

MORAVIAN COLLEGE
Education 150 – Education in American Culture
Spring 2010

Carolyn Evans
610-253-4607; 610-554-0708
evansc@moravian.edu; evansce@verizon.net
Office hours: Wednesday 9 – 10 a.m. or by appointment
PPHAC 319

Initial Thoughts

Contrary to the perception that is often espoused by the public, quality teaching is not a job that allows you to walk into a classroom at 8 and leave at 3. It is not opening a text at chapter 1 in September and closing it in June at the end of the book. It is not the mindless continuation of what you did last year, and the year before that, and the year before that. Rather, it is struggling with educational philosophies that do not always match your own. It is being open to changing your educational philosophies when valid arguments are presented, whether the source be John Dewey or the colleague in the next room. It is the endless hunt for just the right anecdote or explanation that will create the aha moment for your students. It is the continual search for new ideas, new methods, new material. It is taking classes, taking classes, and taking more classes. It is knowing where you came from so that you have an idea of where you are going – or even, perhaps, where you should not go. It is never ever giving up on a student, even when your common sense questions your own judgment. It is a job that allows you to watch small children or teenagers grow into fine young men and women, and know that, somewhere along the line, you played a small part in that success story.

This job description should make you think about some of the realities of the role of an American teacher. The Education in American Culture course will continue this thought process by providing you with a basic foundation to think historically, socially, politically, ethically, and personally about education in America and the role you want to play in its future.

Course Objectives

Students will be able to:

1. explain the historical evolution of schools, curriculum, and teaching in the United States.
2. discuss the role of critical pedagogy in the development of curriculum and teaching practices.
3. analyze the sociological, political, moral, and cultural factors that affect schools and teachers.
4. begin to construct a personal philosophy of education.

Required Texts

- 1) Wink, J. (2005). *Critical pedagogy: Notes from the real world* (3rd ed.). Boston: Pearson.
- 2) Spring, J. (2008). *The american school: From the puritan to no child left behind* (7th ed.). New York: McGraw-Hill.
- 3) Ayers, J. (2001). *To teach: The journey of a teacher* (2nd ed.). New York: Teachers College Press.

I also ask that you register to receive the online version of *The New York Times*. You can do so by going to nytimes.com/auth/login.

Note: We may also use additional pertinent articles that I will make available to you through hard copy, your Moravian email, or Blackboard.

Attendance

A classroom should be a community of learners, not simply a group of people who sit passively as they await knowledge to fall upon them. “*Success is not the result of spontaneous combustion. You have to set yourself on fire* (author unknown).” In order to accomplish this end, you are expected to attend every class, exhibit a basic understanding of the assigned reading, and be a lively, thoughtful participant in classroom discussions. Arrive on time and remain for the entire class period. If you must be absent for some reason, **you are to let me know in advance**; alternate work will be assigned. Unannounced quizzes are a possibility; you will be permitted to make these up if you produce a medical excuse or have a valid emergency that can be

substantiated. It is your responsibility to inquire about and secure materials that were distributed or assignments that were made during a missed class. Absence is not an excuse for late work. If circumstances prevent you from completing an assignment on time, you **must** discuss the situation with me in advance of the due date.

Academic Honesty

Your papers are out-of-class assignments. This permits you to discuss your ideas with other members of the class and to do the necessary reading and writing in whatever environment you find conducive. This dialogue is not plagiarism (the presentation of someone else's thoughts as your own), even when the discussion produces points of view that have something in common with other students. The College's position, however, on academic honesty is clear. For written work to be acceptable, its final form must be the product of your own thought and effort. If the work of others is quoted or paraphrased in your papers, cite that source using APA bibliographic notation (I will create a mini APA style guide for you and a similar guide is provided on AMOS). In addition, I expect the following honor statement to appear at the end of each paper, test, and quiz that you submit: "I am aware of the need for honesty and integrity when doing my coursework." You are to sign your name below the statement. See the student handbook if you have additional questions.

If a completed assignment is found to be dishonest, a grade of zero will be entered for the assignment, and the Academic Dean will be notified of the action in accordance with school policy. Such an action would indicate an attitude toward learning and teaching that seems inappropriate and would place your application to the teacher education program in jeopardy.

Field Experience

The early field experience gives you the opportunity to begin your movement from the desk of the student to the desk of a teacher (though you will, hopefully, always see yourself as a student. "*One who learns from one who is learning drinks from a running stream* - Native American proverb)." During these four hours a week you will observe classes, talk with cooperating teachers, and work with students. In order to set up your field experience, you must attend one of the two meetings being held by Ms. Mojadidi, the Education Department Field coordinator. After you meet with Ms. Mojadidi, I will give you expanded assignment information related to your field experience and my class.

Cell Phones and Laptops

Since each of you has been raised with strong lessons in courtesy and respect, any expansion of a discussion about cell phone use, text messaging, or inappropriate laptop use during class should not be necessary.

Written Assignments

Written assignments are to be turned in during the class session on the due date. Grades on late assignments will be reduced for each day late. All papers must be submitted in hard copy and typed with 1" margins on all sides, Times New Roman 12. Be sure to use spell check and proofread a hard copy before turning in the paper. APA format information can be accessed from AMOS/course tools; a handout will also be provided.

Course Grade

1. Critical pedagogy report (10%)
2. History of education paper (10%)
3. To Teach paper (10%)
4. Final exam: (10%)
5. Presentation (10%)
6. Mini Book of Big Ideas (To be discussed)
7. Academic memoir (10%)
8. Field experience journal (15%)
9. Double entry journals (15%)
10. Successful completion of field experience (5%)
11. Attendance and class participation (5%)

Course Schedule

1/18 (Mon.) - Introductions, course overview, thoughts about your teaching autobiography

1/20 (Wed.) – Wink – Preface and Ch. 1 – Intro to double entry journal, bring brainstormed list for autobiography

What is Critical Pedagogy?

- 1/25 (Mon.) Wink, Ch. 2, Ch 3 (pp. 22-37), double entry journal, teaching autobiography due (see below)
- 1/27 (Wed.) Wink, Ch. 3 (pp. 38-64), double entry journal, alternate date for autobiography
- 2/1 (Mon.) Wink, Ch. 4 (pp. 65-82), Ch. 5 (83-97), double entry journal
- 2/3 (Wed.) Wink, Ch. 5 (pp. 97-119), Ch. 6 (120-129), double entry journal, review of APA requirements
- 2/8 (Mon.) Wink, Ch. 6 (pp. 129-150), Ch. 7 (pp. 151-165), double entry journal
- 2/10 (Wed.) Wink, Ch. 8 (pp. 165-180), draft of critical pedagogy report, writing workshop within class (brainstorming session); bring all completed double entries. (No double entry journal due)

The History of Education in America

- 2/15 (Mon.) Spring, Ch. 1 Thinking Critically About History (pp. 1-9), Ch. 2 Religion and Authority in Colonial Education (pp. 10-42), double entry journal, writing workshop for final draft of pedagogy report
- 2/17 (Wed.) Spring, Ch. 3 Nationalism, Multiculturalism, and Moral Reform (pp. 46-75), double entry journal (5 entries), pedagogy report due
- 2/22 (Mon.) Pedagogy report due, Spring Ch. 4 The Ideology and Politics of the Common School (pp. 78-104), Ch. 5 The Common School and the Threat of Cultural Pluralism (pp. 106-136), double entry journal
- 2/24 (Wed.) Spring, Ch. 6 Organizing the American School (pp. 141-172), double entry journal
- 3/1 (Mon.) Spring, Ch. 7 Multiculturalism and the Failure of the Common School Ideal (pp. 175-209), double entry journal
- 3/3 (Wed.) Spring, Ch. 8 The Growth of the Welfare Function of Schools (pp. 213-247), Spring, Ch. 13 Education and National Policy, double entry
- 3/8 and 3/10 *Spring Break*
- 3/15 (Mon.) Writing Workshop for Spring paper - bring rough draft to class
- 3/17 (Wed.) DVD – *School*, The Story of American Public Education
- 3/22 (Mon.) Spring, Ch. 14, The Great Civil Rights Movement, the New Immigration, and the New Culture Wars, double entry
- 3/24 (Wed.) Spring paper due; my presentation re: student presentations

To Teach: Thinking About Teaching

- 3/29 (Mon.) Ayers Foreword (ix-x), Preface (xi-xv), Ch1. (pp.1-24), Ch. 2 (pp.25-47), double entry
- 3/31 (Wed.) Ayers Ch. 3 (pp.48-63, Ch. 4 (pp. 64-84), Ch. 5 (pp.85-108), double entry
- 4/5 (Mon.) Ayers Ch. 6 (pp.109-121), Ch. 7 (pp.122-133), double entry
- 4/7 (Mon.) Ayers Ch. 8 (pp.134-142), double entry

Contemporary Issues in Education – Student Presentations

- 4/7 (Wed.) Mini book of Big Ideas discussion, bring draft, class journal
- 4/12 (Mon.) Special Education
- 4/14 (Wed.) Technology
- 4/19 (Mon.) Standards
- 4/21 (Wed.) ELL/Diversity
- 4/26 (Mon.) Special Programs/Schools
- 4/28 (Wed.) Tie up loose ends

The syllabus is subject to change if circumstances necessitate adjustments. Appropriate notice will be given.

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.