



15800 Calvary Rd
Kansas City, MO 64147

Syllabus

Course: ED247 D & DN Foundations of Education
Credit: 3 hours
Semester: Fall 2020 (Cycle 3)
Day and Time: Mondays, 8:00 – 11:00 a.m.
Location: East Education Building, ED125
Instructor: Dr. Mary F. Briggs
Contact Info: Office phone: 816-425-6181
Email: mary.briggs@calvary.edu

I. DESCRIPTION

This course is a survey of the philosophical, historical, sociological, legal, and ethical foundations of education in the United States. The student will study the impact that socioeconomic status and cultural diversity have on educational systems as well as the role of teachers and schools in the community at large. (Prerequisite: ED190 or permission from the Education Department program director) (*Interdisciplinary Bible Course)

This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.

II. DEPARTMENTAL THEME STATEMENT

The Educator Preparation program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

III. OBJECTIVES

- A. General competencies to be achieved. The student will:
1. Evaluate the impact of educational theories on educational practices of the 21st century.
 - a. PLO-1, 2, 3, 4 & 5
 - b. Assignments: A.1, A.2, A.3, B.1, B.2, B.3, B.4, C.1, C.2, C.3
 2. Examine the role of Christianity in the history of education.
 - a. PLO-1
 - b. Assignments: A.1, A.3, B.1, B.2, B.4, C.1, C.2, C.3

Our Mission: "...to prepare Christians to live and serve in the church and in the world according to the Biblical worldview."

- B. Specific competencies to be achieved. The student will:
1. Compare and contrast various philosophies of education in relation to educational best practices of the 21st century.
 - a. PLO-1, 2, 3, 4 & 5
 - b. Assignments: A.1, A.2, A.3, B.1, B.2, B.3, B.4, C.1, C.2, C.3
 2. Examine significant individuals, movements, and events in the history of educational practice.
 - a. PLO-1, 2, 4 & 5
 - b. Assignments: A.1, A.2, A.3, B.2, B.4, C.3
 3. Discuss the factors contributing to gaps in achievement of students in diverse social class groups, ethnic and racial groups, and genders.
 - a. PLO-1, 2, 4 & 5
 - b. Assignments: A.1, A.2., A.3, B.3, B.4, C.1, C.2, C.3
 4. Describe the legal framework in which public and private schools function.
 - a. PLO-1, 2, 4, 5, & 6
 - b. Assignments: A.1, A.2, A.3, C.3
 5. Synthesize a comprehensive and consistently Christian philosophy of education.
 - a. PLO-1
 - b. Assignments: A.1, A.2, A.3, B.1, B.2, B.3, B.4, C.1, C.2, C.3

IV. MATERIALS

Required Textbooks:

- A. Bible (Please refer to Course Policies.)
- B. American Psychological Association. (2020). *Concise guide to APA style* (7th ed.). ISBN-13: 978-1433832734 ISBN10: 1433832739 \$32.63
- C. Webb, L.D. & Metha, A. (2017). *Foundations of American education* (8th ed.). ISBN-13: 978-0134026411 ISBN-10: 0134026411 \$59.99

V. REQUIREMENTS

A. Reading Assignments:

1. **Textbook Reading:** Read the assigned textbook.
2. **Quizzes:** Complete five (5) “open book” quizzes posted on CANVAS. These quizzes serve to reinforce the key ideas covered in the textbook chapters.
3. **Supplemental Reading:** Read all supplemental materials (i.e., handouts, journal articles, websites, etc.) that may be assigned by the instructor during the course.

B. Activity Assignments:

1. **Teaching:** Present one mini lesson. Use the Mini-Lesson Plan Template located in CANVAS in the Files section. If you are an online student, you may need to video record yourself teaching your lesson and upload the recording to CANVAS.
2. **Visual History Documents:** Using photos, illustrations, news clippings, or other materials, create three Visual History Documents that display what you perceive to be the most important noteworthy happenings that influenced education in the following time periods: a) 1940 – 1970, b) 1970 – 2000, and c) 2000 – 2020. Be prepared to explain your choices through the lens of a Biblical worldview.
3. **PowerPoint Presentation:** Choose a topic from Chapter 8, 9, or 10. Prepare a PowerPoint presentation with a title slide, four information slides, and a reference slide. Students who have taken ED190 in FA20 should prepare a PowerPoint presentation using the information from their ED190 demographics assignment.
4. **Framework Presentation:** Prepare a presentation for the class that demonstrates your understanding of the historical and philosophical framework of education in the United States. You can compose a song, paint a picture, write a play, design a board game, write a “choose-your-own-adventure” story, etc. If you have other ideas, please talk with me. Be creative! Feel free to ask others to help you sing your song, perform your play, etc.

C. Written Assignments:

1. **Documentary:** Go to CANVAS, Files, Week 4 Folder. Read the guiding questions prior to watching the documentary. Write a 500-600 word reflection.
2. **Biblical Philosophy of Education:** Write a 1,000 – 1,500 word paper describing your Biblical philosophy of education. The following topics should be addressed in the paper: the purpose of education, the role of parents, the role of the teacher, the nature of the learner, the nature of knowledge, methods of teaching, and the purpose and methods of assessment.
3. **Discussion Questions:** A total of five (5) topics and associated questions will be posted in CANVAS. For each question, students should post a 250 – 300 word response and then respond to at least one other post made by a classmate.

VI. METHODS

A. Teaching and Learning

1. Reading and research
2. Writing
3. Projects
4. Practicing skills
5. Lectures
6. Discussions
7. Exam

B. Grading

1. Weight given to assignments:

Assignments:	Points:
Biblical Philosophy of Education	150
Discussion Questions	50 (10 x 5 questions)
Documentary	50
Framework Presentation	150
Mini Lesson	50
Participation (In-Class Students) Report on Videos (Online Students)	80 (10 x 8 classes)
PowerPoint Presentation	50
Quizzes	100 (20 x 5 quizzes)
Teaching	50
Visual History Documents	120 (40 x 3 documents)
Final Exam (Proctor U)	150
Total:	1000 points

2. Late Assignments

Late assignments may be penalized 10 percent of the grade on that assignment per week.

3. Letter / Numerical Grade Scale

The grading scale listed in the current University Catalog will be used for this course.

VII. COURSE POLICIES

Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.

A. Grade Requirements

Education majors must maintain a high standard for GPAs to successfully complete their program. Education majors must maintain a 2.75 cumulative GPA as well as a 3.0 GPA in Professional Education and Content Area coursework. ***This course must be passed with a grade of “C” or higher depending on the student’s GPA in Professional and Content Area courses. Receiving a grade lower than a “C” will mean that this course must be repeated.***

B. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any

of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

C. Academic Honesty

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own. All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.

D. Academic Activity & Participation

Students learn best when they take an active part in the learning process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

E. Technology

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

F. Accommodations Statement

Students with disabilities have the responsibility of informing the DSS Director (dss@calvary.edu) of any disabling condition that may require support.

G. Style Guide

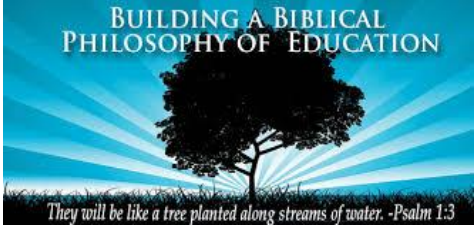
All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

H. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. CAC assists with all facets of the writing process, tutors in various subject areas, prepares students for exams, facilitates with time management options and proctors tests. Please take advantage of this service.

About Changes to this Syllabus: *The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

VIII. COURSE OUTLINE AND CLASS SCHEDULE: The following course outline indicates the informational material and the general direction for the content of this class:

Week	Dates	Class Topics:	Assignments for the Week:
1	Oct. 19 th		<p><i>Due by Midnight on Oct. 25th</i></p> <ol style="list-style-type: none"> 1. Watch & Report on Video. 2. Read Chapter 5. 3. Complete DQ#1. 4. Read Chapter 3. 5. Complete Mini Lesson Plan.
2	Oct. 26 th	<p>American Education: European Heritage and Colonial Experience</p> <p>Philosophies of Education</p> <p>The Role of Christianity</p> <p>Students Teach*</p>	<p><i>Due by Midnight on Nov. 1st</i></p> <ol style="list-style-type: none"> 1. Watch & Report on Video. 2. Read Chapter 6. 3. Complete DQ#2. 4. Teach Mini Lesson Plan* 5. Read Chapter 4.
3	Nov. 2 nd	<p>American Education: From Revolution to Twentieth Century</p> <p>Philosophies of Education</p> <p>The Role of Christianity</p> <p>Students Teach*</p>	<p><i>Due by Midnight on Nov, 8th</i></p> <ol style="list-style-type: none"> 1. Watch & Report on Video. 2. Read Chapter 7. 3. Complete DQ#3. 4. Visual History Documents*
4	Nov. 9 th	<p>American Education: From the Progressive Movement to Present</p> <p>Philosophies of Education</p> <p>The Role of Christianity</p> <p>Students share Visual History Documents*</p>	<p><i>Due by Midnight on Nov. 15th</i></p> <ol style="list-style-type: none"> 1. Watch & Report on Video. 2. Read Chapter 14 3. Complete Ch. 14 Online Quiz. 4. Read Chapter 15. 5. Complete Ch. 15 Online Quiz. 6. Complete Documentary Paper.

5	Nov. 16 th	<p>Curriculum, Instruction, and Assessment in Effective Schools</p> <p>PowerPoint presentation guidelines</p>	<p><i>Due by Midnight on Nov. 22nd</i></p> <ol style="list-style-type: none"> 1. Watch & Report on Video. 2. Read Chapter 8. 3. Complete DQ#4. 4. Read Chapters 9 & 10. 5. Prepare PowerPoint* 6. Contact Proctor U if needed.
6	Nov. 23 rd	<p>Schooling in a Diverse and Multicultural Society</p> <p>Students present PowerPoints.</p>	<p><i>Due by Midnight on Nov. 29th</i></p> <ol style="list-style-type: none"> 1. Watch & Report on Video. 2. Read Chapter 11. 3. Complete Ch. 11 Online Quiz. 4. Read Chapter 12. 5. Complete Ch. 12 Online Quiz 6. Read Chapter 13. 7. Complete Ch. 13 Online Quiz.
7	Nov. 30 th	<p>Legal and Political Control</p> <p>Financial Support</p> <p>Biblical Philosophy of Education</p>	<p><i>Due by Midnight on Dec. 6th</i></p> <ol style="list-style-type: none"> 1. Watch & Report on Video. 2. DQ#5 3. Framework Presentation 4. Prepare for Final Exam.
8	Dec. 7 th	<p>Student Framework Presentations</p> <p>Final Exam (Students who are not in class on the day of the exam will need to use Proctor U.)</p>	<p><i>Due by Midnight on Dec. 11th</i></p> <ol style="list-style-type: none"> 1. Watch & Report on Video. 2. Biblical Philosophy of Education Paper

ProctorU Addendum

Calvary University uses ProctorU test proctoring service. ProctorU is a live online proctoring service that allows you to take your exam from the comfort of your home. ProctorU is available 24/7, however, **you will need to schedule your proctoring session at least 72 hours in advance to avoid any on-demand scheduling fees.** Creating a ProctorU account is simple. You can do so by going to <https://go.proctoru.com/students/users/new?institution=2045>.

Students must read all information and comply with all directions below to be successful for their proctored exam experience. Calvary University hopes that students will have a smooth experience, and to decrease student anxiety and increase success, please use this guide to help you plan for your test. Please note that, per ProctorU, there will be penalties for students who miss their testing window. Technical trouble will not be an excuse for missing the window. Therefore, pay attention to all details within this guide, and all links included.

System Requirements: Please see the information below supplied by ProctorU for system requirements. If your computer does not have these capabilities, please consider borrowing a computer as you will still be required to complete the exam using the live proctor system with ProctorU. Please note that you will not be able to take your exam(s) in the Calvary University Library due to the activity that will be picked up in a public place.

In order to use ProctorU, you will need a high-speed internet connection, a webcam (internal or external), a Windows or Apple Operating System, and a government issued photo ID. ProctorU recommends that you visit <https://test-it-out.proctoru.com/> prior to your proctoring session to test your equipment. They recommend you click on the button that says "connect to a live person" to fully test out your equipment. If using Firefox, please make sure that you are using the current version of your Firefox browser and have downloaded the ProctorU extension available at <https://www.proctoru.com/firefox>.

ProctorU Addendum continued on the next two pages.

Type	Minimum	Recommended	Calvary University Minimum
Web Camera	640×480 resolution	1280×720 resolution	1280×720 resolution
PC Users	Windows Vista	Windows 10 (10 S is not supported)	same
Mac Users	OS X 10.5 or higher	OS X 10.13 High Sierra	same
Internet Speed Download	.768 Mbps	1.5 Mbps	3 Mbps
Internet Speed Upload	.384 Mbps	1 Mbps	2 Mbps
RAM	1024 MB	2 GB	same
Ports	1935, 843, 80, 443, 61613, UDP/TCP	1935, 843, 80, 443, 61613, UDP/TCP	same

- Desktop computer or laptop (not a tablet, Chromebook or cell phone).
- Webcam and microphone (built-in or external) – test your webcam at <https://test.webrtc.org/>
- Connection to network with sufficient internet speed: at least 3 Mbps download speed and 2 Mbps upload – test internet speed at www.speedtest.net
- Operating systems: Windows Vista or newer, Mac OS X 10.5 – or newer
- Browser with pop-up blocker disabled: Google Chrome v39 or later, Mozilla Firefox v34 or later.

Additionally, please visit and review the test-taker resource center by going to <https://www.proctoru.com/proctoru-live-resource-center>. You should expect the startup process with the proctor to take about 10-15 minutes. However, this time will not affect your exam time. Please feel free to direct any questions to the student support team via the live chat within your account.

******If you have any questions or concerns, contact Proctor U’s technical support team 24/7 via their live chat support at <https://www.proctoru.com/contact-us>**

Costs for ProctorU exams are listed below and are payable to ProctorU at the time of the test. These costs assume that a student will schedule their exam at least 72 hours in advance of the exam start time:

- 60 minutes or less - \$8
- 61 – 120 minutes - \$10
- 121 – 180 minutes - \$12

For those not scheduling an exam at least 72 hours in advance, late scheduling charges are added in addition to the above fee structure. There are two options for late scheduling:

- "Take It Soon" allows a test to be scheduled less than 72 hours but more than 24 hours before the desired start time. This option includes an additional fee of \$8.00. (Total cost for a 60 minute exam scheduled as "Take It Soon" would be \$16.)
- "Take It Now" allows a test to be taken on-demand with no appointment needed. This option includes an additional fee of \$12.00. (Total cost for a 60 minute exam scheduled as "Take It Now" would be \$20.)

These options are for the convenience of the examinee. Any charges applicable to the examinee must be paid with a credit or debit card. The test taker will be required to enter payment information on a secure page connected to a third-party card processor. The page is encrypted and secure and ProctorU does not see or store any credit card data.

Examinees will be required to re-enter payment information each time new charges are incurred.