

Introduction to Education
05:300:200 (section)
3 Credits

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Office Hours: by appointment	
Mode of Instruction: <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: from the instructor

Course 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.

Week		Topic	Readings	Content
1	Course Introduction		Syllabus	Introductions Expectations Reading Groups
2	Purposes of Education	What is education?	Cisneros Dillard Rose	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	
DUE	1st Field Journal Entry Due September 24th			
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 classrooms for students' growth and learning.
DUE	Portfolio 1 Due October 8th			
Week 7		Social and Cultural Dimensions of Learning	Ladson-Billings (all read 1-3) To be divided among the class: Lee Lomawaima & McCarty	Race/Ethnicity

			Orellana Skilton-Sylvester	
Week 8		Gender	Brown Denizet-Lewis Kimmel Kosciw Sokolower-Shain	Gender & Sexuality
Week 9		Perspectives on Schools and Communities	Ladson-Billings Chapter 4-6 Shultz (Intro, Chapters 1&2)	
Week 10		Curriculum and Pedagogy	Practical Aspects of Constructivism	Duckworth Meier Shultz (3-5) Wallerstein
DUE	Portfolio 2 Due November 5th			
Week 11		Debating the Canon	Banks Cooley Hirsch	Multiculturalism and its detractors
Week 12		Reaching diverse learners: Pedagogical strategies	Armstrong Belkim Oyler Sapon-Shevin	Differentiated instruction, inclusion
Week 13		Policy and Reform	Standards and Accountability	Darling-Hammond Jennings & Rentner Shultz 6 & 7 To be split: Meier Michie
14		Desegregation/ Integration & Current Issues	Chemerinsky Powell Wells, Duran & White	Approaches to building racially/ethnically diverse learning environments in a post- <i>Brown</i> era
15		Current Events	TBD	
Final Class Portfolio 3 due in class December 10th				

1. Ladson-Billings, G. (2009). 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.

All other readings will be on electronic reserve on the library website. Search under “*Abu El-Haj*” or “*Intro to Education*”

List and schedule of Readings:

Week 2

- Cisneros, S.** (1991), *Woman Hollering Creek* (Selections), New York: Vintage. (pp.3-20).
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.

Week 3

- 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.
Rogoff, B. (2003) *The cultural nature of human development*. Chapter 8 “Learning through guided participation in human endeavors. Oxford University Press.

Week 4

- 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 5

- 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 6

- 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 7

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

- Lee, S.** (1996). Unraveling the “Model Minority” Stereotype: Listening to Asian-American youth. New York: Teachers College Press. Chapters 1 & 3.
- 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.
- 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.**
- 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.

Week 8

- 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.
- 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>)
- 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)
- Kosciw, J. G., Bartkiewicz, M. J., & Greytak, E. A.** (2012). Promising strategies for prevention of the bullying of lesbian, gay, bisexual, and transgender youth. *Prevention Researcher*, 19(3): 10–13.
- 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 9

Ladson-Billings, G. (1994). The Dreamkeepers: Successful teachers of African American Children. San Francisco: Jossey-Bass. **Chapter 4-6.**

Shultz, B. (2008). *Spectacular Things Happen Along the Way: Lessons from an urban classroom*. New York: Teachers College Press. **Introduction, chapters 1 & 2.**

Week 10

Duckworth, E.(1987). *The Having of Wonderful Ideas and Other Essays on Teaching and Learning*. New York: Teachers College Press. pp.1-14

Meier, D. (Summer 1992). Reinventing Teaching. *Teachers College Record* 93 (4).

Shultz, B. (2008). *Spectacular Things Happen Along the Way: Lessons from an urban classroom*. New York: Teachers College Press. **Chapters 3-5**

Wallerstein, N (1987). In I. Shor, (Ed.), *Freire for the classroom: A sourcebook for liberatory teaching*. Portsmouth, NH: Heineman. Chapter 2

Week 11

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

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.

Week 12

Armstrong, T. (2000). *Multiple intelligences in the classroom*. Washington, DC: Association of Supervision and Curriculum Development.

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*.

Oyler, C. (2001, Spring) Democratic classrooms and accessible instruction. *Democracy and Education* 14 (1): 28-31.

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.

Week 13

Darling-Hammond, L. *The Flat World*. 1 & 6

Jennings, J. & Rentner, D. S. (2006). Center on Educational Policy The Ten big effects of the No Child Left Behind Act on Public Schools. Phi Delta Kappan.

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

To be split among groups:

Meier, D. (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)

Week 14

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 15

TBD by instructor

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. 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. Do not miss a class session to work on a portfolio due that day. Attendance points lost will outweigh the points omitted for lateness of portfolio submission.

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.

You should take notes in class by hand, unless you have a particular need to use a laptop. 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.

It is very important that you let me know if you have questions about the concepts being discussed during the course. Please see me to arrange a meeting, call, or email me with any questions or concerns.

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.

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

Portfolios A portfolio is a systematic presentation of and reflection on your learning. Over the course of the semester, you will turn in 3 portfolios that will be graded. Each portfolio will contain several short assignments and a reflection letter summarizing your learning. The assignments and the portfolios will be explained in detail below.

Response Papers (500 words). You will write **10** response papers over the course of the semester. Each paper will address one week's readings (**all texts**). (You will choose the four weeks that you do not write a paper.) **You must spread your response papers across the entire semester so that you will have some to choose from for each portfolio assignment (see below).**

Writing is not just a means to communicate fully formed ideas; it can be used to raise questions and ponder ideas as well. The response papers are intended in this second way. These papers should directly address the readings for the week. They are not to be simply a summary of the readings. **In your papers, please cite at least one quote from each text as a way of grounding your own thoughts.** Choose these quotes carefully. They should add to, extend and/or help you to explain a cogent point you are making. In these papers, you will explore issues or questions about the readings, address the relationship between the different readings and draw these readings into conversation with your personal and fieldwork experiences. These papers are intended to give you a chance to think more deeply about the readings before you come to class and will help stimulate discussion.

At the beginning of the semester, you will each be placed in a small reading/writing group for the purpose of sharing these papers. All papers will be posted on the Sakai website by **6pm on Monday night. You must read your writing group's papers before class on Tuesday and write a one-paragraph review that addresses how their papers extended your thinking or raised interesting questions for you. You are expected to write 9 reviews to your writing group over the course of the semester. You must respond three times for each marking period covered by one of the portfolio assignments. In order to be considered for any participation points on your portfolio, you must have reviewed three weeks of your peers' papers.**

Since one major function of these papers is to have you think about the readings and share ideas ahead of class, **late papers will not be accepted** and cannot be counted toward your 10 required pieces. **All 10 response papers are required for full credit** in this course.

Criteria for evaluation

In these papers, I will be looking for evidence that you are reading and thinking critically about the various assigned texts **and** that you are drawing connections *across* texts. Rest assured that this does not mean that I expect you to understand the texts thoroughly. These papers are

exploratory by nature and are the place for you to raise questions, ask for clarification and/or be speculative about the texts.

Field Journal

After each visit to your school site, you will write about one key issue or incident that you observed that day. The field journal is a place to record your observations (what you actually noticed) and to begin to interpret these observations in relation to class readings and discussion. Each week's entry need not be long (2-3 single spaced pages) and should not try to cover everything you observed on your visit. This means you will be choosing an issue or incident that was particularly salient and that interested you. One important goal of having you write about a specific issue or incident is to encourage you to take the time to describe it in its particularities and complexity. Good observation and good writing depend on learning to pay careful attention to the details of the situations we attempt to understand and describe. In your field journal, you will practice separating what you actually saw from your interpretation of these observations. Too often in schools, as in life, we attribute feelings, motivations and attitudes to individuals with little or no evidence for these attributions. Your field journal is a place to begin to learn the skills of careful observation and thoughtful interpretation.

In your journal, you should write separate:

- (1) **observations** – these are **objective detailed descriptions** of the classroom environment and organization, vignettes of telling events, or captured monologue or dialogue.
- (2) **reflections/analysis** – these are subjective in nature as they depict what you interpret this event, dialogue, description to mean? What is it affirming or disconfirming about schooling for you? In your analysis, draw on course readings to make connections to what you are seeing.

You can alternate between description and analysis, e.g. describe a particular event or period of time and then write your analysis of it; or write all of your observations for that visit and then all of your reflection/analysis. Be sure to separate or mark them with separate headings or by italicizing the reflections.

Your reflection/analysis may be your own reflections on the events, your questions about them, your judgments, and, perhaps, a comparison to other school situations you have known. **Most importantly**, use readings and discussions from the course to help explain (or to challenge or suggest possible changes in) what you are seeing. In your annotated field journal (see portfolios 2 & 3), I, the reader, should be able to see clear links between readings, class discussions, and your reflections. You should also work to untangle and understand the choices that are being made by teachers and students in classrooms.

You will be bringing your field journal to class throughout the semester. Your field journal will be a resource for learning about observation and for grounding our weekly discussions in the actual practice of schools. **After your first observation, you will turn in your first field journal entry so that I can give you feedback. (Due September 24th.)**

In addition, for your second portfolio, you will choose one week's observation to interpret in relation to the course readings.

Portfolio #1 (20% of your final grade. See Rubrics for Grading Criteria)

There are three components to be included in this portfolio.

1) Response Papers

You will choose to submit two of your response papers that you consider your strongest work (from the weeks covered in this portfolio). **You will revise these to reflect what you learned from your group and our class discussion.** (In other words, these should reflect thoughtful reconsideration of the week's readings and a synthetic understanding of the issues raised in the texts in light of our classroom discussion and activities.) You should turn in your original and the revised versions. Your grade for the response papers will be based on the best of these two papers.

2) Analytic Paper: Educational Autobiography (750-1000 words, double-spaced).

See handout for details and grading rubric.

In the first part of the course, we will be exploring the nature of learning in human contexts and how this relates to the structures of formal schools. We will also discuss the purposes of education, examine the role formal schools play in preparing young people for their societies. In this paper, you will choose one experience from your own educational autobiography and analyze it in relation to one of the course readings. You will develop a thesis (an interpretation) that links your experience to the reading you have chosen.

In class, we will discuss thesis statements and how to develop and support an interpretation of your experience.

3) Reflective Letter (250-500 words)

You will write a reflective letter describing what you now believe the purposes of education to be. In this reflection letter, you should describe how your understanding of this issue has been changed, extended or challenged to date. Be specific about the experiences, observations and readings have led to this new knowledge. This letter should demonstrate knowledge, analysis and inquiry of the readings, class discussion and the observation experience.

Portfolio #2 (35% of your final grade. See rubrics for grading criteria)

1) Response Papers

This assignment is the same as Portfolio one.

2) Analysis of Inequality: Field Observation (750-1000 words, double-spaced)

This paper is similar to the one you wrote for your first portfolio. In this paper, you will analyze an aspect of inequality or an attempt to redress inequality, drawing on your field observation. **See handout for details and grading rubric.**

3) Annotated Field Journal

You annotate your field journal, noting how the incidents you observed reflect, challenge or complicate the course readings. You can type your annotations in a different font, italics or bold write into the text of your field journal or you can create a separate column that runs alongside your observations and make your annotations there. Your field journal should reflect your four visits to date.

4) Reflective Letter (250-500 words)

You will write a reflective letter describing the process of learning (e.g. How do we learn? What factors affect learning? How do context and content affect learning?) In this reflection letter, you should describe how your understanding of learning been changed, extended or challenged to date. Be specific about the experiences, observations and readings have led to this new knowledge. This letter should demonstrate knowledge, analysis and inquiry of the readings, class discussion and the observation experience.

Portfolio #3 (45% of your final grade. See rubrics for grading criteria.)

1) Response Papers

This assignment is the same as the earlier portfolios

2) Policy Analysis (500-750 words, double-spaced)

You will write a letter to the editor in which you argue for one of the school reform policies that we have studied. **See handout for details and grading rubric.**

3) Annotated Field Journal

This assignment is the same as the one for your second portfolio.

4) Reflective Letter: Teaching Philosophy Statement

You need to write a personal philosophy of teaching. This statement should respond to the following directions. This teaching philosophy statement will be 500-750 words (typed, double-spaced) and should include the following:

1. In your paper, you must include references to at least five different readings from your program that have shaped your philosophy.
2. You must address the following questions in your personal philosophy of teaching.
 - a. What do you think the purposes of schooling should be?
 - b. What is your position on the questions or problems central to your discipline (subject matter)
 - c. How do students learn?
 - d. How will you teach, and how have your ideas changed in light of your experiences in the program (include pedagogy, use of technology, and assessment)?
 - e. Why and how will you respond to differences in ability, interest, and background of your students?
3. You should include specific examples when you discuss your teaching (either from your own experience, observations, or actual teaching).
4. You should provide a one-page abstract of your statement.

Your teaching philosophy is the first document that goes into the electronic portfolio for the teacher education program. In order to receive your final grade for this course, you must upload a copy into the electronic portfolio.

Weighting of Specific Assignments within Each Section of the Course
(Items that are shaded are part of the portfolio for each section)

Grades for Section 1: (20% of final grade)	
2 Response Papers	30
Analytic Paper	40
Reflective Letter	15
Participation in class discussion and assignments beyond the minimum expectation of being on time and prepared for class. Active participation in small and large group work. Completion of all response papers and responses to writing group peers. Weekly participation in field experience	15
Grades for Section 2: (35% of final grade)	
2 Response Papers	25
Inequality Analysis	30
Annotated Field Journal	20
Reflective Letter	10
Participation in class discussion and assignments beyond the minimum expectation of being on time and prepared for class. Active participation in small and large group work. Completion of all response papers and responses to writing group peers. Weekly participation in field experience	15
Grades for Section 3: (45% of final grade)	
2 Response papers	25
Policy Analysis	25
Annotated Field Journal	20
Teaching Philosophy	15
Participation in class discussion and assignments beyond the minimum expectation of being on time and prepared for class. Active participation in small and large group work. Completion of all response papers and responses to writing group peers. Weekly participation in field experience	15