: Term 2 Essay

The following table provides an example of the overview of the assessment requirements.

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| Term 2 Essay Assignment |
| **Module code** | EDU 1205 |
| **Module title** | Key Thinkers in Philosophies of Education |
| **Submission date, time** | Electronic submission via Turnitin; 9 pm Monday 25th April  |
| **Feedback type & date**  | Written feedback via Turnitin, module grade release day |
| **Word count** | 1,500 words |
| **Assignment type** | Essay |
| **Assignment structure and format** | **Assignment Task: Term 2 Essay Title**Discuss the nature, role, and limits of the child’s rights, the parents’ rights, and the state’s rights with reference to at least one educational policy and planning issue covered in the term 2 student poster presentations. Whose rights should win when there is a conflict of interests? How can this be decided? Address these questions with reference to relevant named philosophers.**Assignment Structure*** An introduction that sets the scope of the essay, i.e. the presentation topic(s) to be discussed in relation to the competing rights of the individual and the state, particularly parents and the state, and children and the state.
* A main body that addresses the key points in the essay in a discursive manner with argumentation informed by and with reference to the academic literature and UK policy on the philosophical questions raised.
* A conclusion that sums up the main points made in the essay and directly answers the question set in the essay title.

**Presentation Format*** Arial or Calibri font,
* Font size 12,
* 1.5 or double spacing.
* Numbered pages
* A cover sheet with the module code, assignment title, your student number, your module tutor’s name
* Six relevant, academic, in-text references
* A bibliography with the sources cited in the essay as in-text references set out in the Harvard style, see <http://www.citethemrightonline.com> if you are not sure how to do this.
* Include the completed written self-evaluation sheet for essays at the end of the Assessment section of the handbook
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| **Assessed learning outcome (s)** | * Logically articulate, orally and in writing with clear use of English, arguments and debates surrounding some of the central concepts in the philosophy of education
* Discuss the philosophical relationship between the individual and the state in terms of personal rights and responsibilities, and children's education
* Identify mutually incompatible viewpoints / arguments and evaluate each for logical rigour.
* Carry out independent literature research from a variety of reputable sources, including reading original, historic, primary source texts.
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| **Module weighting %** | 40% |
| **Key reading and learning resources** |

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| Topics | Recommended Sources |
| **Faith Schools** | Clayton, M., A. Mason, A. Swift, R. Wareham (2018) ‘How to Regulate Faith Schools’ *Impact – Philosophical Perspectives on Education Policy No. 25.* Wiley.<https://onlinelibrary.wiley.com/doi/pdf/10.1111/2048-416X.2018.12005.x> Conroy, J.C. & Davis, R.A. (2010) ‘Religious Education’ in Bailey et al. (2010) (Eds.) *The Sage Handbook of Philosophy of Education.* London: SAGE. Chapter 30, pp. 451-467.<https://ebookcentral.proquest.com/lib/mdx/detail.action?docID=743497> Corngold, J. (2012) ‘An Education for Personal Autonomy in an Era of Standards-Based Reform’ *Journal of Educational Controversy Vol.6/1: Article 14.*<https://cedar.wwu.edu/cgi/viewcontent.cgi?article=1150&context=jec> Gereluk, D. (2010) ‘Should Parents Have a Say in Their Children’s Schooling’ in Bailey (2010) (Ed.) *The Philosophy of Education An Introduction.* London: Continuum. Chapter 10,pp. 125-135. (Koretext)Hemming, P.J. (2018) ‘No offence to God but I don’t believe in him’: religion, schooling and children’s rights *Ethnography and Education Vol 13/2:* pp: 154-171.<http://web.b.ebscohost.com.ezproxy.mdx.ac.uk/ehost/pdfviewer/pdfviewer?vid=1&sid=24675c99-9975-410a-a72b-f2cfc4a0423b%40pdc-v-sessmgr05> Jackson, R. (2003) Should the State Fund Faith Based Schools? A Review of the Arguments *British Journal of Religious Education Vol. 25/2:*  pp. 89-102.<https://www-tandfonline-com.ezproxy.mdx.ac.uk/doi/abs/10.1080/0141620030250202> Marples, R. (2005) ‘Against faith schools: a philosophical argument for children’s rights’ *International Journal of Children’s Spirituality Vol. 10/2:* pp. 133-147.<http://web.b.ebscohost.com.ezproxy.mdx.ac.uk/ehost/pdfviewer/pdfviewer?vid=1&sid=758a2c75-7391-4234-a7f1-4d6b740262fe%40pdc-v-sessmgr05> Mason, A. (2018) ‘Faith schools and the cultivation of tolerance’ *Theory and Research in Education Vol. 16/2:* pp. 204-225.<https://journals-sagepub-com.ezproxy.mdx.ac.uk/doi/pdf/10.1177/1477878518779881> Pring, R. (2007) ‘The Common School.’ *Journal of Philosophy of Education Vol. 41/4*: pp. 503-522.<http://web.a.ebscohost.com.ezproxy.mdx.ac.uk/ehost/pdfviewer/pdfviewer?vid=1&sid=00f95ea2-1e42-44eb-add3-6c5471f10d66%40sessionmgr4006> Suissa, J. (2010) ‘Should the State Control Education?’ in in Bailey (2010) (Ed.) *The Philosophy of Education An Introduction.* London: Continuum. Chapter 8, pp. 99-112. (Koretext)Sockett, H. (2010) ‘The Wider Ethical Dimensions of Education and Teaching’ in Bailey et al. (2010) (Eds.) *The Sage Handbook of Philosophy of Education.* London: SAGE. Chapter 16, pp. 237-242.<https://ebookcentral.proquest.com/lib/mdx/detail.action?docID=743497> Tinker, C. (2009) ‘Rights, social cohesion and identity: arguments for and against state-funded Muslim schools in Britain.’ *Race Ethnicity and Education*, *Vol* *12/4*: pp. 539-553.<https://www-tandfonline-com.ezproxy.mdx.ac.uk/doi/full/10.1080/13613320903364499> Watson, E.J. (2013) ‘Post-secular schooling: freedom through faith or diversity in community.’ *Cambridge Journal of Education Vol.43/2:* pp. 147-162.<http://web.a.ebscohost.com.ezproxy.mdx.ac.uk/ehost/pdfviewer/pdfviewer?vid=1&sid=3d22ba67-4df2-4a7b-b050-3e5f9c1e276b%40sessionmgr4006>  |
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| **Home Schooling** | Apple, M.W. (2020) Homeschooling, Democracy and Regulation: An Essay Review of *Homeschooling. Education Review* April 29, 2020 ISSN 1094-5296. pp.1-11.<https://edrev.asu.edu/edrev/index.php/ER/article/viewFile/2931/967> Apple, M. W. (2000) Away with all teachers: The cultural politics of homeschooling. *International studies in Sociology of Education* 10(1), pp. 61-80 <https://nepc.colorado.edu/sites/default/files/Apple.Away_.pdf>Cheng, A. & Donnelly, M. (2019) New Frontiers in Research and Practice on Homeschooling *Peabody Journal of Education Vol. 94/3:*  pp. 259-262.<https://www.tandfonline.com/doi/full/10.1080/0161956X.2019.1617576> Cooper, B.S. & Sureau, J. (2007) The Politics of Homeschooling New Developments, New Challenges *Educational Policy Vol. 21/1:*  pp. 110-131.<https://journals-sagepub-com.ezproxy.mdx.ac.uk/doi/pdf/10.1177/0895904806296856> Dill, J.S. & Elliot, M. (2019) The Private Voice: Homeschooling, Hannah Arendt, and Political Education. *Peabody Journal of Education Vol. 94/3:* pp.263-280.<https://www-tandfonline-com.ezproxy.mdx.ac.uk/doi/full/10.1080/0161956X.2019.1617578> Glanzer, P.L. (2008) Rethinking the boundaries and burdens of parental authority over education: a response to Rob Reich’s case study of homeschooling *Educational Theory Vol. 58/1*: pp. 1-16<http://web.b.ebscohost.com.ezproxy.mdx.ac.uk/ehost/pdfviewer/pdfviewer?vid=2&sid=480bb282-06c9-4833-a4de-0763b3040102%40pdc-v-sessmgr06> Kunzman, R. & Gaither, M. (2013) Homeschooling: A Comprehensive Survey of the Research. *Open Education: The Journal of Educational Alternatives Vol.2/1:*  pp. 4-59.<https://www.othereducation.org/index.php/OE/article/view/10> Merry, M.S. & Karsten, S. (2010) Restricted Liberty, Parental Choice and Homeschooling *Journal of Philosophy of Education Vol.44/4:*  pp. 497-514.<https://philpapers.org/archive/MERRLP-2.pdf> and<http://web.b.ebscohost.com.ezproxy.mdx.ac.uk/ehost/pdfviewer/pdfviewer?vid=1&sid=2ec9a26e-d5dc-4a51-86ec-e24ad8054376%40sessionmgr101> Murphy, J. (2014) The Social and Educational Outcomes of Homeschooling *Sociological Spectrum Vol.34/3:*  pp. 244-272.<https://www-tandfonline-com.ezproxy.mdx.ac.uk/doi/full/10.1080/02732173.2014.895640?src=recsys> Oh, P.J. (2019) Homeschooling, Freedom of Conscience, and the School as Republican Sanctuary: The Romeike Family Case. *Peabody Journal of Education Vol. 94/3:*  pp. 355-368<https://www-tandfonline-com.ezproxy.mdx.ac.uk/doi/full/10.1080/0161956X.2019.1617587>Puga, L. (2019) “Homeschooling Is Our Protest:” Educational Liberation for African American Homeschoolers. *Peabody Journal of Education Vol. 94/3:* pp. 296.<https://www-tandfonline-com.ezproxy.mdx.ac.uk/doi/full/10.1080/0161956X.2019.1617579> Ray, B.D. (2017) A Systematic review of the empirical research on selected aspects of homeschooling as school choice *Journal of School Choice Vol. 11/4:*  pp.604-621.<https://www-tandfonline-com.ezproxy.mdx.ac.uk/doi/full/10.1080/15582159.2017.1395638?src=recsys> Sockett, H. (2010) ‘The Wider Ethical Dimensions of Education and Teaching’ in Bailey et al. (2010) (Eds.) *The Sage Handbook of Philosophy of Education.* London: SAGE. Chapter 16, pp. 237-242.<https://ebookcentral.proquest.com/lib/mdx/detail.action?docID=743497> Wenneborg, E.G. (2019) Book Review – J.G. Dwyer & S.F.Peters Homeschooling-The History and Philosophy of a Controversial Practice –*Educational Theory Vol.69/6:* pp.752-758.<http://web.a.ebscohost.com.ezproxy.mdx.ac.uk/ehost/pdfviewer/pdfviewer?vid=1&sid=1d18583d-92f1-47ac-943a-1049d577e585%40sessionmgr4008>West, R.L. (2009) The Harms of Homeschooling *Philosophy & Public Policy Quarterly*<https://www.google.com/search?client=firefox-b-d&q=The+Harms+of+Homeschooling+Philosophy+%26+Public+Policy+Quarterly> |
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| **Private Education** | Espindola, J. (2017) Private schooling and productivity in educational justice. *Theory and Research in Education Vol.15 / 2:* pp. 129-144.<https://journals-sagepub-com.ezproxy.mdx.ac.uk/doi/full/10.1177/1477878517713339>Exley, S. and Suissa, J. (2013) Private schools, choice and the ethical environment. *British Journal of Educational Studies Vol. 61/3:* pp. 345-362. Available at LSE Research Online.<https://core.ac.uk/download/pdf/16380694.pdf> Kidd, I.J. & Jago, M. (2020) Private Schools and Queue-jumping - A reply to White. *Journal of Philosophy of Education Vol.54/5:* pp. 1201-1205.<https://onlinelibrary-wiley-com.ezproxy.mdx.ac.uk/doi/full/10.1111/1467-9752.12432> Stanford University (n.d.) *Private School and School Choice* Equality of Opportunity and Education, McCoy Family Center for Ethics in Society.<https://edeq.stanford.edu/sections/private-school-and-school-choice> Steinar, B. (2016) Thomas Piketty and the Justice of Education. *Journal of Philosophy of Education VOl. 50/2:* pp. 135-146.<http://web.b.ebscohost.com.ezproxy.mdx.ac.uk/ehost/detail/detail?vid=0&sid=92557a09-0435-4ad2-9ad6-808d7ab1bed8%40pdc-v-sessmgr06&bdata=JkF1dGhUeXBlPXNzbyZzaXRlPWVob3N0LWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=116192356&db=ehh> Noddings, N. (2018) *Philosophy of Education.* Abingdon: Routledge.Justice and Equality in Education pp. 177-190 and Equality pp.193-198<https://ebookcentral.proquest.com/lib/mdx/reader.action?docID=5352127&ppg=8>Ruitenberg, C. and Vokey, D. ‘Equality and Justice’ in Bailey et al. (2010) (Eds.) *The Sage Handbook of Philosophy of Education.* London: SAGE. Chapter 27, pp.401-414.<https://ebookcentral.proquest.com/lib/mdx/detail.action?docID=743497>White, J. (2015) *What’s Wrong With Private Education?* IOE Press.<https://www.ucl-ioe-press.com/ioe-content/uploads/2015/09/Whats-wrong-with-private-education.pdf> White, J. (2016) Justifying Private Schools. *Journal of Philosophy of Education Vol. 50/4:* pp.496-510.<http://web.a.ebscohost.com.ezproxy.mdx.ac.uk/ehost/detail/detail?vid=0&sid=821fe23e-e201-4046-b61d-fec0c77c127a%40sessionmgr4006&bdata=JkF1dGhUeXBlPXNzbyZzaXRlPWVob3N0LWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=119533126&db=ehh>Winch, C. and Gingell, J. (2004) *Philosophy & Educational Policy- A critical Introduction.* Abingdon: Routledge. . pp 8-9, and Chapter 9, Markets, politics and education. pp.123-139.<https://ebookcentral.proquest.com/lib/mdx/detail.action?docID=181985> Winstanley, C. (2010) ‘Equal Opportunities – Who Shall We Leave Out? in Bailey (2010) (Ed.) *The Philosophy of Education An Introduction.* London: Continuum. Chapter 9, pp. 113-124. (Koretext) |
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| **Relation-ship & Sex Education** | Special Edition of *Educational Theory Vol. 63/5* (Oct 2013) on sex education = 8 journal articles<https://onlinelibrary-wiley-com.ezproxy.mdx.ac.uk/toc/17415446/2013/63/5>Special Edition of *Journal of Moral Education Vol.26/3* (1997) on sex education = 9 journal articles<https://www-tandfonline-com.ezproxy.mdx.ac.uk/toc/cjme20/26/3?nav=tocList> Archard, D. (2003 ) ‘Sex Education’ in Curren, R. (Ed.) (2003) *A Companion to the Philosophy of Education*. Oxford: Blackwell Publishing. pp. 540-549. <https://ebookcentral.proquest.com/lib/mdx/reader.action?docID=214150&ppg=1>Haydon, G. (2010) Personal and Social Education in Bailey et al. (2010) (Eds.) *The Sage Handbook of Philosophy of Education.* London: SAGE. Chapter 33, pp.503-517.<https://ebookcentral.proquest.com/lib/mdx/detail.action?docID=743497> Heyes, J.M. (2019) ‘Towards a virtue ethical approach to relationships and sex education’ *Journal of Moral Education Vol. 48/2:* pp 165-178.<https://www-tandfonline-com.ezproxy.mdx.ac.uk/doi/full/10.1080/03057240.2018.1450232> Reiss, M. (1995) ‘Conflicting Philosophies of School Education’ *Journal of Moral Education Vol. 24/4:* pp. 371-382. Also reprinted in Curren, R. (Ed.) (2007) *Philosophy of Education: An Anthology,* pp.553-562*.*  Oxford: Blackwell Publishing. <https://www-tandfonline-com.ezproxy.mdx.ac.uk/doi/abs/10.1080/0305724950240401> Reiss, M. (1993) ‘What are the aims of school sex education? *Cambridge Journal of Education* Vol. 23/2: pp125-137. <http://web.a.ebscohost.com.ezproxy.mdx.ac.uk/ehost/detail/detail?vid=0&sid=fc2c69ab-07ec-42e4-b5d3-34bb96a460e4@sessionmgr4008&bdata=JkF1dGhUeXBlPXNzbyZzaXRlPWVob3N0LWxpdmUmc2NvcGU9c2l0ZQ==#AN=9603085590&db=ehh>Rousseau, J.J. *Emile* Book IV, paragraphs 20-35 <http://www.gutenberg.org/files/5427/5427-h/5427-h.htm> Nadeem, A., Cheema, M.K., Zameer, S. (2021) ‘Perceptions of Muslim Parents and Teachers towards Sex Education in Pakistan’ *Sex Education Vol. 21/1:* pp. 106-118<https://www-tandfonline-com.ezproxy.mdx.ac.uk/doi/full/10.1080/14681811.2020.1753032> |

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| **Assignment marking criteria rubric Term 2 Essay****Here are some questions to help you follow the marking criteria to the best of your ability****Knowledge and Understanding**Have you answered the question set? Have you followed all the task instructions? Is the content relevant? How well do you demonstrate knowledge and understanding of the different philosophical viewpoints and related historical and / or contemporary social or educational policies based on these philosophical viewpoints?**Reading and Research**Has a wide range of appropriate sources been consulted? Are there in-text references? Are the citations / quotations properly sourced in the text and in the bibliography? Have the sources been engaged with and understood? Is there analytic commentary on the sources to show how they relate to the overall argument of the assignment? Does the assignment avoid derivative work and unintentional plagiarism?Is the bibliography complete in that all the works cited in the text are in the bibliography and all the entries in the bibliography are complete in detail? Are only works referred to by named in-text references included in the bibliography? Are secondary sources acknowledged where appropriate? Has the bibliography been laid out correctly in accordance with the Harvard style?**Intellectual & Cognitive Skills**Is there a sustained attempt to link philosophical theory with real world examples of educational / social policy practice? Are these links logical and reliable? Are difficult issues or conflicting viewpoints recognised, discussed and evaluated in relation to the philosophical underpinnings of educational practice? Is the argumentation evidence-based and analytical? Are unsupported assertions avoided?**Writing & Presentation**Has the originality score function on Turnitin been used to help identify any problematic areas of plagiarism or derivative work?Is the assignment written in a clear, concise style, in an appropriately formal register and with accurate use of English? Has the assignment been proof read to avoid typos, spelling mistakes, punctuation mistakes and infelicities of expression? How logical is the organisation of the assignment? Does it flow well? Does each paragraph have a topic sentence to identify the main purpose of the paragraph? How well are the paragraphs / sections connected to each other in order to build a coherent argument that addresses the task set? Is there a clear use of linking language to help orientate the reader to the content and development of the assignment? Has the presentation format guidance (above) been followed concerning font size, line spacing, page numbering, cover sheet, and in-text referencing and bibliography conventions?**Assignment marking criteria rubric (Term 2 Essay)****Your work will be marked against the following criteria:** |