

**SUNY College at Potsdam
GRED 607 Foundations of Education
Fall - 2009**

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Office Hours	Dulles 3-132B (inside classroom 3-132) Monday, Tuesday, Thursday, Friday: 3:00 – 6:00 and at other times by appointment
Email	morriska@potsdam.edu
Required Texts	Educational Foundations; An Anthology of Critical Readings Canestrari, A.S., Marlowe, B.A., eds., 2004 ISBN 0-7619-031-0
Course Schedule	Wednesday 4:30 -8:30 PM September 9 – November 11
Course Location	Jefferson Community College John Foster Dulles Building Room 3-130

Course Description:

This course is designed to provide students with an overview of the philosophical basis of education as well as with a historical perspective of education. It prepares prospective teachers for a variety of roles and professional responsibilities. GRED 607 also provides an overview of curricular issues such as the goals of education, teaching/learning theories, and assessment strategies. Through individual study and group collaboration, students will explore the philosophical perspectives that are the foundation of decision-making and problem-solving strategies.

This course is designed to provide information and structured reflection on the metaphysical, epistemological, ethical, and aesthetic dimensions of schooling that will inform future practice. This course will give opportunity for the students to clearly define and examine their personal philosophical position on teaching and learning.

**SUNY Potsdam Education Unit Conceptual Framework A Tradition of Excellence:
Preparing Creative and Reflective Practitioners**

This course supports the SUNY Potsdam Education Conceptual Framework in the following ways:

1. **“Well Educated Citizen”**- This course provides the student with multiple opportunities to explore a minimum of eight modes of philosophical inquiry and to apply each to historical and present practices in education.
2. **“Reflective Practitioner”**- This course invites the student to study, reflect, and collaborate in pursuit of a more comprehensive sense of self as a learner and a teacher. The learning

and development needs of students, best practices, and educational reform will be analyzed from multiple philosophical perspectives.

3. “Principled Educator”- This course invites the student to critically analyze his/her personal mission and how that relates to his/her roles as a professional educator.

Course Objectives: Each course participant will:

1. Evaluate the role of philosophy and philosophical inquiry in educational theory and practice.
2. Compare and contrast the impact of several major philosophical positions on past and current educational practice.
3. Describe some of the major contributions of philosophers and educators to various philosophical schools of thought.
4. Examine the role of schools as an interpreter and transmitter of values that reflect philosophical positions.
5. Assess the role of school as a change agent in society.
6. Create a personal philosophical framework to use as a basis for reacting to current and proposed educational theory and practice.

Course Sequence:

Session Date	Class Content	Assignments Due
September 9	Intro to Course Expectations	Reflective Journal
September 16	Historical Foundations in Philosophy	Text: Part 1: Why Teach? Reflective Journal
September 23	Historical Foundations of Education in Philosophy	Text: Part II: Who Are Today's Students? Reflective Journal
September 30	Historical Foundations of Education in Philosophy	Text: Part III: What Makes a Good Teacher? Reflective Journal
October 7	Historical Foundations of Education in Philosophy	Text: Part IV: What Do Good Schools Look Like? Reflective Journal
October 14	Philosophical Influences on Current Practice	Text: Part V: How Should We Assess Student Learning? Reflective Journal
October 21	Philosophical Influences on Current Practice	Text: Part VI: How Does One Develop a Critical Voice? Reflective Journal
October 28	Philosophical Influences on Current Practice	Reflective Journal
November 4	Loose Ends!	
November 11	Final Presentations	Reflective Journal

Course Assignments:

Selected Reading Analysis (25 points): Each student is expected to complete five (5 points each) independent readings on the following schools of philosophy: Idealism, Realism, Pragmatism, Existentialism, and Postmodernism. You are also required to complete a reflection on the reading that is an expression of your perceptions of the relevance of the text to your current beliefs about the nature of teaching and learning.

Weekly Reflective Journal on Text (25 points): Each student will maintain a weekly reflective journal, using the double entry format, to document completion of reading and prepare for class discussions.

Educational Philosophy Paper (25 points): You are required to write a 8-10 page paper that explains the development of your own educational philosophical position throughout the course. This paper must cite references to sources from which you have learned about various schools of thought. You must be able to communicate those systems which have influenced our thinking, both positively and negatively. Your final presentation will be a brief (15 minutes) presentation to the class discussing your philosophical development over the period of this class.

Class Participation (25 points): Students are expected to:

- attend all classes and be punctual;
- complete a weekly (in-class) reflection of class activities;
- complete assignments, reading, or activity when expected;
- be prepared to participate in class discussion;
- be responsible for submitting work on time.

Guidelines for Preparing Final Paper:

Refer to the Online Writing Lab at Purdue (the OWL)

<http://owl.english.purdue.edu/owl/>

AND

Monash University Writing in Education

<http://www.monash.edu.au/lls/llonline/writing/education/index.xml>

Expectations for Written Work (SRA and Final Paper):

- A. Demonstrate a thoughtful analysis and presentation of your topic.
- B. Demonstrate thorough research wherever applicable (e.g. bibliography and citations using APA style).
- C. Avoid strings of quoted or paraphrased materials with little substance in between. *Your paper must include your own ideas and perspectives generated from you.*
- D. Plagiarism will not be tolerated. This means you should cite quotations as well as summarized material. Disciplinary action against those who have been judged guilty of any breach of academic honesty may include: 1) grade reduction on the assignment in question, 2) a failing grade in the course, and 3) suspension or dismissal from the College.

All students are required to review to read the SUNY Potsdam Academic Honor Code.

Point Assignment:

4.0	96 -100 pts.	2.7	75-79pts.
3.7	90 - 95 pts.	2.3	70-74pts.
3.3	85 - 89 pts.	2.0	65 – 69 pts.
3.0	80 - 84 pts.	0.0	less than 69 pts.

Reflective Writing Rubric

Skills	5	4	3	2	1
Depth of reflection	Demonstrate a conscious and thorough understanding of the writing prompt and the subject matter. This reflection can be used as an example for other students.	Demonstrate a thoughtful understanding of the writing prompt and the subject matter.	Demonstrate a basic understanding of the writing prompt and the subject matter.	Demonstrate a limited understanding of the writing prompt and subject matter. This reflection needs revision.	Demonstrate little or no understanding of the writing prompt and subject matter. This reflection needs revision.
Use of textual evidence and historical context	Use specific and convincing examples from the texts studied to support claims in your own writing, making insightful and applicable connections between texts.	Use relevant examples from the texts studied to support claims in your own writing, making applicable connections between texts.	Use examples from the text to support most claims in your writing with some connections made between texts.	Use incomplete or vaguely developed examples to only partially support claims with no connections made between texts.	No examples from the text are used and claims made in your own writing are unsupported and irrelevant to the topic at hand.
Language use	Use stylistically sophisticated language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence structure.	Use language that is fluent and original, with evident a sense of voice, awareness of audience and purpose, and the ability to vary sentence structure.	Use basic but appropriate language, with a basic sense of voice, some awareness of audience and purpose and some attempt to vary sentence structure.	Use language that is vague or imprecise for the audience or purpose, with little sense of voice, and a limited awareness of how to vary sentence structure.	Use language that is unsuitable for the audience and purpose, with little or no awareness of sentence structure.
Conventions	Demonstrate control of the conventions with essentially no errors, even with sophisticated language.	Demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language.	Demonstrate partial control of the conventions, exhibiting occasional errors that do not hinder comprehension.	Demonstrate limited control of the conventions, exhibiting frequent errors that make comprehension difficult.	Demonstrate little or no control of the conventions, making comprehension almost impossible.