

Murray State University

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: EDU

COURSE NUMBER: 103

CREDIT HOURS: 3

I. TITLE: Issues and Practices of American Education

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Course designed to provide all students with an overview of the field of education. Included are topics related to motivation and learning theory, curriculum, school organization, and historical, socio-cultural, psychological and philosophical foundations of education. Although this is also an initial education course for students seeking teacher certification, all students will be able to apply what they have learned as parents and concerned citizens in their adult lives. Field observations required.

Prerequisite(s): none

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards for Preparation and Certification (KTS), the Kentucky Interdisciplinary Early Childhood Educator Teacher Standards for Preparation and Certification (IECE KTS), and Interstate Teacher Assessment and Support Consortium (InTASC) standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. identify the legal aspects of teaching and explain how laws and court decisions affect the school environment and teaching (KTS #1; IECE KTS #1; InTASC #4);
- B. examine their primary cultures and the major cultures from which their students might come, and will explore how diversity, ethnicity or exceptionalities affect teaching, teacher-pupil interactions, and the classroom environment (KTS #9; IECE KTS #1, 2, 3; CHETL 1C; InTASC #2, 3);
- C. develop an understanding of various aspects of teaching including professional and ethical concerns, professional and financial rewards, demands of a teaching career, and employment potential (KTS #9; IECE KTS #1, 5, 7; InTASC #9);
- D. observe and compare various aspects of early elementary, middle school, and secondary educational settings with regard to differences in roles, the nature of the teacher-pupil relationship, and the structure and organization of the schools (KTS #7; IECE KTS #5; InTASC #1);
- E. become familiar with professional literature within education and reflect on the intersections between theory and practice (KTS #1, 9; IECE KTS #1, 2, 3, 5; InTASC #5);
- F. examine psychological and philosophical foundations of education and will develop an initial personal educational philosophy (KTS #1, 9; IECE KTS #1, 2, 3, 5; InTASC #5);
- G. gain insights concerning Kentucky Academic Standards, content area literacy, Performance Standards, Every Student Succeeds Act, and/or apply theory obtained in class about facets of Educational Reform (KTS #1, 9; IECE KTS #1, 5);
- H. examine classroom management strategies-CHAMPs (KTS #3, 4); and
- I. write professionally for the field of education (KTS#1).

The EPP Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on four sets of field based observations (video and on-site observation). Students will reflect upon the classroom setting, student characteristics, and teaching effectiveness for each of the levels of classroom observations.

The EPSB Themes of Diversity and Closing the Achievement Gap are explored in the course through various chapters within the text and more specifically in topics chosen for the Collaborative Group Presentations such as: Every Student Succeeds Act, Students with Learning Disabilities, Students at Risk,

Instructional and Assistive Technology, Gifted and Talented, Behavior Disorders, Gender Issues in Education, and Cultural Diversity Issues in Education.

Learned societies from each discipline should be referenced by the preservice/in-service teacher. Kentucky documents, including the Kentucky Academic Standards and Framework for Teaching and Learning, will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A. The Teaching Profession and You
- B. Different Ways of Learning
- C. Teaching Your Diverse Students
- D. Student Life in School and at Home
- E. The Multicultural History of American Education
- F. Philosophy of Education
- G. Financing and Governing America's Schools
- H. School Law and Ethics
- I. Schools: Choices and Challenges
- J. Curriculum, Standards, and Testing
- K. Becoming an Effective Teacher
- L. Classroom Management

V. INSTRUCTIONAL ACTIVITIES:

- A. Students will complete daily assignments and participate in large and small group discussions and activities. Participation includes active listening, contributing to group discussions, and working on in-class activities.
- B. Student-initiated activities include preparation for and participation in class lectures, discussions, and cooperative activities related to course goals and objectives, including:
 - 1. Reading assigned materials and identifying pertinent questions and concerns.
 - 2. Completing chapter assignments and reflective writing activities.
 - 3. Participating in large and small group discussions, cooperative activities, and presentations.
 - 4. Performing successfully on exams and written assignments.
 - 5. Contributing to cooperative team activities.
 - 6. Conducting research to learn more about the education profession.
 - 7. Attending in-class and extra-class events and activities on a punctual and regular basis.
 - 8. Participating in field experiences actively and with a positive attitude.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Students will participate in 7 hours of field experiences. They will conduct classroom observations at each level of schooling: early childhood, elementary, middle, secondary, and vocational education. Students will also attend a school board (2 hours) and school based (site-based) council meeting (1 hour). **To earn a grade in this course, students must successfully complete the required field experiences and record their hours and related components on the LiveText FEM site. Students are also expected to record field experiences in KFETS.**

VII. TEXT(S) AND RESOURCES:

Sadker, D., & Zittleman, K. (2012). *Teachers, schools, and society: A brief introduction to education*. 3rd ed. New York, NY: McGraw Hill.

College LiveText-EDU Solutions Student Membership (**required for all teacher education students**). *If your LiveText account does not have the FEM component (Field Experience Management), you must purchase it for this course. Here are instructions: 1) Open your LiveText account; 2) Click on 'My Account' in the upper right corner; 3) In the 'Membership Information' section, it should say active next to 'Field Experience Management;' 4) If it says inactive, click 'Purchase/Register.'* You will be given the option to purchase your access with a credit card (\$20, which is good for the life of your LiveText account).

- A. Waterfield Library at Murray State University
- B. RACERtrak, ERIC, and the Internet
- C. Self-selected books, articles, and activities
- D. MSU Computer Centers
- E. Media/Resource Center Alexander Hall 341
- F. Public library
- G. Kentucky Department of Education

VIII. EVALUATION AND GRADING PROCEDURES:

Grades will be awarded for successful performance in course tasks, including but not limited to chapter activities, quizzes, examinations, reflections, group presentations and culminating portfolio. The educational philosophy serves as the designated artifact for this course.

X. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

XI. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity. **Violations of Academic Honesty include:**

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XII. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. For more information contact the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071 Telephone: (270) 809-3155 Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

XIII. FLAG SYSTEM/ CONTINUOUS ASSESSMENT:

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**

NOTE: Instructor reserves the right to make any changes to course activities and assignments as deemed necessary during the semester.

** All students must dress appropriately as per Teacher Education Services guidelines during field experiences!*