Instructor: Beth Lloyd, Ph.D.
Office: School of Education, Health, and Human Performance, Room 227
Office Phone: 953-7432
Email: LloydB@cofc.edu
Office Hours: MW: 9:25 – 11:25, 3:30 – 4:00; Note: this is when I will respond to emails as well

Course Description:
This course is the first in a series of learning experiences for those who have chosen or are exploring education as their major and profession. This course is a survey of the American public school system with an emphasis on current trends and issues, the development of teaching as a profession, the organization and control of schools and the history of education. Introduction to Education is a prerequisite to all other education courses and a requirement for admission to the teacher certification program. This course must be completed with a grade of “C” or better for you to apply to the Teacher Education Program. In addition, the instructor will complete a Disposition Assessment Form about you at the end of the course. While this course is primarily designed for those who are preparing to teach and includes specific school-based experiences, it is open to all College of Charleston students – holding a class rank of sophomore or above – who are interested in exploring the complexity of our public school system.

Required Text:

Additional Sources:
Additional readings and/or information will be drawn from additional sources throughout the semester.

Course Requirements:
Demonstration of SOE Professional Behavior and Dispositions
Examples of how dispositions are evident are provided in italics.
❖ Belief that all students can learn, participation and attitudes expressed about students and learning
❖ Value and respect for individual differences, interactions in class discussions and participation in group work
❖ Value of positive human interactions, participation in class and group discussions
❖ Exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas, participation in class and group discussions and performance on assessments
❖ Dedication to inquiry, reflection, and self-assessment, participation in class and group discussions; performance on assessments
❖ Value of collaborative and cooperative work, thoughtful, constructive critiques of others’ work, participation in class activities
❖ Sensitivity toward community and cultural contexts, participation in class and group discussions, tolerating, discussing, and respectfully listening to differing points of views
❖ Engagement in responsible and ethical practice, performance on assessments, class attendance, and participation in group activities
❖ Development of professional mastery over time, performance over time in writing, thinking, and expression of knowledge

Utilization of Computer Applications (Available in the CofC managed computer labs located in JC Long, Library, and other campus sites. If unfamiliar with these applications, set up a time for tutoring with me.)
❖ Internet
❖ Word processing
❖ Email
❖ WebCT
Completion of all assigned readings and assignments **ON TIME.**
See Course Assignments below for detailed descriptions.

**Responsibility for ALL course content**
Including lecture, text, outside reading, handouts, research, etc.

**Responsibility for keeping up with grades and attendance**
If you miss a class, ask a classmate for the missed assignments and notes.

**Course Assignments:**
Due dates for course assignments, as well as scheduled exams, are listed in the syllabus. Any changes will be announced in class. All assignments must be turned in during the class session on the date due. If, for medical or serious personal reasons, an assignment is late, the instructor should be informed of the reasons. Otherwise, each late course assignment will receive a five-percent deduction per 24 hours that it is late. **DO NOT** give assignments to School of Education personnel. Assignments will **NOT** be accepted via email (unless specified explicitly).

For all assignments that have a corresponding rubric, please staple the rubric to the front or back.

**Attendance and Participation**
If you are absent for any reason, you are responsible for getting announcements, notes, handouts, and assignments. Carefully read the required text and other materials on a regular basis since exams and class discussions will be based on the readings. Material covered in class will be drawn from many sources; therefore, you are responsible for studying the material on your time. You are expected to participate in class discussions and group activities. **Excessive absences (i.e., more than 15% - approximately 5 hours/6 classes) may result in receiving a “WA/F.”**

Students will be tardy if they arrive 10 minutes after class has started. Three tardies result in one absence. Students will be absent if they arrive after 20 minutes or if they leave class early. Regarding being tardy or having to leave class early, exceptions will be made on an individual basis, but students must speak with me about extenuating circumstances for such exceptions.

If a student exceeds allowable absences due to extenuating circumstances beyond the student’s control, a panel of professors from that semester will review the circumstances and make a final decision. **SNAP students,** if they wish special accommodations, must see the professor within the first two weeks of the course or as soon as they find out about potential accommodations if determined mid semester. **Athletes** who will miss class due to athletic events must see the professor within the first two weeks of the course and submit athletic schedule for the semester, identifying classes that will be missed. No other absences will be allowed for athletes who miss the maximum allowable absences due to athletic events.

In addition to general participation and regular attendance, there will be several out-of-class small assignments that must be completed in order to be able to fully participate in subsequent classes. Failure to come to class prepared with these assignments completed on time will result in a deduction of participation points.

**Understanding Culture in Individuals**
Part of the focus for this course is to better understand the interplay of culture in schools, classrooms, and individuals. This particular two-part assignment will help you reflect upon (1) yourself as a bearer/disseminator of a culture and (2) the influence education has had on your life. To get you thinking about this assignment, consider the following questions:

1. To your knowledge, approximately, how long has your family been in the United States? When (approximately) did they arrive? From where did they come? Did they come voluntarily?
2. What is considered your family’s home base in this country? How did the family happen to settle there? What other places did your family live before settling in that location?
3. What is the economic history of your family? In what kinds of work have members of your family engaged?
4. What is the educational history of your family? When did family members first begin to avail themselves to formal schooling?
5. What ethnic label does your family use to describe itself? What adjustments have family members had to make in order to be accepted in the wider American society?

6. Consider other sources of influence on your cultural background (for example, the development of your political affiliation, your religious affiliation, and your views on society’s ideals, etc.). What role do these influences play on your views of yourself as a cultural being? What relationship, whether contradictorily or complimentary, have these developing views had with your experiences throughout your pre-K through college education?

Part I: You are to complete a creative piece (poem/dramatic monologue/song/collage/painting/photography/10-song “celebrity” playlist) related to your role as a culture bearer. In addition to turning in your project to me, be prepared to present it to your classmates in 3 to 5 minutes. The presentation should include your family background (as indicated in the above questions) and a reading/performance of your poem/dramatic monologue/song or explanation of your artwork or playlist. This assignment will be discussed in class and specific directions will be provided.

Part II: You are to write a short one- to two-page, double-spaced reflection on this activity following the presentations.

If you would like to express your understanding of culture in individuals in another creative manner, please see me to discuss alternatives.

Part I Due: September 6
Part II Due: September 13

Contemporary Issues Lesson
As this is an education course, it is important that you are actively engaged in the teaching and learning process. Therefore, a major assignment for the semester is to learn and, subsequently, teach your classmates about a contemporary educational issue. You will be a part of a three- to four-person group that has an overarching issue, which – with the exception of a few – corresponds to a chapter in the Spring text. Each overarching issue includes more specific related issues. Each group member will be responsible for becoming an expert on one of these specific issues.

As a group, you will be responsible for teaching a one-class-period lesson on the broad issue, making certain to cover the content in the corresponding chapter in depth. Coverage of the chapter should include a critical focus on the tensions related to the specific issues. You will be responsible for leading the class discussion around these issues. You are responsible for preparing an engaging lesson with thought-provoking discussion questions, to be approved by me at least two classes prior to your lesson facilitation during my office hours.

In order to become an expert on your specific issue, in addition to reading the corresponding chapter, research should include at least one scholarly article, one local example related to your issue from a reputable magazine or newspaper, and one international example from a reputable source. Each group member must share these readings (either electronically or printed) with everyone in the group prior to planning your group lesson. Everyone is expected to read all of the sources in preparation of writing your lesson plan. You will be expected to turn in a hard copy of your articles to me as well.

All lesson materials (including a list of your sources, your presentation, handouts, etc.) and follow-up information are to be posted on WebCT as a discussion board strand no later than a week following your lesson. Follow up may have to do with answering questions that were unresolved during the class discussion.

On the day of your lesson, the group must submit ONE neatly organized packet/folder, including the following:
(1) A detailed lesson plan, including discussion questions
(2) A copy of all materials used in the lesson – presentation, handouts, etc.
(3) A copy of all of the sources utilized in preparation for the lesson, indicating which specific issue is addressed in the given source

A week after the lesson, each individual group member must submit a two- to three-page critical reflection on the project which should include:
Content reflection: What were the tensions regarding your specific issue? Were you aware of these tensions prior to studying this issue? How do you think you will negotiate these tensions in your own career as an educator? How did your specific issue tie into the broader issue?

Teaching reflection: Do you think your group adequately taught the lesson, getting across the most important information and tensions related to the specific and broad issues? Was the lesson planned in a cohesive manner such that the specific issues were clearly connected to the broader issue? Were your classmates engaged in your lesson? What might you have done differently in teaching this lesson in the future?

Group reflection: Do you feel as though everyone in the group contributed to the successful completion of the lesson?

**Due: See schedule for assigned week**

School Visits and Teacher Interview Project

One important way to gain information about the teaching profession is to talk with teachers currently in the field and to observe classes. For this project, you should spend at least one hour observing in the classroom and the interview should take approximately 30 minutes.

We will discuss this project in more detail later in the semester, including the types of questions that you may want to ask during the interview. Please note that you are a representative of the College of Charleston; you need to present yourself as such, following the dress code of the school you choose to visit and sending thank you notes to those that were involved.

Options: (I would recommend you choose an option that relates to the subject and/or grade that you are most interested in teaching.)

1. I will schedule a time for a small group to go to ECDC – the neighboring early childhood center. If you are interested in going with me and the small group to ECDC, you can choose to use this as your observation and, at this time, ask and schedule one of ECDC teachers for an interview at a later time. You should partner with two or three other students to conduct the interview so not to overwhelm the teachers.

2. I will schedule a time for a small group to go to Burke High School. If you are interested in going with me and the small group, you can choose to use this as your observation and, at this time, ask and schedule one of the high school teachers for an interview at a later time. You should partner with two or three other students to conduct the interview so not to overwhelm the teachers.

3. If you prefer to do this assignment independently, you can set up a classroom observation and interview with one of your former teachers. It is fine to select a friend or relative (not a parent). Please make sure that you follow the proper procedures for gaining permission to observe a classroom in the given school. Unless you are personally connected with the teacher, I would prefer that you not choose a Charleston County school because we do not want to overburden the schools that already host CofC students during their fields and clinical instruction.

You will write up the experience in a three- to four-page, double-spaced paper (see rubric for paper specifications). Additionally, you will be expected to share your experiences (what intrigued you, what astonished you, and what you observed or discussed with the teacher that related to the class) during class.

**Due: November 12**

Philosophy of Education

As part of our study of the philosophy of education, you will articulate a philosophy of education. Your philosophy of education will continue to evolve throughout your career. This assignment affords you an opportunity to wrestle with some difficult questions such as the meaning of life and reality which translate into how you teach and interact with students, colleagues, and families. The philosophy of education allows you to articulate your beliefs about knowledge, learning, students, and teaching. We will work collaboratively on this task. This assignment will be done in two stages. In the first stage, you will share a rough draft with a classmate for peer editing. The final stage of this assignment is completion of a final draft of your philosophy. Be sure to keep an electronic and hard copy of your philosophy because you will be asked to review and revise it in future courses.

**Draft: October 18** (Failure to bring in a draft will result in a deduction of participation points.)

**Final draft due: November 22**
Reflective Reading and Electronic Journals
An important component of this course is the development of self reflection. This is a life-long skill used by good teachers (and other professionals). Reflection allows us to critically examine our practice as we continue to learn over our lifetimes. Critical reflection is different from criticizing. This two-part assignment requires you to critically examine yourself and your development in the field of education.

Part I
Choose two trade book reading selections to complete along with assigned readings in the class – one from each column from the readings chart on the last page of the syllabus. Make a reading plan and read both selections. As you read, look for patterns in themes and/or motifs across both texts that influence you and your beliefs about education, specifically, the work of teachers and learners. Based on your reading, you will write critical reflective e-journals that address how the books’ themes or motifs are impacting you as an individual and as a future educator.

Every other Monday morning by 6 am (starting on September 20th) use WebCT email to submit to me your reflective e-journal entry. Please do not use a separate attachment; instead, write the reflection into the text of the email so that I can easily reply with my response. Though you are not to use an attachment, you may want to craft your reflection in Word so that you can easily do a spelling and grammar check before cutting and pasting it into the email.

I will provide reflection questions on WebCT that will help you to relate to the focus of study every other week. Periodically, we will discuss these reflective questions in class. You need to think about the reflection questions and draw upon your developing knowledge, experience, readings (especially from the text and trade books!), and discussions with friends and family.

For each e-journal:
1. Length: at least one paragraph for each question
2. Format:
   a. Sent via WebCT
   b. Subject line includes EDFS 201, first name, and last name
   c. Date and journal topic
   d. Your reflection

E-journal assessment rubric:
1. The appropriate number of entries (a total of six) was made.
2. The entries were reflections, not summaries.
3. The entries covered appropriate topics.
4. The entries were submitted no later than the assigned Monday by 6 am.
5. The entries were submitted electronically to WebCT (not as Word attachments).

Part II
As one of your final, culminating activities, write a two- to three-page, double-spaced paper, including your description of two key themes, patterns, and motifs that you notice across both texts; how these impacted your perspective (include specific page numbers from the texts); an idea of how you might use the student trade book in an instructional classroom setting; and concluding comments, reflecting on your entire experience with your related readings.

Part I due dates: No later than 6 am on Monday Sept 20, Oct 4, Oct 18, Nov 1, Nov 15, and Nov 29
Part II due: December 1

Midterm
A midterm exam provides an opportunity for me to check your understanding of concepts and material covered in class and in your reading assignments. The midterm covers material discussed in class (presented both by me and your classmates) and presented in the texts and other readings.

Date: October 13
Final Exam
The final exam provides an opportunity for you to demonstrate your understanding of key concepts and ideas explored in the class. The exam will draw from class discussions and readings (presented both by me and your classmates).

Date: December 10

Written and Oral Communication
Students are expected to use correct grammar at all times. Points will be deducted on written assignments for grammatical errors. All references must follow the American Psychological Association (APA) Guidelines for Term Papers. The Writing Lab is located on the first floor of Addlestone Library (Monday through Thursday 9:00 am to 9:00 pm and Friday 9:00 am to noon). Further, it is imperative that students use correct grammar in all oral communication. Student peers and I will collaborate to eliminate all oral grammatical errors, using an approach of constructive criticism.

Evaluation
It will be possible to earn 500 points during the semester. They will be distributed as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Participation and Attendance</td>
<td>70</td>
<td>14%</td>
<td></td>
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<tr>
<td>Understanding Culture in Individuals</td>
<td>50</td>
<td>10%</td>
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<tr>
<td>Issues Presentation</td>
<td>80</td>
<td>16%</td>
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<td>School Visit and Teacher Interview</td>
<td>60</td>
<td>12%</td>
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<tr>
<td>Philosophy of Education</td>
<td>60</td>
<td>12%</td>
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<tr>
<td>Reflective Reading</td>
<td>70</td>
<td>14%</td>
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<tr>
<td>Midterm</td>
<td>50</td>
<td>10%</td>
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<tr>
<td>Final Exam</td>
<td>60</td>
<td>12%</td>
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Evaluation Scale

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<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>91-92%</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>89-90%</td>
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<tr>
<td>B</td>
<td>86-88%</td>
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<tr>
<td>B-</td>
<td>84-85%</td>
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<tr>
<td>C+</td>
<td>82-83%</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>79-81%</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>77-78%</td>
<td>1.7</td>
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<tr>
<td>D+</td>
<td>75-76%</td>
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<td>D</td>
<td>72-74%</td>
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<tr>
<td>D-</td>
<td>70-71%</td>
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<td>F</td>
<td>≥69%</td>
<td>0.0</td>
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Respectful Conduct
Students are expected to be respectful and considerate of one another. Cell phones should be turned off while in class. Laptops should only be used for note taking; connection to the Internet during class is acceptable only by instructor permission; if laptops appear to be a distraction, I will ask that they be put away.

CofC Honor System
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will
receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

ADA Accommodations
In compliance with the Americans Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” Any students requiring accommodations should contact the Center for Disability Services (953-1431) and provide me with documentation of needed accommodations within the first two weeks of the course or as soon as they find out about potential accommodations if determined mid semester.

Course Objectives
All teacher preparation programs in the College of Charleston’s School of Education (SOE) are guided by a commitment to the conceptual framework of “Making the Teaching and Learning Connection.” Three Elements of Teacher Competency (ETCs) are fundamental to this framework; teachers must (1) understand and value the learner, (2) know what and how to teach and assess within a conducive learning environment, and (3) understand themselves as professionals. In addition, these competencies are foundational to the learning and assessment in this course, facilitating the development of knowledge, skills, and dispositions necessary for becoming an effective teacher.

Below are the specific end-of-course outcomes, derived from the (1) ETCs, (2) standards set forth by the School of Education (SOE), and (3) National Council for Accreditation of Teacher Education (NCATE) standards.

Outcomes related to the first ETC –understanding and valuing the learner:
- Demonstrate understanding of the dignity and worth of students from diverse cultural, social, ethnic, and racial backgrounds (SOE I, II, IV).
- Compare and contrast major philosophies of education in relationship to the aims of education, the curriculum, teacher-student relationships, and methodology (SOE I, III, IV, V, and VII).

Outcomes related to the second ETC –Knowing what and how to teach and assess within a conducive learning environment
- Demonstrate understanding of the beliefs, values, and assumptions which contribute to your understanding of schooling (SOE VII).
- Describe the functions of education and schooling as reflected in sociological forces associated with the diverse characteristics of a multicultural society (SOE I and VII).
- Begin identification of pedagogical strategies that are suitable for learners of diverse abilities and backgrounds (SOE I and II).

Outcomes related to the third ETC – Understanding oneself as a professional.
- Describe the major historical events which have contributed to the overall development and organization of education in the United States (SOE VII).
- Explain the significance of historical events through a study of prominent leaders and general major movements as a prerequisite to contemporary educational thought and practice (SOE VII).
- Identify major political and economic issues which have influenced policy decisions in education as determined by federal, state, and local agencies (SOE II, VI, and V).
Identify and explain the legal rights and responsibilities currently governing all members of the school community (SOE III, V, and VII).

Appraise individual interest and commitment to the profession (SOE IV).

Predict some future outcomes of education in the United States and internationally (SOE IV and VII).

Demonstrate consistently the communication skills of reading, writing, speaking, listening, and interpreting (SOE – ALL).

**Course Exit Outcomes**
The exit outcomes required for the successful completion of 201 are as follows.
The student shall:

- Demonstrate an emerging understanding of the teaching competencies.
- Become knowledgeable of the processes and requirements for a teaching certificate/license in South Carolina.
- Develop a beginning personal philosophy of education.
- Discuss and demonstrate an understanding of major, overarching educational philosophies.
- Apply multicultural educational concepts/ideas to personal and educational philosophies.
- Discuss and demonstrate a working knowledge of major trends and issues in contemporary public education.
- Participate, civilly, in discussions of controversial educational issues.
- Link knowledge of the history of American education with contemporary issues and trends.
- Apply reflective practices to strengthen an understanding of educational issues and self.
- Demonstrate positive dispositions for teaching.
EDFS 201 Tentative Weekly Schedule

*Readings are for the assigned week. Those not in the text will be posted on WebCT.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS*</th>
<th>DUE</th>
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<tbody>
<tr>
<td>Aug. 25 &amp; 27</td>
<td>Introduction to course</td>
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<td>Culture in individuals</td>
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<td>o Identity molecule</td>
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<td>o <em>I, too, am an American</em></td>
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<td>Aug. 30, Sept. 1, &amp;  3</td>
<td>Gaining perspective: Using the SF lens</td>
<td>“Introduction” Ogbu</td>
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<td>Cultural lens: Making the familiar strange</td>
<td>“Social organization of classes and schools” Florio-Ruane</td>
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<td>Cultural lens: Unintended consequences</td>
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<tr>
<td>Sept. 6, 8, &amp; 10</td>
<td><strong>Culture in individuals presentations</strong> (9/6)</td>
<td>Ch. 1 Spring</td>
<td>Culture in individuals presentation (9/6)</td>
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<td>Discussion of issues project</td>
<td><em>Tinkering toward utopia</em> excerpts Tyack &amp; Cubin</td>
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<td>Historical &amp; philosophical lenses: The history &amp; goals of public schooling</td>
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<td>Issue: Competing goals of schooling</td>
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<td>An international, historical example on competing goals of schooling <em>(Preschool in three cultures)</em></td>
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<td>Sept. 13, 15, &amp; 17</td>
<td>Historical &amp; philosophical lenses (cont.)</td>
<td>Ch. 2 Spring</td>
<td>Culture in individuals reflection (9/13)</td>
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<td>Sociological Lens: Social reproduction</td>
<td>“Social reproduction in theoretical practice” MacLeod</td>
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<td>Discussion of reading project</td>
<td>“Invisible inequality” Lareau</td>
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<td>Sept. 20, 22, &amp; 24</td>
<td><strong>Education &amp; equality of opportunity: Poverty, tracking, &amp; dropouts</strong> (Issue 1 9/20)</td>
<td>Ch. 3 Spring</td>
<td>Issue 1 (9/20)</td>
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<td>Diversity &amp; social reality: Minority education and school failure Part I</td>
<td>“Understanding minority education” – Jacob &amp; Jordan</td>
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<td>Discussion of philosophy papers</td>
<td><em>How people learn</em> excerpt NRC</td>
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<td>“But that’s just good teaching!” Ladson-Billings</td>
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<tr>
<td>Sept. 27, 29, &amp; Oct. 1</td>
<td>Diversity &amp; social reality: Minority education and school failure Part II</td>
<td>Ch. 4 Spring</td>
<td>Very heavy reading this week – plan accordingly</td>
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<td></td>
<td>Discussion of school visit/interview project</td>
<td>“Frameworks” Ogbu</td>
<td>Issue 2 (10/1)</td>
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<td><strong>Equality of educational opportunity: Defining race, gender, &amp; special needs</strong> (Issue 2 10/1)</td>
<td>“Achieving school failure” McDermott</td>
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<tr>
<td>Oct. 4, 6, &amp; 8</td>
<td>Diversity &amp; social reality: Public vs. private lives, assimilation, marginalization</td>
<td>Ch. 5 Spring</td>
<td>Issue 3 (10/6)</td>
</tr>
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<td>Student diversity: English language learners, immigration, &amp; globalization of the labor market (Issue 3 10/6)</td>
<td><em>Hunger of memory</em> excerpts</td>
<td>Issue 4 (10/8)</td>
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<td><strong>Multiculturalism &amp; multilingual: Racism, sexism, &amp; biculturalism/bilingualism</strong> (Issue 4 10/8)</td>
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<td>Oct. 11, 13, &amp; 15</td>
<td>Fall break (10/11)</td>
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<td>Study for midterm</td>
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<td><strong>Midterm</strong> (10/13)</td>
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<td>No class (10/15)</td>
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<td>Oct. 18, 20, &amp; 22</td>
<td>Discussion of jigsaw activity: Funding &amp; standards</td>
<td>Ch. 6 Spring</td>
<td>Philosophy paper draft 1</td>
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<td>Philosophy paper peer editing</td>
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<td>Political lens: Power and control</td>
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<td><strong>Local control, choice, &amp; homeschooling: For-profit, charter &amp; magnet, &amp; voucher &amp; parental control</strong> (Issue 5 10/20)</td>
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<td>Oct. 25, 27, &amp; 29</td>
<td><strong>Funding &amp; standards jigsaw: Part I</strong> (10/25)</td>
<td>Ch. 7 Spring</td>
<td>Jigsaw part I (10/25)</td>
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<td><strong>Funding &amp; standards jigsaw: Part II</strong> (10/27)</td>
<td>Independent readings for jigsaw preparation (must be reliable/credible sources)</td>
<td>Jigsaw part II (10/27)</td>
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<td>Power &amp; control at state &amp; national levels: NCLB/reauthorization, high-stakes testing, &amp; school violence (Issue 6 10/29)</td>
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<td><strong>The profession of teaching: Teacher unions, teacher</strong></td>
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<td>Reading Materials</td>
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| Nov. 8, 10, & 12 | Comparative lens: Introduction  
Comparative lens: Culture & schooling  
**Presentation of school visit/observation** (11/12)  
Discuss case assignment | Ch. 9 Spring  
“The use and abuse of comparative education” Noah  
“A world culture of schooling?” Anderson-Levitt | School visit papers (11/12) |
| Nov. 15, 17, & 19 | Legal lens  
**Presentation of cases** (11/17)  
**New visions of schooling: LGBT, single gender, & resegregation** (Issue 8 11/19) | Ch. 10 Spring  
“**A world culture of schooling?” Anderson-Levitt** | Law cases (11/17)  
Issue 8 (11/19) |
| Nov. 22, 24, & 26 | Hope: Promising practices, resources, and models  
(Guest speaker)  
Thanksgiving break (11/24 & 11/26) | Finish reading reflection books | Philosophy papers (11/22) |
| Nov. 29, Dec. 1, & 3 | **Hope: Promising practices, resources, and models:**  
Full service community schools, school readiness (preschool for all), International Baccalaureate, & Harlem Children’s Zone (Issue 9 11/29)  
**Reading reflection discussions** (12/1)  
Course wrap up | “Communities in schools model” [www.cischarleston.org](http://www.cischarleston.org)  
[www.cps.edu/Schools/Preschools/Pages/Preschoolforall.aspx](http://www.cps.edu/Schools/Preschools/Pages/Preschoolforall.aspx)  
[www.ibo.org](http://www.ibo.org)  
[www.hcz.org](http://www.hcz.org) | Issue 9 (11/29)  
Reading reflections (12/1) |
| Dec. 6 | Final exam review: Jeopardy | | Study |
| Dec. 10 12 – 3 pm | **Final exam** (12/10) | | Study for final |
Reflective Reading Descriptions - Select one text from each category to read and reflect on for this project

Reflective Reading Choices: From the chart of options below, students are required to select one trade book from each column to do a shared reading activity. Descriptions of book choices and the suggested selection criteria will be discussed during the fourth week of class.

<table>
<thead>
<tr>
<th>Trade books for K-12 Teachers:</th>
<th>Trade books K-12 Students:</th>
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<tbody>
<tr>
<td>Fires in the Bathroom: Advice for Teachers from High School Students (or Fires in the Middle School Bathroom) by Kathleen Cushman</td>
<td>1 Of Beetles &amp; Angels: A Boy’s Remarkable Journey from A Refugee Camp to Harvard by Mawi Asgedom</td>
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<tr>
<td>Why We Teach edited by Sonia Nieto</td>
<td>2 A Step from Heaven by An Na</td>
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<td>Holler if You Hear Me by Greg Michie</td>
<td>3 The Skin I’m In by Sharon Flake</td>
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<td>Freedom Writer’s Diary by The Freedom Writers &amp; Erin Gruwell</td>
<td>4 True Believer by Virginia Euwer Wolf</td>
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<td>“Why are all the Black Kids Sitting Together in the Cafeteria?”: A Psychologist Explains the Development of Racial Identity by Beverly Daniel Tatum</td>
<td>5 Speak by Laurie Halse Anderson</td>
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<tr>
<td>The Girl with the Brown Crayon by Vivian Paley THIS SHOULD BE PAIRED WITH THE LEO LIONNI SET ONLY&gt;&gt;</td>
<td>6 Author Study: A set of four of Leo Lionni children’s books &lt;&lt;THIS SHOULD BE PAIRED WITH VIVIAN PALEY ONLY</td>
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<tr>
<td>Teacher Man by Frank McCourt</td>
<td>7 Miracle’s Boys by Jacqueline Woodson</td>
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<td>The Color of Success: Race and High Achieving Urban Youth by Gilberto Conchas</td>
<td>8 The First Part Last by Angela Johnson</td>
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<td>Letters to a Young Teacher by Jonathan Kozol</td>
<td>9 Bluish by Virginia Hamilton</td>
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<tr>
<td>Educating Esme: Diary of a Teacher’s First Year by Esme Cordell</td>
<td>10 The Teen Guide to Global Change: How to Connect with Others (Near and Far) To Effect Social Change by Barbara Lewis</td>
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<tr>
<td>The Children in Room E4 by Susan Eaton</td>
<td>11 Author Study: A set of four of Patricia Polacco children’s books</td>
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<tr>
<td>Among Schoolchildren by Tracy Kidder</td>
<td>12 The Watson’s Go to Birmingham (or Bud, Not Buddy) by Christopher Paul Curtis</td>
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<td>Other People’s Children: Cultural Conflict in the Classroom by Lisa Delpit</td>
<td>13 Buried Onions by Gary Soto</td>
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<tr>
<td>Uncommon: Finding Your Path to Significance (or Quiet Strength) by Tony Dungy</td>
<td>14 My Abandonment by Peter Rock</td>
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Trade Books for K-12 Teachers

Conchas, Gilberto. *The Color of Success: Race and High Achieving Urban Youth*

Through students’ own voices and perspectives, this book reveals how and why some racial minorities achieve academic success, despite limited opportunity. Based on the experiences of Black, Latino, and Vietnamese urban high school students, the author provides a revealing comparative analysis that offers insight into how schools can create opportunities and safe learning environments where youth acquire real goals, expectations, and tangible pathways for success. Offering alternatives to current practices and structures of inequality that plague educational systems throughout the nation, this sociologically informed book:
* Takes a rare look at urban school success stories, instead of those depicting failure.
* Explores the social processes that enable racial minority youth to escape the unequal structures of urban schooling to perform well in school.
* Focuses on youth’s interpretations and reactions to the schooling process to determine how schools can empower youth and promote the social mobility of low-income urban populations.

http://www.amazon.com/Color-Success-High-achieving-Urban-Youth/dp/0807746606/ref=sr_1_1?ie=UTF8&s=books&qid=1264040271&sr=1-1

Available at the College of Charleston library

Cordell, Esme. *Educating Esme: Diary of a Teacher’s First Year*
Esmé Raji Codell has written a funny, hip diary filled with one-liners and unadorned thoughts that speak volumes about the raw, emotional life of a first-year teacher. Like Ally McBeal in the classroom, the miniskirted and idealistic Codell sometimes fantasizes her career as a musical. Her inner-city Chicago elementary school fades to black as the lunch lady strikes an arabesque or a struggling student performs the dance of the dying swan, all set to her interior soundtrack. (Tina Turner's "Funkier Than a Mosquito's Tweeter" echoes whenever her idea-stealing, dimwitted principal harangues her.) She's a rash, petite, white lady who roller-skates through the halls and insists that her fifth-graders call her "Madame Esmé." But it's not all fun and games: she introduces us to children who fling their desks and apologize in tears, and at one point, after reporting a disruptive student to her mother, who subsequently thrashes the young girl, she dry heaves into her classroom's trash can.

Available at the College of Charleston library and the Charleston Public Library—Main Branch

Cushman, Kathleen. *Fires in the Bathroom: Advice for Teachers from High School Students*
Teenagers dictating to teachers sounds dubious, but educators will want to take note of the message from this volume: students do want to learn. Cushman, an education journalist working in conjunction with the nonprofit organization What Kids Can Do, extensively interviewed high school students in several urban areas about every aspect of school, The book covers a range of subjects, including how to get to know students, how to earn their trust, how to judge their behavior and what to do when things go wrong.

Available at the College of Charleston library and the Charleston Public Library—Main Branch

Cushman, Kathleen. *Fires in the Middle School Bathroom*
Cushman, whose well-received *Fires in the Bathroom* covered high school students, teamed up with psychologist and Tufts professor Rogers to explore how to teach middle school students more effectively. What's a teacher to do when she's trying to be so nice and they're setting fires in the bathroom, a high school student had asked in the first volume. Much of the material that Cushman gathered (from 40 students in five cities) is about basic classroom skills. Teachers should listen carefully to what's on their students' minds and put the currents in your classroom to good use, rather than work against them, the authors advise. Be strict and be nice, they say, which is hard, but walking that line is one way you show that you are on your students' side when it comes to helping them learn.

Available at the College of Charleston library and the Charleston Public Library—Main Branch

Daniel Tatum, Beverly. *Why are all the Black Kids Sitting Together in the Cafeteria?*
Tatum, a developmental psychologist (Mt. Holyoke Coll.) with a special interest in the emerging field of racial-identity development, is a consultant to school systems and community groups on teaching and learning in a multicultural context. Not only has she studied the distinctive social dynamics faced by black youth educated in predominantly white environments, but since 1980, Tatum has developed a course on the psychology of racism and taught it in a variety of university settings. She is also a black woman and a concerned mother of two, and she draws on all these experiences and bases of knowledge to write a remarkably jargon-free book that is as rigorously analytical as it is refreshingly practical and drives its point home with a range of telling anecdotes. Tatum illuminates `why talking about racism is so hard' and what we can do to make it easier, leaving her readers more confident about facing the difficult terrain on the road to a genuinely color-blind society.

Available at the College of Charleston library and the Charleston Public Library—Main Branch

Delpit, Lisa *Other People's Children: Cultural Conflict in the Classroom*
Children of color, as well as poor children?"other people's children"?are often victimized by school administrators and others who see "damaged and dangerous caricatures" instead of able youngsters who are capable of learning in a mainstream setting. This is the observation of Delpit, who has used her varied experience in schools from New Guinea to Alaska to better understand and resolve cultural clashes in American classrooms. In the provocative essays collected here, Delpit unfolds her views on teaching African American children, based on professional research and her own experience of school as an alien environment. Defining the goal of educators as celebration, not merely toleration, of diversity in the classroom, Delpit illustrates ways that teachers, including African Americans, can build on students' home cultures to help prepare them for life after school.
Dungy, Tony. *Uncommon: Finding Your Path to Significance*

Super Bowl–winning coach and #1 New York Times best selling author Tony Dungy has had an unusual opportunity to reflect on what it takes to achieve significance. He is looked to by many as the epitome of the success and significance that is highly valued in our culture. He also works every day with young men who are trying to achieve significance through football and all that goes with a professional athletic career—such as money, power, and celebrity. Coach Dungy has had all that, but he passionately believes that there is a different path to significance, a path characterized by attitudes, ambitions, and allegiances that are all too rare but uncommonly rewarding. Uncommon reveals lessons on achieving significance that the coach has learned from his remarkable parents, his athletic and coaching career, his mentors, and his journey with God. A particular focus of the book: what it means to be a man of significance in a culture that is offering young men few positive role models.

Available at the College of Charleston library and the Charleston Public Library—Main Branch

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Dungy, Tony. *Quiet Strength*

Tony Dungy's words and example have intrigued millions of people, particularly following his victory in Super Bowl XLI, the first for an African American coach. How is it possible for a coach--especially a football coach--to win the respect of his players and lead them to the Super Bowl without the screaming histrionics, the profanities, and the demand that the sport come before anything else? How is it possible for anyone to be successful without compromising faith and family? In this inspiring and reflective memoir, now updated with a new chapter, Coach Dungy tells the story of a life lived for God and family--and challenges us all to redefine our ideas of what it means to succeed.

Available at the Charleston Public Library—Main Branch

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Eaton, Susan. *The Children in Room E4*

Eaton, a former journalist who followed an 18-year-long lawsuit involving the school district of Hartford, Connecticut, brings to life all of the complex social issues in the separate-but-equal debate that has roiled the nation since Brown v. Board of Education. Eaton focuses on a dedicated teacher and the students in Room E4 of the Simpson-Waverly Elementary School, all struggling to overcome the inequities that leave the children without adequate supplies, courses, and services to get a decent education in a decaying town, one of the nation's poorest, surrounded by wealthy suburbs. The teacher, Ms. Luddy, pushes her students, from the brightest to the most challenged, to meet the marks set for student achievement under No Child Left Behind, knowing that the school has little of the resources necessary to help the children achieve. As Eaton details the day-to-day struggle in the classroom, she chronicles the courtroom battle waged by the Connecticut Civil Liberties Union to equalize the balance between the poor black and Puerto Rican students in the city and the more privileged students in the suburbs.

Available at the College of Charleston library and the Charleston Public Library—Main Branch

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Gruwell, Erin and the Freedom Writers. *Freedom Writer's Diary*

Shocked by the teenage violence she witnessed during the Rodney King riots in Los Angeles, Erin Gruwell became a teacher at a high school rampant with hostility and racial intolerance. For many of these students—whose ranks included substance abusers, gang members, the homeless, and victims of abuse—Gruwell was the first person to treat them with dignity, to believe in their potential and help them see it themselves. Soon, their loyalty towards their teacher and burning enthusiasm to help end violence and intolerance became a force of its own. Inspired by reading *The Diary of Anne Frank* and meeting Zlata Filipovic (the eleven-year old girl who wrote of her life in Sarajevo during the civil war), the students began a joint diary of their inner-city upbringings. Told through anonymous entries to protect their identities and allow for complete candor, *The Freedom Writers Diary* is filled with astounding vignettes from 150 students who, like civil rights activist Rosa Parks and the Freedom Riders, heard society tell them where to go—and refused to listen.

Available at the College of Charleston library and the Charleston Public Library—Main Branch

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Kidder, Tracy. *Among Schoolchildren*

Christine Zajac teaches fifth grade in a racially mixed school in a poor district of Holyoke, Mass. . . . Through Kidder's calmly detailed re-creation of Zajac's daily round we come to know her students' fears and inmost strivings; we also share
this teacher's frustrations, loneliness and the rush of satisfaction that comes with helping students learn," wrote PW. "A compelling microcosm of what is wrong--and right--with our educational system."

Available at the College of Charleston library and the Charleston Public Library—Main Branch

Kozol, Jonathan. Letters to a Young Teacher

Acclaimed author Kozol began a correspondence with Francesca, a young first-year teacher at an inner-city school in Boston. His letters offer a revealing, heartfelt look at the state of education and his own joy and agony in reporting on it. The letters provoke recollections of his early days as a teacher and, as a reporter, the humbling experience of visiting classes and maintaining relationships with the people on the frontlines of teaching, while he observes and writes. Kozol offers encouragement, advice, reflection, and admiration for all the teachers like Francesca, who pour their souls into their jobs. The letters explore the challenges of teaching in the inner cities: bureaucracies and standardized tests that take the creativity out of teaching; distrustful, defiant children who take away time and attention from those who want to learn; the heartbreaking irony of teaching diversity in schools that are clearly racially segregated. A beautiful book that offers an intimate look at the challenges and joys of teaching and one that will inspire and inform teachers and all those interested in public education.

Available at the Charleston Public Library—Main Branch

McCourt, Frank. Teacher Man

For 30 years Frank McCourt taught high school English in New York City and for much of that time he considered himself a fraud. During these years he danced a delicate jig between engaging the students, satisfying often bewildered administrators and parents, and actually enjoying his job. He tried to present a consistent image of composure and self-confidence, yet he regularly felt insecure, inadequate, and unfocused. After much trial and error, he eventually discovered what was in front of him (or rather, behind him) all along--his own experience. "My life saved my life," he writes. "My students didn't know there was a man up there escaping a cocoon of Irish history and Catholicism, leaving bits of that cocoon everywhere."

Available at the College of Charleston library and the Charleston Public Library—Main Branch

Michie, Greg. Holler if You Hear Me

An award-winning educator, Gregory Michie was an elementary classroom teacher for nine years before stepping into the role of teacher-educator in 2001. This is a humorous and sobering account of a white, middle class teacher from Charlotte, N.C., working with Latino and African-American students from Chicago's South Side. From the moment Michie begins teaching in Chicago in the early 1990s, he tries to impress upon his mostly Mexican American middle school students the importance "of speaking up intelligently about matters that concern them." Building his lessons around the kids and their lives, Michie jettisons much of the back-to-basics coursework the central office wants him to cover. Instead he has students debate school policies, make audiotapes of relevant novels...and "deconstruct" the dubious social values of such pop-culture TV programs as Ricki Lake, Cops, and the Jerry Springer Show.

Available at the College of Charleston library and the Charleston Public Library—Main Branch

Nieto, Sonia. Why We Teach

Why teach? Listen to the voices of both veteran and new teachers as they share their most heartfelt and thoughtful replies to this simple but important question. Sonia Nieto, a distinguished teacher in her own right, has gathered the insights and inspirations of K-12 classroom teachers as they examine how and why they find purpose and value in the work they do. The teachers in this book, like so many across the country, do the kind of work that may not grab headlines but is far more important than even the highest test score: These teachers listen closely to their students. They share in their students' struggles and successes. They create a classroom climate that encourages growth, direction, and purpose. They help students develop into thoughtful, engaged citizens.

Available at the College of Charleston library and the Charleston Public Library—Main Branch

Paley, Vivian. The Girl with the Brown Crayon

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Vivian Paley is a kindergarten teacher who won a MacArthur "genius" award for her work in her classroom at the University of Chicago Laboratory Schools and for the books she has written about how children play and think and imagine. Now she describes her final year of teaching when the preschoolers focused on the classic picture books of Leo Lionni and related his stories to their own lives. One creative child, Reeny, becomes a kind of mentor to her teacher, helping Paley discover her own uncertainties and connections in Lionni's elemental tales. There's no pedagogical jargon here; no stages of abstract thinking. Paley shows how far kids can go when their learning is connected, uninterrupted, and interactive—if the teacher is open, and the stories are great.

http://www.amazon.com/Brown-Crayon-Vivian-Gussin-Paley/dp/0674354427/ref=sr_1_1?ie=UTF8&s=books&qid=1264039894&sr=1-1
Available at the College of Charleston library and the Charleston Public Library—Main Branch

Trade Books For K-12 Students

In 1983, at age seven, the author and his family arrived in this country, having fled the Eritrean and Ethiopian conflict. The self-published memoir of a young man who traveled from Ethiopia as a refugee to the US and eventually to Harvard is now being brought to YA audiences as a widely publicized paperback reprint. Asgedom's story is compelling; after three years in a refugee camp in the Sudan, his family—mother, father, brother, and sisters—made their way to the Chicago area where, thanks to their own faith and grit and the everyday generosity of their community, they managed to establish a life for themselves. The most vivid character to emerge from this rather scattershot collection of memories is the author's father, a medical professional in Ethiopia who became a janitor in the US. In upper-case letters, he enjoins his sons to achieve at all costs or "I WILL MAKE YOU LOST." At other moments, he reflects with great glee on his success in helping fellow refugees work their way around the American legal system. After delivering the commencement address at his graduation from Harvard, the author went on to become a motivational speaker. There is much in this account for the judiciously selective reader to ponder, and it does genuinely represent a significant portion of the contemporary American experience. (Nonfiction. 12+)
http://www.amazon.com/Beetles-Angels-Remarkable-Journey-Refugee/dp/0316826200/ref=sr_1_1?ie=UTF8&s=books&qid=1264084372&sr=1-1
Curtis, Christopher Paul. The Watsons Go to Birmingham
The year is 1963, and self-important Byron Watson is the bane of his younger brother Kenny's existence. Constantly in trouble for one thing or another, from straightening his hair into a "conk" to lighting fires to freezing his lips to the mirror of the new family car, Byron finally pushes his family too far. Before this "official juvenile delinquent" can cut school or steal change one more time, Momma and Dad finally make good on their threat to send him to the deep south to spend the summer with his tiny, strict grandmother. Soon the whole family is packed up, ready to make the drive from Flint, Michigan, straight into one of the most chilling moments in America's history: the burning of the Sixteenth Avenue Baptist Church with four little girls inside. (Ages 9-12).
http://www.amazon.com/Watsons-Birmingham-1963-Christopher-Paul-Curtis/dp/044022800X/ref=sr_1_1?ie=UTF8&s=books&qid=1264086769&sr=1-1
Available at the Charleston Public Library—Main Branch

Curtis, Christopher Paul. Bud, Not Buddy
Guided only by a flier for one of Calloway's shows—a small, blue poster that had mysteriously upset his mother shortly before she died—Bud sets off to track down his supposed dad, a man he's never laid eyes on. And, being 10, Bud-not-Buddy gets into all sorts of trouble along the way, barely escaping a monster-infested woodshed, stealing a vampire's car, and even getting tricked into "busting slob with a real live girl."
http://www.amazon.com/Bud-Buddy-Readers-Circle-Laurel-Leaf/dp/0553494104/ref=sr_1_1?ie=UTF8&s=books&qid=1264187335&sr=1-1
Available at the Charleston Public Library—Main Branch

Euwer Wolf, Virginia. True Believer
At 15, La Vaughn already knows that life is hard and that getting ahead takes a strong mind and an even stronger will. Surrounded by poverty and violence, she strives every day not to be just another inner-city statistic: "My hope is strong like an athlete. Every morning when we walk through the metal detectors to get into school ... it is an important day of dues-paying so I can go to college and be out of here." Last year when she babysat for Jolly, a young unwed mother, she saw firsthand how an unplanned pregnancy can diminish options. So she ignores the boys, studies hard, and hopes it will all be enough to get her into college. Then Jody moves back into the neighborhood. (Ages 13 and older).
http://www.amazon.com/True-Believer-Make-Lemonade-Trilogy/dp/0689852886/ref=sr_1_4?ie=UTF8&s=books&qid=1264084732&sr=1-4
**The Skin I'm In**
Flake, Sharon.
Seventh-grader Maleeka Madison is miserable when a new teacher comes to her depressed inner-city school. Miss Saunders evidently is rich, self-assured in spite of the white birthmark across her black skin, and prone to getting into kids' faces about both their behavior and their academic potential. Black and bright, Maleeka is so swamped by her immediate problems that Miss Saunders's attentions nearly capsize her stability. (Young Adult)
http://www.amazon.com/Skin-new-cover-Sharon-Flake/dp/1423103858/ref=sr_1_1?ie=UTF8&s=books&qid=1264084565&sr=1-1

**Speak**
Halse Anderson, Laurie.
Since the beginning of the school year, high school freshman Melinda has found that it's been getting harder and harder for her to speak out loud: "My throat is always sore, my lips raw.... Every time I try to talk to my parents or a teacher, I sputter or freeze.... It's like I have some kind of spastic laryngitis." What could have caused Melinda to suddenly fall mute? Could it be due to the fact that no one at school is speaking to her because she called the cops and got everyone busted at the seniors' big end-of-summer party? Or maybe it's because her parents' only form of communication is Post-It notes written on their way out the door to their nine-to-whenever jobs. While Melinda is bothered by these things, deep down she knows the real reason why she's been struck mute... (Young Adult)

**Bluish**
Hamilton, Virginia.
Bluish is unlike any girl 10-year-old Dreenie has ever seen. At school she sits in a wheelchair, her skin so pale it's almost blue. Dreenie, herself new to the New York City magnet school, is fascinated by her, but wary as well. Unaware that the name Bluish could have derogatory connotations ("Blewish," for Black and Jewish), she fixates on the moonlight blue skin tones of this curiously fragile child. Together with Tuli, a bi-racial girl who pretends to be Spanish (often with poignantly comical results), the three carefully forge a bond of friendship, stumbling often as they confront issues of illness, ethnicity, culture, need, and hope. (Ages 9-12).
http://www.amazon.com/Bluish-Virginia-Hamilton/dp/0439367867/ref=sr_1_1?ie=UTF8&s=books&qid=1264085906&sr=1-1

**The First Part Last**
Johnson, Angela.
Brief, poetic, and absolutely riveting, this gem of a novel tells the story of a young father struggling to raise an infant. Bobby, 16, is a sensitive and intelligent narrator. His parents are supportive but refuse to take over the child-care duties, so he struggles to balance parenting, school, and friends who don't comprehend his new role. (Ages 11 and up).
http://www.amazon.com/First-Part-Last-Angela-Johnson/dp/1442403438/ref=sr_1_1?ie=UTF8&s=books&qid=1264085779&sr=1-1

**The Teen Guide to Global Action: How to Connect with Others (Near and Far) To Effect Social Change**
Lewis, Barbara.
Kids everywhere are deciding they can’t wait to become adults to change the world. They’re acting right now to fight hunger and poverty, promote health and human rights, save the environment, and work for peace. Their stories prove that young people can make a difference on a global scale. (Young Adult).

**Tico and the Golden Wings**
Lionni, Leo.
Children will take the hopes and wishes of the little bird born without wings to their hearts. They will understand the ending: 'We are all different. Each has his own memories and his invisible golden dreams.' (Ages 4-8).
http://www.randomhouse.com/kids/lionni/books

**An Extraordinary Egg**
Lionni, Leo.
A fable about friendship with a touch of mistaken identity. One day Jessica, an adventuresome young frog, rolls home a "beautiful stone" to show her two froggy friends. Marilyn, who knows "everything about everything," states with absolute
certainty that it's a chicken egg. So when an alligator hatches, the three frogs are surprised and delighted with how well their "chicken" can swim. (Ages 4-8).

Available at the College of Charleston library and the Charleston Public Library—Main Branch

Lionni, Leo. Little Blue and Little Yellow

Little blue and little yellow share wonderful adventures. One day, they can't find one another. When they finally meet, they are overjoyed. They hug until they become green. But where did little blue and little yellow go? Are they lost? (Ages 4-8).

Available at the College of Charleston library and the Charleston Public Library—Main Branch

Lionni, Leo. A Color of His Own

The charming story of a chameleon searching for his own color, who ends up finding a true friend. (Ages 4-8).

Available at the Charleston Public Library—Main Branch

Na, An. A Step from Heaven

At age four, Young Ju is not happy to be leaving her Korean home and loving Halmoni (grandmother) to move with her parents to Mi Gook (America), believed to be the land of great promise. Through Young Ju’s experiences, listeners hear the family unravel as difficulties mount for them in the States. Young Ju's parents struggle with several low-paying jobs, handicapped by their language barrier. Young Ju's alcoholic and bitter father abuses his wife and children and forbids Young Ju to socialize with American friends. And when her father crosses a frightening line in his cruelty, Young Ju bravely takes action that sets her mother, younger brother and herself on the path to yet another new life in America. (Ages 12-up).

Available at the College of Charleston library and the Charleston Public Library—Main Branch

Polacco, Patricia. For the Love of Autumn

A student teacher, Danielle, rescues a kitten, and when she gets a teaching job that takes her to Port Townsend, WA, and a house on a bay, they settle in. Then Autumn is wounded and lost in a thunderstorm, and despite Danielle's class's efforts to find her, she appears to be gone for good. Everyone is amazed when she returns weeks later, fit as a fiddle. Danielle eventually meets the man who has cared for her pet, and they fall in love. (Ages 4-8).

Available at the Charleston Public Library—Main Branch

Polacco, Patricia. Thank You, Mr. Falker

This moving saga of her struggle with a learning disability makes an inspiring picture book. Young Tricia wants desperately to read but when she starts school she finds that the words "wiggle" on the page. Teased by her classmates, she retreats into dreams and drawings. It's not until the family moves to California and Tricia has managed to reach the fifth grade that a new teacher finally recognizes her pain and distress. What's more, he does something about it. (Ages 4-8).

Available at the Charleston Public Library—Main Branch

Polacco, Patricia. January's Sparrow

Fleshing out historical events with invented but credible details, Polacco retraces the 1840s flight of the Crosswhite family from slavery to freedom and the dramatic standoff between the residents (black and white both) of the Michigan town where they settled and a band of "paddy rollers" sent to fetch the fugitives back to Kentucky. (Ages 9-12).

Available at the Charleston Public Library—Main Branch

Polacco, Patricia. The Lemonade Club

Everyone loves Miss Wichelman’s fifth-grade class—especially best friends Traci a nd Marilyn. That’s where they learn that when life hands you lemons, make lemonade! They are having a great year until Traci begins to notice some changes in Marilyn. She’s losing weight, and seems tired all the time. She has leukemia—and a tough road of chemotherapy ahead. (Ages 4-8).

Available at the Charleston Public Library—Main Branch

Polacco, Patricia. Pink and Say

Sheldon Curtis, 15, a white boy, lies badly wounded in a field in Georgia when Pinkus Aylee, an African American Union soldier about Sheldon's age, finds him and carries him home to his mother, Moe Moe Bay. Sheldon, known as Say, is nursed back to health in her nurturing care. (4th grade and up).
Rock, Peter. *My Abandonment*

This is a poignant coming of age tale from the point of view of a young captive girl who doesn't know she's a captive. The engaging but limited perspective of 13-year-old Caroline, the hillbilly girl that lived in the park, reveals a highly circumscribed world. When first met, Caroline and Father are scavenging for materials to make a shelter in the forest park outside of Portland, Ore., where they seem to be hiding out. They grow their own veggies in a cave and Caroline uses a set of encyclopedias for her only formal “schooling”. They make cautious trips into the city to the supermarket and the library, but a lapse by Caroline brings police attention, and they are taken into custody. A kind stranger on a rural ranch offers help, gets Father secure employment and brings pots and pans and school clothes so that Caroline can go to school. Life settles, until a horrific turn disrupts their lives once again. Who are these two? Caroline walks past posters with my face on them, my old name, and no one sees me. Father says: If I weren't your father... how could I have walked right into your backyard and walked away with you and no one said a word? This is a tale of survival, of love and attachment, of mystery and alienation. It is an utterly entrancing book, a bow to Thoreau and a nod to the detective story. Every step of this narrative, despite providing more questions than answers, rings true. As one reviewer wrote “The story is difficult to categorize - veteran flashbacks, homelessness, paranoia, urban survival. I don't think I will ever view a homeless person again without thinking about this story. Definitely worth reading.” (Young Adult).

Soto, Gary. *Buried Onions*

Eddie can always smell onions in the air--the sharp bitter odor of hopelessness and anger that haunts the poor side of Fresno. "I had a theory about those vapors, which were not released by the sun's heat but by a huge onion buried under the city. This onion made us cry. Tears leapt from our eyelashes and stained our faces." Eddie tries to escape from the poverty and gang society that surrounds him by taking vocational classes and staying away from his old "cholos," (gang friends). But when his cousin is killed, his aunt urges him to seek out and punish the murderer. (Young Adult).

Woodson, Jacqueline. *Miracle’s Boys*

If only, if only... Life is full of poignant hypotheticals for Ty'ree, Charlie, and Lafayette, three brothers who are raising themselves after they lost their father to a drowning accident and their mother to diabetes. Each boy deals with his grief in his own way: the oldest, Ty'ree, has given up his dreams of college to work full time to support the others. Charlie is slippings into a life of crime, and is just back, angry and alienated, from two years at a correctional facility. Lafayette, the youngest brother, has retreated inward, avoiding his friends and blaming himself for his mother's death. These three are struggling against pretty large odds, but "brother to brother to brother," they can survive. (Ages 9-12).