

EDUCATION IN AMERICAN CULTURE EDUC 150Z

Spring, 2007

Room 335 Building PPHAC

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), etc. 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 Academics 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 27-April 17, 2007****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 23, 2007

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

Due: February 6, 2007

2. Critical pedagogy critique**10%**

This is the essay portion of the mid-term exam
Bring to class with you on Feb. 20, 2007

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 20, 2007

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 20, 2007

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

See separate rubric for this project.

All papers due: April 3, 2007

Visual Aid is due on day of presentation 4/3, 4/10, OR 4/17

5. **Philosophy on education paper** **15%**
This is the essay portion of the final exam. Bring to class with you on May 1-2007

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: May 1, 2007

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 1, 2007

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), etc. . 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:

<i>Date</i>	<i>Discussion Topics</i>	<i>Assignment for next class</i>
January 16	Course Introduction Mr. Jarred Weaver, Summerbridge	Wink Chapters 1 & 2 Intrator foreword & introduction Intrator pp. 13-16 Journal Entry #1
January 23	Critical pedagogy- One teacher's experiences Journal Entry #1 due!	Wink Chapter 3 Intrator pp. 43-62
January 30	Critical pedagogy- What is it?	Wink Chapter 5 Journal Entry #2 Intrator pp. 64-99
February 6	Critical pedagogy-theorists Journal Entry #2 due!	Wink Chapters 4 & 6 Intrator pp. 108-131
February 13	Critical pedagogy- What's involved? How to Write A Lesson Plan <i>Classroom Management Video</i>	Critical Pedagogy Critique Mid-term Exam
February 20	MID-TERM EXAM Critical pedagogy critique due!	Wink Ch. 7 & 8 Intrator pp. 140-177 Weekly journal entry
February 27	Critical pedagogy- Why? Weekly journal entry due!	Intrator pp. 309-317, pp. 192-201, & 230-253

<i>Date</i>	<i>Discussion Topics</i>	<i>Assignment for next class</i>
March 6	SPRING BREAK-NO CLASS	(see 2/27/07)
March 13	Developing a philosophy on teaching History of education in America- The 1700s & 1800s	Education Project Weekly journal entry
March 20	History of Education in America- The 1900s Weekly journal entry due!	Education Project Weekly Journal entry
March 27	Education in the 21 st Century Last Weekly journal entry due!	Education Project
April 3	Presentations	Education Project Philosophy of Education Paper
April 10	Presentations	Education Project Philosophy on Education Paper
April 17	Finish Presentations	Philosophy on Education Paper
April 24	<i>“The Water Is Wide”</i> movie Experiences in American schools Challenges in education today Course closure (No tests or papers due on this day)	Final Exam Philosophy on Education Paper
May 1	FINAL EXAM Philosophy on Education paper due!	

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