H340: Education and the American Culture

Indiana University Northwest
SCHOOL OF EDUCATION

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Fall 2010-MW 4:00-5:15
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Office Hours-By arrangement

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I. Course Description

Indiana University Bulletin Description: The present educational system, its social impact and future implications viewed in historical, philosophical, and sociological perspectives. Special attention is given to minorities and the ethnic and cultural dimensions of the educational system.

Expanded Description: This course focuses on the practical and ethical dimensions of schooling. Students will study sociological and historical forces that impact on education, and various political and philosophic perspectives that underlie and mold how educational policy is made and practiced in schools. In order to understand the myriad forces that impact on education, students will reflect on their own assumptions and investigate problems and/or reform efforts in education today. A main concern of the course will be on educational equity. In addition, students may also study school choice, high school drop out, inclusion, diversity and multiculturalism, at-risk students, rural and urban poor, assessment and testing, bilingual education, school prayer, and others.

II. GOALS, OBJECTIVES, AND DISPOSITIONS

INITIAL PROGRAM

Professional Teaching Dispositions

The Candidate shows evidence that she/he values these dispositions.

1. *Attendance should be dependable, arrival and departure should be on time, and appearance and actions should be professional.

2. Subject matter to be taught should connect to the students’ world.
3. The content of teaching should align with state and professional standards.

4. Organization and preparation are key to promoting students’ active learning.

5. Ideas should be expressed/communicated clearly and appropriately both verbally and in writing.

6. Multiple teaching approaches and technology should be used with students.

7. Classroom management should be student-centered, and students should be treated with respect and care.

8. Students from diverse backgrounds deserve respect and understanding.

9. Cooperation should be facilitated in the classroom and throughout the school and community.

10. Students’ progress should be tracked (monitored) with instructional adjustments made to meet their needs.

11. Constructive criticism and suggestions should be encouraged and welcomed.

12. *Enthusiasm and commitment are necessary to become an effective teacher.

* Candidates’ behaviors that exemplify these dispositions are described as: Responsible and Appropriate Class Behavior, Professional Behavior, and Social and Emotional Well-being. Examples are provided below.

Examples of candidates’ behaviors that exemplify disposition statements 1 and 12.

*Attendance should be dependable, arrival and departure should be on time, and appearance and actions should be professional.

*Enthusiasm and commitment are necessary to become an effective teacher.

**Responsible and Appropriate Class Behavior**
- Meets obligations/deadlines with promptness
- Plans ahead
- Follow procedures, rules, and directions
- Solicits exceptions only under legitimate circumstances
- Submits work that reflects quality
- Demonstrates use of evidence to support positions
- Recognizes the importance of class/field attendance
Comes to class prepared and on time
Demonstrates self-efficacy and pro-activity
Demonstrates accountability and reliability
Demonstrate a commitment to teaching
Participates in class discussion with respect
Demonstrates respect for learning
Demonstrates respect and seriousness for learning
Demonstrates honesty with no cheating or plagiarism

**Professional Behavior**

- Demonstrates effective interpersonal skills
- Functions effectively in a variety of group roles
- Solicits and considers alternative views
- Collaborates with others on professional level
- Demonstrates honesty and integrity to self and others
- Demonstrates moral excellence and trustworthiness
- Is reflective when making decisions
- Demonstrates the flexibility to accept and adapt to change

**Social and Emotional Well-being**

- Analyzes and takes responsibility for own behavior
- Accepts constructive criticism positively
- Exhibits respect for others
- Demonstrates ability to learn from both success and failure
- Adjust emotional state to professional level of expression

**GOAL:** The course goal is to provide students with the fundamental knowledge of how school systems operate and function in the 21\textsuperscript{st} Century in order to meet the needs of diverse populations while concentrating on the role of the educator in school environments with as emphasis on cultural awareness, trends in school reform, legal issues, and financial governing.

**Objectives: Students will:**

1. Better understand the “system” of schooling.
2. Interpret the role of the school in relationship to the concepts of culture, society, social class, pluralism, race and gender in American education
3. Explore the causes of and suggest possible solutions to the major problems currently experienced in schools in America
4. Examine and discuss the legal aspects of teaching in terms of teacher/student rights and responsibilities
5. Identify the major social, legislative, and legal events important to the American educational system
6. Describe and analyze the relationship between education and local, state, and federal government
7. Analyze and comment upon contemporary issues affecting education

### III. OUTCOMES, PRINCIPALS, & STANDARDS

This course is part of the Indiana University Northwest School of Education’s prerequisites for admission to the Teacher Education Program (TEP). This program is based upon a research-based conceptual framework that incorporates nine program outcomes, all of which together are aligned with the ten principles of the Interstate New Teacher Assessment and Support Consortium (INTASC) as well as the Indiana Professional Standards Board (IPSB) Developmental Standards.

#### Indiana University Northwest SOE Program Outcomes
(Bold are Addressed in this Course)

<table>
<thead>
<tr>
<th>Reflective Professional Program Outcomes</th>
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<tbody>
<tr>
<td>1. Communication Skills</td>
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<td>2. High-Order Thinking Skills</td>
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<td>3. Instructional Media and Technology</td>
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<tr>
<td>4. Learning and Development</td>
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<tr>
<td>5. School Culture &amp; Context</td>
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<td>6. Instructional Design and Delivery</td>
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<td>7. Classroom Management</td>
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<td>8. Assessment and Evaluation</td>
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<td>9. Professional Development</td>
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See SOE Webpage for detailed information regarding Program Specifics

#### Principles of the Interstate New Teacher Assessment and Support Consortium (INTASC)
(Bold are Addressed in this Course)

<table>
<thead>
<tr>
<th>INTASC Principles</th>
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<tbody>
<tr>
<td>1. Knowledge of Subject Matter</td>
</tr>
<tr>
<td>2. Knowledge of Human Development and Learning</td>
</tr>
<tr>
<td>3. Adapting Instruction for Individual Needs</td>
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<td>4. Multiple Instructional Strategies</td>
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<tr>
<td>5. Classroom Motivation &amp; Management</td>
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INTASC Principles
Indiana Professional Standards Board (IPSB)
(Bold are Addressed in this Course)

<table>
<thead>
<tr>
<th>Early Childhood</th>
<th>Middle Childhood</th>
<th>Early Adolescence Generalist</th>
<th>Adolescence &amp; Young Adulthood</th>
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</thead>
<tbody>
<tr>
<td>1. Core Knowledge</td>
<td>1. Development</td>
<td>1. Young Adolescent Development</td>
<td>1. Dev. Of Young Adolescence &amp; Young Adults</td>
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<tr>
<td>5. Family Culture &amp; Community</td>
<td>5. Professional Role</td>
<td>5. M.S. Instruction</td>
<td>5. Instructional</td>
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<td>9. Collaborative Behavior</td>
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IV. REQUIRED MATERIALS


V. ASSIGNMENTS /PROJECTS

Course Requirements:
1. Responsible for weekly reading and reporting of chapter materials
2. Complete chapter quizzes.
3. Write and present a research paper on an assigned topic.
5. Maintain a journal for video and chapter reflections
7. Attendance is expected. If you cannot attend class, let the professor know in advance of the scheduled class time (either by phone or email). Students who confront extenuating circumstances that result in a high percentage of classes being missed should consult me ASAP.
   *Unexcused and excessive absences will be reflected in your course grade.

VI. GRADING/EVALUATION

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Chapter Quizzes {5}</td>
<td>100pts.</td>
<td>400-380 A (95-100%)</td>
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<tr>
<td>Written Research Paper</td>
<td></td>
<td>379-360 A- (90-94%)</td>
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<td>{Report = 75 pts./Oral = 25 pts.}</td>
<td>100 pts.</td>
<td>359-348 B+ (87-89%)</td>
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<td>Philosophy Paper</td>
<td>50 pts.</td>
<td>347-332 B (83-86%)</td>
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<td>Class participation, group reports/presentations</td>
<td>10 pts. Ea.</td>
<td>331-320 B- (80-82%)</td>
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<tr>
<td>Reflections</td>
<td>5 pts. Ea.</td>
<td>319-308 C+ (77-79%)</td>
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<td>307-292 C (73-76%)</td>
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<td>291-280 C- (70-72%)</td>
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<td>279-240 D (60-69%)</td>
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<td>239 &amp; Below = F = (59%)</td>
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**Grading Scale**

**Quizzes**

Quiz items will be developed from concepts, terms, and information taken from the reading assignments. Each test will be composed of multiple choice and/or short answer essay questions.

**RESEARCH PAPER -- *** This project will also be evaluated with the IUN Rubric as a Portfolio Artifact***

***Follow Guidelines listed below: **Topics to be Assigned During Class (a list of some topics will be provided. Others topics will be considered, but prior approval is needed.***

*Must be a standard research paper using APA guidelines (to be discussed in class).

*Should be no more than three (3) pages in length, excluding the cover page and reference page.

*Must be typed single spaced and 12 inch font. Your papers must be both typographically and grammatically correct. Points will be deducted for such errors.

*Papers are due on the assigned date. All students are expected to submit a paper. Ten (10) points will be subtracted for each day late.

*Students are expected to present a ten minute summary of their research paper to the class according to due date.
*There should be a minimum of three (3) scholarly references (no encyclopedia or popular magazines accepted as references)-AND-one (1) Website reference.

*This paper will have a total of 100 points; 75 points for the paper and 25 points for an oral presentation that will be used as part of the rubric in communication skills.


**Reflections and Group Reports**

*Individuals will submit personal reflections/opinions of video(s), chapter reflection activities and other educational articles.

*As a group you will present, to the class, a report/summary of assigned topics, educational terms, and/or articles. You will add concluding recommendations/suggestions/ideas that address the information presented in the chapter. More specific requirements will be given in class.

**EDUCATIONAL PHILOSOPHY PAPER**

**PHILOSOPHY** – Identify basic truths about being, knowledge, and conduct. Set of beliefs about how human beings earn and grow and what one should learn in order to live the good life.

**PHILOSOPHY OF EDUCATION** – Guidelines for Teaching Philosophy Assignment — 50 Points

**INTASC Standard 9** Professional Growth and Reflection: The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

* Purpose of this assignment: For you to develop a statement of your beliefs about teaching to use as a guide throughout your teaching career. As you continue on your career path you are likely to revise and refine this initial teaching philosophy.

* What is a teaching philosophy? It is a personal statement about your evolving educational beliefs. There are many ways to approach the development of this statement. The approach and format that you select should be based on what is meaningful to you and that will be understood easily by the audiences with whom you will share your philosophy (such as future employers and your students).

**Guidelines:**

*Your paper should tell what you believe about education and include the following:
  --Beliefs about teaching/learning
  --beliefs about students
  --beliefs about knowledge
  --beliefs about what is worth knowing
  --belief of issues on social justice, caring, diversity and democracy.
This paper should be 2-3 pages in length, single spaced and include the following guidelines. Points will be deducted for grammatical errors.

VII. CLASS SCHEDULE

Fall, 2010 Tentative Schedule

TO BE DISCUSSED AND DETERMINED IN CLASS

VIII. BIBLIOGRAPHY


