

Course Number: EDUC 5113

Course Title: PHILOSOPHY OF EDUCATION

Course Description

This graduate course has been designed to examine the historical and philosophical foundations of education in the United States and how these philosophies influence contemporary educational thought and practice. The principles and ideas underlying educational policies trace their ideologies to philosophical thought embedded in idealism, realism, Eastern thought, pragmatism, reconstructionism, behaviorism, existentialism, and Marxism. Students will be challenged to engage in reflection for the purpose of building a philosophy of education by identifying the ideologies behind educational thought and practice, curricula, and educational goals that guide teaching.

Course Prerequisites: None

[Click here for a printable copy of the syllabus.](#)
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Required Materials

Dewey, J. (1997). *Experience and education: The Kappa Delta Pi lecture series* (1st ed.). Touchstone.

ISBN for Printed Edition: 978-0-684-83828-1

Ozmon, H. A. (2012). *Philosophical foundations of education* (9th ed.). Pearson.

ISBN for Printed Edition: 978-0-132-54074-2

Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

The teacher education programs at Southern Wesleyan University are accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the main campus in Central and all other learning centers operated by SWU. The university's teacher education programs are also approved by the South Carolina State Board of Education.

Course Learning Assignments and Assessments

Grading Guidelines

Discussion Forums (14)	280 points
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Reflective Journals (7)	70 points
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Quizzes (7)	100 points
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Short Essays (4)	200 points
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Formal Papers (3)	350 points
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Total	1000 points
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Discussion Forums: 14 x 20 points = 280 points

Class participation (via online discussion) is an integral part of this course and where much of the class interactions will take place. In a face-to-face course, if someone asked a question, everyone would benefit from hearing the response. Similarly, in online discussions, reading responses of all class members will prove useful to participants.

Initial posts are due each Wednesday and at least two responses to classmates are due each Friday. There are two topics each week.

All online discussions are graded, unless otherwise noted within the discussion itself. As a part of all online discussions, participants are expected to post an original response as well as a response to at least two other contributors. Participants should avoid responses like, "I agree," or "This was really good." Instead, each participant should push to engage in a meaningful dialogue with his/her peers, providing well-thought-out points instead of "shoot from the hip" answers. For example, if the participant agrees, he/she should explain why. As a resource, a grading rubric and guidelines for posting are included in Appendix B.

In addition, two ungraded, open discussion areas named “Ask a Question” and “Prayer Requests” have been provided. Posts to the “Ask a Question” discussion area are optional for interchange among classmates. However, students are encouraged to contact the instructor for questions about the assigned readings, course content, and the course site itself.

Reflective Journals: 7 x 10=70 points

Reflection is an important part of both teaching and learning. Because the reading material is difficult, the reflective journal asks students to think about major concepts that they like (agree with) or dislike (disagree with) for each philosophy. Use the template provided.

Quizzes: 4 x 10 points + 2 x 20 points = 100 points

The online quizzes are from the text and are “open-book.” You will have one attempt for each, and your answers should be based on what the Ozmon text says (rather than your opinion or what another source says).

Short Essays: 4 x 50 points = 200 points

For the first four sessions, you will write a short paper on an assigned topic. Follow the rubric as well as the writing requirements listed on page 6 of this module. Use the template provided.

Formal Papers: 2 x 100 points=200 + 1 X 150 points = 350 points total

Three formal papers are due during the last three weeks of the class. Follow the rubric as well as the writing requirements listed on page 6 of this module.

Metaphor Paper (Week 5) 100 points

Students will independently choose a metaphor that reflects their philosophy of teaching. The students will extend the metaphor to incorporate how they view teaching holistically, which could include how they view the act of teaching, how they deal with curriculum, or how they interact with learners and generally how they view teaching in the context of the social climate in which they apply their professional skills. It is expected that the metaphor would take from 500-700 words to fully develop. Use the template provided and follow APA style.

Journal Article Paper (Week 6)100 points

Each student will philosophically label an article from a refereed educational journal by citing passages in the article that reflect a specific philosophical ideology. The student will interpret the article in terms of philosophies discussed in this course and should be supported by the assigned readings or by outside philosophical sources. The piece should be a minimum of 1000 words (four-five double spaced pages). Use the template provided and follow APA style.

Philosophical Basis of Classroom Practice Paper (Week 7) 150 points

Each student will reflect in a written statement the philosophical basis that defines some educational practice. The statement should outline a classroom practice which the student uses in the classroom and reflect on the philosophical foundations for that practice supported by the readings or outside philosophical sources. The piece should be about 1,000 words (four double-spaced pages) in length. Use the template provided and follow APA style.

GRADE EQUIVALENCY TABLE

All grades are reported in a system of eleven letter grades designated as “A” through “F” with appropriate plus and minus additions reflecting the following scheme:

Percentage Value	Letter Grade	Numeric Value for GPA
100-96	A	4.0
95-93	A-	3.7
92-90	B+	3.4
89-87	B	3.0
86-84	B-	2.7
83-81	C+	2.4
80-78	C	2.0
77-75	C-	1.7
74-73	D+	1.4
72-70	D	1.0
Below 70	F	0.0

Accommodations for Students with Disabilities

Southern Wesleyan University is committed to providing equitable access to learning opportunities for all students. Accommodations can be made for students with disabilities, as outlined in “Services for Students with Disabilities,” found under mySWU’s Student tab under [Learning Resources \(Links to an external site.\)](#). Any student desiring accommodations must send a request and supporting documentation to Dr. Tonya Strickland at tstrickland@swu.edu.