

**FOUNDATIONS OF AMERICAN EDUCATION  
EDFN 338: FALL 2002  
COURSE SYLLABUS**

- A. INSTITUTION:** Dakota State University, Madison SD 57042
- B. INSTRUCTOR:** Dr. Harold Sorknes  
Office: 140 Kennedy Center  
Phone: 256-5824  
Email: Harold.Sorknes@dsu.edu  
Office Hours: 8:00-9:00 a.m. T-Th  
11:00 a.m.-noon T-Th  
noon-1:00 p.m. M-W or by appointment
- C. SEMESTER/YEAR:** Fall 2002
- D. COURSE PREFIX, NUMBER, AND TITLE:**  
**EDFN 338, FOUNDATIONS OF AMERICAN EDUCATION**
- E. CREDIT HOURS:** Two (2) semester hours
- F. APPROVED COURSE DESCRIPTION:** Introduction to the knowledge base of Teacher Education Programs; philosophical foundations; the origins and goals of American education; contemporary issues, practices and structures; attributes of effective teachers. Level I field experience required.
- G. ADDITIONAL COURSE DESCRIPTION:** N/A
- H. PREREQUISITES:** None
- I. ADDITIONAL COURSE INFORMATION:**

**ADA STATEMENT:** If there is any student in this class who, due to a disability, has need for non-standard note taking, test taking, or other course modification, please feel free to come and discuss this with me privately, as soon as possible. Also please contact the DSU ADA Coordinator, Robert Jackson, 256-5823, located in the Student C

Services Center (TC). The web site for a student requesting accommodation is

[http://www.departments.dsu.edu/student\\_services/Development/americans\\_with\\_disabilities.htm](http://www.departments.dsu.edu/student_services/Development/americans_with_disabilities.htm)

**Policies and Procedures:**

1. Regular attendance is expected.
2. Teacher candidates are responsible for information and assignments missed. Assignments not completed on time will reflect a lowered grade. Extra credit work is not accepted.
3. The Instructor reserves the right to change the syllabus and class location as needed to accomplish course goals.
4. Passing this course is contingent upon satisfactory completion of all field experiences.
5. Plagiarism or cheating: Dakota State's Policies on Academic Honesty will be followed.
6. All assignments are due, as noted on the course outline, unless otherwise announced in class.

### **Other Course Requirements:**

All assigned work must be word-processed. Concerns over a teacher candidate's performance will result in the submission of a Professional Performance Appraisal System form into the candidate's file.

All reading assignments are to be completed prior to the assigned class time.

“In-class” activities may not be made-up.

### **TEXTBOOK AND OTHER REFERENCES:**

1. Ryan, Kevin & Cooper, James. Those Who Can, Teach. 2001. 9th edition. Houghton-Mifflin.

### **J. COMPUTER SKILLS USED:**

1. Word Processing.
2. Email
3. PowerPoint
4. Internet navigation
5. Web Publishing

**K. CORE OBJECTIVES:** See attached

**L. ADDITIONAL OBJECTIVES:** none

**N. INSTRUCTIONAL METHODOLOGIES:** mini-lectures, discussion/presentations, student-centered web-quests, and cooperative learning.

**O. COURSE OUTLINE:** At the end of Syllabus

**P. EVALUATION PROCEDURE:** ALL class assignments must be completed in order to pass this course. There will be no exceptions!

Article Reviews (3)	30 points	460-500 points=A
Presentation	50 points	425-459 points=B
Philosophy of Teaching	100 points	375-424 points=C
Field Experience Paper	60 points	340-374 points=D
Mid-Term Exam	100 points	Below 340 points=F
Final Exam	100 points	
On-Campus Sessions	40 points	
In-Class Activities	20 points	

### **Q. SELECTED BIBLIOGRAPHY, RESEARCH AND BEST PRACTICES**

Berk, R.A. (1986). Criterion-referenced testing: Status and potential. In B.S. Plake & J.C. Watts (Eds.) *The future of testing* (pp. 89-144). Hillsdale, NJ: Lawrence Erlbaum Associates.

Bloom, B.S., Engelhart, M.D., Hill, W.H., & Krathwohl, D.R. (1956). *Taxonomy of educational objectives: handbook I, The cognitive domain*. New York: David McKay Company, Inc.

Buros, O.K. (1974). *Tests in print II: An index to tests, test reviews, and the literature on specific tests*. The Highland Park, NJ: Gryphon Press.

Illich, I. (1971). *Deschooling society*. New York: Harper and Row.

Kozol, J. (1991). *Savage inequalities*. New York: Ballantine Books.

Loewen, J. W. (1995). *Lies my teacher told me: Everything your American history textbook got wrong*. New York: New Press.

Pipher, M. B. (1995). *Reviving Ophelia: Saving the selves of adolescent girls*. New York: Ballantine Books.

**R. FIELD/CLINICAL EXPERIENCES:** This course requires **12 hours** minimum of Level I field experience.  
**Level I Field Experience Requirements:** See attached

### TENTATIVE SCHEDULE

September	5	Introduction
	10	Why Teach (textbook chapter 1)
	12	Expectations (textbook chapter 2)
	17	Purposes of School (textbook chapter 3)
	19	Purposes of School (textbook chapter 3)
	24	Philosophy of Education (textbook chapter 10)
	26	Philosophy of Education (textbook chapter 10)
	1	Student Diversity (textbook chapter 4)
October	3	Student Diversity (textbook chapter 4)
	8	Social Problems (textbook chapter 5)
	10	Social Problems (textbook chapter 5)
	15	Social Problems (textbook chapter 5) <b>PHILOSOPHY PAPER DUE</b>
	17	Mid-Term Exam
	22	Effective Teachers (textbook chapter 6)
	24	Effective Teachers (textbook chapter 6)
	29	Technology (textbook chapter 7)
	31	Technology (textbook chapter 7)
November	5	Curriculum (textbook chapter 8) <b>ARTICLES DUE</b>
	7	Curriculum (textbook chapter 8)
	12	Governing Schools (textbook chapter 9)
	14	ASSESSMENT DAY—NO CLASS
	19	Governing Schools (textbook chapter 9)
	21	History of Education (textbook chapter 11)
	26	Ethics (textbook chapter 12) <b>FIELD EXPERIENCE PAPER DUE</b>
	28	HAPPY THANKSGIVING!
December	3	Ethics (textbook chapter 12)
	5	Ethics (textbook chapter 12)
	10	Finish presentations
	12	Finish presentations/
	18	Final Exam

On-Campus Sessions for Foundations of American Education

These will be conducted by Ms. Lynda Oldenkamp, Director of Field Experiences

Monday, September 30	Field Experiences and Community Service	KC 117	12:00 or 4:00
Monday, October 21:	The Teacher Education Program	KC 117	12:00 or 4:00
Monday, November 18:	The Teaching Profession	KC 117	12:00 or 4:00
Monday, December 9:	Topic to be determined	KC 117	12:00 or 4:00



## S. RELATION TO MISSION:

### Empowering Educators – Standards-Based Preparation



"The mission of the College of Education is to guide undergraduate and graduate students through the process of acquiring and applying professional knowledge, skills and attitudes with emphasis on integrating technology in the teaching and learning process."

The College of Education is committed to the following core values:

- the alignment of programs with *professional standards*,
- exploring *multiple perspectives*,
- sustaining *community and university partnerships*,
- the continued *professional growth* of its faculty, staff and constituents,
- the appropriate *use of technology* in the teaching and learning process, and
- supporting the *professional conduct* of its students, faculty, and outside constituencies.

The DSU Teacher Education Standards identify the following knowledge, skills, and attitudes that candidates must know and be able to do:

1. Knowledge of subject matter
2. Knowledge of human development and learning
3. Adapting instruction for diverse learners
4. Multiple instructional strategies
5. Classroom motivation and management skills
6. Classroom interaction skills
7. Instructional planning skills
8. Assessment of student learning
9. Professional reflection and growth
10. Collaboration
11. Using and integrating technology
12. Professional expectations

OBJECTIVE	STANDARD	ASSESSMENT
<p>1. to understand the role of technology and change in education</p> <p>2. To gain an awareness of the uses of technology in education</p>	<p style="text-align: center;"><b><u>Using and Integrating technology</u></b></p> <p><b><u>DSU #11</u></b> Candidates understand the capabilities of technology, its impact on education, and are able to integrate technology into the teaching and learning process.</p> <p><b><u>DECA 24:16:07:01. Development of knowledge, skills, and attitudes in teacher candidates.</u></b> (8) Understanding the foundations of education, technological and societal changes in schools,</p> <p style="text-align: center;"><b><u>NCATE Standard #1 Candidate Knowledge, Skills, and dispositions.</u></b> See standard above</p>	<p>1. quizzes, exams</p> <p>2. utilization of web resources to develop web assignments</p>
<p>1. to gain an awareness of the purpose and functions of "schools"</p> <p>2. to become aware of various educational philosophies</p> <p>3. to help learners determine if they really want to become teachers</p> <p>4. to provide practical experiences in classrooms</p> <p>5. to appreciate teaching as a profession</p> <p>6. to understand the role of politics in education</p> <p>7. to understand the history of education in the USA</p> <p>8. to develop an appreciation for multiculturalism</p> <p>9. to understand issues of equality as they relate to education (e.g., class, gender, race, etc.)</p> <p>10. to gain an understanding of diversity issues (ability and cultural)</p> <p>11. to gain an awareness of legal issues related to education</p> <p>12. to gain an awareness of curriculum and instruction issues</p>	<p style="text-align: center;"><b><u>Professional Expectations</u></b></p> <p><b><u>DSU #12</u></b> Candidates understand their legal, ethical, and professional responsibilities.</p> <p><b><u>DECA 24:16:07:01. Development of knowledge, skills, and attitudes in teacher candidates.</u></b> (8) Understanding the foundations of education, technological and societal changes in schools, and the legal and ethical responsibilities of the teaching profession</p> <p style="text-align: center;"><b><u>NCATE Standard #1 Candidate Knowledge, Skills, and dispositions.</u></b> See standard above</p>	<p>1. quizzes, creation of web page on history of education</p> <p>2. quizzes, exams, development of personal teaching portfolio</p> <p>3. web page on view of teaching and why students become teachers, group project on educational reform</p> <p>4. field experience with reflective journal entries</p> <p>5. reflective journal entries</p> <p>6. quizzes, exams, creation of web page on history of education</p> <p>7. quizzes, creation of web page on history of education</p> <p>8. participation in cultural simulation</p> <p>9. quizzes, exams, creation of equality web page</p> <p>10. quizzes, exams, participation in cultural simulation</p> <p>11. quizzes, exams</p> <p>12. quizzes, exams, group project on educational reform</p>