



**The University of South Dakota**

**School of Education**

**Division of Curriculum and Instruction  
EDFN 338 Foundations of American Education (2 cr.)**

Summer 2014

<i>Instructor:</i> Kris Reed, Ph.D.	<i>Class Days:</i> May 12 – August 22, 2014 <i>Travel Days:</i> May 18 – June 1, 2014
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## **I. Course Description**

EDFN 338: Foundations of American Education is a survey of the history, organization, and philosophy of American education with emphasis on preparation for a teaching career. This particular course of Foundations of American Education will also compare education between the United States and the schools located in the vicinity of Edge Hill University, England.

## **II. Rationale**

*Learning and Leading through Reflective Practice* is the shared vision of the USD School of Education for all of its programs. The underlying intent of the vision requires that students be exposed to learning experiences that will enhance their ability to engage in life-long learning and leadership roles anchored in reflective practice. School psychologists must engage in many decision-making processes in the course of delivering a variety of psychological services for children within the clinical and educational context. Therefore, students are expected to make data-driven decisions based on reflection of context, theory, research, inquiry, and culturally competent practice. The primary purpose of the Foundations of Education course is to provide students with a broad and detailed understanding of the realities and intellectual context of teaching.

## **III. Suggested Readings**

TBA

#### **IV. Course Objectives/Outcomes – Standard – Assessment**

Class participants will be required to demonstrate knowledge and skill in:

<b>Objectives/Outcomes (Foundations)</b>	<b>Standards</b>	<b>Assessment</b>
1. Demonstrate knowledge of the foundations of public education, technological and societal changes in schools, and the legal and ethical responsibilities of the profession. (Foundations)	SOE 12	Discussion/Formal Paper/Presentation
2. Explore teaching as a career, identify opportunities and challenges in the profession, and identify the dispositions associated with the field.	SOE 9	Formal Paper/Presentation
3. Demonstrate knowledge of the structure and culture of the curriculum of school.	SOE 4	Discussion/Formal Paper/Presentation
4. Demonstrate an understanding of organizational, financial, and societal issues in education.	SOE 12	Discussion/Formal Paper/Presentation
5. Demonstrate knowledge of the impact culture has on education and the various ethnic subcultures within a school environment.	SOE 3	Formal Paper/Presentation
6. Develop a personal philosophy of teaching and learning.	SOE 6	Discussion/Formal Paper

#### Course Activities:

- 1 Attend all class sessions and participate in class discussions and activities.
- 2 Demonstrate behaviors associated with a professional educator.
- 3 Successfully complete all readings, assigned projects and assessments.

Grading - The methods of assessment and criteria for grade assignment for this course are:

1. Formal paper
2. Group presentation
3. Quizzes/Exams

Grading Criteria:

The following evaluation criteria are subject to change depending upon the needs of the students and the amount of content being covered over the course of this class.

A. Formal Paper	100
B. Group Presentation	50
C. Journal Writing (5 @ 20 pts)	100
D. Quizzes/Exams	200
<b>Total</b>	<b>450 pts.</b>

<b>Grading Scale</b>	A: 92-100	B: 84-91	C: 76-83	D: 68-75	F: ≤ 67
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## V. Instructional Methods and Activities

Methods and activities for instruction include:

### Traditional Experiences

1. **Attendance:** All students are expected to attend and participate in all scheduled preparation meetings prior to departure, on site and through to conclusion of the courses.
2. **Large group instruction/discussion:** Participation in small and large group discussions and activities will be expected.
3. **Formal Paper:** Complete a formal written reflection including discussion, analysis and reflection of cultural understanding gained from the experience, experience in the classrooms, and the comparison of educational systems between US and England.
4. **Presentation:** All students will participate in group presentations of experiences and lessons learned from their experiences in the study abroad experience.

## VI. Course Schedules and Policies

- A. Tentative Schedule:** This is a tentative schedule and is subject to change depending upon the needs of the students, the instructor, and the content covered.

TOPIC	Assignments/ Due Dates
Introductions/ research project – Education in England	
Education Practices in US – history and philosophy	
Comparing Education- similarities and differences between US and England	
Social Context in Schools	
Thinking about Teaching/Focus on Learning	
Teaching strategies/technology to support instruction	
Assessing Student Learning and Using Assessment to Guide Instruction	

Classroom Management and Student Behavior	
Culture, Family, and Communities – Impact Teaching and Learning	
Education Trends and Reforms: Improving Teachers and Schools	

B. Class Policies

1. **Attendance & Participation:** All students are expected to attend class in a timely manner and carefully read and prepare assigned material **prior** to class.
2. **Assignments:** All assignments should be typed, double-spaced with 12-point font.
3. **Freedom in learning:** Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.
4. **Academic Honesty:** No credit can be given for a dishonest assignment. For information regarding the definition, scope and consequences of academic dishonesty, please see the student handbook. This handbook is available in an online version at: <http://www.usd.edu/infodesk/studenthandbook.pdf> At the discretion of the instructor, a student engaging in any form of academic dishonesty may be:
  - a. Given a zero for that assignment.
  - b. Allowed to rewrite and resubmit the assignment for credit.
  - c. Assigned a reduced grade for the course.
  - d. Dropped from the course.
  - e. Failed in the course.
5. **Disability Services:** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Director of the Office of Disability Services, (Service Center North, Room 119B; 677-6389; <http://www.usd.edu/ds/>) as early as possible in the semester.