

CEDAR CREST COLLEGE

Educational Philosophy and Ethics Course Syllabus

COURSE TITLE: Educational Philosophy and Ethics

COURSE CODE: EDU 509

CREDITS: 3 credits

SEMESTER: Fall 2009

SCHEDULE: Tuesdays 4:30 p.m. to 7:30 p.m.
August 25, 2009 to December 1, 2009

LOCATION: Hamilton Blvd. Building, 5

INSTRUCTOR:

Nancy L. King, Ed.D.

E-mail: nlking@cedarcrest.edu

Phone: Office: 610- 606-4666, Ext. 3616

Cell: 610-858-3400

OFFICE: Curtis, Room 225

OFFICE HOURS: Tuesday 1:00 p.m. – 4:00 p.m., Thursday 2:30 p.m. – 5:30 p.m., or by Appointment.

PLEASE NOTE: Email correspondence to the Instructor should be made through a student's Cedar Crest College email account to the Instructor's designated email account.

Required Texts:

Dewey, J. (2001). *The school and society & the child and the curriculum*. Mineola, NY: Dover Publications, Inc.

Ozmon, H. A., & Craver, S. M. (2008). *Philosophical foundation of education*. Upper Saddle River, NJ: Pearson Education, Inc.

Course Description:

Students will explore the impact of philosophy on educational thought, practices and ethics from Plato and Aristotle to the present. Students will be encouraged to explore and rethink their own educational philosophies. Textbook assignments, self-selected assignments, class discussions, large and small group interactions, presentations, lectures, and guided research reviews will serve as the means of delivering instruction. The course is designed to promote collaborative interactions and support between students and the Instructor toward the completion of the course requirements.

Course Outcomes:

1. Students will identify, define, and debate the merits of the substantive philosophies of educational theory and practice.
2. Students will demonstrate an understanding of how educational philosophy guides practice in relation to contemporary ethical issues.
3. Students will clearly articulate a personal educational philosophy, present the philosophy to a group of peers, and answer questions about/defend the philosophy.
4. Students will examine current and past school methods, practices, and pedagogies from a variety of philosophical perspectives and determine how methods, practices, and pedagogies change as educational philosophies evolve.
5. Students will analyze the reasons for and results of philosophical conflicts between various stakeholders in the educational process.

Course Requirements:

1. Complete the assigned readings for each class and be prepared to actively and intelligently engage in class discussions.
2. Work cooperatively to develop and facilitate a discussion of an educational philosophy. Articulate a clear understanding of the development of a particular educational philosophy. Present the aims and methods of education, the curriculum and role of the teacher, and the viewpoints of specific philosophers related to the educational philosophy.
3. Develop a written personal philosophy of education that is grounded in our philosophical explorations. Articulate how your education philosophy has changed as a result of our readings and discussions. Be prepared to informally share your conclusions with your classmates and answer a number of questions regarding your beliefs. .
4. Attend and participate in all classes, arriving on time and staying for the duration.
5. Use APA style for all course assignments.

Course Assessments:

Final Grades will be determined as follows:

1. **CLASS PARTICIPATION (5% of grade):** This grade will be based on class attendance and active participation in discussions. The student is required to complete the assigned readings for each class. The readings will provide the foundation for class discussions.

2. **CLASS ASSIGNMENTS (5% of grade):** This grade will be based on completion of class assignments. The class assignments will be related to the required readings and class discussions.
3. **QUIZZES (20% of grade):** There will be four quizzes during the semester. These quizzes will be based on the chapters and readings indicated in the course schedule. The goal is to assess your understanding of concepts and evaluate how you process the information presented.
4. **PRESENTATION (25% of grade):** Each student will prepare and deliver a 15 – 20 minute presentation in class. The presentation will be based on one of the major philosophies of education. The presentation should include a discussion of the development of the philosophy, the aims and methods of education, the curriculum and role of the teacher, and the viewpoints of specific philosophers related to the educational philosophy. The presentation grade will be based on presentation style and content material. Technology should be used in some form (e. g. power point, internet). There can be only two presentations on each of the philosophies. Scheduling of presentations and selection of topics will be on a first come – first served basis.
5. **REFLECTIVE ESSAYS (20% of grade):** Through the course of the semester, the student will be required to write reflective essays based on selected ethical issues faced by educators. The reflective writing should briefly summarize the facts of the case study, clearly state a position in relation to the issue(s), and defend the position in terms of the ethical practices discussed in class. Each of the reflective essays should be two to three pages in length and follow APA format.
6. **PHILOSOPHY OF EDUCATION (25% of grade):** This assignment is a two to three page writing assignment that is due December 1, 2009 and will serve as the final exam. The paper is designed to assist you in forming your own ideology on the teaching profession and should become a valuable addition to your teaching portfolio. You will work on formulating ideas for the paper through your understandings of the philosophies presented during the course of the semester.

Each of the assessments will be awarded a maximum number of points as indicated. Points will be deducted for assignments submitted after the due date. The final grade for the course will be based on the student's accumulated points.

Class Attendance and Participation	5 points
Class Assignments	5 points
Quizzes on Readings	20 points (4 @ 5 points each)
Philosophy Presentation	25 points
Reflective Essays on Ethical Issues	20 points (4 @ 5 points each)
Final Exam	25 points

Total: 100 Points

COURSE GRADING

A	92 points and above
A-	90 – 91 points
B+	88 – 89 points
B	82 – 87 points
B-	80 – 81 points
C+	78 – 79 points
C	72 – 77 points
C-	70 – 71 points
D+	68 – 69 points
D	65 – 67 points
D-	63 – 64 points
F	62 points and below

Accommodations for Students with Disabilities: Students with documented disabilities who may need accommodations should discuss these needs with the Instructor during the first two weeks of class. Students with disabilities who wish to request accommodations should contact Academic Services.

ATTENDANCE POLICY

Attendance at all class meetings is expected and a vital part of the learning process. If vacations, athletic activities, professional duties, medical appointments, or any other conflicts prevent you from fully attending all classes, you are strongly encouraged to take this course during another semester. If an illness or emergency occurs during the semester, the student is responsible for contacting the instructor by email or telephone in advance of the scheduled class and making arrangements for completing the work missed. Due to the interactive nature of this course, however, there will be assignments that you will not be able to make up if you are absent. Students are responsible for the content and assignments covered in all class sessions. Unexcused absences will impact the final grade.

Honor Philosophy:

The formal honor philosophy adopted by Cedar Crest College as outlined in the college course catalogue and student handbook is strictly followed in this class. Appropriate classroom behavior, the generation of original work, proper citation of sources, and the creation and maintenance of a courteous, respectful classroom environment and a classroom free from distractions such as late arrivals, early departures, inappropriate conversations, and any other behavior that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

COURSE SCHEDULE:

Date	Topics	Readings and Assignments
August 25	<p>Course Overview</p> <p>Review of Syllabus</p> <p>Introduction to Philosophy of Education</p> <p>Ethical Practices in Education</p>	<p>Ozmon, H. A., & Craver, S. M. (2008). <i>Philosophical foundation of education</i>. Upper Saddle River, NJ: Pearson Education, Inc. Introduction pp. 1 - 5</p> <p>http://www.pde.state.pa.us/pspc PSPC: Code of Conduct</p>
September 1	<p>John Dewey's Thoughts on Education</p> <p>Ethical Practices in Education</p> <p>APA Format</p>	<p>Dewey, J. (2001). <i>The school and society & the child and the curriculum</i>. Mineola, NY: Dover Publications, Inc. Chap. I - IV pp. 5 - 71</p> <p>http://www.nea.org/bare/print.html NEA Code of Ethics</p> <p>http://www.aeteachers.org/code-ethics.shtml AAE Code of Ethics</p>
September 8	<p>John Dewey's Thoughts on Education</p> <p>Ethical Practices in Education</p> <p>APA Format</p>	<p>Dewey, J. (2001). <i>The school and society & the child and the curriculum</i>. Mineola, NY: Dover Publications, Inc. Chap. V - VIII pp. 72 - 123</p> <p>Case Analyses: Ethical Decision Making</p>
September 15	<p>Idealism and Education</p>	<p>Ozmon, H. A., & Craver, S. M. (2008). <i>Philosophical foundation of education</i>. Upper Saddle River, NJ: Pearson Education, Inc. Chap. 1 pp. 6 – 39</p> <p>Presentations:</p>

September 22	Realism and Education	<p>Ozmon, H. A., & Craver, S. M. (2008). <i>Philosophical foundation of education</i>. Upper Saddle River, NJ: Pearson Education, Inc. Chap. 2 pp. 40 - 79</p> <p>Presentations:</p> <p>Reflective Essay #1 Due</p>
September 29	Eastern Philosophy, Religion, and Education	<p>Ozmon, H. A., & Craver, S. M. (2008). <i>Philosophical foundation of education</i>. Upper Saddle River, NJ: Pearson Education, Inc. Chap. 3 pp. 80 - 118</p> <p>Presentations:</p>
October 6	Pragmatism and Education	<p>Ozmon, H. A., & Craver, S. M. (2008). <i>Philosophical foundation of education</i>. Upper Saddle River, NJ: Pearson Education, Inc. Chap. 4 pp. 119 – 157</p> <p>Presentations:</p> <p>Reflective Essay #2 Due</p>
October 20	Reconstructionism and Education	<p>Ozmon, H. A., & Craver, S. M. (2008). <i>Philosophical foundation of education</i>. Upper Saddle River, NJ: Pearson Education, Inc. Chap.5 pp. 158 – 190</p> <p>Presentations:</p>
October 27	Independent Study	<p>Students will work independently or in small groups to formulate a personal ideology on the teaching profession.</p>

November 3	Behaviorism and Education	Ozmon, H. A., & Craver, S. M. (2008). <i>Philosophical foundation of education</i> . Upper Saddle River, NJ: Pearson Education, Inc. Chap. 6 pp. 191 - 223 Presentations: Reflective Essay #3 Due
November 10	Existentialism, Phenomenology, and Education	Ozmon, H. A., & Craver, S. M. (2008). <i>Philosophical foundation of education</i> . Upper Saddle River, NJ: Pearson Education, Inc. Chap. 7 pp. 224 - 253 Presentations:
November 17	Analytic Philosophy and Education	Ozmon, H. A., & Craver, S. M. (2008). <i>Philosophical foundation of education</i> . Upper Saddle River, NJ: Pearson Education, Inc. Chap. 8 pp. 254 - 285 Presentations: Reflective Essay #4 Due
November 24	Marxism and Education	Ozmon, H. A., & Craver, S. M. (2008). <i>Philosophical foundation of education</i> . Upper Saddle River, NJ: Pearson Education, Inc. Chap. 9 pp. 286 - 316 Presentations:
December 1	Philosophy of Education Presentations	Final Exam Due

Note: The Instructor may find it necessary to revise the syllabus and course schedule in order to meet course objectives.