EDFD 500-03 History and Philosophy of American Education

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XAVIER UNIVERSITY

History and Philosophy of American Education
EDFD 500
Wednesday ~ Glen Este
Spring ~ 2015
Dr. G. E. Menifee

Assignments & Exam Dates:

Mid Term: March 4, 2015 (Due) 10 points
Case Study March 11, 2015 20 points
Chapter Summaries End of Chap. 6/Chap/13(TBA) 10 points
Final Exam: May 6, 2015 (Due) 20 points
Philosophy Paper Due May 6, 2015 10 points
Group Project May 6, 2015 30 points

The Assignment (Group Project):

- Each group will be assigned one of the issues identified in class.
- As a group, research the issue and its origins making sure to answer the following questions:

  1. Why is this item a current issue of debate in American education?
  2. What was the historical event(s) that caused this issue to remain current or resurface?
  3. How can this issue be resolved, if at all? Use research to support your notions.
  4. In its resolution, explain how school systems would improve to the extent that society would benefit.

- Based on the results of your group’s discussion and research, generate a position paper that expresses the background of your issue, its relevance and your group’s recommendation on how the issue should be resolved. The audience for your paper should be a group of decision-makers of your choosing who have the power to implement your suggestions (i.e. BOE members, city council, CBC representatives,
teachers, administrators, etc.). The paper should begin with an executive summary that defines the issue and gives the highlights of your proposal. The paper should conclude with your group’s specific call to action with regard to the issue. That is, you should state exactly how you wish for your audience to act on this matter.

One paper per group should be submitted to the instructor on the day of the presentation. The length of presentation will depend on the number of groups to present as class time will be divided equally among the groups. Each person in the group should have a significant part in the presentation and or preparation.

**Landmark Court Case:**

*Landmark court decisions* establish new precedents that establish a significant new legal principal or concept, or otherwise substantially change the interpretation of existing law.

Each student will be assigned to brief a Landmark court case. You will be given a case and a Briefing Form in class.

**Philosophy of Education:**

Each student is to submit a paper entitled *My Philosophy of Education*. This is due the last class period of the semester. In your paper, respond to only three (3) of the following questions:

a. Are there certain universals truths that should be taught? If yes, identify those truths. (i.e., Honesty, Morality, Intellectual development, Spiritual Development, etc. If no, explain why there aren’t any universal truths)

b. What is the ideal curriculum?

c. If you were to choose one method or instructional strategy, whose philosophy would you use? Why?

d. What type of learning environment is most conducive to learning? Why.

e. How will you know that your students have learned? What is the evidence?

Please respond using the following opening statement:

I believe that certain universal truths that should be taught are..........because

I believe that the ideal curriculum is ..............because
I would choose the ..........instructional strategy because

I believe the most conducive learning environment is.........because

I believe that my students have learned.............when

**Chapter Summaries**

(Designed at end of first half & second half of session):

Each student is expected to fully participate and contribute to their assigned team through weekly discussions. One or two chapters will be discussed in depth each week with members of your team. Then, as a team, you will summarize the chapter using only six sentences to capture the highlights of your discussion and the chapter. This is a total of 10 points.

**Notes:**

A video series entitled *School: The Story of American Public Education* is a natural accompaniment to the course and will be available to you as part of the curriculum.
Grade Scale:

- A = 93-100
A. = 90-92
B+ = 88-89
B = 83-87
B. = 80-82
C+ = 78-79
C = 75-77
F = Below 75

Required Text:


** For planning purposes, you should plan to read one chapter per week and review previously read chapters for clarity and understanding.

Attendance:
Attendance at scheduled in-class meetings is expected and is critically important to your success; therefore, you may miss only one (1) class during this term without incurring an academic penalty (i.e., one half (½) grade reduction; e.g., an A grade becomes A-).

Office Hours:

I do not have established office hours; however, I am available for conference before and after class each Wednesday at Glen Este High School. Please call me if you have questions or concerns.