**05:300:200:08 Introduction to Education**  
**Fall 2018 - Mondays, 3:55-6:55 pm**  
**Ruth Adams Building, Douglass Campus, Room 104**

<table>
<thead>
<tr>
<th>Instructor: Gerald Goldin</th>
<th>Email: <a href="mailto:geraldgoldin@dimacs.rutgers.edu">geraldgoldin@dimacs.rutgers.edu</a></th>
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<tr>
<td>Phone Number: 908-720-2434</td>
<td>Location: GSE-235</td>
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<tr>
<td>Office hrs.: M after class, Tu 2:00-2:50 pm, except Nov. 20, or by appointment</td>
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<tr>
<td>Mode of Instruction:</td>
<td>Permission required:</td>
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<tr>
<td>___ Lecture</td>
<td><em>x</em> No</td>
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<td><em>x</em> Seminar</td>
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<td>___ Hybrid</td>
<td>Directions about where to get permission numbers: Contact the office of academic services at the GSE</td>
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Rutgers University welcomes students with disabilities into all 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’s 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.

**Note:** This is a preliminary syllabus. Some of the specific readings and assignments are likely to be modified as the course proceeds. - Thank you, Prof. Goldin

**Course Description**

The following information summarizes learning goals included in the NJ Professional Standards for Teachers (2014) and the Council for the Accreditation of Education Professionals (2013) that are partially addressed in this course. Following this list, you will find a narrative description of the course content and requirements.

**Learning Goals**

**New Jersey Professional Standards for Teachers (2014)**:

**Standard Two: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

*if. Performances:* (1) The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

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iii. Critical Dispositions: (1) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential; (3) The teacher makes learners feel valued and helps them learn to value each other;

Standard Three: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

   i. Performances: (3) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. (5) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments; (6) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

Standard Five: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

   i. Performances: (3) The teacher facilitates learners’ use of current tools and resources to maximize content learning in varied contexts.

Council for the Accreditation of Education Professionals (2013)²

Standard 1: Candidate Knowledge, Skills, and Dispositions

   1.1 Content Knowledge and Pedagogical Knowledge
   1.2 Instructional Practice - Learning Experiences

Rutgers Catalog Description

Taking a multidisciplinary approach to the study of education, this course examines educative practices in and outside of school contexts. It focuses 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.

Further Details

What is education in the United States, and what should it be? This course will introduce you to critical issues in education from a variety of perspectives. As you learn more about schools, the experiences of students and teachers, curriculum standards and testing, diversity and inequalities of educational opportunity, and controversies surrounding educational policy and contemporary school reform efforts, you will have the opportunity to develop and discuss your own perspective on and philosophy of education and learning.

A key component of the course is a field placement, with the course number 05:300:201. This entails a series of visits to different school sites on Fridays. Your field observations are essential to your participation in class discussions and interpretation of the readings.

² http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf
You will draw on your own experiences as learners in (and out of) school, your field observations, the readings, and our class discussions and activities, to develop not only an understanding of contemporary schooling, but also a perspective on education as a process that is at the heart of all human activity.

Each week is organized to consider educational issues from a theoretical and research standpoint, and from the standpoint of the realities of educational practices in school and in out of school contexts. In addition, classes will model various pedagogical strategies; and these experiential exercises will provide for an inquiry into teaching and learning.

**Required Text**


**Readings**

All other readings will be on electronic reserve on the library website (search “Introduction to Education”). Items on reserve are in order of the title of the article.

**Week-by-week plan**

<table>
<thead>
<tr>
<th>Week</th>
<th>Video</th>
<th>Readings: complete before class</th>
<th>Assignments due before class</th>
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<tbody>
<tr>
<td>Wk 1 9/10</td>
<td>Course Introduction</td>
<td>Race: The Power of an Illusion</td>
<td>Syllabus</td>
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<tr>
<td>Fri 9/14</td>
<td><strong>Mandatory general orientation meeting</strong> regarding field experiences for all Introduction to Education students, 8:30-10:30 a.m. (in Trays Hall the Douglas Campus Center)</td>
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<td></td>
<td>The field instructor for our section this semester (Sec. 08) is Dr. Rosemary Carolan.</td>
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<td>Wk 2 9/17</td>
<td>Characteristics of learning in early childhood</td>
<td>Ladson Billings chapters 1-3; Duckworth</td>
<td>Preliminary notes for your educational autobiography Term project topic selection Discussion posting #1</td>
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**Fri 9/21**  | **Meeting and movie day** regarding field experiences, 8:00 a.m.-12:00  
An optional information session about the 5-year program is scheduled for 2:00 p.m. at the Busch Campus Center, Center Hall

| Wk 3 9/24 | Observing children and teachers  
Models of excellent pedagogy  
Culturally relevant teaching | Carini  
Danielson  
Ladson-Billings chapter 4 | Final project topic due, along with three citations of readings you will use  
Discussion posting #2

| Fri 9/28 | **Elementary school visit** |

| Wk 4 10/01 | The nature of knowledge, teaching and learning | Dewey  
Hirsch  
Ladson-Billings chapter 5  
[**NJ Student Learning Standards**](#) | Discussion posting #3  
Observation notes of teaching video  
Elementary school annotated field journal due Friday 10/05

| Wk 5 10/08 | Hidden curriculum  
Daily practices of teaching | Anyon  
Kohn  
Sokolower-Shain  
[**The Shift Away From ‘No-Excuses’ Discipline**](#) | Discussion posting #4

| Fri 10/12 | **Secondary school visit** |
| Wk 6 10/15 | Structure of schooling  
Segregation  
Urban/suburban schools | The Race to Nowhere | Kozol  
Demerath  
*School to Prison Pipeline* | Educational autobiography due  
Discussion posting #5  
Sec. school annotated field journal due Friday 10/19 |
| --- | --- | --- | --- | --- |
| Wk 7 10/22 | Tracking | Oakes  
Rubin  
*Ability grouping regains favor* | Discussion posting #6  
Work on reading response #1 and final project |
| Fri 10/26 | **Special education visit** |
| Wk 8 10/29 | Language, immigration and culture | Ladson-Billings  
Chapter 6  
*Suarez-Orozco*  
**Stories of the children of immigration, to be divided among the class:**  
Abu El-Haj  
Orellana  
Lee | Reading response #1  
Special Ed annotated field journal due Friday 11/02 |
| Wk 9 11/5 | Perspectives on Schools and Communities | Wallerstein  
*When English Proficiency isn’t enough* | Discussion posting #7 |
<p>| Wk 10 11/12 | Special Education | <em>Reimagining Disability and Inclusive Education Through Universal Design for Learning</em> | Discussion posting #8 |</p>
<table>
<thead>
<tr>
<th>Wk 11 11/19</th>
<th>Pedagogical strategies to build community with diverse learners</th>
<th>Belkin Ladson-Billings Chapter 7 Sapon-Shevin</th>
<th>Discussion posting #9 Work on reading response #2 and final project</th>
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<tr>
<td></td>
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<td>November 22, 2018 - Happy Thanksgiving!</td>
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<td>Wk 12 11/26</td>
<td>Gender</td>
<td>Kimmel</td>
<td>Reading response #2 Final project presentations</td>
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<td>NYT article about school bathrooms and transgender students</td>
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<td>Fri 11/30</td>
<td>ESL school visit</td>
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<td>Wk 13 12/3</td>
<td>Standards and accountability US education in the global context</td>
<td>Darling-Hammond A brief history on NCLB and Common Core (Part 1) The Perfect Storm: Common Core, Standardized State Testing, and Teacher Evaluations (Part 2)</td>
<td>Discussion posting #10 Final project presentations ESL annotated field journal due Friday 12/07</td>
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<td>Wk 14 12/10</td>
<td>Educational issues in contemporary USA</td>
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<td>Final project presentations</td>
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<tr>
<td>12/14</td>
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<td>Final projects due for submission</td>
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**COURSE EXPECTATIONS**

A successful class depends on every member of the group being actively engaged as both learner and teacher. It is our assumption that each of us has valuable perspectives and experiences that can inform our collective, developing knowledge.
Class attendance is mandatory. You are expected to be on time and prepared for class. Because much of the work we do in class depends on partnering and small working groups, your contribution is necessary not only for your success but for the success of your peers. Two (2) 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 except in unusual circumstances. More than two (2) absences will normally 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 would receive a B+ for 3 absences, a B for 4 absences, a C+ for 5, and so forth). If you must miss a class, please use the university absence reporting website [https://sims.rutgers.edu/ssra/] as soon as you know, to indicate the date and reason for your absence – an e-mail is automatically sent to me.

In addition, because you are working with teachers and children who expect you to be there, you should never be absent on field observation days. In the event of an emergency or illness, you must contact your cooperating teacher and let her/him know you will be absent. You must also plan to reschedule that visit on a later date.

Note: You cannot receive course credit without completing all the required hours.

Learning in this class requires 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 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 encourage your colleagues (and your professor) to do the same.

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

This class is a discussion-oriented seminar. To be effective, everyone must come prepared to discuss the week’s assigned readings and to share field observations. Response papers (see below) are intended to help you think about the issues raised in the readings. You are responsible for reading each week’s assigned readings before the class meeting, and posting comments as assigned each week to the indicated Sakai Forum site.

Keep notes on the readings. These notes will be important for completing your writing assignments.

All assignments are required to pass this course. An “A” assignment is exceptional work; not work that merely meets the minimum requirements outlined in the syllabus. All written work is graded based on thoroughness, quality of analysis, level of support from data and/or literature, organization, and clarity.

All written work must be properly referenced using the APA (American Psychological Association) reference style. You are expected to cite course readings in most assignments.
Every paper referencing another text (or the ideas of another scholar) must include a separate reference page in APA format. One good reference for APA reference style is https://owl.english.purdue.edu/owl/resource/560/01/

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, exceptional reasons - absence alone is not a legitimate excuse. 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-, A- to B+, and so on). Assignments submitted more than one week from the due date will not normally receive credit.

You are expected to demonstrate respect for our classroom community. This means being attentive to each class member and refraining from activities that distract from our work together. All electronic equipment (mobile phones, reader devices, laptops, etc.) must be turned off at the beginning of class, unless specifically authorized.

You should take notes in class by hand, unless you have a particular need to use a keyboard or virtual notepad. (If this is the case, please discuss it with me.) This allows you to actively participate without distractions from the latest Facebook updates, tweets, or sports scores. There is good evidence that the act of writing supports the development of thinking and understanding.

Check your email regularly. I will use email for some announcements, as well as Sakai postings, and email 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.

**Academic Integrity**

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. For further information, visit [http://academicintegrity.rutgers.edu/](http://academicintegrity.rutgers.edu/).

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. [http://senate.rutgers.edu/FinalInterimAcademicIntegrityPolicy.pdf](http://senate.rutgers.edu/FinalInterimAcademicIntegrityPolicy.pdf)
ASSIGNMENTS

1) Weekly discussion posts 10%
2) Educational autobiography 10%
3) Current issues presentation 5%
4) Annotated field journals 20%
5) Reading response papers 10%
6) Final project presentation 10%
7) Final project writeup 15%
8) Class participation 20%

1) Weekly discussion posts (10% of final grade)

You will be responsible for a substantive posting each week in the Sakai forum about the week's readings. Posts should typically be informal but thoughtful, about 200 words. Each week you will find guiding questions on the syllabus to help focus your reading and responses. Posts should show knowledge of the readings, but do more than summarize. Show evidence of careful reading and critical thinking about the texts. Include one or two takeaway questions to discuss further in class.

Then provide a brief but substantive comment responding to at least two other students' posts. Differences of opinion are encouraged, but be sure to adopt a cordial, professional, and friendly tone, especially when you disagree. Use your posts as a way to begin working on your annotated field journals.

2) Educational Autobiography (10% of final grade; 1,000-1,500 words)

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 and examine the role formal schooling plays in preparing young people for society.

In this paper, choose one vivid experience from your own educational history, describe it carefully, and analyze it in relation to at least one of the early course readings. Develop a thesis (an interpretation) that links your experience to the reading you have chosen, or else contrasts it with the reading. Note: We will discuss thesis statements, and how to develop and support an interpretation of your experience, in class.

3) Current issues presentation (5% of final grade)

At the start of the semester, you will sign up for one week when you will be responsible for presenting a media item (article, video, etc/) from a reputable on-line or conventional news source (NPR, NY Times, Education Week, Atlantic, etc.) on a current issue in education. This issue can be related to your final paper topic if desired. Your presentation should be self-contained and last about 5-10 minutes, to be followed by a class discussion which you will lead.
4) Annotated Field Journals (20% of final grade)

The aim of this course is to introduce key issues, and then observe and reflect on them in practice. After each school visit, you will write focused field notes about your observation of the key issues that are being raised in the course that you observed that day. The field journal is a place to record your observations (what you actually noticed) and to begin interpreting these observations in relation to class readings and discussion.

A good field journal focuses on describing specific incidents and interactions with all their details, 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 learning the skills of careful observation and thoughtful interpretation.

In your journal, you should distinguish between:

*Observations.* These are detailed 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? 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.

Observation should be as objective as possible. Reflection and analysis should provide your interpretation, evaluation and judgment of what occurred. Always adopt a professional and respectful tone!

You can alternate between observation and analysis (e.g. describe a particular event or period of time and then write your analysis of it), or write all your observations for that visit and then all of your reflection/analysis. 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, 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. 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.

On Friday 9/21, you should practice writing your observations as you take notes on a video of teaching. As you watch the video, practice observing the lesson and focusing on the teacher, the students, the classroom environment, and the content of the curriculum. Practice separating description and interpretation in the write-up of your notes. Some rubrics are available as guides.
Bring your field journal to every class throughout the semester. Your field journal will be a resource for learning about observation and for grounding our weekly discussions of the readings in the actual practice of schools.

5) Reading response papers (10% of final grade, about 1,000 words each)

You will write two reading response papers over the course of the semester. Each paper should directly address a selection of the reading up to that points, in about 1,000 words (excluding references). These papers should be formal – be sure to provide specific citations. Use your response papers as a way to pull together major ideas, either to communicate fully formed ideas that you have, or (more likely) to raise questions, point out gaps, and pose conjectures related to the readings.

Make use of the guiding questions. Offer a thesis at the beginning of your paper. Please cite at least one quote from each text, as a way of grounding your own thoughts. Choose these quotes carefully to add to, extend and/or help you to explain a cogent point you are making. Use these papers to draw relationships between the different readings, and to connect them with your personal and fieldwork experiences.

These papers are intended to give you a chance to think more deeply about the readings. This does not mean that I expect you to understand all the texts thoroughly. Rather, these papers are exploratory in nature, and provide opportunities for you to raise questions, ask for clarification and/or be speculative about the assigned texts.

6) Final project presentation (10% of final grade)

7) Final project submission (15% of final grade, 1,500 - 2,500 words)

The final project allows you to select an educational issue that you are most interested in. During the first two class meetings, you will have the opportunity to select a topic based on class discussions, or to suggest your own topic. Throughout the semester you will search for readings and resources to explore your topic in greater depth. Use your school visits to try to observe the issue in practice, if possible.

During one of the last class meetings, you will give a carefully-prepared, self-contained presentation of your project to the group, and answer questions. We will thus learn from each other. At the end of the semester, your written paper is due.

8) Class participation and discussions (20% of final grade)

In addition to attending class well-prepared, fulfilling your field placement responsibilities, and completing assignments, you are expected to be a full and engaged participant in discussions, in-class group assignments, and so forth. The ideal seminar is one in which we become an interested and excited learning community, exploring all the different facets of education.

Grade ranges: A (90-100), B+ (86-89), B (80-85), C+ (76-79), C (70-75)
List and schedule of Readings and Guiding Questions

Note that assignments, readings, and guiding questions are subject to revision week-by-week. Keep up to date with the “Week by week” tab on your Sakai site.

Week 2


Guiding Questions: What is childhood? What are children like? What (when and how) are children learning? How do race, ethnicity, class, gender, and orientation influence children’s learning?

Week 3


Guiding Questions: What can we learn by observing students? Why should teachers endeavor to know students’ interests? What factors limit our powers of observation? What should we look for when observing teachers?

Week 4


Supplementary readings:


Guiding Questions: What purposes have schools served in US society? What is the school’s role in fostering democracy? What factors influence student engagement?
Week 5


http://www.rethinkingschools.org/archive/24_01/24_01_gender.shtml


**Guiding Questions:** How does schooling reproduce societal inequalities? What societal inequalities seemingly correspond with the schooling experiences of different students? Are there downsides to being “educationally privileged?”

Week 6


**Guiding Questions:** How do schools sort and categorize students? In what ways do teachers “make” handicaps? What workable alternatives to tracking exist?

Week 7


**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 8

**All read:**

**To be divided among groups:**


**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)

**Supplementary Readings:**


**Guiding Questions:** How have gender/sexuality been used to “think about” what happens in the classroom? How do other factors, like social/economic class and orientation, also influence how gender is read in classrooms? How can teachers prepare to address issues related to gender and orientation?

**Week 9**

**Wallerstein**

**Guiding Questions:** In what way(s) is community made important when teaching in a culturally relevant way? What role(s) should community play in learning? Is Schultz’s method “culturally relevant” teaching?

**Week 10**

**Guiding Questions:** How should we teach if we’re to believe students “make” knowledge on their own? What should students be able to do as an indication that they’ve learned something from us? In what way(s) does context influence learning – for students *and teachers*?
Week 11


**Guiding Questions:** What does every student in the US need to know? How must we teach to accomplish this?

Week 12


**Guiding Questions:** How can we teach to meet the needs of all our students? What challenges must be overcome to successfully de-track a classroom (or school)? What are the merits and limitations of inclusion and separation?

Week 13


**Guiding Questions:** How is a “teaching and learning system” different from a schooling system? What top-down solutions seem promising? What bottom-up solutions seem convincing? What are the implications of the implementation of the Common Core? How can a goal of educating for global competence shape our vision for the future of schooling?

**Week 14**

Conclusion, final class presentations.