

Moravian College

Education 150:

Education in American Culture

Fall 2008

Class Meeting Times: Tuesdays and Thursdays from 12:50-2:00 p.m.
Classroom: Main Campus, Priscilla P. Hurd Academic Complex, Room 330

Instructor: Christie L. Gilson, Ph.D.
610/625/7015 (voice)
cgilson@moravian.edu

Office: Priscilla P. Hurd Academic Complex, Room 318
Office Hours: Mondays 9:00-11:00 a.m.
Wednesdays 8:00-10:00 a.m.
via Skype (Christie8188) or Windows Live Messenger
(Christie.Gilson@hotmail.com) whenever I'm online
The above office hours will also be posted on my office door in PPHAC 318.

Course Overview

Welcome to Education 150, Section B. The purpose of this course is for us to experientially and intellectually explore the profession of teaching. Through in-class activities, assigned readings, papers, and your field experience journals, you will grapple with your own understanding of what it means to be a teacher. We will learn and teach one another about the historical and contemporary issues influencing education today and the philosophical underpinnings which shape how teachers teach.

As this course unfolds, we will be exploring these and other questions.

- Why do I want to become a teacher?
- What kind of teacher do I want to be?
- What is the purpose of schools?
- How are teachers today shaped by what schools were in the past and what schools will be in the future?
- What broad sociopolitical pressures affect the way teachers teach?
- What are my personal visions of learning, teaching, and schooling?
- How will I sustain my vision of the ways schools are in light of current practices?

I hope that you formulate other questions you would like to examine in this course and communicate those to me.

Required Textbooks

- Taylor, L. S., & Whittaker, C. R. (2008). *Bridging multiple worlds: Case studies of diverse educational communities (2nd ed)*. Boston: Allyn and Bacon.
- Tozer, S. E., Senese, G., & Violas, P. C. (2009). *School and society: Historical and contemporary perspectives (6th ed)*. Boston: McGraw-Hill.

Students registered for Education 150 must be simultaneously registered for the associated lab or field practicum. You must attend one of the two following meetings held by Ms. Modjadidi

- August 27th, 2008 at 5:00 p.m. in Prosser Auditorium in the Hauptert Union Building
- August 28th, 2008 at 11:45 a.m. in Prosser Auditorium in the Hauptert Union Building

You are expected to spend four hours per week for a total of ten weeks in your field experiences between September 22nd and December 5th, 2008. During your field experiences, you will observe your cooperating teacher as she/he teaches, discuss teaching methods with your cooperating teacher, and have the opportunity to teach students yourself. Your conduct and dress must meet Moravian College standards. Assignments related to the early field experience are explained below.

Course Goals/Learning Outcomes

- To provide students with a formalized way of reflecting on their early field experiences
- To explore the historical eras which have influenced the American education system since its inception to the present
- To unpack and critically examine the philosophical frameworks and theories which shape the American education system
- To delve into one's own orientation to diversity in the classroom

Attendance and Class Participation Policy

Group discussion and other collaborative, in-class activities constitute a significant part of this course. Because such activities are done only in class, student attendance is required. Poor attendance will negatively affect students' grades. A limited number of excused absences will be granted to students who notify the instructor before class that they will be absent and do one of the following:

- Bring the instructor a doctor's note verifying an illness for the day of the missed class
- Notify the instructor of a serious illness or death in the immediate family
- Notify the instructor of a religious holiday that conflicts with the class date and time
- Notify the instructor of a school-related activity that takes the student away from campus during the class meeting time

Attendance means that the student is present in PPHAC 330 from 12:50-2:00 p.m. The use of cell phones and other electronic devices during class will result in an absence being recorded for that day. Laptops may be used only for class work. Students are expected to remain alert during class and are asked to refrain from engaging in off-topic discussion with their peers except during break times.

Assignments

All assignments for this course should reflect the following criteria.

- (1) The assignment should represent your original work. I encourage you to reread Moravian College's academic honesty policy in the Student Handbook located at <http://www.moravian.edu/studentLife/handbook/Handbook08.pdf>. The academic honesty policy will be followed in this course. Whenever you quote someone else or use an idea they came up with, you must cite their work properly to avoid plagiarism.
- (2) Compose your assignment in a word processor such as Microsoft Word or Word Perfect. Follow this convention in preparing your assignments. At the top of the file write:
 - a. Class Name
 - b. Assignment Name
 - c. Your name
 - d. Date turned in
- (3) Because all assignments will be emailed to the instructor, rather than being turned in in hardcopy, the filename you use for your assignment is important. Use this convention in naming your files.
 - a. Your last name
 - b. Underline character (_)
 - c. The assignment name
 - d. For example: Gilson_Historical_Paper.docx
- (4) Double-space your assignment and use 12-point.
- (5) Email your assignment to the instructor as an attachment before the class date and time when it is due. The instructor will email you a brief message to alert you that she has received your assignment.
- (6) Logical structure, well-organized prose, proper grammar usage, and correct spelling are expected in all assignments. Any student who is concerned about the content of her/his assignment may visit the instructor during office hours to receive preliminary feedback before the assignment due date.

Brief Assignment Explanations

September Teaching Autobiography

The best teachers are those who reflect on their practice often and deeply. The purpose of this assignment is to encourage you to put down in writing your reasons for wanting to be a teacher. Your initial autobiography due in September should be two to three pages in length. You need not address all of the following points in your autobiography. But, you should address a fair number of them or examine two or three in significant depth.

- Why did I choose teaching as my major?
- Which people in my life encouraged or discouraged me to consider teaching as my profession?
- How do I define teaching?
- What makes for a very good teacher?
- Am I sure I want to be a teacher? Why or why not?
- Do I have any feelings of uncertainty about being a teacher?
- What sort of teacher do I see myself as now?
- What kind of teacher do I aspire to be in the future?

Early Field Experience Journal

While you are observing your cooperating teacher during your field visits, take notes on the following topics.

- (1) the lesson objective(s)
- (2) the curriculum being taught
- (3) the teaching methods the cooperating teacher employs
- (4) how the students in the classroom learn what the teacher is attempting to teach them
- (5) Document any interesting experiences you observed or participated in during the lesson.
- (6) Summarize any conversations you had with your cooperating teacher regarding the lesson or other topics related to teaching.

Choose from the above topics in writing your weekly journal. Reflect about the topics chosen by reviewing your notes, remembering the thoughts and feelings you had when in the classroom, and speculating about how you would have reacted if you were the teacher at that moment. Rather than just a recitation of facts, your journal should access deep levels of thinking. Each week's journal should be at least two pages in length. Email your journal for each week you are in the field to your instructor by the following Tuesday before class begins.

Vary the topics discussed in your journal from week to week. For example, you might discuss a classroom management strategy in one week's journal and a particular student's reaction to the implementation of that strategy another week. Your own opinions and reactions are welcome topics. One week you may wish to explain a problem you or the cooperating teacher is encountering in teaching students. Another week you may wish to describe the various forms of diversity in your classroom and your personal reaction to those forms of diversity.

Historical Events Paper

Choose two events from the history of American education from the assigned readings in this course or your own research. Recount each event in enough detail to orient the reader, assuming she/he has no prior knowledge of the events. Explain how the events influenced education in the United States. Offer your opinions about the importance of the events in shaping how education is practiced today. Provide

at least three distinct reasons supporting your opinions about each of the two events. Finally, for each historical event, speculate on how your cooperating teacher might adapt his/her teaching, were she/he to be immediately brought back to the time in which the events took place. Suggest how the historical events might influence his/her teaching. This paper should be at least five pages in length.

Philosophical Foundations Paper

Select two philosophies that you feel have significantly influenced American education from the Tozer textbook or your own research. Identify the historical and political contexts that shaped the philosophies when they were first espoused. Describe the philosophies' principles. Explain how the philosophies impacted education in the past and how they do today. State your personal opinions about the two philosophies. Review your field experience journal, and choose a specific experience from it. Cut and paste that experience from your journal into your philosophy paper, and speculate about how one of the two philosophers you have written about would react to the field experience.

Case Study Group Project

The purpose of the Case Study Group Project is to demonstrate your group's ability to comprehend, research, and explain a case study from the Taylor and Whittaker text to your peers. Your group will choose one of the cases from the Taylor and Whittaker text to review for this assignment. The assignment consists of two components.

- (1) As a group, write a five-page paper that contains the following content.
 - a. In your own words, restate the issues of the case as your group interprets them. Provide a description of the student, the teacher, and the dilemma presented in the case. (1 page or more)
 - b. Research the student's label of difference and explain all sides of any controversy surrounding the label. Be sure to cite at least three academic sources from your research. (Note: websites, encyclopedias, and dictionaries are not appropriate citations. Academic textbooks and peer-reviewed journals are appropriate. (one page or more)
 - c. Select two questions from the Taylor and Whittaker book to answer within your paper. Answer them thoroughly, citing at least two academic resources per answer. (two pages or more)
 - d. List at least five professional resources where your colleagues can find more information about effectively teaching students who have the label you chose. For each source, include its full name, its full URL, a phone number, and its mailing address.
 - e. Carefully attend to paper structure and organization, flow of the paper, proper grammar usage, and correct spelling. Remember to cite your sources properly.
- (2) Prepare a ten-minute PowerPoint presentation of your case study paper. Within your PowerPoint presentation, include the following components:
 - a. List your group name, the names of all group participants, and the name and label ascribed to your case study student. (thirty seconds)
 - b. Brief summary of the case (one minute)
 - c. Brief summary of any controversy about the label ascribed to the student (one minute)

- d. Pose one of your questions researched in your paper to your classmates. Facilitate a discussion of answers to the question posed. You will be assessed not only on the content of your presentation but also on your group's ability to facilitate the class discussion. Prepare probes to spark discussion if the class is reluctant to respond. (remainder of the time allotted for your group presentation)

December Autobiography

The purpose of this assignment is to encourage you to reflect back upon your ideas about teaching, as written up in your autobiography written in September and to compare those ideas to those you now have after having participated in your early field experience. Reread your September Autobiography. Skim through your entire Field Journal as well. Select at least three ideas from either your September Autobiography or your field journal to reexamine in your December Autobiography. Describe how your ideas have changed or remained the same. Explore what experiences and what thinking have either reinforced your previous ideas or caused you to change your mind. You may incorporate ideas discussed in class as well as points from the reading assignments into your paper. Include a discussion concerning the status of your decision to become a teacher.

This assignment should be two to three pages in length and should not be merely a revision of the September assignment. Rather, the assignment should be written separately from the September paper. However, you should refer back to the September paper when writing the December one. Here are some ideas you may wish to examine in your December paper.

- How have I grown as a teacher this semester?
- What have I discovered about myself as a teacher?
- How has my thinking about teaching, learning, and schooling evolved?

Pop Quizzes

Several pop quizzes will be given throughout the semester during class. Only students who are present during the entire class on which the quizzes are given will be allowed to take them. The quizzes will cover either the reading assignment that was due that day or the content presented in class. Therefore, some quizzes will be administered at the beginning of class and others will be given towards the end of class.

Professionalism

As teachers, we are expected to behave in a professional manner at all times while in our respective work settings. In Education 150, Section B, your professionalism will be assessed using the following criteria.

(1) Class Participation

A portion of the students' grade will be used to assess the quality of class participation. Students who consistently and respectfully contribute to class discussions will receive full credit for in-class participation.

(2) Respect for Others

Respectful interactions with others are essential. Being kind to other students who share their opinions during class, even if you do not agree with them, is expected. When discussing grades for individual assignments with the instructor, remaining respectful is appreciated.

(3) Class Attendance

Just as you will be expected to be on time and to stay until the day is over when teaching, you are expected to be in this class on time and to remain until class is over.

Assignment	# of Points
September Teaching Autobiography	7.5
Early Field Experience Journal	15
Historical Events Paper	15
Philosophical Foundations Paper	15
Case Study Group Project	20
December Autobiography	7.5
Pop quizzes	10
Professionalism	10

Grading Scale

The total number of points a student can earn in the class is 100. The instructor reserves the right to use qualitative judgment when making determinations of grades for assignments and the final course grade.

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0-59	F

Class Schedule

Class Date	Topic	Assigned Readings	Other Assignment
8/26	introductions	syllabus	
8/28	diversity	T&W Introduction pp. xxi-xxvi	
9/2	immigration	T&W Chapter 1 pp. 1-12	
9/4	school and society	T, S, & V Chapter 1 pp. 2-17	September Autobiography due
9/9	diversity in education	T&W Chapter 2 pp. 15-42	
9/11	the Jeffersonian Era	T, S, & V Chapter 2 pp. 22-47	
9/16	partnering with diverse families and communities	T&W Chapter 3 pp. 46-63	
9/18	the Common-School Era	T, S, & V Chapter 3 pp. 54-82	
9/23	case study methodology	T&W Chapter 4 pp. 66-77	

9/25	African-American schooling	T, S, & V Chapter 4 pp. 88-115	
9/30	In-class discussion of field experiences	T&W Chapter 5 pp. 80-97	weekly field journal due
10/2	the Progressive Era	T, S, & V Chapter 5 pp. 126-161	
10/7	race and ethnicity	T&W Chapter 6 pp. 99-115	weekly field journal due
10/9	American Indian schooling	T, S, & V Chapter 6 pp. 168-190	
10/14	culture and language	T&W Chapter 7 pp. 119-143	weekly field journal due
10/16	the early Cold War Era	T, S, & V Chapter 7 pp. 200-223	
10/21	poverty and socioeconomic class	T&W Chapter 8 pp. 146-167	weekly field journal due
10/23	girls and women's schooling	T, S, & V Chapter 8 pp. 228-253	
10/28	disability and giftedness	T&W Chapter 9 pp. 169-189	weekly field journal due
10/30	contemporary perspectives on schooling	T, S, & V Chapter 9 pp. 262-291	Historical Events Paper due
11/4	gender	T&W Chapter 10 pp. 194-219	weekly field journal due
11/6	the Professionalization Movement	T, S, & V Chapter 10 pp. 298-331	
11/11	sexual orientation	T&W Chapter 11 pp. 223-242	weekly field journal due
11/13	Reeves Library tour	T, S, & V Chapter 11 pp. 336-364	Philosophical Foundations Paper due
11/18	religion	T&W Chapter 12 pp. 247-269	weekly field journal due
11/20	the Post-Cold War Era	T, S, & V Chapter 12 pp. 370-404	
11/25	diversity and equity	T, S, & V Chapter 13 pp. 410-438	weekly field journal due
11/27	none; no class	None; no class	None; no class
12/2	teaching and teacher leadership	T, S, & V Chapter 14 pp. 448-458	weekly field journal due
12/4	lecture catch up day	none	Case Study Group Project due
12/9	class presentations of Case Study Group Projects	none	weekly field journal due; December Autobiography due

Students who have disabilities are encouraged to register with Joe Kempfer in the Learning Services Office at 610-861-1510 or via email at jkempfer@moravian.edu. Please also notify the instructor of your needs at 610-625-7015 or cgilson@moravian.edu.

September 18, 2008

This addendum to the syllabus for Education 150b was presented in class and has been emailed to all students in the course. It has been sent to Carol Traupman-Carr, Associate Dean for Academic Affairs. The purpose of this addendum is to clarify the late work policy that will be followed in this course.

Students who turn in work after the due date of any assignment are expected to communicate with the instructor as soon as they know their assignment is to be late. Students are to notify the instructor of when they will turn in their assignment. The instructor reserves the right to change the date by which late work must be turned in.

Ten percent of the overall grade in this course comprises a professionalism assessment. Because professional teachers are expected to turn in work on time, students in this course will meet a similar expectation. When work is turned in late, the professionalism grade will be reduced by an amount to be determined by the instructor.