

SAMPLE COURSE SYLLABUS

SCHOOL OF EDUCATION

EDUC 504

HISTORICAL & PHILOSOPHICAL FOUNDATIONS OF EDUCATION

- I. COURSE DESCRIPTION:** A comprehensive survey of historical and philosophical foundations of education, this course critically analyzes educational theories from ancient Western Civilization to the present in light of a Judeo-Christian worldview. Students will articulate a personal philosophy statement.
- II. RATIONALE:** The purpose of this course is to expand the student's awareness of how their own personal beliefs about education compare to those in the knowledge base of the field.
- III. PREREQUISITES:** Graduate standing and admission to the School of Education. As stated in the Liberty University Catalog, it is the student's responsibility to make up any prerequisite deficiencies that would prevent the successful completion of this course.
- IV. MATERIALS:**

PLEASE SEE MBS DIRECT FOR UPDATED TEXTBOOK LIST.

It is suggested that you read the Knight text before reading Pearcey.

Knight, G. R. (2006). *Philosophy & education: An introduction in Christian perspective*. Berrien Springs, MI: Andrews University Press. ISBN 978-1- 883925-54-3

Faith, Freedom, & Public Schools. Online module developed by Gateways to Better Education. Access code must be purchased through the LU Bookstore. To enter the portal with your code, click [here](#).

LiveText subscription to www.livetext.com. This is your online portfolio management program required in all education programs at Liberty University.

- V. LEARNING OUTCOMES:** *Upon completion of this course, each participant will be able to:*
 - A. Articulate the history of education from various perspectives.
 - B. Evaluate values concerning various historical events impacting the philosophy and practical application of education.
 - C. Apply Christian perspectives to learning theories and strategies.
 - D. Compare various educational systems and their socio-cultural contexts.

- E. Articulate a personal educational philosophy.
- F. Define metaphysics, epistemology, axiology, and logic as major philosophical categories and their major subdivisions.
- G. Critique major philosophies in terms of the assumptions made from a Christian perspective.

VI. REQUIREMENTS AND ASSIGNMENTS

PLEASE SEE SYLLABUS IN COURSE FOR DUE DATES AND ASSIGNMENTS.

<p>Pre-Course Assignments (<i>due any time before the first class session of the intensive meets</i>):</p> <ul style="list-style-type: none"> • Readings: Knight textbook and 2 Pearcey documents • Faith, Freedom, & Public Schools: 8 topics and quizzes • Philosophy Matrix • Vocabulary Chart • Educational Thinker Handout & Presentation
<ul style="list-style-type: none"> • Read: Knight chapters 1-3: work on Vocabulary Chart as you read. • Matrix: Complete the rows for Idealism, Realism, and Neo-scholasticism. The template is available under “Assignments” in Blackboard (Bb). You won’t submit the Matrix in Bb until all the rows are completed. • FFPS: Print out Notes Templates from the <i>Faith, Freedom, & Public Schools</i> (FFPS) website. Complete the notes as you do FFPS modules 1-2; take quizzes 1-2 in Bb. You may use your notes as you take the quizzes. • Select Educational Thinker: Select Educational Thinker in Discussion Board after reading “Directions” document in Bb.
<ul style="list-style-type: none"> • Read: Knight chapters 4-5: continue to work on Vocabulary Chart as you read. • Matrix: Complete the rows for Pragmatism and Existentialism. • FFPS: Print out Notes Templates from FFPS and complete them as you do modules 3-5; take quizzes 3-5 in Bb. • Research Educational Thinker: Research the name of the Thinker you have already selected.
<ul style="list-style-type: none"> • Read Pearcey: 2 Pearcey handouts in the Bb “Documents” section: (1) <i>Total Truth</i> book summary and (2) “Repairing the Ruins.” Define “dichotomy” in Vocabulary Chart based on this reading. • Read Knight: Knight chapter 6: work on Vocabulary Chart as you read. • Matrix: Complete all the remaining rows in the Matrix and submit it in Bb any time before the first intensive class session. • FFPS: Print out Notes Templates from FFPS and complete them as you do modules 6-7; take quizzes 6-7 in Bb. • Prepare Presentation: Prepare the presentation for the Educational Thinker you selected.
<ul style="list-style-type: none"> • Read: Knight chapters 8-11 (ch. 7 is optional). • Vocabulary Chart: Submit Vocabulary Chart in Bb. • Handout for Educational Thinker: Submit handout in Bb for your Educational Thinker presentation. Also, make enough copies of your handout for the instructor and all other students.

- **FFPS:** Print out Notes Template from FFPS and complete it as you do module 8; take quiz 8 in Bb.
- **Print Documents from Bb:** Print all handouts from Blackboard's "Documents" page and bring them to class each day.

1. **Presentation:** Make presentation that was prepared as a pre-course assignment. (See the rubric for in-class assignments to see how the presentation will be graded.)
2. **Panel Debate:** This is a group learning activity. See the Debate Guidelines document in Blackboard for more details.
3. **Pre-Writing Activities:** Short paragraphs will be written each day on topics related to the philosophy of education. The purpose of this assignment is to prepare students to write their personal philosophy statements.
4. **Philosophy Survey:** Before Friday morning's class, take the online philosophy survey provided as directed in Blackboard and come prepared to discuss it.
5. **Dispositions:** Submit a Disposition Assignment in LiveText. Write two sentences for each of the five dispositions. Sentence 1: explain how you displayed the disposition in class. Sentence 2: explain how you display the disposition outside of class, for example, in your job, community, family, or church. Faculty will add to this their assessment of how you exhibit the dispositions.
6. **Participation:** Punctual attendance to class and participation in both classroom and online learning experiences are required. If tardy, see the professor immediately after class to ensure that you are marked present. Absences in a 5-day intensive may result in a failing grade for the course. If you know you are going to be absent, drop the class and take it at another time. (Non-class related activities—such as activity on electronic devices during class time—will result in a reduced participation grade.)

B. Post-Course Assignments

These are due within two weeks after the residential intensive is completed.

1. **Personal Philosophy Paper:** This is the benchmark assignment for EDUC 504. The body of the paper is to be **9-10 pages** in APA format with a minimum of **6 references**. The title, abstract, reference and any other extraneous pages do not count toward the page length requirement. (If the paper is short in length, the same percentage will be deducted from the rubric grade as the percentage short in length.) Detailed directions and rubric are available on Blackboard. Submit the paper on both Blackboard and www.LiveText.com. A grade will not be assigned unless the paper is submitted in both locations.
2. **Final Exam:** A study guide will be provided on Blackboard.
3. **End of Course Survey:** See explanation under the section on "Participation."

VII. GRADING

A. Point Values & Due Dates

	Pre-Course	During-Course	Post-Course	TOTAL
Faith, Freedom, & Public School Quizzes	40			40
Philosophy Matrix 1, 2, 3	100			100
Vocabulary Chart	100			100
Ed'I Thinker Presentation	100			100
Panel Debate		50		50
Pre-writing Activities		50		50
Philosophy Survey (10 pts) & Discussion Board (20 pts)		30		30
Dispositions (LiveText)		20		20
Participation		100		100
Final Exam			150	150
Philosophy Paper			260	260
TOTAL	340	250	410	1000

B. Grading Scale

A	960	to	1000
A-	940	to	959
B+	920	to	939
B	890	to	919
B-	870	to	889
C+	850	to	869
C	820	to	849
C-	800	to	819
D+	780	to	799
D	750	to	779
D-	730	to	749
F	729	and Below	

- C. **Late Assignments:** The nature of this course requires that the candidate interact with the material, professor and other students on a weekly basis. Because of this, it is difficult to achieve the fullest experience in this learning environment when assignments are late. If unable to complete an assignment on time, the candidate must contact the instructor immediately by email to make arrangements for the completion of that assignment. Assignments that are submitted after the due date without appropriate excuse and pre-approval will receive the following deductions:
1. Assignments submitted after the due date will receive a 10% deduction.
 2. Assignments submitted more than one week late receive a 20% deduction.
 3. Assignments submitted after two weeks late or after the final due date of the class will not be accepted without documentation of extenuating circumstances. All assignments must be submitted by the course deadline. *If you are unable to complete the assignments by the course deadline, e-mail your advisor to withdraw prior to the course deadline to avoid a failing grade on your transcript.*

VIII. ATTENDANCE: Class attendance is mandatory. In case of unavoidable absence, it is the student's responsibility to contact the professor, submit a reason in writing, and arrange for make-up work. Unexcused absences are subject to grade penalties. A student with more than one-half day absence in weekend or modular classes, whether excused or unexcused, is subject to failing the class.

IX. OTHER POLICIES

A. **Academic Misconduct:** Academic misconduct is strictly prohibited. See The Graduate Catalog for specific definitions, penalties, and processes for reporting.

B. **Disability Statement:** Students with a documented disability may contact the Office of Disability Academic Support (ODAS) in Green Hall 2668 to make arrangements for academic accommodations. For all disability testing accommodation requests (e.g. quieter environment, extended time, oral testing, etc.) the Tutoring/Testing Center (Green Hall 2700) is the officially designated place for all tests administered outside of the regular classroom.

C. **Drop/Add Policy:** Consult the Graduate Catalog for drop/add policies.

D. **Dress Code:** Students are expected to maintain a neat, professional appearance while in class. Consult your department for additional guidelines.

E. **Classroom Policies:** Classroom policies will be established and enforced by the individual instructor.

X. CALENDAR: See the due dates in the grading section above.

XI. BIBLIOGRAPHY: See a bibliography available in Blackboard.