

Course Syllabus: Exploring Education

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Please check the online course for the most up-to-date version of course materials and assignments.

If the online materials differ from this print study guide, the online materials take precedence.

Course Information

Course Description

This course examines educational opportunities for students considering a career in the fields of Teaching at the Elementary/High School/Junior College levels, or in Educational Policy and Administration.

Education and Teaching are more complex than we generally understand them to be. Education has broad implications in its social context with respect to promoting democracy and social justice. In this course, you will explore the history of American education, its aim and purpose. Specifically, you will examine how educational objectives have changed since the Industrial Revolution, and as a result of the current Information Revolution, how technology is changing the design of curriculum and establishing new education requirements for teachers in the classroom. In addition, you will explore how education is expected to impact the global community in future generations and why there is the need for a new perspective on educational systems.

You will become familiar with requirements for traditional teacher certification processes as well as alternative methods of certification. You will learn how to use the SNL program to meet different State requirements for Teacher Certification, post BA degree. You will learn how to apply coursework to the Competence Grid as you progress through the SNL Bachelor of Arts program and about the procedures and processes necessary to become a certified teacher in your state.

Course Learning Goals

After completing this course, you will be able to:

- Describe and explain philosophical and historical concepts in education and teaching.
- Identify requirements for General Education and Concentration requirements for Certification in teaching.
- Use the SNL program structure to complete General Education requirements.
- Describe and explain issues and problems in educational institutions, policies and systems.
- Describe and explain how education supports democratic principles.
- Articulate and demonstrate a personal philosophy of teaching.

Course Resources

To buy your books, go to <http://www.mbsdirect.net>.

Hint: type "DePaul" for name of the school.

Required Texts

Dewey, John, *Democracy and Education: An Introduction to the Philosophy of Education*. New York: Free Press, 1916.

Tyack, David B., *The One Best System: A History of American Urban Education*. Cambridge, Mass.: Harvard University Press, 1974.

Recommended Texts

Dewey, John, *Experience and Education*. New York: Macmillan, 1938.

Dewey, John, *The School and Society* and, *The Child and the Curriculum: A Centennial Edition*. Chicago: University of Chicago Press, 1990.

Freire, Paulo, *Pedagogy of the Oppressed*. New York: Continuum, c2000.

Greene, Maxine, *The Dialectic of Freedom*. New York: Teachers College, Columbia University, c1988

Goodlad, John I. & McMannon, Timothy J., Ed. *The Public Purpose of Education and Schooling*. San Francisco: Jossey-Bass, c1997.

Heisinger, Karen, Marie, Lynne, & Rominger, Marie, *Your First Year as an Elementary School Teacher*. Roseville, CA: Prima Communications, Inc., 2001

Kaestle, Carl F., *Pillars of the Republic: Common Schools and American Society, 1780-1860*. New York: Hill and Wang, 1983.

Kozol, Jonathan, *Savage Inequalities: Children in America's Schools*. New York: HarperPerennial, 1992.

Noddings, Nel, *The Challenge to Care in Schools: An Alternative Approach to Education*. Advances in contemporary educational thought series; v. 8. New York: Teachers College Press, 1992.

Pribus, Marilyn, Williamson, Bonnie, Ed. *A First-Year Teacher's Guidebook: An Educational Recipe Book for Success*. Sacramento, CA: Dynamic Teaching Company, 1998

Rippa, S. Alexander, *Education in a Free Society; an American History*. New York: McKay, 1971

Web Sites

<http://www.ed.gov/programs/ERQD>

<http://www.nea.org/>

<http://www.nasbe.org/>

<http://www.aera.net/>

<http://www.uky.edu/Education/TEP/usacert.html>

<http://www.recruitingteachers.com/>

<http://www.nbpts.org/>

<http://www.ncei.com/>

<http://plato.stanford.edu/>

Magazines

Education Week
Instructor
Teaching Pre K-8

Journals

American Educational Research Journal
History of Education Quarterly

Associations

American Educational Research Associations

Course Competences

In this course, you will develop the following competences:

Competence	Competence Statement
H-1-X	Can describe and explain the roles of individuals groups, societies or states in history
H-2-A	Can explain the development, roles, and maintenance of social institutions
H-3-X	Can analyze the impact of social institutions on individual human development
F-X	Focus Area-student will design competence statement with Assistance of instructor

Relationship of this course to the competence statements

H-1-X --- Can describe and explain the roles of individuals groups, societies or states in history

In this course you will be reading and discussing the roles that you, as an individual, play in the world of education in the United States. You will be able to distinguish the different roles that groups in society have played in the history of education. At the end of the course you will be able to see yourself as an informed individual with the ability to make necessary changes in the educational system.

H-2-A -- Can explain the development, roles, and maintenance of social institutions

Through the readings and discussions in this course you will gain insight into how the educational systems of the United States evolved and how society maintains these systems through political means.

H-3-X -- Can analyze the impact of social institutions on individual human development

Through an understanding of education as a social institution you will read and learn about how humans are affected by it and what choices you, as an individual have, to effect change in the system. You will also learn how to analyze the education system in order to make the best use of it in attaining your teaching certification.

F-X -- To be determined in collaboration with student and instructor.

Assessment Criteria for each Competence

Each student **must** demonstrate the understanding of each competence chosen for this course by:

- Participation on ALL Discussion Boards.
- Thoughtful and concise responses to all assignments.
- Insightful discussions in their Group Discussions.
- Well-written final paper demonstrating the competence(s) chosen.

Course Structure

This course consists of 10 modules. Each module is broken into Readings, Assignments and Online Discussions. The estimated time to complete each module is 1 week. At least 9-10 hours a week are needed to complete the course successfully.

To view the course schedule, click on the [Schedule](#) link on the left-hand navigation bar. This page contains the most recently updated listing of the topics and assignments due for each week of the course.

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Assessment

Assessment Criteria for Online Discussion Participation

The following are criteria for receiving a passing grade. The criteria for passing require that:

IMPORTANT:

- You must participate consistently and constructively by completing all online activities, assignments, readings and discussions by their due dates.
- You submit your final paper(s) by the due date.
- You **consistently, actively**, and in a **timely** fashion participate in the online discussions and your group discussion. The discussion boards are the “classroom” of the online course. This is where all the discussions take place. Everyone needs to be involved in this discussion area each week to make this a successful learning experience.

More Ideas on how to participate in the online discussions

Your participation and understanding of concepts and competencies will be assessed in the weekly discussions.

- In the online discussions you clearly and consistently link what you are learning in the course to your real life experiences.
- You contribute to the online discussions in a collegial fashion. You may begin your contributions by using the person's name and maintaining a kind and collegial tone and close with your signature.
- You regularly demonstrate good "listening" skills and active inquiry skills in the online discussions. This means that you pay attention with openness to the commentary of others and you offer constructive and interested commentary, whether in the form of questions or statements.
- You contribute your own original ideas to the online discussion in ways that facilitate learning for other people.
- This discussion is "informal" in the sense that it is meant to encourage interested discussion. It is expected that you follow accepted standards of English spelling, grammar and usage, although you will not be assessed for these particular characteristics when you are on the discussion board.
- The discussions will be organized around the particular assignment you are studying each week. You may be asked by the instructor to take leadership in a certain group for a certain time of the course.
- The majority of the discussions will be open only for two weeks.

You should contribute your responses to the particular assignment for that particular discussion heading which will be posted. Directions are provided with each assignment. They must be followed according to the due dates given.

Principles of good practice for participating in online discussions should be adhered to when it comes to responding to the contributions of other people in the class.

Participation is essential, so please connect to the course every day or at least every second day.

Post your response to the online discussion assignments in the first part of the week, in the second part of the week post comments to the other students.

Please accept the challenge to work with others to construct knowledge in negotiation with others. Working individually on the assignments and just posting them might not lead to significant knowledge and skills.

NOTE: Some difficulties at the beginning of an online course are quite normal. Solving them is part of every distance learning experience. You will have the first week to acquaint yourself with Blackboard where all the discussions take place.

Assessment Criteria for your Final Paper(s)

It is important that your final paper:

- Defines a real life situation, which can be analyzed and is related to terms like democracy, democratic treatment, democratic participation and behavior.
- Demonstrates that you can apply criteria of democratic environments to real life issues and at least plan the democratization of human environments.
- Organizes your supportive evidence into relevant paragraphs that address your subject.
- Takes into account a variety of points of view.

- Demonstrates your appreciation of other points of view (demonstrates empathy and the ability to account for the vantage points of others).
- Demonstrates that you are able to integrate the evidence derived from your chosen sources into your argument using Standard English, proper grammar, mechanics, and sentence structure.
- Uses proper quotation form, including introduction of your quotation as well as your commentary following the quotation.
- Has an introduction and conclusion.
- Contains proper APA or MLA citation form for in-text references as well as for bibliography.

In each final paper, you will address and shape your paper according to the competence statement(s). You are also encouraged to use the ideas that were developed in your group discussions.

Each paper will address the competence statement(s) for the competence(s) being taken. In all papers, please consider the Course Objectives/Goals and address them throughout the paper.

The paper should be a personal and individualized expression of your philosophy on teaching and education, addressing the specific competence. Your paper should include your conclusions from the:

- Readings,
- Assignments,
- Discussions,
- Journals, and
- Group discussions in this course.

The paper(s) will be evaluated on the following elements:

- Structure of paper
- Organization
- Clarity of Thought – Clear ideas and concepts
- Addressing the competence(s) in a clear and direct manner
- Connecting experience to course objectives
- Generalizing knowledge to a broad perspective

Course Grading Scale

For graded courses – this is the DePaul standard.

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

For SNL courses taken for Pass/Fail, a “Pass” represents a grade of “A” for purposes of financial aid and employer reimbursement.

Students wishing to declare a Pass/Fail option must do so before the end of the 2nd week of the quarter.

Total Number of Points

If you are taking the course for one (1) competence:

Nine Assignments	5 points each	45 points
Nine discussions	2 points each	18 points
Five Learning Journal Questions	2 points for each response	10 points
One five -page final paper		27 points
TOTAL		100 points

If you are taking the course for two (2) competencies:

Nine Assignments	5 points each	45 points
Nine discussions	2 points each	18 points
Five Learning Journal Questions	2 points for each response	10 points
One ten -page final paper		27 points
TOTAL		100 points

The Learning Journal

A Learning Journal, by nature, does not have to follow any particular form or structure. It is a spontaneous activity of coming up with ideas; it is creative and stream of consciousness. The Journal does not have to be written in complete sentences--many journals contain quickly written thoughts on readings, assignments, and your own concepts and understanding. It is intended to aid in the reflective process—to help you understand your changing perceptions and how you are connecting your experience to new learning. It is helpful to reach some conclusions on how the reflection is increasing your understanding and insight.

Learning Journal Questions

These questions are designed to stimulate your thinking and reflection on teaching and education. These questions will be dispersed at different intervals within the course. You will submit your thoughts to your instructor in the assignments area of the course. Look for the Weekly Learning Journal Question.

- Why do you want to become a teacher? (What is your philosophy of education as you think about it now at the beginning of the course?)
- Describe a good teacher you can remember.
- What are the three (3) most important principles of teaching for you? Why?
- What is your philosophy of education at the end of the course?
- What do you see as the most important problems in education today? How would you change the policies you think are detrimental?

Group Discussions

The purpose of the group discussions in this course:

- To provide you with an extra chance and place to express your thoughts about the topic you have chosen for your final paper.
- To give you the opportunity to read other people's views on the topic in order to expand your knowledge.
- To present you with articles, websites, and other resources for your information to assist you in thinking about and writing your final paper.
- To help you in organizing your paper so that it demonstrates the competence(s) you have chosen.

IMPORTANT: In your final paper you **must** demonstrate that you have competence in the competence(s) you have chosen for this course. Therefore, you can use the group discussions to keep yourself and your classmates on task throughout the course.

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Policies

Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

Plagiarism: Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If a instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

Disability Accommodations

Reasonable accommodations will be provided for students with disabilities on an

individualized and flexible basis. The Office of Students with Disabilities (OSD) determines appropriate accommodations through consultation with the student. For certain learning disabilities and/or attention deficit disorders, the Productive Learning Strategies Program (PLuS) determines the appropriate accommodations. See the instructor for more information or call OSD at 773-325-7290 (phone) or 773-325-7296 (TTY); or call PLuS at 773-325-1677.

Incomplete Grades

The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.

You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the instructor to take an incomplete in the course, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). Incompletes not finished by the end of the second quarter (excluding summer) will automatically become an F grade on your transcript.

Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee.

NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

Protection of Human Subjects

For more information see: <http://research.depaul.edu/>.

Demonstrating the acquisition of competences in this course can involve “interactions”—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as “research” with “human subjects” and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning’s Local Review Board only under the following conditions:

1. The information you collect is **EXCLUSIVELY** for the purpose of classroom discussion and will **NOT** be used after the term is over. If there is any possibility that you will **EVER** use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
2. You assess and ensure that no “harm”—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
3. The privacy and confidentiality of those that you interview or observe must be

protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.

- a. If you want to use real names and relationships, they must sign an “informed consent” document. For information on creating an “informed consent document” see, for example, <http://www.research.umn.edu/consent>.

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Course Expectations

Time Management and Attendance

SNL’s online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour “face to face” course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

Your Instructor’s Role

Your instructor’s role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate “office hours” when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

Your Role as a Student

As an online student, you will be taking a proactive approach to your learning. As the course instructor’s role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities

and assignments for the course, and you will also be expected to take a more active role in peer learning.

Credits

This course was originally designed and produced by Jean Racine and staff of SNL Online at DePaul University. August 2004 revision by Mary Delgado, MA.

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