

AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP,
COUNSELING AND SPECIAL EDUCATION
EDUC 7005
HISTORY OF AMERICAN EDUCATION
3 GRADUATE SEMESTER HOURS

Semester: Spring 2010

Professor: Deering

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Office Hours: (First eight weeks) 12-5 Wednesday and Thursday, and by appointment on Friday 8-10.

COURSE DESCRIPTION

The History of Education (EDUC 7005) is a course created for graduate level students interested in the area of historical foundations of education. The course is designed to provide the graduate student with both a historical and philosophical analyses of education in the U.S. It is also intended to provide the student with an understanding of the origin of Western education. Finally, it is structured to provide the student with discourse on the development of educational practices (good and bad) that have helped to shape our culture, values and ideals regarding the notion of equality of educational opportunity.

TEXTBOOKS:

Urban, Wayne J. and Wagoner, Jennings. L. Jr. *American Education A History*, 4th edition. Additional reading will be handed out in class or by email attachment.

CONCEPTUAL FRAMEWORK PRINCIPLES:

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. (NCATE)

The Department of Educational Leadership, Counseling, and Special Education holds a common set of standards (knowledge, skills and dispositions) in which each candidate prepares to practice as professionals in their disciplines. They will promote the success of all students through becoming:

- I. Learned and Scholarly Professionals who are Knowledgeable-Ethical-Collegial
- II. Democratic Professionals who are Advocates and Meaning Makers

III. Self-Actualizing Professionals who are Role Models and Changes Agents

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

COURSE OBJECTIVES:

Students will be able to:

- A. Discuss the foundations of the American educational system.
- B. Identify and discuss (some of the) educational philosophies that have helped to shape the educational enterprise in the U.S.
- C. Identify and discuss historical trends in educational reform.
- D. Articulate (oral and written) discussions about significant personalities that have made contributions to Western education.
- E. Write a comprehensive research paper on specific aspects on noted individuals or historical movements in Western education.

ASSESSMENT:

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| 1. In class presentation | 25% |
| 2. Research paper | 25% |
| 3. Midterm exam (Wednesday, January 27) | 25%. |
| 4. Final exam (Wednesday, February 24) | 25%. |

Guidelines For Preparing Research Paper

The written part of your research paper should be typed and doubled spaced with a minimum of eight (8) pages. Your work is to be documented (i.e., it should contain proper citations in text and a bibliography at the end of your paper). Your bibliography must have at least five (5) scholarly sources. It must be written in the American Psychological Style (APA), there can be no exceptions! Topics can be any topic or person covered in the course. If you have

doubts, please check with me. Additional information will be given in class.

READINGS:

WEEKS ONE AND TWO

Chapters one, two and Andrea Wyman article.

WEEK THREE

Chapter three, four, Todd DeMitchell article

WEEK FOUR

Chapter five, six, and Carol Deering article

WEEK FIVE

Chapters seven, eight, and T Deering article (1)

WEEK SIX

Chapter ten

WEEK SEVEN

Chapter eleven

WEEK EIGHT

T Deering article (2) AND Chapters twelve and Peggy Ruth Geren article

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found on page 42–43 of the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

“Academic honesty requires the presentation for evaluation and credit of one’s own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person’s actual works, whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.”

Pipeline Account

Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

Department of Educational Leadership, Counseling and Special Education Website

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

Writing Center

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.