

**In the Name of Allah**

University of Bojnord, Department of English

Philosophy of Education Course Syllabus for BA students of TEFL (2 Credits)

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**Office Hours:** After class or by Appointment

**Course Date:** February, 2018

**Class Time:** Sunday 13:30 to 15:30

**1. COURSE DESCRIPTION/OVERVIEW**

This course is designed to examine critically the reasoning behind policies, principles, and methods of teaching, learning, evaluation, and education. We will expose, excavate, and examine the assumptions these policies, principles, and methods make about human nature, knowledge, and society. We will also examine ongoing debates about specific policies and practices of schooling. The course will provide opportunities for you to develop a reasoned philosophy of education. Attention is placed on the learner's ability to identify and describe his or her own philosophy of education.

**2. COURSE OBJECTIVES**

This course will enable students to meet the following learning objectives:

- A) To demonstrate an understanding of the anxiety that education is adrift and educational aims are vague and conflicting.
- B) To demonstrate an understanding of the concern that standards have been replaced and schools give students too much freedom and do not foster respect for authority and control.
- C) To demonstrate an understanding of the relationship between theory, philosophy, and educational practice.
- D) To assess the strengths and weaknesses of various philosophical perspectives.
- E) To formulate their philosophy of education based on the perspectives of others and their own experiences and thinking.
- F) To examine and analyze important aspects of their own educational system.

**3. REQUIRED TEXT AND INSTRUCTIONAL RESOURCES**

Haynes, J., Gale, K., & Parker, M. (2015). *Philosophy and education: An introduction to key questions and themes*. London/NY: Routledge.

Holowchak, M.A. (2014). *Thomas Jefferson's Philosophy of Education: A Utopian Dream*. London/NY: Routledge.

**4. COURSE ASSIGNMENTS/REQUIREMENTS**

Students are expected to be regular and punctual in attendance at all classes. They are to read the required texts in advance and supposed to raise their problems on the issues. The dominant class method would follow cooperative approach through class discussions. Throughout the course, students are to handle at least two presentations on a language-related

issue geared to course objectives. The essential requirements could be summarized as follows:

- A) **Class participation:** Prompt attendance and participation at scheduled class meetings and examination dates are expected.
- B) **Individual Oral Presentation:** Each student will make a presentation on a given topic to the class (30 to 50 minutes).
- C) **Formal examinations:** A mid-term and a final exam are required in this course.

## 5. COURSE PROCEDURES/CLASS POLICIES

Primary instructional modalities in this course are lecture and self-directed study, but a part of most class sessions will be devoted to participative learning. Active participation is the central requirement for the class. To ensure a smooth flow of discussions, students are encouraged to listen with an open mind, respect the contributions of others, and avoid personal attacks. Students will often be faced with alternative viewpoints from the professor or their peers. Thus, students should be prepared to defend their own positions with empirical data, obtained from the assigned readings, and reasoned argument.

Plagiarism or academic dishonesty will have consequences from failure of the assignment or exam to failure of the entire course. Rest assured that I am an expert in tracing plagiarism using various computer programs and other resources and must and will treat all cases very seriously.

Any student missing class quizzes, examinations, or any other class work because of unexpected problems shall be given an opportunity during that semester to make up missed work. The makeup will apply to the unavoidable absence only. Making up false excuses for absences will be considered cheating and may result in a grade of 'F' for missed work. Opportunity to make-up the missed work requires prior notification of the absence and an excused absence (that is one that your instructor accepts as reasonable and legitimate). How and when the work will be made up will be determined by the instructor. Students who represent UB at any official extracurricular activity shall have the opportunity to make up assignments, but they must provide official written notification to the professor no less than one week prior to the missed class.

## 6. GRADES

Participants are assessed through formative and summative evaluation. Performance-based evaluation would also play a part of measurement process. The grade assigned for this course is based on the total points earned on all assignments and class participation. The possible points earned for each exam and for class participation are as follows:

Class Participation	20 points
Individual Oral Presentation	30 points
Midterm Exam	25 points
<u>Final Exam</u>	<u>25 points</u>
<b>TOTAL</b>	<b>100 points</b>

## 7. TENTATIVE SCHEDULE:

WEEK	TOPIC	READING(S)	SOURCE
1	Enduring messages from utopias	p. 5	Haynes, Gale, & Parker (2015)
	Structures of education and society	p. 20	
2	Critical and revolutionary pedagogies for today's education and society	p. 34	Haynes, Gale, & Parker (2015)
	Being in education: phenomenology and existentialism	p. 47	
3	Foucault and the construction of knowledge, meaning, identity and practices	p. 58	Haynes, Gale, & Parker (2015)
	Deleuze: the pedagogic potential of always creating concepts	p. 69	
4	Feminisms, philosophy and education	p. 80	Haynes, Gale, & Parker (2015)
	Moral reasoning, ethics and education	p.93	
5	Experience, education and democracy: the work of John Dewey	p. 106	Haynes, Gale, & Parker (2015)
	Philosophy's children	p. 118	
6	Critical thinking, dialogue and communities of enquiry	p. 132	Haynes, Gale, & Parker (2015)
	Philosophical approaches to researching education practices	p. 135	
7	<b>FIRST MID-TERM EXAM</b>	<b>Whole Book</b>	<b>Haynes, Gale, &amp; Parker (2015)</b>
8	A crusade against ignorance: educating the general citizenry	p. 3	Holowchak (2014)
9	A dialog between ancients and moderns: creating a natural aristocracy	p. 28	Holowchak (2014)
10	Fixing the principles and practices of virtue: educating the heart	p. 69	Holowchak (2014)
11	I feel – therefore I exist: educating the head	p. 90	Holowchak (2014)
12	An education directed to freedom and happiness: the usefulness of “American” education	p. 141	Holowchak (2014)

<b>13</b>	A heart at ease flies to no extremes: life as a sentimental journey	p. 180	Holowchak (2014)
<b>14</b>	Voluntary Student-Led Presentation	++++	++++
<b>15</b>	Voluntary Student-Led Presentation	++++	++++
<b>16</b>	Voluntary Student-Led Presentation	++++	++++
<b>17</b>	<b>FINAL EXAM</b>	<b>Whole Book</b>	<b>Holowchak (2014)</b>