



## **Education 160 B: Culture, Community, and Diversity: Introduction to Critical Teaching Fall 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.**

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Hours: Tuesdays 9:00-10:00 a.m.  
Wednesdays 10:00 a.m.-12:00 p.m.  
Thursdays 9:00-10:00 a.m.

The above office hours will also be posted on my office door in PPHAC 318.

### ***Course Overview***

Welcome to Education 160, 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. We will learn about the diversity present in today's classrooms, and you will be invited to develop your own stance on social justice.

The Pennsylvania Department of Education lays out sets of competencies that all education students must meet, including competencies to teach in PreK-12 settings and specifically to teach students with disabilities and English language learners.

**CANDIDATE COMPETENCIES** from the PDE Framework for Grades Pre K-4, 4-8, 7-12 Program Guidelines as well as program guidelines designed for meeting the needs of English language learners and learners with disabilities (Note: EC refers to competencies listed in the PreK-4 framework. M refers to competencies in the 4-8 framework. ACC refers to competencies for accommodating/adapting for students with disabilities. ELL refers to PDE guidelines for teaching English language learners.)

#### **STUDENTS ARE EXPECTED TO:**

- have a knowledge of PreK-4 educational foundation in theory and policy in work with children (EC I. B1)
- develop concepts of culture (EC II. D1)
- recognize the central role that families play in the development of children with and without disabilities (EC IV. A1)
- recognize impact of children with disabilities on family systems and concerns of families with exceptional learning needs (EC IV. A3)
- know legal rights of families including laws related to family and student confidentiality (EC IV. A3)

- recognize variations in beliefs, traditions, and values related to children and learning across and within cultures including child rearing practices, parent/child interaction styles and discipline (EC IV. A4)
- recognize impact of differences in values, languages, poverty, socioeconomics and customs that can exist between the home and school (EC IV. A5)
- identify the impact of culture on one's own beliefs, values and behaviors (EC IV. A5)
- develop and sustain partnerships with families via respectful, ongoing, meaningful communication with family members (EC IV. B1)
- recognize when to involve families in the policy decisions of a program (EC IV. B2)
- recognize how to provide families with meaningful opportunities to be involved throughout their child's education including effective conferencing with families (EC IV. B3)
- strategies for keeping families informed of children's progress including working with linguistic and cultural interpreters for culturally and linguistically diverse families (EC IV. B4)
- develop skills to provide information about community resources, parenting education, and child development to families (EC IV. B5)
- develop awareness of community resources useful to families of children with and without disabilities (EC IV. B6)
- create positive social contexts for learning (EC V. A1)
- identify how the development of all young adolescents occurs in the context of classrooms, families, peer groups, communities and society (ML, I. B4)
- legal rights and responsibilities of the teacher related to special education referral and evaluation and the rights and procedural safeguards that students are guaranteed (ACC I.)
- demonstrate understanding of the legal rights and responsibilities of the teacher for special educational referral and evaluation and the rights and procedural safeguards that students are guaranteed. (ACC I. A2)
- demonstrate an understanding of possible causes and implications of over-representation of minorities in special education so as not to misinterpret behaviors that represent cultural, linguistic differences as indicative of learning problems. (ACC I. A3)
- demonstrate an understanding of the meaningful roles that parents and students play in the development of the student's education (ACC I. E5)
- demonstrate sensitivity towards multicultural and economic perspectives in order to encourage parent participation (ACC I. E6)
- demonstrate an understanding of how to support student and family communication and meaningful participation in the student's educational program (ACC I. E7)
- work collaboratively with all members of the student's instructional team including parents and agency personnel (ACC I. E8)
- demonstrate knowledge of language systems, structures, functions, and variation (ELL I. A1)
- identify socio-cultural characteristics of ELLs including educational background and demographics. (ELL I. B1)
- describe how ELLs' cultural communication styles and learning styles affect the learning process (ELL I. B2)
- describe how ELLs' cultural values affect their academic achievement and language development (ELL I. B3)
- identify bias in instruction, materials and assessments (ELL I. B4)
- demonstrate cross-cultural competence in interactions with colleagues: administrators, school and community specialists, students and their families (ELL I. B5)

- observe culturally and/or linguistically diverse instructional settings (ELL I. B6)
- describe the legal responsibilities related to serving ELLs (ELL II. C1)

## ***Required Textbooks***

- Kauchak, D. P. & Eggen, P. D. (2011). *Introduction to teaching: Becoming a professional*. (4<sup>th</sup> ed). Upper Saddle River NJ: Pearson.
- Taylor, L. S., & Whittaker, C. R. (2008). *Bridging multiple worlds: Case studies of diverse educational communities* (2<sup>nd</sup> ed). Boston: Allyn and Bacon.
- Wink, J. (2004). *Critical pedagogy: Notes from the real world* (3<sup>rd</sup> ed). Boston: Allyn & Bacon.

## ***Field Experience Component:***

Students registered for Education 160 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 31st, 2010 at 5:00 p.m. in PPHAC 102
- September 2nd, 2010 at 11:45 a.m. in PPHAC 102

The purpose of the field experiences is to provide students with appropriate classroom experiences in a developmental and sequential manner. All field experiences are directly related to coursework and must be successfully completed to pass the education course. Students are required to follow all the procedures and guidelines as outlined in the field experience handbooks, and course syllabi. Failure to accurately report attendance and performance will be considered a violation of academic honesty policy and will result in appropriate sanctions as outlined in the Student Handbook. The Director of Field Experiences is responsible for securing all field placements. Students will be placed in field experiences only when all required clearances documents are current and indicate "no record exists". Students are also required to have a negative result on a current tuberculosis test.

You are expected to spend four hours per week for a total of ten weeks in your field experiences between September 15th and December 10<sup>th</sup>, 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 discuss how aspects of culture including language, demographics, communication styles, and values impact the way students learn
- to discuss the diverse nature of classrooms and to consider the impact of such diversity on the teacher's work
- to explore relationships between community, family, and school including discussions of the impact of culture on that relationship
- to describe the role parents play in the education of their children
- to describe best practices for involving parents in their children's work in school
- to describe how resources in the community can be used to enhance the education of young people
- to describe legal responsibilities related to English language learners

- to describe legal rights and responsibilities related to students with disabilities
- to unpack and critically examine the philosophical frameworks and theories which shape the American education system
- to describe critical pedagogy with an emphasis on how notions of language and community fit into the broader philosophy
- to describe critical pedagogy as it relates to issues of diversity including issues of multiculturalism
- to develop a personal philosophy that includes answers to the questions, “What learning is of most importance? What are schools for?”
- to explore the historical eras which have influenced the American education system since its inception to the present

## ***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 December. Here is the path to the server:  
**Students\\X:\courses\2010Fall\educ160b\[your last name]** 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, '2010Fall' folder, and the folder named after your course.
- You should see a folder name matching your last name.

## Windows PC users

- Open Windows Explorer and navigate to: Students\\X:\courses\2010Fall\educ160b\[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

### Teaching Autobiography (TA; 5 points)

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 a certification area to complement 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?

### Teaching Autobiography Assessment Checklist

Component	Total Points	Points Earned
class name, assignment name, student name, due date at top of paper; file named properly	.5	
at least two answers to “why I want to be a teacher”	2	
answers make sense, demonstrate reflexivity, and are not repetitive	2	
paper is free of spelling and grammar mistakes	.5	
total points	5	

### Ethnic/Cultural Background Assignment (ECBA; 10 points)

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. Then, select one of the people in the case studies provided in Chapters 5-12 in the Taylor and Whittaker text. Compare her or his background in terms of culture and ethnicity to your own. 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 four 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.

### ***Questions Related to Your Own Ethnic/Cultural Background***

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.

### ***Comparison Questions for the Case Study and Yourself***

1. Identify the case you decided to read.
2. Provide enough demographic information about the person in the case study to orient your reader to the comparison section of this paper.
3. As you carefully examine the case study, what differences do you notice between yourself and the person about whom you are reading?
4. What similarities have you noticed between yourself and the person in the case study?
5. Reflect on how these differences and comparisons might affect your practice as a teacher both now and in the future.

### ***Ethnic/Cultural Background Assignment Assessment Checklist***

Component	Total Points	Points Earned
your family background and traditions explained sufficiently	1	
your family's messages about education are articulated	1	
your family's socioeconomic status described	1	
case study described in sufficient detail	1	
differences between yourself and case study identified	1	
similarities between yourself and case study noted	1	
reflection about case study and your practice as a teacher examined thoroughly	3	
grammar and spelling are professional	1	
total points	10	

### **Language Immersion Assignment (LIA; 10 points)**

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. With your experience gained through this exercise, describe the ideal program for teaching English language learners in schools in the United States. Thoroughly answer the following questions in a five-page paper.

1. Which medium (streaming audio/video, radio, or television) did you choose to listen to/watch? Give the specific name of the program, the call letters or URL, and the day and time you listened/watched.
2. In which language was the program? 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? How did you cope with your boredom, frustration, excitement, or other emotions?
5. Reflect upon what you learned as a result of completing this assignment. Has this assignment changed your perspective on teaching students whose first language is not English? Why or why not?
6. Clearly state your position on second language acquisition. Which kinds of programs best support the needs of English language learners in schools? Are bilingual programs or English-only programs ideal? Or, is a combination of the two best? If your answer depends upon the context in the particular school, describe which contexts are best suited for which programs.

### ***Language Immersion Assignment Assessment Checklist***

Component	Total Points	Points Earned
medium and identifying information given	.5	
language immersed in/familiarity with language described	.5	
coping strategies carefully examined	2	
reflection about assignment	2	
2L acquisition position stated	4	
professional grammar and spelling	1	
total points	10	

### **Adult with a Disability Interview (ADI; 10 points)**

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 four-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.

### ***Adult with a Disability Interview Assessment Checklist***

Component	Total Points	Points Earned
10 questions and paragraph submitted 2 weeks before interview	1	
clear, well-organized introductory paragraph with all components asked for in syllabus	1	
10 interview questions; 10 clear and thorough answers	5	
summary/in-depth reflection paragraph containing all components asked for in syllabus	2	
well-organized, free of grammar and spelling errors	1	
total points	10	

### **Community Contact Assignment (CCA; 10 points)**

The purpose of this assignment is to afford you the opportunity to explore the community the school your field placement is located in serves. Community includes the families of the students in your placement, the businesses and social service agencies near your field placement, and other networks supporting the students in that vicinity. How you accomplish this assignment will vary, depending on your preferences. Pick one from the following list or propose an idea to your instructor.

- Visit a girl or boy scouts event that at least one of the students in your field placement attends.
- Shadow a school social worker who works with the families of students for one hour.
- Attend a religious service at a place of worship which one of your field students frequents.

In a five-page paper address all of the following:

- a. Thoroughly describe the task you accomplished to fulfill the requirements of this assignment.
- b. Delineate the demographics of the community with which you made contact.
- c. Articulate the mission of the organization you visited.
- d. Describe how your contact with this organization has shaped your view of the school community.
- e. Explain how this glimpse into the community that your field placement is in has informed the way you see your students.
- f. Identify the questions your community contact assignment leaves you with. That is, what would you like to know more about?

### ***Community Contact Assignment Assessment Checklist***

Component	Total Points	Points Earned
task thoroughly described to accomplish assignment	2	
community demographics and organizational mission outlined	2	
explanation of assignment's influence on teaching is comprehensive and reflective	3	
questions arising from assignment are explained carefully and thoughtfully	2	
professional grammar and spelling present throughout assignment	1	
total	10	

## School Board Assignment (SBA; 5 points)

The purpose of this assignment is to give you the opportunity to learn about the political side of schooling in the United States. In completing this assignment, you have two options. You may either:

1. Attend a school board meeting of a district of your choice. Or
2. Present a ten-minute explanation of a current school board issue in front of your peers.

Select one of the options below. Carefully read over its requirements and submit the appropriate assignment products.

### ***Option 1: School Board Meeting Attendance***

- a. Determine when and where a school board meeting will take place in a district of your choosing.
- b. Ensure that you will be allowed to attend the meeting by either contacting the school office or verifying the meeting's openness to the public through school board media or websites.
- c. Attend the entire school board meeting and take notes on the following points:
  - the who, what, when, where, and why of the meeting
  - Which issues are being discussed at the meeting?
  - Identify any controversies discussed.
  - What strikes you about how decisions are made?
  - Who talks the most? Why?
  - Who talks the least? Why?
- d. Write up a summary of the notes you have taken that covers the bullet points above. The paper should be at least three pages in length.

### ***Option 2: Class Presentation of Current School Board Issue***

- a. Either through discussion with your co-op, your own knowledge, or research in local newspapers, educate yourself on a local school board issue that you find intriguing.
- b. Locate at least three sources of information to supplement your own knowledge on the issue. These might include:
  - websites of local media outlets
  - official school board meeting minutes
  - school district policy statements
  - interviews of school officials
  - interviews of tax payers in the district in question
- c. Prepare a ten-minute summary of the issue you have selected. Attend to the following requirements as you prepare your presentation:

If you choose to use PowerPoint, deliberately plan the PowerPoint as a skeletal summary. That is, do not read entire slides verbatim during your presentation in front of your classmates.

- Thoroughly explain the issue.
- Identify the nature of any controversy regarding your issue.
- Present a balanced view of the issue.
- Devise a way to poll your classmates about the issue after you have finished explaining it.
- Within your ten-minute presentation, allow three minutes for facilitated class discussion.

- Practice your presentation before class.

### ***School Board Assignment Assessment Checklist***

Component	Total Points	Points Earned
<b>Option 1</b>		
who, what, when, where, and why of the meeting described	1.5	
issues and controversies explicated	1	
decision-making analyzed	1	
communication patterns of the board described	1	
professional grammar and spelling	.5	
total	5	
<b>Option 2</b>		
presentation style	1	
issue explained clearly, succinctly, and in a balanced way	2	
appropriate facilitation of class discussion	1.5	
professional grammar and spelling	.5	
total	5	

### **Teaching Philosophy Paper (TPP; 10 points)**

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, Kauchak and Eggen, 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?" Which philosophy covered in Kauchak and Eggen or in Wink makes the most sense in your opinion? Explain.

### ***Teaching Philosophy Paper Assessment Checklist***

Component	Total Points	Points Earned
clear reflection from Teaching Autobiography and Field Journals apparent	3	
definition of critical pedagogy and compelling Wink ideas examined in sufficient depth	3	
"What kind of educator do I want to be?" carefully answered	3	
professional grammar, spelling, and citation style demonstrated	1	
total points	10	

### **Early Field Experience Journal (EFEJ; 10 points)**

The purpose of these ten assignments is to help you to reflect on what you are learning and realizing as a result of participating in your first field placement as an aspiring teacher. Of the ten journals you will turn in over the course of the semester, five of them will have mandatory topics, and five will be designed to give you space to write about what is on your mind. Observe the following topic list included in the assessment checklist provided below when writing your journals. An x indicates the instructor has received the journal by the due date, and the journal is satisfactory. A zero indicates either that the journal was not satisfactory or that it was late being turned in.

Week #	Topic	Journal Status
Week 1	classroom description (e.g., configuration, student demographics, teacher demographics)	
Week 2	open	
Week 3	classroom and school-wide curriculum	
Week 4	open	
Week 5	instructional strategies the teacher implements	
Week 6	open	
Week 7	classroom management strategies	
Week 8	open	
Week 9	analysis of your interaction and/or teaching with students	
Week 10	open	

During the even-numbered weeks (that is, when you may choose the topics of your journals) the following topics may be of interest to you.

- the lesson objective(s)
- how the students in the classroom learn what the teacher is attempting to teach them
- the standards the teacher is teaching to when preparing the lesson (Refer to <http://pdesas.org/standard/Views/>.)

- 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.

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.

## **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 160, 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. Copeland (2005) believes that students should ask deep questions to ignite their understanding and to encourage their peers to think critically. Rather than a transmission model of education in which I reiterate facts from the required texts that you dutifully write down, I will encourage you to examine contemporary education issues in depth during 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. Attendance will be evaluated by the instructor hearing your voice during in-class participation and by the turning in of periodic Quick Write assignments during the semester.

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

## ***Quick Write Assessment Checklist***

Note: Students will receive either an x (representing a checkmark) or a 0 for each assignment. Checkmarks will be given for students whose quick writes are satisfactory. Zeros will be given for either work that is not satisfactory or for students who did not turn in Quick Writes. In addition to the dates specified below, other Quick Writes will be administered at random during the semester.

Date
September 2
September 14
October 5
October 26
November 16
November 18
November 30

**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.

### ***Professionalism Assessment Checklist***

Component	Total Points	Points Earned
class participation	3	
professional interaction with classmates, co-op, field director, and instructor	2	
Quick-Writes	2	
co-operating teacher's evaluation	3	

Assignment	# of Points
Teaching Autobiography	5
Ethnic/Cultural Background Assignment	10
Language Immersion Assignment	10
Midterm Examination	10
Adult with a Disability Interview	10
Community Contact Assignment	10
School Board Assignment	5
Teaching Philosophy Paper	10
Early Field Experience Journal	10
Final Examination	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

## ***Accommodations***

Day 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](mailto:jkempfer@moravian.edu). CGS students with disabilities are encouraged to contact Donna Smith in the Comenius Center at 610-861-1384. Please also notify the instructor of your needs at 610-625-7015 or [cgilson@moravian.edu](mailto:cgilson@moravian.edu).

## ***Class Schedule***

<b>Class Date</b>	<b>Topic</b>	<b>Readings Due</b>	<b>Assignment/Assessment</b>	<b>PDE Competencies Addressed</b>
August 31	Introductions	Syllabus	none	
August 31	5:00 p.m., early field meeting with Mrs. Modjadidi	PPHAC 102	mandatory attendance at either meeting	
September 2	11:45 a.m., early field meeting with Mrs. Modjadidi	PPHAC 102	mandatory attendance at either meeting	
September 2	What Is Education?	T&W Chap. 1 pp. 1-15	In-Class Quick Write	EC IV. B2; ACC I. E5
September 7	Diversity in Education	T&W Chap. 2 pp. 15-42	Teaching Autobiography	
September 9	Assessing Your Fit as a Teacher	K&E Chap. 1		
September 14	School and the Community	T&W Chap. 3 pp. 46-63	In-Class Quick Write	EC IV. B2; ACC I. E5
September 16	Professionalism in Teaching	K&E Chap. 2	Ethnic/Cultural Background Assignment	EC IV. A1; EC IV. A3; EC IV. A4; EC IV. A5; EC IV. B4; ACC I. E6; ELL I. B5
September 21	Guest Speaker: Sharon Brown; Racism	T&W Chap. 6 pp. 99-117		
September 23	American Society's Influences on Schooling	K&E Chap. 3		
	Beginning of Early Field Experience	none		
September 28	Culture and Language	T&W Chap. 7 pp. 118-143	EFEJ1; Language Immersion Assignment	EC IV. E5; EC IV. A1; EC IV. A3; EC IV. B5; ELL I. A1; ELL I. B3; ELL I. B2; ELL I. B5
September 30	The History of American Education	K&E Chap. 6		
October 5	Poverty and Socio-Economic Class	T&W Chap. 8 pp. 146-167	EFEJ2; In-Class Quick Write	
October 7	The Philosophy of American Education	K&E Chap. 7		
October 7	Fresh Water presented by Lisa Draper	optional attendance substitutes for one missing EFEJ entry	In order to receive credit for this event, you must remain in the room for the entire event and must sign the sheet provided.	
October 12	Fall Break; no class	none		



October 14	Midterm Examination in Memorial 202	content from 1 <sup>st</sup> half of semester		
October 19	Schooling for GLBTQ students and teachers	T&W Chap. 11 pp. 223-242	EFEJ3; Adult with a Disability Interview	EC IV. B6; ACC I.; ACC I. A2; ACC I. A3
October 21	The Organization and Structure of Today's Schools	K&E Chap. 8	EFEJ4	
October 26	Students Who Are Disabled and Gifted	T&W Chap. 9 pp. 169-189	In-Class Quick Write	ACC I.; ACC I. A2; ACC I. A3
October 28	The Regulation and Funding of School	K&E Chap. 9	EFEJ5	
November 2	Gender in Today's Schools	T&W Chap. 10 pp. 194-219	Community Contact Assignment	EC IV. A1; EC IV. A4; EC IV. A5; EC IV. B1; ML I. B4; ELL I. B2; ELL I. B5
November 4	Ethical and Legal Guidance in School	K&E Chap. 10	EFEJ 6	
November 9	Religion's Influences in School	T&W Chap. 12 pp. 247-269		
November 11	The Transition from the Known to the Exploratory	W Chaps. 1-2 pp. 1-21	EFEJ 7	
November 16	Curriculum and Instruction	K&E Chaps. 11 and 13	School Board Assignment; IN-Class Quick Write	EC IV. B2; ELL I. B4; ELL I. B5
November 18	Defining Critical Pedagogy	W Chaps. 3-4 pp. 22-82	EFEJ 8; In-Class Quick Write	ACC I. E7; ACC I. E8
November 23	Classroom Management	K&E Chap. 12		
November 25	Thanksgiving	none	none	
November 30	The Theory and Practical Roll-Out of Critical Pedagogy	W Chaps. 5-6 pp. 83-150	EFEJ 9; In-Class Quick Write	ELL I. A1
December 2	Assessment, Standards, and Accountability	K&E Chap. 14	Teaching Philosophy Paper	EC II. II. D1; IV. A5; V. A  ML (I. B4  ACC I. E5; I. E6  ELL I. B1; I. B2, I. B3
December 7	Wrap-Up	W Chaps. 7-8 pp. 151-180	EFEJ 10	EC II. D1, IV. A1; IV. A4; EC IV. A5; IV. A5; IV. B6; V.
Finals Week	Evaluation of Early Field Experiences	done by instructor when reviewing co-	none	EC IV. B1; EC IV. B3; EC. IV. B4 ; EC IV. B6EC V. A1 ; ML I.

		op's evaluation of your performance		B4; ACC I. E7; ELL I. B6; ELL II. C1
December 17	8:30 a.m. Final Examination in Memorial 202	content from 2 <sup>nd</sup> half of semester	Final Examination	

#### References

Copeland, M. (2005). *Socratic circles: Fostering critical and creative thinking in middle and high school*. Portland: Stenhouse.