



HIED 528: Philosophy of Education
Fall 2013
August 26 to December 13
Thursday, 5pm-7:20pm
Location: UCD #TBD

Instructor: Derek Lester, PhD

Class Location: UCD #TBD

Class Time: 5pm-7:20pm

Office Location: UCD, 1901 Main Street, Office 430, Dallas, TX

Office Hours:

- Thursday, 2pm to 5pm (UCD)
- Tuesday, 1pm to 5pm (TAMUC Campus)
- Available by appointment: In-person, phone, Skype, and Google Chat

Cell phone: (206) 407-9904

Office Fax: (214) 915-1903

University Email Address: Derek.Lester@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Ozman, H. (2012). *Philosophical Foundations of Education* (9th ed.) Boston, MA: Pearson.

Publications Manual of the American Psychological Association (6th ed.). (2010). Washington D.C.: American Psychological Association.

Course Description

HIED 528 *Philosophy of Education* (3 semester hours) includes a study of systematic philosophies of education and their views of the learner, learning process, curriculum, instruction, and leadership. Particular attention will be given to the use of philosophical techniques and concepts for solving problems.

Student Learning Outcomes

Upon completing this course, each student will:

1. Compare and contrast different philosophical foundations and identify the major frameworks, aims, and impact of each school of thought.
2. Identify and evaluate the impact of different philosophical foundations on K-12 and higher education systems.
3. Write a paper that identifies student personal and educational philosophies.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Reading Logs (eCollege journals)

Students will write a 2-page reflection (about 350+ words) for each of the assigned chapters. Reflections may be on any topic addressed in the reading. Reflections are due the day of the class discussion for the related chapter. Post the chapter summaries into the journal. Article summaries are posted under the Journal section because the reading and processing of ideas is a personal and contemplative experience. Each of the assigned readings deserves your time and calm, reflective thought. As graduate student, the thoughtful processing of idea is your main goal as you prepare to. Please enjoy this journaling process as you read and absorb this content.
20% of total grade (10 journals @ 2% each).

Discussion Posts (eCollege posts)

For each posted discussion questions, respond with one comment or question to either the original question or to a colleague's comment/question. The purpose of on-line discussion posts is to help facilitate the understanding of the material before the class period. Discussion posts will add to the depth of discussions during the in-class period because of the additional time in thought and conversation outside of class.
10% of total grade (10 posts @ 1% per).

Exams (eCollege)

Tests will be included in each eCollege module. Tests are to be completed before the start of the class period.
18% of total grade (6 quizzes @ 3% per).

Group In-Class Presentations

Groups will be formed to give one in-class presentations, which will consist of a 7-10 minute introductory presentation of an educational philosophy and methodology, followed by a 20-minute active learning demonstration of an educational philosophy. Each presentation will end with 5-10 minutes for class discussion of the topic.
20% of total grade (2 presentations @ 10% each).

Each group will do two in-class presentations over the course of the semester. The purposes for these presentations are to demonstrate examples of classroom instructional techniques based on an educational philosophy. The presentation will be 35 to 40 minutes in length and will include a five-page paper. The format for the presentation and paper are the same: Introduction, Exercise, and Discussion.

The presentation will be between 35 to 40 minutes in length (no shorter, no longer). The first 7 to 10 minutes of the presentation will introduce the philosophy's aims of education, methods of curriculum, and role of the teacher. Present this material in a Power Point presentation. The second part of the group project is the exercise. The exercise will be about 20 minutes in length. This exercise will be a full demonstration, which means the entire class will participate, of a lesson plan that models an educational philosophy. The final part of the presentation is the discussion of the exercise and a critique of your particular educational philosophy. Give yourself

about 10 minutes to debrief with the class about the exercise and bring up some critiques of the philosophy. The presentation is worth 100 points.

The paper will be five pages in length. The first three pages will be your introduction. This will be about one page each for the aims of education, methods of curriculum, and role of the teacher. The fourth page will be a description of the curriculum used for the example and the role of the teacher. The final page details the critique of the philosophy. Include a bibliography. Only papers that follow APA formatting will be accepted. The paper is worth 50-points.

The APA format for the paper is as follows:

	Introduction
Aims of education	
Methods of Curriculum	
Role of the Teach	
	Exercise
Methods	
Role of the Teacher	
	Critique of the philosophy
	Conclusion

Bring a hard copy of the paper to class the day of the presentation. Email me the paper and the Power Point Presentation. I will review and edit the paper electronically and then email the entire group the paper with the final comments.

Due Day of Presentation

- Paper
 - Hard Copy
 - Emailed Copy to Me
- Presentation slides
- Upload Paper and Slides to document sharing
- Handouts/Exercise material

Presentation Outline

35 to 40 minute presentations

- Introduction 10 minutes (3 pages of the paper)
 - Aims of education
 - Methods of Curriculum
 - Role of the Teach
- Exercise 20 minutes (1 page of the paper)
 - Methods of Curriculum
 - Role of the Teacher
- Critique/Discussion 10 minutes
 - Discussion
 - Critique of the philosophy (1 page of the paper)

Final Paper and Presentation: Individual and Educational Philosophy

A final paper is due for the course. The final paper will address the student's personal and educational philosophies and how the two overlap, intersect, and/or influence each other. The paper will be 10-12 pages in length.

The purpose of this course is to help you understand the implicit and explicit philosophies that influence society and education. It is my hope the Ozmon text demonstrated that your thoughts can be categorized into a set of philosophies. These philosophies have educational, pedagogical, social, and personal outcomes associated with them. The final assignment is to succinctly articulate your educational and personal philosophies and how they may influence each other.

Personal Philosophy.

Write about 3 pages on your personal philosophy. Use quotes and citations of the Ozmon text or other sources to explain and categorize your philosophy. Follow APA standards of citation.

Educational Philosophy.

Write about 4 pages on your educational philosophy. Use quotes and citations of the Ozmon text or other sources to explain and categorize your philosophy. Follow APA standards of citation.

Overlap.

Write about 3 pages on if and how your personal philosophy influences your educational philosophy.

Due Date

Place a final copy of the paper into Dropbox by the start of class on April 27.

The outline for the paper will be as follows:

Introduction

This paper will discuss the influence that Philosophies A, B, C, X, and Y have had on my personal and educational perspectives on life. The first section will discuss the influence of A, B, and C on my personal life. The second section will discuss the influence A, X, and Y have had on my educational philosophy. The final section will describe the similarities and differences between my personal and educational philosophies.

Personal Philosophy

Philosophy A

Description of philosophy.

Influence of philosophy.

Philosophy B

Philosophy C

Educational philosophy

Philosophy A

Philosophy X

Philosophy Y

Overlap of Personal and Professional Philosophies

Similarities

Differences

Conclusion

This paper detailed the influence that several philosophies have had on my personal and professional life. The general themes between my personal and educational philosophies are... The general differences are...

Final Paper length: 10-12 pages will give you the opportunity to earn up to a grade of A on the paper. 8-9 pages will give you the opportunity to earn up to a grade of B. Papers with less than 8 pages of text will not be accepted.

15% of total grade.

Presentation.

The final presentation will briefly introduce the philosophies that have influenced your personal and professional life. You may be creative with the final presentation format, as long as the material covered follows the required outline. The presentation is to be 7-10 minutes in length.

10% of total grade.

Educational Philosophy Debate

Groups will choose an educational philosophy to implement in an undergraduate curriculum. Groups will debate the strengths and weaknesses of a philosophical approach against a team that supports an alternative philosophy. Details of the assignment will be distributed in class as the semester progresses.

Participation

Seven percent of the total course grade is dependent on individual students' in-class participation. Every student is expected to contribute to class discussion every class period. One point is earned per day. 7% of total grade (7 days @ 1% each).

Attendance Policy

Class attendance is an integral part of the educational process. Students who miss class miss out on the dialectic process of exchanging ideas with the instructor and colleagues. One excused absence will not affect a student's grade. The second and third absence will each result in a loss of 5% of the total grade. Four absences will result in a failing grade for the course.

Writing Requirements

All papers are to follow APA format guidelines. Begin papers with an APA title page. Font is to be 12 point, New Times Roman, double-spaced. Normal margins: one inch left, right, top, and bottom. Secure the paper with one staple in the top left corner. No folders please.

Written assignments will be graded according to the following criteria:

- Completeness of response to the assignment: 50% of grade
- Organization and coherence: 30% of grade
- Appropriate grammar, punctuation, spelling: 15% of grade
- Use of disciplinary format and citation style: Paper displays correct use of student's disciplinary format and citation style (APA, 6th Edition) for papers submitted for presentation or publication (5% of grade). Non-cited statements within a paper will result in a loss of points in accordance with the 5% earned for APA format and citation.

Grading

The following final grading scale will be utilized to determine the final grade based on the average of the total points earned divided by the total points possible:

A =	4.0 = 90-100%
B =	3.0 = 80-89%
C =	2.0 = 70-79%
D =	1.0 = 60-69%
F =	0.0 = <60%

TECHNOLOGY REQUIREMENTS

Some Internet course assignments and internet-based research are required in this course. A computer, smart phone, or tablet with Internet access will be needed to complete some assignments. A wireless connection is available to students on campus. Computers are available for student use in the Gee Library, campus, and UCD computer labs. For more information concerning library or campus computer labs, visit <http://www.tamu-commerce.edu/library/>

ACCESS AND NAVIGATION

eCollege Technical Concerns

Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week, by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Email me at Derek.Lester@tamuc.edu. I will reply to emails within 48 hours. Use only your TAMU-Commerce email when communicating with me. I may also be reached on my cell phone: (206) 407-9904.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Respect Differing Views

As with all graduate courses, this course deals with ideas. Please be respectful of individuals with ideas and beliefs that differ from your own. If you disagree with someone then ask them why they believe as they do, and then listen to the answer. People can have complex reasoning for what is seen as, on the surface, a simple idea. Only civil and even-tempered discussions will be permitted in class.

Academic Honesty

Plagiarism within an assignment will result in a failing grade for that assignment. I expect all assignments for this course to be original works produced specifically for this course. At the instructor's discretion, if the plagiarism may have been accidental, an assignment may be redone

for a maximum grade of 80% of the original total. Work produced, whether in part or whole, from assignments for other courses will not be accepted for credit.

Late Assignments

An electronic copy of each assignment is due at the beginning of class, or submitted by the specified due date on-line. Electronic copies of proposals and papers must be submitted to Document Sharing in eCollege. Chapter summaries will be submitted via eCollege Journal. Late assignments will lose one letter grade (10%) per day late. The measurement of days ends at 11:59 pm the following day of class. A new day begins at Midnight (12 am) and continues to 11:59 pm. Late assignments may be turned in via email.

Examination Policy

Exams are timed and closed book, unless otherwise stated.

Religious Holidays Policy

Reasonable accommodation will be given to students who require class absences because of religious holidays. However, the attendance policy is still in effect.

Dropping the Class

If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. If you fail to officially drop the class, a failing grade shall be assigned at the end of the course. Incompletes: Per university policy, are granted only for circumstances beyond student's control that prevented the student from attending classes during Finals Week or the preceding three weeks (Policy A 12.07, 1998). The extension cannot exceed one semester. Failure to fulfill plan requirements within the specified time will result in an F. As a rule, I do not give a grade of incomplete unless the circumstances are deemed extreme.

Writing Center

Students are encouraged to visit the A&M-Commerce Writing Center for writing assistance.

Visit the website at: <http://web.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx>

Also, I am available to help with the writing process during office hours and by appointment.

Course Communication

Course communication will occur through your MyLeo Account. You will need to regularly and systematically review your e-mail on a timely basis.

University Specific Procedures

Students with Disabilities

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
Room 132

Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

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* in the *Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

COURSE SCHEDULE FOR SPRING 2012

Date	Topic	Reading(s)
Aug 29	Idealism Intro to Course: Course Requirements Idealism Discussion	Chapter 1
Sept 5	Idealism Group Presentation: Idealism	Chapter 1
Sept 12	Realism Group Presentation: Realism	Chapter 2
Sept 19	Eastern Philosophy Group Presentation: Eastern Philosophy	Chapter 3
Sept 26	Pragmatism and Group Presentation: Pragmatism	Chapter 4
Oct 3	Reconstructionism Group Presentation: Reconstructionism	Chapters 5
Oct 10	Behaviorism Group Presentation: Behaviorism	Chapters 6
Oct 17	Existentialism Group Presentation: Existentialism	Chapters 7
Oct 24	Marxism Group Presentation: Marxism	Chapters 8
Oct 31	Analytic Philosophy Group Presentation: Analytic Philosophy	Chapters 9
Nov 7	Postmodernism Group Presentation: Postmodernism	Chapter 10
Nov 14	No Class - ASHE Conference	
Nov 21	Educational Philosophy Debate	
Nov 29	No Class – Thanksgiving	
Dec 5	Final Paper and Presentations	

Dec 12

Final Papers and Presentations
Final Exam