

Introduction to Education

Rutgers, The State University of New Jersey- Graduate School of Education
Fall 2012, Course 05:300:300:06
Wednesdays, 9:50am-12:50pm
GSE Room 30

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Office Location: GSE Room 205D (hours by appointment)

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 important, 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; these experiential exercises will provide for an examination of teaching and learning.

All of you have had at least twelve years experience as participants in a teaching and learning environment. You have all been exposed to teaching as a profession--you have seen movies and television shows, read books, and have already formulated a pretty good idea of what should and should not go on in a classroom. We all know what teaching is, but what is it like to *be* a teacher? This course is designed to help you reflect on your experiences, memories, and beliefs. In addition, it will expose you to current issues, literature, and field experiences that will help expand and challenge your ideas about teaching, learning, and school.

This course is based on the premise that before learning how to teach, it is important and useful to consider what teaching is. The following questions will guide us:

- What is my interest in education?
- Do I want to teach? What is my motivation?
- What kind of teacher do I want to be?
- What does it mean to learn? To teach?
- What does it mean to be a teacher in the twenty-first century?
- How are the images of teachers and teaching changing?

The following texts, available at New Jersey Books, are required for this course:

1. Ladson-Billings, G. (1994). The Dreamkeepers: Successful teachers of African American Children. San Francisco: Jossey-Bass.
2. Shultz, B. (2007). Spectacular Things Happen Along the Way. New York: Teachers College Press.
3. **All other readings will be on Sakai. *You will need to bring in a hard copy of the articles. You may print the articles for free at the GSE computer lab on the second floor.**

Course Expectations:

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. **One 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 1 absence 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 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. *Less than a C is failing the course.

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.

* All assignments are due on Sakai before the start of class (9:50am) on the due date.

You should take notes in class by hand, unless you have a particular need to use a keyboard. If this is the case, please discuss this with me. **Anyone with a learning difference needing accommodations of any kind should contact me as soon as possible**

Check your email regularly. I use email for announcements and to contact you individually. You will need to pay attention to these emails in a timely fashion. If you do not usually use your Rutgers email account, be sure that you have set it to forward to the account that you do check.

Observation Dates:

- A) Elementary School Observation Dates: 9/21, 9/28, 10/5, 10/12 (make up date 10/19)
- B) Secondary School Observation Dates: 10/26, 11/16, 11/30, 12/7 (make up date 12/14)

Policy on Academic Integrity Summary

<http://senate.rutgers.edu/FinalInterimAcademicIntegrityPolicy.pdf>

Academic integrity is essential to the success of the educational enterprise and breaches of academic integrity constitute serious offenses against the academic community. Every member of that community bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Only through a genuine partnership among students, faculty, staff, and administrators will the University be able to maintain the necessary commitment to academic integrity.

The University administration is responsible for making academic integrity an institutional priority and for providing students and faculty with effective educational programs and support services to help them fully understand and address issues of academic integrity. The administration is also responsible for working with other members of the academic community to establish equitable and effective procedures to deal with violations of academic integrity. Violations of Academic Integrity Any involvement with cheating, the fabrication or invention of information used in academic exercise, plagiarism, facilitating academic dishonesty, or denying others access to information or material may result in disciplinary action being taken at either the college or university level. Breaches of academic integrity can result in serious consequences ranging from reprimand to expulsion.

Assignments

Work must be completed in APA (American Psychological Association) format. Unless otherwise stated, final versions of assignments are to be submitted on Sakai by the beginning of class on the date noted on the syllabus. You are expected to cite course readings in most assignments. Every paper referencing another text must include a separate reference page in APA format.

The grid below shows how your final semester grade will be determined. All assignments are worth a certain amount of points. Your final grade will be determined by how many points you accumulate out of 100 (See "Grade Distribution" below the grid). Further details/rubrics/explanations of assignments will be distributed and discussed in advance of due dates.

<p>Overall Class Participation & Preparation: Each week you will come to class with readings and questions/comments. Your class participation is made up of tasks that prepare you to succeed with the course. You are expected to:</p> <ul style="list-style-type: none"> • Submit a preliminary educational philosophy for our second class; • Prepare drafts of papers and field notes for writing workshops periodically; • Respond to weekly readings (in-class and online); • Active participation in class discussions & group activities; • Write a persuasive letter arguing for or against an educational policy reform 	20 points
<p>Group Lesson: You will work with a small group to teach a lesson on a weekly theme</p>	10 points

Analytic Papers (Due 9/26,10/17, 11/14): You will write three analytic papers (each worth 10 points) addressing the course's major themes. Analytic Paper #1 is a general analysis of early readings, #2 is an educational autobiography, and #3 is an analysis of inequality	30 points
Field Notes with Summative Page (Due 10/24, 12/16): You will submit two sets of field notes. Through your write-ups, you will connect to what you have observed to course topics and discussions. It is important to cite your readings in your write-ups. For each placement, you will submit 4 separate entries (one for each visit) and 1 summative page where you explore overarching themes that you noticed across visits. You will submit your work in 2 sets (worth 12 points each): <ul style="list-style-type: none"> • Elementary field notes with summative page • Secondary field notes with summative page 	24 points
Early Phase Teaching Philosophy (Due 11/21/12) Near the end of the course you will write an educational philosophy informed by the course readings. You will submit your philosophy to the Teacher Education Portfolio on Sakai (not on our sakai course site). In order to receive a final grade for this course, your philosophy statement MUST be uploaded in a WORD version (.doc format).	12 points
Presentation on the last day (December 12, 2012): You will share your policy letter and discuss your teaching experience during round table discussions. You will also bring an artifact to represent your philosophy of teaching.	4 points

Grade distribution *Late paper policy: grade deduction for every day that paper is late. Absences are not an excuse.

A	91 – 100 points	B+	86 - 90 points	B	82 – 85 points
C+	76 – 81 points	C	70 – 75 points	F	below 70 points

Weekly Schedule

Date/Week:	Theme	Topic	Readings	Due Dates/Notes
Week #1 9/5/212	Purposes of Schooling	Course Overview	Cisneros Dillard	Sakai Discussion Groups Discuss Analytic Paper #1
Week #2 9/12/12		Education as Human practice Observing Children Education vs Schooling	Almy & Genishi Carini Rogoff	OAS Rep Group Lesson sign up
Week #3 9/19/12		Historical Perspectives on Schooling Hidden Curriculum	Dewey Jackson Kohn	Submit & Bring Draft of Analytic Paper # 1

		Education for Liberation		Discuss Expectations for field notes & analytic paper #2 Group Lesson # 1 (Hidden Curriculum) * 1 st Elementary Visit: 9/21
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Week #4 9/26/12	Learning and Teaching	Social Reproduction	Anyon Kozol Persell & Cookson	Analytic Paper # 1 DUE *2nd Observation#2 9/28
Week #5 10/3/12		How is learning organized in schools and classrooms?	Mehan Oakes Rubin	Bring in hard copy of 1 st observation write-up for feedback Group Lesson # 2 (Social Reproduction/Inequality) *3 rd Elementary Visit 10/5
Week #6 10/10/12		Gender	Brown Kimmel Lamme & Lamme Denizet-Lewis Sokolower-Shain	Submit and bring draft of Analytic Paper # 2 Group Lesson #3 (Tracking and/or Self-Fulfilling Prophecy) *4 th Elementary Visit 10/12
Week #7 10/17/12		Social & Cultural Dimensions of Learning	Ladson-Billings (all read 1-3) To be divided among the class: Lomawaima & McCarty, Skilton-Sylvester, Orellana Lee	Analytic Paper # 2: Educational Autobiography DUE Group Lesson #4 (Gender) Discuss Analytic Paper # 3 * Makeup Elementary Visit 10/19
Week #8 10/24/12		Perspectives on schools & communities	Shultz (Intro, Chapters 1&2) Ladson-Billings Chapter 4-6	Elementary Field notes with summative page DUE *1 st Secondary Observation

Week #9 10/31/12	Curriculum & Pedagogy	Practical Aspects of constructivism	Shultz (3-5) Wallerstein Meier Duckworth	
Week #10 11/7/12		Debating the canon	Hirsch Cooley Banks	Submit & bring draft of Analytic Paper # 3 *Group Lesson # 5 (Constructivism)
Week #11 11/14/12		Reaching Diverse Learners: Pedagogical Strategies	Oyler Armstrong Sapon-Shevin Belkin	Analytic Paper #3 Due Draft of Early Teaching Philosophy Group Lesson # 6 (Multiculturalism) *2 nd Secondary Observation 11/16

Week #12 11/21/12	Policy & Reform	Standards & Accountability	Center on Educational Policy Meier Richie Darling-Hammond Shultz 6 & 7	Upload Early Teaching Philosophy to Sakai Teacher Education Site
Week #13 11/28/12		Desegregation/Integration	Chemerinsky Powell Wells	Group Lesson #7 (Differentiation/Inclusion) *3 rd Secondary Observation 11/30
Week #14 12/5/12			TBD	Group Lesson #8 (Schools as Communities) *4 th Secondary Observation 12/7
Week # 15 12/12/12				*Presentations *Bring Artifact *Makeup Secondary Visit 12/14
12/16/12: Final	Submit Secondary Field Notes with Summative Page to Sakai			

Assignment Due SUNDAY by 6pm (to Sakai)	Turn in all (signed) attendance records and evaluations to GSE room 110
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List and schedule of Readings: ***Remember hard copies with notes are required for class!!**

*These are subject to change

Week 1

- Dillard**, A. (1987). *An American Childhood*. (pp. 20-23, 42-49). New York: Harper & Row.
Rose, M. (1982). I just wanna be average. In *Lives on the boundary: A moving account of struggles and achievements of America's educational underclass*. (pp. 11-37). New York: Penguin.
Cisneros, S. (1991), *Woman Hollering Creek* (Selections), New York: Vintage. (pp.3-20).

Week 2

- Rogoff**, B. (2003) *The cultural nature of human development*. Chapter 8 "Learning through guided participation in human endeavors. Oxford University Press.
Almy, M. & Genishi, C. (1979). *Ways of studying children: An observation manual for early childhood teachers*. Chapter 2, 21-50.
Carini, P. (2000). A letter to parents and teachers on some ways of looking at and reflecting children. In M. Himley & P.F. Carini (Eds.), *From another angle: Children's strengths and school standards*, pp. 56-64. New York: Teachers College Press.

Week 3

- Dewey**, J. (1922/1966). Individuality, equality and superiority. In J. Ratner (Ed.), *Education today*. (pp. 171-177). New York: Macmillan.
Jackson, P. W. (1968/1990). *Life in Classrooms*. New York: Teachers College Press. Chapter 1 (3-37).
Kohn, A. (1999). *Punished by rewards*. Boston: Houghton Miffling. Pp. 142-159.

Week 4

- Anyon**, J. (1980). "Social class and the hidden curriculum of work," *Journal of Education*, 162 (1): 67-92.
Kozol, J. (1 September 2005). Still separate, still unequal: America's educational apartheid. *Harper's Magazine* v. 311, n. 1864.
Persell, C. H. & Cookson, P. W. (1986). Chartering and bartering: Elite education and social reproduction. *Social Problems* (33), 2: 114-129.

Week 5

- Mehan**, H. (2000). Beneath the skin and between the ears: A case study in the politics of representation. In B. Levinson et al. (Eds.), *Schooling the symbolic animal: Social and cultural dimensions of education* (259-279). Lanham, MD: Rowman & Littlefield, Inc.
Oakes, J. (1986). Beyond Tracking. *Educational Horizons* 65 (1): 32-35.
Rubin, B. (2006). Tracking and detracking: Debates, evidence and best practices for a heterogenous world. *Theory into Practice*, 45 (1): 4-14.

Week 6

- All read:* **Ladson-Billings**, G. (1994). *The Dreamkeepers: Successful teachers of African American Children*. San Francisco: Jossey-Bass. Chapters 1-3

To be divided among groups

- Lomawaima, K. T. & McCarty, T. L.** (2006). *To remain an Indian: Lessons from a century of Native American Education*. (Chapters 7 & 8). New York: Teachers College Record.
- Skilton Sylvester, E.** (2002). Literate at home but not at school: A Cambodian girl's journey from playwright to struggling writer. In G. Hull & K. Schultz (Eds.). *School's Out: Bridging out-of-school literacies with classroom practice*. New York: Teachers College Press. 61-95.
- Orellana, M. F.** (2001). The work kids do: Mexican and Central American immigrant children's contributions to households and schools in California. *Harvard Educational Review* 71 (3), 366-389.
- Lee, S.** (1996). Unraveling the "Model Minority" Stereotype: Listening to Asian-American youth. New York: Teachers College Press. Chapters 1 & 3.

Week 7

- Kimmel, Michael** (2004). "What about the boys?" What the current debates tell us—and don't tell us—about boys in schools. In M. S. Kimmel. *The gendered society reader* (pp. 243-262)
- Brown, Lynn Mikel** (2005). In the bad or good of childhood: Social class, schooling and white femininities. In L. Weis and M. Fine (Eds.), *Beyond Silenced Voices: Class, race and gender in United States Schools* (pp.147-162). Revised edition. Albany: SUNY press.
- Lamme, L. L. & Lamme, L.** (January 2001/2002). Welcoming Children from Gay families into our schools.
- Denizet-Lewis, B.** (September 27, 2009). Coming out in middle school. *New York Times* (<http://www.nytimes.com/2009/09/27/magazine/27out-t.html>)
- Sokolower-Shain, E.** (Fall 2009). When the gender boxes don't fit. *Rethinking Schools*. 24 (1). (http://www.rethinkingschools.org/archive/24_01/24_01_gender.shtml)

Week 8

- Shultz, B.** (2008). *Spectacular Things Happen Along the Way: Lessons from an urban classroom*. New York: Teachers College Press. **Introduction, chapters 1 & 2.**
- Ladson-Billings, G.** (1994). The Dreamkeepers: Successful teachers of African American Children. San Francisco: Jossey-Bass. **Chapter 4-6.**

Week 9

- Shultz, B.** (2008). *Spectacular Things Happen Along the Way: Lessons from an urban classroom*. New York: Teachers College Press. **Chapters 3-5**
- Duckworth, E.**(1987). *The Having of Wonderful Ideas and Other Essays on Teaching and Learning*. New York: Teachers College Press. pp.1-14
- Wallerstein, N** (1987). In I. Shor, (Ed.), *Freire for the classroom: A sourcebook for liberatory teaching*. Portsmouth, NH: Heineman. Chapter 2
- Meier, D.** (Summer 1992). Reinventing Teaching. *Teachers College Record* 93 (4).

Week 10

- Hirsch, E. D.** (1987). *Cultural Literacy: What Every American Needs to Know*. Boston: Houghton Mifflin. Chapter 1, pp. 1-32 and Chapter 5, pp. 110-133.
- Banks, J. A.** (1997). *Teaching Strategies for Ethnic Studies*, pp. 3-34. (6th edition). Boston, MA: Allyn & Bacon.
- Cooley, R.** (Winter 2003). Beyond pink and blue. *Rethinking Schools* 18(2).
http://www.rethinkingschools.org/archive/18_02/pink182.shtml

Week 11

- Oyler, C.** (2001, Spring) Democratic classrooms and accessible instruction. *Democracy and Education* 14 (1): 28-31.
- Armstrong, T.** (2000). *Multiple intelligences in the classroom*. Washington, DC: Association of Supervision and Curriculum Development.
- Sapon-Shevin, M.** (1999). *Because we can change the world: A practical guide to building cooperative, inclusive classroom communities*. Boston: Allyn and Bacon. Pp. 15-33.

Belkin, L. (2004, September 26). The lessons of classroom 506: What happens when a boy with cerebral palsy goes to kindergarten like all the other kids. *The New York Times Magazine*.

Week 12

Center on Educational Policy The Ten Big Effects of the No Child Left Behind Act on Public Schools.

Deborah Meier (Spring 2009). Reinventing schools that keep teachers in teaching. *Rethinking Schools* 23 (3): (http://www.rethinkingschools.org/archive/23_03/rein233.shtml)

Michie, G. (Fall 2009). Another path is possible: Two Chicago principals keep an eye on what matters. *Rethinking Schools* 24 (1): (http://www.rethinkingschools.org/archive/24_01/24_01_path.shtml)

Darling-Hammond, L. (2009). President Obama and education: The possibility for dramatic improvement in learning and teaching. *Harvard Educational Review* 79 (2): 210-223.

Shultz, B. (2008). *Spectacular Things Happen Along the Way: Lessons from an urban classroom*. New York: Teachers College Press. **Chapters 6-7**

Week 13

Chemerinsky, E. (2005). The segregation and resegregation of American public education: The court's role. In J. C. Boger & G. Orfield (Eds.), *School resegregation: Must the South turn back?* (pp. 29-50). Chapel Hill, NC: University of North Carolina Press.

Powell, J.A. (2005). A new theory of integrated education: *True* integration. In J. C. Boger & G. Orfield (Eds.), *School resegregation: Must the South turn back?* (pp. 281-304). Chapel Hill, NC: University of North Carolina Press.

Wells, A. S., Duran, J. & White, T. (2008). Refusing to leave desegregation behind: From graduates of racially diverse schools to the Supreme Court. *Teachers College Record* 110 (12): 2532-2570.

Week 14

TBD

Week 15

Presentations