



EDUCATION 160A: CULTURE, COMMUNITY, AND DIVERSITY: INTRODUCTION TO CRITICAL TEACHING Spring 2012

Class Meeting Times: Tuesdays and Thursdays from 10:20-11:30 a.m.
Classroom: Main Campus, Priscilla P. Hurd Academic Complex, Room 330

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Hours: Tuesdays 8:30-10:00 a.m. and 5:00-6:00 p.m.
Thursdays 8:30-10:00 a.m.

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

Course Overview

Welcome to Education 160, Section A, one of the first courses students wishing to become certified as educators take at Moravian College. 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 contemporary issues educators confront today and the philosophical underpinnings which shape how educators 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. As we explore these topics together, keep these essential questions in mind.

- How do culture and language influence my teaching?
- How does the community in which a school is located influence teaching?
- How do all types of diversity influence and guide my teaching?
- Which beliefs and philosophical perspectives guide my teaching?
- How should I collaborate with other professionals and students' families to teach most effectively?

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 form the foundation of this course. (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

- Ballenger, C. (1998). *Teaching other people's children: Literacy and learning in a bilingual classroom* (Vol. 4). New York, NY: Teacher's College Press.
- Taylor, L. S., & Whittaker, C. R. (2008). *Bridging multiple worlds: Case studies of diverse educational communities (2nd ed)*. Boston: Allyn and Bacon.
- Wink, J. (2011). *Critical pedagogy: Notes from the real world (4th ed)*. Boston: Allyn & Bacon.

Field Component Statement:

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:

- January 18th, 2012 at 5:00 p.m. in PPHAC 102
- January 19th, 2012 at 11:45 a.m. in PPHAC 102

The purpose of the field experience 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 February 13th and April 27th, 2012, even if the 40 hour minimum is achieved. An unexcused absence at your field experience will result in termination of the experience and a failing grade in this course. If you must miss a scheduled session at your school, due to illness or emergency, you must call your school and make sure a message gets to your cooperating teacher. You must also call Mrs. Modjadidi, Director of Field Experiences, at 610-861-1473.

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. Your field experience should be viewed as an opportunity for you to demonstrate your professionalism to your cooperating teacher.

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 those relationships
- 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 impact 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.
- Ask the Health Center to email the instructor to verify that you went there to seek medical assistance.
- Notify the instructor of a serious illness or death in the immediate family. (The instructor will require an obituary or a note from a doctor.)
- 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. (This will require verification from the trip sponsor by email.)

Attendance means that the student is present in PPHAC 330 from 10:20-11:30 a.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/>. 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. All violations of academic honesty reported to the dean are shared with the Teacher Education Committee at the time a candidate's application for student teaching is being considered. In the past, such violations have prevented the committee from approving some candidates for student teaching.
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; you are expected to use them. Compose your assignment in a word processor such as Microsoft Word or Pages. Save your assignments as Microsoft Word files. Carefully edit all assignments for content, grammar, and proper spelling.
3. Because all assignments will be uploaded to a server, rather than being turned in on hardcopy, the filename you use for your assignment is critically important. 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\2012Spring\educ160a\work\[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. You can leave "server" field blank
- Click the 'Connect' button.
- A new window will open, listing alphabetical letters and 'Courses' folder.
- Open the 'Courses' folder, '2012Spring' folder, and the folder named after your course.
- You should see a 'work' folder, and within it, a folder name matching your last name.

Windows PC users

- Open Windows Explorer and navigate to: X:\courses\2012Spring\educ160a\work\[your last name] or you can use the full path \\pawm\students\courses\2012Spring\educ160a\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

Teaching Autobiography (5 points; TA)

Your Teaching Autobiography should be at least 1,000 words long and should address both of the tasks below. The best teachers are those who reflect on their practice often and deeply. The first purpose of this assignment is to encourage you to put down in writing your reasons for wanting to be a teacher. 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?
- How have my ethnic, cultural, and linguistic backgrounds influenced my decision to be a teacher?
- 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?

The second purpose of your Teaching Autobiography is to apply the theories of the Wink text to your ideas about teaching. Select one of the theories of education which Wink outlines in Chapter 3 of her text. Explain the theory in your own words. In doing so, pretend that the reader has never encountered the theory before. Describe why you think the theory you have identified aligns with what you think teaching should look like.

Teaching Autobiography Assessment Checklist

Component	# of Points	Points Earned
uploaded to the server on time; file named properly	.5	
at least two answers to “why I want to be a teacher”	2	
educational theory from Wink clearly explained and reason for choosing that theory articulated	2	
paper is well organized and free of spelling and grammar mistakes	.5	
total points	5	

Ethnic/Cultural Background/Case Study (10 points; EC)

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 characteristics 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.

Collect at least three pictures that help explain your background. Insert each picture into a PowerPoint slide. For each picture, provide a written caption that describes the who, what, when, where, how, and why of the picture.

Answer the following questions in a song, story, or poem which will be shared with your colleagues in class.

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 extracurricular 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. Compare your schooling to that of the students in the *Teaching with Poverty in Mind* video you watched on January 31, 2012 during class. Describe at least two realizations you came to as a result of watching that video.

For the second portion of the assignment, select one of the people in the case studies provided in Chapters 5-12 in the Taylor and Whittaker text. In a paper of at least 1,000 words, compare her or his background in terms of culture and ethnicity to your own.

Comparison Questions for the Case Study and Yourself

1. Identify the case you decided to read by giving the chapter name and the name of the main character in the case.
2. Provide enough demographic and background 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/Case Study Assessment Checklist

Component	# of Points	Points Earned
3 pictures and descriptive captions present	1	
your family of origin, traditions, and other cultural elements presented vividly	1	
thorough analysis of your school's hidden curriculum and your family's socio-economic status' influences on you	1	
comparison of yourself to the students in the video demonstrates serious reflection	1	
realizations came to from watching video articulated clearly	1	
case study described in sufficient detail	1	
differences and similarities between yourself and case study identified	1	
reflection about case study and your practice as a teacher examined thoroughly	2	
class presentation delivered enthusiastically and paper written professionally	1	
total points	10	

Language Immersion Project (10 points; LIP)

In today's classroom you will encounter students whose first language is not English. This project 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. You may not choose a program with English subtitles. Foreign language students must select a language other than the one they have studied. Spend fifteen minutes listening to 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 paper of 1,500 words or more.

1. Which medium (streaming audio/video, radio, or television) did you choose to listen to/watch? Provide 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 presented? 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. Examples could include listening for cognates, observing gestures made by characters, or attending to the facial expressions shown.
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. How does this assignment change or solidify the way you view students whose first language is not English? Has this assignment changed your perspective on teaching? 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. In justifying your answer, acknowledge which constituent(s) your answer favors (e.g. ELL students, teachers, school administrators, parents, tax payers).

Language Immersion Project Assessment Checklist

Component	# of Points	Points Earned
medium and identifying information given	.5	
language immersed in/familiarity with language described	.5	
decoding and context discovery strategies carefully explained	2	
own emotional reaction to task articulated	2	
reflection about assignment and your teaching	3	
21 acquisition position clearly stated	2	
total points	10	

Adult with a Disability Interview (10 points; 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 will prepare a list of at least ten questions ahead of time to ask your interviewee. Your questions must be clear, concise, and unique. Avoid yes/no questions. Avoid double barrel questions. Plan how you will take notes or capture your interviewee's words. The interview should last fifteen to thirty minutes. Write a paper of at least 1,500 words which thoroughly covers the following components:

1. an introductory paragraph with sentences describing the person you interviewed. Give her or his approximate age, the disability, the person's living situation, the educational setting the interviewee experienced, the person's employment status, and any other information you feel is relevant. In describing the disability, list the diagnosis (medical name of the disability) and the prognosis (how the disability is expected to impact the person in the future).
2. an informational paragraph that articulates how you located the interviewee. Explain your method for taking notes during the interview. What sorts of words did the interviewee use when describing her/his disability?
3. List your ten 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.
4. 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	# of Points	Points Earned
clear, well-organized introductory paragraphs with all components asked for in syllabus	2	
10 interview questions; 10 clear and thorough answers	5	
summary/in-depth reflection paragraph containing all elements asked for in syllabus	3	
total points	10	

Community Contact Presentation (10 points; CCP)

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. You will prepare a PowerPoint presentation that contains multimedia features from your community contact. At least one of the multimedia items you show in your presentation must contain a picture of you at the venue you chose to present about. All multimedia features must be verbally described during your presentation.

In completing this assignment, you may work with a partner or by yourself. 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.
- Tour an agency that provides services to families/students at risk.
- Shadow a school social worker who works with the families of students.
- Visit a before or after-school program providing academic or social support for students.
- Attend a religious service at a place of worship which one of your field students frequents.

Your PowerPoint presentation may last no more than five minutes. As you present the PowerPoint about your assignment, your peers will be assessing you on the criteria from the assessment checklist. An average of their assessments will constitute two out of the ten points awarded for this assignment. Therefore, practice the presentation ahead of time to ensure smooth delivery and working technology. Include all of the components below in your presentation.:

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

Community Contact Presentation Assessment Checklist

Component	# of Points	Points Earned
task thoroughly described to accomplish assignment	1	
community demographics and organizational mission outlined	1	
explanation of assignment's influence on teaching is comprehensive and reflective	3	
questions arising from assignment demonstrate depth of thinking	2	
presentation delivered smoothly, with enthusiasm, and within the time limit specified	1	
average of peer assessments	2	
total	10	

Textbook Reflection and Teaching Philosophy Paper (35 points; TRTP)

The purpose of this 2,500-word assignment is for you to develop your own teaching philosophy through reexamining realizations and concepts from the course textbooks and class discussions. Papers which incorporate concrete concepts from the class texts and discussions are expected. You will cite at least three sources other than your textbooks in your paper. In completing this paper, you will submit two drafts in addition to the final paper. The drafts are delineated below.

Paper Outline

The paper outline is worth 5 points and must contain bulleted items covering:

1. Initial thoughts on whether the teaching profession is for you and why
2. A cultural concept from Ballenger you intend to examine in your paper
3. A linguistic concept from Ballenger you intend to examine in your paper
4. A preliminary definition of critical pedagogy drawn from Wink and your own ideas
5. An initial list of three Wink concepts you will explain in your final paper
6. Your thoughts on the teaching philosophy you intend to adopt as a teacher

Paper Draft

This draft of the paper is worth 10 points and must be at least 1,500 words long. It must be written in paragraphs. The paragraphs must address all components identified below in the final paper, but gaps in logical flow are acceptable in this draft. Because this draft is not the final one, all academic sources need not be properly cited at this stage, but they must be present. It must be evident in this draft that the instructor's comments on your outline were carefully considered, and revisions according to the comments must have been made.

Edit of Your Peer's Work

This part of the writing process is worth 5 points. During this in-class assignment you will exchange your drafted paper with a peer the instructor assigns to you. Thus, you will be expected to print a hard copy of your paper to bring to class with you. You will spend the bulk of class time carefully reviewing your peer's paper. You will be expected to write constructive feedback on the paper, both positive and negative. Your grade for this assignment will be based on the criteria outlined in the relevant Assessment Checklist below.

Final Paper

The final draft is worth 15 points and must demonstrate revisions according to both instructor and peer feedback from the previous draft. Thoroughly address each of the questions below in your paper, and cite the ideas you draw from the Wink, Ballenger, and Taylor and Whittaker texts properly.

1. Carefully 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 and Text Reflection 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. What important issues of language and culture impact Cynthia Ballenger's work as a teacher? Comprehensively describe at least two of them. Examine how Ballenger resolves each of these two issues.
 - a. Critique Ballenger's solution to these problems. The critique should be based on data that Ballenger presents in her text, observations from your current field experience, other classroom experiences, readings you have done, and other properly-cited sources.
 - b. Situate your critique in the context of national trends. These trends may be gleaned from Taylor and Whittaker, Wink, or from other academic sources.
 - c. Identify how the knowledge gained from reading Ballenger's book will affect your work as a teacher. You may discuss one or more of the following:
 - how you observe in your current field experience
 - how you behave toward students in the classroom, including how you teach them
 - how, in the future, you will behave toward students or how you will teach
 - d. 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 concepts Wink presented that you found compelling, and explain why they are personally compelling to you.
 - e. Finally, answer the question, "What kind of educator do I want to be?" Describe to what extent Ballenger's book influenced your teaching practice. Which philosophy covered in class or in Wink makes the most sense in your opinion? Explain.

Textbook Reflection and Teaching Philosophy Paper Assessment Checklist

Component	# of Points	Points Earned
TRTP Outline		
contains all points asked for	3.5	
Points make sense.	1.5	
subtotal	5	
Peer Editing		
editor provided sufficient feedback on paper content	3	
editor provided feedback on mechanics	1	
editor balanced positive and negative comments appropriately	1	
subtotal	5	
TRTP Draft		
written in sentence form and at least 1,500 words long	3	
contains initial write-ups of all components asked for	4	
contains at least 5 academic sources	2	
draft demonstrates revisions according to instructor feedback	1	
subtotal	10	

TRTP Final Paper		
1 cultural concept from Ballenger clearly identified	1	
1 linguistic concept from Ballenger clearly identified	1	
critique of Ballenger concepts is well-supported and developed	1	
Ballenger critique tied to modern trends in American education	1	
clear reflection from Teaching Autobiography and Field Journals apparent	2	
definition of critical pedagogy and compelling Wink ideas examined in sufficient depth	2	
“What kind of educator do I want to be?” carefully answered; Ballenger connection explained; teaching philosophy identified	3	
entire paper professionally-written and academic sources cited properly	2	
paper demonstrates significant revisions according to peer and instructor feedback	2	
subtotal	15	

Reading Reflections (10 points; RR)

The purpose of these exercises is to encourage you to reflect upon the readings assigned each week for class. Reading Reflections will be due at 8:00 p.m. Wednesdays except the first and last weeks of class. Therefore, you will be expected to turn in a total of twelve reflections. Reflections turned in late will receive no credit. Before 8:00 p.m. on each Thursday that a Reading Reflection is due, you are to add to your RR template file the following.

1. Three quotes from any of the readings due for that week's class.
2. Under each quote write a one-paragraph reflection on the quote that explains what that quote meant to you. You might react by stating whether you agree or disagree with the quote. Or, you might identify parts of the quote you find confusing or perplexing. Alternatively, you might offer some observations about the appropriateness of the quote for the audience for which it is intended. The purpose of the three reflection paragraphs you will write per week is to demonstrate to the instructor that you have thought seriously about the content of your reading assignments. In line with English writing conventions, paragraphs must contain at least three sentences.

Reading Reflection Assessment Checklist

Your instructor will not update your RR score on a weekly basis but will read your RR's every week. Each RR is worth 0.83 points.

Reading Reflection #	Amount Earned	Comments
RR1		
RR2		
RR3		
RR4		
RR5		
RR6		
RR7		
RR8		
RR9		
RR10		
RR11		
RR12		
total points	10	

Early Field Experience Journal (10 points; EFEJ)

The purpose of these five assignments is to help you to reflect on what you are learning and realizing as a result of participating in your first or second field placement as an aspiring teacher. You are expected to link the concepts covered in class to the observations and interactions you have in field. Rather than merely a written log of facts or a recounting of what happened in field, your journal should access deep levels of thinking. Each week's journal should be at least 500 or more words.

Your Journals will be read and commented upon by the instructor during the semester. You are to write about the topics provided in the checklist below in your journals. You may address other topics as well.

Early Field Experience Journal Assessment Checklist

Week #	Journal Topic	Journal Points Earned
Week 2	classroom description (e.g., configuration, school, student, and teacher demographics); reflect on diversity of the school/classroom; parental involvement	
Week 4	school-wide and classroom curriculum; inclusive practices; meeting the needs of all learners	
Week 6	PDE aligned system (standards) utilized; lesson design/activities; instructional strategies the teacher implements	
Week 8	analysis of your interaction and/or teaching with students; concerns or challenges you may be experiencing or observing; classroom management strategies	
Week 10	reflect on one preconceived idea that you had which changed dramatically over the ten weeks – an “ah ha moment or “At the beginning of my field experience, I thought...., now I realize....”	
total points	10	

Professionalism (up to 10 points deducted from overall course grade)

As teachers, we are expected to behave in a professional manner at all times while in our respective work settings. In Education 160, Section A, 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, thoughtfully, and respectfully contribute to class discussions, demonstrate knowledge of reading assignments, and actively write and edit in-class assignments 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. When emailing the instructor, do not just email attachments without explanations. Instead, explain what the purpose of the email is.

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.

4. **The professionalism grade also reflects the evaluation of your Field Experience filled out by your co-operating teacher.**
5. **Students who turn in work after the due date/time of any assignment are expected to explain the reason for the late assignment in an email to 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 will reduce the grade of the work turned in late; in deciding the amount of reduction, length of lateness, student communication with the instructor, and any other relevant factors will be considered. The instructor reserves the right to change the date by which late work must be turned in for students to receive partial credit.

Professionalism Assessment Checklist

Note: You will not earn points towards a professionalism grade. Rather, up to 10 points of your overall course grade will be deducted, should any of the concerns explained above be problematic in your case.

Component	# of Points	Points Deducted
class participation and timeliness	3	
professional interaction with classmates, co-op, field director, and instructor	3	
co-operating teacher's evaluation	4	
total points	-10	

Assignment Point Distributions

Assignment	# of Points
Teaching Autobiography	5
Ethnic/Cultural Background/Case Study	10
Language Immersion Project	10
Adult with a Disability Interview	10
Community Contact Presentation	10
Reading Reflections	10
Early Field Experience Journal	10
Text Reflection and Teaching Philosophy	35

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

Accommodations

Day 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 (610-861-1510; jkempfer@moravian.edu). Comenius Center students who wish to disclose a disability and request accommodations for this course must contact Dr. Donna Smith, Dean of the Comenius Center, (610-861-1400; medgs01@moravian.edu). Students are encouraged to contact the appropriate individual as soon as possible to enhance the likelihood that accommodations are implemented in a timely fashion. Accommodations cannot be provided unless the instructor has received appropriate authorization. *The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.*

Note:

This syllabus and the following Class Schedule are subject to change.

Class Schedule

Class Date	Topic	Readings Due	Assignment/Assessment
1/17/12	Introductions	Syllabus	
1/18/12	5:00 p.m., Early Field meeting with Mrs. Modjadidi in PPHAC 102		mandatory attendance at either meeting
1/19/12	What Is Education?	W Preface and Introduction	
1/19/12	11:45 a.m., Early Field meeting with Mrs. Modjadidi in PPHAC 102		mandatory attendance at either meeting
1/23/12	Add/Drop Deadline		
1/24/12	Broadening the Educational Context	T&W Chap. 5	
1/26/12	Why Do We Teach?	W Chap. 1	RR 1
1/31/12	<i>Teaching with Poverty in Mind</i> viewing	Attendance required.	
2/2/12	Preliminary Definitions of Critical Pedagogy	W Chap. 2	RR 2
2/7/12	The Effects of Poverty on Schooling	T&W Chap. 8	
2/9/12	Tying Our Work to Theory	W Chap. 3	TA; RR 3
2/13/12	Early Field begins.		
2/14/12	Engendering Resiliency in Our Students	Benard or Sagor Article	
2/16/12	Learning to Be a Critical Pedagogue	W Chap. 4	EC; RR 4
2/21/12	Ethnic/Cultural Background/Case Study Presentations	No readings.	EFEJ 2
2/23/12	Theory to Practice	W Chap. 5	RR 5
2/28/12	Diversity in Education	T&W Chap. 2	
3/1/12	Community Contact Presentations	No readings.	CCP; RR 6
3/6/12	Spring Break	No Class.	
3/8/12	Spring Break	No class.	
3/13/12	Family Involvement in Education	T&W Chap. 3	EFEJ4
3/15/12	Reframing Deficits into Strengths	B Chaps. 1 & 2	ADI; RR 7
3/18/12	Race and Ethnicity in Education	T&W Chap. 6	
3/20/12	Cultural Immersion and Parental Expectations	B Chaps. 3 & 4	RR 8
3/27/12	Cultural and Linguistic Implications for Education	T&W Chap. 7	EFEJ 6
3/29/12	Moving Away from Simplistic Explanations in the Classroom	B Chaps. 5 & 6	LIP; RR 9
3/30/12	Last Day to Withdraw with "W"		
4/3/12	Educating Exceptional Students	T&W Chap. 9	
4/5/12	Library Presentation by Beth Fuchs; Classroom Management	B Chap. 7	TRTP Outline; RR 10

4/10/12	The Education of Girls and Boys	T&W Chap. 10	EFEJ 8
4/12/12	Power Dynamics and Minority Education	Delpit Articles	RR 11
4/17/12	The Sexual Orientation of Students and Teachers	T&W Chap. 11	
4/19/12	TRTP Draft Peer Editing Session	No readings.	TRTP Draft; RR 12
4/24/12	The Impacts of Religion on Schooling	T&W Chap. 12	EFEJ 10
4/26/12	Wrap-Up; Course Evaluations	No readings.	Final TRTP
4/27/12	Early Field ends.		

References

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