SED 528 Philosophy of Education  
Summer I 2015  
Teacher Residency Cohort Class

Instructor: Mark J. Reid, PhD  
Office Location: Ed Sowers South 217  
Office Hours: Arranged before and after face-to-face class sessions  
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

ISBN-10: 0813345316  

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.

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 comprised
- 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
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

Introductory Postings in the Student Lounge with Picture 25
Initial Half Page Assignment on Educational Philosophy 25
Postings in Online Discussion Groups (50 points/ week x 3) 150
Informative Presentation on a Philosophy 00
Paper on (Role Playing) Perspective of Philosophy 150
Presentation, Debate, Perspective of a (Role Playing) Philosophy 200
Final Creative Presentation 150
Participation during Class Sessions (50 points x 5) 250
Additional assignments TBD 25 to 50

To receive credit, work must be submitted by due dates.

Final grades will be determined based on the following scale: A (90-100%), B (80-89%), C (70-79%), D (60-69%), F (59% or below).

Instructions for Assignments:

Introductory Postings in the Student Lounge

During the first week of class students will post an introduction in the Student Lounge on eCollege:
- Place and subject for student teaching
- Best thing you learned through student teaching
- Plans for fall
- Plans for fun this summer
- Something else fun we may not know about you

Postings in Online Discussion Groups:

This class will participate in three, week-long discussion groups. Two original postings will be due each week prior to Thursday midnight. Then two response postings must be posted by Sunday midnight. The threads each week may include topics such as, thoughts on a particular educational philosophy, topical issues related to education, sharing of significant additional resources, and thoughts from the reading. Note: At least one original post each week must be in the thread on the required reading (This original posting should demonstrate that you did the reading).
Be sure to log onto the Discussion multiple times each week so that you can have conversations with your classmates.

**Informative Presentations on a Philosophy**

Students will be randomly assigned a philosophy based on a chapter in the textbook. Students will then prepare:

- A presentation not to exceed 45 minutes (see calendar for day of presentation)
- A handout on the chapter not to exceed one typed page (minimum 10 point font)
- A short quiz that will be scored and returned to the students in the audience

**Role Playing Papers**

Please note that the philosopher/philosophy chosen for role playing may not be the author or subject as the Informative Presentation on a Philosophy. These papers may be a maximum length of four double-spaced pages (1000 words). Use a consistent citation system like APA or MLA.

Components of Role Playing Papers (be sure to label each section):

1. **Background (15 points):**
   Philosopher’s Name, years lived, background on things like where philosopher worked

2. **Notable Concepts (25 points):**
   Description of notable philosopher’s ideas and concept

3. **Issue Analysis (25 points):**
   Select three important concepts relevant to schools today and then as your philosopher analyze these issues (citations not necessary in this section – should be obvious from Notable Concept section for origin of the statements)

4. **Conclusion (15 points):**
   Concluding section on this philosopher’s overall impact on our educational process today

5. **Bibliography (5 points):**
   Should contain at least five sources for your paper.

6. **Other points – Length/Section Labels: 5 points Grammar/Style/Errors: 10 points**

**Role Playing Presentations**

Components of Role Playing Presentations:
• Five to ten minute introduction of your philosopher
• A handout not to exceed one page (minimum 10 point font) on your philosopher – please include a picture

• A 15 to 20 minute debate with another philosopher in the class
  o Students must identify their presentation partners and submit their names to the instructor

Final Creative Presentation

During the final class session, each student will present an 8 to 10 minute creative presentation on a topic or topics learned during the semester. Presentations can be in the form of songs, skits, poems, raps, or other creative formats or combinations of formats. The two main foci of the presentations are: 1) Audience Engagement and 2) Demonstrate deep learning during the course.

Attendance Policy: As per University Policy A 13.02 effective September 1, 1996: Students are responsible for learning about and complying with the attendance policy stated in the catalog, Student's Guidebook, and/or faculty syllabus. The expectations for students enrolled in this course are that they will attend all class sessions.

TECHNOLOGY REQUIREMENTS

Due the nature of the course, students are required to have continuous on-line access. All students must have access to email and adequately functioning computer equipment. To use the university’s online resources, students need a computer and an Internet service provider (ISP). Students also need an Internet browser, an email program, and a word processing program. A working familiarity with hardware and software is advantageous before entering the program.

eCollege specifies the following requirements:
  • Windows Users
    o Windows 7, XP or Vista
    o 56K modem or higher
    o Soundcard & Speakers
    o Firefox, Chrome or Microsoft Internet Explorer

  • Mac OS User
    o Mac OS X or higher (in classic mode)
    o 56K modem or higher
    o Soundcard & Speakers
    o Apple Safari

  • iPad Users
iPad – iOS 5.1 (or latest)

Known issues of iPad:
- File uploads are not supported
- By default iPad does not support opening zip files
  - Tip: the user can use a third party application to browser and view content in a zip file
- Documents opened in course frame are not scrollable because frames always get resized to fit their content.
- Classlive
  - Classlive pro authoring plug-ins are not available for iPad
  - Classlive lead/Join session and playback functionality does not work in iPad because the iPad does not support Java
- Exams
  - Examguard Lockdown browser is not available for iPad
- Chat
  - Join chat room functionality does not work in iPad because the iPad does not support Java

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. Dial-up users may experience problems.

Web Browser

- Windows Users
  - Mozilla Firefox
  - Google Chrome
  - Microsoft Internet Explorer

- Mac OS Users
  - Apple Safari
  - Google Chrome
  - Mozilla Firefox

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.

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.

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

Access and Log in Information
This course will be utilizing eCollege to enhance the learning experience. eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: http://online.tamuc.org or http://myLeo.tamuc.edu

You will need your CWID and password to log into the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
Use the telephone numbers and email address to communicate with me outside of class sessions.

If you have a webcam and microphone and a free Skype account you can contact me via a video call over the internet – my Skype user name is markjreid

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

- **Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege
**Cheating and Plagiarism Policy:**
The Student GuideBook provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term “plagiarism” includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

**Code of Ethics:**
The Curriculum and Instruction Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code [www.sbce.state.tx.us](http://www.sbce.state.tx.us)) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

**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@tamu-commerce.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*).
Dates for SED 528 for Tres Cohort Summer I 2015

June 10 (Wednesday) – SED 528 9-1:00

June 17 (Wednesday) – SED 528 9-1:00
  • Four Informative Classroom Presentations

June 24 (Wednesday) – SED 528 9-1:00
  • Four Informative Classroom Presentations

June 29 (Monday) – SED 528 9-1:00
  • Two Informative Classroom Presentations
  • Role Playing Presentations/Debates

July 1 (Wednesday) – SED 528 9-1:00
  • Final Creative Presentations