Education 110: Introduction to Educational Studies  
Fall 2013  
Willis 211  
Mondays and Wednesdays 9:50 to 11 am/Fridays 9:40 am to 10:40 am

Anita Chikkatur  
apchikka@carleton.edu  
Willis 105  
507-222-7109  
Office Hours: Tuesdays 1:30 pm to 3:30 pm and Wednesdays 2 to 4 pm. To sign up for office hours, please use this link: http://doodle.com/4azxyb kf3c3v3rpm

Course Description

As an introduction to the field of educational studies, this course examines various meanings, purposes and goals of education in the United States. We will examine these core questions: What counts as education? What does it mean to be an “educated” person? What is the relationship between education and schooling? How do societal, community, and family contexts influence students’ educational experiences and outcomes? While the course focuses on evaluating critically scholarship by educational researchers, theorists, and practitioners, the course will also provide a space for you to reflect on your own educational experiences.

Through course readings, class discussions and activities, and written assignments, this course will address the following objectives:

1. Become familiar with how education and schooling have been conceptualized and organized 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.

This course will also address the following Minnesota Standards of Effective Practice for Teachers:

**Standard 3** A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

**Standard 5** A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard 6** A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
Standard 9 A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.

Standard 10 A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.

The full list of Standards of Effective Practice for Teachers can be found on the Department of Educational Studies website at http://apps.carleton.edu/curricular/educ/teaching_licensure/

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 (Details about assignments provided after the reading schedule.)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Standards for Effective Practice for Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational autobiography (20%)</td>
<td>Friday, Sep 27th</td>
<td>3E, 5B, 10AB</td>
</tr>
<tr>
<td>Critical reading response essay 1 (20%)</td>
<td>Friday, October 11th</td>
<td>3DEFH, 9A, 10AB</td>
</tr>
<tr>
<td>Movie critique paper (20%)</td>
<td>Friday, November 1st</td>
<td>3E, 5B</td>
</tr>
<tr>
<td>Critical reading response essay 2 (25%)</td>
<td>Friday, November 15th</td>
<td>3DEFH, 9A, 10AB</td>
</tr>
<tr>
<td>Communicative competence (15%)</td>
<td>Every class and group presentations</td>
<td>6CDEFH, 9EF</td>
</tr>
</tbody>
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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


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 via email, so please make sure to read the syllabus carefully and check the course Moodle site and your Carleton email on a regular basis.

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, each subsequent absence will result in the lowering of your **final course grade** by a third (e.g. from a B to a B-).

*Late Assignments:* Assignments not turned in on time will be penalized one-third grade per day late (e.g. from a B to B-) 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.

*Academic honesty:* Collaboration with your peers and engaging with others’ ideas are an essential part of being a member of the academic community. It is essential, however, that you give credit where credit is due. One way to do that is to ensure that you learn to cite sources appropriately in your written work. Please review the college’s policy on academic honesty and talk to me if you have any questions or concerns about this. [https://apps.carleton.edu/campus/doc/honesty/complete/](https://apps.carleton.edu/campus/doc/honesty/complete/)
READING SCHEDULE

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

THEME 1: EDUCATION AS PERSONAL JOURNEYS

Monday, September 16th
Introductions

Wednesday, September 18th

Friday, September 20th

Monday, September 23rd

This essay was written as a class assignment—for some information about the assignment and the course, see http://waltermignolo.com/decolonial-aesthesis-from-singapore-to-cambridge-to-duke-university/

Wednesday, September 25th

Friday, September 27th
EDUCATIONAL AUTOBIOGRAPHY DUE (upload to Moodle BEFORE class time)

Monday, September 30th
THEME 2: SCHOOLING AS/FOR REPRODUCTION

Wednesday, October 2nd


Friday, October 4th


Monday, October 7th


Wednesday, October 9th


Friday, October 11th

CRITICAL READING ESSAY 1 DUE (upload to Moodle BEFORE class time)

No reading

Monday, October 14th


http://www.brookings.edu/research/interactives/2013/low-income-high-achieving-boxley-avery [there’s a link to the full report if you’d like to read it--OPTIONAL]
Wednesday, October 16th


Friday, October 18th To be announced

Monday, October 21st *Midterm break NO CLASS!*

**THEME 3: EDUCATIONAL REFORM**

Wednesday, October 23rd


Friday, October 25th


Monday, October 28th


Wednesday, October 30th


Friday, November 1st

MOVIE CRITIQUE PAPERS DUE (upload to Moodle BEFORE class time)

No reading

THEME 4: EDUCATION FOR/AS EMPOWERMENT

Monday, November 4th


Wednesday, November 6th


Friday, November 8th


Monday, November 11th

Prep for presentations (more information will be given about these presentations in class)

Wednesday, November 13th

Student presentations

Friday, November 15th

CRITICAL READING ESSAY 2 DUE (upload to Moodle BEFORE class time)

Student presentations

Monday, November 18th


Wednesday, November 20th

No reading

Wrap up
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.

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);
• your ability to work with others to prepare and present information effectively and succinctly to your classmates (informal group presentations in class);
• your ability to understand the importance of effective verbal and nonverbal techniques to foster active inquiry, collaboration, and supportive interaction in the classroom [Standard 6];
• your ability to reflect on, self-assess, and self-direct your learning and growth [Standard 10].

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. You will upload ALL written assignments to Moodle. Please make sure that your name is in the FILE NAME when you upload your papers.

3. Quality of writing: Make sure to proofread and spell-check your papers. Grammar matters! See this website for more information and be sure to take advantage of the Writing Center on campus:

   http://owl.english.purdue.edu/owl/section/1/1/
4. Use proper citation in-text and in the bibliography. Use APA format for in-text citation and the bibliography. 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.**

http://owl.english.purdue.edu/owl/resource/560/01/ [citation information]

http://apps.carleton.edu/campus/doc/integrity/ [information about plagiarism and academic integrity]

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

**WRITING RICH COMPONENT**

This course is a Writing Rich course. You are encouraged to seek feedback on drafts of your papers. The writing center is one option for where you can get that feedback:

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

You have the option to work on your writing through re-writing and revising drafts. You can choose
to revise either your Critical Reading Essay #1 or the movie critique paper, based on my feedback. If
you choose to revise these papers, they are due back to me ONE WEEK **via email** after I return
them to you. It is your responsibility to keep track of these due dates. You will turn in your original
paper with my feedback as well as your new draft if you want me to grade the revised paper. **Your
final grade will be an average of the two grades.**

**EDUCATIONAL AUTOBIOGRAPHY (20%) [4-6 pages] Due before class time on Friday, September 27th**

*** You will be sharing these papers with your classmates in class, so please bring a printed copy to
class for yourself ***

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. 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.

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. You are encouraged, but not required,
to make connections to course readings you will have done by the due date.

You will be assessed on your ability to demonstrate how your learning was influenced by individual
experiences as well as community contexts [Standard 3]; your understanding of how social groups
(such as families, neighborhoods, etc.) function and influence individuals [Standard 5]; and your understanding of schools as organizations within communities [Standard 10].

There are examples of educational autobiographies on Moodle.

CRITICAL READING RESPONSE ESSAY 1 (20%) [5-7 pages] Due before class time on Friday, October 11th

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 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, and 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: how do the readings you chose demonstrate that a teacher must understand how students different in their approaches to learning and how learning opportunities should take into account students’ diverse backgrounds [Standard 3]?; what do the readings have to say about the historical and philosophical foundations of education in the U.S. [Standard 9]; how do the readings demonstrate that schools are organizations within large community contexts [Standard 10]?
5. Proper citation of sources and a bibliography.

**Sample essays from previous classes are available on Moodle 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. You have to upload 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 before class time on Friday, November 1st

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 and schools. 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 or do a close reading a particular scene. 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 do the cultural, family, and community contexts affect the educational experiences of the young people in the movie?
3. How does the movie define what it means to be an educated person?
4. Do different characters have different answers to these questions? Why?
5. What are the challenges facing students, teachers, and schools?
6. 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, 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, and 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: how does the movie demonstrate that a student’s learning is influenced by individual factors as well as contextual ones [Standards 3 and 5]; what does the
movie have to say about the course’s core questions; and how does the medium influence the message?

5. Proper citation of sources and a bibliography.

Revision Option: If you choose to revise this essay, you will have a week after I hand it back to you. You have to upload 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 before class time on Friday, November 15th

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 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, and 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: how do the readings you chose demonstrate that a teacher must understand how students different in their approaches to learning and how learning opportunities should take into account students’ diverse backgrounds [Standard 3]?; what do the readings have to say about the historical and philosophical foundations of education in the U.S. [Standard 9]; how do the readings demonstrate that schools are organizations within large community contexts [Standard 10]?  
5. Proper citation of sources and a bibliography.