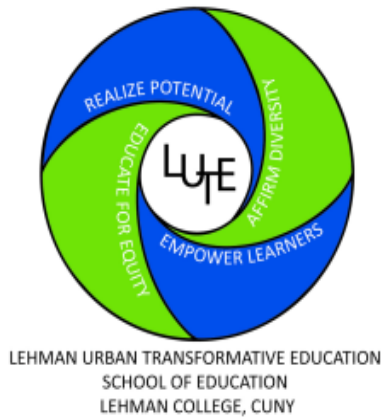


**Department of ...
School of Education
LEHMAN COLLEGE
City University of New York**



The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.

Semester and Year: Fall 2026

Course number and title: ECE 202, Foundations in Education in the United States

Instructor:

Office:

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Office hours and office Location: Carman Hall

Resources:

Computer Center Help Desk – 718-960-1111

Student Disability Services – 718-960-8441

Instructional Support Services – 718-960-8175

Counseling Center Services – 718-960-8761

1. Course description (*from the catalogue*)

Foundations in Education in the United States

NOTE: Required texts for this course:

This is an OER class; all readings will be posted on Blackboard/Brightspace.

Standards to be met for U.S. Experience in its Diversity:

<ul style="list-style-type: none">• Gather, interpret, and assess information from a variety of sources and points of view.
<ul style="list-style-type: none">• Evaluate evidence and arguments critically or analytically.
<ul style="list-style-type: none">• Produce well-reasoned written or oral arguments using evidence to support conclusions.
<ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
<ul style="list-style-type: none">• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
<ul style="list-style-type: none">• Evaluate how indigenous populations, enslavement, or immigration have shaped the development of the United States.
<ul style="list-style-type: none">• Explain and evaluate the role of the United States in international relations.
<ul style="list-style-type: none">• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
<ul style="list-style-type: none">• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

4. Learning Outcomes

- Students will be able to discuss the differing perspectives about who U.S. schools were created for, tracing the differences in how demographic groups gained access to public education.
- Students will apply historical, linguistic, and theoretical concepts by using personal written and oral narratives
- Students will identify key aspects of the fundamental history of public education in United States, and the relationship that the institution of U.S. schooling has played between the home and school communities.
- Students will assess how certain racial-ethnic populations in the U.S. have historically had access to schooling in the U.S., as well as the ethics of the history of education and its current impact on home and education communities
- Students will combine their own educational histories of schooling in the U.S., fieldwork in schools and surrounding communities, and key educational historical texts to contextualize their experiences and school communities within the broader role of education in society.

5. Instructional methods implemented in the course example

- Engage in reflection on assigned readings through small group discussions in class and online discussions on Blackboard/Brightspace, using evidence to evaluate arguments and support your conclusions.
- Reflect on and research the connections between school, community, and personal experiences, examining how your background shapes your values, opportunities, and limitations.
- Participate in online reflections on Brightspace about the ethical decisions behind the creation of public schools and their foundational principles.
- Utilize media and technology tools specifically related to course content.
- Collaborate in small group activities.
- Receive ongoing formative feedback from the instructor throughout the course.

KEY ASSESSMENTS

1. Educational Autobiography

In a four-page double space paper, you will write an educational autobiography addressing the four components listed below: personal, school, historical alignment, and community context.

- Personal:* Share your education story. Where were you born, and where were your parents born? Use the multicultural wheel to place yourself in terms of language, ethnicity, race, gender, and other relevant aspects.
- School:* What schools did you attend? Reflect on your best and worst memories from your school experiences. What languages did you hear spoken at school? Was the knowledge you brought from home used at school?
- Historical Alignment:* Using the Tyack reading, analyze how your education story connects with the history of public schools. Were you among the first groups for whom public schools were created? If not, when were you "admitted," and how did that process unfold?



d. Community Context:

- Drawing from Bronfenbrenner's Theory of Ecological Systems in your readings, create your own Ecological System, including the Individual, Microsystem, Mesosystem, Exosystem, and Macrosystem.
- Reflecting on the Moll and Gonzalez reading, consider your own and your family's Funds of Knowledge. Were these acknowledged during your school experience? If they were, how did this recognition shape your educational journey? If not, how did the lack of recognition affect your education?

2. Community Walk:

Identify the neighborhood of the school you will use in the *School Research* (see below) You will take a walk through the community at a time of your choosing (feel free to bring friends, family, etc.).

Neighborhood Data:

- What neighborhood is the school located in?
- Who currently lives in this neighborhood?
- Who lived there in the past, and where did they go?
- Where did the new residents come from?
- What signs do you see in differing languages? What evidence do you see of language repertoires in the community?
- What are the racial, ethnic, religious, and income demographics of the area?

Consider how you will gather this information. In class, we will discuss additional data sources you may want to use, such as NYC Open Data.

3. School Research:

Select a school you attended and give an overview of its background. Who is the school named after, and why was this individual chosen? What languages are represented in the school? How do you know? Examine how the community influences the school (drawing from your Community Walk) and how the school, in turn, impacts the community. To explore these questions, interview two people connected to the school.

6. Online component of the course (*as applicable*)

7. Assessment/grading policy (*procedures, components, weights assigned to each component*)

Punctual Attendance & Class Participation: 15 points

Education Autobiography: 20 points (includes, a, b, c, d, 5 points each)

Community Walk: 20 points

School Research: 20 points

Research Project: 25 points

8. Detailed rubric/s for assessing course assignments (*with descriptions for each of the following*):

4-Exemplary (A range) 3 Satisfactory (B to A- range) 2-Developing (B- to C range) 1-Unsatisfactory (D/F range)	OR 4-Exceeds standards 3-Meets standards 2-Marginally meets standards 1-Does not meet standards
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Upon completing each assessment, candidates will demonstrate competency in the required outcomes (knowledge, skills, and dispositions) at one of four levels: Unsatisfactory, Developing, Satisfactory, or Exemplary.

Unsatisfactory (1)	Developing (2)	Satisfactory (3)	Exemplary (4)
Inadequate evidence in terms of quantity and accuracy, as well as ability to integrate theory and practice and reflect on each. D/F	Partial evidence in terms of quantity and accuracy, as well as ability to integrate theory and practice and reflect on each which requires further development. C+/C/C-	Adequate evidence in terms of quantity and accuracy, as well as ability to integrate theory and practice and reflect on each. B+/B/B-	Exemplary evidence in terms of quantity and accuracy, as well as ability to integrate theory and practice and reflect on each. A/A-

Note: Each assignment will be graded on a points system. For example, if an assignment is worth 10 points, an "Exemplary" grade would earn 9 or 10 points, "Satisfactory" would earn 6, 7, or 8 points, "Developing" would earn 3, 4, or 5 points, and "Unsatisfactory" would earn 1 or 2 points. Your final grade will be the total sum of all assignment points, with a maximum possible score of 100 points.

11. Academic and plagiarism policy (www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf)

12. Attendance policy;

You are expected to be prepared and to attend all sessions. Use e-mail to notify instructor prior to class if you are going to be absent. You are expected to attend all classes unless your ill. We need you to contribute to the learning of all in each class session.

13. Classroom Policies (Cell Phones, Lateness, Make-Up Work, Class Participation):

- If you need to use your cell phone (including texting), please step outside the classroom.
- You are responsible for any missed work while you are out.
- Absences do not excuse late submissions; all work must be turned in on time.
- Active participation in class discussions contributes to a higher grade and makes the class more engaging for everyone.

14. Calendar - Course topics (specification of in-class and online work with dates and times for both each week)

DATE	TOPIC (To be discussed in Class)	ASSIGNMENTS (To prepare for the NEXT week)
Session 1	Introducing the Conversation Course Overview Who are you? Who am I? Introductions What does it mean to be educated? What questions will be using to interrogate our readings? (Who's "at the table"? Whose voices are missing? What interests are being met by what is happening? Whose interests are not being addressed?) <ul style="list-style-type: none"> • Review syllabus • Brightspace as part of class time • What do you want to gain from this course experience? 	WEEK ONE on Brightspace Read "Prologue: The Founding Fathers and Education" from <u>Pillars of the Republic: Common Schools and American Society: 1780-1860.</u> (You will find this, and all articles and chapters under "Course Materials".) Answer the questions on the Journal thread under Week One. Kaestle. Please integrate all answers into ONE 150-word paragraph. Use evidence in the readings to answer your questions.
Session 2	Education: History, Sociology, Politics and Philosophy. Why is this important? The Three Pillars of the Common School Movement Jamila Lyiscott: I Speak Three Languages	WEEK TWO on Brightspace Read "Black Teachers on Teachers Introduction" by Michele Foster and answer questions Read "Inside the System: The Character of Urban Schools, 1890-1940" by David Tyack Watch video - <i>The Story of American Public Education Part 1</i>
Session 3	Reconstruction and the loss of a generation of teachers Bronfenbrenner and Ecological Systems Theory: Part 1 VIDEO- <i>The Story of American Public Education Part 2</i>	WEEK THREE on Brightspace Submit Education Autobiography, Part a on Blackboard (detailed instructions under "assignments") Listen to: Podcast: How We Teach About Reconstruction

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Session 4	Administrative Progressives (the “Scientific” method) How was thinking about Race embedded in NYC public schools? Bronfenbrenner: Part 2	WEEK FOUR on Brightspace Read bell hooks <i>Community</i> and answer questions Submit: Education Autobiography, Part b due on Blackboard by midnight Watch video - <i>The Story of American Public Education, Part 3</i>
Session 5	Progressive Education: Readings from John Dewey & Francis Parker The History of Bilingualism in the US	WEEK FIVE on Brightspace Read John Dewey (Chapter 8) and answer questions on Bb Submit: Education Autobiography, Part c due on Brightspace by midnight Watch video - <i>The Story of American Public Education Part 4</i>
Session 6	Charlotte Hawkins Brown, Caroline Pratt, Harriet Johnson - “Founding Mothers”: Women of Progressive Education - Who and what was left out?	WEEK SIX on Brightspace Review Brown vs. BOE and timeline (and Lau vs. BOE) https://www.tolerance.org/magazine/spring-2004/brown-v-board-timeline-of-school-integration-in-the-us Education Autobiography, Part d due on Blackboard by midnight
Session 7	Brown vs. Board of Education: What is the legacy of Brown vs. BOE in the U.S, in NYC and in the Bronx? Community Walk assignment and School Research discussion	WEEK SEVEN: On Brightspace Read Paolo Freire (chapter 13) and answer questions on Bb MIDTERM Assignment: Use all feedback from the instructor to edit and resubmit all of Education Autobiography, Parts a, b, c d on Bb
Session 8	Freire philosophy “Saviorism” through the years “Brutal policies in the morning, charities in the afternoon, awards in the evening” (Teju Cole)	WEEK EIGHT on Brightspace Listen to: Episode 2: Planning for the Needs of Linguistically Diverse Families and Communities at: https://cunytedoer.commons.gc.cuny.edu/bilingual-beginnings-podcast/ Answer questions on Bb

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Session 9	<p>History of Multilingual Learning in the U.S Translanguaging: Ofelia Garcia and linguistic repertoires in the classroom https://www.cuny-nysieb.org</p> <p>What is Translanguaging by Dr. Ofelia Garcia (12:21) https://www.youtube.com/watch?v=Z_AnGU8jy4o&list=PL72WgjD2ZG70k6MEOjQ8i_lbCJTQ1IsrW&index=3</p> <p>Please come prepared to discuss your personal experiences with bi/multi-lingualism? How does history inform current practices?</p>	<p>WEEK NINE on Brightspace</p> <p>Read Jane Roland Martin (Chapter 11) and short article “How a Thirteen Year Old Girl Smashed the Gender Divide” by Laurie Gwen Shapiro</p> <p>Submit: Community Walk Project</p>
Session 10	School Research - Small group discussion	<p>WEEK TEN on Brightspace Read “The Tracking Wars” by Jeannie Oakes and answer questions</p>
Session 11	The Gender Divide Moll and Gonzalez: Funds of Knowledge; What funds of knowledge do you bring to campus?	<p>WEEK ELEVEN on Brightspace Submit School Research project</p>
Session 12	Tracking: Special Education, Gifted Education	<p>WEEK TWELVE no assignments, work on putting all of your work together; I will provide feedback and opportunity to resubmit if you submit today</p>
Session 13 & 14	Presentations	<p>Putting it all together: Submit your entire project on Brightspace</p> <p>Celebration and sharing of work</p>

15. Reading All readings will be posted on Blackboard under “Course Materials”.
