

Murray State University
COURSE SYLLABUS

Revised August 2006

DEPARTMENT: ECE COURSE NUMBER: EDU 645 CREDIT HOURS: 3

I. TITLE: History of Education In The United States

II. CATALOG DESCRIPTION: A course designed to study the growth and development of education in the United States from earliest colonial times to present, including recent trends and movements.

III. PURPOSE: The major purpose of this course to get students to consider the current educational experiences in contrast to and in relationship to the historical development of American Education.

IV. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Experienced Teacher Standards. Upon successful completion of this class students will be able to:

- A. encourage their students to think about how American Education has developed. (7)
- B. analyze that human endeavors have both historical and educational connotations besides those traditional ones considered as historical and educational. (2 and 7)
- C. interpret concepts as they relate to what teachers or school personnel do day-to-day in a current school setting, as they are compared to historical/educational events. (2 and 7)
- D. develop new levels of awareness about teaching, learning, and schools by understanding different approaches and alternatives demonstrated by the historical educational concepts studied in this course. (7)
- E. comprehend contemporary issues and trends from the perspective of their historical development. (2)
- F. relate to the social, political and economical forces that influence education. (2)
- G. appreciate the historical foundations of education. (2)

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to analyze what historical events have played a major role in how they teach today in the 21st century.

The EPSB Themes of Diversity, Assessment, Literary/Reading, and Gap Achievement are analyzed as course topics to discuss, research and write a literature review.

V. CONTENT OUTLINE:

- A. Change
- B. Cultural Perpetuation
- C. Education as Civilization
- D. Teaching as a Profession
- E. Ethnocentricity
- F. Force of Ideas
- G. Impact of the Young
- H. Man and Culture
- I. Schools as Incubators
- J. The School's Purpose
- K. The Educated Person
- L. Past as Meaningless
- M. Past as Prologue
- N. Thought vs. Behavior
- O. Trained Intelligence
- P. Truth as Convenience

VI. INSTRUCTIONAL ACTIVITIES:

The class is designed so that each student has an opportunity to present to the class a chapter (for a grade) and prepare only one chapter for the class presentation. The Instructor will present the first chapter of the text and then each preceding chapter will be a student(s) responsibility.

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

None

VIII. RESOURCES:

- A. Class discussion and presentation
- B. Lecture by Instructor
- C. Other media

IX. GRADING PROCEDURES:

There will be two exams. A mid term after chapter six and final exam (both exams are worth 40 points each). There is a 20 point paper that will be graded for third assignment. This paper will be three page reflection due at the end of the semester reflecting on one of the periods during the growth of American Education that had the most impact on your teaching today. I expect the writing ability of graduate students and also for you to cite examples to support your reflection. This will be your teacher work sample that meets Standard Five for Graduate Conceptual Framework.

90-100 = A	60-69 = D
80-89 = B	59 = below = E
70-79 = C	

ANY PROBLEMS SEE ME DURING MY OFFICE HOURS OR MAKE AN APPOINTMENT. CLASS TIME IS NOT THE TIME FOR DISCUSSION ABOUT INDIVIDUAL WORK.

X. ATTENDANCE POLICY:

This course adheres to the attendance policy published in the current MSU *Graduate Bulletin*.

XI. ACADEMIC HONESTY POLICY:

This course adheres to the academic honesty policy published in the current MSU *Graduate Bulletin*.

XII. TEXT AND REFERENCES:

Rippa, S. A. (1996). *Education in a free society, An American history*. 8th ed. New York: Longman Publishers.

XIII. PREREQUISITES:

None

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:

Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For more information regarding nondiscrimination policies, contact the Office of Equal Opportunity – 270-809-3155.