

Course Title: Introduction to Education  
 Course Number 05: 300:200 ALL sections  
 3 Credits

Instructor Name (Multiple)	Email address
Phone Number	10 Seminar Pl Rm
Office Hours	Prerequisites or other limitations:
Mode of Instruction: <sup>1</sup> <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

Learning goals<sup>2</sup> This course introduces students to critical issues in U. S. education, including: the structures of schools and schooling, theories of learning and teaching, students' experiences, teachers' experiences, inequality, family and community relationships, and contemporary school reform policies.

Course catalog description: Taking a multidisciplinary approach to the study of education, this course examines educative practices in and outside of school contexts. We will focus on critical issues in U. S. education, including: the structures of schools and schooling, theories of learning and teaching, students' experiences, teachers' experiences, inequality, family and community relationships, and contemporary school reform policies. We will make comparisons between learning and teaching in and outside of school contexts. *A key component of this course is a field placement in two different school sites. This field placement involves 8 three-hour visits on Friday mornings.* In this course, you will draw upon your own experiences as learners, your field observations, the readings and class discussions and activities to develop an understanding of contemporary schooling, and equally importantly, of education as a process that is at the heart of all human activity. Each week is organized to consider educational issues from both a theoretical/research perspective, and from the realities of educational practice in school and out of school contexts. In addition, class will model various pedagogical strategies; and these experiential exercises will provide for an examination of teaching and learning.

Other description of course purposes, context, methods, etc:

Grading policy:

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<sup>1</sup> Check 1:

<sup>2</sup> These can be TEAC claims or objectives from other sources.

A successful class will depend on every member of the group being actively engaged as both learners and teachers. It is my assumption that each of us has valuable perspectives and experiences that will inform our collective, developing knowledge.

**Class attendance is mandatory.** Students are expected to be on time and prepared for class. Because much of the work we do in class depends upon partnering and small work groups, your contribution is necessary not only for your success but for the success of your peers as well. Two excused absences (e.g. for illness or serious events) will be permitted. Being more than 15 minutes late for class will count as an absence. More than 2 absences will lower your overall course grade one full assignable grade for each additional absence (i.e. If your course grade was to be an A, you will receive a B+ for 3 absences, a B for 4 absences and a C+ for 5 and so forth). In addition, because you are working with teachers and children who expect you to be there, you may never be absent from field observation days. In the event that you are ill, you must contact your cooperating teacher and let her/him know you will be absent. You must plan to reschedule that visit at a later date. You must contact me by phone or email **before** class if you are going to be absent.

**Learning in this class will require your active participation** and a high degree of independence, responsibility, and intellectual resourcefulness (ability to search out and make connections across theory, practice, sites, ideas, people) in all of your work. There are many ways to participate in class; actively listening, asking questions, commenting on the thoughts of others, or discussing tentative, speculative ideas are valued as much as stating original, completely formed thoughts. I encourage you to take intellectual risks and to support your colleagues (and professor) to do the same.

**This class is discussion-oriented.** For this class to be effective, **all students must come prepared to discuss the week's assigned readings** and to share your field observations. Response papers (see below) are intended to help you think about the issues raised in the readings ahead of class time. You are expected to read each week's assigned readings even on the weeks that you do not write a response paper. **Keep notes on the readings. These notes will be important for completing your portfolio assignments.**

**All assignments are required to pass this course.** An "A" assignment is an exceptional one. It is not an assignment that merely meets the requirements outlined in the syllabus. All written work is graded on thoroughness, quality of analysis, level of support from data and/or research literature, organization and clarity. A final A grade will be assigned for an overall grade point average of 3.7 or greater.

**All written work must be properly references using APA (American Psychological Association) reference style.**

**Students are expected to turn in all work on time.** If you need an extension, be sure to ask for it before the due date. Extensions will only be granted for legitimate reasons. Late assignments, for which you have not been granted an extension, will be subject to a grade penalty. When an extension has not been granted, grades on assignments will be lowered one grade for each day they are late (i.e. A to A- to B+, and so forth). No assignments will be accepted more than one week from the due date.

**You are expected to demonstrate respect for our classroom community.** This means being attentive to each member of the class and refraining from activities that distract from our work together. All electronic equipment must be turned off at the beginning of class.

Assignments<sup>3</sup>: Weekly reading response papers; field journal; three portfolios with multiple written components.

**ACADEMIC INTEGRITY**

*Please read Rutgers University policy on academic integrity at:*

<http://academicintegrity.rutgers.edu/integrity.shtml>

Web site: (If any)

**Course Schedule**

Week		Topic	Readings	Content
1	Course Introduction		Syllabus	
2	Purposes of Education	What is education?	Dillard Rose Cisneros	Defining educative practices in human contexts
3		1: Education as Human practice 2. Observing Children	Almy & Genishi Carini Rogoff	
4		1: Hidden Curriculum 2: Education for Liberation 3. Historical Perspectives	Dewey Jackson Kohn	
<b>DUE</b>	<b>1<sup>st</sup> Field Journal Entry</b>			
5	Learning and Teaching	Social Reproduction	Anyon Kozol Persell & Cookson	Are schools institutions that maintain inequality?
6		How is learning organized in schools and classrooms?	Mehan Oakes Rubin	How schools sort and categorize students? (ability/disability, intelligence, tracks). Organizing

<sup>3</sup> Including exams, papers etc.

				classrooms for students' growth and learning.
<b>DUE</b>		<b>Portfolio 1</b>		
Week 7		Social and Cultural Dimensions of Learning	Ladson-Billings (all read 1-3) To be divided among the class: Lomawaima & McCarty, Skilton-Sylvester, Orellana Lee	Race/Ethnicity
Week 8		Gender	Brown Kimmel Lamme & Lamme Denizet-Lewis Sokolower-Shain	Gender & Sexuality
Week 9		Perspectives on Schools and Communities	Shultz (Intro, Chapters 1&2) Ladson-Billings Chapter 4-6	
Week 10 11/2 & 4	Curriculum and Pedagogy	Practical Aspects of Constructivism	Shultz (3-5) Wallerstein <del>Meier</del> Duckworth	Constructivist and progressive perspectives
<b>DUE</b>		<b>Portfolio 2</b>		
Week		Debating the Canon	Hirsch Cooley Banks	Multiculturalism and its detractors
Week 12		Reaching diverse learners: Pedagogical strategies	Oyler Armstrong Sapon-Shevin Belkin	Differentiated instruction, inclusion
Week 13	Policy and Reform	Standards and Accountability	Center on Educational Policy Meier Richie Darling-Hammond	NCLB What does it mean to be a good teacher?

			Shultz 6 & 7	
14		Desegregation/ Integration	Chemerinsky Powell Wells, Duran & White	Approaches to building racially/ethnically diverse learning environments in a post- <i>Brown</i> era
15		Current Issues	To be assigned	
<b>Final Class Portfolio 3 due in class</b>				

Week	Assignments & Readings