**Course Outline**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Clock Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 5543</td>
<td>Philosophical Foundations of Education</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Department:** Secondary Education and Foundations  
**Prerequisites:**


**Faculty Name:** Dr. R. Wallace  
**Term and Year:** Spring, 2011

**Office Location:** DRS Bldg. #8  
**Room:** 108

**Office Telephone:**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
</table>
| By Appointment | 10:30 – 11:00am | By Appointment | 10:30 – 11:00am
|        |         |           | 3:15-5:30pm |

**REQUIREMENT:** A Taskstream Account

**WEBSITE URL:** [http://famu.blackboard.com](http://famu.blackboard.com)  
(must obtain access codes from professor to log on)

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**Course Description**

Ontological, epistemological, and axiological perspectives on various philosophical schools of thought related to education.

F=Florida Educator Accomplished Practices Standards (FEAPS)  
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)  
(K)=Knowledge  
(S)=Skill  
(D)=Disposition
Overall Goals of the Course

This course will be self-reflective, inasmuch as the activities of the course will include reflection on the course's own aim. Philosophy is an open-ended activity. It is an ongoing dialogue. It always questions whether the premises it starts with are true. Plato (whom is often considered to be the founder of philosophy) said that philosophy asks all questions. Other disciplines take certain things for granted (geometry, for example, has axioms); philosophy takes nothing for granted, not even itself, not even its aims. Another role played by philosophy as a discipline is that of analyst and critic of language. In this course there will be talk about language. This means that there will be talk about the terms aforementioned in stating the course's general objective, such as "education," "definition," "attitude," "purpose," "improve," and "good." It also means that there will be talk about the process of defining terms, and about the various acts that are performed when one speaks, writes, listens, or reads.

This course is designed to help graduate candidates examine the diverse philosophical views that have affected, and are affecting, educational policy in the United States. Candidate’s will explore questions about the purposes, ends, and means of education, and assess their own philosophy through readings, discussions, and lectures. The central aims of the course will be to provide candidates with content knowledge about philosophical theories, philosophical debates about controversies in education and to improve their skills in understanding philosophical ideas, assessing the strengths and weaknesses of different philosophical arguments, seeing the relevance of philosophical theories to their own experience, and formulating and defending their own views on controversial issues.
The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.
Cross-curricular themes shown in the conceptual framework diagram have been identified and are used to guide and build a rigorous, relevant, and constantly evolving teacher education program. These themes are: multiculturalism, educational technology, values, problem solving, professionalism and urban/rural education. Program components or “orbits” shown in the diagram are: student services, professional induction, general studies, specialty studies, faculty development, professional studies, and field/clinical experiences. Although program components appear as self-contained “orbits” on the diagram, all are dependent on and integrated with each other as to program design, implementation, and evaluation.

The preparation of an exemplary professional at FAMU will be guided and characterized by certain essential measurable qualities (outcomes) as defined in the: Educator Accomplished Practices specified by the Florida Education Standards Commission; Florida Essential Teaching Competencies identified by the Florida Council for Educational Management; and/or competencies set forth by national specialty organizations for each program in the unit (i.e. syllabi, program matrices, and the Florida Department of Education original folios).

The Conceptual Framework for the FAMU Professional Education Unit is grounded in a combination of directed, constructivist, developmental, and social learning theories derived from the writings of system theorists, educational philosophers, social scientists, practitioners, and developmental theorists. Concepts from these writers and from the varied educational learned societies help form the knowledge base for the unit’s curriculum components and principles of its Conceptual Framework.

### DIVERSITY

**CF 1**
Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 1.1 (K)</th>
<th>Understand diverse backgrounds of individuals.</th>
<th>F: 5,6,7</th>
<th>I: 3</th>
</tr>
</thead>
</table>

### TECHNOLOGY

**CF 2**
Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 2.5 (S)</th>
<th>Use fundamental concepts in technology.</th>
<th>F: 12</th>
<th>I: 6</th>
</tr>
</thead>
</table>

### CRITICAL THINKING

**CF 4**
Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 4.5 (S)</th>
<th>Demonstrate the use of higher order thinking skills.</th>
<th>F: 8</th>
<th>I: 4</th>
</tr>
</thead>
</table>

**F**=Florida Educator Accomplished Practices Standards (FEAPS)

**I**=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

**K**=Knowledge  **(S)** Skill  **(D)** Disposition
PROFESSIONALISM

CF 5
Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 5.1 (K)</th>
<th>Know the content</th>
<th>F: 8</th>
<th>I: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.6 (S)</td>
<td>Display effective verbal &amp; non-verbal communication techniques to foster valuable interaction in the classroom.</td>
<td>F: 2</td>
<td>I: 6</td>
</tr>
</tbody>
</table>

Candidates will:

1. Demonstrate a basic understanding of major philosophies of education.
2. Analyze underlying philosophical assumptions in educational practice.
3. Develop problem-solving and critical thinking skills.
4. Develop the ability to empathize with, and/or "understand," a diversity of philosophical perspectives.
5. Develop the ability to use dialectic or "open discussion" methods in teaching.
6. Develop the ability to think independently in analyzing current educational issues, instead of accepting uncritically the prevailing practice or ideology.
7. Develop the ability to articulate and support one's philosophical views with research.
8. Develop philosophical research skills, particularly as they may shed light on educational issues.
9. Develop and articulate a personal philosophy of education.
10. Analyze ethical issues in education, including professional codes of ethics, from a variety of philosophical perspectives.
Assessment Measures

Objectives 1 and 2: Mid term and final examinations, classroom presentations, classroom presentation, power point/summaries/papers, classroom discussion, article review paper & presentation.

Objective 3: Role play, position and personal philosophy papers and power point presentations.

Objective 4: Classroom discussion, position, role play and personal philosophy power point presentations, mid term examination.

Objective 5: Role play and position presentations; classroom discussion; mid term essay examination.

Objectives 6, 7, 8: Classroom discussions; role play and position presentations.

Objective 9: Reflection papers & presentation, position summary, mid term examination, classroom discussion.

Objective 10: Article review paper and presentation.

Objective 11: Ethics discussion and review.

Teaching Methods

This course will be taught through lecture, discussion, case studies, videotapes, and small group work. A case study approach that emphasizes equity issues will be used, along with other relevant teacher materials and strategies. All relevant "equal access" issues relating to the rights of minority and handicapped students, gender issues, and issues affecting the working conditions of teachers will be explored--particularly as they relate to the kinds of decisions teachers must make. Activities will include student self-awareness prompting situations, lecture-discussion, case studies, clinical experience, group discussion, simulations, and cooperative learning activities.
Policy Statement on Non-Discrimination

It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy

The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

Dispositions

As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

ADA Compliance

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

ALCs for each degree program can be found at


Academic Learning Compacts (ALCs): This course falls under the courses offered in the (the undergraduate Teacher Education Program) and is thus covered by the associated Academic Learning Compacts. ALCs answer three basic questions: What will students learn by the end of their academic programs? Have they learned what they have been taught by their professors? How do we measure these quantities? For details regarding the (undergraduate Teacher Program) ALCs, go to www.famu.edu/assessment and click on Academic Learning Compacts.
CLASSROOM ETIQUETTE

Beepers and cell-phones must be turned off, or on vibrate, during class, if they are heard during class time, the student with the electronic device will receive a deduction of 5 points from their final numerical score each time it happens. Communication by electronic devices, including but not limited to instant messaging, text messaging, and telephone, during class is strictly prohibited unless expressly designated as part of the learning activities, if caught you will be asked to leave class. Use of electronic communication devices during examinations or other graded activities may constitute grounds for disciplinary action. Where emergency or employment situations require access to electronic communication services, arrangements may be made in advance with the professor.

EXPECTED BEHAVIOR

You are expected to submit all assignments on time and arrive on time to each class. Partial attendance in a class meeting will be an absence for that particular class session. Always practice positive communication with all class participants. Ensure that your discourse with classmates does not disrupt the learning activities of other members of the class.

Each student is expected to behave in a professional and respectable manner at all times. Always respect the opinion of others, even if you do not agree, during class activities, when you are asked to give feedback or to critique another classmate, always start with a positive statement. Students with disruptive behaviors will be asked to leave and/or dropped from the class.

For credit, assignments must be complete for submission to the professor. Use the rubric(s) as indicated in the course syllabus and in Taskstream to check for completion of every assignment before you submit it. Ask the professor for assistance with assignment directions you do not understand. In advance of your planned or unexpected absence, designate at least two classmates to take notes on directions given for class assignments that you miss. Obtain those directions from the classmates and then contact the professor if you are unclear about work you need to complete due to your absence. Missed assessments accompanied with university documentation of excused absence must be submitted to the professor at the beginning of the next scheduled class attended.

Work should never be submitted/slid under the professor’s office door it may be mistakenly identified as waste by the cleaning staff. Any assignment that is slid under the professor’s office door will not be assessed!
**PARTICIPATION:** Class participation usually enhances learning for all, especially for those who participate. In order to participate in class discussions, you must complete assigned readings and activities before each class. Students are expected to bring textbook to every class.

**ATTENDANCE/ABSENCES/TARDINESS:**
Regular attendance for the full class period is imperative to pass this course. Attendance will be a part of each student’s participation score. Students must arrive at each class on time.

*No one will be allowed in class after professor has started class.* Each absence to class will be a -10 point participation deduction per episode.

Two (2) unexcused absences will result in an automatic one letter grade reduction.

"INCOMPLETE GRADES": An "I" grade can not be assigned in lieu of earning grades of “C”, or "D" and/or "F." Missing exams (including the final) does not justify an "I" grade.

**PROJECTS & ASSIGNMENTS:** Students are expected to complete homework assignments, activities, and projects when due. *Absence from class is "No Excuse"* Zero Tolerance for Late Assignments: NO assignments will be accepted after time of due date, except with an official excuse, issued by the office of your school or college Dean and the assignment must be turned in to the Professor the next class after the absence.

All work must be completed using Microsoft Word - Do not turn-in incomplete work. Do not email any assignment to the professor with prior approval by professor.

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**Course Requirements**

**Reading Assignments:** Because we will construct knowledge together based on our shared experience of the text, reading well is critical to this course. In this course, we will not practice the habits of slash and burn reading, in which students are rewarded for dismissing an author’s argument for its inevitable flaws; that sort of reading is rarely constructive, and it almost always reflects a lack of care. Rather, you will be asked to read constructively, to identify aspects of the reading that you find compelling, curious, or useful. You should come prepared for class by having carefully read the text(s) for the day, taken notes on your impressions and questions, written any assignments, have your individual written reflection which includes your philosophical question, and come prepared to discuss that coupled with the specific question(s) listed for each assigned chapter reading. You will be expected to share your own critical perspective on the readings in the course.

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S) Skill (D)=Disposition
INSTRUCTIONS FOR REFLECTION ASSIGNMENT(S)

The aim of these reflection assignment(s) is to encourage you to reflect on the philosophical issues raised in the readings and class discussion and relate them to your own experience as a graduate candidate and/or as a professional educator. They are meant to help your thinking and writing philosophically and to help you draw connections between abstract ideas and everyday experience. Since each reflective assignment is worth a maximum of 100 points and should be 3-5 double-spaced full pages, I expect you to craft a thoughtful and well-written reflection. These are not meant to be "mini-papers" but does necessitate reference citations (APA) minimally from the course textbook for each reflection. It is a good idea for you to consider the relevance of some of the assigned course reading to the topic of the reflection (must be referenced APA) and for you to develop your own opinion.

1. REFLECTION #1

IDEALISM

Address the following two (2) questions:

What is truth?

Does one have to believe something in order to know it?

Express your ideas as completely and clearly as you can. Think deeply and beyond superficialities, and refuse to be satisfied with the first idea that you have.

Due date for Reflection #1: January 13, 2011
2. REFLECTION

PRAGMATISM

Dr. Cornel West suggests that pragmatism should have a prophetic role, provide cultural criticism to help us address contemporary issues, what kind of contemporary issues in education need this kind of critical analysis today and why?

Express your ideas as completely and clearly as you can. Think deeply and beyond superficialities, and refuse to be satisfied with the first idea that you have.

Due date for Reflection #2: February 3, 2011

3. REFLECTION

WHAT KIND OF INDIVIDUAL WOULD MAKE THE MOST EFFECTIVE PROFESSIONAL EDUCATOR? WHY?

Express your ideas as completely and clearly as you can. Think deeply and beyond superficialities, and refuse to be satisfied with the first idea that you have.

Due date for Reflection #3: February 10, 2011

4. REFLECTION

ANALYTIC PHILOSOPHY

Are problems addressed by philosophy of education primarily matters of language, or are they more substantial? If so, explain.

Express your ideas as completely and clearly as you can. Think deeply and beyond superficialities, and refuse to be satisfied with the first idea that you have.

Due date for Reflection #4: March 4, 2010
5. REFLECTION

POSTMODERISM

What role do the concepts of power and empowerment have in postmodernist educational aims, curriculum, and teaching instructional modalities and strategies? Why or why not?

Express your ideas as completely and clearly as you can. Think deeply and beyond superficialities, and refuse to be satisfied with the first idea that you have.

Due date for Reflection #5: March 24, 2011
3. PERSONAL PHILOSOPHY PAPER

The point of having you write a philosophy paper is for you to develop and practice certain important fundamental skills. They include the following: (1) the ability to comprehend, reconstruct, and analyze complex philosophical arguments; (2) the ability to critically evaluate such arguments; (3) the ability to argue persuasively for your own
views; and (4) the ability to articulate your thoughts in a clear, concise, and well-organized manner.

Many students believe that there are no right or wrong answers in philosophy. Some would disagree, but nevertheless students should not think that they have to adopt the position argued for in one of the lectures or readings in order to get a good grade. In actuality, the position a student takes in his/her paper is irrelevant to the professors assessment of it. Your paper will be evaluated, not on the basis of the position taken, but on the basis of the strength of the arguments presented. Therefore, it is strongly suggested that you adopt whatever position you believe is correct. This should make the task more interesting for you and will thereby increase your chances of writing a good paper. (refer to suggested guidelines)

### Rubric for Personal Philosophy

<table>
<thead>
<tr>
<th>Categories</th>
<th>LEVEL 1 Unacceptable</th>
<th>LEVEL 2 Marginable</th>
<th>LEVEL 3 Acceptable</th>
<th>LEVEL 4 Favorable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content: Expression of Individual Message including all required components</td>
<td>Does not make a philosophical statement, most required components not addressed</td>
<td>Includes ideas but without adequate support, some required components minimally addressed without adequate support</td>
<td>Includes appropriate ideas with some support, required components integrated with adequate support demonstrated</td>
<td>Ideas are appropriate and well supported, excellent integration of required components</td>
</tr>
<tr>
<td>Organization, Comprehensiveness and Clarity of all required components</td>
<td>Unclear and inconsistent</td>
<td>Clear but not consistently or comprehensive</td>
<td>Clear and consistent but not comprehensive</td>
<td>Clear, consistent, and excellent comprehensive demonstrated, voice is clear</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Multiple errors in spelling and grammar detract from message</td>
<td>Clear and direct despite minor errors in grammar and/or spelling</td>
<td>Clear, direct, with some (3+) grammar/spelling Errors</td>
<td>Clear, direct, free from error(s) or minimal error(s) (1-2)</td>
</tr>
<tr>
<td>Originality (Other)</td>
<td>NA</td>
<td>NA</td>
<td>Displays minimal originality</td>
<td>Meets all assignment criteria and displays originality</td>
</tr>
</tbody>
</table>

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(K)=Knowledge   (S)=Skill   (D)=Disposition
4. PHILOSOPHY PAPER POWERPOINT

You are to develop a PowerPoint presentation that articulates your personal philosophy, explains how it is grounded in the philosophies that have been studied and explains how it will guide you as a professional educator.

GUIDE:

Basic Tenets
Briefly list the *main ideas* of your personal philosophy. A listing of the specific philosopher(s) and their philosophy, but focus on the major concepts.

Personal Beliefs
Briefly explain your beliefs and operational define concepts, and *your reaction* to the application of your philosophy to the field of education.

Educational Implications
Indicate (1) the aims of education, (2) educational issues, and (3) the roles of the professional educator, according to your personal philosophy.

Cartoons
Include *two cartoons* (crediting your sources) that reinforce the main principles of your philosophy, and a brief explanation why your cartoons fit that your philosophy. **DO NOT** find cartoons by placing the words “cartoon” and the name of the philosophy itself in a search engine. **DO NOT** use cartoons that have to word “philosophy,” **OR** the name of the philosophy itself, in the title or in the wording of the cartoon.
Song Lyrics

Include one set of song lyrics (crediting the author), or a poem if you prefer, that reinforces the main principles of your philosophy, and a brief explanation why those lyrics fit your philosophy.

News Article

Include one short recent news article (crediting the source) that reinforces the main principles of your philosophy, and a brief explanation why the article fits your philosophy.

POWERPOINT RUBRIC

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>LEVEL 1 Unacceptable</th>
<th>LEVEL 2 Marginable</th>
<th>LEVEL 3 Acceptable</th>
<th>LEVEL 4 Favorable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storyboard / Planning [12 points]</td>
<td>Few slides and no overview of presentation</td>
<td>The slides are not in logical order &amp; have incomplete information</td>
<td>The slides are in sequential order and are informative</td>
<td>The slides are in logical order, with important information, colors, fonts, &amp; graphics indicated.</td>
</tr>
<tr>
<td>Philosophy [12 points]</td>
<td>Subject knowledge is not evident. Information is confusing, incorrect, and flawed. Conclusions simply involved restating information. Conclusions were not supported by evidence.</td>
<td>Some knowledge is evident, but some information is confusing and/or incorrect. Conclusions could be supported by stronger evidence. Level of analysis could have been deeper.</td>
<td>Knowledge is evident in much of the project. Most information is clear and correct. Student product shows good effort was made in analyzing the evidence collected.</td>
<td>Subject knowledge is evident throughout the project. All information is clear and correct. Student carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Voice of the student writer is evident.</td>
</tr>
<tr>
<td>Content</td>
<td>[12 points]</td>
<td></td>
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<tr>
<td></td>
<td>Student did follow the assignment guide and did not include the minimum required components</td>
<td>Student appears to have minimally followed the assignment guide most components were minimally addressed displaying minimal effort</td>
<td>Student followed the assignment guide, all components were addressed</td>
<td>Student went beyond the assignment guide, showed originality in critical think, content demonstrated, design assignment components demonstrated excellent integration. Exceptional effort</td>
</tr>
<tr>
<td>Research / Information Gathering</td>
<td>Student(s) gathered information that lacked relevance, quality, depth and balance.</td>
<td>Student(s) gathered information from a limited range of sources and displayed minimal effort in selecting quality resources</td>
<td>Student(s) gathered information from a variety of relevant sources--print and electronic</td>
<td>Student gathered information from a variety of quality electronic and print sources, including appropriate licensed databases. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources were included (if appropriate).</td>
</tr>
<tr>
<td>[12 points]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentation</td>
<td>Student had little to no discernable documentation.</td>
<td>Student needs to use greater care in documenting sources. Documentation was poorly constructed or absent.</td>
<td>Student documented sources with some care. Sources are cited on Works-Cited/Works-Consulted pages/slides. Few errors noted.</td>
<td>Student documented all sources, including visuals, and animations. Sources are properly cited, on Works-Cited/Works-Consulted pages/slides. Documentation is error-free.</td>
</tr>
<tr>
<td>[15 points]</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Writing Mechanics</td>
<td>Many errors in spelling, grammar, sentence structure destroy content &amp; major revision is needed.</td>
<td>Spelling and grammar errors detract but content is understandable.</td>
<td>The text is clearly written but a few spelling and/or grammar errors are noticeable.</td>
<td>The text is clearly written with little or no errors to detract from content.</td>
</tr>
<tr>
<td>[12 points]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Layout</td>
<td>The layout is unstructured, confusing, and cluttered. Does not use space correctly. The text is very difficult to read</td>
<td>The layout shows some structure but the space is not used well, appearing cluttered or empty. Overall readability is difficult.</td>
<td>The layout uses most space appropriately. Most slides are easy to read.</td>
<td>The layout is pleasing to the eye, appropriate to the message, and uses space well. Fonts and point size are well chosen for easy readability.</td>
</tr>
<tr>
<td>[12 points]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>Spoken and visual presentation difficult to follow and understand. Little eye contact. Reads material from notes. Product does not effectively communicate research findings.</td>
<td>Spoken and visual presentation not well integrated. Some organization is evident. Some eye contact but much reading.</td>
<td>Integrates spoken and visual presentation. Organization apparent and appealing. Maintains balanced eye contact between audience and note cards.</td>
<td>Effectively integrates spoken and visual presentation. A high degree of organization, eye appeal, and effective delivery. Excellent eye contact and knowledge of subject. Does not refer to notes very much. Product displays creativity and originality.</td>
</tr>
<tr>
<td>[12 points]</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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5. AUTHENTIC RESEARCH—IDENTIFICATION OF AN EDUCATIONAL PROBLEM

You will be responsible for identifying an educational problem, establishing a philosophical framework for defining and addressing that problem, proposing a concrete response to that problem, and reflecting upon the efficacy and limitations of that response.

The purpose of the assignment is to enable you to consider the identification of an educational problem with specificity, precision, and honesty. To be successful, it must be deeply self-reflective and cannot presume to address all questions you don't ask, nor even completely the questions that you do ask. You will be graded on the extent to which you engage thoughtfully with the components of this assignment. Each piece should relate directly and completely to the next piece, producing a coherent, though certainly not complete, exploration of the problem.

All of the elements listed below are required for individual student projects.

A. Selecting a problem (one page): Following the project title and your name, you must write an introduction to the problem, in which you define the scope of the problem and describe its relevance to the course goals. Be as specific and precise as you can, making reference to the problem's historical, social, and/or cultural context, and, where appropriate, your relationship to it. Be sure to state why you believe this is in fact a real problem (you may need to do some research to find data on this subject). Finally, you must explain your personal rationale for selecting this particular problem.

B. Establishing a philosophical framework (two pages): By the end of the course, you will have been spending a great deal of time thinking about the ways in which different philosophical perspectives are and are not useful in different situations for different individuals, and step B asks you think about your own philosophical perspective in relation to the problem you've chosen. Before you articulate your mode of engagement with the problem, you must explicitly acknowledge both the important assumptions, values and ideas that have led you to view your stated problem as a problem, and your mode of engagement as an appropriate response to that problem. That is to say, you need to describe what we'll refer to as your philosophical framework. Your selection of an appropriate (related, coherent, efficacious) philosophical framework is crucial, and you should be sure to explain very clearly why this particular framework suits both this problem and your mode of engagement, whether they be primarily epistemological, political, social, methodological, or anything else. Thus, you need not only to explain the philosophical framework itself but also to justify its value in this situation.

C. Explaining your mode of engagement, individual (one page): Explain why you are working on this assignment.

D. Proposing and explaining a response to the problem within this philosophical context (four to five pages): Taking the preceding sections into account, propose a response to this problem. The response can be curricular, pedagogical, institutional, methodological, discursive, political — in short, while it must involve human action with specific goals and consequences, the components and arena of human action are entirely up to you. Lay out
each step of this decision very clearly. Why respond in this particular manner and not in others? How do these answers relate to the philosophical framework you've chosen?

E. Reflecting upon the efficacy and limitations of that response (two pages): Discuss with as much honesty, self-reflection, and humility as possible your proposal. What are its potential benefits? What are its drawbacks? What does it fail to address that is important? How might those things be addressed in another possible response? How realistic is your proposal — and what do you mean by "realistic"?

PLEASE NOTE: No assignment will be accepted late! If an assignment is accepted late there will be an automatic deduction of one letter grade per day until the assignment is given personally to the professor. It is better to compete and turn in all assignment(s) by the due date. An excused absence will not effect this policy, all assignment(s) are due as prescribed on the course syllabus!

I Need to... Learn How to do Research

1 Define
2 Plan
3 Research
4 Create
5 Present
6 Reflect

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S) Skill (D)=Disposition
### Rubric for Authentic Research—Identification Of An Educational Problem

<table>
<thead>
<tr>
<th>Categories</th>
<th>LEVEL 1 Unacceptable</th>
<th>LEVEL 2 Marginable</th>
<th>LEVEL 3 Acceptable</th>
<th>LEVEL 4 Favorable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content: Expression of Individual Message (25 points)</td>
<td>Does not make an identification of an educational problem statement</td>
<td>Includes ideas but without adequate support</td>
<td>Includes appropriate identification of an educational problem with some support</td>
<td>Identification of an educational problem is appropriately stated and strongly supported with documentation</td>
</tr>
<tr>
<td>Organization, Comprehensiveness and Clarity (25 points)</td>
<td>Unclear and inconsistent and page minimum page requirement not met</td>
<td>Clear but not consistently or comprehensive; minimal documentation</td>
<td>Clear and consistent but not comprehensive; some documentation</td>
<td>Clear, consistent, and comprehensive; citations integrated and strong documentation</td>
</tr>
<tr>
<td>Mechanics (25 points)</td>
<td>Multiple errors in spelling and grammar detract from message</td>
<td>Clear and direct despite minor errors in grammar and/or spelling</td>
<td>Clear, direct, with very few (4+) grammar/spelling Errors</td>
<td>Clear, direct, free from error or minor errors (1-2)</td>
</tr>
<tr>
<td>Originality (Other) (25 points)</td>
<td>NA</td>
<td>NA</td>
<td>Displays originality and minimally meets assignment requirement(s)</td>
<td>Clearly exceeds assignment requirement(s) and exceptional originality clearly demonstrated</td>
</tr>
</tbody>
</table>
methods_of_evaluation

grading_procedure_and_scale

Course grades will be based upon cumulative points on all assignments and upon class participation. The relative weighting for each of these expectations is listed below.

<table>
<thead>
<tr>
<th>Class Assignments/Expectations</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Writing Assignment #1</td>
<td>100</td>
</tr>
<tr>
<td>2. Writing Assignment #2</td>
<td>100</td>
</tr>
<tr>
<td>3. Writing Assignment #3</td>
<td>100</td>
</tr>
<tr>
<td>4. Writing Assignment #4</td>
<td>100</td>
</tr>
<tr>
<td>5. Writing Assignment #5</td>
<td>100</td>
</tr>
<tr>
<td>6. Personal Philosophy</td>
<td>200</td>
</tr>
<tr>
<td>7. PowerPoint Presentation of Philosophy</td>
<td>100</td>
</tr>
<tr>
<td>8. Examination</td>
<td>200</td>
</tr>
<tr>
<td>9. Authentic Research Educational Problem</td>
<td>200</td>
</tr>
<tr>
<td>10. Presentation of Educational Problem</td>
<td>100</td>
</tr>
<tr>
<td>11. Class Participation</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>1400</strong></td>
</tr>
</tbody>
</table>

A = 1260 - 1400    B = 1120 - 1259    C = 980 - 1119    D = 840 - 979    F = 839 & Below

Dr. Wallace reserves the right to assign the grade that most clearly represents your performance in the course.
Tentative Course Outline:

Tentative Course Outline:  TENTATIVE CLASS SCHEDULE

The following schedule for the class is tentatively set forth to provide students with a general idea of the scope and sequencing of this course. The instructor may alter either the scope of the presentation/activities or the content based on student response patterns and/or weather exigencies as may arise*. That alternation may include substituting assignments or making other adjustments (modifications, deletions, additions) which may be necessary to more fully achieve the stipulated course objectives. Attendance is critical for full participation in activities and discussion.

<table>
<thead>
<tr>
<th>Session</th>
<th>Tues</th>
<th>Topic</th>
<th>Pre-Class Reading Assignment</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 6</td>
<td>Introduction</td>
<td>Name, Address, Telephone, Email Get Acquainted</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Syllabus Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jan 13</td>
<td>Introduction</td>
<td>Reflection #1 DUE</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter One Idealism and Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“What is truth?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Does one have to believe something in order to know it?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Chapter</td>
<td>Discussion/Reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td>-----------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Jan 20 | Chapter Two  
Realism and Education  
“Is Aristotle’s view for leading a good life, appropriate for schools today?”  
“What distinguishes classical realism from modern realism?”  
Discussion: Distinguishing realism and its application to public education |
| Jan 27 | Chapter Three  
Eastern Philosophy, Religion and Education  
“Does Eastern religious and philosophical thought continue to impact educational views today?”  
“What is a major difference between Western and Eastern thought on education?”  
Discussion: Differentiating Western and Eastern Philosophy and its influence on public education |
| Feb 3  | Chapter Four  
Pragmatism and Education  
“What is the pragmatists aim for education?”  
“Dr. Cornel West suggests that pragmatism should have a prophetic role, (provide cultural criticism to help us address contemporary issues), what kind of contemporary issues in education need this kind of critical analysis today and why?”  
Reflection #2 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter Title</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Feb 10</td>
<td>Chapter Five&lt;br&gt;Reconstructionism and Education</td>
</tr>
<tr>
<td>7</td>
<td>Feb 17</td>
<td>Chapter Six&lt;br&gt;Behaviorism and Education</td>
</tr>
<tr>
<td>8</td>
<td>Feb 24</td>
<td>Chapter Seven&lt;br&gt;Existentialism, Phenomenology, and Education</td>
</tr>
<tr>
<td>Date</td>
<td>Page</td>
<td>Chapter Title</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 9     | Mar 3 | Chapter Eight  
Analytic Philosophy and Education                                           | Reflection #4       |
|       |       | “Are problems addressed by philosophy of education primarily matters of language, or are they more substantial?” |                     |
|       |       | “From the analytic perspective, what is the main role of the professional educator?” |                     |
| 10    | Mar 17| Chapter Nine  
Marxism and Education                                                        | Discussion:        |
|       |       | “What do neo-Marxists believe is the best kind of education?”                   |                     |
|       |       | “What characteristics does a Marxist professional educator need to be successful, and what kind of learning environment should be utilized?” |                     |
| 11    | Mar 24| Chapter Ten  
Philosophy, Education, and the Challenge of Postmodernism                  | Reflection #5       |
|       |       | “What role do the concepts of power and empowerment have in postmodernist educational aims, curriculum, and teaching strategies?” |                     |

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(K)=Knowledge (S)=Skill (D)=Disposition
<table>
<thead>
<tr>
<th>Date</th>
<th>Presentation</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 31</td>
<td>PRESENTATION</td>
<td>Personal Philosophy DUE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PowerPoint DUE</td>
</tr>
<tr>
<td></td>
<td><strong>ALL POWERPOINT(S) DUE ON CD; DISKETTE; or JUMP DRIVE</strong></td>
<td></td>
</tr>
<tr>
<td>Apr 7</td>
<td>PRESENTATION</td>
<td>PRESENTATION</td>
</tr>
<tr>
<td>Apr 14</td>
<td>PRESENTATION</td>
<td>PRESENTATION</td>
</tr>
<tr>
<td>Apr 21</td>
<td>PRESENTATION</td>
<td>Examination</td>
</tr>
</tbody>
</table>

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(K)=Knowledge    (S)=Skill    (D)=Disposition
## Rubric for Class Participation and Attendance

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional (100)</th>
<th>Acceptable (90-80)</th>
<th>Unacceptable (70 below)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participation in Class</strong> (50 points)</td>
<td>Attends all but one or two class sessions; on time; always well prepared for class, evident that student has completed all reading assignments prior to class; exhibits positive, supportive attitude toward course and class members; consistently contributes to class discussion, consistently contributes to in-class activities</td>
<td>Generally well prepared for class; evident that student has completed some reading assignments prior to class; exhibits ambivalent attitude toward course and class members; contributes minimally to class discussions or in-class; three absences and/or excessive tardies</td>
<td>Does not attend class on consistent basis; never prepared for class, evident that student has not completed reading assignments prior to class; exhibits negative attitudes toward course and class members; does not contribute to class discussions or in-class activities; four absences and/or excessive tardies</td>
</tr>
<tr>
<td><strong>Language/Mechanics</strong> (50 points)</td>
<td>Follows standard rules of speech and grammar, uses anecdotal information only when relevant to topic, respects other students’ right to express their points of view; does not interrupt when others are speaking, considerate</td>
<td>Inappropriate speech and grammar, uses questionable anecdotal information, tendency to monopolize discussion, sometimes fails to show respect for others’ right to express ideas and opinions; uses slang</td>
<td>Poor speech and grammar, uses inappropriate or irrelevant anecdotal information, monopolized discussion, fails to show respect for others’ right to express ideas and opinions, rude, abrasive, uses slang, may be offensive</td>
</tr>
</tbody>
</table>

F=Florida Educator Accomplished Practices Standards (FEAPS)  
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)  
(K)=Knowledge  (S) Skill  (D)=Disposition
# Course Requirements Met

<table>
<thead>
<tr>
<th>COURSE</th>
<th>ASSIGNMENT</th>
<th>DESCRIPTION OF ASSIGNMENT</th>
<th>CORRESPONDING STANDARD(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 5543</td>
<td>Reflection Essay(s)</td>
<td>Five (5) essays</td>
<td>CF 1-1.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NCATE 1 (K), 4 (K)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FEAP 2, 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GOALS 2, 5</td>
</tr>
<tr>
<td></td>
<td>Personal Philosophy</td>
<td>Candidates develop an authentic researched personal philosophy based on specific required components APA research paper</td>
<td>CF 1-1.1; 2-2.3; 4-4.5; 5-5.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NCATE 1 (K), 4 (K)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I 1, 3, 4, 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FEAP 2, 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GOALS 2, 5</td>
</tr>
<tr>
<td></td>
<td>PowerPoint Presentation(s)</td>
<td>Candidates present results of research project via technology based oral presentation</td>
<td>CF 1-1.1; 2-2.3; 4-4.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NCATE 1 (K, S), 4 (K, S)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I 3, 4, 7</td>
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<td></td>
<td></td>
<td></td>
<td>FEAP 2, 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GOALS 2, 5</td>
</tr>
<tr>
<td></td>
<td>Authentic Research</td>
<td>Candidates must develop authentic research on an identified educational problem and solution group APA research paper</td>
<td>CF 1-1.1; 2-2.3; 4-4.5; 5-5.7</td>
</tr>
<tr>
<td></td>
<td>Educational Problem</td>
<td></td>
<td>NCATE 1 (K)</td>
</tr>
<tr>
<td></td>
<td>Identification Project</td>
<td></td>
<td>I 3, 4, 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FEAP 2, 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GOALS 2, 4, 5, 8</td>
</tr>
<tr>
<td></td>
<td>Class Participation</td>
<td>Candidates must model teacher behavior by attending class on time, actively participating in class discussions.</td>
<td>CF 1-1.1; 2-2.3; 4-4.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NCATE 1 (K)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I 3, 4, 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FEAP 2, 5</td>
</tr>
<tr>
<td></td>
<td>Examinations</td>
<td>Candidates must pass mid-term and final exams with a score of 80% or higher.</td>
<td>CF 1-1.1; 2-2.3; 4-4.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NCATE 1 (K)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I 3, 4, 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FEAP 2, 5</td>
</tr>
</tbody>
</table>

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Revised January, 2011
Graduate Candidate Acknowledgment and Understanding

I, ________________________________________, acknowledge receipt of a syllabus and the course schedule for Dr. Wallace’s EDF 5543 class Philosophical Foundations of Education for the Spring 2011 semester at Florida A&M University.

I understand it is my responsibility to read, know and abide by the requirements stated in this syllabus.

I understand I should see or call the professor as soon as any problems occur during the term.

Candidate Signature: ________________________________________________

Date: ______________________
GUIDE FOR WRITING A PHILOSOPHY PAPER

DEVELOPING A THESIS

WRITING CLEARLY

Refrain from using fancy words and long-winded sentences. Being clear is far more important than appearing to have a sophisticated writing style. Avoid using vocabulary that you are unaccustomed to using in ordinary conversation. Too many students think that being philosophical involves being complex and obscure. Quite the opposite, simplicity and clarity are the ideals of philosophy.

You should choose your words very carefully. Ask yourself: Does what I’ve written precisely express the thoughts that I mean to convey? Do not leave something unclear and just assume that your reader will be able to figure out what you mean. For instance, don't write something like "Abortion is the same thing as murder." (Seech, 1997). Abortion and murder are not the same thing. If abortion and murder were the same thing, then one could say that Jack the Ripper aborted many women. But, of course, this is absurd. Jack the Ripper murdered many women but aborted none. Of course, most people would understand that what you meant was that abortion is a form of murder. But whether or not your reader is able to figure out what you mean is irrelevant, because either way it is bad writing.

You will find that philosophers write with a degree of precision that is well beyond that which is customary in ordinary conversation, and I will expect the same degree of precision in your essay. The best way to ensure that you write clearly is to keep your prose simple and direct. Don't try to make your writing "colorful." For instance, don't use metaphors -- just plainly say what it is you have to say. Also, avoid overstating what you have to say. Overstatement is common in everyday conversation but unacceptable in a philosophy paper. For instance, in conversation someone might say, "Everyone in the tropics is so relaxed." But, of course, not everyone living in the tropics is relaxed. So be careful when using words like "every" and "all."
And avoid the following pitfalls:

**Bad Diction:** This is where a word is used inappropriately.
Example: "Rachels's argument is false." (Statements, claims, beliefs, etc. can all be true or false, but not arguments. Arguments are valid or invalid, sound or unsound.)
Example: "'All human lives are valuable' infers that the lives of permanently unconscious humans are valuable." (To infer is to draw some conclusion from a set of statements or facts. But to draw a conclusion is a mental activity that only rational beings are capable of. The statement "All human lives are valuable" has no mind and so cannot perform any mental activity, let alone that of infering. In this example, proper diction demands that the word "infers" be replaced with the word "implies."

**Vagueness:** This is where one fails to express what s/he means precisely.
Example: "Abortion is not the best solution to an unwanted pregnancy." (Does this mean that although you think that abortion is morally permissible, you believe that it would be preferable for women with unwanted pregnancies to carry them to term and then put their unwanted children up for adoption? Or, does this mean that you simply think that abortion is morally wrong?)

**Ambiguity:** This is where one uses a word that can have more than one meaning but fails to specify which meaning is intended.
Example: "A fetus is an innocent human being." (By claiming that a fetus is human, are you merely claiming that it is a member of the species *Homo sapiens*? Or, are you claiming that it is human in the morally relevant sense of that term, the sense in which we think we are human but someone in a persistent vegetative state is not?)

**DEFINING YOUR TERMS**
A word must be defined if any of following apply: (1) it is a technical term that a layperson is not likely to know the meaning of; (2) it is an ordinary word whose meaning is not sufficiently clear or precise; or (3) it is an ordinary word that is going to be used to mean something other
than what it ordinarily means (Martinich, 1996). So define technical terms like "intrinsic value," "prima facie wrong," and "hedonism." And define words like "euthanasia" and "abortion." Although these are fairly ordinary words, they have no clear definition. For instance, in regards to abortion, it is not clear whether abortion necessarily involves killing the fetus. Can there be "live-birth" abortions? If a fetus is forcibly extracted by a physician and lives, was it an abortion? Our ordinary notion of abortion isn't precise enough to settle the issue.

Lastly, if you are going to use an ordinary word to mean something other than what it ordinarily means, you must make this clear to your reader. For instance, Peter Singer uses the word "person" to mean any rational, self-conscious being. Thus, as Singer defines "person," non-humans can be persons. Of course, it may seem odd to call anything but a human being a person. But this is only because Singer doesn't use "person" to mean what it ordinarily means. Yet there is nothing wrong with using an ordinary word in such a non-ordinary sense so long as you make it clear that you are doing so -- and Singer does (Singer, 1993).

**EXCLUDING THE IRRELEVANT**

The rule regarding what is relevant is as follows. Unless it provides necessary background or supports your thesis it is irrelevant. And if it is irrelevant, it does not belong in your paper! Even if some point is interesting and pertains to your general topic, it still doesn't belong in your paper unless it is part of the defense of your thesis.

To illustrate, let's suppose that you are writing a paper on euthanasia and your thesis is that active euthanasia is never morally permissible. Now one thing that would be relevant to such a paper is a definition of euthanasia. Although a definition of euthanasia does not itself support any thesis, it is, in this case, necessary background. However, you shouldn't discuss the public controversy over Dr. Kevorkian. For although such a discussion would probably be interesting, it is not relevant to your thesis -- Dr. Kevorkian assisted many people in committing suicide but never actively euthanized anyone.
THE INTRODUCTION

Get right down to business! Avoid inflated, rhetorical introductory remarks (commonly known as "fluff"). If, for instance, your paper is on abortion, you shouldn't waste limited space with some irrelevant and long-winded spiel about what an important and controversial issue abortion is.

An introduction is best thought of as a reader's guide to your paper. It should help make it easier for the reader to follow and understand your paper. So it should define for the reader any important terminology. And it should include an explicit statement of what it is that you will be arguing for (that is, your thesis). Also, it is sometimes useful if the introduction maps out for the reader the structure of your paper, explaining the order in which you will argue for various points and then explaining how all those points come together in support of your thesis.

The following is an example of the type of introduction I am looking for (It is Mary Anne Warren's introduction to her paper "On the Moral and Legal Status of Abortion" Beauchamp, et. Al., 1989):

We will be concerned with both the moral status of abortion, which for our purposes we may define as the act which a woman performs in voluntarily terminating, or allowing another person to terminate, her pregnancy, and the legal status which is appropriate for this act. I will argue that, while it is not possible to produce a satisfactory defense of a woman's right to obtain an abortion without showing that a fetus is not a human being, in the morally relevant sense of that term, we ought not to conclude that the difficulties involved in determining whether or not a fetus is human make it impossible to produce any satisfactory solution to the problem of the moral status of abortion. For it is possible to show that, on the basis of intuitions which we may expect even the opponents of abortion to share, a fetus is not a person, and hence not the sort of entity to which it is proper to ascribe full moral rights (ibid, 211).

YOUR AUDIENCE

You should imagine that you are writing, not for your professor, but for an intelligent and knowledgeable layperson who knows almost nothing about philosophy. Pretend, for instance, that you are writing for a roommate who hasn't taken the course. Thus you should explain all technical terms, and you should use examples wherever this will help to illustrate your points.
Of course, you are actually writing for your professor -- that's who is going to read and grade it. So you may ask yourself, "Why do I have to explain terms that my professor is already quite familiar with?" The answer is that it is your job to demonstrate that you understand the relevant material. And you can do this best by showing that you can explain what you've learned to even someone who knows nothing about philosophy.

**QUOTING**

Do not rely on quotations as a means of making your points. Rather you should explain things using your own words. The ability to explain someone else's position using your own words demonstrates to the reader that you have a clear understanding of that person's viewpoint. Use quotations only in order to support a particular textual interpretation. So don't quote unless you intend to discuss the quoted passage and how it supports your interpretation of the author.

**PLAGIARISM**

Plagiarism is the act of using another person's ideas or expressions in your writing without acknowledging the source...to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from someone else.... Other forms of plagiarism include repeating someone else's particularly apt phrase without appropriate acknowledgment, paraphrasing another person's argument as your own, and presenting another's line of thinking as though it were your own.

If you are at all unclear about what counts as plagiarism, then you should see your Professor because plagiarism often carries severe penalties, ranging from an F on the assignment to expulsion from the university.

**STYLE AND LAYOUT**

Grammar, spelling, and punctuation do count. So be sure to proofread your paper for such mistakes. I recommend that you read your paper to yourself out loud. It is surprising how
useful this technique is in discovering mistakes in your writing. For some reason the ear seems to be able to pick up mistakes that one fails to catch by simply proofreading silently. And be sure to spell authors' names correctly. For example, it's "Thomson" not "Thompson," and it's "Rachels" not "Rachel."

The presentation of your paper should exhibit the pride you take in your work. In other words, don't turn in a bunch of half crumbled sheets of paper which you haven't even bothered to staple together. Your paper should be neatly typed, double-spaced, in twelve-point font with one inch margins all around. But note that almost all Professors dislike plastic binders -- a staple is quite sufficient. **Always make and retain a photocopy of your paper.**

If you quote or paraphrase the words of another, you must give that person credit. And unless you are using outside sources (this is recommended), this can be done simply by including in parentheses: the author's last name; space; date of publication; comma; space; the page number of the passage from which you are borrowing -- for example, (Thomson 1986, 38). For more information on citing your sources please see refer to the current APA Manual.

**GETTING HELP**

There are many sources of help available to students writing philosophy papers. Unfortunately, few students take advantage of these resources. This is a shame, because those who do seek help seem to get more out of the assignment while at the same time improving their grade.

Attending office hours and participating in class discussions are probably two of the best ways to prepare yourself to write a philosophy paper. For it is important to discuss your ideas with someone of philosophical training. Doing so will make you aware of the kinds of objections that can be raised against your views and gives you a chance to practice defending your position.
A recommendation is to purchase William Strunk's *The Elements of Style, 3rd Edition*. It sells for only a few dollars and is an excellent writing guide. However, you may want to save those few dollars and settle for a search query on the topic.

**OTHER GUIDES TO WRITING PHILOSOPHY**

**In print...**


**On the Web...**


REFERENCES

This example is from Zachary Seech, *Writing Philosophy Papers*, 2nd ed. (Belmont, CA: Wadsworth, 1997), 41.


EDF 5543  Philosophical Foundations of Education  
Fall 2007

What Is Your “Philosophy of Education”?  
[adapted from M. P. Sadker and D. M. Sadker,  

Each of us has a “philosophy of education,” a set of fundamental beliefs regarding how we think schools should be run. What is your “philosophy of education”? To begin thinking about this important question, read each of the following statements about the nature of education. Decide the degree to which you agree or disagree with each statement and use the following numbers to express your response.

5  Agree strongly
4  Agree
3  Neutral
2  Disagree
1  Disagree strongly

___ 1. The curriculum of the schools should be subject-centered. In particular, student learning should be centered around basic subjects such as reading, writing, history, math, and science.

___ 2. The curriculum of the schools should focus on the great thinkers of the past.

___ 3. Many students learn best by engaging in real-world activities rather than by reading.

___ 4. The students should be permitted to determine their own curriculum.

___ 5. The curriculum of the schools should center around the interdisciplinary study of pressing social issues and problems.

___ 6. The curriculum of the schools should be determined by information that is essential for all students to know.

___ 7. Schools, above all, should develop students’ abilities to think deeply, analytically, and creatively; this is more important than developing their social skills or providing them with a useful body of knowledge about our ever-changing world.

___ 8. Schools should prepare students for analyzing and solving the types of problems they will face outside the classroom.

___ 9. Reality is determined by each individual’s perceptions. There is no objective and universal reality for which children must be prepared.
10. Schools are part of an interlocking network of institutions in an imperfect society. Teachers should develop students’ social consciences to help prepare them to become “change agents” as they reach adulthood.

11. Students should not be promoted from one grade to the next until they have read and mastered certain key material.

12. An effective education is not aimed at the immediate needs of the students or society.

13. The curriculum of a school should be built around the personal experiences and needs of the students.

14. Students who do not want to study much should not be required to.

15. Study of contemporary society and pressing social issues should not be confined to the classroom and grade advancement (esp. graduation) should depend, in part, on student participation in relevant social activities outside the school (e.g., community service).

16. Academic rigor is an essential component of education.

17. All students, regardless of ability, should study more or less the same curriculum.

18. Art classes should focus primarily on individual expression and creativity.

19. Effective learning is unstructured and informal.

20. Subject-area content material should be consciously related to the state of the world.

21. Effective schools assign a substantial amount of homework.

22. Education should focus on the discussion of timeless questions such as “What is truth?”

23. Since students learn effectively through social interaction, schools should plan for substantial social interaction in their curricula.

24. The purpose of the school is to help students understand themselves and find the meaning of their existence.

25. The purpose of the school is to reshape society by shaping children’s minds and values.

26. America must become more competitive economically with countries such as Japan, and schools have an affirmative obligation to bolster their academic requirements in order to facilitate such competition.
27. Students must be taught to appreciate learning primarily for its own sake rather than because it will help them in their careers.

28. Schools must place more emphasis on teaching about the concerns of women and minorities.

29. Each person has free will to develop as he or she sees fit.

30. Schools must help re-define social attitudes toward women and minorities.

31. American schools should attempt to instill traditional American values in students.

32. Teacher-guided discovery of profound truths is a key method of reaching students.

33. Students should be active participants in the learning process.

34. There are no external standards of beauty. Beauty is what an individual decides it to be.

35. Teachers should attempt to instill “progressive” values in students and should train them to view American society in a thoughtful and critical manner.

36. Schools must provide students with a firm grasp of basic facts regarding the books, people, and events that have shaped the American heritage.

37. Philosophy is ultimately at least as practical a subject to study as computer science.

38. Teachers must stress for students the relevance of what they are learning to their lives outside, as well as inside the classroom.

39. It is more important for a student to develop a positive self-concept than to learn a specific subject matter.

40. It is important for a student to see himself or herself as an agent for social change.
Write the number of your response to each statement in the spaces below. Add the numbers in each column to determine your initial attitudes toward key American philosophies of education. With which philosophy do you identify most strongly?

<table>
<thead>
<tr>
<th></th>
<th>A Essentialism</th>
<th>B Perennialism</th>
<th>C Progressivism</th>
<th>D Existentialism</th>
<th>E Reconstructionism</th>
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F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S) Skill (D)=Disposition
General Comparison of Liberal and Conservative Ideologies
adapted by John Bartelt

*Critical Issues in Education: Dialogues and Dialectics*, by Nelson, Palonsky, & McCarthy

<table>
<thead>
<tr>
<th>LIBERAL</th>
<th>CONSERVATIVE</th>
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<tr>
<td>We must embrace diversity and think critically.</td>
<td>We have lost our traditional moral and social compass.</td>
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<td>Answers are often inherently contradictory, competing, or inconsistent.</td>
<td>The right answers are always simple, clear, and forceful.</td>
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<tr>
<td>Humans are inherently good, trustworthy, and responsible by nature, and need freedoms.</td>
<td>Humans are inherently flawed and/or sinful by nature, and need structure and rules.</td>
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<td>What's important is the process of thinking.</td>
<td>What's important is knowing the right answers.</td>
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<td>Democracy requires an enlightened public and free dissent.</td>
<td>Democracy requires social tradition and control.</td>
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<td>Cut class size.</td>
<td>Cut school expenses.</td>
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<td>Repair buildings.</td>
<td>Lower taxes.</td>
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<td>Allow more local control.</td>
<td>Impose more national standards.</td>
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<td>Educate about social concerns.</td>
<td>Stick to the basics.</td>
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<td>Give teachers more freedom.</td>
<td>Make teachers more accountable.</td>
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<tr>
<td>Make schools more collaborative and inclusive.</td>
<td>Increase individual competition for grades and awards.</td>
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<td>Schools should include social components such as medical exams, health instruction, lunch programs, multicultural education, and community involvement.</td>
<td>Schools should focus on traditional practices, rigid discipline, rote memorization and drill, rigor, classic American values, dress codes, and standardized tests.</td>
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<tr>
<td>Crime and corruption are made worse by a lack of critical thought and involvement.</td>
<td>Crime and corruption are the result of progressive education and ideas.</td>
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<td>Bilingual education allows the child to learn content while learning English.</td>
<td>Full immersion forces the child to embrace traditional American values.</td>
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<td>Teachers should have a hand in creating their own curriculum, based on the individual needs and interests of their children.</td>
<td>The same curriculum should be proscribed for all, to ensure that teachers teach appropriate things consistently.</td>
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F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge          (S) Skill           (D)=Disposition
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<th>We should teach world views.</th>
<th>We should teach a unified American view.</th>
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<td>Educators are generally good, and try to be sensitive to students' self-esteem</td>
<td>Educators are generally poor, and tend to brainwash students with alternative values.</td>
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<tr>
<td>Current content standards are generally dull and lack a multicultural/world perspective.</td>
<td>Current content standards are insufficiently patriotic and overly-liberal.</td>
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<tr>
<td>We should openly discuss the sex, religion, and politics of the world's peoples.</td>
<td>Discussing non-traditional sex, religion, and politics is morally destructive and unpatriotic.</td>
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<td>Unity is complacent, whereas diversity provides richness.</td>
<td>Unity provides a focus, whereas diversity invites dissention.</td>
</tr>
<tr>
<td>Censorship of any kind is antithetical to critical thinking.</td>
<td>Censorship of diverse ideas is sometimes necessary to ensure the social order.</td>
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