



**Hi Ed/SED 528, 01W (CRN 82681)--
Philosophy of Education
COURSE SYLLABUS: Fall 2015
Meets 8/31/2015 through 12/11/2015**

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook Required: Ozman, H. (2012) Philosophical foundations of education, 9th Edition. Upper Saddle River, NJ: Prentice-Hall.

Optional, but strongly recommended: Publication manual of the American Psychological Association (6th ed.). (2001). Washington, D. C.: American Psychological Association.

Optional: In-depth studies of the various philosophies are available on reserve in Gee Library.

Course Description

This course consists of discussions of the definition of philosophy of education and analysis of the relationships between theory and practice and theory and philosophy. Other considerations will be given to three problems in philosophy: metaphysics, epistemology, and axiology of idealism, realism, experimentalism, existentialism, and postmodernism as a philosophy of education. Attention will focus on the reasons for studying educational philosophy. Special attention will be focused on the implications of idealism, realism, experimentalism, existentialism and postmodernism for educational goals, curriculum, and instruction. In addition, there will be a study of Eastern philosophies, such as Indian Thought, Chinese Thought, Japanese Thought, and Middle Eastern thought. Also included will be a discussion of the analytic movement in America.

Student Learning Outcomes

UNIT 1: Introduction to the course, class requirements, and study of philosophy.

UNIT 2: Implications of Philosophy for Educational Practice

Goal: The learner will develop an increased awareness of the relationship between a study of educational philosophy and actual classroom practices. Specifically, to:

Objectives:

- 2.1 Define philosophy.
- 2.2 Describe philosophy as an activity, a set of attitudes, and a body of content.
- 2.3 Analyze the difference between an everyday problem and a philosophical analysis of a problem.
- 2.4 Explain the difference between an assumption and a hypothesis.
- 2.5 Describe the relationship between theory and practice.
- 2.6 Describe the relationship between theory and philosophy.
- 2.7 Define metaphysics.
- 2.8 Discuss major concerns related to metaphysics.
- 2.9 Define epistemology.
- 2.10 Identify and analyze a major epistemological problem of the 21st century.
- 2.11 Describe the problems associated with these dimensions of knowing: Truth or truth, vicarious and direct knowing, subjective and objective knowledge, and a priori and a posteriori knowledge.
- 2.12 Discuss the following ways of knowing: sense data, common sense, logic, self-evidence, intuition, science, and choice.
- 2.13 Define axiology.
- 2.14 Analyze the major axiological problem of the 21st century.
- 2.15 Discuss the following as they relate to ethics: conceived vs. Operative values, Good and the good, ends and means, morality and religion.
- 2.16 Discuss the following as they relate to aesthetics: the aesthetic experience art for art's sake, art for our sake.

UNIT 3: Idealism and Education

Goal: The learner will develop increased awareness of the metaphysics, epistemology, and axiology of idealism as a philosophy of education. Specifically, to:

Objectives:

- 3.1 Discuss the contributions of Plato and Hegel to the metaphysics of Idealism.
- 3.2 Analyze the problems of communication and coherence as they relate to epistemology of Idealism.

- 3.3 Evaluate Immanuel Kant's categorical imperative as it relates to the axiology (ethics) of Idealism. Analyze the aesthetics of Idealism.
- 3.4 Analyze the implications of idealism for the goals of education, curriculum and instruction.

UNIT 4: *Realism and Education*

Goal: The learner will develop an increased awareness of the metaphysics, epistemology and axiology of realism as a philosophy of education. and on religious realism and the relationship between behaviorism, Marxism, and realism. Specifically, the learner will:

Objectives:

- 4.1 Discuss the contributions of Aristotle to the metaphysics of realism.
- 4.1 Analyze the present-day metaphysics of scientific realism.
- 4.1 Analyze the axiology (ethics) of realism.
- 4.1 Analyze the axiology (aesthetics) of realism.
- 4.1 Describe the characteristics of religious realism or New-Thomism.
- 4.1 Describe the relationship between behaviorism and realism.
- 4.1 Discuss the major characteristics of Marxism as a philosophy of education.
- 4.1 Analyze the implications of realism for the goals of education, curriculum, and instruction.
- 4.1 Compare and contrast the metaphysical, epistemological, and axiological position of the realist with that of the idealist.

UNIT 5: *Behaviorism and Education*

Goal: The learner will develop increased awareness of the metaphysics, epistemology, and axiology of behaviorism as a philosophy of education. Specifically, to:

Objectives:

- 5.1. Discuss the contributions of Pavlov, Watson and Skinner to the metaphysics of behaviorism.
- 5.2. Analyze the present-day metaphysics of behaviorism.
- 5.3. Analyze the axiology (ethics) of behaviorism.
- 5.4. Analyze the axiology (aesthetics) of behaviorism.
- 5.5. Describe the relationship between behaviorism and realism.
- 5.6. Analyze the implications of realism for the goals of education, curriculum, and instruction.
- 5.7. Compare and contrast the metaphysical, epistemological, and axiological position of the realist with that of the behaviorist.

UNIT 6: *Pragmatism/Experimentalism and Education*

Goal: The learner will develop an increased awareness of the metaphysics, epistemology, and axiology of experimentalism as a philosophy of education and the relationship between reconstructionism and experimentalism. Specifically, the learner will:

Objectives:

- 6.1 Analyze the metaphysics of experimentalism (transaction).
- 6.2 Analyze the epistemology of experimentalism (scientific method).
- 6.3 Analyze the axiology (ethics) of experimentalism.
- 6.4 Analyze the axiology (aesthetics) of experimentalism.
- 6.5 Discuss reconstructionism as it relates to experimentalism and social change.
- 6.6 Compare and contrast the metaphysical, epistemological, and axiological position of experimentalism with that of idealism and realism.
- 6.7 Analyze the implications of experimentalism for educational goals, curriculum, and instruction.

UNIT 7: *Existentialism and Education*

Goal: The learner will develop an increased awareness of the metaphysics, epistemology, and axiology of existentialism as a philosophy of education. Specifically, the learner will:

Objectives:

- 7.1 Discuss essence, existence, choice, and the existential moment as they relate to the metaphysics of existentialism.
- 7.1 Discuss Modes 1 and 2 and being-in-itself and being-for-itself as they relate to the epistemology of existentialism.
- 7.1 Describe existential anxiety and nothingness as viewed by existential philosophers.
- 7.1 Analyze the axiology (ethics) of existentialism.
- 7.1 Analyze the axiology (aesthetics) of existentialism.
- 7.1 Analyze the implications of existentialism for educational goals, curriculum, and instruction.
- 7.1 Compare and contrast the metaphysical, epistemological, and axiological position of existentialism with that of idealism, realism, and experimentalism.

UNIT 8: *Test One—students will take an online test of 50 multiple choice questions covering Chapters 1, 2, 4, 6, & 7 in the textbook.*

Unit 9: *Reconstructionism and Education*

Goals: The learner will develop an increased awareness of the metaphysics, epistemology, and axiology of Reconstructionism as a philosophy of education and the relationship between Reconstructionism and experimentalism. Specifically, the learner will:

Objectives:

- 9.1. Explain the metaphysics of reconstructionism.
- 9.2. Analyze the epistemology of experimentalism (scientific method).
- 9.3. Analyze the axiology (ethics) of experimentalism.
- 9.4. Analyze the axiology (aesthetics) of experimentalism.
- 9.5. Discuss reconstructionism as it relates to experimentalism and social change

- 9.6. Compare and contrast the metaphysical, epistemological, and axiological position of
- 9.7. experimentalism with that of idealism and realism.
- 9.8. Analyze the implications of experimentalism for educational goals, curriculum, and instruction.

Unit 10: *Marxism and Education*

Goal: The learner will develop increased awareness of the metaphysics, epistemology, and axiology of Marxism. Specifically, to:

Objectives:

- 10.1 Discuss the contributions of the Materialists to the metaphysics of Marxism.
- 10.1 Analyze the present-day metaphysics of Marxism.
- 10.1 Analyze the axiology (ethics) of Marxism.
- 10.1 Analyze the axiology (aesthetics) of Marxism.
- 10.1 Describe the relationship between behaviorism and Marxism.
- 10.1 Analyze the implications of Marxism for the goals of education, curriculum, and instruction.
- 10.1 Compare and contrast the metaphysical, epistemological, and axiological position of the Marxist.
- 10.1 Discuss the major characteristics of Marxism as a philosophy of education.

UNIT 11: *Postmodernism and Education*

Goal: The learner will develop an increased awareness of the metaphysics, epistemology, and axiology of postmodernism as a philosophy of education. Specifically, the learner will:

Objectives:

- 11.1 Analyze the epistemology, metaphysics, and axiology of postmodernism.
- 11.2 Discuss the postmodern view toward meta-narratives.
- 11.3 Discuss the crisis in culture seen by postmodernist.
- 11.4 Compare Critical Theory and postmodernism.
- 11.5 Analyze the implications of post-modernism for the goals of education, curriculum, and instruction.

UNIT 12: *Analytic and Education*

Goal: The learner will develop an increased awareness of the metaphysics, epistemology, and axiology of the analytic movement in America. Specifically, the learner will:

Objectives:

- 12.1 Analyze the epistemology, metaphysics, and axiology of the analytic philosophy.
- 12.2 Analyze the implications of analytic philosophy for the goals of education, curriculum, and instruction.

- 12.3 Describe the origin and beliefs of logical positivism.
- 12.4 Discuss the relationship between analytic philosophy and linguistic analysis.
- 12.5 Analyze the implications of analytic philosophy for educational goals, curriculum, and instruction.

UNIT 13: *Eastern Philosophy*

Goal: The learner will develop an increased awareness of the major characteristics of Eastern thought, such as Indian thought, Chinese thought, Japanese thought, and Middle Eastern thought. Specifically, the learner will:

Objectives:

- 13.1. Discuss the major characteristics of Indian Thought: Hinduism, Buddhism, and Jain.
- 13.2. Describe the major characteristics of Chinese Thought: Confucianism and Taoism.
- 13.3. Discuss the major characteristics of Japanese Thought: Zen Buddhism.
- 13.4. Describe the major characteristics of Middle Eastern Thought: Judaism, Christianity, and Islam.
- 13.5. Analyze the implications of Eastern philosophy for educational goals, curriculum, and instruction.

UNIT 14: *Mid-term Test—students will take an online test of 50 multiple choice questions covering Chapters 3, 5, 8, 9, & 10 in the textbook.*

UNIT 15: *Course Wrap-up, Class Project Due, and Optional Research Paper Due*

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

The following are required for completion of the course.

1. Mid-term test; Final test: 100 points maximum per test; 20% of final course grade

About this assignment: These tests evaluate student knowledge and the ability to synthesize information related to the Philosophies of Education. Both tests will utilize multiple-choice questions from the textbook.

2. Ten short essays for 30 points each for 300 points maximum; 30% of final course grade.

About this assignment: Essay topics will be provided for each of the philosophies of education and students will select one of several topics provided per unit. This assignment allows students to develop further their analytical and writing skills by selecting a topic and relating it to the course objectives and content. Students will use double-spaced type (Times New Roman 12-point font). The format will include 1-inch margins on the top, bottom, and sides, and **fully comply with APA (6th ed.) guidelines**. The body of this paper must be 2-3 pages in length (not including the title page and references). **Do NOT recycle work from another course.**

3. Ten Lesson Plans for 20 points each for 200 points maximum; 20% of final course grade.

About this assignment: Ten lesson plans will be completed, one for each of the philosophies of education. Students will select whether the lesson plan will be for elementary, secondary, or higher education, according to their area of study. This assignment allows students to develop further their philosophical knowledge by designing a lesson plan following the criteria of each philosophy of study. Lesson plans will be submitted to Doc Sharing for review by the entire class. The body of this paper must be 1 page in length (not including the title page and references). **Do NOT recycle work from another course.**

4. OPTIONAL RESEARCH PAPER—for A grade only for 100 points maximum; 10% of final course grade.

About this assignment: Students who choose to complete a research paper will propose a topic that involves the use or study of a philosophical system of thought. For example, a student might choose to study the use of behaviorist techniques in teaching a particular topic or age group. Whatever the case, the topic and preliminary reference list must be reviewed with and approved by the instructor. The format will include 1-inch margins on the top, bottom, and sides, and **fully comply with APA (6th ed.) guidelines**. The body of this paper must be 12-15 pages in length (not including the title page and references). **Do NOT recycle work from another course.** Students must have an A average prior to submitting the paper for a possible final grade of an A for the course. Research papers cannot be submitted to raise grades or for extra credit.

5. Ten Discussion Board assignments for 10 pts. each for 100 points maximum; 10% of final course grade.

About this assignment: Students are expected to be prepared for class. Reading and synthesizing all assigned materials are essential if online class discussions are to be of benefit to students from active and vibrant discussions. These discussions can serve as mechanisms for learning new material, as forums for integrating and evaluating professional experiences, and as laboratories for analyzing personal preferences with regard to newfound ideas, concepts, and practices. These discussions can also enhance communication skills. Class participation does not mean making comments “simply for the sake of commenting something.”

Assessment method: Student comments will be evaluated according to how well each student:

- Contributes interesting, insightful comments, to include serving as a “catalyst” for the initiation of online discussions
- Demonstrates an in-depth familiarity with the assigned readings for each unit
- Presents good examples of the concepts being discussed
- Effectively/efficiently builds on the comments of others
- Raises good questions

5. Class Project for 100 points maximum; 10% of final course grade.

About this assignment: Ten projects will be provided, one for each of the philosophies of education. Students will select one project to complete for this assignment. This assignment allows students to develop further their analytic, synthesization, and writing skills by selecting a topics and relating it to the course objectives and content. Students will use double-spaced type (Times New Roman 12-point font). The format will include 1-inch margins on the top, bottom, and sides, and **fully comply with APA (6th ed.) guidelines**. The body of this paper must be 3-5 pages in length (not including the title page and references). **Do NOT recycle work from another course.**

GRADING

2 Tests @ 100 points each	= 200
10 short essays @ 30 points	= 300
10 Lesson Plans at 20 points each	= 200
10 Discussion topics at 10 points each	= 100
1 Project @ 100 points	= 100
	= 900

Optional Research Paper @ 100 points **≡ 100**
1,000

Grading Legend:

900-1,000 total points = A
800-899 total points = B
700-799 total points = C
600-699 total points = D
0-599 total points = F

Assignments submitted after the due date are dropped one full letter grade if one day late, two full letter grades if two days late, etc., unless prior approval is granted. Use your syllabus as an action plan to complete all work in a timely manner. **Scheduled tests may not be made up unless prior approval has been granted. Any tests missed receive a grade of zero. There are no extra credit assignments in this course.**

Disclaimer Reserving Right to Change Syllabus:

The instructor reserves the right to amend this syllabus as necessary. It is the student's responsibility to stay up to date and aware of any such changes made once the professor indicates that amendments have been made.

Email Response Policy:

I typically check my emails throughout the day. I will respond to your emails as soon as possible the same day or within twenty-four (24) hours. Please include your name and course number so that I know who you are. Often email addresses don't clearly identify the sender.

Contacting Gail Caruth:

Your success in this class is dependend on your understanding of the material and completion of the assignments. I encourage you to contact me individually if I can be of further help anytime you do not understand the course content or need clarification on the assignments. You may arrange a specific phone appointment by e-mailing me at gailcaruth@tamuc.edu. As an adult learner you are responsible for your learning and I am here to help you complete this course successfully.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet

Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - sound card, which is usually integrated into your desktop or laptop computer
 - speakers or headphones.
- Depending on your course, you might also need a:
 - webcam
 - microphone

For courses where interactive tools are used, like VoiceThread or ClassLive Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at:
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader
 - Adobe Flash Player
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft

Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: <https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to: <http://www.tamuc.edu/myleo.aspx>.

You will need your CWID and password to log in to 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.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

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

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

Accessing Help from within Your Course: Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

Note: Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

Learner Support

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

COURSE AND UNIVERSITY PROCEDURES/POLICIES

University Specific Procedures

ADA Statement

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 from Student Guide Handbook*). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <http://www.albion.com/netiquette/corerules.html>

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

COURSE OUTLINE / CALENDAR

- August 31:** **Unit 1: Introduction to the course, class requirements, and study of philosophy**
- September 7:** **Unit 2: What is Philosophy?** Read Ozman, Introduction pp. 1-6. Complete unit lesson plan, essay, and discussion board.
- September 14:** **Unit 3: Idealism,** Read Ozman, Chapter 1 pp. 7-38. Complete unit lesson plan, essay, and discussion board.
- September 21:** **Unit 4: Realism,** Read Ozman, Chapter 2 pp. 39-76. Complete unit lesson plan, essay, and discussion board.
- September 28:** **Unit 5: Behaviorism,** Read Ozman, Chapter 6 pp. 184-216. Complete unit lesson plan, essay, and discussion board.
- October 5:** **Unit 6: Pragmatism and Education,** Read Ozman, Chapter 4 pp. 113-151. Complete unit lesson plan, essay, and discussion board.
- October 12:** **Unit 7: Existentialism and Education,** Read Ozman, Chapter 7 pp.217-248. Complete unit lesson plan, essay, and discussion board.
- October 19:** **Unit 8: Mid-term Test (*students will take an online test of 50 multiple choice questions covering Chapters 1, 2, 4, 6, & 7 in the textbook*).**
- October 26:** **Unit 9: Reconstructionism,** Read Ozman, Chapter 5 pp. 152-183. Complete unit lesson plan, essay, and discussion board.
- November 2:** **Unit 10: Marxism and Education,** Read Ozman, Chapter 8 pp.249-279. Complete unit lesson plan, essay, and discussion board.
- November 9:** **Unit 11: Postmodernism and Education,** Read Ozman, Chapter 10 pp.311-343. Complete unit lesson plan, essay, and discussion board.

November 16: **Unit 12: Analytic and Education,** Read Ozman, Chapter 9 pp.280-310. Complete unit lesson plan, essay, and discussion board.

November 23: **Unit 13: Eastern Philosophy,** Read Ozman, Chapter 3 pp. 77-112. Complete unit lesson plan, essay, and discussion board.

November 30: **Unit 15: Mid-term Test** (*students will take an online test of 50 multiple choice questions covering Chapters 3, 5, 8, 9, & 10 in the textbook*).

December 7: **Unit 14: Course Wrap-up, Class Project Due, and Optional Research Paper Due**