

EDUCATION IN AMERICAN CULTURE EDUC 150Z

Spring, 2006

Room _____ Building _____

Dr. Lisa Draper

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Required texts:

Wink, J. (2005). Critical pedagogy: Notes from the real world. 3rd Edition.
New York, New York: Pearson Education, Inc.

Intrator, S. M. (2002). Stories of the courage to teach: Honoring the teacher's heart. San Francisco, CA: Jossey-Bass.

“Teaching is a calling, a vocation that requires constant renewal of the mind, heart, and spirit. Teachers come to the profession inspired by a passion to help others learn. They are drawn to education by an ethic of service and a mission to make a difference in the world. Good teachers care, and they keep finding ways to connect with students. Despite working in a system that often leaves them feeling exhausted, depleted, and vulnerable, they do not check their hearts at the door.”

Sam M. Intrator

Course description:

Development of teaching and schooling in the United States since the 1840s. Includes current topics of concern in American education such as race and ethnicity. After reading and discussing various views on teaching, students will develop a personal philosophy statement.

Course objectives:

1. Identify and examine various events and forces that have shaped and continue to shape American education.
2. Examine socio-cultural factors involved in American educational systems.
3. Analyze current educational issues and their relationship to current events and forces that affect education in America.
4. Research, develop, and present an historical investigation of key individuals/groups that played a significant role in developing public schools in America.
5. Experience the reality of the classroom in American public schools.
6. Maintain a journal to explore one's own perceptions, experiences, and reflections of schools in America.
7. Develop a personal philosophical statement on education.

Attendance

Attendance is expected. The issues being considered in this course require informed discussion and involvement. You are expected to attend every class with a basic understanding of the assigned reading or with questions to be raised about the reading. If you must be absent for some reason, please let me know ahead of time. It is your responsibility to find out what you missed in class and secure materials that might have been distributed or any assignments given in your absence. Absence is not an excuse for missed work. If circumstances arise that prevent you from completing an assignment when it is due, please discuss the situation with me. **More than 1 absence from class will result in a lowered grade (e.g. A- to B+), and more than 2 absences will result in a full grade drop (e.g. B to C). Lates to class will be noted and applied to the absence rule.**

Academic Honesty:

Your papers and projects are completed outside of class. This allows you to discuss your ideas with other members of the class, and to do the necessary reading and writing in the type of environment you find conducive. Your discussions do not constitute plagiarism, which is the presentation of someone else's work as your own, even when the discussions produce points of view which have something in common with other students. Moravian College's position on academic honesty is clear: For written work to be acceptable, its final form must be the product of your own thought and effort. Anything else is of no value as a measure of your effort and understanding, and will receive no recognition. If the work of others is quoted or paraphrased in your papers, cite that source with some standard bibliographic notation.

If a completed assignment is found to be dishonest, a grade of zero will be entered for the assignment, and the Dean of Academic Dean will be notified of the action in accordance with College policy. Such an action would indicate a cynicism about learning inappropriate to being a teacher and would place your application to the teacher education program into serious jeopardy. If you have any questions about the College policy, consult the appropriate pages in the Moravian College Student Handbook.

"Office" Hours:

I will be available prior to and at the end of class. Please feel free to contact me for an appointment if necessary.

Requirements:**1. Weekly Journal- February 28-April 11, 2006****20%**

At the heart of every classroom is the teacher's self. The evolution of that self begins the second that a teachers steps foot into a classroom. Therefore, examining one's self is critical in examining how one manages, teaches, evaluates, and interacts within the classroom. Keeping a journal allows one to study the self. Being aware of the self encourages one to explore why do I teach the way I do? Why do I teach what I do? How do I interact with my students and why? The journal opens the door to view oneself in reflection and make changes for the better. Your reflections may be maintained in a notebook or on loose sheets of paper in a folder. Your reflections should express your thoughts about what you are experiencing while you are in the field. Your observations and interactions within the field experience could trigger questions and comments that you want to share in your journal entries. Try to share in the journal connections about what we are discussing in class with what you are experiencing. This is a conversation between you and me. These specific reflections should be about 2 pages, can be typed/double-spaced, or written legibly in blue or black ink.

Journal Entry #1- What events in my life have brought me to my current decision to pursue teaching? What sort of teacher do I hope to be(come)?

Due: January 24, 2006

Journal Entry #2- What are your thoughts on critical pedagogy? What are the advantages and disadvantages of living critical pedagogy?

Due: February 7, 2006

2. Critical pedagogy critique**10%**

This is the essay portion of the mid-term exam
Bring to class with you on Feb. 21st, 2006

A critique is an informed and intellectual reaction to a set of ideas. First, make sure you have written down the author's ideas correctly. Critique the ideas in a thoughtful manner. Explain why you agree or disagree with the ideas. Support your "why" with your experiences and with additional readings. While you discuss advantages and disadvantages, your overall position will tend to be in one direction or the other. Make the position clear. See specific rubric attached.

-Title page

-Position statement should be 3-4 pages, typed, double-spaced.

-Include bibliography

Explore the following questions...

1. What is critical pedagogy? Provide a definition grounded in Wink text.
2. Examine the advantages and disadvantages of critical pedagogy. Support your position.
3. Depict concrete support.
4. Refer to and discuss at least 2 specific critical theorists presented in the text.
5. Refer to and discuss at least 4 specific terms that are part of the critical pedagogy philosophy.

Due: February 21, 2006

3. **Mid-term exam** **15%**

This test will include a combination of matching, identifications, and true/false questions on the Wink and Intrator readings to this point.

Date: February 21, 2006

4. **History of American Education group project** **25%**

See separate rubric for this project.

Due: March 28, 2006

5. **Philosophy on education paper** **15%**
This is the essay portion of the final exam. Bring to class with you on April 18th

Write a personal statement in which you synthesize your learning over the semester and integrate it into your philosophy of teaching. Examine your views on teaching and learning in relation to the broader educational world you are entering. Ideas should come from assigned readings and from your experience in the field. Your philosophy could be 2-3 pages, typed, double-spaced. Over the next few years as you evolve in your experiences, you will want to clarify and state your philosophy of teaching in a succinct one typed page essay.

Due: April 18, 2006

6. **Final Exam** **15%**

This test will be a combination of matching, identification, and true/false questions involving the assigned readings, class discussions, and group presentations since the mid-term exam.

Date: May 2, 2006

Grading:

94.0%-100%	A
90.0%-93.9%	A-
87.0%-89.9%	B+
84.0%-86.9%	B
80.0%-83.9%	B-
77.0%-79.9%	C+
74.0%-76.9%	C
70.0%-73.9%	C-
67.0%-69.9%	D+
64.0%-66.9%	D
60.0%-63.9%	D-
0%-59.9%	F

Grades are rounded to the nearest tenth.

For example:

$$93.97 = A$$

$$93.12 = A-$$

Please note how class absences affect grade as noted previously in the attendance portion of this syllabus.

General Considerations & Expectations:

1. **Attendance is expected.** The issues being considered in this course require informed discussion and involvement. You are expected to attend every class with a basic understanding of the assigned reading or with questions to be raised about the reading. If you must be absent for some reason, please let me know ahead of time. It is your responsibility to find out what you missed in class and secure materials that might have been distributed or any assignments given in your absence. Absence is not an excuse for missed work. If circumstances arise that prevent you from completing an assignment when it is due, please discuss the situation with me. **More than 1 absence from class will result in a lowered grade (e.g. A- to B+), and more than 2 absences will result in a full grade drop (e.g. B to C). Lates to class will be noted and applied to the absence rule.**
2. **Participation is expected.** In class, you will be expected to share your insights and ask questions. You will be expected to participate in group and individual activities. The more you put into the class, the more you will take away with you when you leave!
3. **All assignments must be submitted on the assigned due date.** Assignments turned in late will be subject to penalty or can be refused. Due to unforeseen circumstances, the course instructor may make exceptions.

4. **Be respectful.** Please be on time for class and come to class prepared with your materials. Listen to others and discuss; however, acknowledge that each individual brings with him or her valuable experiences to share. We won't always agree with one another, but we need to respect one other's right to share opinions.
5. **Please turn off all cell phones.** Our class time should not be interrupted with a cell phone ringing/text messaging. Make sure they are turned off prior to class beginning. Snacks and drinks are permitted as long as you clean your area before leaving.

CLASS SESSION SCHEDULE:

<u>Date</u>	<u>Discussion Topics</u>	<u>Assignment for next class</u>
January 17	Course Introduction Mr. Jarred Weaver, Summerbridge	Wink Chapters 1 & 2 Intrator foreword & introduction Intrator pp. 13-16 Journal Entry #1
January 24	Critical pedagogy- One teacher's experiences Journal Entry #1 due!	Wink Chapter 3 & 4 Intrator pp. 43-62
January 31	Critical pedagogy- What is it?	Wink Chapter 5 Journal Entry #2 Intrator pp. 64-99
February 7	Critical pedagogy-theorists Journal Entry #2 due!	Wink Chapter 6 Intrator pp. 108-131
February 14	Critical pedagogy- What's involved?	Critical Pedagogy Critique Mid-term Exam
February 21	MID-TERM EXAM Critical pedagogy critique due!	Weekly journal entry Wink Ch. 7 & 8 Intrator pp. 140-191
February 28	Critical pedagogy- Why? Weekly journal entry due!	Intrator pp. 309-317 & pp. 192-240 Weekly journal entry
March 7	SPRING BREAK-NO CLASS	Intrator pp. 309-317 & pp. 192-240

<i>Date</i>	<i>Discussion Topics</i>	<i>Assignment for next class</i>
March 14	Developing a philosophy on teaching History of education in America	Education Project Intrator pp. 242-267 Weekly journal entry
March 21	History of Education in America Weekly journal entry due!	Education Project
March 28	Presentations Group Projects due!	Education Project
April 4	Presentations	Selected topics For readings Weekly journal entry
April 11	Perceptions of American schools Last Weekly journal entry due!	Selected topics For readings Philosophy on Education Paper
April 18	Experiences in American schools Challenges in education today Philosophy on Education paper due!	
April 25	Course closure (No tests or papers due on this day)	FINAL EXAM
May 2	FINAL EXAM	

*If any changes are made to the syllabus, this course instructor will notify you of any changes immediately.

Why do this project?

Active agents shape the American educational system. Central educational ideas have flourished over time and continue to guide the educational system today. Institutions inherited have not always existed; but rather, they have been developed and re-developed, and continue to evolve. Therefore, this research project enables you to explore an historical aspect of the American educational system and share your inquiries with us in a group presentation format that allows time for questions and discussion. When you “know” the history behind something, you “know” why things are the way they are, and you know how you can be more of a productive agent of change for improvement!

How do I get started?

1. Select a topic you are interested in or would like to know more about.

_____ Horace Mann _____ Moravian, Quaker, Amish, and Mennonite education

_____ Jane Addams _____ Pennsylvania and the common (public) school

_____ W. E. B. Dubois _____ African Americans and the public school

_____ John Dewey _____ Education of girls/young women

_____ Treatment of Asians, Hispanics, American Indians, and non-Protestant religious groups

_____ ??? Is there a topic relating to the history of education in America that you would like to explore, but is not listed? Please discuss with me!

2. Find some groups members to work with! Groups should consist of no more than 3 members. Each member is responsible for contributing an equal share. If there is a problem within the group, try to work it out among yourselves. See me as a group to discuss the concern(s) if they continue. There will be limited class time made available to meet as a group. Please exchange email and phone numbers so that you stay in touch with the group. ***Please provide to me the members of the group and the topic you wish to explore as a group in class on 2/7.***

3. Within the topic, each member of the group will have a unique task to research to create for his/her paper. (The paper should be 2-3 pages typed, double-spaced, must include bibliography). The task explored by each member could be the role of a specific individual, event, or philosophy, etc. that has contributed to the evolution of this historical aspect of education. Each member should bring a unique aspect of research to the project. Analyze the topic and explain how it has contributed to education as you experience it today.

4. In addition to the individual research paper, each member is responsible for creating a **visual aid** to reflect the information provided in his/her paper. Visual aids could include overhead transparencies, posters, graphs/charts, computer slideshows, sketches, photographs, etc. The purpose of the visual aid is to help the audience to “see” your research.

5. The group must compile a **handout** to provide to the audience. A convenient way is for each individual to outline his/her information or produce a graphic organizer of his/her information and then staple all individual pieces to give each member of the class. The purpose of the handout allows the audience to follow along with you as you present, provides a space to note questions or comments following the presentation, and as a future reference tool for further educational research.

6. **The Presentation**- Each group will have 20-30 minutes to present and about 5-10 minutes for questions and discussion. Please divide the time equally as needed by the members. The presentation should have an opening, development of the research, and a closing. Following the presentation, the audience will have an opportunity to ask questions or comments. Feel free to engage the audience in your presentation. Engagement could include activities about the topics or Q & A following the presentations.

7. **Evaluation:**

Paper:

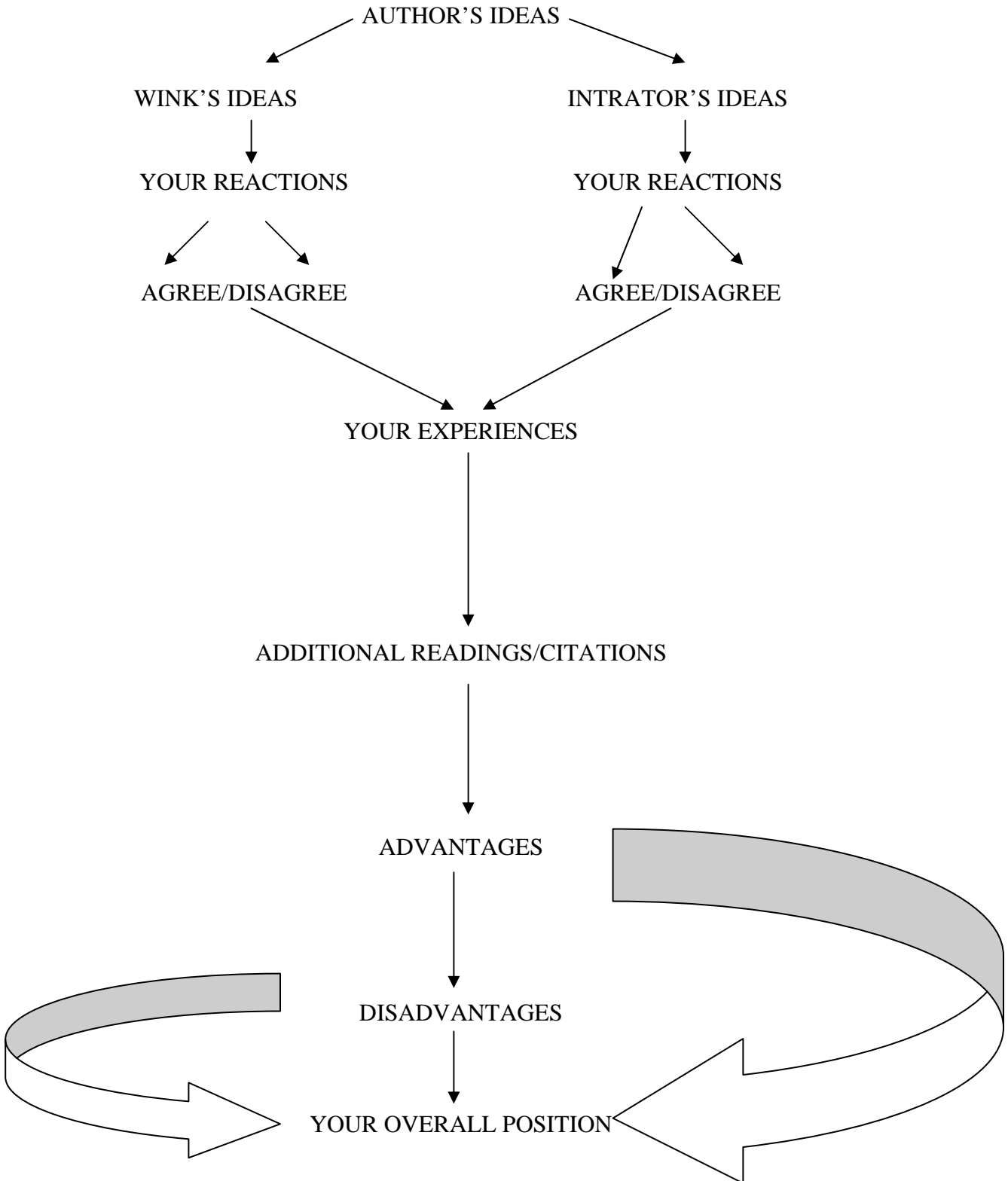
- Mechanics: Please check grammar, spelling, and punctuation.
 Coherence: Please make sure that you stick to one idea in each paragraph, and provide sufficient and relevant information to support the main idea.
 Bibliography: Use a separate page at the end of the paper for references.
 Use APA format.

Presentation: Clarity, inflection, pace
 Accurate information
 Implements visual aid
 30 minutes

Visual Aid: Appealing
Informative/Relevant

Clarity
 Organized
Handout: Coherent/informative
Organized

Comments/Questions:

ORGANIZING YOUR THOUGHTS FOR THE CRITIQUE

Rubric for Critical Pedagogy Paper

- “4”
- _____ Central theme is established and is explicitly developed throughout the paper.
 - _____ All paragraphs are well crafted. Each paragraph focuses on one topic, is unified by a clear main idea, and possesses around 5-10 sentences.
 - _____ Entire paper has fewer than 4 mechanical errors including spelling errors, fragments, improper use of verb tenses, and punctuation errors.
 - _____ View of critical pedagogy as presented by Wink is accurately captured.
 - _____ Paper presents a clear overall position on critical pedagogy, but also includes both pro and con arguments concerning the philosophy.
 - _____ Paper appropriately incorporates and explain at least 4 terms associated with the framework of critical pedagogy theory. The terms are integrated into the text of the paper.
 - _____ The paper appropriately incorporates and explains the thinking of at least 2 educators associated with the critical pedagogical theory. The ideas are integrated into the text of the paper.
 - _____ There is strong support for all positions taken in the paper. Support is in the form of current or past experience or from other sources which are cited.
- “3”
- _____ A central theme is established and developed to some extent within the body of the paper.
 - _____ Structure of many paragraphs is hampered by: unclear main ideas or some sentences within the paragraph do not connect to the main idea.
 - _____ Entire paper has 4 mechanical errors including spelling errors, fragments, improper use of verb tense, and punctuation errors.
 - _____ View of critical pedagogy reflects Wink’s position to a large extent, but contains some distortions or inaccuracies.
 - _____ The paper presents a clear overall position on critical pedagogy and includes either pro or con arguments, but not both.
 - _____ The paper appropriately incorporates and explains at least 3 terms associated with the framework of critical pedagogical theory. Terms are integrated into the text of the paper.
 - _____ The paper appropriately incorporates and explains the thinking of 1 educator associated with the critical pedagogical theory. The thinker’s ideas are integrated into the text of the paper.
 - _____ Some support is offered for positions taken. Support is in the form of current or past experience or from other sources which are cited.
- “2”

- _____ A central theme is implied within the paper.
- _____ Structure of most paragraphs is hampered by: unclear main ideas or some sentences within the paragraph do not connect to the main idea.
- _____ Entire paper has 5 mechanical errors including spelling errors, fragments, improper use of verb tenses, and punctuation errors.
- _____ View of critical pedagogy caricatures Wink's position.
- _____ The paper takes a weak position on critical pedagogy.
- _____ The paper mentions at least 4 terms associated with critical pedagogical theory, but they are not explained or integrated within the paper.
- _____ The paper appropriately incorporates and explains the thinking of one educator associated with the critical pedagogical theory. The thinker's ideas are integrated into the text of the paper.
- _____ Weak or inappropriate support is offered for positions taken.

“1”

- _____ The paper lacks unifying themes altogether.
- _____ Paragraphs generally appear to be a collection of sentences with no connection.
- _____ Entire paper has more than 5 mechanical errors including spelling errors, fragments, improper use of verb tenses, and punctuation errors.
- _____ View of critical pedagogy presented does not reflect the Wink text in any way.
- _____ The paper takes no position on critical pedagogy.
- _____ The paper appropriately incorporates and explains 2 or fewer terms associated with critical pedagogical theory. The terms are integrated into the text of the paper.
- _____ The paper contains no references to thinkers associated with critical pedagogy.
- _____ No support is offered for positions taken.

Comments:

STUDENT CHECKLIST*Student Name* _____

Topic:	Turned in?	Grade
Journal Entry #1 (1/24)	_____	_____
Journal Entry #2 (2/7)	_____	_____
Critical Pedagogy Critique (2/21)	_____	_____
Mid-Term Exam (2/21)	_____	_____
Weekly Journal (2/28)	_____	_____
Weekly Journal (3/21)	_____	_____
History of Education project (3/28)	_____	_____
Weekly Journal (4/11)	_____	_____
Philosophy on Education Paper (4/18)	_____	_____
Final Exam (5/2)	_____	_____

Journal Entries	20%
Critical Pedagogy Critique	10%
Mid-Term Exam	15%
History of Education Project	25%
Philosophy on Education	15%
Final Exam	15%

Final Grade for Course: _____

*Please refer to syllabus regarding attendance and grading.