SYLLABUS
EDU 155-D01
Foundations of Education: Spring 2017
Class Location: JC 101

Instructor: Mrs. Kari Schamberger
Phone: 410-334-2887
E-mail: kschamberger@worwic.edu
Tues/Thurs: 10:45 AM-12:15 PM
Office Location: HC 209
Office Hours: M: 10:45-12:15; T/R: 12:30-2:15; other hours by appointment


COURSE DESCRIPTION:
This course is a survey of the major developments in the history of American education. Content includes a comprehensive overview of the historical, philosophical, sociological, political, and legal foundations of education. Emphasis is given to the structure and organization of schools, roles of classroom teachers, influences on teaching and learning, diversity, and contemporary educational policy and issues. Three lecture hours per week and 15 hours of field experience over the duration of the course. This course is usually offered in the fall and spring.

Blackboard Supplemental Use:

Blackboard
Blackboard is being used as a supplementary site in this course. To access course content in Blackboard you need to have access to a computer with an Internet connection. Computers that meet these requirements are available on campus in FOH 305, HH 100, GH 204, AHB 108. Hours of operation can be found at www.worwic.edu/Students/LearningResources/ResourceLabs.aspx. All students logging into Blackboard affirm that they understand and agree to follow Wor-Wic Community College policies regarding academic integrity and the use of College resources as described in the college catalog. Wor-Wic Community College considers the following as violations of the computer usage policy: Using the campus computing network and facilities to violate the privacy of other individuals. Sharing of account passwords with friends, family members, or any unauthorized individuals. Violators are subject to college disciplinary procedures.
## OBJECTIVES, ASSESSMENTS AND ASSESSMENT STRATEGIES:

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>ASSESSMENT GOALS</th>
<th>ASSESSMENT STRATEGIES</th>
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</table>
| 1. Examine and describe teaching as a profession and the incentives for selection as a career. GEO 1, 3, 9 | A. Students will be able to identify why people enter the teaching profession.  
B. Students will be able to describe and identify the elements that make teaching a profession. | 1. Write a one page paper titled “Why I Want to be a Teacher”  
2. Weekly multiple choice quizzes  
3. Comprehensive presentation |
| 2. Examine the issues surrounding diversity and the impact of the changes in American social structure on education. GEO 3, 5, 9 | A. Students will be able to identify the impact of cultural, gender, ability, learning styles, and exceptionalities have on the classroom.  
B. Students will be able to define students placed at risk as a result of changes in family life.  
C. Students will be able to determine the relative effect of socioeconomic status on classroom success. | 1. Classroom group activity  
2. Weekly quizzes  
3. Final exam  
4. Research presentation  
5. Field placement and field observation report  
6. Comprehensive presentation |
| 3. Identify the historical, ethical, and philosophical roots of education in the United States and its impact on the structure and organization of American schools. GEO 1, 3, 9 | A. Students will be able to trace the origins of American education from independence to current times.  
B. Students will be able to compare and contrast the intellectual foundations of American education.  
C. Students will be able to identify the various school structures and the effect of each on student life and learning.  
D. Students will be able to explain the financial and ethical influences on teaching in the modern world. | 1. Write a one page paper “My Philosophy of Education”  
2. Classroom group activity  
3. Weekly quizzes  
4. Final exam  
5. Research presentation  
6. Field placement and field observation report  
7. Comprehensive presentation |
| 4. Examine and define the driving force of No Child Left Behind in terms of today’s application of curriculum in the context of today’s educational system. GEO 2, 5, 9 | A. Students will be able to identify the critical aspects of curriculum development and application in today’s classrooms.  
B. Students will be able to identify the impact of NCLB on the current level of autonomy in the classroom. | 1. Weekly quizzes  
2. Group presentations  
3. Classroom activities  
4. Field placement and field observation report  
5. Final exam  
6. Comprehensive presentation |

### General Education Philosophy and Objectives: GEO’s

Wor-Wic Community College strives to combine the advantages of a general education core with opportunities to pursue a variety of occupational and technical programs. The curricula for the associate degree are designed to broaden and deepen the student’s education by helping the study develop the following abilities.

1. **Writing** - Express ideas effectively through written text.  
2. **Speaking** - Demonstrate a command of oral communication that is accurate, ethical, and audience-centered.  
3. **Reading** - Analyze and/or evaluate texts within and across disciplines.  
4. **Critical Thinking** - Apply critical analysis and reasoning skills to evaluate evidence and draw conclusions.  
5. **Information Literacy** - Access, evaluate and appropriately use information and technology to accomplish tasks and communicate ideas.  
6. **Quantitative Reasoning** - Use and apply quantitative concepts and methods to calculate and interpret numerical problems.
7. Scientific Reasoning - Apply the process of scientific inquiry and analysis.
8. Diversity - Identify the influences of a variety of cultural contexts on social interactions and demonstrate civic engagement with the college and local community.
9. Ethics - Recognize ethical issues in a variety of settings and consider the consequences of alternative actions.

**EVALUATION: Assignments/Grades (Total = 1000)**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Why I want to be a teacher? (paper)</td>
<td>50</td>
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<tr>
<td>Philosophy of Education</td>
<td>50</td>
</tr>
<tr>
<td>Class Participation (In-Class Discussions) 5 points per class session</td>
<td>130</td>
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<tr>
<td>Chapter Exams (4)</td>
<td>100</td>
</tr>
<tr>
<td>Mini Lesson Plan</td>
<td>50</td>
</tr>
<tr>
<td>Mini Lesson Plan Presentation</td>
<td>150</td>
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<tr>
<td>Classroom Project-Part I: Research Outlines</td>
<td>100</td>
</tr>
<tr>
<td>Classroom Project/Portfolio Part II &amp; Presentation</td>
<td>170</td>
</tr>
<tr>
<td>Classroom Observations and Journals</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Total Points</td>
<td>1000 points</td>
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**Grading:**

- A  90% - 100%  900 – 1000 points
- B  80% - 89%  800 – 899 points
- C  70% - 79%  700 – 799 points
- D  60% - 69%  600 – 699 points
- F  59% - below  599 or less points
**REQUIREMENTS:**

**Attendance, Exams, Assignments:**

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<tr>
<th>Fifteen hours of field experience is required and must be completed over the course of the class.</th>
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<tr>
<td>Observation reports, Jordan Center, STARS, VOYAGER, Junior Achievement and/or Provisional/TA reports are due on the date and time specified in the Course Schedule in order to receive credit. (Reports consist of the written material and the two confirmation documents). The confirmation form and the evaluation form are due <strong>in class</strong> on the date and time specified in the Course Schedule and will not be given credit if turned in after that time. Late observation reports and/or forms may be submitted up until the final exam but receives a grade of “0”. The failure to complete any reports/forms requirement by the final exam will result in the <strong>failure of the course</strong>.</td>
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- Students are expected to attend class. Attendance is part of class participation. Late arrivals and/or early departures will result in class participation point deduction. Two late arrivals and/or early departures will result in an absence.
- Making up the final or taking it early requires the permission of the instructor.
- Students must participate in presentations and be present for the presentations of other students to get full credit for the assignment.
- All class papers/assignments are due on time. Any late papers (other conditions apply to observation reports) will be downgraded ten points per day late.
- Research outlines are required for this course. You must choose one professional JOURNAL ARTICLE, which is an ORIGINAL RESEARCH study, from Wor-Wic’s electronic data bases. The paper must be in APA format. The article you use will have a methodology/procedures section, subjects, and results/discussion section. **Full instructions for this assignment can be found on your course Blackboard home page in the “Course Instructions” folder.**

**PLAGIARISM:**

In both oral and written communication, the following guidelines for avoiding plagiarism must be followed:

1. Any words quoted directly from a source must be in quotation marks and cited.
2. Any paraphrasing or rephrasing of the words and/or ideas of a source must be cited.
3. Any ideas or examples derived from a source that are not in the public domain or of general knowledge must be cited.
4. All papers and presentations must be the student’s own work.

Any student found violating any of the above guidelines for avoiding plagiarism will receive an automatic “0” for the assignment and then the matter will be turned over to the Student Disciplinary Committee. Documented evidence of the plagiarism will be kept in the Human Services office.

There are ambiguities in concepts of plagiarism. Each instructor will be available for consultation regarding any confusion a student may have.
CHEATING:
Cheating is the act of obtaining information or data improperly or by dishonest or deceitful means. Examples of cheating are copying from another student’s test papers, obtaining information illegally on tests, and using crib notes or other deceitful practices.

CLASSROOM CONDUCT:
All students are to be punctual, alert, and prepared for class. Entering the class late, bathroom breaks and/or leaving class early can be disruptive to the learning environment, therefore it is important that students be courteous to others when entering or exiting the classroom. Everyone within the classroom should be courteous, attentive, engaged and exhibit a positive attitude when the instructor, guests, speakers, or other students are contributing to the class. Cell phones are to be turned off or placed on silent alert while class is in session. Any and all use of cell phones in class is strictly prohibited and will result in the loss of class participation points.

EMERGENCY INFORMATION:
In the event of severe inclement weather or other emergency, information about the closing of the college will be communicated via e2Campus and the College’s website. Faculty will communicate with students about their courses and course requirements, such as assignments, quiz and exam dates, and class and grading policies, via Blackboard. Students will be responsible for completing all assignments in accordance with class policies.

SERVICES FOR STUDENTS WITH DISABILITIES:
Wor-Wic provides reasonable accommodations for students with disabilities, in compliance with the Americans with Disabilities act of 1990 and section 504 of the Rehabilitation Act pf 1973. If you are in need of accommodation, please contact the counseling office at 410-334-2900. For more information, see Wor-Wic’s Services for Students with Disabilities web page.

SEXUAL VIOLENCE DISCLOSURES:
Wor-Wic Community College seeks a campus free of sexual violence which includes sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. Please be aware that if a student discloses a personal experience verbally or in writing as a Wor-Wic student to a faculty or staff member, the employee cannot maintain confidentiality and has the mandatory responsibility to notify one of the college’s Title IX coordinators. However, if you’d like to make a confidential disclosure of any such violence, you can contact Wor-Wic’s director of counseling (X-2900) or you can contact the Life Crisis Center at 410-749-HELP or 2-1-1. Information on rights of victims of sexual violence and related resources is available in the college catalog and at the public safety page of Wor-Wic’s website: http://www.worwic.edu/Administration/PublicSafety.aspx.
## COURSE SCHEDULE
**EDU 155-01 FOUNDATIONS OF EDUCATION**  
Spring 2017 T/R 10:45-12:15  
See the “Course Instructions” Folder on the Blackboard Home Page for all Assignment Instructions.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNMENTS AND EXAMS</th>
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</table>
| 1/17 & 1/19 | Course Introduction/Overview/Observations  
Chapter 1: Do I Want to Be a Teacher? | Complete Field Experience PaperWork  
Schedule Fingerprinting for Field Placement |
| 1/24 & 1/26 | Chapter 2-Changes in American Society  
Course Assignments/Field Placement Information |  |
| 1/31 & 2/2 | Chapter 3 – Student Diversity  
Lesson Planning/Common Core Standards |  |
| 2/7 & 2/9 | Exam 1: Chapters 1-3  
Chapter 4 – Education in the USA | Why I want to be a Teacher? Paper DUE 2/9 |
| 2/14 & 2/16 | Chapter 5 – Educational Philosophy and Your Teaching  
Chapter 6 – Choosing a School | Part I: Summary Outlines DUE 2/16 |
| 2/21, 2/23, 2/28 & 3/2 | Mini Lesson Plans due and Presentations | Mini Lesson Plan DUE 2/21 |
| 3/14 & 3/16 | Exam 2: Chapters 4-6  
Chapter 7 Governance and Finance | Philosophy of Education DUE  
Part II: Sections 1-2 |
| 3/21 | Chapter 8 School Law | Take Home Praxis Writing |
| 3/23 | Chapter 9 The School Curriculum in an Era of Standards; CCSS Praxis Writing |  |
| 3/28 & 3/30 | Exam 3: Chapters 7-9  
Chapter 10 Classroom Management Praxis Reading | Take Home Praxis Reading  
Part II: Sections 3-4 |
| 4/4 & 4/6 | Chapter 11 Becoming an Effective Teacher  
Chapter 12 Educational Reform and You | Take Home Praxis Math  
Part II: Sections 5-6 |
| 4/11 & 4/13 | Chapter 13 Developing as a Professional  
Exam 4: 10-13 | LAST DAY FOR OBSERVATION REPORTS AND FORMS  
Observation reports, STARS, VOYAGER, Jr. Achievement or Provisional/TA reports are due via Blackboard by 11:59PM on 4/13 to receive credit. The associated confirmation and evaluation forms are due in class on 4/13 and will not be given credit if turned in after that time. Failure to complete the placement/observation results in failure of the course. |
<table>
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<tr>
<th>4/18 &amp; 4/20</th>
<th>Classroom Community Presentations (Students must attend classmates’ presentations to get full credit on their assignment) Final Exam Study Guide on Blackboard</th>
<th>Part II: Sections 7-9</th>
</tr>
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<tbody>
<tr>
<td>Thurs. 4/27</td>
<td>Final Exam 10-12</td>
<td>Chapters 1-13</td>
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