Metropolitan State College of Denver

**Department of Teacher Education**

**“The Teacher as a Decision Maker in Diverse Contexts”**

**EDS 3130 Foundations of Educational Psychology and Philosophy: Section 1**

**Summer 2010**

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**Tentative Syllabus**

**Required Texts/Materials:**

* *Readings in Foundations of Educational Psychology and Philosophy*, Pearson, 2009. (only available at the book store)
* *Foundations of American Education ( 6th ed) by Webb, Betha, Jordan.*
* *How People Learn* electronic version http://www.nap.edu/openbook.php?record\_id=6160&page=R1
* Colorado Model Content Standards for your endorsement area, mathematics **and** literacy

**Course description:**

This foundational course in the secondary/K12 Teacher Education program focuses on psychology and philosophy as they apply to teaching students in middle and high school. The course addresses four essential questions for future teachers: “Why do we have schooling?” “How do people learn?” “Who decides what and how students are taught?” and “What do teachers do?” Embedded within the framework of these four questions lie theory and practical application in the fields of educational philosophy, psychology, history, governance, and an introduction to the foundations of curriculum, instruction, and assessment. This course has a co-requisite field experience, where students apply the theory they learn in the college classroom to a secondary classroom setting.

**Course Objectives:**

Upon completion of this course the student should be able to:

1. Develop and utilize a variety of informal assessments, including rubrics. (CPBS 3.3)
2. Assess, compare, and contrast the effects of various teaching strategies on individual student performance relative to content standards in a case study. (CPBS 3.3)
3. Create appropriate intervention strategies and practices to ensure a successful learning environment in a case study. (CPBS 5.3)
4. Identify the cognitive process associated with various kinds of learning: learning (e.g. critical thinking and creative thinking, problem structuring and problem solving, invention, memorization, and recall) and ensure attention to these learning processes so that students can master content standards. (CPBS 5.5)
5. Utilize his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for these students. (CPBS 6.3)
6. Through writing, demonstrate understanding of the democratic ideal including: the school’s role in developing productive citizens, the school’s role in teaching and perpetuating the principles of a democratic republic. (CPBS 8.1)
7. Research and discuss positive behavior and respect for rights of others and the moral standards necessary for personal, family, and community well being. (CPBS 8.2)
8. Research and respond to influences on educational practice including: Federal and state constitutional provisions, Federal executive and legal influences, State roles of the governor, legislature and State Board of Education, Local school districts, boards of education and boards of cooperative educational services, non-traditional and non-public school, including: charter schools, religious schools, and home schooling. Public sector input from businesses, advocacy groups, and the public. (CPBS 8.3)
9. Research and discuss teaching as a worthy career and describe various career paths in education, including local, state, national, and international options, higher education, public and private education. (CPBS 8.4)
10. Research, discuss and write about various philosophies of goals of schooling, how history impacts current philosophy, and the connections between philosophical theory and practice. (CPBS 8.3)
11. Develop oral, written, and reading English proficiencies that demonstrate sound writing practices, language usage, punctuation, capitalization, sentence structure, and spelling. (CPBS 1.4)
12. Demonstrate through writing the application of psychological theories in the classroom and through personal experience. (CPBS 5.5)
13. Collect, interpret, and report data on an individual student in a case study (CPBS 3.5)
14. Read and interpret educational research and show how that informs best practice in the

classroom.

**Essential Questions:**

**1. Why do we have schooling?**

**2. How do people learn?**

**3. Who decides what and how students are taught?**

**4. What do teachers do?**

**Course requirements/Student evaluation:**

1. Learning of Self and Others\*\* = 15%
2. Law Presentations\*\* = 10%
3. Jigsaw activity\*\* = 10%
4. Decision-Making Bodies\*\* = 5%
5. Professional Philosophy Statement = 20%
6. Other Class Assignments = 10%
7. Participation and Professional Dispositions = 20%
8. Final Exam = 10%

**Grading scale:**

90-100% = A

80-89% = B

70-79% = C

65-69% = D

0-64% = F

\*\*Note: A grade of C or better on the \*\* assignments is required for a C in the course.

# Additional Course Information:

**Attendance**: Your attendance is of utmost importance for your learning and the learning of your classmates. Please be present and ready to work when the class begins. If you must miss class or be late, email (preferably) or leave a phone message BEFORE class begins. Unlike most other professionals, teachers MUST be at work or have arranged for a substitute. Get in the habit now.

Any absence will result in the loss of participation and other class assignment points. Tardies will impact the participation grade.

**Non-attendance:** Students may be dropped at the end of the first week of class for non-attendance unless they have received permission from the instructor or department to be absent.

**Assignments:** Expect to receive in-class and out-of-class assignments. Any written out-of-class assignment should be turned in word processed, double spaced, with 1 inch margins, and in 12 pt. font. At the top of the page please include your name, the title of the assignment, course, and date. Please staple multiple pages together in the upper left-hand corner. No plastic covers or binders, please.

**Help with Assignments:** Metro State provides smartthinking.com for Metro students. You can send them your papers and what you want help with and they will make corrections and send them back to you. They are very helpful in getting your papers to flow more smoothly. You can also go to the Writing Center or to Academic Tutoring for extra help.

**PREPARATION POLICY**

Reading the assigned text before class, completing assignments on time, coming to class prepared, and participating in all activities are all crucial to your success in this course. As future teachers you will have these expectations of your own students.

**LAST DAY TO DROP** With 100% tuition refund—June 4

And receive an “NC” without faculty signature—NA

And receive an “NC” with faculty signature—NA

If you must drop the class, do it early and officially.

**RELIGIOUS HOLIDAYS** Please provide advanced written notice (email) during the first two weeks of the semester if you will be absent for religious reasons. Plan to meet with me to develop a plan for making up the work.

**ACADEMIC DISHONISTY**

See the student handbook for a thorough discussion of the penalties for plagiarism, cheating on assessments, taking material from the web without acknowledgement, or submitting work done for another class. [If you want to make a substantial revision to work done for another class, make an appointment to show me the original work and discuss the revisions you have in mind.] Penalties may lead to a reduction in grade, probation, suspension, or expulsion from the college. Academic dishonesty, if detected, will raise serious questions about whether you may remain in the teacher education program.

Academic Dishonesty is a serious offense at the College because it diminishes the quality of the scholarship and learning experience for everyone on campus. An act of academic dishonesty may to lead to penalties such as a reduction in grade, probation, suspension, or expulsion. The term “plagiarism” includes, but is not limited to, the use by paraphrase or direct quotations, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency who may or may not be engaged in the selling of term papers or other academic materials.

**AMERICANS WITH DISABILITIES ACT**

The Metropolitan State College of Denver is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability that may impact your performance, attendance, or grades in this class and are requesting accommodations, then you must first register with the Access Center, located in the Auraria Library, Suite 116, 303-556-8387.

The Access Center is the designated department responsible for coordinating accommodations and services for students with disabilities. Accommodations will not be granted prior to my receipt of your faculty notification letter from the Access Center. Please note that accommodations are never provided retroactively (i.e., prior to the receipt of your faculty notification letter.) Once I am in receipt of your official Access Center faculty notification letter, I would be happy to meet with you to discuss your accommodations. All discussions will remain confidential. Further information is available by visiting the Access center website www.mscd.edu/~access.

**DISPOSITIONS POLICY**

The dispositions for teachers’ policy and procedures are in effect in this class. A copy of this policy can be found in the student handbook or in the department office in WC 136.

**CELL PHONE POLICY**

\*\*\***You must turn them off as you enter class\*\*\*** If you need to leave it on for a particular class period because of an emergency situation (such as having a family member in the hospital) then just let me know before class starts. Otherwise if your cell phone goes off or if I have to ask you to put it away and not text message during class points will be deducted from your grade. Teachers must show the utmost of professionalism and **text messaging during class or a faculty meeting is not professional.**

**WRITTEN COMMUNICATION**

As professional educators, you are expected to demonstrate **flawless** written communication. Please proofread and edit your work to ensure that it represents you well. Assignments with major problems will result in a lower grade.

**ACADEMIC DISHONESTY**

(Refer to current Student Handbook). Academic dishonesty is a serious offense at the college because it diminishes the quality of scholarship and the learning experience for everyone on campus. An act of academic dishonesty may lead to such penalties as reduction of grade, probation, suspension, or expulsion. Examples of dishonesty include cheating, fabrication, facilitating academic dishonesty, and plagiarism. As teachers, you are expected to draw upon a variety of sources such as professional books and websites. Be sure to cite all sources used particularly on lesson plans and the final paper for this course.

**CLASS EXPECTATIONS**

**Students must be respectful, listen, and refrain from side-conversations while others are talking.** Cell phones must be turned off upon entering class. Participation and engagement are key factors for your success in class. All students will be expected to participate in thoughtful and active discussion as well as work cooperatively in groups and give presentations/demonstrations for the class.

**PERFORMANCE EXPECTATIONS**

Students are expected to self-assess and reflect in a journal on a continual basis. Lesson plans and other assignments will be discussed at the time that they are assigned as well. **Not attending class for final exams will automatically result in one grade lower.**

**COMMUNICATION**

I believe that any good class is a collaborative effort between students and professor. Communication is very important and I believe in an open communication policy. To meet your needs, I need to know your needs. Please let me now if you are having problems in meeting the expectations of the course or in understanding the material. Please do not hesitate to talk to me, email me, or write a note. I will do all that I can to help every student in the class to be successful. Success means not only achieving a good grade but also understanding and applying the concepts taught in the class. **If you are having problems in the course for any reason I cannot help you unless I know about it. Please see me** **right away!!** I am human and will make mistakes occasionally and cannot correct them unless I am aware of them. If you feel that your grade or score are incorrect please see me. I am always looking to improve. If you have suggestions please tell me.

**Course Schedule – Subject to Change as the Course Proceeds**

Come to class prepared to discuss the assigned topics. Bring required textbooks or articles to each session.

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| **Class Date** | **Essential Question**  ***Topic*** | **Reading and Class Preparation Due** | **Assignment Given**  ***Due Date*** | **Turn In/ Class Activity** |
| 2 June | Course Schedule |  | Course Schedule | Placement Forms |
| 7 June | Why do we have schooling? | Book Ch. 3 Major Philosophies  Book Ch 4 Impact of Educational Theories | *Explore Philosophies Website*  <http://www.myteachingphilosophy.com/>  Username: philosophy  Password: web  Complete entire Module |  |
| 9 June | Why do we have schooling? | Book Ch. 5 American Education: European Heritage and Colonial Experience  Book Ch 6. American Education: From Revolution to the 20th Century | *Complete Teaching Philosophy Tree* | Email me your reflections from the Module and a copy of your final survey. |
| 14 June | Why do we have schooling? | Book Ch 7 Modern American Education: From Progressive Movement to Present  My Pedagogy Creed, John Dewey (look online) |  | Turn in Philosophy Tree  Journal 1: My Educational Introduction |
| 16 June | Why do we have schooling? | Constructivism and Behaviorism  E-Reserves: Learning without Limits |  |  |
| 21 June | How do people learn? | Ch 8 Schooling in a Diverse and Multicultural Society  Read for your jigsaw group  My courses: Watch inclusion video |  | Journal 2: What do You Believe? |
| 23 June | How do people learn? | My Courses: Gladwell article  Reader: Ch 1 Thories of Development |  | Time to work in jigsaw groups |
| 28 June | How do people learn? | Reader: Ch 2 Behavioral Theories of Learning  Reader: Ch 3 Information Processing and Cognitive Theories of Learning |  | Journal 3: Thinking about Urban  **Disabled student panel**  Time to work in jigsaw groups |
| 30 June | How do people learn? | Reader: Ch 4 Student-Centered and Constructivist Approaches to Instruction |  |  |
| **5 July** |  | **July 4th Observed – Campus Closed** |  |  |
| 7 July | How do people learn? | Reader: Ch 5 Motivating Students to Learn  Book: Ch 9 Responding to Diversity |  | Brain activities- Journal 4: First Impressions and Classroom Environment  Brain activities  Professional Philosophy Statement |
| 12 July | How do people learn? | Book Ch 10 Students At Risk and At-Risk Behaviors |  | Journal 5: Directions and Transitions  Jigsaw Activity |
| 14 July | How do people learn? | Reader Ch 1: Vygotsky  Reader Ch 9: Kohlberg  Reader Ch 10: Bandura  Piaget (E reserves)  Erickson (my courses) |  | Jigsaw Activity |
| 19 July | How do people learn? | E-Reserves: Oakes, Teaching to change the world  E-Reserves: Connor, Facing high stakes |  | Journal 6: How are students noticed?  Jigsaw Activity |
| 21 July | Who decides what students are taught? | Book Ch 14: Curriculum and Instruction  Book Ch 15: Standards and Assessment  Reader Ch 6: Forward into the past, Kohn  My Courses: Hirsch |  | Learning of Self and Others due |
| 26 July | Who decides what students are taught? | Book Ch 11: Legal Framework for the Public Schools  Reader Ch 12: Teachers, Students, and the Law | These readings are uses as references for your law presentations | Journal 7: Student Engagement |
| 28 July | Who decides what students are taught? | Reader Ch 13: Governance and Financing of Elementary and Secondary Schools |  |  |
| 2 Aug | What do teachers do? | Book Ch 5: Sts and their homes | These readings are uses as references for your law presentations | ***Law Presentations***  Journal 8: End of Placement Journal |
| 4 Aug | What do teachers do? | Reader Ch 20: Understanding motivation |  | ***Law Presentations***  ***Final*** |