

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- () Professor P. John E. Merryman Phone x 2300
() Writing Workshop? (If not at IUP, where? when? IUP)
() Proposal for one W-course (see instructions below)
() Agree to forward syllabi for subsequently offered W-courses? Enclosed.

TYPE II. DEPARTMENT COURSE

- () Department Contact Person ~~Dr. David E. Rotigel, Chair~~ Phone 2225
() Course Number/Title ~~FE 202 American Education in Theory & Practice~~
() Statement concerning departmental responsibility
() Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- () Professor(s) Dr. John E. Merryman ONLY Phone x 2300
() Course Number/Title P.E. 202 American Education in Theory & Practice
() Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) *John E. Merryman, Jr.*
Department Chairperson *[Signature]*
College Dean *[Signature]*
Director of Liberal Studies *CD [Signature] 11-5-92*

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus. Items III. included in syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

WRITING SUMMARY --- FE 202 AMERICAN EDUCATION IN THEORY AND PRACTICE

FE 202 AMERICAN EDUCATION IN THEORY AND PRACTICE is proposed for identification as a "W" course. The course is taught every semester and also during the summer sessions and is a requirement of all teacher education students. It can be taken by sophomores, juniors, seniors or post baccs seeking PA teacher certification. Class size will be limited to 25.

There will be four (4) basic types of writing which will be required in this course:

1. WRITING TO STIMULATE THOUGHT OR TO SUMMARIZE POINTS. At the end of each class session (T,R) all students will write a brief paragraph about THE MOST IMPORTANT idea they were exposed to during the class. On non-class days they will write about THE MOST IMPORTANT thing they learned that day (M,W,F,S,S). Students will hereby write daily for the course. These entries will be kept in a Learning Journal. This is intended to help future teachers think more carefully about what learning includes, where and how it takes place and how to evaluate its relative importance. These will be "peer tutor corrected" in class for clarity and brevity of expression. Grades will be pass/fail.

In about five (5) class sessions students will read a brief current article about an educational issue or topic. They will write a "reaction paragraph" to it to be "peer tutor corrected" as above. The writing will focus on ability to summarize. Revision will be done after the peer tutoring session. Pass/fail.

Each student will write outside of class five (5) "not more than three (3) pages" Educational Belief System papers, each covering five (5) assigned topics per paper (See the syllabus p. 5 for the topics and other guidelines; pgs. 7 & 8 for the dates). This assignment will cause students to think more clearly about their own beliefs about educational concepts which will direct their professional behaviors in teaching. Peer tutoring will be used in class as above. Pass/fail.

A final EBS analysis paper will include all 25 topics in not more than five (5) pages. This writing will help students prepare to state tersely their own EBS for such practical purposes as job applications and interviews for teaching positions. The practical transfer to other and all life and professional settings should be obvious.

Revision will be reflected in the final analysis paper containing all 25 topics. The analysis paper will be expected to be in fully edited English.

Pass/fail will be used for evaluation of all EBS papers to avoid the feeling that the belief statements must agree with those of the instructor.

All of these papers combined will count for 1/8 of grade.

2. WRITING FOR EVALUATION. Mid term and final exams will be essay, done out of class and require research and synthesis skills. Questions will be drawn from those provided in the text as "Focusing questions" or "Discussion Questions" as well as others provided by the Instructor. Students will be permitted to work in cooperative learning teams if they wish for preparing the exam after they have individually prepared their own answers. Their own individual answers will also be turned in with

the cooperative team answers to corroborate their work was done individually as directed. These will constitute about 3/4 of the students course grade.

3. WRITING TO ENHANCE READING. The SQ6R method of note taking will be required of all students. They will incorporate all outside reading with the text material through SQ6R. Survey, Questions, Read, Reflect, Record, Recall, Recite and Review - Merryman's adaptation of Pauck's original SQ3R! The Reflect and Record will be where the writing impact is expected to be demonstrable.

The evaluation process will require students to consult at least 8 supplementary readings for integration into their answers as well as the information from class discussion and required reading.

The Reaction Papers, the EBS papers and the Learning Journal above also apply here.

Contributions to the grade from this writing will be seen in the essay tests, not as a separate grade factor.

4. WRITING TO INTEGRATE LEARNING AND TO THINK CREATIVELY ABOUT TOPICS. The EBS papers, the Reaction Papers and the Learning Journal will all encourage the students to use creative thinking strategies and to integrate the content of this course with others previously and currently taken to develop their own educational philosophies more fully. SQ6R will also contribute to integration.

All pass/fail work in this course together constitutes 1/8 of the course grade, for which see syllabus p. 3. This means that combined P/F can add a + or - to a test derived grade. It can however put some students into the next grade category if they are close enough to it -- e.g. a B+ with a P would be an A-.

AMERICAN EDUCATION IN THEORY AND
PRACTICE

FOUNDATIONS OF EDUCATION 202

SYLLABUS

TAUGHT BY

DR. JOHN E. MERRYMAN

SPRING TERM 1993

DR. MERRYMAN'S CLASS HOURS AND ROOM

TUESDAY/THURSDAY	8:00 - 9:30 AM	STOUFFER HALL 112
" " "	9:45 - 11:15 AM	STOUFFER HALL "
" " "	11:30 - 1:00 AM	STOUFFER HALL "
WEDNESDAY (GRAD)	5:20 - 7:50 PM	STOUFFER HALL 110

DR. MERRYMAN'S OFFICE HOURS

TUESDAY/THURSDAY	7:30 - 8:00 AM	STOUFFER HALL 131
WEDNESDAY	4:30 - 5:20 PM	" " "
	7:50 - 8:30 PM	" " "

OTHER HOURS BY APPOINTMENT

CALL 412 - 357-2300

I. COURSE DESCRIPTION:

FE 202 is designed to promote in the prospective educator a clearer understanding of the modern American educational system through a study of historical changes in instructional processes and ideas. Emphasis is placed on the study of educational beliefs and points of view, the fostering of critical thinking concerning the role of the school in society, and the methods and objectives of the school. (Required of all students in Education, SOPHOMORE AND ABOVE.)

II. COURSE PURPOSES:

- A. To provide the student with an overview of the salient events, movements and persons in the history of education in the USA from colonial times to the present so s/he can understand how the present educational system came to be.
- B. To provide the student with an overview of the major theories of education currently practiced in American schools.
- C. To help the student lay a firm foundation upon which to build his/her understanding of the elements included in a theory of education. This foundation will serve as a support to his/her professional life as a teacher or other educational specialist.
- D. To help instill in prospective educators a sense of the social significance of their professional role in American society.
- E. To give prospective educators opportunities to engage in the decision making tasks of the teacher.
- F. To help prospective educators become more aware of themselves as persons with biases, prejudices, values, opinions etc. which affect them as they practice their profession.
- G. To help prospective educators gain an understanding of and ability to deal with "freedom", "self-directed learning" and "cooperative learning".
- H. To give the prospective educator an understanding of the "real world of the public schools", its wonders and its warts.

III. COURSE REQUIREMENTS:

- A. Class attendance is in accord with University policy as stated in the Catalog. This professor frowns upon cutting. All missed work and learning will be made up on the student's own out of class time.
- B. When the student reads all materials assigned BEFORE CLASS they can better show evidence of such reading by written and/or oral participation or demonstration in class. Class participation is graded each day, in line with mastery learning research.

- C. Greater learning and higher grades are achieved when each student takes every quiz, test and exam as scheduled and given. If make-ups are permitted, the reasons for doing so must be acceptable to the instructor. Understandably, any work not made-up will be graded zero.
- D. In order to avoid disputes over whether work has been turned in, it is important that each student turn in and pick up all assignments PERSONALLY DURING THE CLASS SESSION when due.
- E. Late work will be reduced by one letter grade per day (NOT CLASS SESSION) late.
- F. Participation in class discussion is essential to learning. This instructor therefore requires it for completion of the course requirements from every student. Part of the course grade is class participation.
- G. To help you become familiar with some of the operational advantages of "Cooperative Learning", at least one hour per week will be spent in study of textbook readings, lectures and class discussions with a "cooperative learning team" outside of class. You will select your team members and may change them from time to time if necessary.

IV. COURSE READING MATERIAL:

- A. THE INDIANA STORY by John Merryman.
- B. FOUNDATIONS OF AMERICAN EDUCATION by Webb, Metha and Jordan.
- C. Other readings as assigned.

V. GRADING:

- A. All quizzes, tests and exams are taken when assigned. Quizzes, tests or exams taken late will be graded lower. Make-ups must have the instructor's permission.
 - 1. Tests are objective in nature and each covers only chapters from the texts and lectures and are taken in class as scheduled.
 - 2. Quizzes are given daily on the materials of the last lecture and current reading assignment. If you are like most people you appreciate being prodded to review and keep up to date.
- B. All assignments MUST be turned in when due. Late work reduces the grade by one letter grade for each day (NOT class session) late.
- C. Because we teachers are to be models of the lessons we teach, neatness is a factor in grading ALL written work done outside of class. You will enjoy using the GROWTH GALLERIES word processors and computers to type all out of class work. This will also provide you some security in case an assignment gets misplaced.

- D. For the same reason as C above, proper use of ALL BASIC ENGLISH SKILLS is a factor in grading all written and oral work in this course.
- E. ALL WRITTEN WORK DONE OUTSIDE OF CLASS MUST BE TYPED, PREFERABLY ON A WORD PROCESSOR, AND A COPY MADE FOR YOUR RECORDS AND SECURITY. IF EITHER OF US MISPLACES SOMETHING (WHICH WE MIGHT DO AS HUMAN BEINGS), YOUR HAVING A COPY WILL SAVE YOU HAVING TO REDO IT OR LOSE CREDIT.
- F. Grades are distributed on the following bases:
1. You MUST have taken EVERY quiz, test and exam - 3/4 of grade.
 2. You MUST have turned in all UNGRADED WORK - 1/8 of grade.
 3. Class participation is graded every class session - 1/8 of grade.
 4. 2 and 3 above combine for the effect of a + or - to a letter grade. This makes a powerful difference in a grade.
- G. Ungraded work (this means pass/fail - A/F).
1. Several editions of your Educational Belief System paper will be written over the semester.
 2. You MAY write reaction papers to several current articles as assigned, generally in class.
 3. You will keep a DAILY LEARNING JOURNAL of the MOST IMPORTANT THING you learned in class and out of class. You will have an entry for EVERY DAY OF THE SEMESTER, BOTH CLASS DAYS AND NON-CLASS DAYS. The format is explained on p. 9. The Journal will NOT be turned in but it WILL be used in class regularly. It is part of your class participation grade.
- H. To aide you in your record keeping so you will know daily how well you are doing in this course, use the ASSIGNMENT/WORK RECORD SHEET on p.8. This will supply you immediate and specific feedback about your effort in the course.
- I. All take home work of any kind will involve "cooperative learning team" activity. It is not required that you always turn in such work WITH all other team members.

VI. MY DAILY LEARNING JOURNAL:

THE MOST IMPORTANT THING I LEARNED TODAY WAS:

SEPTEMBER 3 THURSDAY FROM THIS CLASS.
SEPTEMBER 4 FRIDAY FROM ANYWHERE IN YOUR DAY.
SEPTEMBER 5 SATURDAY FROM ANYWHERE IN YOUR DAY.
SEPTEMBER 6 SUNDAY FROM ANYWHERE IN YOUR DAY
SEPTEMBER 7 MONDAY FROM ANYWHERE IN YOUR DAY.
SEPTEMBER 8 TUESDAY FROM THIS CLASS.
SEPTEMBER 9 WEDNESDAY FROM ANYWHERE IN YOUR DAY.
FOLLOW THIS PATTERN THE ENTIRE SEMESTER, EVEN DURING VACATION TIMES.

VII. WRITING AN EDUCATIONAL BELIEF SYSTEM PAPER.

A. The first edition will be done in class and be based entirely on your own thinking. It reflects all your experiences to date before the course affects your thinking. It serves as a benchmark or "pre-test" to show YOU YOUR growth in this course.

B. All other editions are to reflect all influences on your thinking about education - class discussions, reading, cooperative learning teams, learning journals, social activities, other courses you are now taking, etc.

1. Due in class for session assigned.

2. Not more than 3 pages, typed, double spaced. (GROWTH GALLERIES HAVE WORD PROCESSING EQUIPMENT. USE IT.)

3. No grade per se will be given - pass/fall.

4. LET YOUR MIND GROW. DON'T GET TRAPPED IN YESTERDAY'S TRUTH!! DO NOT REREAD PAST EDITIONS UNTIL END OF SEMESTER.

C. Include ALL of the following topics - your view of:

Paper 1 will include 1-5:

1. man - is he good, bad, flexible or what?
2. society
3. knowledge
4. truth
5. school

Paper 2 will include 6-10:

6. teacher
7. teaching
8. student
9. learning
10. curriculum

Paper 3 will include 11-15:

11. methods
12. education
13. motivation
14. discipline
15. authority

Paper 4 will include 16-20:

16. parents
17. power
18. responsibility
19. ethics
20. values

Paper 5 will include 21-25:

21. prejudice
22. discrimination
23. multicultural
24. handicapped
25. any others you wish.

D. Mechanics of papers: You may organize the papers however you wish so long as you cover all the topics assigned - C 1-25. Complete sentences and proper English is required.

E. Grading of papers: These papers are not graded per se. To avoid your feeling you have to say what the instructor believes to do well, they are treated as pass/fall - do it and it passes; don't do it or do it incompletely or in poor English and it fails. They are part of the UNGRADED work of the course.

IF YOU HAVE ANY PROBLEMS WITH THIS ASSIGNMENT PLEASE SEE ME IMMEDIATELY
SO I CAN HELP YOU LEARN SUCCESSFULLY.

VIII. ASSIGNMENT WORK RECORD SHEET.

It should never be necessary for you to wonder what your academic standing is in this course -or for that matter, any course. As you complete assignments and get their grade, indicate that on the proper place below and you will always be "in the know" about your standing.

A. I took the following quizzes, tests and exams and received the following grades: GRADE DATE

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

B. I turned in the following UNGRADED ASSIGNMENTS (pass/fail)

	DATE		DATE	TOPIC
1. EBS 1	_____	1. Reaction paper 1	_____	_____
2. EBS 2	_____	2. Reaction paper 2	_____	_____
3. EBS 3	_____	3. Reaction paper 3	_____	_____
4. EBS 4	_____	4. Reaction paper 4	_____	_____
5. EBS 5	_____	5. Reaction paper 5	_____	_____
6. EBS 6	_____	A rewrite of all items 1-25 as I NOW BELIEVE THEM.		
7. EBS 7	_____	(An analysis of changes from papers 1-5 with 6.)		

C. I attended all classes.

D. I made entries for all LEARNING JOURNAL DATES.

IX. COURSE SCOPE AND SEQUENCE (subject to change as):

It is generally agreed by learning experts that better learning occurs when assignments are prepared BEFORE coming to class on the day assigned. The habit of punctuality will also help you SUCCEED and shows that you respect the rights of others to learn uninterrupted.

CONTROL OF YOUR LIFE ENHANCES THE QUALITY OF YOUR LEARNING AND ENJOYMENT EVERYWHERE.

PLEASE HELP ME HELP YOU LEARN BY ASKING QUESTIONS IN CLASS WHEN SOMETHING IS NOT CLEAR TO YOU. I CAN HELP IF I KNOW YOU NEED HELP!

SESSION	DATE	ASSIGNMENT
1 T	1/19	Orientation to course. Cooperative Learning Team. SQ6R. LEARNING JOURNAL ENTRY (see p. 4 for model). WHAT ARE AMERICAN SCHOOLS LIKE?
2 R	1/21	METHA, WEBB, JORDAN, CH 1. Remember SQ6R. Learning Journal Entry. Read p. 5 of Syllabus for EBS guidelines. COVER TOPICS 1-5 ONLY. Cooperative Learning Team SELECTED.
3 T	1/26	Learning Journal Entry. SQ6R. Quiz. Cooperative Learning Team.
4 R	1/28	Daily Learning Journal. Review MWJ 1. SQ6R.
5 T	2/02	MWJ Ch. 2. Cooperative Learning Team.
6 R	2/04	Review MWJ 1 & 2. 2nd Edition EBS paper (see p. 5 of Syllabus to be sure you cover topics 6-10. Please do NOT reread your first paper before doing this assignment. Let your mind grow.
7 T	2/09	Test over MWJ 1 and 2. (See p. 6 to record grade.) HOW DID OUR SCHOOLS GET THIS WAY?
8 R	2/11	MWJ CH. 3.
9 T	2/16	
10 R	2/18	EBS 3 Topics 11-15. Learning Journal, SQ6R.
11 T	2/23	MWJ CH. 4, Merryman Ch. 1.
12 R	2/25	Merryman Ch. 2.
13 T	3/02	MID-TERM EXAM ON ALL PREVIOUS MATERIAL.
14 R	3/04	MERRYMAN CH 3.
15 T	3/09	WMJ CH. 5. 4th Edition of EBS paper Topics 16-20. Don't read previous Editions.

AMERICAN EDUCATION IN THEORY AND PRACTICE

8

WHAT DO WE WANT OUR SCHOOLS TO BE LIKE?

- 16 R 3/11 REVIEW!!! DO W.I.N. AND D.I.N. FOR SUCCESS!!!!
- 17 T 3/23 WMJ CH. 6, Merryman Ch. 4.
- 18 R 3/25
- 19 T 3/30 MERRYMAN CH. 5, EBS 5, TOPICS 21-25.
- 20 R 4/01 MERRYMAN CH. 5.
- 21 T 4/06 MERRYMAN CH. 6
- 22 R 4/08 Review for Mid Term Exam.

IUP SPRONG BREAK HITS HERE. IF YOU INSIST THAT WE MEET, WE WILL!
OTHERWISE, HAVE A GREAT TIME WITH YOUR FAMILY. THEY LOVE YOU VERY MUCH.
LOVE THEM IN RETURN! THAT'S WHAT LIFE IS ALL ABOUT.

- 23 R 4/15 EBS 6 REWRITE OF ALL TOPICS 1-25, STILL 3 PAGES.
MERRYMAN CH.7. GET BACK IN CONTROL RIGHT FROM THE
START!!!! NOW IS WHEN ABSENCES START TO HIT THE CARELESS! GRADES
ARE OFTEN LOST AT THIS POINT. Start again with your Cooperative
Learning Teams, SQ6R, JOURNAL.

24 T 4/20 TEST OVER EVERYTHING TO THIS DATE. THIS WAY THERE IS
NO NEED TO TELL YOURSELF YOU WILL STUDY FOR THIS COURSE OVER THE
THANKSGIVING BREAK.

- 25 R 4/22 MERRYMAN CH. 5.

26 T 4/27

- 27 R 4/29 MERRYMAN CH. 6

28 T 5/04 Merryman Ch. 7. FINAL EXAM WILL BE COMPREHENSIVE
OVER WHOLE TERM. DATE _____.
ANALYSIS PAPER OF THE EBS CHANGES IS PART OF THE FINAL EXAM