FOUNDATIONS OF EDUCATION

BROADCAST TITLE: Foundations of Education
COURSE NUMBER: EDUC 310 VA
REFERENCE NUMBER: 104336
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: $306.00
Graduate: $324.00

ORIENTATIONS:
Friday, September 10, 1999 at 4:30 p.m. or
Saturday, September 11, 1999 at 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

DISCUSSIONS:
Friday, September 24, 1999 at 4:30 pm
Friday, October 15, 1999 at 4:30 pm
Friday, November 12, 1999 at 4:30 pm

EXAMS:
MIDTERM: Friday, October 29, 1999 (time TBA)
FINAL: Friday, December 10, 1999 at 4:30 pm

TEXT:

Foundations of Education Teleclass Study Guide.
Foundations of Education Student Packet.
Spiral notebook for journal entries.
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 1999

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
Company.
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 10</td>
<td>Orientation/ Introduction/ Syllabus Explanation</td>
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<td>or Saturday, September 11</td>
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<td>Friday, September 24</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</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 15</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 29</td>
<td>Midterm Exam</td>
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<td>Friday, November 12</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.</td>
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<td>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 10</td>
<td>Final Examination</td>
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Grading Format

Orientation meeting 2%
Journal 3%
Class #1 Journal assignment & discussion 15%
Class #2 Journal assignment & discussion 15%
Midterm 25%
Class #3 Journal assignment & discussion 15%
Final 25%

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.