

EDF 1005: Introduction to Education—Fall 2019

College of Education: School of Teaching and Learning

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Course Description

This course will serve as an introduction to schooling and education for those students interested in education generally, planning to become teachers, and/or pursuing a career in education broadly. Students will (1) explore the foundations of education through a contemporary controversy, (2) discover the many roles educators take, both inside and outside schools, (3) partake in a field experience to better understand how education works in schools and related institutions, finally (4) students will articulate their own philosophy of education.

More specifically, this survey course explores the historical, sociological, and philosophical foundations of education, school governance and finance, as well as school policies, legal, moral, and ethical issues and teacher professionalism. We will consider each of these as lenses, or consistent and bounded frameworks, with which to analyze educational practices and theory. In each module, students will consider their own opinions as well as the opinions of classmates on a contemporary topic through the aforementioned lenses.

Additionally, students will be introduced to prominent faculty in the College of Education at the University of Florida as well as renowned educators from other institutions. Finally, students will be required to complete a minimum of 15 hours of field-based experiences with children and youth in a school or similar settings. The goal of this experience will be to help students in this course—most of whom will have just completed their secondary education—think critically about the enduring impact of the foundations of education on schooling and education.

Course Objectives

OBJECTIVE	OUTCOME <i>After completing this course, you will be able to...</i>
1. Students will identify current and historical trends, issues, and individuals who have influenced school curricula and the development of the school system in the United States.	.. • Understand and apply historical knowledge to today's educational practices.

<p>2. Students will research and discuss characteristics of effective schools.</p>	<ul style="list-style-type: none"> • Identify key factors associated with effective schools.
<p>3. Students will compare and contrast various governance structures and will be able to identify the laws and crucial court cases that influence education practices and programs.</p>	<ul style="list-style-type: none"> • Identify the legal aspects of education and understand how governance, laws and policies are enacted at the local, state and federal level.
<p>4. Students will assess the relationships between key educational philosophies and the development of educational practices in the United States.</p>	<ul style="list-style-type: none"> • Compare and contrast key educational philosophies and their influences on education.
<p>5. Students will review and recognize the economic issues that affect schools including sources of funding, funding formulas, school choice initiatives, tuition tax credit, and vouchers.</p>	<ul style="list-style-type: none"> • Identify local, state, and federal sources of funding and how each affects education.
<p>6. Students will research and discuss the legal and civil rights and responsibilities of students and teachers.</p>	<ul style="list-style-type: none"> • Identify major rights and responsibilities of students and teachers.
<p>7. Students will examine and discuss the attributes and ethical standards of a professional educator.</p>	<ul style="list-style-type: none"> • Describe the attributes of a professional educator. • Identify characteristics of ethical behavior in teaching and how they relate to appropriate decision making.
<p>8. Students will describe the responses that schools use in addressing social issues that affect the learner in today's society.</p>	<ul style="list-style-type: none"> • Identify key social factors that impact learning.
<p>9. Students will describe how multiculturalism impacts schools and learners.</p>	<ul style="list-style-type: none"> • Identify key multicultural concerns educators must address in their practice.
<p>10. Students will research and identify career options in education.</p>	<ul style="list-style-type: none"> • Discuss career options in education.

Course Requirements

To succeed in EDF 1005, the following requirements must be met.

1. **A minimum of 15 hours of volunteer work in an educational setting is mandatory.** This volunteer work will be discussed throughout the course in online forums and will inform the final paper. **Additional information will be provided when the class begins.** The process of volunteering will be addressed at the start of the course.
2. Active participation throughout the course. You will be expected to have read assigned reading and take part in class discussions and activities.
3. Demonstrating the course objectives (table above) through reading checks, active participation, field experience Journal, and final reflective essay.

Required Texts

Rocha, S. D. (2014). *A Primer for Philosophy and Education*. (Kindle, Hardcover, or Paperback). Cascade Books. ISBN: 978-1625649225

All other required texts will be available in the Canvas shell.

Assignments

Reading Checks (25%)

Each topic (see below) will include a set of materials that you must read (or view) in order to participate fully in the course. You will have a reading check on the content of these materials.

Participation/Attendance (25%)

Research on learning points to the value of (a) connecting what you know to what you are learning and (b) discussion in processing and understanding new information. This course includes community activities, and you are expected to participate actively in these in-class assignments. Often, you will be asked to describe your opinion on a controversial topic while including evidence that you read and considered the material in our primary texts and other readings. Attendance is mandatory, and you are expected to attend every class session. If you must miss class due to a religious observance, illness, or other emergency, please notify me in advance.

Field Experience Journal (25%)

As you volunteer and observe in your chosen educational setting you will document your time and demonstrate (a) how you gained insight into how the foundational lenses emphasized throughout this course are integrated into the everyday work that goes on in contemporary schools, and (b) a beginning understanding of how directors, teachers and/or administrators in schools make sense of the task of teaching and working with children/adolescents. Log and journal templates will be provided with suggested prompts relating to course modules.

Reflective Essay (25%)

Your final paper will be approximately five pages long and will synthesize your learning from the course—readings and activities—with your observations from your volunteer experience. More detailed information will be provided throughout the semester.

University of Florida Grading Policies

Information on current University-wide grading policies can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Grading Scale

- A 94-100%
- A- 90-93%
- B+ 87-89%
- B 84-86%
- B- 80-83%
- C+ 77-79%
- C 74-76%
- C- 70-73%
- D+ 67-69%
- D 64-66%
- D- 60-63%
- E 59% or below

Topics covered

Topic 1	Background on the education profession
Topic 2	Historical Foundations of Teaching: Historical moments in American schooling
Topic 3	Philosophical foundations of education: Building an educational philosophy
Topic 4	Sociocultural foundations: Diversity in school and society
Topic 5	Governance, organization, and legal foundations of schooling
Topic 6	Standards, assessment and accountability; Becoming an effective educator in a changing world

University of Florida Student Honor Code

In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the Honor Code.

Academic Honesty Policy

An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, one is expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student's duty to report observed academic honesty violations. Violations of the Honor Code and academic dishonesty will not be tolerated. Specifically, instructors will rigorously pursue incidents of plagiarism of any type or incidents of referring to any unauthorized material for any class requirement. Before submitting any work for this class, please read the policies about academic honesty at www.dso.ufl.edu/judicial, and ask the instructors to clarify any expectations you do not understand.

ADA Statement

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>.

Students will be notified when the evaluation period open. They can complete evaluations through the email they receive from GatorEvals in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.