Warren County Community College

EDU 110 Foundations of Education

Course Master Syllabus

Course Information

Catalog Description: This course provides an overview of the historical, political, social, and economic foundations of education. Students explore curriculum, current issues in education, and the role of the teacher. The course requires a 15 hour observation component in a public school setting.

Prerequisite(s): None

Corequisite(s): None

Credits: 3

Hours: 3

Required Text(s):

Supplemental Materials:

Instructor Information

Instructor's Name:

Contact Information:

Office Hours:

Program Goals

1. Examine the historical, philosophical, and curricular foundations of education to understand their impact on teaching, learning, and educational policy.
2. Analyze cognitive, social, and emotional development from childhood through adolescence and apply this understanding to support learners with various needs and differing abilities.

3. Identify and differentiate various teaching models, instructional strategies, and classroom management techniques, while considering established theoretical frameworks.
4. Explore major psychological theories of learning and development, including factors such as motivation, intelligence, learning differences, and social-emotional influences and apply them to real-world educational settings.
5. Examine the governance, legal, and financial structures of public education and their influence on equity, access, and student success.

Class Core Competencies

The following core competencies are embedded in this curriculum:

- Communicate effectively in both speech and writing
- Use scientific method of inquiry, through the acquisition of scientific knowledge
- Use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens
- Understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance
- Understand the importance of a global perspective and culturally diverse peoples
- Address an information need by locating, evaluating and effectively using information.

Class Learning Assessment

Student Learning Outcomes	Suggested Means of Assessment
Students will be able to identify, analyze, and evaluate current issues in the field of education	Reflection papers, choice project, in-class discussions
Students will be able to identify and describe historical, philosophical, and curricular foundations of education	Quizzes/tests, reflection papers, in-class discussions
Students will be able to construct and evaluate connections among course topics	Field experience hours and report, reflection papers, in-class discussion

Student Learning Outcomes	Suggested Means of Assessment
Students will be able to examine the interrelationships of culture, exceptionalities, and diversity in education	Quizzes/tests, reflection papers, in-class discussion
Students will be able to compare and contrast governance, financing, and legal aspects of public schools	School board report, reflection papers, in-class group scenario analysis, quizzes/tests
Students will be able to interpret technological advances and issues in education	Quizzes/tests, reflection papers
Students will be able to describe standards and assessment trends for teachers and students	Quizzes/tests, reflection papers,
Students will be able to develop and refine skills of time management, organization, responsibility, group cooperation, and professionalism	In-class group work processing

Grading System

Letter Grade	Percentage Range
A	90 to 100 percent
B Plus (B+)	87 to 89.9 percent
B	80 to 86.9 percent
C Plus (C+)	77 to 79.9 percent
C	70 to 76.9 percent
D	60 to 69.9 percent
F	Below 60 percent

College Information

Disability Services
Disability Services Webpage

Statement and Policy on Cheating, Plagiarism, and Academic Conduct
Academic Conduct Policy (Policy 304) [PDF]

Students are required to perform all the work specified by the instructor and are responsible for the content and integrity of all academic work submitted. A violation of academic integrity will occur if a student: (1) knowingly represents work of others as one's own, (2) uses or obtains unauthorized assistance in any academic work, (3) gives fraudulent assistance to another student, or (4) furnishes false information or other misuse of college documents.

Unauthorized use of Artificial Intelligence (AI) is prohibited unless the instructor explicitly permits it in the syllabus or assignments. If tools such as ChatGPT are permitted by an instructor to be used for an assignment, they should be used with caution and with proper citation. In all such cases, you may only use the specific tools identified as acceptable and you must adhere to the College's standards for attribution, validation, and transparency.

In cases of suspected violation of academic integrity, the incident is to be reported to the Office of Academics. A student found guilty of violating the rule of academic integrity by the Vice President of Academics will be considered to have failed in personal obligation to the College; such failure will be subject to disciplinary action by the College. Unless otherwise notified, the instructor will allow students who are pending disciplinary action to attend class.

Tutoring and Testing at the Instructional Support Center (ISC)

- Instructional Support Center (ISC) Webpage

WCCC Library Services

- WCCC Library Website

Citation Styles and Formatting

Work submitted for any Warren County Community College course must conform to the required formatting and citation style that are specified by the instructor. The Library and Instructional Support Center can assist students with formatting and citations for assignments and papers.

WCCC Attendance Expectations

The College expects students to attend and participate in all classes. This involves sharing discussions and lectures in class, as well as interacting with other students. Grades are based on the quality of work students complete in meeting the requirements for a particular course, as stated in the course syllabus and catalog description. Attendance, among other factors, may be an additional criterion for assigning grades. Students should realize that they are responsible for all class meetings and that work missed because of absences may affect their grades. Attendance in online classes is determined by the completion of assignments/ tests. Students who have not completed any assignments or tests will be considered non-attending and receive an NF grade in online classes.

Class Attendance Expectations

Topical Outline

- Teachers: effectiveness, accountability, knowledge, skills, and rewards
- The profession of teaching: reforms, diversity, opportunities
- Public schools and society
- Teaching and learning issues: multiculturalism, race, ethnicity, language, gender
- Special needs and at-risk students
- Partnerships with parents, families, and communities
- Political, economic, legal, historical, and philosophical influences
- Curriculum issues
- Assessment and standards
- Technological influences
- Teaching careers

Grading Methods

Assignment	Points/Percentage

Assignment	Points/Percentage

Class Itinerary

Week / Unit	Topic	Readings/Assignments