

**MISSISSIPPI STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**DEPARTMENT of LEADERSHIP & FOUNDATIONS  
COURSE SYLLABUS**

**Course Prefix and Number:** EDF 9313

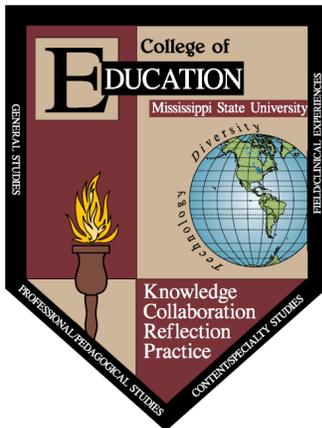
**Course Title:** Philosophy of Education

**Credit Hours:** Three (3) semester hours

**Type of Course:** Lecture

**Catalog Description:** An examination of educational beliefs and justification.

**College of Education Conceptual Framework:**



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

## **Course Objectives:**

1. To introduce the student of education to the discipline of education philosophy. (CFPO 1, 2, 5, 7, 8, 10, 12, 13)
2. To enlarge the student's intellectual concerns with educational thought and to provide the opportunity to assess educational situations and movements in terms of their relationship to social, political, and economic practices. (CFPO 4, 5, 6, 8)
3. To give the student skills in communicating more effectively in modern philosophical discourse. (CFPO 5)
4. To study the function of philosophical language in public schools and to determine what basic principles drive educational practices. (CFPO 1, 2, 6, 8, 12, 13)
5. To identify the main issues in education today and compare them to issues in other historical periods in the Western Philosophical Tradition. (CFPO 10, 12, 13, 14)
6. To appraise the main types of educational theories and to consider their significance in historical and contemporary education perspective. (CFPO 10, 11, 12, 13)
7. To acquaint the student with philosophical and administrative concepts prevalent in education institutions. (CFPO 6, 10, 11, 12, 13)
8. To write on topics related to education practices in a clear, coherent style. (CFPO 5, 7)
9. To acquaint the student with philosophy of science, psychology, and sociology for a broad study of American culture. (CFPO 2, 6, 10, 13)
10. To review current educational issues for their foundational concerns in modern philosophical thought: multicultural studies, curriculum control, standardized testing, values education, privatization of schools, school violence, and school reform. (CFPO 14)
11. To discuss the philosophical assumptions implicit in school integration, affirmative action, educational research, and multicultural and diversity studies. (CFPO 2, 6, 8, 13, 14)
12. To search for, gather, and critique current article through the use of computer search techniques. (CFPO 5, 14)

## **Topics To Be Covered:**

- Philosophy and Thinking (6 hours)
- Analysis of teaching (3 hours)
- Basis of knowledge (3 hours)
- Basis of belief (3 hours)
- School reform (3 hours)
- Foundations of research (6 hours)
- Assumptions of research (3 hours)
- Researching research (3 hours)
- Your future in research (3 hours)
- Understanding curriculum (6 hours)
- Shaping curriculum (3 hours)
- Framing curriculum (3 hours)

## **Required Texts:**

Griffith, B. (2007). *A philosophy of curriculum: The cautionary tale of simultaneous languages in a decentered world*. Rotterdam, The Netherlands: Sense Publishers.

Noddings, N. (2012). *Philosophy of education* (3<sup>rd</sup> ed.). Boulder, CO: Westview Press.

Pring, R. (2000). *Philosophy of educational research* (2<sup>nd</sup> ed.). New York: Continuum.

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: Author.

College Of Education: Doctoral Student Handbook:  
<http://www.educ.msstate.edu/HANDBOOKS/dhbook.pdf>

Office of the Graduate School: Standards for Preparing Theses and Dissertations, Sixth Edition  
(2012): <http://www.grad.msstate.edu/current/thesis/>

## **Methods of Instruction:**

Instruction will occur in large and small group settings. Students will present researched material, provide oral reports, and participate in groups discussions on classroom topics.

## **Suggested Student Activities:**

1. The student will read extensively on selected topics covered in the course and report the findings. Reports will be scheduled (Obj. 1, 8)
2. The student will be responsible for reading the required texts and completing all work assigned. (Obj. 1, 3)
3. The student will present a taped or oral book review. (Obj. 3)
4. The student will report on a major philosophical and theoretical discourse in education. (Obj. 3, 8)
5. The student will read and summarize journal articles related to philosophical and educational issues. (Obj. 1, 3, 7)
6. The student will research a current issue/problem in educational discourse for its guiding principles, assumptions, and foundational justification and give a presentation of her findings. (Obj. 2, 3, 4, 7)
7. The student will read literature in the philosophy and history of science and present a short research project related to the historiography of science. (Obj. 9, 10)
8. The student will record the views of a person in the community/family for her/his views on life, family, world issues, etc. (Obj. 5, 6)
9. The student will write a 20 page autobiographical narration of her/his intellectual growth and development from childhood to adulthood. (Obj. 8, 3)

**MSU Honor Code:**

**"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."**

The Mississippi State Honor Code can be found at <http://www.honorcode.msstate.edu/>.

**Technology:**

Technology used include video, audio recordings, PowerPoint, emails, and texting.

**Diversity:**

The history of education is a story of diversity.

**Disability:**

All necessary accommodations will be made for any documented disability. Contact disability services at 325-3335 or visit the Student Support Services website or office for more information.

**Field Component:**

This course does not have a field component.

**Evaluation of Student Progress:**

Weekly Quizzes: 10@ 10 points	=	100 points
Written Assignments: 4 @ 25 points	=	100 points
Midterm:		100 points
Paper:		100 points
Final:		200 points
<b>Total:</b>		<b>600 points</b>

**A** = 90% = 540 – 600

**B** = 80% = 480 - 539

**C** = 70% = 420 - 479

**D** = 60% = 360 - 419

**F** = Below 60%

**GRADING:** Your assignments for each week are to be sent to me electronically no later than Sunday night before the class on Monday nights when they are due.

**EXAMS:** Midterm and final (cumulative) are open book, open note.

**WEEKLY QUIZ:** Will cover readings, written assignments, and reflections.

READINGS: Read your text assignments every week. Any vocabulary you do not know, look up. Additionally, you will occasionally be given outside readings. All readings will be discussed in class.

WRITTEN ASSIGNMENTS: Occasionally, you will be assigned topics to discuss in writing. Doctoral level written expression is required, as is adherence to APA. Also, use headers (date/assignment/your name) and line numbers. Knowledge of what is considered plagiarism is YOUR responsibility. If you do not know, ask me.

REFLECTIONS: Think about what you read for class, what we did in the last class, and how it applies to what you do and how you think. Send your reflection to me by the next Sunday night before classes. Use a header with your name and date, and add page numbers and line numbers.

CLASS PARTICIPATION is a professional responsibility, as is class attendance, reading assignments before class, completing web reading assignments before class, and completing all assignments professionally. Additionally, MSU Bulletin (p. 21): **“upon registration, the student accepts the responsibility of attending all classes and doing any work the instructor may prescribe. When absence from class is essential, it is the responsibility of the student to make arrangements satisfactory to the instructor with regard to work missed.”** *Absences beyond those which are essential will be reported to the student’s advisor and to the Graduate Dean.*

### **Bibliography:**

Aladjem, D. K., & Borman, K. M. (Eds.). (2006). *Examining comprehensive school reform*. Washington, DC: The Urban Institute

Biklen, S. K. (1995). *School work: Gender and the cultural construction of teaching*. New York: Teachers College.

Blau, J. R. (2003). *Race in the schools: Perpetuating white dominance?* Boulder, CO: Lynne Rienner Publishers.

Books, S. (Ed.) (2003). *Invisible children in the society and its schools* (2<sup>nd</sup> Ed.). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Bordewich, F. M. (1996). *Killing the white man’s Indian: Reinventing Native American’s at the end of the Twentieth Century*. New York: Doubleday.

Guthrie, R. V. (1976). *Even the rat was white: A historical view of psychology*. New York: Harper & Row.

Hendrix, E., & Flowers, M. (2009). *Educators learning to be socially just through critical field experiences*. Boston: McGraw Hill.

Keller, D. K., & Casadevall-Keller (2010). *The Tao of research: A path to validity*. Los Angeles: Sage.

- Kurtz, P. (ED.). (2003). *Science and religion: Are they compatible?* Amherst, NY: Prometheus Books.
- Lagemann, E. C. (2000). *An elusive science: The troubling history of educational research*. Chicago: The University of Chicago Press.
- Lareau, A. (2000). *Home advantage: Social class and parental intervention in elementary education* (2<sup>nd</sup> Ed.). Lanham, MD: Rowman & Littlefield.
- Levine, R. F. (Ed.) (1998). *Social class and stratification: Classic statements and theoretical debates*. Lanham, MD: Rowman & Littlefield.
- Milano, P. J., & Lane, L. (2002). *Why do white people smell like wet dogs when they come out of the rain?: And other questions worth a smack on the head from mom*. Jacksonville, FL: 1<sup>st</sup> Books Library.
- Tyson, T. B. (2004). *Blood done signed my name*. New York: Three Rivers Press.
- Wilson, L. W. (2005). *What every teacher should know about assessment* (2<sup>nd</sup> Ed.). Larchmont, NY: Eye one Education.
- Zinman, J. (2000). *Real science: What it is, and what it means*. Cambridge, UK: University Press.