

EDU 216
FOUNDATIONS OF EDUCATION

COURSE DESCRIPTION:

Prerequisites: None

Corequisites: None

This course introduces the American educational system and the teaching profession. Topics include historical and philosophical foundations of education, contemporary educational, structural, legal, and financial issues, PRAXIS I preparation and observation and participation in public school classrooms. Upon completion, students should be able to relate classroom observations to the roles of teachers and schools and the process of teacher education. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.* Course Hours Per Week: Class, 3. Laboratory, 2. Semester Hours Credit, 4.

COURSE OBJECTIVES:

At the completion of this course, the student will be able to:

- a. Demonstrate an awareness of the role of the teacher and the teacher assistant.
- b. Demonstrate an awareness of the skills required for effective teaching.
- c. Demonstrate an awareness of school culture and organization.
- d. Describe the curriculum development process.
- e. Describe the qualities of effective teachers.
- f. Describe the cyclical process of teacher expectations.
- g. Function effectively as a team member.
- h. Provide a positive and appropriate role model for students.
- i. Describe classroom differences concerning grade level, subject matter, social class, and teacher practices.
- j. Assist in evaluating instructional programs.

OUTLINE OF INSTRUCTION:

- I. Teachers, teacher assistants, and the workplace
 - A. Why be a teacher
 - B. The context of teaching
 - C. An exploration of teaching
- II. Effective teaching
 - A. What the research says about effective teaching
 - B. Effective teaching for the 21st Century
- III. Perspectives on effective teaching
 - A. Do teachers make a difference?
 - B. Personal qualities of effective teaching
 - C. Behaviors of effective teachers
 - D. Knowledge and thought processes used by effective teachers
 - E. The cyclical process of teacher expectations
- IV. Issues addressed in a philosophy of education
 - A. What is the purpose of education?
 - B. What should be taught in schools and how should it be taught?
 - C. What is the role of the teacher?
 - D. What is the role of the teacher assistant?

- V. Specific philosophies of education
 - A. Perennialism
 - B. Progressivism
 - C. Essentialism
 - D. Social reconstructionism
- VI. Teachers and classrooms
 - A. The social diversity
 - B. Classroom properties
 - C. Classroom differences
- VII. Students
 - A. Student diversity
 - B. Student development
 - C. Schools' responsibility to diversity
- VIII. Instruction and management
 - A. Organizing the classroom
 - B. Planning
 - C. Instructing
 - D. Managing and disciplining students
 - E. Evaluation and assessment
- IX. School organization and culture
 - A. How schools work
 - B. Why schools do not work
 - C. How good are today's schools?
 - D. Good schools for the future
- X. Curriculum
 - A. Who controls the curriculum?
 - B. The curriculum in American schools
 - C. Choices in developing a curriculum
- XI. Praxis I Preparation and Observation

REQUIRED TEXTBOOK AND MATERIALS:

Kauchak, D., Eggen, P., and Carter, C. Intro. to Teaching: Becoming a Professional. Merrill/Prenhall: 2002.

STATEMENT FOR STUDENTS WITH DISABILITIES:

Students who require academic accommodations due to any physical, psychological, or learning disability are encouraged to request assistance from a disability services counselor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to a disability services counselor within the first two weeks of class. Counselors can be contacted by calling 686-3652 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1309.