Moberly Area Community College
Common Syllabus

EDU220 Foundations of Education in a Diverse Society

Current Term

Instructor:
Office Number:
Office Hours:
Contact Information:
Classroom Number:
Class days and time:

Course Description: EDU220 Foundations of Education in a Diverse Society (3-0-3)
This course is designed to examine educational practice from diverse historical, philosophical, sociological, economic, and legal perspectives. The course will address issues of educational equity, sociocultural influences on teaching and learning, and how teachers and schools can contribute to interpersonal and intercultural understanding and respect, social justice, and democratic citizenship. Students will explore the nature of school environments, the fundamental goals of education in the American public school, English Language Learners, the relationship between school and a diverse society, the organization of school curricula, and characteristics of effective schools and instruction in grades P-12.

Prerequisite: Composition I

Text(s): The text is an ebook included with the class. Print books are optional and available in the MACC bookstore.
Title: Foundations of Education
Author: Ornstein/Levine
Publisher: Cengage

Other Required Materials: An open mind
An electronic/digital storage device
A working email address which you check on a regular basis

Purpose of Course: To provide students with an overview of the historical, philosophical, sociological, political, economic, and legal foundations of American public education system. To introduce students to the concept and process of compiling a transfer portfolio and to continue their progress through the teacher candidate program at MACC.

Course Objectives: Upon successful completion of this course, students should be able to demonstrate the objectives listed below. Acquisition and retention of these objectives is dependant on the student being a reflective participant in the course. Appropriate objectives are linked to the Missouri Teacher Standards and the Missouri Standards for the Preparation of Educators (MoSPE 1).
**Associate of Arts in Teaching Requirements:**
Students should declare Education as their Major and the AAT as their degree goal.
Student should apply for a Background Check from the Missouri Family Care Safety Registry.
See the DESE and the AAT module in your Canvas course.

**Course Outcomes:**
The student will:

1. Demonstrate an understanding of cultural diversity and the potential for bias in teaching (MoSPE/MIPEC 1A5).
2. Analyze the historical, philosophical, and sociological foundations of schooling in the United States to understand their effects on current educational practices and issues (MoSPE/MIPEC 2A6, 8A1, and 8A3).
3. Demonstrate a basic knowledge of how differing philosophic views imply different approaches to learning (MoSPE/MIPEC 2A3).
4. Demonstrate an understanding of curriculum, instructional alignment, national and state standards (MoSPE/MIPEC 3A1).
5. Demonstrate an understanding that students from varied cultural backgrounds may differ in their approaches to learning (MoSPE/MIPEC 2A4).
6. Demonstrate an understanding of the importance of using appropriate strategies to meet individual student needs (socioeconomic status, ethnicity, English Language Learners, exceptionality, etc.) (MoSPE/MIPEC 3A2).
7. Recognize the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning (MoSPE/MIPEC 5A3).
8. Recognize legal and ethical practices and the influence of district policies and school procedures on professional practice (MoSPE/MIPEC 8A3).
9. Identify strategies for fostering appropriate collaboration with colleagues and school personnel (MoSPE/MIPEC 9A1).
10. Recognize the importance of developing relationships and applying services with students, families, and communities in support of student learning (MoSPE/MIPEC 9A2 and 9A3).

**Course Outline:** Foundations of Education in a Diverse Society

1. **History of Educational Practice**
   A. European beginnings to 21st century
   B. Pioneers in education
   C. Major events and trends in American educational history

2. **Philosophy of Educational Practice**
   A. Philosophical roots of education
   B. Intentions of education
   C. Major philosophers and theorists
   D. Curriculum, instruction, and assessment
3. **Political Foundations**
   A. Governing public education at local, state, and federal levels, with emphasis on Missouri
   B. Financing public education
   C. Exploring state and national standards

4. **Ethical and Legal Foundations**
   A. Reflective practice and professional growth
   B. Ethical decision making
   C. Legal aspects of education
   D. Rights and responsibilities of public school students, parents, and teachers

5. **Sociological Insights Into Educational Practice**
   A. Equal educational opportunity (SES, ethnicity, ELL, exceptionality, etc.)
   B. Awareness of how school and home environment affect student success
   C. Societal influences
   D. Peer group influences
   E. Risk factors
   F. Standards movement
   G. Effective vs. ineffective schools and school choice
   H. School life

**Assessment of Student Learning:** Students will be provided opportunities to demonstrate their understanding of and ability to meet course objectives in a variety of assessment experiences. Many of these experiences will be performance-based, some will have timed components. These experiences will allow students to communicate not only what they have learned from the readings and from the classroom experience, but also what they can DO with that information related to teaching.

**Grading Scale:**
A – 90-100%
B – 80-89%
C – 70-79%
D – 60-69%
F – 0-59%

**Expected Study Time Commitments:** Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

**Description of Major Assignments and Categories:**
**Required Assignments:** Detailed handouts will be provided in class. One copy of each assignment completed should be turned into the instructor for grading. STUDENTS MUST RETAIN A DUPLICATE COPY OF MAJOR PROJECTS FOR THEMSELVES AS POSSIBLE ARTIFACTS TO INCLUDE IN THEIR
PRELIMINARY CANDIDACY TRANSFER PORTFOLIO. The following provides a brief description of each category.

1. **Analysis and Reflection** 50%
   - A. Reactions to Readings-as assigned
   - B. Educational Philosophy
   - C. Book Reflection

2. **Assignments** 25%
   - A. Homework
   - B. In class work
   - C. Portfolio activities

3. **Assessment** 25%
   - A. Quizzes (Some of which will be announced.)
   - B. Tests

Schedule of Student Assignments/Activities: Per instructor

**Statement to Connect Course with General Education Outcomes:** In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

- **Managing Information:** Students will demonstrate the ability to discern when there is a need for information; and to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

- **Valuing:** Students will demonstrate the ability to understand the moral and ethical values of a diverse society; and to appreciate the values of diversity, equity, and sustainability.

**College / Instructor Policies:**

**Academic Dishonesty:** MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (*Policy Handbook*, M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Attendance Policy:** Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.
Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

- **16-week:** Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **8-week:** Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **4-week:** Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **Intersession:** Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

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<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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Hybrid Course  
Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:

- Completion of quizzes or exams during class meetings and online
- Submission of assignments during class meetings and online
- Participation in discussions during class meetings and online

Online Course  
Active participation in an online course includes the following:

- Completion of quizzes or exams
- Submission of assignments
- Participation in threaded discussions

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. *(Policy Handbook, I.090 & M.095)*

We will think, act, and react as a community of learners and communicators. In order to do this everyone must attend on a regular basis. In an online class that means respond to assignments and discussions as soon as possible. In connection with attending, listening, and participating in class are essential parts of active learning.

I do not consider excuses. There is no such thing as an excused or unexcused absence. If you find it necessary to miss a class period, it will be your responsibility to find out what you will miss or missed. Not having information you missed is a problem for you, not me. It is also not an excuse for turning in late work.

**Tardiness:** If you plan to come to class, plan to come on time. I will take roll at the beginning of class. In the event that you arrive late, take your seat quietly. You will be counted absent unless you see me after class and ask me to adjust the record.

**Make-up and late work:** per instructor’s policy

**Extra credit work:** per instructor’s policy

**Student Email:** MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:** Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations,
appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x11240 or the Columbia office at (573) 234-1067 x12120, or visit our web page at http://www.macc.edu/index.php/services/access-office.

**Title IX Statement:** MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.