



MISSISSIPPI STATE UNIVERSITY™

COLLEGE OF EDUCATION

Department of Counseling, Educational Psychology, and Foundations Course Syllabus

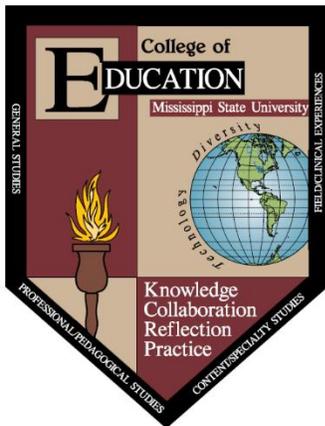
EDF 3333 Social Foundations of Education

Credit Hours: Three (3) credit hours

Method of Instruction: Blended

Catalog Description: A study of the sociological, historical, political, legal, and philosophical bases of American education.

College of Education Conceptual Framework



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit <https://www.educ.msstate.edu/about/framework/>

Course Objectives

1. Understand and respond to how the social, political, legal, and philosophical contexts of education have shaped and shape curriculum and pedagogy. (CFPO 1, 2 & 8; INTASC 2, 5 & 9: CRT 1.1, 3.1, 13.1, 5.1)
2. Make sense of and draw implications for their practices with regard to social structures, social institutions, and social stratifications that impinge upon and shape students, student learning, teacher work, and school outcomes. (CFPO 1, 2, 4 & 8; INTASC 2 & 9; CRT 4.1, 4.2, 10.1)
3. Comprehend, evaluate, and respond to the social-historical construction of social identity, particularly as it relates to students, teachers, and themselves. (CFOP 1, 2 & 8; INTASC 2, 5, 9, CRT 9.2)
4. Apply some of the most powerful social foundations concepts and understandings that inform schooling, teaching, and learning. (CFPO 1, 2, 4, 7 & 8; INTASC 2 & 9; CRT 6.1, 7.1, 8.1, 11.1, 14.1)

5. Apply a social foundations perspective to educational settings, and be a reflective, socially critical teacher and learner. (CFPO 1, 23, 4, 7 & 8; INTASC 2, 5, 7 & 9; CRT 1.1, 5.1, 13.1)

Detailed Course Outline/Topics Covered in the Course

1. The Teaching Profession (6 hours)
2. Philosophy and Its Impact on the Schools (6 hours)
3. Historical Foundations of Education (8 hours)
4. Schooling in a Diverse and Multicultural Society (8 hours)
5. Legal and Political Control and Financial Support (8 hours)
6. Curriculum, Instruction, and Assessment in Effective Schools (6 hours)

Text(s)/Course Materials

Webb, L. D., Metha, A., Jordan, K. F. (2017). *Foundations of American Education, Eighth Edition*. Pearson.

Description of Instruction

This is a 3-hour blended class study of the sociological, historical, political, legal and philosophical bases of American Education. Students may attend face-to-face or log on live through Canvas; or watch later as each class will be recorded. On alternate weeks students will be assigned work online.

Mississippi State University Honor Code

“As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to MSU policy. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

For additional information visit: <http://students.msstate.edu/honorcode>.

Technology

Technology uses include video, audio recordings, PowerPoint, emails, and texting.

Diversity

The history of education is a story of diversity. Diversity will be discussed throughout the course.

Accommodations for Students with Disabilities

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall and can be reached via telephone at (662) 325-3335.

<http://www.sss.msstate.edu>.

Field Component

The course does not have a field component.

Evaluation of Student Progress

Course Activities

1. Read assigned materials and actively participate in course discussions. (Course Objectives 1, 2, 3, 4, & 5)
2. Analyze and present varying positions on educational topics. (Course Objectives 2, 3, 4, & 5)
3. Work in groups to develop alternative perspectives of social, political, legal, and philosophical contexts of education. (Course Objectives 1 & 3)
4. Develop and present the educational history of the school(s) you have attended. (Course Objectives 2, 4, & 5)
5. Develop and present a personal educational history. (Course Objectives 2, 4, & 5)
6. Develop educational policy recommendations to address the social issues of today. (Course Objectives 1, 2, 3, 4, & 5)

Course Assessments

1. Course Discussions (10% of overall grade)
Discussions in Canvas will be required and students are responsible for actively participating. For Discussions assigned in Canvas, students will be required to post a response as well as respond to at least 1 peer's posting by the posted due date in order to receive full credit.
2. Chapter Tests (20% of overall grade)
Chapter tests will contain questions covering reading assignments, class discussions, assigned activities, and class activities. Tests are cumulative, meaning they will contain concepts and/or content from previously covered materials, including projects. Chapters tests will include Test 1, Ch. 1-3; Test 2, Ch. 7-9; and Test 3, Ch. 10-12. Chapters 4-6 and chapters 13-15 will be assessed on the mid-term exam and final exam.
3. Project 1 (20% of overall grade)
Project 1 is a personal educational history that is a formal presentation. You are expected to explain, using the words, terms, phrases, and concepts developed in class, what has happened to you in your educational history, who did it and why, and what the effect was on you. Also, you should include in this presentation your developing personal teaching philosophy.
4. Project 2 (20% of overall grade)
Project 2 consists of educational policy recommendations to address a social issue of today. You will need to obtain prior approval of the issue you select before beginning this project.
5. Mid-Term (15% of overall grade)
Mid-term exam will be cumulative for chapters 1-6 from the required textbook and will contain questions covering reading assignments, class discussions, and assigned class activities.
6. Final Exam (15% of overall grade)
Final exam will be cumulative for chapters 1-15 from the required textbook and will contain questions covering reading assignments, class discussions, and assigned class activities.

Grading Scale

- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
- F = < 60%

Attendance Policy

In accordance with university policy (AOP 12.09), students are expected to attend all classes. AOP 12.09 also defines what is an excused absence. One absence will be excused during the semester. For each unexcused absence after that, two points will be deducted from the final grade earned. Instruction will

be based on course discussion, writing and reflection, individual assignments, and many other participatory activities. Class participation is a professional responsibility—class attendance is as well. Participation in all online assignments each week in Canvas is mandatory in order to be counted present for each week.

Title IX Policy

MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IEEO Programs at 325-8124 or by e-mail to titleix@msstate.edu. Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf> or at <http://students.msstate.edu/sexualmisconduct/>.

University Safety Statement

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit ready.msstate.edu.

Mississippi Educator Code of Ethics

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Additional information on the Mississippi Educator Code of Ethics 10 standards is available at https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf.

The Code of Ethics will be discussed in the first class.

Mississippi College and Career-Ready Standards

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

Students will routinely discuss MS CCRS as it applies to teaching their subject matter in each chapter.

Bibliography

Webb, L. D., Metha, A., Jordan, K. F. (2017). *Foundations of American Education, Eighth Edition*. Pearson.