Ottawa University
EDU 33035, Foundations of Schools in a Diverse Society
Summer 2010 (June 28 – August 16), Overland Park Campus

Instructor: Rob Davis
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Available to meet with students before or after class by appt.

Meeting Time: Monday, 6:30-9:30pm
June 28 thru August 16

Course Description: Provides candidate with understanding of historical, philosophical and social foundations of education in the United States. Addresses legal and ethical issues. Learn how educational policy formulated and affects classroom practice. Provides opportunities to learn from a variety of professionals from diverse backgrounds.

Credit Hours: 3 Credit Hours


Assessment:

- Classroom Participation/In-class written work: 40pts
- Philosophy: 20pts
- In-Depth Research Project/ History of Education: 30pts
- Class Assignments: 24pts
- In-Class Reflections: 24pts

138pts possible

Grading Scale:

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

Attendance: Because of the short and intense learning schedule, attendance is an essential part of the Ottawa University accelerated program. Full and partial absences should occur under emergency situations only. Prior notification of an absence to the instructor is essential if possible. Any assignment due on any given session may be made up at the discretion of the instructor. In-class points cannot be made up if absence occurs.
One absence: Class participation score of 4pts. will be deducted and work missed will be assigned and due the next class period.
Two absences (1/4 of the class) – your final score will be lowered a grade and work missed will be required by next class period.
Please refrain from texting, phone calls and/or working on assignments while class is in session since participation pts. can be deducted. Let the instructor know if there are extenuating circumstances.

Late or Incomplete Work: Assigned work that is incomplete or late will be deducted points and full credit will not be received. Please let the instructor know of any special considerations due to exceptional circumstances.

COURSE STANDARDS ALIGNMENT
Course Number: EDU 33035 Course Title: Foundations of Schools in a Diverse Society

<table>
<thead>
<tr>
<th>Objective</th>
<th>Ottawa University Outcomes</th>
<th>KS Professional Standards</th>
<th>NCATE Standard</th>
<th>INTASC Standard</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>Provides understanding of historical, philosophical and social foundations of education in United States.</td>
<td>1b, 1d</td>
<td>Standard 3 -5 10-2 13-1, 13-2, 13-3</td>
<td>4</td>
<td>3</td>
<td>Written reflection, History of Ed. paper, Class discussion</td>
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<tr>
<td>Addresses legal and ethical issues.</td>
<td>1d</td>
<td>3-6 13-4 13-6</td>
<td></td>
<td></td>
<td>Written reflection, Written answers, Class discussion, group discussion</td>
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<td>Learn how education policy is formulated and how it affects classroom practice.</td>
<td>1a, 1e,2a</td>
<td>3-2, 3-4 10-1 13-5</td>
<td>1</td>
<td>1-Interpret ideas from diverse perspectives 3-Influence of culture, language, individual experiences/framework for understanding cultural and community diversity</td>
<td>In-Depth Research Presentation, Written response-class work, Class discussion, written reflection</td>
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<td>Provides opportunities to learn from a variety of professionals from diverse backgrounds.</td>
<td>1d,2a</td>
<td>9-2 10-2</td>
<td>4</td>
<td>1</td>
<td>3 9 professional organizations 10 foster relationships with school colleagues, parents and community</td>
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Correlation to Regulations and Standards for Kansas Educators

**Professional Standard #3** The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

**Professional Standard #5** The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Professional Standard #7** The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

**Professional Standard #9** The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process.

**Elementary Teacher Standard #7** The kindergarten through sixth grade teacher uses his/her understanding of children’s characteristics and needs and of multiple interacting influences on children’s development and learning to create environments that are healthy, respectful, supportive and challenging for all students.

**Course Goals:** The learner will demonstrate understanding and command of the practical application of effective instruction as it relates to the Six Essential Characteristics:

- Knowledge base
- Organizational skills
- Decision making skills
- Written communication skills
- Oral communication skills
- Critical thinking skills

**Course instructional strategies used:**

- Small group study
- Reflective papers
- Written assignments
- Quizzes
- Research topics
- Independent reading
- Student-led class discussions/presentations
- Cooperative learning/active engagement strategies
- Reflective writing
- Lecture
- Dialogue
- Video clips
Class Participation/Written Work (40pts – 5pts each week)

Written responses and answers to chapter questions, essay questions, and/or class activities will be completed each class period. A knowledge, application, and in-depth understanding of material will be assessed. Included in participation grade is: completion of weekly reading assignments (ready and prepared to discuss), presentations, contribution to class discussions, group work, completion of “in-class” assignments, positive attitude toward learning and on-task behavior and participation.

Class Assignments (24pts – 3pts each class)

Work assigned outside of class, including reading assignment and written work. Quality and reflective work will receive full credit.

Philosophy (20pts):

A philosophy paper will be written and due by the fifth week of class. Paper will include personal philosophy and strengths, motivation for becoming a teacher, teacher attributes, student expectations, classroom environment, curriculum/teaching style and professional commitment.

In-Depth Research Project (30pts):

Pertinent topic of education will be selected and each student will be responsible for researching and writing a 5 page (minimum) paper. A list of topics to choose from will be provided, or you may choose your own with the instructor’s permission. In addition to the written paper, you will be required to present/teach a “mini-lesson” to the class which is representative of the topic and interactive in nature. A one page handout including main pts/principles for each class member is required. Presentations will be assigned the 2nd or 3rd week of class and will begin the 4th week of class and will continue until last class session.

In-Class Reflections (24pts – 3 pts. each week)

A reflection of the learning at the end of each class period will be required. Try to answer each by showing your thinking and making connections to the topic.

Reading Assignment- Date Reading is Due

**Foundations of Education** Text

June 28 Chapters 1.2
July 5       Chapters 3,4  
July 12      Chapters 5,6  
July 19      Chapters 7,8,9  
July 26      Chapters 10,11  
August 2     Chapters 12,13  
August 9     Chapters 14,15  
August 16    Chapter 16
Class Session 1
Text: Part One - Chapter 1 & 2
• Motivation, Preparation and Conditions for Entering Teaching
• Teaching as a Profession
• Trends Toward Professionalism
• Teacher Organizations
• Teacher Contracts/Salaries

Class Session 2
Text Due: Part 2 - Chapters 3 & 4
• World Roots of American Education
• Pioneers of Teaching and Learning

Class Session 3
Text Due: Part 2 - Chapters 5 & 6
• Historical Development of Amer. Education
• Philosophical Roots of Education
• 21st Century Skills

Class Session 4
Text Due: Part 3 - Chapters 7, 8 & 9
• Governing and Administering Public Education
• Financing Public Education
• Legal Aspects of Education

Class Session 5
Text Due: Part 4 – Chapters 10 & 11
• Culture, Socialization, and Education
• Social Class, Race and School Achievement

Class Session 6
Text Due: Part 4 & 5 - Chapters 12 & 13
• Providing Equal Educational Opportunity
• Purposes of Education

Class Session 7
Text Due: Part 5 & 6 - Chapters 14 & 15
• Curriculum and Instruction
• International Education

Class Session 8
Text Due: Part 6 - Chapter 16
• School Effectiveness and Reform in the U.S.
• Best Multicultural Teaching Practices