**Philosophy of Education**

**Course Description**
In this course, we will critically investigate some of the crucial issues that arise in our thinking about education. Through discussion and readings, we will develop/expand our views of these issues, and articulate our support for these views. Utilizing in-class discussions and written assignments, we will continue our growth as responsible, self-reflective, and aware educators. We will not be developing quick-fix solutions, nor will we be memorizing and regurgitating particular philosopher's ideas. Rather, we will "do" philosophy in a practical and on-going manner.

**Course Objectives and Outcomes**
This course will address the following questions:
1. What does it mean to think philosophically in the classroom?
2. What are the historical philosophical frameworks that inform our thinking?
3. How has thinking in a philosophical manner shaped our society?
4. How does philosophy directly relate to what we teach and learn?
5. How might educational philosophy operate in your world?

**Course Requirements**

**Reflective Essay: 20 points**
The purpose of this assignment is to engage you in reflective exploration of your practice, the curriculum orientation(s) under which you make decisions, and possible or directions for you to consider in your own practice. These reflections will be based not only on course readings, but your interpretation and evaluation of these theories based on your experiences in the classroom. The final grade will be based on a final written composition based on these ongoing journal entries. The paper should be written in APA style and approximately 4-8 pages in length. A rubric and general outline will be provided through Blackboard.

**Curriculum Theorists paper: 50 points**
The purpose of this assignment is to build a more critical understanding of the major thinkers in the field of educational philosophy and their contributions to current instructional development. Choose a theorist from those discussed in class and represent their position as you understand it. The next step is take a critical view of this position from your practical position as an educator asking if and how these ideas could be incorporated in your classroom. This paper should be written in APA style and approximately 10-15 pages in length.
Chapter Presentations: 30 points (15 points each)
Students will present two chapters from course textbooks during the semester. A schedule of chapter and presentation dates will be discussed during our first day of class. A rubric will be provided.

Tentative Class Schedule: TBA

Required Texts:
Additional supplemental readings will be assigned throughout the semester.

Additional Course Policies

Attendance/tardiness
Online participation in this class is expected; your participation will be evaluated based on your contributions to synchronous and asynchronous class discussions.

Late work and Make-up Exams
Full credit will not be given for late assignments. If there is an unavoidable serious event that causes problems with meeting a course deadline, communicate with me via the email or Message tool in BlackBoard.

Extra Credit
Extra credit is not an option for this course.

Ground rules for discussions and assignments
Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to proceed, so that we may refer directly to them if the situation arises. These guidelines apply to any asynchronous or synchronous discussions online.

Respect
We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs. When speaking of an
occurrence or relaying one's experience outside the class, refrain from disclosing identities of those involved. Show courtesy.

**Comfort**

Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating. I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together! No question is stupid! We all learn at different paces and by asking questions.

**Honesty**

You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions. All work you submit must be your own. If you use someone's words or work other than your own please use the appropriate citation. World Wide Web - Any work you find on the Web must be cited. Provide the URL and the name of the website. Lessons found on the Web must be adapted and modified (using proper citations) for your personal use. In interpreting others' comments, we should be fair-minded and understanding.

**Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a level of discipline appropriate to the misconduct. This may include a requirement to re-do work in question; requirement to submit additional work; lowering of grade on work in question; assigning grade of ‘F’ to work in question; assigning grade of ‘F’ for course; recommendation for more severe punishment, such as suspension or dismissal from the University. The procedure for Academic Misconduct cases is posted on BlackBoard.

Learning and teaching take place in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other
forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education.

Plagiarism is wholly unacceptable and, for the purposes of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless specific credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet and/or provided by classroom teachers, or found in any form of publication (e.g., books, magazines, Internet sites), book descriptions/reviews, course work done by previous students (or any other current or TAMU-CC student). Appropriate citation of resources is required.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **April 6, 2018**, is the last day to drop a class with an automatic grade of “W” this term.

**Preferred methods of scholarly citations**
Scholarly paper organization and citations must follow the Association of American Psychologists (APA) Style Manual, 6th Edition. (See required textbook.)

**Grade Appeals**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade
Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations***
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.