



**Professional Education Unit
Department of Foundational and Graduate Studies in Education**

HISTORY AND PHILOSOPHY OF EDUCATION (Face to Face)

EDF 680

Wednesday 6 – 8:40pm

Fall 2010

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Office Hours: By appointment

Course Description: Beginnings of American system of education; survey of theories of education, factors and forces changing American education philosophies of learning applied to contemporary educational problems. **Prerequisites:** Admission to Master's degree program.

Required Field Experience Hours: 0

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO's):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLO’s): By the end of this course, the candidate will be able to:

- 1) **identify** and **describe** important teaching issues from multiple philosophical perspectives,
- 2) **explain** how an important teaching issue has been dealt with at key points in western educational history,
- 3) **find** historical antecedents for their own professional practice, and **evaluate** their own teaching in light of insights gained,
- 4) **develop** their critical thinking, reading, writing, and speaking skills,
- 5) **develop** their own philosophical viewpoints in a self-conscious and critical way.

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Program:	Foundations		EDF 680		
Aligned with→ Assessment→ (point values)	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	Council for Social Foundations of Education (CSFE)	NCATE
Attendance (10) CFO: 3 SLO: 1	#8	n/a	n/a	n/a	n/a
Intellectual Autobiography (50) CFO: 2,3,4,5 SLO: 1,5	n/a	AE 1:11 AE 5:1	3. Literacy	Principles #1-6	Standard 1
Four Quizzes (40)	n/a	AE 1:2	3. Literacy	Principles #1-6	Standard 1

total) CFO: 1,2 SLO: 1,2		AE 1:11 AE 5:1			
Two Exams (300 total) CFO: 1,2,4 SLO: 1,2	#2, #3, and #4	AE 1: 2 AE 1:11 AE 2:14 AE 2: 16 AE 2: 20 AE 5:1	1. Diversity 2. Assessment 3. Literacy 4. Closing the Achievement Gap	Principles #1-6	Standard 1 Standard 4
Philosophy of Teaching Statement (50) CFO: 1,2,4 SLO: 1,2,3,4,5	#2, #3, and #4	AE 1: 2 AE 1:11 AE 2:14 AE 2: 20 AE 5:1	3. Literacy	Principles #1-6	Standard 1 Standard 5

Assignment Descriptions:

Assessment (point value)	Description
Attendance (10)	Attendance is an important professional disposition within the College of Education. Attendance at all class meetings is required. ***Please read "Attendance Policy" below.
Four Quizzes (10 points each, 40 points total)	There will be unannounced quizzes and these quizzes may occur anytime. They will focus on the readings since the previous quiz and include the readings due on the quiz day itself. The quizzes will be "objective" in nature (i.e., multiple-choice, matching, fill-in) and exacting. The good news is you may take personal notes on your reading and use these notes on the quizzes; the bad news is that you will be expected to spell things correctly. Due to the timely nature of the quizzes, they may not be made up. A missed quiz due to an absence will count as a zero. (40 points)
Intellectual Autobiography (30)	Write a three-part essay about those life factors that have most affected your worldview. Part one should be about one person, part two about one event, and part three about one idea that has most shaped your philosophy of life. In each case <u>show how those influences have worked their way into your teaching</u> . Be specific! To help you with the assignment, reflect on this question: How do you conceive of teaching, how has it been influenced by others and what do you <i>do</i> as a result of your influences? This assignment is NOT asking you explain your motivation for teaching, but the influences on your teaching. This is a formal writing assignment which should reflect not only your best thinking skills, but your best writing and editing skills as well. Suggested length: 1200 - 3000 words.
Midterm and Final Exam	There will be two in-class exams. These tests will consist of a variety of

(300 total)	types of questions and will call upon your knowledge of lecture and reading materials. The midterm will count for 100 points and the final will count for 200 points towards your final grade.
Philosophy of Teaching Statement (50)	Write a philosophy of teaching statement that synthesizes what you have learned from this course and provides you with direction for your current/future teaching endeavors. This statement might include, but is not limited to, a discussion of teaching, the teacher, learning, the student, a conception of human nature, the relationship between teaching and society. In addition, it must incorporate a minimum of four of the philosophical readings from the semester. This is a formal writing assignment which should reflect not only your best thinking skills, but your best writing and editing skills as well. Suggested length: 1200 - 3000 words.

Grading Scale:

90% - 100 % A
80% - 89% B
70% - 79% C
60% - 69% D
0% - 59% E

Format for Completing Assignments:

1. Put name, course # and Section #, date and assignment title in upper right hand corner.
2. Use Times New Roman, 12 – font only
3. Double – space all assignments
4. Use 1” margins all the way around.

Required Textbooks:

Plato, Meno
John Dewey, Experience and Education
Paulo Friere, Pedagogy of the Oppressed
Ruby Payne, A Framework for Understanding Poverty
Mortimer Adler, The Paideia Proposal
EDF 680, Course Packet

Attendance Policy:

Legitimate absences do NOT excuse the student from class responsibilities. Should a student miss class, it is his/her responsibility to make up for everything missed. Should a student miss class on the day an assignment is due he/she should send the assignment to class with a classmate or call/email the instructor before class and ask permission to turn it in late. Should a student miss the day of an exam the student should provide a written verification of the excused absence. **There will be NO making up of exams or assignments without a written, excused absence. Late work of any kind will NOT be accepted without written, excused absence.** Examples of reasons that might be excused by the instructor are illness, accident, personal emergency, death in the immediate family, special academic programs, or an authorized university function for which the student's presence is required. If a student misses for any reason, he/she should call or email the instructor before class and let the instructor know that he/she will not be there. If a student has an excused absence on the day of an exam or assignment, he/she may be allowed to take the repeat exam without penalty.

One absence will be allowed without penalty. Each absence beyond that (for any reason) results in a deduction of 10 points. Students may make up the absence and get the 10 points back by writing an acceptable essay on a topic approved by the instructor. Essay should be typed, double-spaced and at least 500 words long and is due two class periods from the day the student returns to class. (It is the student's responsibility to seek out the instructor and get his/her essay topic after being ill.) A student who misses repeatedly should drop the course. Students who repeatedly miss part of a class period will be required to write essays as well in order get full credit for participation.

BLACKBOARD – Blackboard will be used for this course to post documents, such as the syllabus, sample assignments, rubrics, etc. Please check Blackboard for course documents.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

***Please SILENCE your cell phones during class.

***Please DO NOT USE COMPUTERS / Laptops during class (unless otherwise instructed by Dr. Simpson) ----
Absolutely NO Emailing, Texting, instant messaging, net – surfing, etc during class!

Tentative Schedule of Classes, Assignments and Due Dates:

August 25 – Introduction to Course, Adler Handout

September 1 – TBA

September 8 – What is philosophy? What is philosophy of education?, CP Malcolmson, et. al. #9, Levison #10, McHenry and Adams #11, Park #13

September 15 – Buddhism and Education, CP Koller #2, Kopp #3, Koller and Koller, #7

September 22 – Teaching for Success, CP: Isocrates #1

September 29 -- Teaching as a Midwife, Learning as Recollection, Plato's Meno

October 6 -- Teacher as Preacher or Storyteller?, CP: Puritans #8, Burbules #5

Intellectual Autobiography Due

October 13 -- Teaching the Natural Child, CP: Rousseau #6

October 20 – Midterm Exam

October 27 – Teaching the Child for Society, John Dewey, Experience and Education

November 3 – Teaching for Freedom, CP: Palmer # 12 and Greene #4

November 10 – Teaching for Truth, Mortimer Adler, The Paideia Proposal

November 17 – Teacher as Liberator, Paulo Friere, Pedagogy of the Oppressed, Chapters 1 and 2

December 1 – Teaching in Poverty, A Framework for Understanding Poverty, Ruby Payne, intro, chapter 1 – 5.

December 8 – Teaching in Poverty, A Framework for Understanding Poverty, chapter 6-9; Jennifer Ng and John Rury, “Poverty and Education.” #15 **Philosophy of Teaching Statement due**

December 15 -- Final Exam