

June 24, 2010

Professor Name: Dr. Steve Shardy

I. Course Description:

This course introduces the student to a philosophy of education with a focus on the necessity of a Biblical worldview to serve as a grid for filtering education theory and practice. A distinction will be drawn between a philosophy of Christian education and a Christian philosophy of education.

II. Course Objectives

1. The students will reaffirm the centrality of Biblical truth in a philosophy of education.
2. The students will recognize the need to hold a Biblical worldview in their education philosophy.
3. The students will formulate their own Christian philosophy of education.
4. The students will understand the impact of secular education philosophy on our society.

III. Course Textbooks

Required Texts:

Peterson, *With All Your Mind: A Christian Philosophy of Education* (University of Notre Dame, 2001), ISBN:0268019686.

Pazmino, *Foundational Issues in Christian Education*, 3rd ed. (Baker Academic, 2008), ISBN: 0801035937.

Recommended Texts for Additional Study:

Clark, *A Christian Philosophy of Education*, v.10, 2nd ed.(Trinity Foundation,1988), ISBN: 0891777076.

IV. Evaluation of Student Performance

1. Class Attendance – for Campus students, due to the concentrated nature of the lectures, one unexcused class absence will reduce final grade by a letter grade. A 2nd unexcused absence will result in an additional research assignment required for a passing grade. A 3rd unexcused absence will result in a failing grade. Online students must listen to the recorded lectures in their entirety and must fulfill all other format-specific requirements in order to receive a passing grade, including occasional interaction with the Advising Professor/Instructor. If the Online student is not responsive to Advising Professor/Instructor communication, the student may become inactive and receive a grade of incomplete on the course (I).
2. Reading Assignments and Accountability – Everyone is expected to read assigned material before each lecture. Each lecture has assigned reading accountability questions or topics for discussion. A one page, double spaced response is required for each question or topic.
3. Research Assignments:

Assignment 1: Students will formulate their own Christian philosophy of education. This is a one page, double-spaced submission that captures your Christian perspective on education. Use the principles addressed in the lectures as a framework for your philosophy.

Assignment 2: Students will write a 6-7 page research paper that addresses a particular false philosophical worldview. Use 4-5 primary sources and be sure to contrast that system's perspective with the Biblical worldview. Online students may reduce this assignment to 4-5 pages.
4. Course Exams – There will be no examinations or quizzes for this course. Final grade will be determined from the applicable scoring rubric (see below).
5. Online Interaction – Online students will have three online assignments each module: (1) email reading accountability to the Advising Professor/Instructor; (2) E-mail a brief (50-75 words) observation of a key point from that module's lecture; and (3) respond to Advising Professor/Instructor questions and observations.

6. Campus students will submit assignments as directed by the Professor.
Online Students will submit assignments directly to the Advising Professor/Instructor.

7. Scoring Rubric

<u>Assignments</u>	<u>Campus</u>	<u>Online</u>
Attendance or Online Participation	Pass/Fail/Reduction	25
Reading Component (Reading & Accountability)	30 (40 if no exams)	25
Research Component (Papers & Projects)	40 (60 if no exams)	25 (50 if no exams)
Exam Component (if applicable)	30 (if applicable)	25 (if applicable)
Total Points:	100	100

V. Course Outline & Assignments

Class 1 – Introduction

Review of the course syllabus and required assignments.

Class 2 – Philosophical Foundations (Part i)

Reading Component – Peterson, Chapter 1.
What are the basic elements of a biblical worldview? What is epistemology and is there an authoritative source of truth? **A one page, double spaced response is required for each topic.**

Class 3 – Philosophical Foundations (Part II)

Reading Component– Pazmino, pp. 81-88; and Peterson, pp. 19-36.
What is metaphysics and what is the Christian view of metaphysics? What role do ethics play in the Christian worldview? **A one page, double spaced response is required for each topic.**

Class 4 – False Philosophical Systems (John Dewey—Part I)

Reading Component – Peterson, pp. 37-50.
Who is John Dewey and how did he influence the education system of the 19th and 20th centuries? **A one page, double spaced response is required.**

Class 5 – John Dewey—Part II & Impact on Education Philosophy

Reading Component – Peterson, Chapter 3.
What is instrumentalism, and how did Dewey use this process in his education theory?
A one page, double spaced response is required.

Class 6 – What is a Christian Philosophy of Education?

Reading Component– Pazmino, pp. 88-103; and Peterson, pp. 94-114.
Distinguish between a philosophy of Christian education and a Christian philosophy of education. **A one page, double spaced response is required.**

Class 7 – Development of a Christian Philosophy of Education

Reading Component – Peterson, pp. 114-125.
What are the elements of a Christian philosophy of education? **A one page, double spaced response is required.**

Class 8 – Modern Philosophies of Education & a Biblical Worldview of History and Science

Reading Component – Pazmino, pp. 113-122; and Peterson, Chapter 5.
How does a Christian effectively teach history and science from a Biblical worldview? **A one page, double spaced response is required.**

Class 9 – Biblical Worldview of Math and Economics

Reading Component – Peterson, Chapter 7.

How does a Christian effectively teach math and economics from a Biblical worldview?

A one page, double spaced response is required.

Research Component – Assignments are due.

VI. Tyndale General Policies and Procedures

Assignment Format

All assignments and coursework are to be turned in via student Tyndale email. Students are not required to turn in assignments in hard copy. Students must send any required notes, questions, papers, etc. via email as separate attachments in .doc, docx, or pdf format.

Coursework should be submitted directly to the Professor/Instructor (for Campus and Learning Center students) or to the Advising Professor/Instructor (for Online students). The subject line for all submitted coursework should be formatted as follows to ensure receipt of the material:

Campus Students: Professor Name, Class # & Name, Student Name, Assignment Title
(e.g.: C, Johnson, BIBL2301 Hermeneutics, Smith, Paper#1)

Learning Center Students: LC Location, Campus Prof. Name, Class # & Name, Student Name
(e.g.: Mason, Johnson, BIBL2301 Hermeneutics, Smith)

Online Students: Online Prof. Name, Class # & Name, Student Name, Assignment Title
(e.g.: O, Johnson, BIBL2301 Hermeneutics, Smith, Paper#1)

Electronically submitted coursework will be returned along with a final grade via email after the course has been graded.

Assignment Due Dates

Campus/Learning Center students will submit all assignments according to the schedule as outlined in the syllabus. Final assignments are to be submitted no later than the last class period of the semester.

Online students will submit all assignments at their own pace, but must maintain interaction with Advising Professor/Instructor throughout the duration of the course.

Writing Guidelines

All research papers and theses are to follow Turabian guidelines as found in Kate L. Turabian *A Manual for Writers of Term Papers, Theses, and Dissertations 7th Ed.* (Chicago: University of Chicago Press, 2007). All students are required to purchase a copy of *A Manual for Writers* to ensure the proper format. All work is to follow these guidelines:

1. Font & Font Size: Times New Roman, 12 point
2. Double space
3. 1-inch margins (File – Page Setup – Margins)
4. Indent paragraphs .5 inch (Format– Paragraph – Indent left)
5. Page numbers – lower center or upper right –beginning with the first page of text, but not on title page; Arabic numbers only (e.g., 1, 2; not Roman numerals); no other header or footer
6. Title page; then title again on page one (for formal papers)
7. In essay-type papers, ALWAYS write logically, persuasively, focused on the assigned topic; include a succinct introduction that informs the reader concerning the subject of your paper, and a succinct conclusion that summarizes your main points and expresses your resulting conclusion.
8. Use footnotes rather than endnotes, except in dissertation/thesis, where section endnotes are also acceptable.
9. All work should be proofread, as errors in spelling, grammar, and syntax will reduce assignment grade.

Plagiarism Policy

Plagiarism is against Tyndale policy, and any act of plagiarism will result in disciplinary action up to student dismissal from further study at Tyndale. Plagiarism includes but is not limited to quoting materials without proper citing or reference. Cutting and pasting of online and other materials requires proper citing via quotation marks and footnote.

Contact

If you anticipate difficulty in meeting any of these requirements, please contact your Professor (for Campus/Learning Center students) or your Advising Professor/Instructor (Online students) as soon as possible. A complete review of all Tyndale policies and procedures can be found in the [Tyndale Theological Seminary and Biblical Institute Academic Catalog](#).