**Education 110**  
**Introduction to Educational Studies**  
Spring 2013  
M, W: 1110AM-1220PM; F: 12-1PM  
Leighton 330

Professor Jeffrey Snyder  
Willis 108  
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Office Hours: T: 11AM-1230PM; W:315-415PM; and by appointment

**Course Description**

Education is a dynamic, multidisciplinary field that encompasses a variety of perspectives, including philosophy, ethnography, sociology, journalism and psychology. How do authors in different fields study, understand and write about the practice of teaching, life inside schools and the larger purposes of education? What kinds of questions do they pose? What methods do they use to search for answers?

This course examines education on both micro and macro-levels of analysis, ranging from detailed, narrative portraits of individual students to broad social science investigations of schools as large and complex systems. We will explore the following topics, among others: the relationship between schooling and socio-economic inequality; what cognitive science tells us about the most effective learning and teaching strategies; and recent developments in online education.

**Course Readings**


* All additional readings will be available on Moodle *
Course Requirements

Assignment                             Due Date
Participation (10%)                     Every class
Journal Reflections (20%)               Fridays by Noon:
                                        April 19; May 10; and May 31
In the News Small Group Presentation (10%) Fridays, starting April 26
Mission Statement Essay (20%)           Sunday, April 21 by 1159PM
Analytical Essay (20%)                   Tuesday, May 21 by 1159PM
Take Home Final Exam (20%)              Monday, June 10 by 5PM

Education 110 is a **Writing-Rich course** and you will have the opportunity to focus on your fundamental writing skills, with an emphasis on drafting and revision. Students with last names A-J will meet with our Writing Assistant (WA) for the Mission Statement assignment; students with last names K-Z will meet with the WA for the Analytical Essay assignment. All of you will have the opportunity to revise ONE of these two papers, if you so choose. Please note that the Writing Center (located on the 2nd floor of Scoville) has peer writing consultants who can work with you during any stage of the writing process, from brainstorming to final proofreading. Walk-ins are welcome, though writers with appointments have priority.

Course Outline (subject to minor revisions)

**INTRODUCTIONS**

M, April 1

- Course Syllabus (*read in advance* of class)

W, April 3

- Mary Antin bio  
  and selections from *Promised Land*
- Frederick Douglass bio  
  and selections from *Narrative*
- Benjamin Franklin bio  
  and selections from *Autobiography*

**PHILOSOPHY**

F, April 5

M, April 8

- Plato, selections from *The Republic*
- Jean-Jacques Rousseau, selections from *Émile*

W, April 10

- Paulo Freire, Chapter 2, *Pedagogy of the Oppressed*

F, April 12

School Mission Statements

ETHNOGRAPHY

M, April 15

- *Boys and Girls*, pp.v-55

W, April 17

- *Boys and Girls*, pp.55-116

SOCIOLOGY I

F, April 19

- *Keeping Track*, Preface and Chs.1-2

Journal Entries No.1 Due by Noon

Sun., April 21: Mission Statement Essays Due

M, April 22

- *Keeping Track*, Ch.3

W, April 24

- *Keeping Track*, Chs.4-5
- Mike Rose, “I Just Wanna Be Average”
F, April 26

• *Keeping Track*, Chs.6-7, skim Ch.10

In the News

**JOURNALISM**

M, April 29

• *How Children Succeed*, Ch.1

W, May 1

• *How Children Succeed*, Ch.2

F, May 3

• *How Children Succeed*, Ch.3

In the News

M, May 6, No Class (Midterm Break)

W, May 8

• *How Children Succeed*, Chs.4-5

**SOCIOLOGY II**

F, May 10

• *Creating A Class*, Intro and Chs.1-2

In the News

**Journal Entries No.2 Due by Noon**

M, May 13

• *Creating A Class*, Chs.3-4
• Howard Friedman, “The American Myth of Social Mobility”
W, May 15

- *Creating A Class*, Chs.5-6
- Thomas Edsall, “The Reproduction of Privilege”

F, May 17

- *Creating A Class*, Chs.7-8
- David Leonhardt, “Better Colleges Failing to Lure Poorer Strivers”

In the News

**PSYCHOLOGY**

M, May 20

- *Why Don’t Students Like School?* Introduction and Chs.1-2

**T, May 21: Analytical Essays Due by 1159PM**

W, May 22

- *Why Don’t Students Like School?* Chs.3-4

F, May 24,

- *Why Don’t Students Like School?* Chs.5-6

In the News

M, May 27

- *Why Don’t Students Like School?* Chs.7-9 and Conclusion
Technology and Online Education

W, May 29

- Clive Thompson, “How Khan Academy is Changing the Rules of Education”
- Salman Khan TED Talk
- Explore Khan Academy website

F, May 31

- Nicholas Carr, “The Crisis in Higher Education”
- WBEZ interview with Anant Agarwal
- Explore Chronicle of Higher Ed MOOC site
- Explore ONE of the following websites: edx, coursera or udacity

In the News

Journal Entries No.3 Due by Noon

M, June 3

- Watch College, Inc.
- Explore the University of Phoenix website

CONCLUSIONS

W, June 5

Final Exam Details

Essay revisions due by 1159PM

Course Assignments and Grading

Participation, 15%

“Be Prepared.” The Scout motto sums up the crux of participation. Because this course places a premium on classroom and small-group discussions, students are expected to come to every class on time with the assigned readings completed, ready to participate meaningfully in all class activities. I will often send out guiding questions for the readings over email. I expect that you will bring notes to class based on these questions. Speaking up, while important, is not the only hallmark of participation. Active listening and engaging with others’ ideas respectfully are also key components of participation. *Air-time* is less important than the relevance and sincerity of your contributions.
Please *power-down* your electronic devices—laptops, cell-phones, etc.—before the start of class (and, yes, we can still see you when you are surreptitiously texting under the table).

**Journal Reflections, 10%**
Fridays by Noon: April 19; May 10; and May 31

You are required to keep a running journal responding to and making connections among the readings, classes, current events and your personal experience. Your entries should consider the readings, classroom discussions, etc. on personal, interpersonal, institutional and societal levels. You will submit these entries on Moodle three times during the term. I expect that you will have at least two entries (approx. 500-750 words total) for me to read each time you submit your journal.

**In the News Small Group Presentation, 10%**
Fridays, starting April 26

Working in small groups, prepare a short presentation (approx. 20 minutes) that illuminates a significant contemporary educational debate, controversy or policy initiative. Prepare a class handout with a 250-word summary of the issue at hand along with a short bibliography (minimum of five sources). In your presentation, draw at least one noteworthy connection between the topic and our course material. Each group should email me the topic of its presentation at least one week in advance. I highly recommend that all groups complete a practice run-through of their presentations before class.

**Mission Statement Essay (1000 words), 20%**
Sunday, April 21 by 1159PM

The goal of this essay is to examine a school mission statement from a philosophical perspective. Choose ONE of the three mission statements posted on Moodle. Next choose ONE of the philosophers we have studied (Dewey, Egan, Friere, Plato or Rousseau). What specific means and ends of education are expressed, implicitly and explicitly, in the school’s mission statement? What would *your* philosopher say about the school’s philosophy of education?

Students with last names A-J will meet with the WA to get feedback on an initial draft of their Mission Statement essays. After revising your draft in light of the WA’s comments and suggestions, you will turn in a final draft to me. Your final draft must be accompanied by the original draft you discussed with the WA as well as a 1-2 paragraph summary of how you incorporated the WA’s feedback.
Analytical Essay (1,000 words), 20%
Tuesday, May 21 by 1159PM

The goal of this essay is to present a critical analysis of one of the course texts we have read before the due date. Your essay should have a central argument that focuses on what is most significant, provocative or problematic about the text. Concentrate your energies on developing your own original analysis—deepening or complicating our understanding of the text—rather than on summarizing the text. Please see the Guidelines for Critical Reading below.

Students with last names K-Z will meet with the Writing Assistant to get feedback on an initial draft of their analytical essays. After revising your draft in light of the WA’s comments and suggestions, you will turn in a final draft to me. Your final draft must be accompanied by the original draft you discussed with the WA as well as a 1-2 paragraph summary of how you incorporated the WA’s feedback.

*Essay Revision Option*

You have the option to revise ONE of your two essays. If you choose to do so, you will need to hand in the revised paper, the original paper with my comments and a 1-2 paragraph explanation of how you have responded to my feedback. The final grade for the paper will be the average of the original and revised essay grades. Revisions are due on the last day of class by 1159PM (please note that revising the paper does not guarantee a higher grade and will not erase a late penalty on the original paper).

Final Take-Home Exam, 20%
Monday, June 10 by 5PM

The final exam will consist of several short essay questions. Exams will be distributed on the last day of class.

The Fine Print

Attendance:

Given the importance that all Educational Studies classes place on learning with peers through classroom discussions, students are expected to come to every class session. After two unexcused absences from class, each subsequent absence will result in the lowering of your course grade by a third (e.g. from an A to an A-).

Guidelines for Written Assignments:

1. All written assignments should be double-spaced and written in 12-point *Times* font
2. Include a word-count at the top of each assignment
3. Use a standard format (APA, Chicago, etc.) for all citations
4. Submit all of your assignments using the dropboxes on Moodle
5. No late assignments will be accepted without prior approval from the instructor
Guidelines for Critical Reading:

As a critical reader of a particular text, you should use the following four questions to guide your reading:

1. What are the author’s main claims? This is the analysis issue—what is the author’s angle?
2. Who says? This is the validity issue—what is the author’s evidence?
3. What’s new? This is the value-added issue—what does the author contribute that we don’t already know?
4. Who cares? This is the significance issue—is the text worth reading?

Academic Honesty:

Sharing ideas with friends is central to the academic enterprise at Carleton. So too is availing yourself of the ever-expanding universe of print and digital resources available through the Libe. In your written work, of course, it is imperative that the words you present as your own are in fact original to you. When you borrow somebody else’s ideas or words, make sure to cite the original author. For more on academic honesty at Carleton, including a helpful overview of citations, see: http://apps.carleton.edu/campus/doc/honesty/

Disability Services:

Carleton is committed to providing reasonable accommodations to students with disabilities. Students seeking accommodations should contact the Coordinator of Disability Services, Andy Christensen, at 222-4464 or anchrist@carleton.edu, to begin the process.

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