



**FAYETTEVILLE STATE UNIVERSITY**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP**

"Preparing Knowledgeable, Reflective, and Caring Education Professionals to Support Student Learning and Family Participation in a Diverse, Technological and Global Society"

**I. LOCATOR INFORMATION**

Semester:	Fall 2009
Course # and Name:	EDUC 310: Foundations of Education
Credit:	3 Hours
Class Time:	Tuesday and Thursday 9:30-10:50 am
Instructor:	Dr. Abul Pitre
Class Location:	210 SBE
Office Telephone:	(910) 672-1725
E-mail Address:	<a href="mailto:apitre@uncfsu.edu">apitre@uncfsu.edu</a> or apitresubr@yahoo.com
Office Hours:	Monday 3:00 p.m. to 6:00 p.m., Tuesday & Thursday 11:00 a.m. to 1:00 p.m. (other times by appointment).
Office Location:	255 Butler Building

**I. FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto:username@uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

## **II. Disabled Student Services:**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910 672 – 1203.

## **III. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK**

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

## **IV. COURSE DESCRIPTION**

This course is a comprehensive overview of the foundations of education in the United States. It is an interdisciplinary attempt (incorporating the historical, political, economic, legal, social, philosophical, and curricular foundations) to provide pre-service teachers with a clear understanding of the teaching profession and the issues and controversies confronting American education today.

## **V. Textbooks:**

Ornstein, A. C., and Levine, D. U. (2008). *Foundations of education*(10th ed.). Boston: Houghton Mifflin Company.

Pitre, A., Pitre, E., & Ray, R., and Pitre, T. (2009). *Educating African American students: Foundations, curriculum, and experiences*. Lanham, MD: Rowman and Littlefield Education.

## **Supplemental Texts:**

Howard, G. (2006). *We can't teach what we don't know: White teachers in multiracial schools*. NY: Teachers College Press.

Pitre, A. (2007). *The struggle for black history. Foundations for a critical black pedagogy in education.* Lanham, MD: University Press of America.

Pitre, A. (2008). *The educational philosophy of Elijah Muhammad: Education for a New World.* Lanham, MD: University Press of America.

Pitre, A. (2009). *An introduction to Elijah Muhammad studies: The new educational paradigm.* Lanham, MD: University Press of America.

## **VI. Course Objectives:**

After completing the course the students will be able to demonstrate knowledge of:

1. philosophical foundations of education in the United States;
2. historical development of the system of education in the United States;
3. philosophical viewpoints and orientations of the twentieth century as they relate to education;
4. economic concepts underlying the operation of the system of education;
5. different social forces influencing the system of education in the United States;
6. the influence of significant political, economic, and sociocultural forces on the system of education;
7. the role of the federal, state, and local governments in support and control of system of education;
8. curricula design and instructional practices according to the philosophical assumptions on which they are based;
9. relevant skills in planning and delivering instruction and working effectively with other professionals and paraprofessionals to meet the needs of students;
10. community services and resources available to the educational sector to meet the needs of students;
11. culture and the learning process;
12. effective classroom techniques to meet the learning needs of the students;
13. relevant skills in creating developmentally appropriate, nurturing, warm environments that provide a wide range of concrete, exploratory materials and experiences that encourage child-initiated learning, and that are adaptive to children's special needs and individual learning style.

## **VII. COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

1. Class time will be devoted to lectures, group case study (discussion forum), activities in class and student presentations.
2. Students are to attend and participate in all classes. This behavior is expected of all students enrolled in this class.

3. Read and be accountable for all class assignments. These readings are in accordance with the class schedule. Each assignment covers a specified amount of information that may not be covered in class lectures; however, the lectures and texts supplement and complement each other. You are responsible for assigned readings, whether covered in class or not. It is suggested that you read sections to be covered *before* class. Read *all* handouts *carefully*.

### VIII. Course Evaluation Criteria and Requirements:

The final grade for the course will be determined as follows:

Class Participation	20
Lead Discussion	10
Mid-term	10
Field Experience	20
Book Project	20
Final Exam	<u>20</u>
	100

#### **Class Participation:**

It is important that you come to class prepared to discuss the readings and engage in class activity thoughtfully. To participate, you must attend class. You are expected to attend all scheduled class session (unless arrangements are made) and to be attentive and respectful to a variety of ideas. The participation grade will result from participation in discussions, and collaborations within small groups. Class discussions are opportunities for class members to work together to help each other understand the readings and the questions that develop out of the readings and conversations. The most important part of the discussion is preparation. A tremendous amount of frustration can be avoided if you are prepared to converse intelligently. (20 pts)

Preparation includes (but is not limited to) the following:

1. Read the material. You are **responsible for the assigned readings** whether or not they are specifically reviewed in class.
2. Come to class with questions, thoughts, and/ or feelings about the material.
3. Take risks. Be willing to share. Be willing to take initiative.
4. Bring the required **text(s), assignments, and other materials** to each class session.

The **rules of discussion** include (but are not limited to) the following:

1. Respect another's right to his/her opinion.
2. Don't interrupt
3. Support your points using the text.

The rules of inclusion include (but are not limited to) the following:

1. Help your peers build on ideas.

2. Be an active listener. Write down your thoughts so that you can remember to share them at the appropriate time.
3. Invite someone into the conversation whose input you would like to hear.

### **Lead Discussion:**

You will be required to lead a discussion on one of the chapters listed in the weekly schedule. In addition, you should bring a recent article related to your topic of discussion. Assignment must be word-processed and formulated into complete sentences and complete thoughts. (Two-Three Students Per Topic)

**Written assignment should include the components of the following outline:**

**Describe:** Identify at four major points in the chapter you would like to discuss. Why do you think the issue(s) is/are important?

- Point 1
- Point 2
- Point 3
- Point 4

**Apply:** What lessons have you learned from the chapter readings that can be applied to a real life situation or classroom? (10 pts) **Submit a typed hard copy on the day you present!**

**Mid-term exam** (10pts) **Due 10/3**

**Field Experience Projects:** During your field experience you will be required to complete the assignments listed below. This is the 10 hour required field experience.

**(A)Online/Field Tour:** The online tour will require you to conduct an online tour of one of the schools listed below. Once you have done an online tour compare and contrast the online school with the school where you are doing field observations. At the end of this experience you should complete a short write up of at least two of the following: *The school's philosophy, grading procedures, instructional strategies, the physical facilities, daily time schedule and extra curricula activities.* Write brief description of your findings with your personal reaction to what you observed. (1-page)

Sidwell Friends Schools Washington D.C.

General McClane School District- Edinboro Pennsylvania

Hershey School

**(B) Multicultural Education Observation:** While doing your school observations inquire into the racial and gender demographics of students in special education with disabilities. If possible see if these students are isolated from the other students. In two paragraphs summarize your findings.

**(C) Music Project-** Inquire with students the popular music they listen to. Find out what songs or videos are listened to by male and female students. Once you have ascertained what music they like, bring a recorded copy of the song or lyrics of the song

to class. In a 1-2 page doubled spaced type-written paper, discuss your research findings and what might be gleaned for instructional purposes. (20 pts) **Due 12/1**

### **Book Project**

You will be required to complete a book project on one of the four books listed under supplemental text. After reading your book of choice you will be required to write a 3-5 page DRA of the book (Double-spaced typewritten 12font). Each individual will be required to do a presentation on the impact of this reading on their ideas about education. The DRA format can be used as a guide for your critique. You will be graded on evidence that you demonstrate critical thinking, reflection, and relationships with your observations in the field. Towards the end of the semester we will have small group presentations of the book. (20pts.) **Due 12/3**

### **Final Exam- Reflective Essay Paper (Date TBA)**

#### **Class Schedule**

#### **8/20-Session 1: Introduction to the Class**

In this session you will be given a course syllabus and pertinent information about the course. We will have a short teacher led discussion about the course topics, research assignments, and the significance of being an educator. We will have an in class activity that will require you to develop two questions that you would like to know about regarding the education profession.

#### **Week 2:Theme: Understanding the Teaching Profession**

8/25: Chapter 1 Motivation, Preparation, and Conditions for the Entering Teacher  
*Series Foreword & Foreword* in *Educating African American Students*

8/27: Research Day

#### **Week 3:Theme: Historical and Philosophical Roots of Education**

9/1: Chapter 2 The Teaching Profession- Lead Discussions Begin  
Chapter 3 World Roots of American Education-

[Abel, Natalie R.](#)  
[Atkinson, Tiffany S.](#)

9/3: *Introduction* in *Educating African American Students*

[Burch, Rshavia L.](#)

#### **Week 4:Theme: Historical and Philosophical Roots of Education**

9/8: Chapter 4 in *Pioneers in Modern Teaching-*

[Crawley, Ashley N.](#)

[Grant, Alexander B.](#)

9/10: Research Day

**Week 5: Theme: Historical and Philosophical Roots of Education**

9/15: Chapter 6&7 in Foundations of Education

[Hall, Shauntey N.](#)

[Hardy, Bryan C.](#)

9/17: Research Day

**Week 6: Theme: Political, Economic, and Legal Foundations**

9/22: Chapter 9 Legal Aspects of Education

Chapter 9 in Educating African American Students

[Jenkins, Byron K.](#)

[Jones, LaShawnda Q.](#)

[Kelley, Krystal M.](#)

9/24: Research Day

**Week 7: Theme: Social Foundations**

10/6: Chapter 10: Culture, Socialization, and Education

Chapter 7&11 in Educating African American Students-Pick Up Midterm

[Luck, Shanna I.](#)

[McAllister, Whittany C.](#)

[McBryde, Chantoni R.](#)

10/8: Mid-Term

**Week 8: Theme: Social Foundations**

10/13: Mid-term Due

10/15: Fall Break-NO CLASS

**Week 9: Theme: Social Foundations**

10/20: Chapter 11 Social Class, Race and School Achievement

[McCullough, Chanel D.](#)

10/22: Chapter 2&3 in Educating African American Students: In Class Video

[McNair, LaToya T.](#)

[Mercer, Tiffany L.](#)

**Week 10: Theme: Social Foundations**

10/27: Chapter 12 Providing Equal Education Opportunity  
[Sullivan, Kelley A.](#)

10/29: Chapter 1& 8 in Educating African American Students: In Class Video  
[Wakerhauser, Kelly L.](#)  
[Redman, Derrick J.](#)

**Week 11: Theme: Curricular Foundations**

11/3: Chapter 13: The Purposes of Education

[Niemann, Ryan L.](#)

11/5: Chapter 10 in Educating African American Students: In Class Video

[O'Clair, Tina L.](#)

**Week 12: Theme: Curricular Foundations**

11/10: Chapter 4 & 5 in Educating African American Students

[Ojeni, Irikefe P.](#)

[Patterson, Michael D.](#)

11/12: In Class Video

**Week 13: Theme: Effective Education and Field Reports/Research Projects**

11/17: Chapter 9 in Educating African American Students

[Redman, Derrick J.](#)

[Reiner, Crystal](#)

11/19: Review of Individual Presentations

**Week 14: Research Week**

11/24: Research Day

11/26: Thanksgiving Break

**Week 15: Theme: Field Reports/Research Projects**

12/1: Field Experience Presentations-Papers

12/3: Book Project Roundtable-Papers

**Final Exam**

TBA