

Murray State University
COMMON SYLLABUS

DEPARTMENT: Core COURSE NUMBER: EDU 103 CREDIT HOURS: 3

- I. **TITLE:** EDU 103 Issues and Practices of American Education

- II. **CATALOG DESCRIPTION:** This course is designed to provide all students with an overview of the field of education. Included are topics related to motivation and learning theory, curriculum, school organization, and historical, socio-cultural, psychological and philosophical foundations of education. Although this is also an initial education course for students seeking teacher certification, all students will be able to apply what they have learned as parents and concerned citizens in their adult lives. Field experiences required.

- III. **PURPOSE:** The purpose of this course is to provide students with information about regulatory and legal aspects of public education, and the socio-cultural factors that affect the public school environment. Students will be exposed to an overview of the professional aspects of teaching, equal education opportunity in American schools, and the organization of educational programs. This course will provide students with:
 - A. A broad knowledge base about public education.
 - B. Limited observational experiences in the public schools.
 - C. The opportunity to decide whether to pursue a teaching career.
 - D. A foundation of knowledge and skills to continue their professional 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 New Teacher Standards for Preparation and Certification (NTS) addressed by that objective. Upon successful completion of this class, students will:

 - A. identify the legal aspects of teaching and explain how laws and court decisions affect the school environment and teaching. (NTS # 8)
 - B. examine their primary cultures and the major cultures from which their students might come, and will explore how diversity, ethnicity or exceptionalities affect teaching, teacher-pupil interactions, and the classroom environment. (NTS #7)
 - C. develop an understanding of various aspects of teaching including professional and ethical concerns, professional and financial rewards, demands of a teaching career, and employment potential. (NTS #7)

- D. observe and compare various aspects of early elementary, middle school, and secondary educational settings with regard to differences in roles, the nature of the teacher-pupil relationship, and the structure and organization of the schools. (NTS # 5)
- E. become familiar with professional literature within education and reflect on the intersections between theory and practice. (NTS # 7, 8)
- F. examine psychological and philosophical foundations of education and will develop an initial personal educational philosophy. (NTS # 7,8) [This may be used as a possible portfolio artifact.]
- G. gain insights concerning KERA and/or apply theory obtained in class about facets of Educational Reform. (NTS # 7,8)
- H. create a formative e-portfolio. (NTS #9)

V. CONTENT OUTLINE:

- A. What it means to be a teacher
- B. Teaching as a profession
- C. How schools are organized and linked to society
- D. Teaching and learning in multicultural/multilingual schools
- E. Teaching students with special needs and students at risk
- F. Partners in teaching: Parents, families and the community
- G. Political and economic influences on American education
- H. The legal basis for education and school law
- I. Historical/philosophical influences on teaching and learning in America
- J. Standards, assessment, and accountability in education today
- K. Curriculum and instruction
- L. Technology, teaching, and learning
- M. Getting your first job

VI. INSTRUCTIONAL ACTIVITIES:

- A. Students will complete daily assignments and participate in large and small group discussions and activities. Participation includes active listening, contributing to group discussions, and working on in-class activities.
- B. Student-initiated activities include preparation for and participation in class lectures, discussions, and cooperative activities related to course goals and objectives, including:
 - 1. Reading assigned materials and identifying pertinent questions and concerns.
 - 2. Completing chapter assignments and reflective writing activities.
 - 3. Participating in large and small group discussions, cooperative activities, and presentations.
 - 4. Performing successfully on exams and written assignments.
 - 5. Contributing to cooperative team activities.
 - 6. Conducting research to learn more about the education profession.

7. Attending in-class and extra-class events and activities on a punctual and regular basis.
8. Participating in field experiences actively and with a positive attitude.
9. Developing a formative e-portfolio for continuous assessment.

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

Students will complete a minimum of 12 clock hours of field-based experiences in this course. They will conduct two classroom observations at each level of schooling: elementary, middle, and secondary. MSU will make arrangements for the classroom visitations and transportation. Failure to complete any aspect of the field experiences will result in an incomplete or failing grade.

VIII. RESOURCES:

- A. Waterfield Library at Murray State University
- B. RACERtrak, ERIC, and the Internet
- C. Self-selected books, articles, and activities
- D. MSU Computer Centers
- E. Media/Resource Center Alexander Hall 341
- F. Public library

IX. GRADING PROCEDURES:

*Please note: Although activities and grading procedures may vary by instructor, the * items are required.*

A. Course Requirements:

Assignment	Points	
Chapter Study Activities	5 pts. x 10	50
Chapter Quizzes	5 pts. x 10	50
*Educational Philosophy	10 pts.	10
*Reflection Papers	10 pts. x 4 papers	40
Examinations	75 pts. x 2 exams	150
Modern Leader Report	15 pts.	15
*Group Presentation	30 pts.	30
*Formative e-Portfolio	10 pts.	10

B. Evaluation

Grades will be awarded for performance in accordance with the MSU scale. Students' attendance will also be considered when calculating the final grade.

Percentage	Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	E

- X. **FLAG SYSTEM/ CONTINUOUS ASSESSMENT:**
Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**
- XI. **ATTENDANCE POLICY:**
This course adheres to the policy stated in the MSU *Undergraduate Bulletin*.
- XII **ACADEMIC HONESTY POLICY:**
This course adheres to the academic honesty policy stated in the MSU *Undergraduate Bulletin*.
- XIII. **TEXT AND REFERENCES:**
Morrison, G.S. (2003). *Teaching in America*, (4th ed.). Needham Heights, MA: Allyn & Bacon.
- XIV. **PREREQUISITES:** Murray State University Student

NOTE: Instructor reserves the right to make any changes to course activities and assignments as deemed necessary during the semester.

** All students must dress appropriately as per Teacher Education Services guidelines during field experiences!*