

AUGUSTA STATE UNIVERSITY  
COLLEGE OF EDUCATION  
DEPARTMENT OF LEADERSHIP, COUNSELOR EDUCATION,  
AND SPECIAL EDUCATION

PHILOSOPHICAL FOUNDATIONS OF AMERICAN PUBLIC EDUCATION  
3 SEMESTER HOURS

Term: Fall 2009

Meeting Time: Online with weekly due dates for assignments

Professor: Deering, Thomas

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**Office Hours:** Even numbered weeks beginning Monday, August 24: Monday 8-12; Tuesday 1-5, Wednesday 2-4. Odd numbered weeks beginning Monday, August 31: Wednesday 2-4; Thursday 8-12; Friday 1-5.

**COURSE DESCRIPTION:**

**This is an online WebCt based course without any mandatory meetings. There will be several optional meetings and all are encouraged to attend.**

Graduate elective. The content of this course includes description of the following branches of philosophy: epistemology, metaphysics, ethics, and aesthetics. It also includes description of the following schools of philosophical thought: Idealism, Realism, Pragmatism, Existentialism, and Critical Theory. Within this content area, the focus is on those philosophical concepts and questions which have special relevance to American public education in the 21<sup>st</sup> century. Students will examine basic assumptions concerning education and engage in philosophical argumentation and conceptual analysis.

**TEXTS: REQUIRED:**

Gutek, Gerald. *New Perspectives on Philosophy and Education*. Merrill, 2009.  
Deering, Thomas. *Becoming a Teacher, Thinking Like a Professional*. Kendall/Hunt, 2008. This book has tear out pages you must turn in so make sure you buy a new one.

**COURSE OBJECTIVES:**

The student will:

1. acquire a knowledge base of four branches of philosophic thought.
2. acquire a knowledge base of selected philosophic schools of thought.
3. analyze and evaluate contemporary issues in American public education with regard to philosophic theories and concepts
4. create personal connections between the course content and practical matters of schooling.

## **CONCEPTUAL FRAMEWORK PRINCIPLES:**

### Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

- I. Learned and Scholarly Professionals who are Knowledgeable-Ethical-Collegial
- II. Democratic Professionals who are Advocates and Meaning Makers
- III. Self-Actualizing Professionals who are Role Models and Changes Agents

Element: Prepared (PD)

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

Element: Able (AD)

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

## **STANDARDS ADDRESSED IN THE COURSE:**

CLSE (Council of Learned Societies in Education ) III & IV

ISLCC (Interstate School Leaders Licensure Consortium) Standards I & VI  
NCATE I

**READING ASSIGNMENTS**

**August 19-23**

Gutek chapters one-two  
Deering book, Geren--Melting Pot chapter

**August 24-28**

Gutek chapters three-four  
Deering book, Lucas chapter

**August 31-September 4**

Gutek chapters five-six

**September 7-11**

Gutek chapter seven  
Deering book, Geren--Character Counts chapter

**September 14-18**

Gutek chapters eight-nine

**September 21-25**

Gutek chapter ten-eleven  
Deering book, Jones chapter

**September 28-October 2**

Gutek chapter thirteen-fourteen  
Deering book, Plath chapter

**October 5-9**

Gutek chapters fifteen-sixteen  
Deering book, Mueller chapter

**October 12-14**

Final exam

**ONLINE ASSIGNMENTS TO BE POSTED AND MULTIPLE CHOICE  
QUESTIONS MUST BE TURNED IN TO MY MAILBOX.**

**August 19-23**

Respond by posting on the WebCt site to Discussion question four at the end of chapter one **OR** question three in chapter two in Gutek. Also, post a response to one of the student's answers in your discussion group. These groups will be sent by email. The purpose of these assignments is to generate a "class discussion" among everyone.

Deering book, Geren (Melting Pot chapter)--Complete multiple choice questions.

**August 24-28**

Respond by posting on the WebCt site to Discussion question nine at the end of chapter three in Gutek, **OR** question five in chapter four in Gutek. Also, post a response to one of the student's answers in your discussion group.

Deering book, Lucas chapter--Complete multiple choice questions.

**August 31-September 4**

Respond by posting on the WebCt site to Discussion question six at the end of chapter five **AND** question seven in chapter six in Gutek. Also, post a response to one of the student's answers in your discussion group.

**September 7-11**

Respond by posting on the WebCt site to Discussion question four at the end of chapter seven in Gutek. Also, post a response to one of the student's answers in your discussion group.

Deering book, Geren (Character Counts chapter)--Complete multiple choice questions.

**September 14-18**

Respond by posting on the WebCt site to Discussion question five at the end of chapter eight **AND** question one in chapter nine in Gutek. Also, post a response to one of the student's answers in your discussion group.

**September 21-25**

Respond by posting on the WebCt site to Discussion question three at the end of chapter ten in Gutek. Also, post a response to one of the student's answers in your discussion group.

Deering book, Jones chapter--Complete multiple choice questions.

**September 25-October 2**

Respond by posting on the WebCt site to Discussion question six at the end of chapter thirteen **OR** question six at the end of chapter fourteen in Gutek. Also, post a response to one of the student's answers in your discussion group.

Deering book, Plath chapter--Complete multiple choice questions.

**October 5-9**

Respond by posting on the WebCt site to Discussion question two at the end of chapter fifteen **OR** question three in chapter sixteen in Gutek. Also, post a response to one of the student's answers in your discussion group.

Deering book, Mueller chapter--Complete multiple choice questions.

**FORMAL ASSESSMENT (Details will be given in class meeting):**

The student will:

1. Write one 8 page (FOLLOW APA STYLE FORMAT) philosophical position papers concerning an issue of philosophy, policy, curriculum, instruction, assessment, or goals of education. 30% each. Due by Friday, October 9.
2. Post responses to instructor's weekly questions. 10% Due weekly
3. Post weekly responses to classmate's original posts. 10% Due weekly
4. Midterm exam 25% Friday-Sunday, September 11-13.
5. Final exam 25% Monday-Wednesday, October 12-14.

**Grading Scale:**

93-100.....	A
85-92.....	B
77-84.....	C
70-76.....	D
69 and below	failure

**Academic Honesty**

Students are expected to read and strictly adhere to the entire Academic Honesty policy found on page 42–43 of the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

“Academic honesty requires the presentation for evaluation and credit of one’s own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person’s actual works, whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.”

**Pipeline Account**

Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

## **Department of Educational Leadership, Counseling and Special Education Website**

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

### **Writing Center**

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

### **Students with Disabilities**

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

### **Student Safety**

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.