

Education 200: Critical Issues in Education
Course Syllabus
Spring 2012

Jody Cohen
TTH 11:15 – 12:45 pm
Meetings by appointment
Email: jccohen@brynmawr.edu

COURSE OVERVIEW

This is designed to be the first course students take if they are interested in pursuing one of the options offered through the Bryn Mawr/Haverford Education Program. These options include state certification at the secondary level and a bi-college minor in Educational Studies. Courses in the Education Program address students interested in:

- The theory, process, and reform of education in the U.S
- Social justice, activism, and working within and against systems of social reproduction
- Future work as educators in schools, public or mental health, community, or other settings
- Examining and re-claiming their own learning and educational goals
- Integrating field-based and academic learning

While ED 200 is designed specifically for students with some interest in pursuing education as a career, and while priority for enrollment goes to students enrolled in the certification program and the minor, Critical Issues in Education is also open to students who are not yet certain about their career aspirations but have a general interest in educational issues. In this course we explore and analyze some of the major issues in education in the United States within the conceptual framework of educational reform.

Looking through critical lenses throughout the semester, we discuss historical and philosophical conceptions of education, theories of learning, issues of diversity (race, gender, class, labeling and tracking, family and community, students with special needs), and social justice. **All students considering taking the class need to know that it is very demanding in terms of reading, writing, time spent at schools, and class participation.**

If you choose to take this course, please be aware that you will be expected to demonstrate:

- Absolutely reliable and consistent attendance at and participation in your field placement
- Active, engaged participation in a collaborative, group-graded project requiring students to work together interdependently.
- 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, both collaborative and individual
- Willingness to evaluate your own participation in the course's activities in a number of ways
- Willingness to take an active role as teacher as well as learner.

This course is Writing Intensive. Assignments include in-class writings; four reflective/ analytical pieces; an assumption analysis paper; a lesson plan with rationale and reflection; and a portfolio. 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; please use this option for no more than one assignment. If you wish to revise a paper, you are welcome to do so, but you need to consult with the instructor on the process and due date beforehand.

Students who think they may need accommodations in this course because of the impact of a learning difference are encouraged to meet with the course instructor privately early in the semester. Students who attend Bryn Mawr should also contact Stephanie Bell, Coordinator of Access Services, at sbell@brynmawr.edu or 610-526-7351, as soon as possible, to verify their eligibility for reasonable accommodations. Haverford Students should contact Rick Webb, Coordinator, Office of Disabilities Services, at rwebb@haverford.edu or 610-896-1290. Early contact will help to avoid unnecessary inconvenience and delays.

COURSE MATERIALS

Books available at Bryn Mawr Bookstore and on reserve in Canaday:

- Dewey, J. [1997 (1938)]. *Experience and Education*. New York: Simon & Schuster.
- Freire, P. (1998). *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*. Lanham, Md.: Rowman & Littlefield Publishers.
- Lareau, A. (2003). *Unequal Childhoods: Class, Race, and Family Life*. Berkeley: University of California Press.
- Ravitch, D. (2010). *The Death and Life of the Great American School System*. New York: Basic Books.

All other readings are available on the Moodle site.

*** Bring each day's readings to class with you so that you can use them in our discussions (this includes articles printed from blackboard and/or notes taken from the readings if you choose not to print out articles. It is very important that you annotate as you read and come to class ready to discuss).

COURSE REQUIREMENTS

1. School Placements

You will make 8 visits to a school, in which you will spend approximately two hours per week. Keeping a regular field journal will help you keep track of issues, events, and questions to pursue in course papers and the portfolio. You should observe the neighborhood, the school building, the school culture, the structures (political, social, institutional, etc.) of the school, the classroom culture, the teachers, the students, and what happens in all of these places. But beyond these observations, you need to participate in a constructive way in the classroom in which you are placed. It is up to you and the teachers with whom you are placed to negotiate your participation in the classroom.

To facilitate that process of negotiation, you need to compose a one-page introduction of yourself to give to your placement teacher. In this letter, which should be typed, neat, and error-free, you should introduce yourself, say something about your interest in teaching, and express something about how you think you might be able to participate constructively in this teacher's classroom (make suggestions and requests, not assumptions or assertions, about what you will be able to do). The purposes of the letter are for you to think through these things for yourself and to share them with the teacher. Remember that you are a guest in this teacher's classroom, and must therefore be respectful of the values and practices he or she embraces, but you may also make known your own enthusiasm about teaching and your willingness to assist the teacher in whatever ways you can. This letter should be prepared (i.e., ready to be given to the teacher, with a copy for your instructor) by week 4 (or earlier/later depending on when you receive your placement).

Although you will no doubt make every effort to fit in and contribute to the classroom in which you are placed, you may perhaps find yourself in an odd and even uncomfortable position in these placements. You are a guest

in another teacher's classroom. The teacher may or may not be fully comfortable having you there (even if she or he agreed to have you there). You may or may not be able to be as active a helper as you would like to be. You may or may not agree with what the teacher is doing. At any point, you might find your role shifting. All of these are inherent dimensions of the experience of being a visitor in another teacher's classroom. Be prepared for them, and approach your placement with an open mind: you are there to learn whatever you can about teaching, learning, and schools. Make everything a learning experience.

After each visit, jot down field notes using one of the two forms on blackboard, or a different format if that works better for you. Soon after each visit to your field placement, take the time to write a short (one paragraph or list) reflection, revisiting your observation notes and taking the time to articulate, in some way, what you learned from the time you spent in the classroom during that specific observation. These will become incredibly useful as you work on your reflection papers and portfolio. Please turn in these observation notes and short reflections at the end of the course with your portfolio. You might use the following questions to help you in these observation notes/reflection if you are stuck (but are not required to):

- Describe an interaction (teacher-student or student-student) you observed today. Think about what conditions helped support this interaction.
- What was a key topic or issue addressed in class today?
- What was something that students learned from today? (You may choose to focus on one or several students here.)
- What one student stood out to you today? Why?

Draw on your experiences in your placement to contribute to class discussion each week and to explore the connections between the theory we discuss and what is happening in actual classrooms. You should incorporate direct quotations, vignettes, and references to your experiences into as many forums as possible (short papers, class discussions, etc.). At the end of the placement, we ask your cooperating teacher to write an evaluation of your participation. Your cooperating teacher's evaluation will contribute to your final grade for the course (under Attendance and Participation), and it will have an impact on your candidacy for student teaching, should you choose to pursue that option through the Education Program.

At the end of your 8 weeks in the school, you should write a thank you note to the teacher(s) with whom you have been working. These teachers allow you into their classrooms for no other reason than to support your education; they receive no remuneration. Teachers generally do not get the recognition that they deserve for the challenging job they embrace, and therefore all teachers appreciate any thanks and feedback they can get. In your thank-you note, be sure to identify at least one (if not more) thing that you really appreciated and learned from being in that particular classroom.

To repeat: It is **ESSENTIAL** that you complete all of your placements: many teachers, administrators, and students expect you to be present, and if you miss days or show up late, the relationships we have with these teachers and schools are jeopardized. (One school no longer lets us place students because a student didn't show up for his placement.)

Important Note: All course writings referring to your field placement must use pseudonyms. All sources must be cited completely and properly, using APA, MLA, or Chicago style guidelines. (For specific instruction in citation style, please consult www.brynmawr.edu/Library/Docs/citation.shtml.)

2. Reflective Writing in Response Groups

At the beginning of the semester, we will form response groups, which will then provide an ongoing audience and forum for the exchange of ideas. Four short (2-3 page) reflective/analytical papers are required for this

component of the course. You will be writing for your own reflective, analytical purposes and for an audience of your peers (classmates) as well as your instructor.

- In the first paper you will draw on your own educational experiences as data for beginning to investigate educational issues and assumptions. Write a Table of Contents that outlines the chapters of your (imagined) educational autobiography. Then select the chapter that most interests you to draft; this should include your narration of an experience in your educational history (from a single interaction to a day or an overview of a longer time period) as well as some interpretive framing of the piece.
- The second paper will be more analytical in nature, and asks you to critically address one of the theoretical perspectives we read during the first 4-5 weeks of class (Dewey, Lareau, McDermott & Varenne, or Freire), reflecting on the significance of the text or theory and the ways in which you see the theory enacted in the lived experiences of students (yourself included).
- The third and fourth papers should explore what you are learning in your field placement as we focus on teaching and learning. Using your observation notes as a source for selecting a “slice of classroom life” that you find provocative in some way — e.g. an interaction, a dilemma, a student or a teaching strategy — write a paper in which you describe this “slice” so that readers can experience it through your eyes, and then draw on readings, class discussions, and/or other experiences to critically reflect on its meanings, the questions it raises for you, and so on.

Please post your reflection paper to your response group’s blog (see specific due dates in this syllabus). The response papers you receive from your group members then become part of your reading for the following class meeting, where you will meet in response groups and discuss each member’s reflection paper.

While the papers themselves are not graded, these reflective papers will count toward your final grade; in our last class, you will fill out a short series of questions to assess your own participation:

1. Did you complete all of the papers and have them ready to share at the beginning of class?
2. What kind of effort did you put into the papers (i.e., did you really use them to help you to synthesize and push your thinking)?
3. Did you integrate your own experiences and perspectives, an analytical exploration of the issues raised in the readings, and reference to your school placements, as appropriate?
4. Did you read and listen carefully and respond constructively to your peers’ papers?

4. Assumption Analysis: Making Assumptions Problematic

During the first section of the course we identify and interrogate a range of assumptions about education — both others’ and our own. In the second and third sections of the course, we will witness the ways in which some of these assumptions play out in reform efforts and perspectives of education’s role within society. For this paper you will select an assumption that you see as significant to the way schooling has been constructed. You might focus on a reigning assumption in education writ large, and/or on an assumption of your own about education. Write a 5-7 page paper in which you:

1. Identify and describe the assumption you are examining, including how it may have affected such matters as schooling structures, curriculum and pedagogy, and views of students and/or teachers.
2. Make the assumption problematic, that is, explore questions, refutations, contradictions, and so forth that would help us to interrogate or complicate this assumption and its staying power.
3. Suggest other perspectives or possible ways of seeing the situation.

The Assumption Analysis paper is a more formal analysis than your reflective papers. To complete this paper, you should draw on educational theory/texts we have read in this course; you may also want to draw on resources outside the course, your reflective papers, our group discussions and activities, what you are observing in your field placements, and your own experiences. The instructor will be the audience for this paper.

3. *Teaching Project*

This project takes place during Section III of the course and is an opportunity for you to put the work of the first two sections of the course into practice, using our classroom as a “laboratory” setting and an aspect of education reform as the content. The project has both individual and group components—the individual reflective essay and teaching, the group-generated research/content, lesson plan and rationale.

- **Topic:** Each individual in the class will join a group of students with similar interests in an area of interest in education reform. Possible areas include: family-school community partnership; restructuring schools; professional development of teachers; finance/funding; inclusion; youth, education, and sexuality; religion and secularism in education; and bilingual education. With your group, you will narrow your topic for the teaching project into something that can reasonably be taught in one class period.
- **Research:** Research your topic using the library, the Internet, and/or interviews and observations in the field as sources. Since a reference list citing the range of texts you consulted for this project is due with your lesson plan and rationale (see below), please keep track of the sources you consult. Try to be as comprehensive as possible in learning about the topic.
- **Bibliography:** Please prepare a group-generated bibliography (using an appropriate citation format) of resources you have consulted to learn about your topic in enough detail that you can teach a class about it. Make this bibliography as comprehensive as possible so that it truly reflects your knowledge of the educational reform topic of your class.
- **Selected Readings:** From your bibliography, select relevant, varied readings for the class (approx. 25 - 50 pages) to help teach our class some of the key facts, concepts, and conflicts engaged by your topic. Try to find texts from a variety of sources, including at least one from an academic journal. Please make these available on our Moodle site one week before the class you’ll be teaching. Write the class an email about the readings, telling us why you selected these, and how we might approach them (and any specific assignments) to prepare for the class you’ll teach. Your thoughtful choice of readings will contribute to the final grade for this project.
- **Meeting with Instructor:** Please photocopy a set of the readings for your instructor and plan to meet as a group with him or her to review them and your lesson plan prior to teaching. This meeting is required.
- **Lesson Plan:** Collaborate with your group to develop a focus/objective within your group’s theme and design a lesson plan. You will have about 80 minutes of class time. You should consider diverse pedagogical approaches to teaching us your material. Conclude your lesson with a few questions the class can use to give you feedback. The lesson plan you turn in explains what you will teach and how, and it should be written in a detailed and clear manner, including information about who will take what roles during class and time estimates. Be creative in your planning and feel free to think outside the box (especially when you have theory to support your decisions).
- **Rationale:** Attached to your lesson plan, as a separate document, please include a group-written explanation for your group’s rationale for why you will teach this material in the ways you have chosen. The rationale should be 4-5 pages. You must link the pedagogical choices your group has made in a clear, direct way to one or more of the pedagogical approaches we have studied in class (for example, you will try to teach the lesson using multiple intelligences, or you will attempt to enact the pedagogy described by Dewey, Freire, Duckworth, Banks, Fecho, etc. in your lesson). The rationale should

include specific explanations of your ideas and choices about what to teach and how, in pedagogical terms, and should cite course texts and texts your research has uncovered. Explain which pedagogical approaches you are ‘trying out’ through your lesson plan and how your lesson plan accomplishes this goal.

- **Teach:** As a group, teach the class. Turn in your lesson plan, rationale, and bibliography at the beginning of class. Be sure to work together, plan which aspect of the lesson each of you is in charge of, and practice the parts you are teaching prior to the lesson.
- **Reflection:** Individually, write a reflective essay (4-5 pp.) on what you learned from the process of collaborating with others to plan and lead the class. What did you learn from this process about teaching and about the material you taught? Let your experience of this project guide what you choose to emphasize and elaborate. Be specific and again, draw on readings and discussions as well as on your placement experiences, as appropriate. This is due one week after you teach.
- **Assessment:** Please attach to your individual essay a separate document through which you assess your and your group members’ contributions to this project by responding to the following questions: (1) Did you thoroughly and punctually complete your fair share of the tasks required by this project? (2) What kind of effort did you put into the preparation of the lesson (through research, imaginative thinking and listening, participation in meetings, and writing)? (3) Did you communicate consistently with group members? (4) In what ways did your group members contribute to or detract from your learning through this project?

NOTE: It is *essential* that you work hard to collaborate with your classmates on this project. Please make consistent, strong efforts to include everyone in your group as much as possible. Nearly all students do collaborate with their classmates in an equitable (and often an exemplary) manner on this project and find that these efforts are reflected in their final grades. Students should, however, be aware that this assignment is constructed in such a way that any individual’s less than adequate participation in preparing the lesson plan or in teaching is obvious to the instructor. Thus, inadequate effort or participation will affect individuals’ grades for the project as well. Please see the instructor if you have questions and concerns about this.

5. Portfolio

A portfolio is a systematic presentation of and reflection on your learning over the course of the semester. Throughout the semester you will be composing and revising your ideas and approaches to education. Keep all of your work and any related artifacts, e.g. student work or other documents from your field placement because they will very likely be useful to you in completing this project. To construct your portfolio, you will select and reflect on various pieces of work and experiences you have had in the context of one theme or question you select to represent your learning in Critical Issues in Education. The portfolio consists of a series of artifact-reflection pairs that gather together and push your thinking about a key question or theme of interest to you from the course. It is also an opportunity to draw together your learning in this course in a way that matters to you individually. The point is to use the portfolio as a focused way of creatively deepening your insight and learning about a specific topic, and 2) demonstrating that deepened understanding. The Ed 200 Final Portfolio should include 6-8 artifact-reflection pairs. As a whole, the portfolio should reflect your engagement with our various class activities and requirements. Possible areas of engagement to include: class discussion, in-class writing, other writing assignments, fieldnotes and reflections, learning from your placement, teaching project, readings, in-class activities, and writing groups. An artifact is any object or item that connects to or symbolizes a point you want to make in exploring your central question or theme. Anything can be an artifact: a tangible object that you paste on paper, a picture that you take or create, a snippet of dialogue you recount or conversation you describe, text, lyrics or poetry that you copy...the list of possible artifacts is limited only by your imagination.

A reflection is a 1 page narrative that is attached to the artifact in some way and explains what connection the artifact (or something it relates to or symbolizes) has to your central question or theme. In the reflection, you explore the meaning of the artifact as it relates to the central question or theme of your portfolio. This is where you explicitly demonstrate your insight and learning.

The question or theme you choose should be one that shows profound and meaningful engagement with the course. Selecting it is a chance for you to direct your own deeper investigation of something that matters to you. The theme or question might be something we addressed directly in class or it might be something we addressed indirectly. Feel free to check with me about your idea for a theme.

6. Attendance and Participation

This encompasses both our weekly class and your field placement. Missing a lot of classes or placement visits or, conversely, preparing and participating in an exemplary way may have an additional impact on your course grade.

COURSE SCHEDULE

All assignments are due on the day they are listed.

Part I. Making Assumptions Problematic: Social, Cultural and Historical Elements of Educational Practice

In this first section of the course we interrogate the “known”. We read, write, and discuss key texts that will help us develop frameworks for identifying and questioning a range of assumptions that undergird schooling. Among these questions are: Who are our students, and how do historical and social contexts affect their learning experiences both in and out of classrooms? What are the purposes of education? How can we explore these questions by observing teaching and learning as they take place? We begin with the challenge of knowing ourselves in the context of developing capacities for reading education critically.

Week 1:

Tuesday, Jan. 17: Orienting to the course

Thursday, Jan. 19: Purposes of Education

Reading due:

- Chapters 1-5 in Dewey, J. 1997 (1938). *Experience and Education*. New York: Simon and Schuster

Week 2:

Tuesday, Jan. 24: Applications of Dewey and a brief history of American public education

- Chapters 6-8 in Dewey, J. 1997 (1938). *Experience and Education*
- Oakes & Lipton. 2003. Schooling: Wrestling with History and Tradition. In *Teaching to Change the World*, 2nd ed. (pp. 2-39). New York: McGraw Hill

DUE: Post Reflection #1 (see assignments above) to your response group by 5 pm Wed., Jan. 25.

Thursday, Jan. 26: Educational Autobiographies

- Allison, D. (1995). *Two or Three Things I Know For Sure* (pp/ 60-66). New York: A Plume Book.
- Chambers, V. (1996). *Mama’s Girl* (pp. 123-131). New York: Riverhead Books.
- hooks, b. (1994). *Teaching to Transgress: Education as the Practice of Freedom*. (pp.2-6). New York: Routledge.

- Jennings, K. (1998). Half Breed. In *Telling Tales Out of School: Gays, Lesbians and Bisexuals Revisit Their School Days* (pp. 56-59). K. Jennings, Ed. Los Angeles: Alyson Books.
- Mooney, J. and Cole, D. (2000). Jonathan. In *Learning Outside the Lines: Two Ivy League Students with Learning Disabilities and ADHD Give You the Tools for Academic Success and Educational Revolution* (pp. 29-50). New York: Simon & Schuster.
- Your blog group's papers

Week 3:

Tuesday, Jan. 31: Social Inequities: Class

Reading due:

- Chapter 1-4 and Appendix A in Lareau, A. (2003). *Unequal Childhoods: Class, Race, and Family Life*. Berkeley: University of California Press.

Thursday, Feb. 2: Social Inequities: Race

Reading due:

- Lareau, *Unequal Childhoods*, Chapters 6-8, 10-12
- McIntosh, P. (1988/2001). "White Privilege: Unpacking the Invisible Knapsack." In Rothenberg, P. (Ed.) *Race, Class, and Gender in the United States: An Integrated Study*. NY: Worth Publishers.

Week 4:

Tuesday, Feb. 7: Education in Comparative Contexts

Reading Due:

- Hill, B. (1996). "Breaking the Rules in Japanese Schools," *Anthropology & Education Quarterly* 27 (1): 90-110.
- Bledsoe, C. (2000). "The Cultural Transformation of Western Education in Sierra Leone." In Levinson et. al (eds.) *Schooling the Symbolic Animal: Social and Cultural Dimensions of Education*. New York: Rowman and Littlefield Publishers, Inc.

Thursday, Feb. 9:

- McDermott, R. & Varenne, H. (1995). "Culture as Disability," *Anthropology & Education Quarterly* 26 (3): 324-348.

Part II. Teaching and Learning

In this section of the course we focus on the inter-related challenges of knowing our students and deepening our understandings of pedagogy. What do our students need to know and be able to do? What constitutes teaching and learning? We aim to develop and refine language, including the use of the concept of culture, with which to extend and build from your experiences in your field placements. Together we will seek understanding of useful approaches as well as barriers found within multiple practices of teaching and learning.

DUE Mon. Feb. 13 @ 5 pm: Post response Paper # 2 to your group's blog: Theoretical Analysis Reflection

Week 5:

Tuesday, Feb. 14: What are teaching and learning?

Reading due:

- Freire, P. *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*, Chapters 1-3.

- Your group's posts

Thursday, Feb. 16: What are teaching and learning?

Reading due:

- Freire, Paulo. *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*, Chapter 4.
- Freire, Paulo. (1987). "Letter to North-American Teachers" In I. Shor (Ed.) *Freire for the classroom: A sourcebook for liberatory teaching*. Portsmouth, NH: Heinemann.

Week 6:

Tuesday, Feb. 21: Observing in Educational Environments (in preparation for beginning field placements)

Reading due:

- Carini, P. (2000) "A Letter to Parents and Teachers on Some Ways of Looking at and Reflecting on Children." In *From Another Angle: Children's Strengths and School Standards: The Prospect Center's Descriptive Review of the Child* (pp. 56-64). M. Himley and P. Carini, eds. New York: Teachers College Press.
- Frank, Caroline. (1999). An Ethnographic Perspective. In *Ethnographic Eyes: A Teacher's Guide to Classroom Observation* (pp. 1-14 and 82-93). Portsmouth, NH: Heinemann Press.

Thursday, Feb. 23: The Teaching Project

Reading due:

- Chapters 1: What I learned about school reform and Chapter 6: NCLB: Measure and Punish in Ravitch, D. (2010). *The Death and Life of the Great American School System*.
- Research areas of educational reform that interest you as possible topics for the teaching project. Come to class prepared to describe in general terms 3 different issues in educational reform to other students.
- Good places to start your research include: Major newspapers (Education section), the BMC/HC libraries' Research Guide for Education (<http://trilogy.brynmawr.edu/guides/Education/>), the Ed Wed Trends in Education Reform project (<http://www.edwebproject.org/edref.html>), the American Federation of Teachers website on "hot topics" (<http://www.aft.org/topics/index.htm>), and the Coalition of Essential Schools website (<http://www.essentialschools.org/>).
- In class, we will get started on the Teaching Projects: explain the assignment, decide on topics, get into groups, select teaching dates.

Due Friday, Feb. 24 by 5 pm via email to jccohen@brynmawr.edu: Assumption Analysis (see assignments above)

Week 7:

Tues., Feb. 28: Curriculum and pedagogy – Engaging students and meeting their needs as learners

- Tomlinson, Carol Ann. (2003). "Curriculum and Instruction as the Vehicle for Responding to Student Needs: Rationale to Practice." In *Fulfilling the Promise of the Differentiated Classroom*. Alexandria, VA: ASCD.
- Armstrong, R. (1994). The Foundations of the Theory of Multiple Intelligences. In *Multiple Intelligences in the Classroom*. Alexandria, VA: ASCD.
- Sawchuck, S. "School Restructures Student Grouping" *Education Weekly*. January 19, 2011.
- Duckworth, E. (1988). The following chapters from "*The Having of Wonderful Ideas*" and Other Essays on Teaching and Learning. New York: Teachers College Press: "The Having of Wonderful Ideas" and "The Virtues of Not Knowing"

Thursday, March 1: Curriculum and pedagogy -

Reading due:

Perspectives on ability in the classroom

- Cook-Sather, Alison. (2003). "Learning Differently About Learning Differences." *Teaching Exceptional Children* 35, 4, March/April.
- "2011 Teacher of the Year sees 'Abilities, Not Disabilities,'" *Education Weekly*. May 18th, 2011.

SPRING BREAK: MARCH 5-9

Week 8:

Tuesday, March 13: Curriculum and Pedagogy - Teaching for social justice

- Banks, James A. (1999). Curriculum Transformation. In *An Introduction to Multicultural Education* (pp. 21-34). Allyn and Bacon: Boston.
- Gutstein, Eric (Rico). (2007). "And That's Just How It Starts": Teaching Mathematics and Developing Student Agency. *Teachers College Record* Volume 109, Number 2, pp. 420-448.
- Fecho, B. (2001). "Why Are You Doing This?" *Research in the Teaching of English* 36.

DUE Wed. March 14 @ 5 pm: Post response Paper # 3 to your group's blog: Field placement reflection

Thursday, March 15: Curriculum and Pedagogy - Teaching for social justice

- Baker, J. (2001). Trilingualism. In Delpit, L. & Dowdy, J.K. (Eds.) *The Skin That We Speak: Thoughts on Language and Culture in the Classroom*. NY: The New Press.
- Delpit, L. (2006) *Other People's Children*. "The Silenced Dialogue." Pages 21-47
- Larson, J., Webster, S. & Hopper, M. (2011). "Community Coauthoring: Whose voice remains?" *Anthropology & Education Quarterly*. 42(2), p. 134-153.
- Group members' posts

Week 9:

Tues., March 20: Curriculum, pedagogy and technology

Reading due:

- Elmore, R. & City, E. "Beyond Schools" *Education Weekly*.
- Browse through the following blog site: <http://topicalteaching.com/> clicking through to "technology" and "technology in the classroom" for some current events/topics from this one blogger's perspective.
- Edyburn, D. L. (2007). "Technology-Enhanced Reading Performance: Defining a Research Agenda." *Reading Research Quarterly*, Vol. 42, No., pp. 146-152.
- Rich, M. (2008. July 27.) "Literacy Debate: Online, R U Really Reading?" *The New York Times*.
- Williams, B. T. (2005). "Leading Double Lives: Literacy and Technology in and Out of School." *Journal of Adolescent and Adult Literacy*. 48:8.

III. Educational Reform

In the final phase of the course, we consider responses to the issues and perspectives emerging from our work together. Through student-led classes as well as shared readings and lecture-presentations we explore pre-existing models of reform as well as seek to imagine and enact new ones. We also look ahead to the final course portfolio.

Thursday, March 22: Re-Imagining Education

Reading due:

- Books, D. April 11, 2011. "Poetry for Every Day Life" New York Times. Can be found on blackboard, or at the following link:
http://www.nytimes.com/2011/04/12/opinion/12brooks.html?_r=2&src=me&ref=general
- Cook-Sather, A. "Movements of Mind: 'The Matrix,' Metaphors, and Re-Imagining Education." *Teachers College Record*, August 2003.
- Hess, F, Gunn, G., & Meeks, O. "Maybe the square peg will do" *Education Weekly*. May 11, 2011.

Week 10:

Tuesday, March 27: Struggle in Reform - Current Strategies and Funding Issues

Reading due:

- Kristof, N. "Our Broken Escalator" New York Times, July 17th, 2011
- Dillon, S. (2009. August 17.) "Dangling Money, Obama Pushes Education Shift." The New York Times.
- Chapters 10: The Billionaire Boys' Club in Ravitch, D. (2010). *The Death and Life of the Great American School System*.
- Dillon, S. "Behind Grass-Roots School Advocacy, Bill Gates" New York Times
- "Rich District, Poor District" New York Times, March 27, 2011.

DUE Wed. March 14 @ 5 pm: Post response Paper # 4 to your group's blog: Field placement reflection

Thursday, March 29: Reform Strategies - Raising Accountability for teachers and students, competition and teacher education

Reading due:

- Chapter 9: What would Mrs. Ratcliff do and Chapter 8: The Trouble with Accountability in Ravitch, D. (2010). *The Death and Life of the Great American School System*.
- Shupe, S. "Frustration at Heart of Washington Rally" *Education Weekly*. June 15, 2011.
- Kastner, M. "Testing the Test: Holding Standardized Tests Accountable." *Education Week*. May 11, 2011
- Johnson, L. "True Teacher Accountability." *Education Week*. (DATE?)
- Alter, M. & Pradl, G. "Where's the Red Queen: Ending Three-Card Monte in Teacher Education." *Education Weekly*, March 18, 2011.
- Group members' posts

Week 11:

Tuesday, April 3: Reform Strategies – Choice and Business Models

- In-Class: Watch Waiting for Superman

Reading due:

- Chapter 7: Choice: The Story of an Idea and Chapter 5: The Business model in New York City in Ravitch, D. (2010). *The Death and Life of the Great American School System*.
- Sawchuck, S. "Dispute Highlights Tensions Over Charters' Role in Cities." *Education Weekly*. June 15th, 2011
- Watch the following video outlining changes to the New Orleans school system:
http://www.pbs.org/newshour/extra/video/blog/2010/07/superintendent_leaves_legacy_o.html

Thursday, April 5: Teaching Projects, Group 1

Reading due: TBA

Week 12:

Tues., April 10: Teaching Projects, Group 2

Reading due: TBA

Thursday, April 12: Teaching Projects, Group 3

Reading due: TBA

Week 13:

Tuesday, April 17: Teaching Projects, Group 4

Reading due: TBA

Thursday, April 19: Teaching Projects, Group 5

Reading due: TBA

Week 14:

Tuesday, April 24: The purpose of education revisited

- French, Jennifer (2002). Idealism Meets Reality. In Darling-Hammond, L., French, J., & Garcia-Lopez, S.P. (eds.), *Learning to Teach for Social Justice*. New York: Teachers College Press. (BP)
- Baldwin, James. (1988). A Talk to Teachers. In Rick Simonson and Scott Walker (eds.), *The Gray Wolf Annual Five: Multi-cultural Literacy*. St. Paul, Minnesota: Gray Wolf Press.
- Greene, M. (2003). "Teaching as possibility: A light in dark times. In *The Jossey-Bass Reader on Teaching*. (pg. 62-73). San Francisco: Jossey-Bass.

Thursday, April 26: Education in comparative Contexts

Reading due:

- Reading: TBD

DUE: The Final Portfolio is due outside Jody's Office at Bettws-y-coed 303, date and time TBA