



SED 528 Philosophy of Education COURSE SYLLABUS

Instructor: Dr. Joyce E. Kyle Miller
Office Location: Metroplex Center, Office 105
Office Hours: 12 noon – 4pm
Office Phone: 972-882-7527
Office Fax: 972-613-7566
University Email Address: joyce.miller@tamuc.edu

COURSE INFORMATION

Textbook Required:
Ozmon, Howard, *Philosophical Foundations of Education*, 9th Edition

Course Description:

This course provides a study of the educational implications of Idealism, Realism, Neo-Thomism, Experimentalism and Existentialism. Significant factors will include the curricula emphasis, preferred method, ethics, and aesthetics stressed by each philosophy. Attention is placed on the learner's ability to identify and describe his or her own philosophy of education.

GENERAL GOAL

This course is designed to emphasize how philosophical ideas about education developed over a considerable period. This course also will address how historical influences, settings, and ideas have influenced and continue to have relevance for education and life today. Emphasis will be placed on helping students develop ideas about education and provide tools to use in thinking about issues in education.

Study of philosophical theories will assist in understanding the source of many popular opinions and perceptions regarding education:

- the anxiety that education is adrift
- the concern that educational aims are vague, conflicting, and not conducive to loyalty
- beliefs that standards have been seriously replaced
- uncertainty about the role of education in a democratic society
- concern that schools give students too much freedom and do not foster respect for authority and control
- fears that schools have become too secular and neglect religion

- uncertainty regarding the relationship between theory and practice

COURSE OBJECTIVES

Study:

IDEALISM AND EDUCATION
REALISM AND EDUCATION
EASTERN PHILOSOPHY, RELIGION, AND EDUCATION
PRAGMATISM AND EDUCATION
RECONSTRUCTIONISM AND EDUCATION
BEHAVIORISM AND EDUCATION
EXISTENTIALISM, PHENOMENOLOGY AND EDUCATION
ANALYTIC PHILOSOPHY AND EDUCATION
MARXISM AND EDUCATION
POSTMODERNISM AND EDUCATION

Student Learning Outcomes:

1. Define and discuss representative proponents and thoughts related to Idealism, Realism, Eastern, Pragmatism, Reconstructionism, Behaviorism, Existentialism, Analytic Philosophy, Marxism, and Postmodernism.
2. Discuss the relationship between theory, philosophy and educational practice
3. Describe the historical context of the various philosophies.
4. Compare and contrast the philosophical perspectives of the various philosophers.
5. Discuss each of the philosophies as they relate to the aims of education, teaching methodologies, curricular strategies, and how architectural design is supported by the various philosophies studied.
6. Discuss the strengths and limitations of the various philosophies studied.

COURSE REQUIREMENTS

1. **Philosophy Assignment Survey: Survey of My Colleague's Philosophy**
2. **Identify your Educational Philosophy Realism, Idealism, Pragmatism?**
3. **Identify your Educational Philosophy Behaviorism, Marxism, Postmodernism**
4. **Submit Philosophy in the Schools Connection Assignment**
5. **Weekly Discussion Prompts**

6. Read and participate in class discussions of the text, **Philosophical Foundations of Education, Howard Ozmon and Samuel Craver.**
7. Students will complete and submit a weekly Philosophy Template
8. Complete a mid-term exam and a final exam.
9. **Participate in required online Class Live Pro sessions.** The dates will be on the course calendar. The first session will be at the beginning of the course; the second session will be just before the mid term exam with an **optional session** just before the final exam.
10. **Students are to complete and submit the Student Information Form during the 1st week of class and visit the eCollege site and become familiar with the site.**

Grading

The final course grade is based on an average of grades resulting from in-class activities, Ten Philosophy Templates, Weekly Discussion Prompts, the mid-term exam, and the final exam.

Absences: Consistent and ongoing presence is expected in this online class. Prolonged absences will impact final course grade and may result in an administrative drop. See the University **Attendance**

Policy: http://www.tamuc.edu/administration/Rules&Procedures/rules_procedures.asp?RID=88

TECHNOLOGY REQUIREMENTS

This online class requires consistent access to a computer preferably with high speed internet service (DSL). Audio PowerPoint presentations necessitate this requirement.

Hardware

- Both Macintosh and Windows systems are acceptable. Students do not need to purchase a new system to begin online learning at the university.
 - Windows 98/NT/2000/ME/XP
- Pentium (2 GHz or greater)
- 128 megabytes (MB) random access memory (RAM)
- 2 GB or greater hard drive
 - Macintosh
- OS 9.1 to OS X; G3, G4, or higher
- 128 megabytes (MB) random access memory (RAM)
- 2 GB or greater hard drive
-

Software

- Word Processor - Microsoft Word is required. Microsoft Works, WordPerfect, and AppleWorks are not acceptable.

Connectivity

- Reliable Internet access through an established Internet service provider (ISP) is key to the online learning experience. Students should choose a DSL or cable-modem service where high speed internet is available.

Email

- Access to a reliable email service through an established Internet service provider (ISP) is critical to the online learning experience.

Web Browser

- Internet Explorer (version 6.0 or greater) or Netscape (version 7.0 or greater) is required. These browsers are available for free in the download areas at www.microsoft.com and www.netscape.com, respectively.
- Note: Browsers that are part of the MSN and AOL software are not acceptable, because they include proprietary modifications that may not work correctly with resources. Students may continue to use AOL or MSN as their Internet service provider, but once connected to the Internet, they should minimize the AOL or MSN window and launch Internet Explorer or Netscape.

Plug-ins: Microphone will be needed for Class Live Pro Sessions

- **Adobe Acrobat Reader**
 - Available at www.adobe.com, this free program (Adobe Reader 8) allows you to view and print many forms and some full-text documents from online library databases.
- **Adobe Flash Player 9.0**
 - Available at www.adobe.com. This allows you to view any content delivered in Flash.
- **Quicktime Video Player**
 - Available for free download www.apple.com/quicktime.
- **RealPlayer**
 - Available at www.real.com
- **Windows MediaPlayer 11.0**
 - Available at www.microsoft.com/windows/windowsmedia/download.
- **Java Applet**
 - Since the online classroom is interactive and dynamic, it is important that students' Internet browser be Java-enabled. The Java Virtual Machine can be downloaded for free at <http://java.com/en/index.jsp>.

Virus Protection

- Viruses can be transmitted to computers as email attachments. Once a virus is resident on a computer, it can hinder performance, crash the computer, or damage files and hard drives - permanently. To protect their systems, students should purchase up-to-date antivirus software from a local computer store and regularly check their computers for viruses.
- Note: Students should keep their antivirus software current by downloading updates from the software company's Web site. Antivirus software is usually licensed for one year, with free updates. Most antivirus software can be configured to download virus definitions (or updates)

automatically when the computer connects to the Internet. Students should download virus updates weekly or more frequently. Commercially available programs such as Norton Antivirus or McAfee can be configured to update virus definitions automatically at least once a week.

ACCESS AND NAVIGATION

Online Activity will be assigned at the direction of the instructor.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

UNIVERSITY POLICIES

Accommodations for Students with Disabilities

Services for Students with Disabilities (903) 886-5835

Each division within the University recognizes the needs of students with disabilities and is ready and willing to work with each student to solve problems as they arise.

The Director of Disability Resources and Services is located in the Halladay Student Services Building, third floor. Services for those with disabilities are provided through the Student Support Services/Trio Program (tutoring, mobility assistants, readers, interpreters), the Counseling Center, the Communication Skills Center, the Mathematics Skills Center, and Disability Resources and Services. Students with learning disabilities must file an application during the first semester of enrollment at the university for eligibility for assignment to the Academic Support Committee. Applications are available

through the Trio Program, Disability Resources and Services, and Advisement Services.

Other campus services are available to the disabled through the Department of Housing, the University Police Department, the Clarence G. Allen Student Health Center, the James G. Gee Library, and the Student Recreation Center. In addition, the Texas Rehabilitation Commission and the Texas Commission for the Blind work closely with the university to offer support to students who qualify. (TAMUC,2008-2009)

Standards of Conduct

This policy defines good standing for graduate students enrolled at Texas A&M Commerce. Entering students who have been fully admitted (without any type of probationary admission, provisional admission, or other restriction) will be considered in good standing. A student will remain in good standing if, and only if, he or she has a cumulative grade point average of at least 3.00 and is free of the following holds: holds indicating delinquent financial indebtedness, academic suspension, academic probation, provisional status, and disciplinary suspension. Students who are not in good standing are not eligible to graduate until good standing has been achieved. (TAMUC, 2008-2009)

Academic Honesty

Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. Faculty are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. Conduct that violates generally accepted standards of academic honesty is defined as academically dishonest. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of ideas or works of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or

removal) of resource material. If a student is accused of academic dishonesty, the faculty member making the accusation is responsible for initiating disciplinary proceedings. The penalty assessed should be related to the severity of the infraction. If the student and faculty member agree on the penalty, assessment of the penalty concludes the disciplinary action. However, certain violations of academic honesty, such as plagiarism, infringe upon the academic community's basic tenets of scholarly inquiry. Therefore, if a faculty member believes the infraction is severe enough to warrant further action and/or if the problem may be cumulative, occurring in other classes in which the student is enrolled, the faculty member may file a report of the infraction with the Dean of Graduate Studies and Research. The student must be notified that the report has been filed with the Dean of Graduate Studies and Research to allow the student the opportunity to file a response. If a faculty member believes the infraction is so severe that a penalty greater than failure on a project and/or course is warranted, the faculty member may recommend to the Dean of Graduate Studies and Research through the department head and academic dean that the student be suspended or expelled. If the student disagrees with the charge or level of penalty, he/she is entitled to due process in accordance with the University policy for student appeals. The appeal process for this policy is through the following channels: department head, Dean of Graduate Studies and Research, and the Administration Committee of the Graduate Council, which will present its recommendation to the full Graduate Council for final disposition of the appeal. Final jurisdiction on graduate student appeals is the Graduate Council. In addition, international students must comply with current Department of Homeland Security (DHS) and U.S. Citizenship and Immigration Services (USCIS) regulations. (TAMUC,2008-2009)

Policy for Assignment of an Incomplete Grade

Students, who because of circumstances beyond their control are unable to attend classes during finals week or the preceding three weeks will, upon approval of their instructor, receive a mark of "X" (incomplete) in all courses in which they were maintaining passing grades. When an "X" is given for a grade in a course, the credit hours are not included for one semester (exclusive of summer) in calculating the grade point average. Grades of "X" earned during the spring or summer are to be completed by the end of the following fall semester. If the "X" is not removed by that time, the grade becomes an F, and the hours are included in the number of hours attempted. Recording a grade of "X" requires the filing of a plan for completion. The plan will be submitted with the official grade record sent to the department head who will forward it to the Dean of the College.

The plan will include why the grade was given and steps necessary for the student to receive the final grade. A grade of "IP" (in progress) will be used for courses that are scheduled over more than one semester. The grade of IP will not be computed in the grade point average and will be removed when the final grade is filed by the instructor. A grade of "I" will be given for courses in dissertation and thesis (including undergraduate honors thesis) for all registrations prior to the semester in which the final document is completed. The time limit imposed on the grade of "X" (one semester) does not apply for these courses. (TAMUC,2008-2009)

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu
[Student Disability Resources & Services](#)
Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

ACCESS AND NAVIGATION

START BY CLICKING ON THE WEEK ON THE EXTREME LEFT SIDE OF THE COMPUTER SCREEN

Complete and upload the Student Information Form.

COMMUNICATION AND SUPPORT

Students may interact with the instructor by means of cell phone and email.

Students are asked to submit requirements for the course according to the course calendar.

All work is to be completed individually unless directed by the Instructor to work as a group. Submitting templates are weekly tasks that should be completely individual. Students submitting work of another student will be dropped from the course immediately.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

Tuesday, January 15

Telephone Conference Call, 9pm

Telephone Number: 1-712-775-7100; Access Code: 1068374

January 14 - 20

Get Oriented to the online class site and submit Student Information Form

WEEK #1 Sunday, January 20 (All Assignments below are due on this date)

Introductions (click on Student Lounge)

Upload Student Information Form

Listen to Orientation Audio PowerPoint

Begin Philosophy Survey Assignment which is Due on 2/10

Read Chapter One: Idealism

Upload Idealism Template

Review Idealism PowerPoint

Respond to Discussion Prompts

WEEK #2: Sunday, Feb 3

Read Realism Chapter

Upload Realism Template

Review PowerPoint

Post to Discussion Prompts

Upload Philosophy Survey Assignment

WEEK #3: Sunday, February 17

Read Eastern Philosophy and Education

Upload Eastern Template

Review PowerPoint

Post to Discussion Prompt and Classmates' Posts

WEEK #4: Sunday, February 24

Read Pragmatism Chapter
Complete and Upload the Pragmatism Template
Review PowerPoint
Respond to Discussion Prompt and to Classmates' Post

WEEK #5: Sunday, March 3

Review PowerPoint Presentation
Read Reconstructionism Chapter
Complete and Upload the Reconstructionism Template
Respond to Discussion Prompt and Classmates' Posts

March 3 – 10 Exam Preparation ~ Class Live Pro Session March 4th at 9pm

March 10 – March 17 Spring Break

March 17 – March 24

MidTerm Exam Opens on March 17 and closes on Sunday, March 24

WEEK #6: Sunday, March 31

Review Behaviorism PowerPoint
Read Behaviorism Chapter
Complete and Upload the Behaviorism Template
Post to Discuss Prompts and Classmates' Posts

WEEK #7: Sunday, April 7

Respond to BMP: What's Your Preferred Philosophy
Respond to Discussion Prompts
Read Existentialism Chapter
Review PowerPoint
Complete and upload the Existentialism Template

WEEK

WEEK #8: Sunday, April 14

Read Chapter on the Analytic Philosophy
Complete and Upload the Analytic Template
Review the PowerPoint
Post to the Discussion Prompt

WEEK #9: Sunday, April 21

Read the Marxism Chapter
Complete and Upload the Marxism Template

Review the PowerPoint
Post to the Discussion Prompt

WEEK #10: Sunday, April 28
Read the Postmodernism Chapter
Complete and Upload the Postmodernism Template
Post to the Discussion Prompts

April 29 - May 9
Final Exam
Class Live Pro Exam Review, May 5 9pm