The Franciscan College of New Jersey

The School of Arts & Sciences
The Department of Philosophy

PHIL-200/A: Philosophical Foundations of Education
(3 Undergraduate Credits)
Fall 2013

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Class Meets: M & W 9:50–11:05
Office Hours: M&W 11:15–12:15

Felician College Mission:
Felician College is an independent co-educational Catholic/Franciscan College founded and sponsored by the Felician Sisters to educate a diverse population of students within the framework of a liberal arts tradition. Its mission is to provide a full complement of learning experiences, reinforced with strong academic and student development programs designed to bring students to their highest potential and prepare them to meet the challenges of the new century with informed minds and understanding hearts. The enduring purpose of Felician College is to promote a love for learning, a desire for God, self-knowledge, service to others, and respect for all creation.

Philosophy Department Mission:
To engage in Philosophy is to engage in the pursuit of truth and understanding through rational reflection upon all facets of human experience and concern, including knowledge, reasoning, reality, faith, and fundamental moral, social, and aesthetic values. The Philosophy Department, in turn, exists to represent and promote these pursuits within our College community. Thus, the Department provides courses and supports programs intended to encourage our students to engage in such pursuits for themselves, so that they may be personally enriched as they develop sharpened minds and broadened perspectives. In all of its activities, the Department remains committed to upholding and advancing the College’s Franciscan mission and Liberal Arts tradition.

Course Description:

*Philosophical Foundations of Education* is intended to provide the philosophical background to educational theories, practices, and methods. This will be accomplished, in part, through the study of major themes and figures in classical, modern, and contemporary philosophies of education. Emphasis is placed upon the relationship between pedagogical principles and theories of society and of the individual learner, as well as the educational policies and practices arising from these.
Course Goals & Objectives: As a result of meeting the following, it is expected that students shall…

(1) Develop comprehension of fundamental philosophical theories of and perspectives on education…
   • by identifying the nature and character of educational theories throughout history, and
     demonstrating comprehension of educational theories through examination of influential
     philosophical accounts of education, knowledge, teaching, and learning.

(2) Grasp the different methods philosophers use to solve problems in educational practices…
   • by identifying the basic problems dealt with in the philosophy of education, and drawing
     relations between educational principles and theories of society, and the individual learner.

(3) Develop the ability to think critically, assess arguments, and reason effectively when evaluating
    philosophers’ attempts to solve the problems of education…
    • by evaluating basic problems in education, concerning: curriculum; teacher-learner relations;
      freedom, authority, equality and justice, and applying principles and methods of critical
      reasoning in evaluating these concerns.

(4) Reflect upon and develop your own consistent convictions regarding your educational practice.
    • By relating philosophical perspectives to practical issues of personal educational practice,
     and composing and supporting a working educational philosophy and method of one’s own,
     to serve as a foundation for a personal pedagogy.

Required Sources:

Brooks, Jacqueline and Martin Brooks. *In Search of Understanding: The Case for Constructivist
Classrooms*. (ASCD, 1999).

Registration in Felician College’s eCompanion, allowing us access to class notes, assignments, and
specific reading selections.

Schedule of Readings and Topics:

9/28 Course Expectations and Syllabus Review

9/4 Introduction to the Philosophical Study of Education: Why a Philosophy of Education?
Plato’s *Republic* – “The Allegory of the Cave”
http://www.historyguide.org/intellect/allegory.html

9/9 John Locke’s *Some Thoughts Concerning Education* (eCompanion)
Read through ‘Parental Authority’

9/11 Locke continued & Alfie Kohn’s “The Risks of Rewards” (eCompanion)

9/16 Locke continued through ‘Curiosity’
9/18  Class Presentations – *The Elements of Teaching* (‘Learning’ & ‘Authority’)

9/23  Jean-Jacques Rousseau’s *Emile* (eCompanion)
From **Book 1**: Introduction; B) The Infant; C) Disciplining the Child; D) Educating the Young Child

9/25  From **Book 2**: The Beginning of Childhood Proper; B) Happiness in Childhood; C) The Beginnings of Morality; D) Real & Artificial Needs; E) Reasoning with Children; F) Moral Education; G) The Child’s Educational Program in General; H) Reading

9/30  Hara Estroff Marano’s “*A Nation of Wimps*” (eCompanion)

10/2  From **Book 3**: A) Age 12: Approaching Adolescence; B) The Study of Science; C) Utility in Education; D) Robinson Crusoe

10/7  From **Book 4**: Age 16: The Arrival of Adolescence; B) The Rise of the Passions; C) Social Attachments; D) Religious Training

10/9  Class Presentations – *The Elements of Teaching* (‘Patience’ & ‘Imagination’)

10/16  Midterm Exam ~ 30%

10/21  E. D. Hirsch and Essentialism – “Cultural Illiteracy” video

http://www.newfoundations.com/GALLERY/Hirsch.html

10/23  “Essentialism versus Progressivism” – PowerPoint (eCompanion)

E. D. Hirsch’s “Romancing the Child” (eCompanion)

10/28  Douglas Simpson’s *John Dewey Primer* – “The Democratic School” (eCompanion)

10/30  John Dewey’s *Experience and Education* (Chapters 1 & 2)

11/4  John Dewey: continued (Chapter 3)


11/13  John Dewey: continued (Chapters 4 & 5)

11/18  Class Presentations – *The Elements of Teaching* (‘Ethics’ & ‘Order’)

11/20  Alfie Kohn: *Beyond Discipline: From Compliance to Community* (pp. ix–xvi & 54–119)

11/25  Alfie Kohn: continued

12/2  Jacqueline & Martin Brooks: *In Search of Understanding: the Case for Constructivist Classrooms* (pp. vii-xi & 3–30)
Course Evaluation:

Your grade for this course is based on two in-class exams (midterm & final), each worth 30% of your course grade. You are also responsible for reading and presenting on assigned chapters in *The Elements of Teaching*, which include information you will be tested on as part of your exams. Partners will be assigned specific chapters from *Elements* to present in class. Your presentation is worth 15% of your course grade. In addition, you are expected to formulate and support your own philosophy of education, based upon your work throughout the semester. Your final philosophy statement, worth 15% of your grade, is submitted at the end of the semester through eCompanion and TurnItIn. Lastly, it is expected that you participate fully in class discussions pertaining to material covered throughout the semester. Therefore, the remaining 10% of your grade is based on participation, which consists of regular contributions in class and attendance. Keep in mind that ‘participation’ includes such things as punctuality, not using cell phone while class is in session, and completing all your assignments on time.

Exams, presentation, and philosophy statement are to be completed by their designated due dates. There will be no make-up opportunities for exams or presentations – no exceptions. If for some unforeseen and excusable circumstance a make-up exam is warranted, then, based on my discretion this may be completed up until the session in which the exam are graded and returned to the class. Specific due dates for exams, presentations, and philosophy statement appear on your syllabus. Detailed instructions for their completion will be announced in class and on your eCompanion.

Grading System:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Score Range</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
<td>95-100</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent</td>
<td>90-94</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>Very good</td>
<td>87-89</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>83-86</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>Above average</td>
<td>80-82</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>77-79</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>Acceptable</td>
<td>70-76</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>65-69</td>
<td>1.00</td>
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<tr>
<td>F</td>
<td>Failure</td>
<td>64 or below</td>
<td>0.00</td>
</tr>
</tbody>
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Scoring Rubric for Written Assignments & Class Presentations:

Each written assignment and oral presentation will be evaluated carefully using the criteria listed below. Study these criteria carefully. Remember, ultimately it is the quality of your writing and presentation, not their quantity that counts. The quality of one’s response and presentation is a distinction of its completeness and accuracy, as well as the depth of understanding and effort at originality that you
demonstrate, and the degree to which you relevantly support and explain your claims. Please, keep in mind that no form of academic dishonesty will be tolerated! Trust yourself! Any response submitted late will inevitably receive a lower grade than had that response been submitted as scheduled.

(90-100 pts): Outstandingly clear and precise explanation with superior supporting information from the relevant texts. Originality of insights, that is, effort in taking a creative and original approach in analyses and ideas expressed. Overall demonstration of excellence in scholarship, that is, writing has excellent organization, very few grammatical or spelling errors. All assignment directions have been followed.

(80-89 pts): Good to very good explanation with good to very good support from relevant texts. Good to very good reasoning and some effort given to originality in analyses and ideas expressed. Demonstrates good scholarship, that is, writing has very good organization, few grammatical or spelling errors. All assignment directions have been followed.

(70-79 pts): Fair or adequate explanation with basic support from relevant texts. Does what the assignment basically asks. Adequate reasoning but not much effort given to originality in analyses and ideas expressed. Writing has decent organization, functional prose, but too frequent errors in grammar and spelling. Some assignment directions were not followed.

(65-69 pts): Bare minimum explanation and discussion, but too general and/or has some inaccuracies or flaws in reasoning and/or application of ideas. Coverage of subject matter is cursory and does not meet the minimum required for a complete response. Writing is disorganized, exhibits awkward sentence and/or paragraph structure, as well as poor grammar and spelling. Some assignment directions were not followed.

(60-64 pts): Response attempted but does not effectively respond to topic or address the subject matter. Response fails to support assertions made or examples used. Explanations are unclear. Overall inadequate understanding demonstrated, with major flaws in reasoning. Writing is very disorganized and/or awkward sentence structure makes it difficult to read, along with poor grammar and spelling. Assignment’s directions were not followed.

(0-60 pts): Assignment not submitted (0 points), or does not address the subject with anything even reasonably germane to the topic or issue at hand.

Scoring Rubric for Class Discussion/Participation:

(90 - 100): Regular and high quality participation. Contributions demonstrate excellent understanding of topics discussed. Student responds to others with additional supporting information, has excellent insights, and can offer sensitive and accurate responses to other students. The degree of effort and thought evidenced by the student's contributions is much greater than average. Absences are equivalent to no more than one week.

(80 - 89): Regular and good quality participation. Contributions demonstrate good understanding of topics discussed. Student responds to others appropriately, has interesting insights, and offers some responses to other students. The degree of effort and thought evidenced by the student's contributions is greater than average. Absences are equivalent to no more than two weeks.
(70-79): Sporadic and average quality participation. Contributions are accurate but superficial. Student responds to others with some clarity of thought, provides some insight, but lacks depth. The degree of effort and thought evidenced by the student's contributions is average. Absences are equivalent to no more than three weeks.

(65-69): Infrequent and below average quality participation. Contributions are general, cursory, simplistic, and/or very limited. Student responses to others are not on target with respect to topic at hand. The degree of effort and thought evidenced by the student's contributions is less than average. Absences have reached the equivalent to the maximum of four weeks.

(60-64): Insufficient participation, that is, very few contributions and of poor quality. Student does not respond to others. The degree of effort and thought evidenced by the student’s responses compares very poorly with those of others. Consistently late and/or absences have exceeded maximum allowable four weeks.

(0-60 pts): No participation whatsoever. Or, what few contributions made do not address the subject with anything even reasonably germane to the topic or issue at hand. Consistently late and/or absences have exceeded maximum allowable four weeks.

Course Policies:

(1) You are automatically registered in eCompanion, accessible through the Felician web page or directly at <www.felicianonlinecampus.net>. Ms. Deanna Valente, AIF Center Assistant to the Dean, is able to help with issues related to enrollment, not technical difficulties, which are handled directly via eCollege. Items available to you on this site include: course syllabus, class notes and readings corresponding to material covered throughout semester, assignments, links to web sites of interest, as well as access to classmates and me (via email), as well as your grade average throughout the semester.

(2) Students must be prepared to make a serious effort in reading outside of class in order to benefit from our time spent together in class. In order to succeed in this course it is imperative that you complete all the required reading assignments before the class meeting in which they will be discussed. This is especially important within our community of learning, where we depend on one another’s contributions and involvement. Because your participation is essential to our learning experience and to getting the most out of the course, you are expected to attend all class meetings on time, for their entire scheduled duration, as well as keep up with the reading assignments.

(3) To get the most out of a philosophical study of education you must actively engage in asking questions, identifying perplexities, clarifying ideas, developing your own viewpoints and arguments, and evaluating others’ views and arguments. An absent student obviously cannot be involved in such activities, which include classroom discussions and some in-class work. Thus, the following attendance policies apply:

A. I will take attendance each class meeting. Missing (either excused or unexcused) more than the equivalent of four weeks of classes, as counted for a normal semester course, will result in either receiving a failing grade for the course or being asked to withdraw from the course. In special cases beyond your control and/or where you are missing in all of your enrolled courses and not simply in the course in question, you may be granted an ‘Incomplete’, in accordance with College policies and procedures.
B. Your absence record can be accumulated by full and/or partial absences (e.g., if you arrive late for class or leave early), which means you may be counted fully absent when missing portions of classes. If you miss all or part of a class meeting, it is your responsibility to find out what you have missed, so that you are prepared. In this situation, it is strongly recommended that you make arrangements to acquire notes from at least one of your classmates.

C. An excused absence, that is, an absence completely beyond your control (e.g., a serious illness or death in the family, an automobile accident or breakdown, personal illness) requires written documentation. At my discretion I shall determine whether or not the reason given for the absence presents an acceptable excused absence.

D. Each absence reduces your participation grade automatically by 2.5 percentage points. When the total of your excused absences reaches the equivalent of two weeks of classes, graded makeup work may be required to avoid a lowered grade. This makeup work shall not serve as an opportunity for you to raise your grade by extra credit. Such extra work is intended only to make up for missed class time, and to allow you to avoid a grade penalty for the missed classes. This work is graded. If the work is judged to be of unacceptable quality (worth a D or lower), you may be asked to redo the work, or simply be penalized up to the 5 percentage points for each such unacceptable assignment, since the class work has not been adequately made up.

E. In addition to attendance requirements, you are required to complete all assignments for the course, regardless of the point value of the assignment. Failure to complete any required assignment will result in a 0% grade recorded for that assignment.

F. Lastly, I expect that given an absence, or even its likelihood, you will make every effort possible to communicate with me via email, phone, or personal visit to my office. Any class you miss means understanding the material becomes that much more difficult. The Philosophy Department Chair shall be the final arbiter regarding disagreements over the imposition of absence penalties, the acceptability of a documented excuse, etc. This policy in no way limits your right to a grade appeal in accordance with existing College policies and procedures.

(4) Please remember to exercise full respect for all persons in this class, regardless of the circumstances or positions taken. Also, a few words on those dreaded electronic devices—cellular phones and the like—that after millions of years of human evolution have managed to infiltrate our lives and imprison our hearts and minds. There is no need for us to see or hear your cell phone or any like device in this classroom. Kindly, mercifully, please, turn off (really off, not on vibrate) and put away your electronic devices before entering this classroom. Simply let your voicemail do what it is supposed to do. Being fully present in this class implies not being distracted.

(5) All students are expected to abide by the Felician College Honor Code (see, pp. 50–53 of Undergraduate Catalog 2013-2014). Any form of academic dishonesty can result in a failing grade for the assignment, the course, and/or dismissal from the College. Plagiarism involves the taking of someone else’s ideas, words, or creative efforts, and implying they are yours by not properly citing or quoting their sources. Submitting any material, no matter its length or purpose, with your name on it constitutes a quasi-legal claim that the work it represents is your own. It must therefore be the product of your own effort and ability—in organization, thought, style, and content. It should also represent work done for this present course. Thus, submitting a paper that you wrote for a different course is unacceptable. Submitting work that someone else has authored, or co-authored with you, in whole or part, is unacceptable. It is also unacceptable to paraphrase (partly or completely) into your own words material written by another
person—even from assigned texts. It is unacceptable for any portion of the paper to represent someone else's abilities and understanding rather than yours (except where explicitly cited or quoted.)

Your writing assignment shall be such that you need not refer to outside sources other than your assigned readings. When there is a need to quote an author, any such “borrowed” material must be enclosed within quotation marks, and/or some reference to the author and source provided. Papers should never include too many quotations, paraphrases, or other means of presenting material that did not originate with you—even when these are cited. In other words, if it ever becomes necessary to quote your sources, you should not do so extensively. Quotations should be employed when you simply wish to re-state, clarify, or strengthen a particular position.

Remember, I am interested in what you have to say about the subject at hand. If you cannot express your ideas in your own words, then neither of us learns. There is absolutely no need to plagiarize! Academic dishonesty on any assignment shall result in a failing grade for that assignment, ranging all the way to a 0% depending on the severity. Any instance of academic dishonesty shall result in your inability to achieve any grade higher than a ‘C’ for the entire course. Along with these penalties, the Felician Honor Council will be informed of the infraction and shall take the appropriate measures, which include the posting of a letter in your permanent student file and a letter sent to your home. As a community of teaching and learning we simply ask that you trust yourself, your ideas, and your ability to convey to others those ideas.

TURNITIN: Your philosophy of education must be submitted electronically through eCompanion and TurnItIn. The originality of your essay will then be evaluated by TurnItIn by comparing it to philosophy statements submitted by students in previous semesters, as well as material accessible through the Internet. Your submission to TurnItIn will enable you to be certain that work from other scholars, perhaps appearing in your response, is being presented with appropriate citation of the source material. You are required to enroll in TurnItIn by going to <www.turnitin.com>. At that point you will be prompted to create your user profile. Please use the following class ID number [6853764] and enrollment password (case sensitive) [live&learn].

(6) Lastly, remaining registered in this course constitutes your acceptance of the terms outlined in this syllabus. Fulfilling all course assignments with integrity and as scheduled ensures fairness and equality. Please do not hesitate to contact me to discuss material or your work; that is what we are here for. Keep in mind that the discipline and effort with which you accomplish your work is a reflection of your personality. Above all, it is expected that you take pride in your work and show an interest in your personal development—both in and out of the classroom. These principles shall be especially enforced in this course.

Last day to withdraw from the course with a ‘WD’ designation is Friday, November 15.

No class on Monday, September 2 (Labor Day) and October 14 (Columbus Day).

College-wide policies are available in the Felician College Undergraduate Catalogue 2013-2014.

Course policies and schedules are subject to revision in the event of unforeseen circumstances.