INTRODUCTION TO EDUCATION
05:300:200:02
Tuesday and Thursdays, 11:30-12:50pm
Location: Graduate School of Education Rm. 25A
Clinical: Friday morning school visits

Instructor: Siqing “Erica” He
Erica.he@rutgers.edu
Office Hours: T/Th 12:50-1:30pm and by appointment, GSE Building Room 14

Course description

The aim of this course is to introduce key issues in education and then observe and reflect on them in practice. The course introduces students to critical issues in U.S. education, including: race; immigration; special education; 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.

Students will draw upon your own experiences as learners, clinical 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 perspective, and from the realities of educational practice in school and out of school contexts. In addition, the class will model various pedagogical strategies; and these experiential exercises will provide for an examination of teaching and learning.

The New Jersey Professional Standards for Teachers that are covered in this course include:

- **Standard 1.ii.2** - The teacher acquires the essential knowledge that will allow him or her to create developmentally appropriate instruction that takes into account individual learner’s strengths, interests, and needs and that enables each learner to advance and accelerate his or her learning and prepares the teacher to collaborate with families, communities and colleagues and other professionals to promote learner growth and development.

- **Standard 2.i.4** - The teacher develops the critical disposition to allow him or her to value diverse languages, dialects and cultures and to seek to integrate them into her instructional practice to engage students in learning.

- **Standard 11.i.1** - The teacher reflects on his or her personal biases and accesses resources to deepen his or her own understanding of cultural ethnic, gender and learning differences to build stronger relationships and create more relevant learning experiences.

Learning goals

1. To inspire and empower students to become teacher change agents
2. Students will demonstrate critical understandings about the social and historical contexts of teaching and learning in the US through written assignments and in-class discussions.
3. Students will observe and reflect upon contemporary educational practice in diverse settings and analyze their observations in light of the theories learned in class.
4. Students will reflect on their own educational autobiography and consider how this will impact their own teaching beliefs and practices as future teachers.
5. Students will begin to develop their strengths as teacher researchers during school visits and in their final paper about an educational issue of their choice.
6. Students will gain familiarity with NJ Professional Standards for Teachers and the Danielson Framework for Teaching

Readings

Required Text ordered at the Rutgers Bookstore


Additional readings are available on Canvas under “Files.” Some of the readings are electronic news articles thus the link is provided in the syllabus.

Expectations and Class Rules

Read the syllabus carefully. You are responsible for knowing what is contained in the syllabus and for adhering to due dates and requirements in the syllabus without any reminders from me.

A successful class will depend on every member of the group being actively engaged as both learners and teachers. It 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, etc.) 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.

It is very important that you let me know if you have questions about the concepts being discussed during the course. Please see me during office hours or e-mail me with any questions or concerns.

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. Discussion posts and comments 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 post on the discussion forum.

Attendance in class. Students are expected to be on time and prepared for class. Because much of the work we do in class depends on partnering and small work groups, your contribution is necessary not only for your success but for the success of your peers. Four (4) 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 four (4) 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 5 absences, a B for 6 absences, and a C+ for 7, and so forth). If you miss class, use the university absence reporting...
Clinical visits
A key component of this course are the Friday mandatory meetings and clinical visits to four different school sites. Meeting and school visit schedule is as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>9/14</td>
<td>Intro to Ed Orientation (8:30-11:00 am)</td>
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<tr>
<td>9/21</td>
<td>Intro to Ed Movie Day (8:00-12:00)</td>
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<td></td>
<td>Extra credit--5 year program information session (2:00 pm</td>
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<td>Busch Campus Center Campus Hall)</td>
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<tr>
<td>10/5</td>
<td>Elementary School</td>
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<td>10/19</td>
<td>Secondary School</td>
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<tr>
<td>11/2</td>
<td>Special Education</td>
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<tr>
<td>11/30</td>
<td>ESL</td>
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Rutgers does not provide transportation to the schools, so it is up to individual students to make their own arrangements. Students should expect to travel a minimum of thirty minutes each way to their assigned school. You will be given and opportunity to discuss the possibility of carpooling with classmates on the first day of class. If you know for a fact that you will be carpooling with a specific group of classmates, please indicate this on the contact sheet you will fill out at the Intro to Ed Orientation meeting on 9/14/18. Please have your travel arrangements in place prior to the Intro to Ed Movie Day on 9/21/18.

Please note that you cannot receive course credit without completing all the required clinical observation hours.

Have access to the relevant readings and your discussion post in class every week. Please be sure that you have access to the necessary reading materials and your discussion post for EVERY class so that you will be able to refer to them in class and make your contributions.

Anyone with a learning difference needing accommodations of any kind should contact me as soon as possible. In order to receive consideration for reasonable accommodations, a student with a disability must contact the disability services office, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, the disability services office will provide you with a Letter of Accommodations. You will need to share this letter with me as early as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

All assignments are required to pass this course. All written work is graded based on thoroughness, quality of analysis, level of support from data and/or literature, organization, and clarity.

Final grades will be assigned as follows:

- 90-100 A
- 85-89 B+
- 80-84 B
- 75-89 C+

website https://sims.rutgers.edu/ssra/ to indicate the date and reason for your absence – an e-mail is automatically sent to me.
Students are expected to turn in all work on time. If you need an extension, be sure to ask for it before it is due. Extensions will only be granted for legitimate reasons - absences are not a legitimate excuse. When an extension has not been granted, grades on assignments will be lowered one grade for each calendar day that 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 written work must be properly referenced using the APA (American Psychological Association) reference style. You are expected to cite course readings and other articles and multimedia materials in your writing assignments. For your final paper, include a separate references page in APA format. In your discussion posts and other papers, simply add the references at the end of your paper. One good resource for APA reference style is https://owl.english.purdue.edu/owl/resource/560/01/

Check your e-mail regularly. I will use e-mail (sending through Canvas) for announcements and to contact you individually. You will need to pay attention to these e-mails in a timely fashion. If you do not usually use your Rutgers e-mail account, be sure that you have set it to forward to the account that you do check. Make sure you check your Canvas settings to receive notifications to an email address that you check so you know when I post an announcement or send emails through Canvas.

Academic integrity is essential to the success of the educational enterprise and breaches of academic integrity constitute serious offenses against the academic community. You are responsible for knowing the Rutgers University Academic Integrity guidelines. These can be found at http://academicintegrity.rutgers.edu/ and in the following document http://senate.rutgers.edu/FinalInterimAcademicIntegrityPolicy.pdf

Learning Accommodations
Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’ disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

Assignments
- Weekly discussion posts and comments - 20%
- Educational autobiography - 10%
- Clinical Visit Journals - 30%
- Final Project Presentation - 5%
- Final Project Paper - 20%
- Class Participation - 15%
- Extra Credit – 5 points added to lowest scoring assignment
1) Weekly discussion posts and comments (20% of final grade)
You will be responsible for posting every other week and a in the discussion forum about the week's readings. Posts must be a minimum of 350 words, are to respond to the guiding questions for each week and should refer substantively to at least two reading of the week in the post. You are also required to post at least one comment each week (including the weeks when you are also writing a longer post). There is no minimum number of words for the comments but comments must be substantive and extend the discussion. Please keep commenting friendly and encouraging. Posts and comments should show knowledge of the text and move beyond summary. Ideally they will show evidence of careful reading and critical thinking about the texts. Conclude each discussion forum post with one or two discussion questions or takeaway points that you can bring with you to class. Use your posts to begin working on your analytical clinical field journals.

2) Educational Autobiography (10% of final grade)
In this paper, drawing inspiration from at least one reading on the syllabus, you will write about one experience from your own educational autobiography. You should shape your paper around a clear thesis statement. Describe the experience you had using rich and specific detail in light of your selected reading(s). Please refer to the assignment rubric available in Canvas Files.

3) Clinical Visit Journals (30% of final grade)
After each school visit, you will write a focused analysis of your observations. In this analysis you will interpret these observations in relation to class readings and discussion. Please refer to the assignment rubric available in Canvas Files.

   a) On Friday 9/21 you will have a chance to practice writing your observations when you take notes on a video of teaching. While you watch the video you will practice observing the lesson and focusing on the teacher, student, classroom environment and the content of the curriculum. You will also practice separating description and interpretation in your write up of your notes in preparation for your note taking when you go on your school visits.

   • **Observations** - These are detailed rich descriptions of the classroom environment and organization, vignettes of telling events, or captured monologue or dialogue.
   • **Reflections & Analysis** - What do you interpret this event, dialogue, or description to mean? In your analysis, draw on course readings to make connections to what you are seeing. Please cite quotes from texts that you use 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. We will be looking for evidence that you are reading and thinking critically about the various assigned texts and how these can be applied to thinking analytically about what you are observing in the classroom.

   • Please keep your observations and reflection/analysis sections apart. Your reflection/analysis may include 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. 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 show evidence that you are thinking carefully and analytically about what you are seeing in your placements in relation to what you are learning in our
course. Have access to your clinical visit notes in class throughout the semester. Your notes will be a resource for learning about observation and for grounding our in-class discussions in the actual practice of schools.

4) Final Project (20% of final grade; 1400-1500 words double-spaced)
The final project will allow you to select an educational issue that you are most interested in. Early in the semester you will have the opportunity to select a topic from among a list that we will generate collaboratively in class. Throughout the semester you will search for readings and resources to explore your topic in more depth. Use your school visits to try to observe the issue in practice if possible. Please refer to the assignment rubric available in Canvas Files.

5) Final Presentation (5% of final grade).
During the last lesson you will present your final project in class and we will learn from each other.

6) Class Participation (15% of final grade).
In addition to the basic norms that you come to class (and your clinical placement) prepared, and on time, you are expected to be a full, responsible, and engaged participant in our classroom community, discussions, group assignments and so forth.

7) Extra credit opportunity.
You will receive 5 additional points added to your lowest scoring assignment for attending an information session on the GSE 5 year Masters in Education on Friday 9/21 at 2:00 at Busch Campus Center, Center Hall.

CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Class</th>
<th>Readings</th>
<th>Assignments Due</th>
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| Week 1 9/4-9/6 | Course Introduction | • Syllabus  
• Hawkins articles | 1. Read and be prepared to discuss both Hawkins articles |
| Week 2 9/11-9/13 | Characteristics of learning in early childhood | • Ladson Billings chapters 1-2  
• Duckworth  
• Lobman | 1. Group 1  
Due Sunday 9/9, comments (everyone) due by Monday 9/10 |
| Fri 9/14 | Mandatory meeting: Introduction to Education Orientation 8:30-11:00 | | |
| Week 3 9/18-9/20 | Observing children and teachers/ Models of excellent pedagogy/ Culturally relevant | • Carini  
• Danielson  
• Ladson-Billings Chapters 3-4 | 1. Group 2  
Due Sunday 9/16, comments (everyone) due by Monday 9/17 |
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<tr>
<th>Date</th>
<th>Event</th>
<th>Week</th>
<th>Details</th>
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<tr>
<td>Fri 9/21</td>
<td>Intro to Ed Movie Day 8:00-12:00 (mandatory for everyone)</td>
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<td>Information session about 5 year program at 2:00 (extra credit to attend and write brief reflection) Busch Campus Center, Center Hall</td>
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<td>Week 4 9/25-9/27</td>
<td>Nature of knowledge, teaching and learning</td>
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<td>NJ Student Learning Standards <a href="http://www.state.nj.us/education/ccs/">http://www.state.nj.us/education/ccs/</a></td>
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<td>• Dewey (select a paragraph)</td>
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<td>• Ladson-Billings chapter 5</td>
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<td>• Hirsch</td>
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<td>Week 5 10/2-10/4</td>
<td>Hidden curriculum/ Daily practices of teaching/ Tracking</td>
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<td>• Oakes</td>
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<td>• Rubin</td>
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<td>• Anyon</td>
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<td>• Yee</td>
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<td>Fri 10/5</td>
<td>Elementary school visit</td>
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<td>Week 6 10/9-10/11</td>
<td>Structure of schooling/ Segregation</td>
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<td>Talk by Jonathan Kozol at Yale University</td>
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<td>• Kozol</td>
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<td>• Disare</td>
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<td>• Carter and Welner</td>
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<td>Week 7 10/16-10/18</td>
<td>The pressure of competition</td>
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<td>• Kohn</td>
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<td>• Demerath</td>
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<td>1. Everyone posts and comments. As part of your post select a paragraph from Dewey to share in class along with your response to the guiding questions. Due Sunday 9/23, comments (everyone) due Monday 9/24</td>
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<td>2. Video Observation Journal Due Friday 9/28</td>
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<td>1. Group 1 Due Sunday 9/30, comments (everyone) due by Monday 10/1</td>
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<td>2. Educational autobiography Due Friday, 10/5</td>
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<td>1. Group 2 Due Sunday 10/7, comments (everyone) due Monday 10/8</td>
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<td>2. Bring final project topic paragraph along with three citations of readings on Thurs(10/18)</td>
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<td>3. Elementary clinical field journal Due Friday 10/19</td>
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<td>Date</td>
<td>Event</td>
<td>Groups</td>
<td>Comments/Assignments</td>
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<tr>
<td>Fri 10/19</td>
<td>Secondary school visit</td>
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| Week 8 10/23-10/25 | Special Education | • Mehan  
• Belkin  
• Wilson | 1. Group 2  
Due Sunday 10/21  
Comments (everyone) due Monday 10/22 |
| Week 9 10/30-11/1 | Special Education | • Sapon-Shevin  
• Oyler  
• Armstrong  
• Ladson-Billings  
Chapter 7 | 1. Group 1  
Due Sunday 10/28,  
comments (everyone) due Monday 10/29  
2. Secondary school clinical field journal  
Due Friday 11/2 |
| Fri 11/2   | Special Education visit            |                         |                                                                                      |
| Week 10 11/6-11/8 | Language, immigration and culture | • Suarez-Orozco  
**stories of children of immigration to be divided among the class (stories available on Canvas in Files)**  
Jigsaw:  
• Abu El-Haj  
• Orellana  
• Wing | 1. Everyone posts and comments  
Describe how the particular immigration story of your selected student has impacted their education.  
Due Sunday 11/5,  
comments (everyone) due Monday 11/5 |
| Week 11 11/13-11/15 | Pedagogical strategies to build community with diverse learners | • Wallerstein  
• Wingert  
• Freeman | 1. Group 2  
Due Sunday 11/11,  
comments (everyone) due Monday 11/12  
2. Special Education Clinical Field Journal Due Friday, 11/16 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Fri 11/16</td>
<td>ESL visit</td>
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<tr>
<td>11/20</td>
<td>NO CLASS (Thursday classes meet) HAPPY THANKSGIVING!</td>
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<td>Week 12</td>
<td>11/27-11/29 Gender</td>
<td>• Kimmel</td>
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<td>• Slesaransky-Poe</td>
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<td>• Sokolower-Shain</td>
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<td>• Cooley</td>
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<td>1. Group 1</td>
<td>Due Sunday 11/25, comments (everyone) due Monday 11/26</td>
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<td>2. ESL Clinical Field Journal Due Friday 11/30</td>
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<td>Week 13</td>
<td>12/4-12/6 Standards and Accountability US education in global context</td>
<td>• Darling-Hammond</td>
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<td>• Tavangar</td>
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<td>• Presentations in Class</td>
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<tr>
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<td>1. Group 2</td>
<td>Due Sunday 12/2, comments (everyone) due Monday 12/3</td>
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<td></td>
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<td>2. Work on final project</td>
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<td>3. Final Presentations begin 12/6</td>
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<tr>
<td>Week 14</td>
<td>12/11 Educational issues in contemporary US</td>
<td>• Presentations in Class</td>
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<td>1. Final Presentations Continued</td>
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<tr>
<td>Week 15</td>
<td>12/18 NO CLASS</td>
<td>Final Project Papers Due Tuesday, 12/18</td>
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List and schedule of Readings and Guiding Questions

Week 1

Get Familiar with Canvas


Week 2


**Guiding Questions:** How do teachers’ responses to children affect their learning? How can teachers best support learning? How do race, ethnicity, class, gender, and orientation influence learning?

**Week 3**


**Guiding Questions:** What can we learn by observing students? Why bother getting to know students’ interests? What factors limit our powers of observation? What constitutes effective pedagogy? How can we evaluate quality teaching?

**Week 4**


**Guiding Questions:** What is the purpose of education? What is the nature of knowledge? What should the content of the curriculum be? What is the role of content in the culturally relevant classroom?

**Week 5**


**Guiding Questions:** How do the daily practices of schooling reproduce societal inequalities? What societal inequalities seemingly correspond with the schooling experiences of different students? How do schools sort and categorize students? What workable alternatives to tracking exist?
Week 6


Guiding Questions: How do race and ethnicity structure students’ experiences in the US schooling system? What roles have race and ethnicity played in the US schooling system historically?

Week 7


Guiding Questions: How can educational success be socially constructed and “produced”? What are the consequences of high levels of competition and academic pressure? Are there downsides to being educationally privileged? What is the role of intrinsic and extrinsic motivation for learning?

Week 8


Guiding Questions: What assumptions about disability shape the way we educate disabled students? How do inclusive practices benefit special education students and their peers? How do teachers and schools manufacture disabilities?

Week 9


**Guiding Questions:** How can we teach to meet the needs of all our students? What are the merits and limitations of inclusion and separation?

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**Week 10**


**Jigsaw:**


**Guiding Questions:** How do immigrant students experience schooling?

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**Week 11**


**Guiding Questions:** What are the challenges facing ELLs (English Language Learners)? How can problem-posing approaches to education benefit ELL students?

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**Week 12**


**Guiding Questions:** How have gender/sexuality been used to “think about” what happens in the classroom? How does gender interact with other factors like class, race, identity, and orientation? How can teachers prepare to create a safe and inclusive classroom community?

**Week 13**


**Guiding Questions:** What are some systematic practices used by other countries in education and that differ from educational practices in the US? How can we cultivate global citizenship in our students?

**Week 14**

**Class presentations**

**Week 15**

**No class—Final Project Papers Due**