EDEF 310:
Education in American Society
Spring 2015

Course meetings: Tuesday 5:00 to 7:40 pm
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Catalogue course description
EDEF 310 Education in American Society (3): Pre: Sophomore or higher level standing; completion of EDEE 200 and 201 with a “C” or higher or concurrent enrollment. This course focuses on interrelated historical, political, philosophical and socio-cultural factors influencing education in today’s society. Teacher candidates also participate in analyses of texts, and research writing. Students will produce short essays as well as a longer research project in which they must practice correct citation and documentation. They will learn to plan, outline, and edit well-organized essays with clear theses, pertinent supporting information, and correct grammar.

UHWO Teacher Education Mission Statement
The University of Hawaii‘i West O‘ahu Teacher Education program is dedicated to its vision of providing innovative teacher preparation programs and public service activities in support of the continuing development of West O‘ahu communities. To realize this vision, the mission of the program is to provide teacher candidates with the knowledge, skills, and dispositions necessary to become outstanding educators, especially in the elementary schools located in Central and Leeward O‘ahu communities.

Conceptual Framework
The Conceptual Framework (CF) serves as a guide for fulfilling the UHWO Teacher Education Program vision of preparing highly qualified teachers for entry into the skilled workforce. The program recognizes the contributions of general education, content area studies, and professional studies to the preparation of educators. Three goals underlie the professional studies philosophy and objectives. Candidates for the Bachelor of Education degree in elementary education are committed to the following:

• delivering high quality instruction that addresses the needs of the whole child;
• embracing social justice and equity for all;
• becoming reflective practitioners and life-long learners.

Academic Honesty
All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Plagiarism can result in dismissal from the University. Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student
scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty.

Learning Challenges and Accommodations
In keeping with University policy, any student with a disability who needs academic accommodation for testing, note taking, reading, classroom seating, etc., is to call a counselor in Student Services and/or speak with the course instructor.

Writing Intensive Course
EDEF 310 is designated by the university as writing intensive. The purpose of a writing intensive course is to ensure that every UHWO student has an opportunity to develop their writing skills in a supportive, rigorous and well-planned manner. This means that the university requires me to have certain minimum expectations for writing assignments. The full requirements and expectations for writing intensive course are available at http://homepages.uhwo.hawaii.edu/~senate/UHWO-WI-docs.html
Writing intensive course are required to give writing assignments that amount to 5,000 words (16 pgs.) of writing and that no less than 40% of the course grade is predicated on these writing assignments. 5-6 of these pgs must be of a “formal” nature (think five part essay here: thesis, purpose, body, conclusion). At least one writing assignment must include a draft in which the instructor provides individual feedback.

Readings
Readings are available on the Laulima site for the course under the Resources link. They are organized in files by their due dates. Due dates for readings are stated on the calendar at the end of the syllabus.

Student Learning Objectives
Upon completion of the course, the student will be able to do the following:
1. Students will develop a personal philosophy of education. (ILO-1, ILO-3, ILO-4) 2. Students will critique major problem areas in education. (ILO-1, ILO-3, ILO-4)
3. Students will critically examine assumptions and values on which concepts of education are based. (ILO-1, ILO-3, ILO-4) 4. Students will critically analyze both national and international trends in the theory and practice of education. (ILO-1, ILO-3, ILO-4)
5. Students will critically understand historical trends in education. (ILO-1, ILO-3, ILO-4)
6. Students will engage in and reflect upon a sustained community involvement experience. (ILO-1, ILO-5)
Course Requirements and Expectations

Attendance
Attendance at all class meetings is required and you are held responsible for engaging with and understanding the material for that day. Missing one day will not incur any point deduction, but 5 points will be deducted for each missed day thereafter. These points can be made up by writing a 3-4 pg. paper on the topic for that day using course material.

Late assignment policy
I recognize that there are many different circumstances under which an assignment may be turned in late. If notification with a valid reason is given to the instructor prior to the assignment being due (hand-written note, email, phone message) points will not be deducted. Without a prior notification 4 pts. per day will be deducted from the assignment. Not turning in a quiz, paper or project without notification to the instructor will result in a failing grade for the class.

Readings
You are responsible for all information contained in all reading assignments. The assignment schedule found in Laulima indicates the chapters and dates on which they will be discussed. All readings are extremely important in that they will prepare you to understand the theoretical and practical issues related to teaching, learning and the teaching profession that we will be discussing in class.

TaskStream
You are required to have a TaskStream account. Your Philosophy of Education paper is a signature assignment that is used for national accreditation purposes, and it must be posted to your TaskStream account for me to grade. I can only grade this paper if it is posted to TaskStream. Information on creating and Task Stream account is available in the Taskstream in the Resources link on the Laulima site.

Assignments

Quiz: You will be given a take home quiz that covers the first 1/3 of the class material. The quiz will consist of 3 questions, 4 questions will be provided and you will choose 3. Writing for each response is 2-3 pgs. double spaced. Quiz questions, directions and grading criteria are in the Quiz section of the Assignments link. (ILO-1, DLO-5) 45 pts.

2. Philosophy of Education Paper: This is a signature assignment for the teacher education program that is used for national accreditation purposes. Write your philosophy of education developing ideas and concepts that you believe are important for the field of education or for the actual practice of teaching and learning. To develop your philosophy you must draw from ideas and concepts that we will explore in the course readings and discussions. You may also use ideas that you find outside of class readings and discussion. Your philosophy is to be unique to you, but it should also deepen and extend your ideas by linking them to the ideas and concepts developed by others that we will
read in class. You are required to turn in a FULL draft of the paper 2 weeks prior to the due date. I will provide feedback on your paper and you will use the feedback to improve your paper. To be a minimum of six pgs. in length and APA format is required for references. *(ILO-1, 3; DLO-5)*

**Draft - 10 pts.**

**Final – 50 pts.**

**3. Community Service:** A requirement for this class is a minimum of 20 hrs. of community service. There are two required elements for this assignment. 1) You must complete the minimum of 20hrs. of service. This will be verified by turning in your completed time log that is signed by a supervisor. Turn in your signed time logs at the end of the semester. 2) Participate in a web-based discussion on your experience. In this discussion you will post 2, 250-500 word (1-2 pg.) reflections on your community service. For each required posting you are to respond to a minimum of 2 of your colleague’s posts. The purpose of the discussion is for you to critically analyze your service experiences using the philosophies presented in class. Consider how the philosophies and your experiences have helped you to develop a new perspective on teaching, learning and the curriculum and assess your experiences. In your postings to fellow students you are to challenge them to think deeper and in new ways about their experiences. *(ILO-2, 5; DLO-9, 10)*

**Service hrs. 30 pts.**

**Participation in online Discussions. 30 pts.**

**4. Lesson Plan and Justification:** One of the outcomes of our experience and service with community organizations will be a lesson plan and accompanying justification. After our experience at the organization you will create a lesson plan for instructing on some element of what the organization does or would like people to know about their work. Criteria include; conducting research on the topic, using lesson plan template, creating a grade appropriate lesson, addressing Common Core Curriculum Standards. You will also write a 1-2 pg. justification for your lesson plan using 1 or more of the philosophies we read and discuss in class. Each lesson plan and justification set is worth 15 pts. ea. *(ILO-4, DLO 7)*

**30pts**

**4. Reading Summaries:** For each day a reading or readings is required you will need to turn in a 1 pg summary of the readings. In your summaries list key ideas, followed by an insight or question that is related to that idea. List the pg. # or pg. #’s where the key idea can be found. Bring hardcopies of your summaries to class, as they will form the basis of our discussion and in class work. *(ILO-4; DLO-5)*

**30 pts.**

**5. End of course reflection:** Write a 2-3 pg. reflection on what you learned about teaching, learning and schooling by participating in this course. Bring these to the last day of class and they will form the basis of our discussion. *(ILO 5, DLO 9,10)*

**10pts.**
Grading
Philosophy of Education Paper (Draft): 10pts.
Philosophy of Education Paper (Final): 50pts.
Quiz: 45 pts.
Community Service hrs. 30pts.
Community Service Online Discussion: 30pts.
Lesson Plan and Justification: 30pts.
Reading Summaries: 30pts.
End of course reflection: 10pts.

Total: 235 pts.

Grading scale:
A = 211.5-235 pts.
B = 188-211 pts.
C = 164.5-187.5 pts.
D = 141-164 pts.
F = 117.5-140.5 pts.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
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<tbody>
<tr>
<td>Jan. 13</td>
<td>Introduction, syllabus expectations, course thesis</td>
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<tr>
<td>Jan. 20</td>
<td>Schooling for social efficiency</td>
<td>Social Efficiency Ideology&lt;br/&gt;Social Efficiency-Dewey Snedden (Walter Drost)</td>
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<td>Feb. 3</td>
<td>Social Efficiency and cultural assimilation</td>
<td>Boarding schools to multicultural classrooms (Sanchez &amp; Stuckey)&lt;br/&gt;Film: In the White Man’s Image</td>
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<td>Feb. 10</td>
<td>Film <em>Ola: Health Is Everything</em></td>
<td>Learning matters, PBS Frontline: Testing our schools (YouTube)&lt;br/&gt;Case against testing (Alfie Kohn)&lt;br/&gt;Effects of standardized testing on teachers (Herman &amp; Golan)&lt;br/&gt;Standardizedtests.procon.org&lt;br/&gt;Quiz due</td>
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<td>Feb. 17</td>
<td>Social Efficiency and Testing</td>
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<td>Feb. 24</td>
<td>Philosophies of Education: Constructivism</td>
<td>On radical constructivism (Ernst Van Glassersfeld)&lt;br/&gt;Constructivism, its theoretical underpinnings (Kaya Yilmaz)&lt;br/&gt;Service Learning Discussion # 1 Due</td>
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<td>Mar. 3</td>
<td>Philosophies of Education: Democratic education</td>
<td>My Pedagogic Creed (John Dewey)&lt;br/&gt;Teaching in and for Democracy (William Ayers)&lt;br/&gt;Lesson Plan and Justification # 1 Due</td>
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<td>Mar. 10</td>
<td>Philosophies of Education: Native Hawaiian Ways of knowing.</td>
<td>Native Hawaiian Epistemology (Manulani Meyer)</td>
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<td>Mar. 17</td>
<td><strong>No Class meeting today. We will meet Saturday Mar. 21 at Palehua for service activity</strong></td>
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<td>Mar. 24</td>
<td>No Class: Spring Break</td>
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<td>Mar. 31</td>
<td>No Class Meeting: Class will be held at Kaala Farms on Saturday Apr. 4 Place-Based Education.</td>
<td>Critical Pedagogy of Place (David Gruenwald).&lt;br/&gt;Place-Based Education (David Smith)</td>
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<td>Apr. 7</td>
<td>Philosophies of Education: Critical Pedagogy</td>
<td>Chapter 2, Pedagogy of the oppressed (Paolo Freire)</td>
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<td>Due Date</td>
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<td>Apr. 14</td>
<td>Education for Sustainability</td>
<td>Lesson Plan and Justification # 2 Due</td>
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<td>Apr. 21</td>
<td>Autonomous Education: Voices from the New American Schoolhouse</td>
<td>Philosophy of Education paper: Draft due</td>
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<td>Apr. 28</td>
<td>Learning Reflection</td>
<td>Service Learning Reflection # 2 Due</td>
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<td>End of course reflection due</td>
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<td>May 8</td>
<td>No Class</td>
<td>Philosophy of Education Paper: Final draft due</td>
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**STANDARDS ALIGNMENT**

**ILO-1. Effective Communication:** Communicate clearly and effectively to an intended audience through written and spoken language. (1,2,4)

**ILO-2. Cultural Awareness:** Demonstrate knowledge of different cultures, sub-cultures or cultural phenomena through the study of art, music, history, literature, ideas, language or cross-cultural research.

**ILO-3. Critical Thinking:** Demonstrate critical thinking skills by applying information to make well reasoned arguments or solve a problem. (1,2,4)

**ILO-4. Disciplinary Knowledge:** Demonstrate knowledge of the purview, processes, and contributions associated with an academic discipline. (1,2,4)

**ILO-5. Community Engagement:** Demonstrate engagement with campus life, the broader community or service to others through the use of co-curricular resources, participation in extra-curricular activities or service learning. (3)

**Division and Content Learning Outcomes**

**DLO-1:** HTSB/InTASC Standard 1: Learner Development, ACEI Standard 1: Development, learning, & motivation. (2)

**DLO-2:** HTSB/InTASC Standard 2: Learning Differences, ACEI Standard 3.2: Adaptation to Diverse Students.

**DLO-3:** HTSB/InTASC Standard 3: Learning Environments, ACEI Standard 3.4: Active Engagement in Learning.

**DLO-4:** HTSB/InTASC Standard 4: Content Knowledge. ACEI Standards 2.1-2.7 (content Standards)

**DLO-5:** HTSB/InTASC Standard 5: Application of Content, ACEI Curriculum Standards 2.1-2.7: Reading, Writing, Oral Language; Science; Mathematics; Social Studies; The Arts; Health Education; Physical Education. (1,2,3)

**DLO-6:** HTSB/InTASC Standard 6: Assessment. ACEI Standard 4: Assessment for instruction.

**DLO-7:** HTSB/InTASC Standard 7: Planning for Instruction, ACEI: Standard 3.1: Integrating and applying knowledge of instruction (1,2,4)
DLO-8: HTSB/InTASC Standard 7: Instructional Strategies, ACEI: Standard 3.3: Development of critical thinking and problem solving
DLO-9: HTSB Standard 9: Professional Learning and Ethical Practice, ACEI Standard 5.1: Professional growth, reflection, & evaluation (4)
DLO-10: HTSB Standard 10: Leadership and Collaboration, ACEI Standard 5.2: Collaboration with families, colleagues, & community agencies (3)