SUNY ORANGE
Education Department

COURSE SYLLABUS

COURSE #: EDU 207 MN NAME: Social and Philosophical Foundations of Education
INSTRUCTOR: Elizabeth Tarvin SEMESTER: Spring 2008
PHONE: 341-4482 OFFICE: Sarah Wells Room 101
EMAIL: elizabeth.tarvin@sunyorange.edu HOURS: As posted, or by appointment

COURSE DESCRIPTION

This course examines the social, cultural, philosophical, historical, ethical and practical aspects of education in the United States. Current issues, such as economics and school equity, areas of bias, school achievement, policies, practices and reform initiatives will be addressed. Ten hours of field observation beyond the college classroom is required. Two meetings of field experience reflection groups will be scheduled in addition to college classroom hours. Location and time of these meetings will be student-scheduled to accommodate the groups’ needs.

Prerequisites: ENG 101 Co-requisites: PSY 221 or PSY 222
3 Lecture Hours 3 Credits

RELATIONSHIP TO PROGRAMS

This course is intended specifically for Jointly Registered Teacher Education Program (JRTEP) students. However, this course may also pertain to students in Liberal Arts AA/AS programs with a Foundations of Education area of interest, as it is required for the New York State Teaching Certificate.

STUDENT LEARNING OUTCOMES

1. Identify major historical, psychological, philosophical, political, social, and cultural foundations in American education, and the changing attitudes and educational processes and policies toward children in the U.S.
2. Define teaching, learning, education, schooling, and equity and their meanings related to the teaching role and responsibilities.
3. Demonstrate skills of objective observation in field sites, and use reflective and analytical thinking skills while recording observations in weekly journals.
4. Describe current challenges in American schools, and evaluate efforts and impacts of proposed educational reform.
5. Develop a foundational sense of classroom management and behavioral strategies with the goal of creating a positive classroom community.
6. Work on planning, presenting, and evaluating developmentally appropriate and inclusive lessons and practices.
7. Create an appropriate personal philosophy of teaching and learning.
8. Use exemplary oral and written communication skills with evidence of higher level, critical thinking.

**REQUIRED TEXT**


**COURSE CONTENT**

1. A Teacher’s Role
2. Challenges Teachers and Schools Face
3. The Richness of Classroom Cultures
4. Education in America: The Early Years
5. Education in America: Then and Now
6. Why Teachers Behave As They Do
7. Leading, Governing, and Funding Schools
8. The Influence of the Law
9. Curriculum and Instruction
10. Recognizing Educational Success: Standards and Assessments
11. A Global Education Context
12. What Lies Ahead

**MAJOR ASSIGNMENTS/ACTIVITIES**

1. Class Attendance with active, informed, positive participation.
2. Timely reading/viewing of required text, handouts, videos, other materials.
3. Participation in Reflection Group meetings with Blackboard postings and online responses.
4. Completion of 10 hours Field Experience observations through Reflective Journals and Attendance Record.
5. Completion of Lesson Plan with Class Presentation.
7. Completion of Culture Study Paper.
8. Presentation of Personal Education Philosophy of Teaching and Learning.
GRADING SYSTEM

15%  Attendance
15%  10 hours Field Experience observations through Reflective Journals and Attendance Record
15%  Completion of Assignments and Activities
15%  Lesson Plan with Class Presentation
10%  Hot Topic Paper and Class Presentation
10%  Culture Study Paper
10%  Personal Philosophy of Teaching and Learning and Teacher’s Rules and Responsibilities
10%  Final Exam

GENERAL COURSE INFORMATION

1. All work must be typed or computer text, preferred use of Times New Roman, Font Size 12 or 14, unless otherwise specified.
2. Proper grammar and correct spelling are mandatory for each written assignment. Please do not rely solely on your spell/grammar check. Points will be deducted if work is not at “college level.”
3. Due dates are serious. Grade point reductions will be given for late work according to specific course/assignment guidelines.
4. Attendance is critical. Each unexcused absence beyond ONE will reduce your final average by six (6) points per week.
5. You must be present for the entire class to be counted as attending that day. If absence is unavoidable, you MUST contact me prior to class. This is CRUCIAL. Unusual circumstances MUST be communicated to me.
6. Make-up work, notes, and exams are YOUR responsibility to obtain/schedule.
7. Make-up assessments will be given only for excused absences and must be scheduled and administered as close to the original date as possible.
8. Students may withdraw themselves and receive a “W” during the first 10 weeks of the semester. During weeks 11 through 13 they may only withdraw and receive a “W” with the permission of the instructor. All others receive a final mark which may be A, B, C, D, or F.
9. Please remember to keep a copy of ALL of your assignments for your own personal files.
10. Changes in topics, due dates, assignments or presentations may occur due to unforeseen circumstances with or without prior notice.

SUPPORT SERVICES

SUNY Orange is committed to assisting students to achieve their best. Resources for you include: Tutorial Center, Writing Lab, Math Lab, Student Success Center, Advising and Counseling, Library and Career Services. Computers and printers are available for your use in the Library, Shepard Student Center and Bio Tech Building.
ADA DOCUMENTED DISABILITY

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon. Please request that the Advocate for Services to Students with Disabilities send a letter verifying your disability. To receive help, contact 341-4000.

CELL PHONE POLICY

The active use of any device classified as a “telecommunications device”, including but not limited to pagers, cellular phones, PDAs and messaging devices, is prohibited in classrooms, as well as in other areas where a classroom atmosphere is assumed (e.g. libraries, labs, theaters, administrative offices) except by special permission of the instructor. Passive use, including silent and vibrate mode, may be used, provided it does not compromise the educational process or promote an unethical situation. Instructors reserve the right to regulate the monitoring of such devices as necessary.

PLAGIARISM

Any student or organization found to have committed or attempted to commit any of the following acts of misconduct is subject to the disciplinary sanctions outlined in Article IV.

Acts of dishonesty, including, but not limited to:
   a. Cheating, including cybercheating
   b. Fabrication
   c. Facilitating academic dishonesty
   d. Plagiarism, including internet plagiarism
   e. Forgery
   f. Bribery
   g. Multiple submission (submitting the same assignment to more than one instructor without the permission of the instructors). Please refer to the College Academic Policy for other means of resolution for academic dishonesty issues.

WEATHER EMERGENCIES/CANCELLATIONS

In the event that this class is cancelled, there will be a makeup class scheduled ONLY for evening classes, NOT day classes. Check the college website or local radio station for closings.

EDUCATION DEPARTMENT RESOURCES

The Education Department provides numerous resources for its students:
   • Education Resource Area—Located on the second floor of the library, this area houses books and periodicals for use by students.
   • Education Department Hallway—The hallway in the Sarah Wells Building contains Education Department faculty and staff offices as well as Bulletin Boards with course listings, job postings, event times and dates, club meeting times and contact information.
• **Education Resource Room**—Located in Sarah Wells Workroom, this area holds consumables for student use, as well as a TV/VCR and video tapes, CD-ROMs and DVDs.

• **Education Department Website**—Log on to www.sunyorange.edu/education for the most current information.

**DATES TO REMEMBER**

1/14  Classes begin Spring 2008  
1/21  Martin Luther King Jr. Day—College Closed  
2/4  First day to apply for May graduation  
2/14  Last day for student withdrawal from first half semester classes with “W”  
2/29  Last day to apply for May graduation  
3/12  Mid-semester “U” grades distributed to students online  
3/21  Good Friday—Classes in session  
3/22  Saturday before Easter—Classes in session  
3/24-3/30  Spring Recess—No Classes  
3/31  Early registration for Summer 2008  
4/4  Last day for student withdrawal for Spring 2008 with “W”  
4/15  Early registration for Fall 2008  
4/18  Last day for instructor withdrawal for Spring 2008  
5/14  Grades distributed to students online  
5/17  Commencement  
5/26  Memorial Day—College Closed

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## CHRONOLOGY OF STUDY
**EDU 207 MN Spring 2008**

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
<th>Assignments Due</th>
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| 1/17       | Introduction/Course Overview  
Chapter 1  A Teacher’s Role |     |
| 1/24       | Field Observation Experience  
Chapter 2  Challenges Teachers and Schools Face |     |
| 1/31       | Diversity Awareness Exercise  
Chapter 3  The Richness of Classroom Cultures | Diversity Reflection Due |
| 2/7        | Chapter 4  Education in America: The Early Years |     |
| 2/14       | Chapter 5  Education in America: Then and Now | Journal #1 |
| 2/21       | Cultural Papers and Presentations Due | Cultural Paper Due |
| 2/28       | Chapter 6 Why Teachers Behave as They Do  
Chapter 7  Where Teachers Work | Journal #2 |
| 3/6        | Hot Topic Papers and Presentations Due  
Chapter 8  Leading Governing and Funding Schools | Hot Topic Papers and Presentations |
| 3/13       | Chapter 9 The Influence of the Law | Journal #3 |
| 3/20       | Chapter 10 Lesson Planning | Philosophy Statement Due |
| 4/3        | Chapter 10 continued | Journal #4 |
| 4/10       | Lesson Plan Presentations and Peer Critique | Lesson Plan Due |
| 4/17       | Chapter 11 Recognizing Educational Success | Journal #5 (HOURS SHEET DUE) |
| 4/24       | Chapter 12  A Global Educational Context/Guest Speaker | Discussion Group Meetings Due  
(Summary due or 5 comments on Discussion Board) |
| 5/1        | Chapter 13 What Lies Ahead |     |
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