FOUNDATIONS OF EDUCATION

BROADCAST TITLE: Foundations of Education

COURSE NUMBER: EDUC 310 S

REFERENCE NUMBER: 104411

CREDIT HOURS: 3 Undergraduate Credit Hours

DESCRIPTION: Presents an interdisciplinary and developmental overview of the historical, philosophical, and sociological factors that have influenced American education. Includes ten clock hours of field experience.

TUITION AND FEES:
- Undergraduate: $298.50
- Graduate: $314.25

ORIENTATIONS:
- Friday, September 11, 1998, 4:30 p.m. or
- Saturday, September 12, 1998, 10 a.m.

For students taking this class at a distance, please refer to the page, "Special Instructions for Distance Learners" contained in this packet.

INSTRUCTOR:
James Hisler
Office: (708)225-4690
Fax: 708)225-5021
E-Mail: Wordwaze@aol.com

DISCUSSION/EXAM SCHEDULE:
- Fridays, 4:30 p.m.
- September 25 1998
- October 16, 1998
- October 30, 1998 Midterm (TBA)
- November 13, 1998
- December 11, 1998 Final

TEXT:

Foundations of Education Teleclass Study Guide.

Foundations of Education Student Packet.

Spiral notebook for journal entries.
Database Searching

When searching any of the databases, be sure to read the screen for proper commands. Unfortunately, the commands change depending on the database. Unless you are looking for a specific book or article and already know the title and author, I would begin searching with a title search using several keywords about the subject. If you do not pull up any titles, eliminate a keyword or try a synonym. Once you pull up a list of titles, take down the citation information (author, title, publisher, copyright date or author, title, name of journal, volume, number, date and pages) for any books or articles which look useful. Review the records to find a book or article which is as close as possible to the subject which you seek. Then, find the subject headings on the record for the book or article. Next try a subject search using the subject headings which you identified to locate more titles on your subject.

Interlibrary Loan

If your community college, public, or other local libraries own the book or article, which you need, you have your information. If they do not, they can obtain the book or article for you through Interlibrary Loan. Please contact your local librarian for instructions on making an Interlibrary Loan request. Each library has its own procedures. Often it takes two to three weeks to receive materials through Interlibrary Loan, so you will want to start your research early to ensure you have plenty of time to obtain your information.

Assistance from Your Distance Librarian

If you find that you need help in searching the GSU databases or have other library information access concerns, please contact me. My e-mail address is d-casey@govst.edu, or you can send me an e-mail message from the GSU Library Web page. My office phone number is 708-534-4117. However, I have an erratic schedule, so please leave a message, if I do not answer the phone, and I will return your call as soon as possible.

I hope that you will find your Governors State experience stimulating and fulfilling. Please make use of the information resources, which the University Library provides for all of its students and faculty.

Sincerely,

Diane Dates Casey

Diane Dates Casey, M.A., M.Div., M.L.S.
VIDEOTAPES: 24 one-hour videotapes.

VIEWING:
GSU Library
GSU Bookstore
Lansing Public Library
Orland Park Public Library
Kankakee Community College Library
Jones Intercable of Southern Suburbs-Channel 26
GOVERNORS STATE UNIVERSITY

College of Education/Division of Education

Teleclass Syllabus

Course Title: Foundations of Education
Course Number: EDUC 310
Credit Hours: Three (3)
Instructor: J. Hisler
Phone: Office: (708) 225-4690
E-mail: Wordwaze@aol.com
Fax: 708-225-5021
Trimester: Fall 1998

Catalog Description

Presents an interdisciplinary and developmental overview of the historical, philosophical, and sociological factors that have influenced American education. Identifies and critically analyzes contemporary issues and trends such as teacher accountability, school desegregation, cultural pluralism, and bilingual/multicultural education. Includes ten clock hours of field experiences related to regular education, the learning disabled and other exceptional learners, and those with culturally distinctive backgrounds.

Rationale

Prospective teachers should acquire knowledge and develop an understanding of past and present American education. Furthermore, the teacher should understand some of the factors and forces which have and yet affect American education, learners, and teachers. The teacher should be knowledgeable about the teaching profession.

Required Text and Materials

Foundations of Education Student Packet, University Printshop


Spiral notebook for journal entries.
Expected Student Outcomes

Upon completion of this course, the student should be able to:

1. analyze and discuss the climate in which teachers operate today in terms of the teaching profession, preparation, certification, organization, and accountability.

2. analyze and discuss the impact of European influences on the growth and development of American public education.

3. discuss the history and philosophy of American education from a developmental perspective.

4. analyze and discuss contemporary theories, philosophies, and trends of education and explain their implications for teaching children.

5. analyze and discuss the school as a socializing agency in the life of the learner.

6. identify and discuss the tenets of cultural pluralism and bilingual multicultural education.

7. identify and analyze the influences of cultural milieu, socializing patterns, and social class upon learning.

8. identify and discuss changing aims of education.

Attendance

Because of the unique conditions relating to a teleclass, the few meeting dates that we have are very important. Please come to class prepared to participate in whatever activity is scheduled, so all of us will benefit from the learning experience. Only those who are registered for this class should attend.

Evaluation

Students are to keep all class, observation, text and video notes in their journals. Journals will be checked immediately after the final. The midterm exam, which is a take-home, should be typed in a professional manner. Additional assignments/readings may be given at the instructor's discretion. Please attend all scheduled classes.
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<thead>
<tr>
<th>Date</th>
<th>Method</th>
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<tbody>
<tr>
<td>Friday, September 11 (4:30-5:30 p.m.)</td>
<td>Orientation/ Introduction/ Syllabus</td>
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<td>Saturday, September 12 (10-11 a.m.)</td>
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<td>Friday, September 25 (4:30-6:30 p.m.)</td>
<td>Discussion of the Teaching Profession</td>
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<td>Chapters 1-2 &amp; 4</td>
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<td>Answer discussion questions #1, p. 31, #1, p. 58, and #1 &amp; 4 p. 128 (see addendum)</td>
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<td>Discussion of Videotape</td>
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<td>Lessons 1-6</td>
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<td>Friday, October 16 (4:30-6:30 p.m.)</td>
<td>Discussion of Educational Philosophy</td>
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<td>Chapters 5 &amp; 12</td>
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<td>Answer discussion questions #1 &amp; #5 p. 168, #1, p. 414</td>
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<td>Discussion of Videotape</td>
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<td>Lessons 7-14</td>
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<td>Friday, October 30 (TBA)</td>
<td>Midterm Exam</td>
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<td>Friday November 13 (4:30-6:30 p.m.)</td>
<td>Discussion of Rights and Responsibilities- Social Issues</td>
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<td>Chapters 8-11 &amp; 13</td>
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<td>Answer discussion questions #1, p. 267, #2, p. 305, #3 &amp; 4, p. 337, #3, p. 378, and #3, p. 440.</td>
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<td>Discussion of Videotape</td>
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<td>Lessons 15-24</td>
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<td>Friday, December 11 (4:30-6:30 p.m.)</td>
<td>Final Examination</td>
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**Grading Format**

<table>
<thead>
<tr>
<th>Assignment</th>
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<tr>
<td>Orientation meeting</td>
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<td>Journal</td>
<td>3%</td>
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<td>Class #1 Journal assignment &amp; discussion</td>
<td>15%</td>
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<td>Class #2 Journal assignment &amp; discussion</td>
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<td>Midterm</td>
<td>25%</td>
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<td>Class #3 Journal assignment &amp; discussion</td>
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<td>Final</td>
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**Grading Scale**

- A = Superior (90-100)
- B = Above Average (80-89)
- C = Average (70-79)
- D = Below Average (60-69)
- F = Unsatisfactory (59 or below)

**All work for this course must be completed during this trimester.**

**ADDENDUM**

Additional Question for Chapter 4:

1. Describe a problem that you have experienced in your own education. Choose two educational theorists treated in this chapter and indicate how they would go about solving your problem.
EDUC 310 – Foundations of Education

Instructions for out-of-state students

FIELD EXPERIENCE REQUIREMENT
You will be responsible for locating a school in your area where you will fulfill the required 10 clock hours of field experiences as described in the introduction to your study guide. A minimum of two observations is required. These should be varied – you might choose different grade levels, different subject areas, regular education or special education, culturally diverse classrooms - the mix is up to you. We generally recommend that you visit five times for two hours each time. Please note that you are only observing – there are to be no interactions.

Contact an administrator in a grade school, junior high, or high school in your area, explain that you are a GSU student and ask if you may observe a classroom teacher. If they would like to talk with the division chairperson in the College of Education ask them to contact Maribeth Kasik at 708-534-4364, e-mail: m-kasik@govst.edu

Follow these guidelines:
- Ask for the privilege of visitation
- Call well ahead of observation dates desired.
- Assure schools/teachers that observation results will be held in confidence and anonymity.
- Go more than halfway to reach a mutually convenient set of dates and times.
- Be on time or somewhat early.
- Report to administrator upon arrival.
- Dress the part of a professional.
- Advise the school if you must be late or cancel.

Complete the Evaluation of Field Experience form and return the entire form to your instructor with your journal. A signed copy of your form will be mailed to you.

JOURNAL
You will need a college ruled spiral notebook with three sections. One section will contain your classroom observation notes. Based on the material in your guide and textbook and on the videotapes, you will comment on the professionalism of the teacher and the philosophies/theories of education being used in the classroom. Three to five pages per observation are required. A second section will contain notes on each of the videotapes in the course. You can use these notes for your take-home midterm (typed) and your proctored final. The third section, a substitution for the class meetings, will contain answers to the Lesson Reflection questions in your study guide. If you wish, you can send these by e-mail as completed to: Jim Hisler: Wordwaze@aol.com In this case, they will not be part of your journal. Professor Hisler will be at his computer from 4:30 to 5:30pm (CST) on Fridays September 12, October 3, and November 7 to directly answer any questions. He will respond to inquiries at other times within 48 hours. Answers to the take-home mid-term can be e-mailed or faxed (708-225-5021).