

I. Course Description:

This course presents students with a comparative analysis and critique of prominent educational theories in light of Biblical truth. We will discuss and analyze some of the major theories used in both public and private educational settings.

II. Course Objectives

1. The students will reaffirm the centrality of Biblical truth in the discussion on educational theory.
2. The students will analyze and evaluate major educational theories in light of the Scriptures.
3. The students will read current research in education theory and be able to critically analyze an issue of personal interest relevant to the course.

III. Course Textbooks

Required Texts:

Knight, *Philosophy and Education: An Introduction in Christian Perspective* (4th ed) (Andrews University Press, 2006), ISBN:9781883925543.

Recommended Texts for Additional Study:

The Blackwell Guide to the Philosophy of Education. 2002.

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 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 take notes from the audio lectures and submit them with the other assignments. Although I offer latitude in format and content, allow for one page per lecture (double spaced). Title this assignment EDUC 3305 LECTURE NOTES.

Assignment 2: Students will select one of the philosophical issues raised by Knight. In 6-7 pages (double-spaced), critically analyze and evaluate your topic in light of course discussion and your reading. Pay special attention to the Biblical response to the issue. Utilize 3-5 good primary sources to support your research and document according to school standards. Strive for excellence in all your work.

Note: Online students may reduce the page requirement 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 syllabus and course requirements.

Class 2 – Philosophical Issues in Education

Reading Component – Knight, Chapter 1.

What are some of the philosophical issues in education proposed by Knight? **A one page, double spaced response is required.**

Class 3 – Traditional and Modern Philosophies of Education

Reading Component– Knight, Chapters 2–4.

Discuss the philosophies of idealism and naturalism and compare them to progressivism in the traditional educational environment. **A one page, double spaced response is required.**

Class 4 – Postmodernism and Education

Reading Component – Knight, Chapter 5.

How has postmodern thought impacted current educational theory and practice? **A one page, double spaced response is required.**

Class 5 – Contemporary Theories in Education (Part I)

Reading Component– Knight, Chapters 6 and 7.

What is pragmatism and how has this theory affected education? **A one page, double spaced response is required.**

Class 6 – Contemporary Theories in Education (Part II)

Reading Component – Knight, Chapter 8.

How has existentialism impacted current educational practice? **A one page, double spaced response is required.**

Class 7 – Christian Approach to Education and Philosophy

Reading Component– Knight, Chapters 9 and 10.

What is the difference between a philosophy of Christian education and a Christian philosophy of education? **A one page, double spaced response is required.**

Class 8 – Public School Teachers

Reading Component – Knight, Chapter 11.

Should Christians teach in the public schools? Why or why not? Is their Biblical support for either position? **A one page, double spaced response is required for each question.**

Class 9 – Public, Private, or Homeschool?

Reading Component – No additional reading assignment.

Should parents homeschool or place their youngsters in the public school setting? **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](#).