

## **Education 110: Introduction to Educational Studies**

Fall 2011

Tuesdays and Thursdays 10:10 to 11:55 am

Weitz Center 233

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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 (10%)	Thursday, September 29 <sup>th</sup> (due in class)
Critical reading response essay (20%)	Thursday, October 13 <sup>th</sup> (due in class)
Mid-term take home exam (15%)	Monday, October 24 <sup>th</sup> , 12 pm (on Moodle)
Movie critique paper (20%)	Tuesday, November 8 <sup>th</sup> (due in class)
Final take home exam (20%)	Monday, November 21 <sup>st</sup> , 9 pm (on Moodle)
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 of 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 a lot of information about the course including assignment details is provided in the syllabus and on Moodle, so please make sure to read the syllabus carefully and check Moodle on a regular basis.**

## Reading Schedule

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

### **THEME 1: EDUCATION AS PERSONAL JOURNEYS**

*Tuesday, September 13<sup>th</sup>*

Introductions

*Thursday, September 15<sup>th</sup>*

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

*Tuesday, September 20<sup>th</sup>*

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

*Thursday, September 22<sup>nd</sup>*

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

*Tuesday, September 27<sup>th</sup>*

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

*Thursday, September 29<sup>th</sup>* EDUCATIONAL AUTOBIOGRAPHIES DUE

Michie, G. (1999). *Holler if you hear 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, October 4<sup>th</sup>*

MacLeod, J. (2009). *Ain't no makin' it : aspirations & attainment in a low-income neighborhood* (3rd ed.). Boulder, CO: Westview Press. Chapters 1 - 3

*Thursday, October 6<sup>th</sup>*

MacLeod, J. (2009). *Ain't no makin' it : aspirations & attainment in a low-income neighborhood* (3rd ed.). Boulder, CO: Westview Press. Chapters 4-6

Friday, October 7<sup>th</sup> (ATTENDANCE STRONGLY RECOMMENDED)

[Convocation: Pedro Noguera](#) (10:50 am – noon, Skinner Chapel)

More information about the speaker:

[https://apps.carleton.edu/events/convocations/?event\\_id=748269&date=2011-10-07](https://apps.carleton.edu/events/convocations/?event_id=748269&date=2011-10-07)

Tuesday, October 11<sup>th</sup>

MacLeod, J. (2009). *Ain't no makin' it : aspirations & attainment in a low-income neighborhood* (3rd ed.). Boulder, CO: Westview Press. Chapters 7-8

Thursday, October 13<sup>th</sup> CRITICAL READING RESPONSE ESSAY DUE

MacLeod, J. (2009). *Ain't no makin' it : aspirations & attainment in a low-income neighborhood* (3rd ed.). Boulder, CO: Westview Press. Chapters 9-11

Tuesday, October 18<sup>th</sup>

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

Thursday, October 20<sup>th</sup>

No reading

**TAKE HOME MID-TERM EXAMS DUE MONDAY, OCTOBER 24<sup>TH</sup>, 12 PM.**

**THEME 3: EDUCATION AS/FOR EMPOWERMENT**

Tuesday, October 25<sup>th</sup>

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

Thursday, October 27<sup>th</sup>

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

Tuesday, November 1<sup>st</sup>

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, November 3<sup>rd</sup>*

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

#### **THEME 4: EDUCATIONAL REFORM/EDUCATION FOR REFORM**

*Tuesday, November 8<sup>th</sup>* MOVIE CRITIQUE ESSAY DUE

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

*Thursday, November 10<sup>th</sup>*

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

*Tuesday, November 15<sup>th</sup>*

Edgoose, J. (2010). Hope in the unexpected: How can teachers still make a difference in the world? *Teachers College Record*, 112(2), 386-406.

Tough, P. (2006, November 26, 2006). What it takes to make a student. *The New York Times Magazine*.

**TAKE HOME FINAL EXAMS DUE MONDAY, NOVEMBER 21<sup>st</sup>, 9 PM.**

## 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 him for one assignment (the critical reading essay), you are strongly encouraged to consult with him for other written assignments as well. Please be respectful of his time and plan ahead when scheduling meetings with him. 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/>

EDUCATIONAL AUTOBIOGRAPHY 10% (5-7 pages) DUE SEPTEMBER 29<sup>TH</sup> (in class)

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.

CRITICAL READING RESPONSE ESSAY 20% (5-7 pages) DUE OCTOBER 13<sup>TH</sup> (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.

This course is a Writing Requirement course. You are expected to work on your writing through writing and revising drafts of this essay. You will therefore write a draft of the essay, meet with the Writing Assistant to get feedback and revise your initial draft 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.

## 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

**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 DUE TWO WEEKS AFTER I RETURN YOUR ESSAYS TO YOU

You can choose to revise your movie critique essay based on my feedback. If you choose to do so, you will need to hand in THE ORIGINAL PAPER WITH MY COMMENTS along with the revised version. Otherwise, your revised essay will not be graded. Revising the paper does not guarantee a higher grade. The paper will be graded as a new paper. The revised paper, if you choose to submit one, is due in class two weeks after I return the paper to you. Please note that revising a late paper will NOT erase the late penalty on the original paper.

### MOVIE CRITIQUE ESSAY (20%) DUE TUESDAY, NOVEMBER 8<sup>TH</sup> (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 draw on 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 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:

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?
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.

#### Revision Option DUE TWO WEEKS AFTER I RETURN YOUR ESSAYS TO YOU

You can choose to revise your movie critique essay based on my feedback. If you choose to do so, you will need to hand in THE ORIGINAL PAPER WITH MY COMMENTS along with the revised version. Otherwise, your revised essay will not be graded. Revising the paper does not guarantee a higher grade. The paper will be graded as a new paper. The revised paper, if you choose to submit one, is due in class two weeks after I return the paper to you. Please note that revising a late paper will NOT erase the late penalty on the original paper.

#### MID-TERM TAKE HOME EXAM DUE **MONDAY**, OCTOBER 24<sup>TH</sup>, 12 PM (on Moodle)

Details will be posted on Moodle on Friday, October 21<sup>st</sup>, 12 pm. Mid term exams will be submitted via Moodle.

#### FINAL TAKE HOME EXAM DUE **MONDAY**, NOVEMBER 21<sup>ST</sup>, 9 PM (on Moodle)

Details will be given on the last day of class. Final exams will be submitted via Moodle.

#### **Note about late final exams:**

It is College policy that instructors are NOT allowed to accept or grade late final exams. So if your exam is uploaded late even by a few minutes past the deadline, you will need to petition through the Dean's Office to have the final exam graded late. So PLEASE plan accordingly and turn in your exams before the deadline.

See college policy:

[https://apps.carleton.edu/campus/dos/handbook/academic\\_regs/?policy\\_id=21451](https://apps.carleton.edu/campus/dos/handbook/academic_regs/?policy_id=21451)