

**THE UNIVERSITY OF TENNESSEE AT MARTIN
DEPARTMENT OF EDUCATIONAL STUDIES
COURSE SYLLABUS**

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Office Hours: Monday and Wednesday 8-9, 10:15-11:00, 1:00-2:00
Tuesday and Thursday 10:00-12:00, 6:00-7:00
Friday by appointment

I. COURSE NUMBER AND TITLE

Teacher Education 301: Foundations of Education

II. SEMESTER CREDIT HOURS

Two (2) Semester Hours Credit

III. CATALOG DESCRIPTION/PURPOSE

An introductory course designed to provide prospective teacher education majors with an overview of the history and philosophy of education. This course addresses professionalism, history, philosophy and sociology of education; global understanding; diversity and governance of education. The course includes the initial development of a professional portfolio as part of the requirements for completion of a degree within the College of Education and Behavioral Sciences.

IV. RATIONALE

Typically, programs in teacher education have consisted of a series of separate courses, such as philosophy of education, psychological foundations and other courses often dealing with curriculum and basic principles of education. Due to restrictions in the number of courses that can legally be required, and due to the necessity of teaching other courses, this is now impossible. On a more favorable note, this arrangement makes it noticeable that these areas are united, rather than isolated fragments. Of importance to students is the tendency in this course to unite theory with practice rather than isolating these areas of study. In harmony with this concept, it is important to notice that like many academic subjects, there is an intellectual, as well as an operational, component in the study of education, and like any academic study, the student should put as much emphasis on learning as on merely being taught.

V. TEACHER EDUCATION MODEL

The UT-Martin Teacher Education Program is designed to develop teachers who facilitate learning by engaging in methods and strategies which transform students from passive recipients into active participants in their own intellectual growth and development. As a result, teachers need to be reflective practitioners, capable of reviewing, instructing, and critically analyzing their own and their students' performance. Thus the UT-Martin Teacher Education Program is based on a conceptual framework that has been derived from current research and best practice.

V. OBJECTIVES/GOALS

Cognitive Objectives (Global):

(Letters A-I refer to the Conceptual Framework listed above.)

The learner will

1. Be able to identify the requirements for admission to Teacher Education, the types of degrees offered, catalog requirements for programs in education, and state certification requirements.
2. Investigate legal issues, state and federal mandates, and the ramifications to teaching in a public school system
3. Become familiar with the administrative structure of public schools from the state to local levels.
4. Explore the philosophical and historical foundations of idealism, realism, progressivism, existentialism, and constructivism.
5. Become aware of current trends in teacher certification, accountability, and assessment of student, teacher, and school performance.
6. Recognize the effects of multicultural ethnicity upon the educational system; to recognize the need for diversity of educational institutions; to recognize the inequities of education according to class.

Specific Course-Oriented Cognitive Objectives

From this foundation studies course, teacher candidates should develop an interpretive and critical understanding of the following:

1. teaching as a career choice (Chs. 1 &2).
2. recent changes in the teaching profession; (Ch.2).
3. the political, social, legal and economic roles and processes of schooling in American institutional life(Chs. 9, 8, and 5 plus handout on law).
4. to be able to relate current school programs and to explain how they are associated with significant philosophical, historical and contemporary pedagogical thought(Chs. 6,7).
5. the purposes of schools and schooling (Ch. 1,2).
6. the school curriculum--its reform and present relevance (Ch. 10).
7. the school as a multiethnic society (Ch. 8).
8. the organizational, governmental and financial structures of the American educational politics as they pertain to the teaching profession, and the schools themselves (Ch. 9).
9. the teacher's role as a facilitator of learning (Chs. 4,7;).
10. the rights, responsibilities and ethical standards of practice for the teaching profession (Ch. 3).
11. the major facts of cognitive and personal/social development which affect human learning (Ch. 8).

VII. COURSE CONTENT/LEARNING ACTIVITIES

- A. History of Education
 - 1. Characteristics of history
 - 2. Common schools, district schools, academies
 - 3. Debates over the common school reform
 - 4. Progressive reform
 - 5. Immigrants and Blacks
 - 6. Contemporary trends
- B. Philosophy of Education
 - 1. Realms of philosophy (handout)
 - 2. Four philosophies
 - 3. Educational philosophies
- C. Professional Organization
 - 1. NEA and AFT
 - 2. Collective bargaining--strikes--political action
 - 3. Is teaching a profession?
- D. Deciding To Teach and Finding a Job
 - 1. The scope of education
 - 2. Image of teachers
 - 3. Image of public schools--polls
 - 4. Motives for teaching
 - 5. Satisfaction and dissatisfaction
 - 6. The teacher job market (supply, demand, political implications, field-by-field)
- E. Earning a Living and Living with Evaluation
 - 1. Salaries--teachers and administrators--merit pay (a current controversial trend)--fringe benefits
 - 2. Evaluation
 - 3. Career ladders
 - 4. National career ladder
- F. Learning to teach; proving competence
 - 1. Content of teacher education--liberal and professional
 - 2. Reforming teacher education
 - 3. Raising standards
- G. Teachers and the Curriculum
 - 1. Back to the Basics
 - 2. Testing, measurement-driven curriculum
 - 3. More studies of the eighties
 - 4. Criticism during the eighties
- H. Sociology of Education
 - 1. Social class
 - 2. Class and education
 - 3. Families and peer groups
 - 4. Ability-grouping and ethnicity
 - 5. Concepts of multi-ethnicity (handouts)
 - 6. Segregation--de facto and de jure
 - 7. Urban schools
 - 8. Desegregation and busing
 - 9. Magnet schools
 - 10. Hispanic students--bilingual education
 - 11. Gender and gender differences

- I. Politics and Finance
 - 1. Organization--local, state, National
 - 2. Finance
- J. Educational Law
 - 1. Rights and responsibilities
 - 2. Famous cases (Text and handout)
 - 3. Private schools
- K. Review

Activities

The student is responsible for four (or equivalent) written activities and an oral activity. The oral activity will be a part of an assigned review of a legal case/decision (as a group activity). This activity is equivalent one examination.

VIII. EVALUATION PROCEDURES

- A. The above written reports will total a possible of 100 points.
- B. The group presentation will total 100 points.
- C. Portfolio will total 100 possible points.
- B. Two tests will be given--a mid-term and a final. These will be worth 100 points each.
- C. Up to 10 points will be awarded for good discussion (this, of course, affects borderline grades often).
- D. Persons who have excessive absences (except for unavoidable reasons) lose griping privileges at the end of the semester.
- E. Remember that you must pass this course (and all other education courses) twice, in effect. Passing the National Teachers Examination is a must.

Grading Scale: 450 - 500 points is an A
 400 - 449 points is a B
 350 - 399 points is a C
 300 - 349 points is a D

IX. TEXTBOOKS

Hlebowitsh, Peter S & Tellez, Kip (2001). *Foundations of American Education: Purpose and Promise*, 2nd edition. Thompson Learning, Inc.

Constantino, Patricia M. and DeLorenzo, Marie (2002). *Developing a Professional Teaching Portfolio: A Guide For Success*. Allyn and Bacon Publishing.

X. REFERENCES

- 1. Bystydzienski, Jill M. and Estelle P. Resnik(Eds.), *Women in Cross-Cultural Transitions*, Bloomington, Indiana, Phi Delta Kappa Foundation, 1995.

2. Clark, D. Cecil and Beverly Romney Cutler, *Teaching: An Introduction*, San Diego: Harcourt Brace Jovanovich, Publishers, 1990.
3. Damico, Alfonso J., *Individuality and Community: The Social and Political Thought of John Dewey*, Gainesville, Florida: University Presses of Florida, 1978.
4. DeMoulin, Donald F., and John W. Guyton, *The Bells Toll for Whom: A Case Study for Career Development in Education*, Dubuque, Iowa: Kendall/Hunt Publishing Company, 1989.
5. Elam, Stanley (Ed.), *The State of the Nation's Public Schools*, Bloomington, Indiana, Phi Delta Kappa Foundation, 1993.
6. Fellman, David (Ed.), *The Supreme Court and Education*, New York: Teachers College, Columbia University, 1960.
7. Johansen, John H., James A. Johnson and Michael L Henniger, *American Education: An Introduction to Teaching*, Seventh Edition, Madison, Wisconsin: WCB Brown and Benchmark, Publishers, 1993.
8. Langer, Susanne K., *Philosophy in a New Key, A Study in the Symbolism of Reason, Rite, and Art*, Cambridge, Massachusetts: the Harvard University Press, 1951 (Originally Published in 1942 by Harvard University Press).
9. Magee, John B., *Philosophical Analysis in Education*, New York: Harper and Row, Publishers, 1971.
10. Packard, Vance, *The Status Seekers*, New York: Pocket Books, Inc., 1963 (Originally Published by David McKay, 1961).
11. Peter, Laurence J., *Why Things Go Wrong or The Peter Principle Revisited*, New York: William Morrow and Company, Inc., 1985.
12. Rich, John Martin, *Foundations of Education: Perspectives on American Education*, New York: Merrill, an Imprint of Macmillan Publishing Company, 1992.
13. Smith, L. Glenn and Joan K. Smith, et. al., *Lives in Education: A Narrative of People and Ideas*, New York: St. Martin's Press, 1994.
14. Travers, Paul D. and Ronald W. Rebores, *Foundations of Education*, Third Edition, Boston: Allyn and Bacon, 1995.
15. Wynn, Richard and Joanne Lindsay Wynn, *American Education*, Ninth Edition, New York: Harper and Row, Publishers, 1989.
16. Zirkel, Perry A., and Sharon Nalbone Richardson, *A Digest of Supreme Court Decisions Affecting Education*, Bloomington, Indiana: Phi Delta Kappa Foundation, 1988.

XI. PREREQUISITES

No prerequisites, assumes student is considering teaching as a profession.

XII. FACULTY FREQUENTLY TEACHING COURSE

Amy Coleman, Daniel Pigg, Brenda Gullede, Patricia Hewitt,
James Petty, Rhonda Shanklin

XIII. PROGRAM(S) IN WHICH COURSE IS REQUIRED

All Education Endorsements

XIV. State Matrix

IA. Ability to demonstrate consistently the communication skills of reading, writing, speaking, listening, and interpreting.

IB. Ability to communicate in a clear and logical fashion with students.

IF. Understanding the dignity and worth of students from diverse cultural, social, ethnic, and racial backgrounds and students with handicapping conditions; ability to demonstrate that understanding.

IIA. Understanding of human growth and development including cognitive, language physical, emotional, and social development.

IIH. Ability to correlate learning with real life activities.

IIM. Ability to create a classroom climate that fosters self-discipline and cooperation; ability to use various techniques for classroom and student behavior management.

IIIA. Understanding the legal and ethical responsibilities of the profession.

IIIB. Understanding the influence of significant political, economic, and socio-cultural influences on American education.

IIIC. Understanding of the school's operation with regard to structure, organization, and management.

IIID. Ability to evaluate current education issues and trends in the light of historical and scientific understanding of educational thought and practice.

VA. Knowledge of the subject area in sufficient depth to be able to organize instruction and convey information clearly to students.

VC. Ability to analyze, synthesize, evaluate, and apply knowledge of the subject area(s) in teaching.

***Note:**

Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from PACE or Student Academic Support Center within the first two weeks of the semester.