



## SOUTHERN CONNECTICUT STATE UNIVERSITY

### PHI 370-04 PHILOSOPHY OF EDUCATION SPRING 2002

PE 8, Tuesday, Thursday 09:35 a.m. – 10:50 a.m.

**Attn.: In the classroom, all telephones and pagers must be turned-off.**

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Office Hours:  
Monday 2:00 p.m. – 4:30 p.m.  
Tuesday 3:10 p.m. – 4:30 p.m.  
Thursday 6:15 p.m. – 7:25 p.m.

Course number: PHI 370-04

Credit Hours: 3

Prerequisite(s): 3 credits in philosophy  
or junior or senior  
education major

Course Title: Philosophy of Education

**If you have a particular disability-related need in order to participate in this course, such as: special seating, note-taking assistance or modified examination conditions, please let me know as soon as possible so that appropriate accommodations can be made.**

#### **COURSE DESCRIPTION (Catalog):**

Development of implications and application of philosophy for educational thinking and practice. Typical philosophers studied: Plato, Rousseau, Kant, Skinner, Dewey. Analysis of contemporary educational views.

**COURSE CONTRIBUTION:** *Relationship to the program and the School of Education's goals.*

The basic purpose of this course is to examine some of the implications of philosophical ideas for educational theory and practice. John Dewey's philosophy of education will be discussed extensively. Students will get acquainted with some of the major philosophical traditions of the western culture (e.g., Plato, Locke, Rousseau), and with the impact these traditions have on the ideas of education. Special attention will be devoted to various theories of human nature. We will discuss how these theories influenced education. Great deal of attention will be devoted to the question of the impact computer technology has on education. This should help the students in better understanding of the basic philosophical ideas of and the challenges to education in present days.

**LEARNER OUTCOMES & ASSESSMENTS:** *Link all course outcomes to NCATE, INTASC and CCCT standards*

Standards Guidelines will refer to the Interstate New Teachers' Assessment & Support Consortium ("INTASC"), The American Philosophical Association's Guidelines for Teaching Philosophy, and Connecticut Common Core of Teaching ("CCCT").

1. Introduce students to some of the major problems, ideas and trends in the history of Philosophy of Education. Reading of primary sources will be here of major significance.
2. Improve critical thinking skills through discussions of the ideas in Philosophy of Education. Students should learn to critically examine present ideas and trends in the theory and practice of education (esp. in the USA), to create their own proposals, and to present rational, well-documented arguments.
3. Examine the links between concepts of education and people's life.
4. Encourage students' work on the clarification of their own "philosophy of education."
5. Critically examine the assumptions and values on which concepts of education are based.
6. Make students responsive to the changes in their environment, and to make them better prepared for the life in the global society of the future.
7. Improve reading and writing skills.

## **MODES OF LEARNING**

Class lecture and discussion; course readings and requirements; papers, including extra credit papers. Frequent use of film materials (both in class viewing and as home assignment) will enhance and expand upon the text readings. Whenever possible, students will utilize their experience as teachers, should they have any.

## **COURSE OUTLINE**

By design, there are no dates or topics for this class that are “set in stone.” The amount of time devoted to a particular issue will depend on the students’ need and/or interest.

TENTATIVE COURSE CALENDAR: *Listing of proposed sequence of course topics*

January 22 - February 21: Introduction of Philosophy of Education as a subject. Plato and his importance for the Philosophy of Education. Analysis of the Allegory of the Cave. Aristotle.

February 26 - April 2: Dewey’s Philosophy of Education. Relevant theories of education (Rousseau, Locke, Froebel, Pestalozzi, Wollstonecraft, and so on).

April 9 – May 7: Dewey’s legacy – contemporary problems in education (with special focus on the modern technology).

## **REQUIRED TEXT(S)**

### **Required:**

John Dewey: *Democracy and Education*

Fragments of two lectures by Willard R. Daggett (on video): *The Evolution of Our Education System* and *Predicting the Future of Education*

Also required are all the hand-outs students will receive during the term and other films seen in class.

### **Recommended:**

Donald Palmer: *Visions of Human Nature*

Recommended Films (for extra credit papers):

*Dangerous Minds* (the feature film, not the TV series); *Dead Poets Society*; *Finding Forester*; *Good Will Hunting*; *Hoop Dreams*; *Inherit the Wind*; *Kids*; *The Kindergarten Cop*; *The Lion King*; *The Lord of Flies* (any version, although the original seems to me to be the best one); *The Miracle Worker*; *Mister Holland’s Opus*; *Pinocchio* (Disney version); *The Renaissance Man*; *Rope*; *Stand And Deliver*; *Taps*.

**COURSE REQUIREMENTS:** *All class activities and discussions should be linked to the Learner Outcomes noted above.*

1. Assigned readings and all other requirements should be completed in advance of class sessions for which they were assigned.
2. Students are expected to participate actively in class, by introducing information, raising questions, expressing a point of view, etc. The activity in class will weight heavily on the final grade. You might be called upon to answer questions about assigned reading or part of the lecture.
3. The instructor's information (lecture) is a mandatory part of your study. You will be required to know the material presented in the above mentioned way. Therefore, it is in the student's own best interest to attend classes regularly and to ask questions.
4. Students will be required to write three papers (topics to be announced later). Papers should be typewritten double spaced. Allow margins of about 2 inches on top and 1-1.5 inches all around. For bibliography, endnotes and/or footnotes you may use MLA format - see St Martin's handbook (in standard use in the English Department). Get into the habit of writing your papers ahead of time; this will allow you to review them.

**Deadlines:**

Paper # 1: **February 26**, at least 750 words (3 pages)

Paper # 2: **April 4**, at least 750 words (3 pages)

Final paper: **May 16**, at least 1500 words (6 pages)

5. To make-up for the points "lost" (attendance, tests), students are encouraged to write short papers for extra credit within 2 weeks from the date of "losing" points. The instructor will suggest the topic of an extra-credit paper, usually related to problems discussed in class. However, the students, too, are welcome to suggest the topic of an extra credit paper. If you are particularly interested in certain problems, please discuss with me the way of addressing this problem in your extra credit paper(s) before you start to write. Students should use the recommended movies as a point of reference.

**Reminders:**

- Remember to make sure everything you say is pertinent to the subject of the paper.
- Remember to title your paper.
- When you copy the words of another, put those words in quotation marks and acknowledge the source (see Handbook for format). When you paraphrase another's words, use your own words and sentence structure and acknowledge the source. **Plagiarism is theft! You will fail this course, if you will plagiarize.**
- In general, avoid long quotations. At best, they introduce an alien pattern into your writing and are difficult to integrate. Quote only when the evidence loses its impact when paraphrased.

## **EVALUATION CRITERIA**

Students will be rewarded for their achievements. You will collect points toward your final grade. The activities listed below will give you an opportunity to collect points:

1. Attendance: each class attended is worth 1 point (30 points total). In a case of class cancellation you won't lose the point. However, you cannot get points for being present, if you did not attend a class that actually took place. In order to obtain your "lost" attendance points you can write an extra credit paper, have an oral presentation, participate very actively in class, etc. Each student is permitted to be absent in class twice without losing points. Students should not expect to use future class time or private tutoring by me (except for very special circumstances, e.g., prolonged serious illness) to make up work covered during the student's absence.
2. Each of the two shorter papers will be worth up to 20 points.
3. The final paper will be worth up to 30 points.
4. In-class activity will be a crucial factor in the overall assessment of a student, and can contribute significantly to the student's final grade (up to one full grade, i.e., a "C-" **could** become a "B-").
5. Extra credit papers will be granted points depending on the quality of the work (usually 0.5-4 points). Hand-written papers won't be accepted. Papers submitted on discs (Word for PC) are welcome. These papers have to meet all the standards of academic writing.

## **FINAL GRADES:**

- 45 points or less = F
- 46 - 50 points = D-
- 51 - 55 points = D
- 56 - 60 points = D+
- 61 - 65 points = C-
- 66 - 70 points = C
- 71 - 75 points = C+
- 76 - 80 points = B-
- 81 - 85 points = B
- 86 - 90 points = B+
- 91 - 95 points = A-
- 96 - 100 points = A
- More than 100 points = A+

## STANDARDS GUIDELINES

INTASC STANDARDS [Interstate New Teachers' Assessment & Support Consortium]	PROFESSIONAL STANDARDS [List those standards from your professional association which apply]	CCCT [Connecticut Common Core of Teaching]
<p><b>S</b></p> <ol style="list-style-type: none"> <li>1. Knowledge of subject matter</li> <li>2. Knowledge of human development &amp; learning</li> <li>3. Instruction adapted to meet diverse learners</li> <li>4. Use of multiple instructional strategies &amp; resources</li> </ol> <p><b>A</b></p> <ol style="list-style-type: none"> <li>5. Effective learning environment created</li> <li>6. Effective communication</li> <li>7. Lesson planning</li> </ol> <p><b>I</b></p> <ol style="list-style-type: none"> <li>9. Reflection and professional development</li> </ol> <p><b>L</b></p> <ol style="list-style-type: none"> <li>8. Assessment of student learning to improve teaching</li> </ol> <p><b>S</b></p> <ol style="list-style-type: none"> <li>10. Partnership with school and community</li> </ol>	<ol style="list-style-type: none"> <li>1. Careful, close textual reading of primary sources.</li> <li>2. Critical thinking skills --- skills of argumentation (as learned in Logic). Skills of written expression; ability to make adequate references to scholarly text; articulate expression and communication.</li> <li>3. Introducing students to important traditions of thought (philosophical content).</li> <li>4. Ability to relate course material to real life situations (e.g., Applied Ethics in the classroom situation).</li> <li>5. Encourage students to become aware of and to question unexamined assumptions and values.</li> </ol>	<p style="text-align: center;"><b>DEMONSTRATIONS OF KNOWLEDGE</b></p> <ol style="list-style-type: none"> <li>1.1 understanding of student learning &amp; development</li> <li>1.2 understanding of need for different learning approaches</li> <li>1.3 proficiency in reading, writing and mathematics</li> <li>1.4 understanding of central concepts &amp; skills, tools of inquiry and structures of discipline(s)</li> <li>1.5 knowledge of how to design and deliver instruction</li> <li>1.6 recognition of need to vary instructional methods</li> </ol> <p style="text-align: center;"><b>APPLICATION OF KNOWLEDGE THROUGH</b></p> <ol style="list-style-type: none"> <li>2.1 instructional planning based upon knowledge of subject, students, curriculum &amp; community</li> <li>2.2 selection and/or creation of learning tasks that make subject meaningful for students</li> <li>2.3 establishment and maintenance of appropriate behavior standards and creation of positive learning environment</li> <li>2.4 creation of instructional opportunities supporting students' academic, social and personal development</li> <li>2.5 use of verbal, nonverbal and media communication fostering individual and collaborative inquiry</li> <li>2.6 employment of various instructional strategies in support of critical thinking, problem solving and skills demonstration</li> <li>2.7 use of various assessment techniques to evaluate student learning &amp; modify instruction</li> </ol> <p style="text-align: center;"><b>DEMONSTRATION OF PROFESSIONAL RESPONSIBILITY THROUGH:</b></p> <ol style="list-style-type: none"> <li>3.1 professional conduct in accordance with the Code of Professional Responsibilities for Teachers</li> <li>3.2 shared responsibility for student achievement and well-being</li> <li>3.3 continuous self-evaluation regarding choices &amp; actions on students and school community</li> <li>3.4 commitment to professional growth</li> <li>3.5 leadership in the school community</li> <li>3.6 demonstrations of a commitment to students and a passion for improving the profession</li> </ol>