

John Carroll University  
Dept. of Education and Allied Studies

ED 500: FOUNDATIONS IN EDUCATION

**Knowledge Base:** The John Carroll University Department of Education and Allied Studies has developed a program model identifying distinct curriculum strands in the organic process of preparing professional educators in the Jesuit tradition. The Foundations strand (#2) emphasizes knowledge of the social, historic, economic, political, and philosophical factors which provide the context for teaching, and the influence of these factors on teaching and learning. The focus of this course is the investigation of major social, institutional, historical and philosophical orientations to education influencing professional practice in American high schools today. This investigation is designed to lead students to reflect on equity issues as professionals.

**Conceptual Framework Strands Addressed:**

Professional and Pedagogical Studies (I.D.1.1, I.D.1.3, I.D.1.4, I.D.1.7, I.D.2.1, I.D.2.2, I.D.2.3, I.D.2.4, I.D.2.7, I.D.2.8, I.D.2.11, I.D.2.12)

**Learned Society Standards Addressed:**

Child Development and Learning (1.2, 1.2.2); Curriculum Development and Implementation (2.1, 2.1.1, 2.1.2); Family and Community Relationships (3.1.3); Assessment and Evaluation (4.1.2, 4.1.4, 4.2); NMSA guidelines: Curriculum, Pedagogy and Assessment (5.1, 5.2, 5.4, 5.5, 5.7)

Other areas addressed can be found in the following table:

**Initial Licensure: Academic Content Strands and Desired Outcomes**

Strand	Desired Outcomes
The Beginning Teacher	
<b>CONTEXT</b>	1. Understands the central concepts, tools of inquiry, and the structure of the disciplines taught.
	2. Recognizes the value of understanding the interests and cultural heritage of each student.
	3. Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.
	4. Creates a learning environment of respect and rapport.
<b>CHILD &amp; ADOLESCENT DEVELOPMENT</b>	5. Understands how children learn and develop
	6. Provides learning opportunities that acknowledge and support children's development.
	7. Understands how children differ in their approaches to learning.
	8. Demonstrates flexibility, responsiveness, and persistence in adapting to diverse learners.
<b>CURRICULUM LEARNING AND INSTRUCTION</b>	9. Understands and uses a variety of instructional strategies; designs coherent instruction.
	10. Creates a learning environment that encourages social interaction, active engagement, and self-motivation.
	11. Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.
	12. Understands and uses formal and informal assessment strategies.
<b>TEACHER AS</b>	13. Reflects on teaching.

<b>PERSON</b>	14. Fosters relationships with colleagues, parents, and agencies in the larger community.
	15. Grows and develops professionally.

## Goals and Objectives

### Knowledge:

- Define and identify major components of education.
- Identify historical trends in the development of American schooling.
- Explain the influence of social forces on the curriculum, schooling, and teaching.
- Understand the philosophical bases of existing institutional practices.
- Know how to apply reflective analytical procedures to educational issues.
- Evaluate problems connected with specific educational issues.

### Skills:

- Interpret and evaluate educational implications in a specific subject matter area.
- Read critically scholarly educational writings.
- Be able to participate intelligently in professional discussions.

### Attitudes/Values:

- Appreciate how foundation issues and classroom teaching interact.
- Feel concern for the moral aspects of teacher behavior in the classroom.
- Feel confident to participate in professional educational discussions.
- Be willing to continue reflective analysis of important educational issues in one's subject matter area.

### Evaluation Criteria:

- 40% - 4 article reviews (10% ea.)
- 30% - Presentation
- 30% - Final exam

### Grading:

- 100-90% - A
- 89-80% - B
- 79-70% - C
- 60-69% - D
- below 60 - F

### Schedule of Topics:

Week 1	Aug. 28	Introduction; Selection of Topics
Week 2	Sept. 11	History of American Education, part 1
Week 3	Sept. 18	History of American Education, part 2
Week 4	Sept. 25	Discussion of Topics
Week 5	Oct. 2	Discussion of Topics
Week 6	Oct. 9	Discussion of Topics
Week 7	Oct. 16	Discussion of Topics
Week 8	Oct. 23	Discussion of Topics
Week 9	Oct. 30	Discussion of Topics
Week 10	Nov. 6	Presentations
Week 11	Nov. 13	Presentations
Week 12	Nov. 20	Presentations
Week 13	Nov. 27	Presentations
Week 14	Dec. 4	Final exam discussion

## **ARTICLE REVIEWS**

Each student will submit copies of four pre-approved scholarly articles and a review of each article which (a) summarizes the main points and (b) critiques the author's use of data and (c) explains the implications of the author's perspective for classroom teaching and learning. Follow the format of the attached example. Please remember to attach a copy of each article. The articles will each deal with different topics involved in our class discussions.

## **PRESENTATIONS**

- Each pair of students will use technology to present, in more detail than we could develop it during class, a topic of special interest discussed in this class.
- Each presentation will include a handout for each of us containing (1) an outline of the major points, and (2) a full list of sources consulted.
- Presentations should last for 45 minutes.

## **FINAL EXAM**

The final exam will consist of a choice of essay questions derived from the class discussions and the articles discussed in class.

### **Students with Disabilities**

**Students with documented disabilities are entitled to reasonable accommodations if needed. If you believe you need accommodations, please see the professor of this course or JCU's Coordinator of Students with Disabilities (Ext. 4967) as soon as possible. Accommodations will not be granted retrospectively.**

### **List of Books and Articles Consulted**

- Adler, M. (1982). The Paideia Proposal: An Educational Manifesto. New York: Macmillan.
- Apple, M. (1990). Ideology and Curriculum. New York: Routledge.
- Apple, M. and L. Christian-Smith (eds.). (1991). The Politics of the Textbook. New York: Routledge.
- Apple, M. (1995). Education and Power. New York: Routledge.
- Armstrong, D. (1989). Developing and Documenting the Curriculum. Boston: Allyn and Bacon.
- Bloom, A. (1987). The Closing of the American Mind. New York: Simon and Schuster.
- Bruner, J. (1960). The Process of Education. Cambridge, Mass.: Harvard University Press.
- Callahan, R. (1962). Education and the Cult of Efficiency. Chicago: University of Chicago Press.
- Dewey, J. (1900 [1900]). The Child and the Curriculum. Chicago: U. of Chicago Press.
- Goodlad, J. (1984). A Place Called School. New York: MacGraw-Hill.
- Greene, M. (1993). "The Passions of Pluralism - MultiCulturalism and the Expanding Community", Educational Researcher, 22:1.13-18.
- Hirsch, E.D., Jr. (1986). Cultural Literacy. New York: Houghton-Mifflin.
- Hirsch, E.D., Jr. (1996). The Schools We Need. New York: Doubleday.
- Imber, M. (2001). "The Struggle for Equity." American School Board Journal. V.188, N.8, pp.33-35.

Johnson, J. and J. Immerwahr. (1994). First Things First: What Americans Expect from the Public Schools. New York: Public Agenda.

Kliebard, H. (1986). The Struggle for the American Curriculum. New York: Routledge.

Kozol, J. (1992). Savage Inequalities. New York: Crown.

McCutcheon, G. (1995). Developing the Curriculum: Solo and Group Deliberation. White Plains, N.Y.: Longman.

McNergney, R. and J. Herbert. (2001). Foundations of Education. Boston, Mass: Allyn and Bacon.

Ornstein, A. (1999.) Contemporary Issues in Curriculum. Needham, Mass.: Allyn and Bacon.

Peterson, P. and Campbell, D. (2001). Charters, Vouchers, and Public Education. Washington, D.C.: Brookings Institution Press.

Pinar, W. (1975). Curriculum Theorizing: The Reconceptualists. Berkeley: McCutchan.

Pipher, Mary Bray. (1994). Reviving Ophelia. New York: Putnam.

Ravitch, D. and C. Finn, Jr. (1987). What Do Our 17-Year-Olds Know? New York: Harper and Row.

Sadker, D. and Sadker, M. (2005). Teachers, Schools, and Society, 7<sup>th</sup> edition. New York: McGraw-Hill.

Sizer, T. (1984). Horace's Compromise. Boston: Houghton-Mifflin.

Spring, J. (2000). American Education – 9<sup>th</sup> Edition. New York: McGraw-Hill.

Walker, D. and J. Soltis. (1997). Curriculum and Aims. New York: Teachers College Press.

Zais, R. (1976). Curriculum: Principles and Foundations. New York: Harper and Row.

**ED 500**

**PRESENTATION RUBRIC**

<u>TOPIC</u>	<u>DATE</u>	<u>PRESENTER</u>
I.     CONTENT (10)		
A. Issue clearly and fully explained (3)		_____
B. Discussion includes strategies and theories (4)		_____
C. Research on the topic is discussed in some detail (3)		_____
II.    PRESENTATION (10)		
A. Clarity (2)	_____	
B. Accuracy (2)	_____	
C. Thoroughness (2)	_____	
D. Use of technology (2)	_____	
E. Helpfulness (2)	_____	
III.   CLASS INTERACTION (10)		
A. Handout is of high quality (3)	_____	
B. Class questions are handled well (3)	_____	
C. Displayed clear grasp of issues (4)	_____	Total: _____/30