

CARTHAGE COLLEGE
EDU 1010 Education and Society - 4 credits
Fall Term 2021
Tuesday and Thursday
8:00 am - 9:40am

Instructors:

Nana LoCicero
Phone: 262-553-9101
Email: nlocicero@carthage.edu
jschneider3@carthage.edu

Jolene Schneider
Phone: 262-496-6913
Email:

Catalog Description: The history and philosophy of education (elementary, middle/junior high, and secondary), as well as current social and political issues of education learning environments will be the basic content of this course. Governance issues will also be examined. Critical-thinking skills will be developed through writing, speaking, and listening. Prerequisites: None

Full Course Description: This course encompasses five major topics: philosophy of education, history of education, the basics of the teaching profession, school governance and reform, and students and families, including students with special needs. Ten hours of clinical experience are required.

Recommended Text: Johnson, James A., Musial, Diann, Hall Gene E., Gollnick, Donna M. (2018). Foundations of American Education Becoming Effective Teachers in Challenging Times, (Seventeenth Edition). Pearson.

Major Student Learning Outcomes

Students will be able to:

- define quality teaching and the characteristics of an effective teacher in the current world,
- describe historical elements and perspectives that have played a role in the evolution of American schools,
- explain the philosophical foundations of education including the essence of education and current educational philosophy,
- examine the sociological foundations of education including schools in society, diversity in schools, and students and their families,
- demonstrate fluency in the basic concepts and regulations for special education and English Language learners, including legal and policy terms,
- assess the value of an education that is multicultural and culturally responsive,
- describe school governance, organization, finance, and legal foundations of education including the roles played by the federal, state, and local governments,
- know the history and characteristics of Wisconsin Native American and their contribution to education, and
- write a statement of personal philosophy of teaching effectiveness.

Meeting Dates: Our class is scheduled to meet Tuesday and Thursday from 8:00 am -9:40 am.

Course Requirements

Professionalism: Teaching is an essential profession. Teaching requires educators who are passionate about facilitating student growth, learning, and achievement. Teaching demands the very best from each educator; it is highly complex and requires knowledge, abilities, and hard-work to ensure that every child succeeds. Therefore,

all students are expected to demonstrate the professionalism associated with Carthage College pre-service educators. Such dispositions may be defined as the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. With respect to this class, you are expected to:

- be punctual both in your attendance and in your completion/submission of assignments,
- interact respectfully and appropriately with your instructor and your peers,
- be open to diverse viewpoints,
- be prepared - complete assignments on time,
- participate in discussions and activities,
- add to the positive learning environment of our class - be respectful, helpful, considerate, collaborative, and encouraging of others,
- have an enthusiasm for learning about the foundations of American education, as well as the attitude of a life-long learner, and
- demonstrate knowledge, understanding, and ability to apply your learning in this course.

Participation: Students are expected to listen actively and participate in class/group discussions and activities. This course involves significant group work, discussion, and sharing. It is imperative that each student comes to class prepared.

Attendance/Participation: This course is heavily based on participation, and attendance is mandatory. One unexcused absence is permitted. Please notify one of the instructors if you will miss a class. It is the responsibility of the student to find out what work has been missed and arrange time for making it up. If no attempt is made to make up the assignment/work within one week of the due date, a zero will automatically be given.

Clinical Experience (Required by the Wisconsin Department of Public Instruction): Students will earn ten hours of clinical experience through several options which may include: dialogue, interviews/surveys with education professionals, and in-person and/or virtual visits to classrooms. (*We will work with you to complete this expectation.*)

Assigned Readings: All assigned chapters and articles must be read by the assigned dates.

Technology Experiences: Schoology, Google, PowerPoint, Internet Resources, Zoom, etc.

Speakers and Field Trips: We will attempt to schedule speakers in-person or virtually throughout the semester. We are planning on one field trip for this class. Each speaker or field trip will enhance the understanding of the curriculum. All will be scheduled during class time when possible. Attendance is required.

Evaluation Criteria: Students will be evaluated on the criteria given below.

Value	Criteria
30%	Attendance, Professionalism, and Participation - Missing class will greatly affect your grade. If you are going to miss class, please contact one of the instructors.
20%	Daily Assignments
25%	Formative Assessments: Philosophy Statement and Interview Project
25%	Summative Assessment: Final Project
Required to Pass	10 Clinical Hours (Required by Wisconsin Department Public Instruction)

Grading Criteria: The expectation is that all course requirements will be of the highest quality. Grades will be determined by the merit of the written assignments and oral presentations, class attendance, professionalism, participation, and the final project.

Scale	General Rule
A+	98-100
A	93-97
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	63-67
D-	60-62

Class Expectations:

- Respect each other.
- Keep an open mind.
- Try new things.
- Everyone participates.
- Pull your own weight.
- Support each other's thoughts and ideas.
- Listen to each other.
- Focus on the speaker and the task.
- Be (and begin) on time and end on time.
- Come prepared.
- Use technology in class respectfully.

Course Outline

Essential Questions: By the end of the semester, all students will be able to demonstrate knowledge, understanding, and application of these essential questions.

- Why Teach?
- Who are today's students?
- What makes a good teacher?
- What do good schools look like?
- What are the challenges for schools in the future?

Date	Assignment
Tuesday, Sept. 7	<ul style="list-style-type: none"> ● For the next class: Read Chapters 1 and 13, complete and submit possible assignment
Thursday, Sept. 9	<ul style="list-style-type: none"> ● Asynchronous Day - students work outside of the classroom
Week of Sept. 14 and 16	<ul style="list-style-type: none"> ● Come prepared to class having read Chapter 1 and 13 ● For the next class: Read all sections in your book on Native Americans (This is found under American Indians in the index.) and complete and submit possible assignment
Week of Sept. 21 and 23	<ul style="list-style-type: none"> ● Come prepared to class having read all sections in your book on Native Americans ● For the next class: Read Chapter 7 and submit possible assignment
Week of Sept. 28 and 30	<ul style="list-style-type: none"> ● Come prepared to class having read Chapter 7
Week of Oct. 5 and 7	<ul style="list-style-type: none"> ● October 5, Tuesday: Field Trip to Kenosha Public Museum ● For the next class: Read Chapter 2 and 3 and submit possible assignment
Week of Oct. 12 and 14	<ul style="list-style-type: none"> ● Come prepared to class having read Chapter 2 and 3 ● For next class: Read Chapters 4 and 5 and submit possible assignment
Week of Oct. 19 and 21	<ul style="list-style-type: none"> ● Come prepared to class having read Chapter 4 and 5 ● Formative Assessment will be discussed and assigned: Developing your own philosophy- Due Nov. 2
Tuesday, Oct. 26	<ul style="list-style-type: none"> ● No Class - Fall Break
Thursday, Oct. 28	<ul style="list-style-type: none"> ● Potential Guest Speakers ● For the next class: Read Chapter 6 and 8 and submit possible assignment
Week of Nov. 2 and 4	<ul style="list-style-type: none"> ● Come prepared to class having read Chapters 6 and 8 ● For the next class: Read Chapters 11 and 12 and submit possible assignment ● Introduce Summative Assessment: Final Project - Due Week of Dec. 7 and 9 ● Formative Assessment on Developing your own philosophy is due.
Week of Nov. 9 and 11	<ul style="list-style-type: none"> ● Come prepared to class having read Chapter 11 and 12

	<ul style="list-style-type: none"> ● For the next class: Read Chapter 9 and 10 and submit possible assignment
Week of Nov. 16 and 18	<ul style="list-style-type: none"> ● Come prepared to class having read Chapters 9 and 10 ● Formative Assessment will be discussed and assigned: Teacher Interview or classroom observation - Due Nov. 30
Tuesday, Nov. 23	<ul style="list-style-type: none"> ● Potential Guest Speakers
Thursday, Nov. 25	<ul style="list-style-type: none"> ● No Class - Happy Thanksgiving!
Tuesday, Nov. 30	<ul style="list-style-type: none"> ● Putting it all together and potential guest speaker ● Formative Assessment on Teacher Interview/classroom observation is due
Thursday, Dec. 2	<ul style="list-style-type: none"> ● Asynchronous Day - students work outside of the classroom
Week of Dec. 7 and 9	<ul style="list-style-type: none"> ● Final Project Presentations

**This calendar is tentative and may need to be adjusted due to students' needs. Additional readings may be assigned.*

Academic Integrity is expected of all students. The attempt of any student to present as his or her own that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or an assignment written, in whole or part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy from books, magazines, internet, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. If academic misconduct is suspected, the faculty member will follow the Carthage College Faculty Handbook guidelines regarding academic misconduct.

Health and Counseling Center (HCC) supports students by addressing physical, mental, and emotional well-being. All services are free and confidential and are available to currently enrolled, full-time undergraduate students. Health services include the assessment and treatment of minor illness and injury. Diagnostic testing, complimentary over-the-counter medications, and referrals to off-campus providers are all available. Our licensed counselors help students with challenges that can be resolved with short-term, solution-focused counseling. Some topics discussed during counseling include depression and anxiety, traumatic experiences, gender and sexuality, relationship concerns, stress management, and academic challenges. More details - including info about appointments - can be found at carthage.edu/health-counseling.

The **Brainard Writing Center** is a free resource for student writers. The center is staffed by undergraduate Writing Fellows who have been recommended by Carthage faculty and trained to work with other students on their writing. They can work with you at all stages of the writing process, including understanding the assignment, brainstorming ideas, drafting, revising, and proofreading. This semester they are offering in-person, Zoom live virtual, and written feedback consultations. For more information and to schedule an appointment, visit carthage.edu/writing-center.

Tutoring and/or Academic Coaching is available to assist you with any aspect of the class, including understanding readings, preparing for quizzes, and studying for exams. These resources are not engineered especially for struggling students; they are for everyone to maximize their academic growth potential. Please take advantage of them. For information and to book a one-on-one appointment visit carthage.edu/tutoring

Learning Accessibility Services strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers due to your disability (including mental health, learning disorders and

chronic medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, you also need to register with Diane Schowalter in Learning Accessibility Services (dschowalter1@carthage.edu).

Mask Policy: While there are multiple perspectives on masking, at the end of the day, teaching is a “helping profession” and our peers, students, and other colleagues *deserve to feel safe*. As such, masks are required any time you are in this classroom or in a school placement. No exceptions. If you attempt to attend class or a school placement without masking, you will not be allowed entry, will lose all participation points, and be subjected to a departmental dispositions review.

#StaySafeCarthage: Please note: Because the world’s understanding of COVID-19 continues to evolve, all policies and plans listed are subject to change. Carthage will make sure our community is notified of changes through email, The Bridge, social media, and this website. Updates will also be posted on the following website: <https://www.carthage.edu/carthage-covid-19/stay-safe-carthage/> **STAY ALERT!**

InTASC Model Core Teaching Standards

The Learner and Learning

Standard 1 Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2 Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3 Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Standard 4 Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5 Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard 6 Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard 7 Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8 Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard 9 Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on

others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10 Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

COPYRIGHT: All rights reserved. This material may not be reproduced, displayed, modified or distributed without the express prior written permission of the copyright holder.