



EDUCATION 160B: CULTURE, COMMUNITY, AND DIVERSITY: INTRODUCTION TO CRITICAL TEACHING Fall 2012

"Education consists mainly in what we have unlearned." Mark Twain

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

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Office: Priscilla P. Hurd Academic Complex, Room 318

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 B, 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.
- Cushner, K., McClelland, A., & Safford, P. (2012). *Human diversity in education: An intercultural approach (7th ed)*. McGraw-Hill: New York, NY.
- Fecho, B. (2004). "Is this English?": Race, language and culture in the classroom. Teacher's College Press: New York, NY.
- 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:

- August 29th, 2012 at 5:00 p.m. in PPHAC 102
- August 30th, 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 September 24th and December 7th, 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. At the beginning of the course, you will download the templates for all assignments from the server. When a given assignment is due, you will write your assignment in the template you have previously downloaded and will upload it to the server.
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\2012Fall\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/Story (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 September 11, 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 stories Wink relates in her text. In a paper of at least 500 words, compare the teacher or student background in terms of culture and ethnicity to your own.

Comparison Questions for the Wink Story and Yourself

1. Identify the story you decided to use by giving the chapter name and the name of the main character in the story from Wink.
2. Provide enough demographic and background information about the person in the story to orient your reader to the comparison section of this paper.
3. As you carefully examine the story, 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 story?
5. Reflect on how these differences and comparisons might affect your practice as a teacher both now and in the future.

Ethnic/Cultural Background/Story Assessment Checklist

Component	# of Points	Points Earned
3 pictures and descriptive captions present.	1	
Your family of origin, traditions, and other cultural elements are 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	
Wink story described in sufficient detail.	1	
Differences and similarities between yourself and Wink story identified.	1	
Reflection about Wink story and your practice as a teacher examined thoroughly.	2	
Class presentation delivered enthusiastically and paper written professionally.	1	
total points	10	

Community Contact Presentation (5 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 three minutes. 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.	.5	
Community demographics and organizational mission outlined.	.5	
Explanation of assignment's influence on teaching is comprehensive and reflective.	1.5	
Questions arising from assignment demonstrate depth of thinking.	1.5	
Presentation delivered smoothly, with enthusiasm, and within the time limit specified.	1	
total	5	

Facilitated Reading Review (10 points; FRR)

The purpose of this assignment is for you to assist your classmates in reviewing the assigned readings for that day's class in preparation for the final examination. You are to create and implement two activities that will review the most important points of the reading you have signed up to teach about during a 15-minute time slot. The two activities may utilize a combination of any of the following, or you may propose an activity to your instructor:

- whole-class discussion of points or questions about the reading
- small-group discussion or writing tasks related to the readings
- individual written responses to prompts provided by you
- scavenger hunts using clues from the readings
- creation of performance-based renderings of reading concepts such as plays, poems, songs, cartoons, drawings, paintings, etc.
- trivia games with questions drawn from the readings
- charades in which concepts from the readings are portrayed
- debates of the topics in the readings that are facilitated by you

For this assignment you will prepare:

1. two activities from the above list or from face-to-face communication with your instructor that engage the rest of the class in reviewing and understanding the readings assigned for that day's class
2. a hard-copy handout for all of your classmates which provides:
 - the date your assignment is due
 - your name
 - the names of the authors of the assigned reading
 - the title of the assigned reading
 - a clear agenda that you will follow during your 15 minutes of class discussion or debate
3. Send an electronic copy of your agenda with all of the above-listed items to your instructor at least 30 minutes before the class period during which you will present. Print off 25 copies of your handout to give to your classmates. You will be graded on your familiarity with the readings assigned to you, your willingness and creativity in helping your classmates review the readings, and the clarity and organization of your hard-copy agenda.

Facilitated Reading Review Assessment Checklist

Component	# of Points	Points Earned
Your familiarity with and ability to explain the issue you presented.	3	
2 distinct activities engaged in that help all classmates to carefully review the reading.	4	
Professional, confident, and enthusiastic presentation.	1	
Clear directions given for activities.	1	
Total Review takes between 12 to 15 minutes.	1	
total	10	

Teaching Philosophy Paper (30 points; TP)

The purpose of this 1,500-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. 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 concept from Ballenger or Fecho you intend to examine in your paper
3. a theory or concept from Cushner et al. you intend to explore in your paper
4. a preliminary definition of critical pedagogy drawn from Wink and your own ideas
5. your thoughts on the teaching philosophy you intend to adopt as an educator

Paper Draft

This draft of the paper is worth 10 points and must be at least 750 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.

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, Fecho, and Cushner et al. 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 Paper. Describe how your ideas have changed or remained the same from when you began your Early Field Experience to 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. During the second half of the semester, you read either the Ballenger or the Fecho text. Define and explain a concept from your text of choice so that a reader who has never been exposed to the text can understand it. Clearly articulate your own opinion on the concept. Support your opinion with at least three citations from the text.

Explain how the knowledge gained from reading Ballenger's or Fecho's book will affect your work as a teacher. In doing so, 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
3. Refer back to the Wink text in writing your own definition of critical pedagogy. Explain whose ideas you are drawing from when formulating your definition (i.e. yours, hers, or a combination of the two). In composing your definition of critical pedagogy, examine how your field experience influenced that definition.
 4. Finally, answer the question, “What kind of educator do I want to be?” How has your field experience thus far influenced your teaching philosophy? Carefully describe how your teaching philosophy is similar to or different than those discussed in class or in the required readings.

Teaching Philosophy Paper Assessment Checklist

Component	# of Points	Points Earned
TP Outline		
Contains all points asked for.	3.5	
Points make sense.	1.5	
subtotal	5	
TP Draft		
Draft is written in sentence form and is at least 750 words long.	3	
Contains initial write-ups of all components asked for.	4	
Draft demonstrates revisions according to instructor feedback.	3	
subtotal	10	
TP Final Paper		
Concept from Ballenger or Fecho clearly identified and examined.	2	
Clear reflection from Teaching Autobiography and Field Journals apparent.	3	
Definition of critical pedagogy articulated and definition's origins explained.	2	
“What kind of educator do I want to be?” carefully answered; specific teaching philosophy identified.	3	
Entire paper is professionally-written and academic sources are cited properly.	2	
Paper demonstrates significant revisions according to peer and instructor feedback.	3	
subtotal	15	

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 Topic List

Week #	Journal Topic
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....”

Pop Quizzes (10 points; PQ)

A total of ten pop quizzes will be administered throughout the semester. They will consist of five multiple-choice questions drawn from required readings and class discussions. Any student who is not in class during the day when the pop quiz is given will forfeit her/his chance to take the quiz.

Final Examination (15 points; FE)

The culminating assignment for Education 160b will consist of a closed-book, closed-note essay examination. Of a total of six essay questions, you will be expected to answer three. These essay questions will cover all of the textbooks assigned for this course. Thus, the instructor highly encourages you to keep up with your class readings, as students who do so are much better prepared for final examinations than those who do not.

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 B, your professionalism will be assessed using the following criteria.

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.

Guidelines for Evaluating Participation

(taken from Professor Virginia Sapiro and retrieved on July 10, 2012 from http://mendota.english.wisc.edu/~WAC/page.jsp?id=166&c_type=category&c_id=50)

Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are always substantive, provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.

Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

Non-Participant: This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable air-time would be saved.

* Note: Professor Tyler obtained these guidelines from Professor Richard J. Murnane at the Harvard Graduate School of Education. Professor Murnane, in turn, learned of them from someone else. Although the original attribution for the guidelines has been lost, they continue to be so useful to so many.

[above text quoted from:

http://www.brown.edu/Departments/Italian_Studies/dweb/pedagogy/particip-assessm.shtml]

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.

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.

Cooperating Teacher Evaluation

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

Late Work

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 in this course. 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/Story	10
Facilitated Reading Review	10
Community Contact Presentation	5
Pop Quizzes	10
Early Field Experience Journal	10
Teaching Philosophy Paper	30
Final Examination	20
Professionalism	up to -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	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 Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

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).

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
8/28/12	Introductions	Syllabus	
8/29/12	5:00 p.m., Early Field meeting with Mrs. Modjadidi in PPHAC 102		mandatory attendance at either meeting
8/30/12	11:45 a.m., Early Field meeting with Mrs. Modjadidi in PPHAC 102		mandatory attendance at either meeting
8/30/12	What is education?	W Introduction and Preface	
9/4/12	Add/Drop Deadline		
9/4/12	Education in a Changing Society	CM&S Chap. 1	
9/6/12	Why do we teach?	W Chap. 1	
9/11/12	<i>Teaching with Poverty in Mind</i> viewing	Attendance required.	
9/13/12	Preliminary definitions of critical pedagogy	W Chap. 2	
9/18/12	Historical and theoretical perspectives on culture	CM&S Chaps. 2 & 3	
9/20/12	Tying our work to theory	W Chap. 3	TA
9/24/12	Field begins.		
9/25/12	Engendering resiliency in our students	Benard or Sagor article	
9/27/12	Learning to be a critical pedagogue	W Chap. 4	
10/2/12	Ethnic/Cultural Background/Story presentations	No readings.	EFEJ 2; EC
10/4/12	Theory to practice	W Chap. 5	
10/9/12	Fall Break	No class.	
10/11/12	Classroom culture	CM&S Chap. 4	
10/16/12	Community Contact Presentations	No readings.	EFEJ 4; CCP
10/18/12	Intercultural development	CM&S Chap. 5	
10/23/12	Race and ethnicity	CM&S Chap. 6	
10/25/12	The need to read	B Foreword & Chap. 1 or F Chaps. 1 & 2	
10/30/12	Global and national perspectives on education	CM&S Chap. 7	EFEJ 6
11/2/12	Last day to withdraw with a W	B Chaps. 2 & 3 or F Chaps. 3 & 4	
11/6/12	Languages and learning styles	CM&S Chap. 8	
11/8/12	Power in curriculum and the classroom	B Chaps. 4 & 5 or F Chaps. 5 & 6	TP Outline
11/13/12	Gender and sexual orientation	CM&S Chap. 10	EFEJ 8

11/15/12	Educator discernment	B Chaps. 6 & 7 or F Chaps. 7 & 8	
11/20/12	Developmental education; peer editing	CM&S Chap. 11	TP Draft
11/22/12	Thanksgiving Break	No class.	
11/27/12	The education of students with disabilities, gifts, and talents	CM&S Chap. 12	EFEJ 10
11/29/12	Power dynamics and minority education	Delpit articles	TP Final Draft
12/4/12	Social class in Education	CM&S Chap. 13	
12/6/12	Review for the Final Examination	B Chap. 8 or F Chap. 9	
12/7/12	Field ends.		
12/11/12	8:30 a.m., location TBD	Final Examination	

References

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