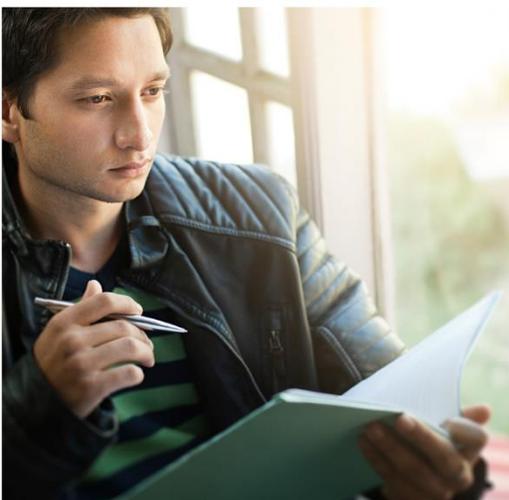


# SYLLABUS



**EDTE 175 Philosophy of Adventist Education**  
**Fall 2020**

## EDTE 175 Philosophy of Adventist Education Consortium of Adventist Colleges and Universities

### Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

### Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

### Other Assistance

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Enrollment and withdrawal questions	<a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a>	(269) 471-6323
Technical assistance with online courses	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Exam requests and online proctoring	<a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a>	(269) 471-6566
Distance Student Services - any other questions	<a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a>	(269) 471-6566

## Part 1: Course Information

### Course Descriptions

A study of the fundamental principles, concepts, and aims of Adventist education.

### Required Text/Material

The following materials are required for the course and available online within the course or on the Internet. If you prefer to have a hard copy of these materials, you may choose to order them.

White Ellen. G. *Education*. Ellen G. White Estate, Inc. 1952. ISBN13: 978-0816318803

The following materials are accessed online

Knight, George R. (2010). Redemptive Education Part 1: A Philosophic Foundation. *Journal of Adventist Education* 73(01), 4-23.

<http://circle.adventist.org/files/jae/en/jae201073010418.pdf>

Knight, George R. (2010). Redemptive Education Part 2: A Philosophic Foundation. *Journal of Adventist Education* 73(01), 22-37.

<http://circle.adventist.org/files/jae/en/jae201073012217.pdf>

Knight, George R. (2010). Redemptive Education Part 3: A Philosophic Foundation. *Journal of Adventist Education* 73(01), 38-59.

<http://circle.adventist.org/files/jae/en/jae201073013823.pdf>

**NOTE:** Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

### **Credit Hour and Commitment**

This course is offered for 1 semester credits; therefore it is expected that you will spend 45 total hours on this course. This translates to a steady 3 hours each week. You'll spend your time reading, accessing instructional materials, completing assignments and personal philosophy paper and interact with your teacher and others through discussion forum.

A recommended weekly schedule to divide your time is:

Readings: 1 hours

Assignments: 1 hour

Interactive Discussions Forum: 1 hour

### **Student Learning Outcomes**

At the end of this course students should be able to:

1. Articulate a consistent Christian worldview and philosophy of education.
2. Formulate a personal worldview and philosophy of education.
3. Understand and appreciate the balanced philosophical stance of the Bible.
4. Assess the role of philosophy in developing and implementing educational programs.
5. Identify and explore basic philosophical questions.
6. Compare the major schools of philosophical thought and evaluate how they help answer the basic philosophical questions.
7. Predict educational implications to the answers of the basic philosophical questions.
8. Evaluate contemporary theories of education and their implications for educational practice.
9. Consider the learner, teacher, curriculum, instructional strategies, social policy, and administration of church-related schools from a Christian perspective.

## **Part 2: Course Methods and Delivery**

### **Methods of Instruction**

Methods of instruction include assigned readings from the textbook and selected articles on the internet, the course material, short essays and reflections on the reading, interactions with the instructor via forum, and the development of a personal philosophy of education. Regular participation in the course is essential to good performance.

### **Technical Requirements**

- Internet connection (DSL, LAN, or cable connection desirable).

### **LearningHub Access**

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email [dlit@andrews.edu](mailto:dlit@andrews.edu) or call (269) 471-3960.

## Part 3: Course Requirements

**Important Note:** This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

### Assessment Descriptions

#### Assignments

Each module contains one or more assignments. You are expected to use the material provided in the lesson along with the assigned readings to aid you in completing each assignment. The instructions for the completion of each assignment and grading information is included in each of the assignments.

#### Personal Philosophy Paper

For this class there is no final exam. The culminating activity is the production of your own clearly articulated personal philosophy of education. This activity is worth 20% of your final grade, and you will not receive a passing final grade for the course unless it is completed satisfactorily.

#### Discussion Forums

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

**Rubrics****Personal Philosophy of Education Criteria**

<b>Points:</b>	<b>Description: Requirements for the Written Report</b>
5	The introduction is clearly stated.
20	Issues posed by metaphysics are effectively addressed.
20	Issues posed by epistemology are effectively addressed.
20	Issues posed by axiology are effectively addressed.
30	The body of the paper has a logically developed position.
25	The student masterfully applied his or her position to a projected school setting.
5	The summary statement is clear and precise.
25	The student demonstrated the proper mechanics of skillful writing.
<b>150</b>	<b>Total</b>

**Discussion Forums**

Each module contains at least one discussion forum that requires you respond to topics related to the material you are studying in that module. These discussion forums give you an opportunity to interact with your teacher and with other students taking the class.

<b>Criteria</b>	<b>Exceptional</b>	<b>Very Good</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
Quality	Discussion forum uses course terms and concepts accurately, focuses on the topic, and shows critical thinking.	Discussion forum mostly uses course terms and concepts accurately, mostly focuses on the topic, and shows critical thinking.	Discussion forum uses some course terms and concepts accurately, focuses somewhat on the topic, and shows some critical thinking.	Discussion forum does not use course terms and concepts accurately, does not focus on the topic, or does not show critical thinking.
Community	Discussion forum expands the discussion using examples from reading, Web research, or personal experience as appropriate.	Discussion forum somewhat expands the discussion using examples from reading, Web research, or personal experience as appropriate.	Discussion forum expands the discussion using examples from reading, Web research, or personal experience as appropriate to a limited degree.	Discussion forum does not expand the discussion using examples from reading, Web research, or personal experience as appropriate.
Citation	Discussion forum uses accurate citations in APA format where appropriate.	Discussion forum uses accurate citations not in APA format where appropriate.	Discussion forum does not use adequate accurate citations where appropriate.	Discussion forum is plagiarized. <i>[This may be grounds for a zero!]</i>
Length	Discussion forum is a reasonable length (100-300 words).	Discussion forum is marginally above or below the word limit but is exceptionally well written (100-300 words).	Discussion forum is marginally above or below the reasonable word limit (100-300 words).	Discussion forum exceeds word limit or fails to meet word limit.

**Schedule:**

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Weeks	Lessons	Readings	Assignments	Outcomes Met
Intro	Introduction & Orientation	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1 Aug 24 - 27	Lesson 1: The Nature and Philosophy of Education	Reading: Redemptive Education Part 1	Assignment 1: Philosophic Issues in Education  Due Thursday, Sept 3, 11:55pm	SLO 1, 2, 3, 5
2 Aug 28 – Sept 3	Lesson 1: The Nature and Philosophy of Education	Reading: Redemptive Education Part 2	Discussion Forum 1	SLO 1-7
3 Sept 4 - 10	Lesson 2: Principles of True Education	Read Education chapters 1-3: <ul style="list-style-type: none"> <li>• Source and Aim of True Education</li> <li>• The Eden School</li> <li>• The Knowledge of Good and Evil</li> </ul>	Discussion Forum 2	SLO 1-7
4 Sept 11 - 17	Lesson 2: Principles of True Education	Read Education chapters 4-6: <ul style="list-style-type: none"> <li>• Relationship of Education to Redemption</li> <li>• The Education of Israel</li> <li>• The Schools of the Prophets</li> </ul>	Discussion Forum 3	SLO 1-7
5 Sept 18 - 24	Lesson 2: Principles of True Education	Read Education chapters 7-9: <ul style="list-style-type: none"> <li>• Lives of Great Men</li> <li>• The Teacher Sent from God</li> <li>• An Illustration of His Methods</li> </ul>	Assignment 2: Short Answer	SLO 1-7
6 Sept 25 – Oct 1	Lesson 3: A Christian Approach to Education	Reading: Redemptive Education Part 3	Assignment 3: Short Answer	SLO 1-7
7 Oct 2 - 8	Lesson 4: Nature Teaching	Read Education chapters 10-12: <ul style="list-style-type: none"> <li>• God in Nature</li> <li>• Lessons of Life</li> <li>• Other Object Lessons</li> </ul>	Assignment 4a: Interpersonal Activity	SLO 1-7
8 Oct 9 - 15	Lesson 4: Nature Teaching	Read Education chapters 13-15: <ul style="list-style-type: none"> <li>• Mental and Spiritual Culture</li> <li>• Science and the Bible</li> <li>• Business Principles and Methods</li> </ul>	Assignment 4b: Parable of Growing Seed	SLO 1-7
9 Oct 16 - 22	Lesson 4: Nature Teaching	Read Education chapters 16-18: <ul style="list-style-type: none"> <li>• Bible Biographies</li> <li>• Poetry and Song</li> <li>• Mysteries of the Bible</li> </ul>	Discussion Forum 4	SLO 1-7
10 Oct 23 - 29	Lesson 4: Nature Teaching	Read Education chapters 19-21: <ul style="list-style-type: none"> <li>• History and Prophecy</li> <li>• Bible Teaching and Study</li> <li>• Study of Physiology</li> </ul>	Assignment 4c: Wellness Activity	SLO 1-7

Weeks	Lessons	Readings	Assignments	Outcomes Met
11 Oct 30 – Nov 5	Lesson 4: Nature Teaching	Read Education chapters 22-24: <ul style="list-style-type: none"> <li>• Temperance and Dietetics</li> <li>• Recreation</li> <li>• Manual Training</li> </ul>	Assignment 4d: Short Answers	SLO 1-7
12 Nov 6 - 12	Lesson 5: Building Personal Philosophy	Read Education chapters 25-27: <ul style="list-style-type: none"> <li>• Education and Character</li> <li>• Methods of Teaching</li> <li>• Department</li> </ul>	Discussion Forum 5	SLO 1-7
13 Nov 13 - 19	Lesson 5: Building Personal Philosophy	Read Education chapters 28-30: <ul style="list-style-type: none"> <li>• Relation of Dress to Education</li> <li>• The Sabbath</li> <li>• Faith and Prayer</li> </ul>	Discussion Forum 6 Begin working on your Personal Philosophy	SLO 1-7
14 Nov 20 - 26	Lesson 6: Character Building	Read Education chapters 31-33: <ul style="list-style-type: none"> <li>• Lifework</li> <li>• Preparation</li> <li>• Co-operation</li> </ul>	Discussion Forum 7 Continue working on your Personal Philosophy  Due Friday, Nov 27, 5:00pm	SLO 1-7
15 Nov 27 – Dec 3	Lesson 6: Character Building	Read Education chapters 34-35: <ul style="list-style-type: none"> <li>• Discipline</li> <li>• The School of the Hereafter</li> </ul>	Discussion Forum 8 Assignment 5 Continue working on your Personal Philosophy	SLO 8-9
16 Dec 4 - 10	Complete Personal Statement of Philosophy			SLO 8-9

### Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

### Part 4: Grading Policy Graded Course Activities

Percent %	Description
60	Assignments
20	Discussion Forums
20	Personal Statement
100	Total Percent Possible

### Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

## Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

## Part 5: Course Policies

### Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/weblmsc/moodle/public/incompletes.html>.

### Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

### Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

### Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.

3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

***[Source: University of Maryland, Communications Department]***

### **Academic Accommodations**

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to [success@andrews.edu](mailto:success@andrews.edu) or fax it to (269) 471-8407.
3. Email [sdestudents@andrews.edu](mailto:sdestudents@andrews.edu) to inform the School of Distance Education that a disability has been reported to Student Success.

### **Commitment to Integrity**

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

### **Commitment to Excellence**

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of "commitment to Integrity" you are expected to adhere to a "commitment to excellence." Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

### **Honesty**

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student's academic standing. Lessons may be discussed with other students, tutors may help to guide a student's work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student's own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

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