Instruction: This course is being delivered as a hybrid course and Jenzabar will be the module program that will hold your syllabus, give you class announcements, handouts, reading assignments, project directions, and with timelines attached to opening and closing of said activities. Class meeting will be held on Tuesday and will include direct instruction (lecture and power point presentations), discussion, group work, peer teaching, workshops (when available), student presentations, hands-on demonstrations, and field-based applications (author study).

Your Rights and Responsibilities: If you have special learning or physical disabilities (formally diagnosed), you have legal rights to course modifications. Please identify yourself to the professor so that he/she may assist you with your course progress. If you suspect that you have a learning disability, you can speak to Tammy Morin on campus to assist you in this area of your education.

Course Requirements

You are responsible to bring your syllabus and primary text book to each class meeting. Make up tests are arranged when the emergency is documented with appropriate paper work. Each class period will have an activity with the type and length of the activity differing depending on the content of the week's learning objectives. You are expected to read each chapter assignment or supplemental readings prior to class, be accountable for the objectives, key words and phrases

of the chapter. Your topics will need to be researched and proof of TMCC library references will be requested.

Attendance, Class Participation: Many of the activities require your active participation; therefore, attendance and active participation are very important and will count toward final course grades. You will receive class participation and Jenzabar assignment points. If you are ill or have a family emergency, please notify me by email. It is the responsibility of the student to meet the Teacher Education Department’s Policy of 95% attendance. Please refer to student handbook concerning this policy.

Cultural Content: The culture of the Turtle Mountain Chippewa is integrated throughout this course as the Seven Teachings are a part of our lives, We will share information as well as activities and learn from each other as we respect the language and values of the Turtle Mountain Chippewa. This being an educational foundations course, it is very important for us to look closely at what has happened in Indian Country concerning the education strategies and methods adopted.

Service Learning: Our mission is to promote reciprocal connections among students, faculty, and community members through integrated academic coursework and service in the community, and to encourage the development of socially and environmentally responsible citizens. The philosophy of service learning is truly not about getting extra points in class, but about seeing the value of your volunteerism and how it improves your knowledge of what is needed or expected in your chosen field of work.

1. Student will create an author study of Louise Erdrich and place the exhibit in TMCC Library.

Performance Assessments: An evaluation of your papers, assignments, projects, in-class discussions, small and large group presentations, and participation will determine whether or not you've met the instructional objectives for the course. Scholarship, initiative, cooperation, attitude and improvement will also be taken into consideration.

| Course | ND Standards | INTASC | Artifacts | Outcomes |
|--|---|---------------------------|--|--|
| EDUC 330 Foundations of Education 3 Credits | 50015.1Curriculum The program requires the study of historical, philosophical, and social foundations and how these foundations influence current thought and practice in early | #1 #8 #9 #10 | <ul style="list-style-type: none"> • Survey • Quizzes • Short Papers • Midterm Exam • Presentation • Group Presentations | 1.) Students will identify and describe the major philosophies of education. 2.) The students will describe the educational |

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|--|----------------------|--|---|--|
| | childhood education. | | <ul style="list-style-type: none"> • Reflection papers/activities • Final Project • Final Exam | theories and principles. 3.) The students will identify the relationship between teaching and learning styles |
|--|----------------------|--|---|--|

Course Activities

| ACTIVITY | POSSIBLE POINTS EARNED |
|---|------------------------|
| Philosophy Power point & written report Due 9/7 | 50 pts. |
| Philosopher presentation power point & written historical bibliography paper. Due 11/24 | 50 pts. |
| Louis Erdrich Exhibit in Library completed by 12/15 | 100 pts |
| Quizzes 6 @ 20 pts. | 120 pts. |
| Midterm Exam | 50 pts. |
| Final Exam | 50 pts. |
| | 420 total points |

350 Total Points Earned

A: 91%-100%, B: 82-90%, C: 73%-81%, D: 64%-72%, F:63%-0.
All Quizzes will be on Tuesdays Midterm and Final Exams on Thursdays

Course Requirements

Author Study is a whole class assignment the pre-teacher candidate is to prepare and exhibit on the life, achievements, books, articles of Turtle Mountain Tribal Member Louise Erdrich. This exhibit is to be placed in the Turtle Mountain Community College Library.

The exhibit should be pleasing and catch the eye of the observer, informational, and respectful. (The pre-teacher candidates might have the opportunity to meet and greet Ms. Erdrich during the course of the semester). IF Each Pre Teacher Candidate reads a different Louise Erdrich' s books and does a professional book report that will be visible in the exhibitIt will be up to the pre-teacher candidates to research on how best to present an author study exhibit.

Philosophy Presentation each pre-teacher candidate will be receiving a philosophy to be researched and presented in class the **fourth week of school**. Information from the text book can be a start to your outline. Be sure that you truly understand the reasoning behind the philosophy and who the philosophers were that give the most credence to this philosophy. It will be the responsible of the pre-teacher candidate to insure all classmates receive their presentation. The instructor is to receive the presentation and the written report (before the presentation).

Philosopher Presentation each pre-teacher candidate will be receiving a philosopher that they will complete a historical bibliography and present to the class. This research project will require the student to use outside sources. The pre-teacher candidate is responsible for insuring all classmates receive their presentation. The instructor is to receive the presentation and written report the week before presenting (before the presentation).

Vygotsky- Torrie DeCoteau

Bandura- Jaycee Laducer

Maslow- Colinda Grant

Kohlberg- Marsha Belgarde

Kounin- Rhonda Malaterre

Kohn- Todd Allick

Skinner- Josie Poitra

Erikson-Kelsey Peltier

Extra Credit offered for Howard Gardner

| WEEKLY COURSE UNITS |
|---|
| Week One- 25/27 Introduction members of class, pretest, and text materials Educational Philosophy Self Check/Self Check Answer Oral introductory explanation of midterm and final project. |

Library visit
Author study book selection

Next week you will present part of Chapter 2

Week Two-1/3

Chapter 2 Historical Foundations of Education read this before 9/1

Assignments for reporting

In class participation you will be responsible for teaching this part of the chapter. You can cut and paste from your chapter PowerPoint if appropriate. Your peers will take notes from your presentations. Be sure to check for student comprehension.

The Evolution of Schooling-----Josie Poitra

Education of the Middle Ages-----Marsha Belgarde

Education in Transition-----Torrie DeCoteau

Educational Awakening----- Kelsey Peltier

Evolving Perspectives of Education in our Nation-----Todd Allick

Meager Early Education for Diverse Populations

African and Asian-----Rhonda Malaterre

Hispanic and Women-----JayCee Laducer

Week Three-9/ 7/9

Quiz

Activity- What does effectiveness look like?

How should we utilize technology in the classroom

Chapter 3 Historical Perspectives of Education read before 9/7.

Create an email list of your classmates so that each one will receive your PowerPoint by the beginning of week five. **Your powerpoint needs to be emailed to the instructor 1:00 p.m. on 9/15/2014.**

Week Four=15/17

Chapter 4 needs to be read before 9/15

PRESENTATIONS

Philosophy Theory Report /Presentation (Small Group Work)

- Idealism -----Josie Poitra
- Realism-----Kelsey Peltier
- Essentialism-----JayCee Laducer
- Behaviorism/Social Learning Theory -----Marsha Belgarde
- Pragmatism-----Rhonda Malaterre
- Native North American Ways of Knowing-----Torrie DeCoteau
- Eastern Ways of Knowing-----Todd Allick
- Positivism-----Colinda Grant

Week Five=22/24

QUIZ

Chapter 5 needs to be read before 9/22

Understanding Student/ Teacher-centered educational philosophies.

What is your philosophy beyond the classroom?

How does your “Educational Philosophy” affect classroom climate, motivation, and the physical setting

Reflective Teachers creating reflective students

Week Six-29/1

Chapter 6 needs to be read before 9/29

Activity-Curriculum Designs

Next week you will present part of Chapter 7

Week Seven – 6/8

Quiz

Chapter 7 needs to be read before 10/6

- Race & Ethnicity-----Torrie DeCoteau & Colinda Grant
- Socioeconomic Status-----Todd Allick & Kelsey Peltier
- Language-----Jaycee Laducer
- Gender-----Rhonda Malaterre
- Sexual Orientation-----Marsha Belgarde
- Religion-----Josie Poitra

Week Eight 13/15

MIDTERM

Tuesday NO CLASS

MIDTERM Exam

Week Nine -20/22

Chapter 8 needs to be read before 10/20

Today's families and their expectations of school culture.
The challenges of teen years, bullying, and prejudice and discrimination in the school environment.

[Maslow's Theory](#)

Week Ten-27-29

[Quiz](#)

Chapter 9 needs to be read before 10/27

Involvement in accountability in the education system.
School district policies.
Federal and state funding.

Week Eleven-11/3/5

Chapter 10 needs to be read before 11/3

Student and Teacher's rights and responsibilities
Church and State-Religious activities in public schools
Segregation and desegregation

Week Twelve-10/12

Chapter 11 needs to be read before 11/10

Assessing Student Learning
Common Core Standards
Content Standards

[Bloom's Taxonomy](#)

Week Thirteen -17/19

[QUIZ](#)

Chapter 12 needs to be read before 11/17

Curriculum Design
The teaching side of curriculum
Teaching strategies

Week Fourteen-24-26

Chapter 13 needs to be read before 11/24

Teacher resources
Evidence of effective teaching
Teacher Leadership within the professional community.

Week Fifteen-1/3

[Harry Wong](#)

[Quiz](#)

Theorist Presentations

WEEK SIXTEEN 8/10

Theorist Presentations

Week Seventeen 15/17

No Class the Dec. 15 "Author Study must be completed an up for exhibition to the college.
Dec. 17Final at 3:00 p.m.

Have a great Christmas Break and see you next semester!