

Moravian College

Education 150 B: Education in American Culture

Spring 2010

Class Meeting Times: Tuesdays and Thursdays from 1:10-2:20 p.m.
Classroom: Main Campus, Priscilla P. Hurd Academic Complex, Room 330

Instructor: **Christie L. Gilson, Ph.D.**

Phone: 610/625/7015 (voice)

Google Voice: 484-893-0385

Email: cgilson@moravian.edu

Office: Priscilla P. Hurd Academic Complex, Room 318

Hours: Tuesdays 9:00-10:00 a.m.
Wednesdays 10:00 a.m.-12:00 p.m.
Thursdays 9:00-10:00 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, your field experience journals, and examinations you will grapple with your own understanding of what it means to be a teacher. We will learn and teach one another about the contemporary issues educators confront 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 are the purposes 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.

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.

Required Textbooks

- Noll, J. M. (Ed.). (2009). *Clashing views on educational issues (15 ed)*. New York: McGraw-Hill.
- Taylor, L. S., & Whittaker, C. R. (2008). *Bridging multiple worlds: Case studies of diverse educational communities (2nd ed)*. Boston: Allyn and Bacon.
- Wink, J. (2004). *Critical pedagogy: Notes from the real world (3rd ed)*. Boston: Allyn & Bacon.

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:

- January 20th, 2010 at 5:00 p.m. in PPHAC 102
- January 21, 2010 at 11:45 a.m. in PPHAC 102

You are expected to spend four hours per week for a total of ten weeks in your field experiences between February 15th and April 30th, 2010. 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 learn about the needs of students in modern classrooms, especially English language learners and students with disabilities
- To delve into one's own orientation to diversity in the classroom
- To publically and sincerely embrace diversity in today's classrooms

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 1:10-2:20 p.m. on Tuesdays and Thursdays. 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 must 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) All assignments will be turned in by uploading them to the server whose path is given below. Assignment templates have been provided for you. Should you choose not to use the provided templates, your assignments must follow the below criteria in terms of assignment filenames and formatting/labeling of assignments. Compose your assignment in a word processor such as Microsoft Word or Word Perfect. Carefully edit all assignments for content, grammar, and proper spelling. 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 uploaded to a server, rather than being turned in in hardcopy, the filename you use for your assignment is critically important. Use this convention in naming your files.

Refer back to your syllabus to see how to name each assignment turned in. The proper naming convention will be written in parenthesis after the title of the assignment in the assignment description section of this syllabus. After the proper assignment name, use an underscore (_) then, write your last name. For the Teaching Autobiography, my file would be named TA_Gilson.doc.
- (4) Double space your assignment and use 12-point. Rather than manually using italics, bold, or underlining to title the various sections of your paper, use the heading levels within Word.
- (5) Upload your assignment to the server before the class date and time when it is due. Never delete your assignments from your personal computer, memory devices, or file storage until your final grade for the course has been given in May. Here is the path to the server:

Students\X:\courses\2010Spring\educ150b\submitted_work\[your last name]
the 'submitted_work' folder and you should see a folder name matching your last name.

Mac users

- Use the 'Go' menu and select 'Connect to Server'.
- In the 'Server Address' field, type 'smb://pawm/students' (no quotes) and click on the 'plus' sign button to add it to your 'Favorite Servers'.
- Click the 'Connect' button. You will be prompted for your network credentials.
- Connect as a 'Registered User', using your network account in the form of 'Moravian/stabc01' and password.
- Click the 'Connect' button.
- A new window will open, listing alphabetical letters and 'Courses' folder.
- Open the 'Courses' folder, '2010Spring' folder, and the folder named after your course.
- Open the 'submitted_work' folder and you should see a folder name matching your last name.

Windows PC users

- Open Windows Explorer and navigate to:
Students\\X:\courses\2010Spring\educ244b\submitted_work\[your last name]
- Important Note: If you are copying files from your personal folder on the 'Students' share to your course folder, remember to use COPY and not MOVE. COPY will keep the original file in your personal folder, and COPY the file to the course folder.
- COPY will keep the network security permissions of the destination folder (courses folder). [To copy in Windows – highlight the file, right click on it and drag it to its destination folder]
- MOVE will move the file out of your personal folder and into the course folder. MOVE carries the original network security settings with it to the destination (courses folder) so your instructor will NOT be able to view the document.
- If you would like to upload your assignments from off campus, you may do so using a free FTP client such as WS-FTP or CuteFTP. You can find more information about FTP'ing in AMOS under Administrative Services, Center for Information Technology, network resources, FTP Instructions. If you plan on uploading from on campus, you will be able to view the student drive (x:) once you log into the network.

FTP settings are as follows

Host: <ftp.moravian.edu>

Username: Moravian/[YOUR STUDENT ACCOUNT]

Directory: /stfiles or /stfiles/courses

- (6) Logical structure, well-organized prose, proper grammar usage, and correct spelling are expected in all assignments. Note that in accord with English writing conventions, a paragraph must consist of at least three sentences. 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. Alternatively, students are encouraged to visit the Writing Center for assistance with organizing assignment tasks.

Assignment Descriptions

In-Class Debate (ICD)

The purpose of this assignment is for you and an assigned partner to thoroughly familiarize yourselves with the Noll readings for a given week and to facilitate an in-class debate about those issues. If you find the topic you've been assigned/selected to be confusing or vaguely understood, it is your responsibility to come talk to the instructor or to do further research to solidify your understanding. For this assignment you will prepare:

- (1) A spoken and PowerPoint summary of both the affirmative and negative articles within the reading assignment for the week to be presented in class. You may elect to have one member of your dyad present one article and the other member the other. Alternatively, you may both present particular points of both articles. If you are unclear about the two opposing sides of the debate, your classmates will not find your explanation helpful; therefore, you must be able to explain your debate thoroughly without looking at your PowerPoint slides. As a reminder to your classmates, include in your presentation:
 - (a) The names of the authors of the articles
 - (b) The titles of the articles
 - (c) A clear explanation of both sides of the debate
 - (d) Three justifications the authors use to bolster their arguments. (Therefore, there should be a total of six arguments, since there are at least two sides to each debate.)
- (2) Upload a copy of your PowerPoint to the server at least 30 minutes before the class period during which you will present.
- (3) Determine a way to split up the class so that all of your colleagues are engaged in a debate of the issue. You may divide the class up into two groups. Or, you may assign selected class members various roles (e.g., time keeper, task master, etc.).
- (4) The class is to debate your issue for approximately 10-15 minutes. Ensure that no person dominates the discussion, preventing others from having their say. If the debate lags, it is your responsibility to bring up new points to keep the class engaged.
- (5) You will be graded on your familiarity with the issues assigned to you. Your PowerPoints' clarity, thoroughness, structure and organization, and mechanics will be assessed as well. Finally, your ability to facilitate a debate within the class will be evaluated.

Teaching Autobiography (TA)

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 Teaching Autobiography 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?

Ethnic/Cultural Background Assignment (ECBA)

While some of us can point to specifics that mark us as coming from certain backgrounds, others of us are less aware of the stories, traditions, holidays, ways of speaking, foods, and other markers that make up our unique cultures. The purpose of this assignment is for you to familiarize yourself with your linguistic, cultural, ethnic, and socio-economic background in order to deepen your appreciation of the backgrounds of others. Answer the following questions in an essay, story, or poem. If your assignment consists only of written work, it must be at least five pages in length. If you elect to supplement it with audio, pictures, or music, the assignment must contain at least three pages of written work as well. You may use music or audio to supplement the written work in this assignment. If you would like to use pictures, you will need to prepare written captions of each of the photographs which describe the who, what, when, where, and why of each picture for your instructor. Add those captions to your assignment.

- (1) From where did my family's ancestors come? If you were adopted, describe as much as you know of your biological and adoptive backgrounds.
- (2) When did my family settle in this region of the country?
- (3) What brought my family to their current city, town, or rural area?
- (4) Describe a cultural tradition that your family observes. This may be related to something as simple as what kinds of extra curricular activities your family encouraged you to take part in. Or, the tradition may have to do with holidays or religious events.
- (5) How does your family view education? What kinds of messages did they give you about the importance of education?
- (6) Examine how the presence or lack of money affected your upbringing.
- (7) Explain an example of the hidden curriculum from the school in which you grew up.
- (8) Describe any differences you notice between the way you looked and/or acted in school as compared to the students in your Early Field Experience.
- (9) How do you make sense of the differences you notice between yourself and the students in your Early Field Experience?

Language Immersion Assignment (LIA)

In today's classroom you will encounter students whose first language is not English. This assignment is designed to provide an opportunity for you to understand how it feels to be immersed in a language in which you are not fluent. Select a streaming audio website, radio program, or television program which is produced in a language in which you are not fluent. Foreign language students must select a language other than the one they have studied. Spend fifteen minutes listening and/or watching the program. You may not do other tasks while completing this assignment such as texting, answering emails, talking on the telephone or to others, etc. Try to determine the context of the program. Your task is to understand as much as you can about the meaning of the words being used and to record how doing so makes you feel. Answer the following questions in a three-page paper.

- (1) Which medium (streaming audio/video, radio, or television) did you choose to listen/watch? Give the specific name of the program, the call letters or URL, and the day and time you listened/watched.
- (2) Which language was the program in? Explain your familiarity with that language.
- (3) List at least three strategies you used to try to decode the language and understand the context of the program.
- (4) What kinds of thoughts/emotions did you feel? For example, were you frustrated or bored?
- (5) How did you cope with your boredom, frustration, excitement, or other emotions?
- (6) Reflect upon what you learned as a result of doing this assignment. Has this assignment changed your perspective on teaching students whose first language is not English? Why or why not?

- (7) State your position on second language acquisition. Which kinds of programs best support the needs of English language learners in schools?

Early Field Experience Journal (EFEJ)

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

- the lesson objective(s)
- the curriculum being taught
- the teaching methods the cooperating teacher employs
- how the students in the classroom learn what the teacher is attempting to teach them
- Document any interesting experiences you observed or participated in during the lesson.
- 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 and be 300 or more words. Upload your journal for each week you are in the field to the server by the next week's Tuesday before 1:00 p.m.

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.

Adult with a Disability Interview (ADI)

This assignment is designed to help you become comfortable interacting with people with disabilities. You are to locate a person with a disability to interview face-to-face. Email, phone, and other distance forms of communication are not permitted. You should prepare a list of at least ten questions ahead of time to ask your interviewee. Two weeks before the interview will take place, submit to the instructor a description of the person you will interview and your list of at least ten questions. The instructor will provide feedback to you that you will incorporate into your interview questions before the interview takes place. Plan how you will take notes or capture your interviewee's words. The interview should last fifteen to thirty minutes. The products of the interview are as follows.

- (1) a one-paragraph description of the person you plan to interview. Include how you located the person and the person's disability. List the ten or more questions you plan to ask the person with the disability. These are due to the instructor two weeks before you interview the person with the disability.
- (2) a three-five page paper which thoroughly covers the following components:
 - (a) an introductory paragraph with sentences describing the person you interviewed. Give her or his approximate age, the disability, the person's living situation, the person's employment status, and any other information you feel is relevant.
 - (b) List your ten revised questions verbatim. After each question provide complete sentences that relay the answers the interviewee gave you during the interview. You may either summarize the person's words or quote from him/her directly. A combination of the two is preferred.
 - (c) a paragraph describing what you learned during the interview. Include facts that you learned; feelings you had prior to, during, and after the interview; and any realizations you

came to about teaching students with a disability similar to that of the person you interviewed.

Teaching Philosophy Paper (TPP)

The purpose of this assignment is for you to develop your own teaching philosophy statement. This paper should be at least eight pages in length and has three components. Thoroughly address each of the questions below in your paper, and cite the ideas you draw from the Wink, Noll, and Taylor and Whittaker texts properly.

- (1) Reread both your Early Field Journals and your Teaching Autobiography. Reflect back upon your ideas about teaching, as written up in your Teaching Autobiography and compare those ideas to those you now have after having participated in your Early Field Experience. Select at least three ideas from either your Teaching Autobiography or your Field Journal to reexamine in your Teaching Philosophy Paper. Describe how your ideas have changed or remained the same from when you began your Early Field Experience until now at the conclusion of that experience. Explore what experiences and what thinking have either reinforced your previous ideas or caused you to change your mind. Include a discussion concerning the status of your decision to become a teacher.
- (2) Refer back to the Wink text in writing your own definition of critical pedagogy. Explain who's ideas you are drawing from when formulating your definition. List three ideas Wink presented that you found compelling, and explain why they are personally compelling to you.
- (3) Finally, answer the question, "What kind of educator do I want to be?" Recall the educational philosophies covered during the lecture portions of the class. Which philosophy makes the most sense in your opinion? Explain.

Midterm and Final Examinations

Two examinations will be given during the course. They will test you on material from the required readings, your class notes, and points and content brought up during class discussions. The examinations will be closed-book and will consist of a combination of essay, short-answer, and multiple-choice questions.

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. It is your responsibility to assertively participate in class discussions.

(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.

The professionalism grade also reflects the evaluation of your Field Experience filled out by your co-operating teacher.

- (4) **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 in order for students to receive partial credit.

Assignment	# of Points
In-Class Debate	10
Teaching Autobiography	5
Ethnic/Cultural Background Assignment	5
Early Field Experience Journal	10
Midterm Examination	15
Language Immersion Assignment	10
Adult with a Disability Interview	10
Teaching Philosophy Paper	10
Final Examination	15
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	Readings Due	Other Assignment
1/19	Introductions	Syllabus	none
1/20	5:00 p.m., early field meeting with Mrs. Modjadidi	PPHAC 102	mandatory attendance at either this or 1/21 meeting
1/21	11:45 a.m., early field meeting with Mrs. Modjadidi	PPHAC 102	mandatory attendance at either this or 1/20 meeting
1/21	What Is Education?	T&W Chap. 1 pp. 1-15	none
1/26	Diversity in Education; GS: Sharon Brown	T&W Chap. 2 pp. 15-42	none
1/28	How Do Social Experiences Shape Schooling?	N Issue 1 pp. 2-15	Debate 1; instructor modeling
1/28	Jose Rosado, Dir. Community & Student Svcs, Allentown School District	UBC, HUB, 7:00-8:30 p.m.	greet DR. Gilson after event, substitutes for 1 EFEJ
2/2	School and the Community	T&W Chap. 3 pp. 46-63	Teaching Autobiography
2/4	Brown v. Board of Education	N Issue 7 pp. 100-114	Debate 7
2/9	Preparing for Early Field; Racism	T&W Chap. 6 pp. 99-117	none
2/11	Curtailement of Dropouts	N Issue 15 pp. 248-264	Debate 15
2/15	beginning of Early Field Experience	none	none
2/16	Culture and Language	T&W Chap. 7 pp. 118-143	EFEJ1
2/18	Constructivist Education	N Issue 4 pp. 48-63	Debate 4
2/23	Poverty and Socio-Economic Class	T&W Chap. 8 pp. 146-167	EFEJ2
2/25	Schooling for Migrants	N Issue 22 pp. 382-401	Debate 22
3/2	Schooling for GLBTQ students and teachers	T&W Chap. 11 pp. 223-242	EFEJ3; Ethnic/Cultural Background Assignment
3/4	Midterm Examination in Memorial 202	content from 1 st half of semester	Midterm Examination
3/9	no class; spring break	none	none
3/11	no class; spring break	none	none
3/16	Students Who Are Disabled and Gifted	T&W Chap. 9 pp. 169-189	EFEJ4

3/18	Inclusion Versus Segregated Placements	N Issue 14 pp. 231-247	Debate 14
3/23	Gender in Today's Schools	T&W Chap. 10 pp. 194-219	EFEJ5
3/25	The Success of Boys in School	N Issue 17 pp. 286-307	Debate 17; Language Immersion Assignment
3/30	Religion's Influences in School	T&W Chap. 12 pp. 247-269	EFEJ 6
4/1	Biology and Intelligent Design	N Issue 16 pp. 265-285	Debate 16
4/6	The Transition from the Known to the Exploratory	W Chaps. 1-2 pp. 1-21	EFEJ 7; Adult with a Disability Interview
4/8	Assessment	N Issue 9 pp. 132-153	Debate 9
4/13	Defining Critical Pedagogy	W Chaps. 3-4 pp. 22-82	EFEJ 8
4/15	Behaviorism and Freedom in Education	N Issue 3 pp. 31-47	Debate 3
4/15	Russell Valentini, Educational Liaison & Advocate for Homeless Students	UBC, HUB, 7:00-8:30 p.m.	greet DR. Gilson after event, substitutes for 1 EFEJ
4/20	The Theory and Practical Roll-Out of Critical Pedagogy	W Chaps. 5-6 pp. 83-150	EFEJ 9
4/22	The Charter School Movement	N Issue 12 pp. 200-216	Debate 12; Teaching Philosophy Paper
4/27	Wrap-Up	W Chaps. 7-8 pp. 151-180	EFEJ 10
4/29	Merit Pay; pizza party!	N Issue 21 pp. 364-380	Debate 21
5/7	1:30 p.m. Final Examination in Memorial 202	content from 2 nd half of semester	Final Examination