



## Syllabus

---



### Syllabus

# COURSE SYLLABUS

## EDU 510: Foundations of Education 4 Credits

Online

Fall, 2008

September 13 – December 12; *(Thanksgiving Break: November 22-28)*

Last Updated: August 14, 2008



---

**Instructor: Karen Langley, M.Ed.**  
**Contact Info: [karenlangley@netzero.net](mailto:karenlangley@netzero.net)**

---

### Course Description

This course is the introductory course to the education programs at Granite State College. The purpose is twofold: (1) to explain the requirements of the GSC education programs, practicum, and portfolio; and (2) to examine the theoretical foundations of education in the United States. Historical, political, and social influences on the development of the education system are examined. Learners develop their own educational philosophy and compare it to the philosophies which have shaped American education.

---

### Prerequisites

None

---

### Learning Outcomes

As a result of this course, students will:

- describe GSC program requirements, practicum requirements, and portfolio requirements.
- identify major educational theorists such as Rousseau, Dewey, Hutchins, Mann, Green, Rogers, and explain their perspectives on learning.
- describe the evolution of professional roles and responsibilities in the U.S. educational system from colonial days to the present.
- explain, using historical approaches as a foundation, how education evolves to meet the changing needs of society.
- identify and explain how social, economic, and political historical factors have shaped current educational structures and practices.
- explain how schools are complex organizations within a larger community.
- based on theoretical perspectives, describe how school organizational units (e.g., preschool, elementary, middle school, junior high, K-8, high school, and K-12) serve their populations.

- analyze a school's mission statement in light of educational philosophies.
  - evaluate theoretical and historical perspectives in the construction of a personal philosophy and approach to education.
  - participate in an early field experience that provides opportunities for observing, teaching and engaging with school age youth.
  - construct a professional portfolio that demonstrates evidence of the NH Professional Education Standards for Teacher Certification.
- 

## Course Resources

### Textbook(s):

- Parkay, F.W., & Stanford, B.H. (2007) *Becoming a Teacher*, 7th ed. Boston, MA: Allyn & Bacon/Longman. ISBN: 0-205-50287-3
- Michie, G (1999). *Holler if you hear me: The education of a teacher and his students*. New York, NY : Teachers College Press. ISBN: 0807738883

### Textbooks are available via GSC's online bookstore, MBS Direct at:

<http://bookstore.mbsdirect.net/gsc.htm> (The course-CRN number for ordering this textbook is: 10139). Textbooks can also be purchased from MBS via phone, mail or fax. For additional information, visit the [Online Bookstore](#) section of the college web site.

## Blackboard Orientations

**There are no face-to-face sessions for this course.** If you have never taken an Online Interactive Course (OIC) at the college, we highly recommend that you attend one of the [2-hour Blackboard Orientation sessions](#) available throughout the state. If you choose not to attend a face-to-face session, you are encouraged to view our new [Online Orientation with audio](#) at your own convenience.

---

## Course Policies

It is the learner's responsibility to have purchased all required course materials before the start of the course. Learners are expected to meet all course expectations even if the shipment of a required textbook or other learning resource is delayed. Be sure to choose the shipping option that will get your text/resource delivered in a timely manner.

---

## Description of Course Activities and Requirements

### Evidence of Accomplishment

Course participants will demonstrate learning through the following:

#### Online Quiz

The quiz will ask you to identify key theorists in education and their perspectives on learning. (Module 2)

#### Three Reflection Papers (3 papers of 5- 8 pages each)

In your first reflection paper, you will examine a current practice in education, analyzing external

factors that have shaped the practice (Module 3); in the second reflection paper, you will identify key concepts of school organization and their rationales and will evaluate predominant models of school organization (Module 4); in the final reflection paper, you will explain your personal philosophy of education and describe your beliefs about teaching and learning (Module 6).

### Observation Log, Journal

Class participants will be required to participate in 20 hours of classroom observation over the term of the course; you will keep an observation log/reflection journal in which you reflect on Granite State College's program requirements for becoming a teacher and begin to chart your own path; note key aspects of what you see in the classroom; and respond to questions about your observations. (Ongoing)

### Lesson Plans/Teacher Evaluation

In the course of classroom observations, class participants will develop and implement two sample lessons that follow criteria you're provided with in advance. Your lesson will be evaluated by both the instructor and the mentor teacher in whose class you have been observing/trying out lessons. (Module 5)

### Contributions to Online Discussions and Chats

Class participants will be required to contribute to online discussions on a weekly basis and to participate in two online chat sessions (held in Modules 3 and 4). You will also be asked to comment on your colleagues' postings. These chats and discussion messages will be opportunities to question, clarify, and discuss readings and experiences. Because the course is conducted completely online, your active and consistent participation is crucial to your success in EDU 510.

### Plagiarism Assignment

You will be required to go to a website listed in the Course Content to read about plagiarism. This website will give you test examples, and you are to read the examples and choose whether or not you think it is plagiarism. When you get all of them correct, you will be given an electronic form that says you have successfully completed the exercise. Please cut and paste this form, and send it to me via our Course Messages (the email program within our course). This will not be graded, however, if you do not complete it, points will be taken off of your course participation score for your failure to do so.

## Grading Percentages

Activity	% of Final Grade
Participation	15%
Online Quiz	5%
3 Reflection Papers	45%
Observation Log/Reflection Journal	20%
Lesson Plans/Teacher Evaluation	15%
<b>Total</b>	<b>100%</b>

## Granite State College Standard Grading Scale

Grade	Percent	Grade Points	Level of Achievement
A	95-100	4.0	Excellent
A <sup>-</sup>	90-94	3.67	

B <sup>+</sup>	87-89	3.33	Good
B	84-86	3.0	
B <sup>-</sup>	80-83	2.67	
C <sup>+</sup>	77-79	2.33	
C	74-76	2.0	*Acceptable
C <sup>-</sup>	70-73	1.67	†
D <sup>+</sup>	67-69	1.33	Poor
D	64-66	1.00	
D <sup>-</sup>	60-63	0.67	
F	≤59	0	Failure, no credit

\*A grade of C or better is required to fulfill requirements in the major, minor, or general education core at GSC. Please consult the GSC catalog for details.

† A grade of C<sup>-</sup> or below generally does not transfer to other academic institutions.

## Course Schedule & Topics

Module	Assignments/Activities
<p><b>Module 1: Becoming a Teacher: Exploring the Profession</b> September 13 – 26 (2 weeks)</p>	<ul style="list-style-type: none"> <li>• Reading Assignments:</li> <li>• <b>Becoming a Teacher</b>: pages 2-37; 38-73, 482-490</li> <li>• <b>Holler If You Hear Me</b>: Foreword, Introduction, pages 1-19, 20-39</li> <li>• Action Plan due Sept 26</li> </ul>
<p><b>Module 2: From There: Philosophical and Historical Forces Shaping U.S. Education</b> September 27 – October 10 (2 weeks )</p>	<ul style="list-style-type: none"> <li>• Reading Assignments:</li> <li>• <b>Becoming a Teacher</b>: pages 74-93, 93-119</li> <li>• <b>Holler If You Hear Me</b>: pages 40-54, 55-70</li> <li>• Quiz Oct 3</li> </ul>
<p><b>Module 3: To Here: The Changing Face of Education in the U.S.</b> October 11 – 24 (2 weeks)</p>	<ul style="list-style-type: none"> <li>• Reading Assignments:</li> <li>• <b>Becoming a Teacher</b>: pages 120-159</li> <li>• <b>Holler If You Hear Me</b>: pages 71-89, 90-109</li> <li>• First reflection paper due Oct 24</li> </ul>
<p><b>Module 4: Education and Society: School Organization and the Roles of Schools</b> October 25 – November 7 (2 weeks)</p>	<ul style="list-style-type: none"> <li>• Reading Assignments:</li> <li>• <b>Becoming a Teacher</b>: pages 160-197</li> <li>• <b>Holler If You Hear Me</b>: pages 110-125, 126-144</li> <li>• Second reflection paper due Nov 07</li> </ul>

<p>Module 5: Fitting It Together: Analysis of a School's Philosophical Approach to Education November 8 – 21</p> <p>(2 weeks )</p>	<ul style="list-style-type: none"> <li>• Reading Assignments:</li> <li>• <b>Becoming a Teacher</b>: pages 242-281, 282-323</li> <li>• <b>Holler If You Hear Me</b>: pages 145-162</li> <li>• Lesson Plans due Nov 21</li> </ul>
<p>Module 6: Finding Your Own Road: Developing Your Personal Philosophy of Education November 29 – December 12</p> <p>(2 weeks)</p> <p><b>Please note:</b> Thanksgiving Break is Nov. 22- 28 - there will be no OIC activity required during break</p>	<ul style="list-style-type: none"> <li>• Reading Assignments:</li> <li>• <b>Becoming a Teacher</b>: pages 324-365</li> <li>• <b>Holler If You Hear Me</b>: pages 163-181</li> <li>• Hand written philosophic inventory due Dec 5</li> <li>• Observation Log due Dec 5</li> <li>• Third reflection paper due Dec 12</li> </ul>

**Note:** The schedule above may change at the instructor's discretion.

---

## Library Resources

Granite State College has a Virtual Library (<http://www.granite.edu/current-students/virtual-library/>) available 24/7 with access to the full-text of thousands of journals and professional periodicals, an online Reference Room, selected Internet resources, writer's resources, research and citation help, and a collection of tutorials. The databases are password protected.

See GSC Library tab in MyGranite for username and password. In addition, the **Library Info** link in the course menu provides direct links to research databases, *Research FAQs* and more.

---

## Academic Resources and Information Services

Academic assistance to students is available at GSC Centers at no additional charge in such areas as basic skills preparation in reading, writing and math; study skills and research and citation help. Academic Resources staff members work closely with faculty and students toward academic success. A whole range of tools is available, including study and time management tips, APA and MLA citation assistance, access to learning resources online, and feedback on course writing projects. To contact an Academic Resource and Information Coordinator, see the Academic Resource Link on the Resources page in the course menu or go directly to [http://bbresources.granite.edu/course\\_docs/acad\\_resources.htm](http://bbresources.granite.edu/course_docs/acad_resources.htm).

---

## Technical Assistance

For assistance with issues related to accessing the MyGranite portal, GSC email, Webrock, online courses or other technical issues related to any of the Blackboard tools, please visit the GSC Technical Assistance Center (<http://bbresources.granite.edu/techassist/help.htm>) for answers to the most frequently asked questions or to submit an online help request form. Or call **1-888-372-4270** (Hours: M-F, 8:30-5:00, messages checked twice daily on weekends. Extended hours for the week before start of the term and first week of the term: M-Th, 8:00-7:00.)

---

## Documented Disabilities / Americans with Disabilities Act

Granite State College will provide qualified individuals with disabilities the same educational opportunities available to persons without disabilities. When an individual's documented disability creates a barrier to educational opportunities, the College will attempt reasonable accommodation to remove the barrier. If you need assistance, we recommend that you make contact early to ensure that your requests can be reviewed prior to the start of each term. If you wish to apply for accommodations, contact your academic advisor or the Dean of Learner Services in Concord. See the complete Granite State College policy in the current college catalog for further details.

---

## Academic Honesty

An academic community is based on honesty and integrity. Plagiarism, cheating, or other forms of academic dishonesty are not acceptable at Granite State College. Faculty and students have a joint responsibility to ensure the integrity of learning.

All work that you submit must be your own except in those instances when your instructor gives specific permission to collaborate. When quoting, summarizing or explaining ideas that are based on another's work, whether in print or online, make sure to cite references appropriately. Plagiarism is using another's words or even paraphrasing another's work without giving proper credit through the use of citations.

For Granite State College's complete [academic honesty policy](#), see the current college catalog.

---

## Conduct in the Online Classroom

Membership in society implies minimal norms for civil behavior towards one another. It is Granite State College's expectation that all members of our college community treat faculty, staff, and fellow learners with respect. Learners need to be knowledgeable of and comply with college policies. Each individual is accountable for his/her actions and for the consequences of any behavior that is inconsistent with these values and expectations.

---

## Institutional Assessment

Assessment is an ongoing process that enables the College to improve its programs, courses, and teaching methods. Institutional evaluation may be embedded in tests, exams, and other

measurements of student learning. As members of a learning community, students, faculty, and staff will be expected to participate in the important process of assessment on occasion. Confidentiality of any data that identify participants is maintained.

---

© 2008 Granite State College, Online Interactive Courses  
8 Old Suncook Road, Concord, NH 03301 - Telephone: (603) 513-1390 Fax: (603) 513-1389