

Education 110: Introduction to Educational Studies

Spring 2012

Tuesdays and Thursdays 1:15 to 3 pm

Willis 211

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Office Hours: Tuesdays 3:30 to 5 pm; Wednesdays 9 to 11 am; or by appointment

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Course Description

As an introduction to the field of educational studies, this course examines various meanings, purposes and goals of education. We will examine three core questions: What counts as education? What does it mean to be an “educated” person? What is the relationship between education and schooling? While the course focuses on reviewing scholarship by educational researchers, theorists, and practitioners, the course will also provide a space for you to reflect on your own educational experiences.

Course Objectives

1. Become familiar with how education and schooling have been conceptualized in the United States.
2. Become familiar with the multiple disciplinary lenses through which education and schools have been studied.
3. Reflect critically on your own educational experiences in and outside of schools.
4. Explore the possibilities and limitations of (public) schools as educational spaces.
5. Begin to develop your answers to the course’s core questions.
6. Deepen your communicative competence.

Course Expectations

A successful class depends on each member actively engaging as both a learner and a teacher. Discussion, rather than lecture, will be the primary activity during class meetings. Class meetings will be mainly structured around small and large group discussions of assigned readings. Students are expected to come to every class on time with the assignments read and completed, and to be responsible and active participants in all class activities. I encourage you to think critically and voice your opinions; however, respect for the opinions of others and a willingness to collaborate are also essential.

Assignments overview

<u>Assignment</u>	<u>Due Date</u>
Educational autobiography (20%)	Thursday, April 5 th
Critical reading response essay 1 (20%)	Thursday, April 26 th
Movie critique paper (20%)	Tuesday, May 15 th
Critical reading response essay 2 (25%)	Tuesday, May 29 th
Communicative competence [reading, listening and speaking] (15%)	Every class!

Details about assignments provided after the reading schedule.

Policies

Attendance: Given the importance that all Educational Studies classes place on learning with peers through classroom discussions, students are expected to come to every single class session, prepared to participate. We cannot become a community of learners nor can we develop our communicative competence without regular attendance and participation from everyone. After two absences from class, each subsequent absence will result in the lowering of your course grade by a third (e.g. from a B to a B-). **If you miss more than 4 class sessions (20% of the class sessions), you will not be able to pass the class.**

Late Assignments: Assignments not turned in during class on the due date will be penalized one-half grade per day late (A to A-, etc.) and **will not be accepted after 7 days.** Please pace yourself so that you turn in your work on time.

Students with Disabilities: Any student with a documented disability seeking academic adjustments is required to speak with Disability Services for Students. Although they will send a letter about accommodations, it would be helpful if you can inform me of any accommodations required, so that we can make the appropriate arrangements for you.

Communicative Competence

To communicate effectively, there are four areas of necessary skills—reading, writing, listening and speaking. In this course, you will be expected to develop your skills in all four areas. How do you read, write, speak, and listen within a community? What are the values and expectations of that community? What evidence counts? We will define the values, expectations and norms of our classroom community during the first day of the course.

Required Books

- MacLeod, J. (2009). *Ain't no makin' it : aspirations & attainment in a low-income neighborhood* (3rd ed.). Boulder, CO: Westview Press.
- Michie, G. (1999). *Holler if you hear me: The education of a teacher and his students*. New York: Teachers College Press.
- Rodriguez, R. (1983). *Hunger for memory: The education of Richard Rodriguez, an autobiography*. Toronto ; New York: Bantam Books.
- Meier, D. (2002). *In schools we trust : creating communities of learning in an era of testing and standardization*. Boston: Beacon Press.

These books will be available at the Carleton bookstore. There will also be a copy on reserve at the library. All other readings will available on Moodle.

Please note that important information about the course including assignment details is provided in the syllabus, on Moodle, and vial email, so please make sure to read the syllabus carefully and check Moodle and email on a regular basis.

READING SCHEDULE

*Please note that readings are organized by themes, not by weeks.

THEME 1: EDUCATION AS PERSONAL JOURNEYS

Tuesday, March 27th

Introductions

Thursday, March 29th

Rodriguez, R. (1983). *Hunger of memory : the education of Richard Rodriguez : an autobiography*. Toronto ; New York: Bantam Books. Prologue, Chapters 1-3

Tuesday, April 3rd

Rodriguez, R. (1983). *Hunger of memory : the education of Richard Rodriguez : an autobiography*. Toronto ; New York: Bantam Books. Chapters 4-6

Thursday, April 5th EDUCATIONAL AUTOBIOGRAPHY DUE (in class and on Moodle)

Michie, G. (1999). *Holler if you bear me : the education of a teacher and his students*. New York: Teachers College Press. Chapters 1 - 4

Tuesday, April 10th

Michie, G. (1999). *Holler if you bear me : the education of a teacher and his students*. New York: Teachers College Press. Chapters 5-8

Thursday, April 12th

Michie, G. (1999). *Holler if you bear me : the education of a teacher and his students*. New York: Teachers College Press. Chapters 9 & 10 and pp. 213-217

THEME 2: SCHOOLING AS/FOR REPRODUCTION

Tuesday, April 17th

MacLeod, J. (2009). *Ain't no makin' it : aspirations & attainment in a low-income neighborhood* (3rd ed.). Boulder, CO: Westview Press. PART ONE

Thursday, April 19th

MacLeod, J. (2009). *Ain't no makin' it : aspirations & attainment in a low-income neighborhood* (3rd ed.). Boulder, CO: Westview Press. PART TWO

Tuesday, April 24th

MacLeod, J. (2009). *Ain't no makin' it : aspirations & attainment in a low-income neighborhood* (3rd ed.). Boulder, CO: Westview Press. Chapter 14. [Read Chapters 12 & 13 if you're interested in updates about the Brothers and the Hallway Hangers]

Thursday, April 26th CRITICAL READING ESSAY 1 DUE (in class)

LIBRARY SESSION ABOUT SOURCES AND THE SCHOLARLY CONVERSATION. MEET IN LIBE 306.

THEME 3: EDUCATION AS/FOR EMPOWERMENT

Tuesday, May 1st

Freire, P. (1970/1999). *Pedagogy of the oppressed*. [New York]: Herder and Herder. Chapter 1 & 2.

Thursday, May 3rd

hooks, b. (1994). *Teaching to transgress : education as the practice of freedom*. New York: Routledge. Chapters 1, 2 & 3

Tuesday, May 8th

Ellsworth, E. (1989). Why doesn't this feel empowering? Working through the repressive myths of critical pedagogy. *Harvard Educational Review*, 59(3), 297-324.

Thursday, May 10th

Kumashiro, K. K. (2002). *Troubling education : queer activism and antioppressive education*. New York: RoutledgeFalmer. Chapters 2

THEME 4: EDUCATIONAL REFORM/EDUCATION FOR REFORM

Tuesday, May 15th MOVIE CRITIQUE ESSAY DUE (in class)

Meier, D. (2002). *In schools we trust : creating communities of learning in an era of testing and standardization*. Boston: Beacon Press. PART I

Thursday, May 17th

Meier, D. (2002). *In schools we trust : creating communities of learning in an era of testing and standardization*. Boston: Beacon Press. PART II

Tuesday, May 22nd

Meier, D. (2002). *In schools we trust : creating communities of learning in an era of testing and standardization*. Boston: Beacon Press. Part III

Thursday, May 24th

Tough, P. (2004, June 20, 2004). The Harlem Project. *The New York Times Magazine*.

Otterman, S. (2010, October 12, 2010). Lauded Harlem school have their own problems. *The New York Times*.

Tuesday, May 29th CRITICAL READING ESSAY #2 DUE (in class)

Jackson, K. J. (2009). The social construction of youth and mathematics: The case of a fifth grade classroom. In D. B. Martin (Ed.), *Mathematics teaching, learning, and liberation in the lives of Black children* (pp. 175-199). New York: Routledge.

ASSIGNMENT DETAILS

COMMUNICATIVE COMPETENCE (15%)

This class is organized mainly around discussions and therefore it is essential that students come to class regularly and are prepared. As discussed earlier in the syllabus, I will be looking at how well you are able to listen, speak and read as evidenced by your class participation, your active engagement in classroom activities and your efforts to ensure that everyone is able to participate in classroom discussions and activities. **Please note that while this is 15% of your final grade, not attending classes might result in a failing grade for the course, regardless of your grade on other assignments (see attendance policy).**

Your communicative competence will be evaluated through the following criteria:

- balance of speaking and listening (as evidenced in your classroom participation); of reading and writing (as evidenced in your classroom participation and written assignments);
- use of evidence appropriate for genre (classroom participation and written assignments);
- consider how much your audience needs to know and shape your contribution appropriately (classroom participation and written assignments);
- engage with others' ideas respectfully (classroom participation and written assignments);
- maintain an open mind (classroom participation and written assignments);
- be aware of your responsibility in keeping this class community communicatively competent (classroom participation)

GENERAL INFORMATION ABOUT WRITTEN ASSIGNMENTS

1. All written assignments are due at the date and time specified. Half a grade will be deducted for each day it is late. Late papers will not be accepted later than 7 days past the due date.
2. All written assignments should be typed using 12-point font (Times Roman would be best), **double-spaced**. If due in class, please print out your papers and STAPLE them. Double-sided printing is encouraged.
3. Quality of writing: **Make sure to proofread** and spell-check your papers and to use proper citation in-text and in the bibliography. Use APA format for in-text citation and the bibliography. You do not need a cover page. Make sure that you are familiar with the College's policy on plagiarism and academic honesty. **At least half a grade point will be deducted for improper citation.** See these websites for more information:

<https://apps.carleton.edu/campus/doc/honesty/complete/>

<http://owl.english.purdue.edu/owl/resource/560/01/> [also has good general information about academic writing]

4. Papers should provide credible evidence for assertions and should demonstrate a close reading of and connections to the course material.

5. There is a writing assistant for the course. While you are only required to work with her for one assignment (the critical reading essay # 1 or the movie critique essay), you are strongly encouraged to consult with her for other written assignments as well. Please be respectful of her time and plan ahead when scheduling meetings with her. You can also use other writing resources on campus to work on improving your writing.

A good place to access those resources is the Writing Center:

<http://apps.carleton.edu/campus/asc/writeplace/>

WRITING RICH COMPONENT

This course is a Writing Rich course. You are expected to work on your writing through re-writing and revising drafts. You are required to meet with the Writing Assistant assigned to this course (Debbie Wong) to get feedback and revise your initial draft for EITHER your critical reading response essay #1 OR the movie critique essay. You are expected to revise the essay based on the WA's feedback. You will turn in a final draft to me ALONG with a copy of the draft you discussed with the WA. You will provide me a brief summary of the WA feedback and how you incorporated that feedback in your final draft.

Please be respectful of Debbie's time and make sure to sign up for an appointment well in advance. You are welcome to meet with her to obtain feedback about any of your papers. Just remember that you are **required** to meet with her about your critical reading response essay #1 or the movie critique essay.

EDUCATIONAL AUTOBIOGRAPHY 20% (4-6 pages) DUE THURSDAY, APRIL 5TH (in class and on Moodle)

This paper is aimed at connecting your own experiences with schooling to the content of the course. We will also use these papers to build a classroom community based on the knowledge and experience we each bring to the class.

Choose a specific incident or experience during your K-12 schooling that shows how your home and community life connected with (or did not connect with) your schooling experiences. You can write about a specific incident or experience that affected how you thought about yourself as a learner/student, your family/community or the larger society.

These reflections will be compiled into a class book and distributed, so please be sure to write about something that you feel comfortable sharing with the class. Please upload your paper onto Moodle in addition to handing in a printed copy so that the book can be put together.

There are examples of educational autobiographies on Moodle.

CRITICAL READING RESPONSE ESSAY 1 20% (5-7 pages) DUE THURSDAY, APRIL 26TH
(in class)

You can choose to respond to any of the course materials we have read before the due date. The goal of this essay is to read closely and analyze critically course material. This essay should *not* be a summary of the readings. Instead, it is a chance for you to explore a theme within one reading (or across a few of the readings) in depth. The response should demonstrate a close reading of the material. While you may use other readings, personal experiences, current events, and other sources of information in your essay, the main focus should be on the course readings. This essay should be written in formal, academic format, meaning that you need to follow standard conventions of writing and citation. Make sure to include a bibliography.

You will be provided with prompt questions for this essay. You may choose to use those questions to help you generate a thesis but you do not have to use the prompt questions.

GRADING CRITERIA:

1. Quality of writing: spelling, punctuation, word choice.
2. Organization of essay—clear introduction with a thesis; logical transitions between paragraphs; a clear conclusion.
3. Appropriate evidence cited for assertions made in the essay; each paragraph provides evidence for central thesis.
4. Original voice and analysis.
5. Proper citation of sources and a bibliography.
6. Relevance to the course material.
7. Incorporation of feedback (if you consulted with the WA)

A detailed grading rubric is up on Moodle as are sample essays from previous classes to clarify what my expectations are for these critical reading response essays.

Revision Option: If you choose to revise this essay, you will have a week after I hand it back to you. For example, if I hand the essays back to you on May 4th, revised essays are due in class on May 11th and will not be accepted anytime after that. You have to hand in both the original essay with my feedback and the revised essay. The final grade for the paper will be the average of the original and revised essay grades.

MOVIE CRITIQUE ESSAY (20%) (5-7 pages) DUE TUESDAY, MAY 15TH (in class)

The goal of this essay is to examine how a feature film or documentary focused on education and/or schools portrays the purpose of education. In your essay, you should discuss the role that education plays in the story. You should examine both explicit and implicit messages in the movie about education. Be sure to provide specific evidence from the movie for your assertions about the movie—for example, you can discuss the development of a specific character, do a close reading of a particular scene, and so forth. In addition to analyzing the movie, you should compare the portrayal of education and educated people in the movie to at least one of the course readings.

Guiding questions for the essay:

1. What, according to the film, is the central purpose of education?
2. How does the movie define what it means to be an educated person?
3. Do different characters have different answers to these questions? Why?
4. What are the challenges facing students, teachers and schools?
5. What is the ideal relationship between students and teachers?

Movies to choose from (all these movies are available at Carleton Library). If you want to use a movie not on the list, make sure to check with me first and make sure you will have access to it. You're welcome to watch the movie in small groups, but you have to write your own essay.

- *Blackboard Jungle*
- *Stand and Deliver*
- *Dead Poets Society*
- *School Ties*
- *Freedom Writers*
- *To Be and To Have* (French w/ subtitles)
- *The Class* (French w/ subtitles)
- *Lean on Me*
- *Half Nelson*
- *187*
- *Going to school*

GRADING CRITERIA:

1. Quality of writing: spelling, punctuation, word choice.
2. Organization of essay—clear introduction with a thesis (provide a concise summary of the movie/characters); logical transitions between paragraphs; a clear conclusion.
3. Evidence cited for assertions made in the essay (make sure to provide specific information from the movie); each paragraph provides evidence for central thesis.
4. Original voice and analysis.
5. Proper citation of sources and a bibliography.
6. Relevance to course themes.
7. Incorporation of feedback (if you consulted with the WA)

Revision Option: If you choose to revise this essay, you will have a week after I hand it back to you. You have to hand in both the original essay with my feedback and the revised essay. The final grade for the paper will be the average of the original and revised essay grades.

CRITICAL READING RESPONSE ESSAY 2 25% (5-7 pages) DUE TUESDAY, MAY 29th (in class)

You can choose to respond to any of the course materials we have read before the due date. The goal of this essay is to read closely and analyze critically course material. This essay should *not* be a summary of the readings. Instead, it is a chance for you to explore a theme within one reading (or across a few of the readings) in depth. The response should demonstrate a close reading of the material. While you may use other readings, personal experiences, current events, and other sources of information in your essay, the main focus should be on the course readings. This essay should be written in formal, academic format, meaning that you need to follow standard conventions of writing and citation. Make sure to include a bibliography.

You will NOT be provided with prompt questions for this essay. Part of what I will be evaluating is your ability to come up with a thesis on your own.

GRADING CRITERIA:

1. Quality of writing: spelling, punctuation, word choice.
2. Organization of essay—clear introduction with a thesis; logical transitions between paragraphs; a clear conclusion.
3. Appropriate evidence cited for assertions made in the essay; each paragraph provides evidence for central thesis.
4. Original voice and analysis.
5. Proper citation of sources and a bibliography.
6. Relevance to the course material.

Extra credit assignment (worth up to 3 points added to final percentage points before calculating letter grade)

ESSAY ON AN ETHNOGRAPHIC STUDY IN AN EDUCATIONAL SETTING

5 pages max

Rolling deadline, final due date May 29th in class

This assignment will give you a chance to examine possible answers to the course's core questions in one particular educational setting. You will choose one ethnographic book from the list below for this assignment. The books should be available at the library.

Bettie, J. (2003). *Women without class: Girls, race, and identity*. Berkeley: University of California Press.

Carter, P. L. (2005). *Keepin' it real: School success beyond black and white*. Oxford ; New York: Oxford University Press.

Eckert, P. (1989). *Jocks and burnouts: Social categories and identity in the high school*. New York: Teachers College Press.

Ferguson, A. A. (2000). *Bad boys : Public schools in the making of black masculinity*. Ann Arbor: University of Michigan Press.

Lee, S. J. (1996). *Unraveling the "model minority" stereotype : Listening to Asian American youth*. New York: Teachers College Press.

Lee, S. J. (2005). *Up against whiteness : race, school, and immigrant youth*. New York: Teachers College Press, Columbia University.

López, N. (2003). *Hopeful girls, troubled boys : race and gender disparity in urban education*. New York: Routledge.

Valenzuela, A. (1999). *Subtractive schooling : U.S.-Mexican youth and the politics of caring*. Albany: State University of New York Press.

Your essay should include information about:

- a. Setting of the research
- b. Research participants
- c. Research questions/issues
- d. Findings
- e. How this study answers (implicitly or explicitly) the course's core questions

The essay is not just a book review. While you should provide sufficient information about the book so that I can get an idea of the study details (setting, research participants, research questions), your essay should focus on the findings and on the implications of the findings for the course's core questions. You are expected to use course readings as relevant to analyze the book's findings and their relevance to the course themes.