

SYLLABUS

Semester/Year: Fall 2017

Course and Section: ED 206

Prerequisites: none

Instructor Information: Charlotte Meador

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SGU Course Catalog Description:

2 Semester Credit Hours. This course is designed to introduce students who are planning to major in Education to the field. A career in teaching with an emphasis on Lakota thought, philosophy and culture is explored. The historical, social, and philosophical foundations of the American educational system as it now exists in the U.S. as a whole, in South Dakota, and on the Rosebud Reservation will also be studied. The course will include an orientation to the teacher education program, observations in a variety of K-12 classrooms, and experiences with the education employment process.

Required Texts:

We will be exploring the Introduction and Foundations of Education via many online sites. Most of the material will be gleaned from the following site:

http://en.wikibooks.org/wiki/Social_and_Cultural_Foundations_of_American_Education

Referencing sites: <http://www.rst-education-department.com/> ;

<https://www.lakotaea.com/>

; <http://www.edweek.org/ew/projects/2013/native-american-education/running-in-place.html>

<https://www.usnews.com/news/articles/2015/11/06/native-american-students-left-behind>

<http://www.edweek.org/ew/projects/2013/native-american-education/history-of-american-indian-education.html>

Course Materials: Computer will be needed for research. Lower Brule Community College offers the use of their computers whenever the school is open (Monday-Friday 8am-4pm). Notebooks and pens will be needed to take notes on class material and complete assessments.

Disability Statement: SGU strives to assist all students with disabilities that may impact their learning. Please consult with your instructor or academic advisor if you have any special needs. This information is in the SGU catalog for reference.

Course Objectives/Outcomes: This class is designed to provide the students with an introduction to teaching. Methods, philosophies of education, and learning diversities will be presented in this class. You will conduct an interview with an experienced educator, observe a classroom, complete reading assignments, and create a virtual classroom to complete this class.

Assessment/Evaluation/Grading Policy: The instructor will attempt to appeal to all kinds of learners as much as possible. Some visual materials, lectures, hands-on, writing, and collaborating in groups will be utilized as methods. Some observations of education in progress will be required.

A grade will be given at the end of the semester. This grade is based on input during classroom discussions, completion of projects, and performance on tests and quizzes. You will be assessed eight points per week for each class attended. Missing classes can negatively affect your grade, and good attendance will average into your final grade positively.

Cell Phone Policy: Cell phone usage disrupts the learning process. All cell phones should be turned off and put away during class time. You may check your messages and/or make necessary phone calls during class breaks or after class is over.

Academic Honesty: It is anticipated that all LBCC students will adhere to Academic standards set forth in the Student Handbook. As such, acts that are dishonest [such as plagiarism] are not acceptable student behavior and students will bear the responsibility of dishonest acts. If you have questions about academic honesty, please contact your instructor or relevant academic administrator.

Rubric: Each project assigned [written, classroom design, or observation] is worth 100 points each. They will be graded as follows:

25 points: Paper or project follows instructions as outlined by instructor

25 points: Project is grammatically correct, spelled properly, and neat

25 points: Project is completed and submitted by the date due.

25 points: Project shows interest and time expended on it.

Grading Scale:

90-100%=A

80-89%=B

70-79%=C

60-69%=D

Below 60%=F

At the end of the semester, you will receive 8 points for each class attended. The resulting number will be averaged into your final grade.

Course Outline:

August 24-Meet and Greet. Go over the syllabus. Talk about Goals and write a Goals paper.

August 31-Log in to

http://en.wikibooks.org/wiki/Social_and_Cultural_Foundations_of_American_Education

Read the chapter on Philosophy and Ethics/Educational Philosophies and Philosophy and Ethics/Wiki Philosophy. Answer the multiple-choice questions at the end of the chapters and read the essay questions and think about them. We will discuss one of the essay questions in class.

September 7- Log in to

http://en.wikibooks.org/wiki/Social_and_Cultural_Foundations_of_American_Education

Read the chapter on Social and Cultural Foundations of American Education/Philosophy and Ethics/ Ethical Teaching, Philosophy and Ethics/ Equality, and Teaching Ethics. Answer the multiple-choice questions at the end of the chapters and read the essay questions and think about them. We will discuss one of the essay questions in class.

September 14- No class this week. Log in to

http://en.wikibooks.org/wiki/Social_and_Cultural_Foundations_of_American_Education

Read the chapter on Dynamic Learning Environment/ Engagement and Dynamic Learning Environment/Motivation. Answer the multiple-choice questions at the end of the chapters and read the essay questions and think about them. We will discuss one of the essay questions in class next week.

. **September 21-**Log in to

http://en.wikibooks.org/wiki/Social_and_Cultural_Foundations_of_American_Education

Read the chapter on Dynamic Learning Environment/Fun and Joy, Dynamic Learning Environment/ Edutainment, and Learning Environment/ Multiple Strategies. Answer the multiple-choice questions at the end of the chapters and read the essay questions and think about them. We will discuss one of the essay questions in class.

Begin to find a teacher who will allow you to visit his/her classroom for a half hour or so.

September 28- Log in to

http://en.wikibooks.org/wiki/Social_and_Cultural_Foundations_of_American_Education

Read the chapter on History/17th Century, 18th Century, and 19th Century. Answer the multiple-choice questions at the end of the chapters and read the essay questions and think about them. We will discuss one of the essay questions in class.

Visit the classroom of a teacher you have contacted. Write a two-page paper describing your visit, how the teacher used strategies we have studied, and your observations about the visit.

October 5- Log in to

[http://en.wikibooks.org/wiki/Social and Cultural Foundations of American Education](http://en.wikibooks.org/wiki/Social_and_Cultural_Foundations_of_American_Education)

Read the chapter on History/20th Century, and History/21st Century. Answer the multiple-choice questions at the end of the chapters and read the essay questions and think about them. We will discuss one of the essay questions in class.

Create about 12 students for your virtual classroom.

October 12- Log in to

[http://en.wikibooks.org/wiki/Social and Cultural Foundations of American Education](http://en.wikibooks.org/wiki/Social_and_Cultural_Foundations_of_American_Education)

Read the chapter on Theory, Educational Change/Goals, and Educational Change/Outcomes. Answer the multiple-choice questions at the end of the chapters and read the essay questions and think about them. We will discuss one of the essay questions in class.

Create a brain-based virtual classroom.

October 19- Log in to

[http://en.wikibooks.org/wiki/Social and Cultural Foundations of American Education](http://en.wikibooks.org/wiki/Social_and_Cultural_Foundations_of_American_Education)

Read the chapter on Educational Change/Standards, Educational Change/World Work Force, Educational Change/Essentials, and Educational Change/Early Childhood Education, Financing, and Soft Skills. Answer the multiple-choice questions at the end of the chapters and read the essay questions and think about them. We will discuss one of the essay questions in class.

Create three study groups from your virtual students.

October 26- Log in to

[http://en.wikibooks.org/wiki/Social and Cultural Foundations of American Education](http://en.wikibooks.org/wiki/Social_and_Cultural_Foundations_of_American_Education)

Read the chapter on Barriers/Obsolescence, Barriers/ Mobility, Barrier4s/Equity, and Barriers/Class Size. Answer the multiple-choice questions at the end of the chapters and read the essay questions and think about them. We will discuss one of the essay questions in class.

Start preparing your classroom project to present to the class at the end of the semester.

November 2- Log in to

[http://en.wikibooks.org/wiki/Social and Cultural Foundations of American Education](http://en.wikibooks.org/wiki/Social_and_Cultural_Foundations_of_American_Education)

Read the chapter on Social and Cultural Foundations of American Education/ Classroom Issues/Discipline, Rewards, and Isolation. Answer the multiple-choice questions at the end of the chapters and read the essay questions and think about them. We will discuss one of the essay questions in class.

November 9- Log in to

[http://en.wikibooks.org/wiki/Social and Cultural Foundations of American Education](http://en.wikibooks.org/wiki/Social_and_Cultural_Foundations_of_American_Education)

Read the chapter on Social and Cultural Foundations of American Education/Classroom Issues/Student Dynamics, Positive Discipline, and Group Work. Answer the multiple-choice

questions at the end of the chapters and read the essay questions and think about them. We will discuss one of the essay questions in class.

November 16- Log in to

http://en.wikibooks.org/wiki/Social_and_Cultural_Foundations_of_American_Education

Read the chapter on Social and Cultural Foundations of American Education/
Acknowledgment/Multiple Perspectives, and Lifelong Learning . Answer the multiple-choice questions at the end of the chapters and read the essay questions and think about them. We will discuss one of the essay questions in class.

November 23-No class this week. Research and write a two-page paper telling some insights into Lakota thought, philosophy, and culture in education. The referencing sites listed at the beginning of this syllabus will be helpful in researching this subject.

November 30-Introduce your classroom to the **class**. Discussion about Lakota thought, philosophy, and culture in education, using the information you have found.

December 7-Final test. Plan to be here! ☺

Non-Smoking Policy -Lower Brule Community College is a smoke-free campus.