COLLEGE OF CHARLESTON
EDFS 201: Foundations of Education
Monday & Wednesday 12 – 1:15 pm
Education Center 212
Fall 2014

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: 9:15-11:15 am or by appointment
Email Hours: T OR Th of a given week: Latest check and response 4 pm (due to work in Columbia this semester, I may not check email AT ALL on a Tuesday or Thursday of a week)
Home Hours: Tues OR Thur of a given week: 10-4; call: 843.873.8090; if not home, leave a message with #

Course Description
The Foundations of Education provides a rigorous historical examination of cultural expressions that are ubiquitously manifest in the American public school system. This course examines emphasis on the history of education from the eighteenth through the twenty-first centuries. This history examines the social, political, and economic goals of schooling, all of which includes an examination of how children were socialized as good citizens, productive employees, and advocates of American culture, politics, and business throughout the history of schools in the United States. This course also analyzes the intellectual trajectory of education through the philosophies of education espoused by noted theorists John Locke, Jacques Roseeuw, Pestalozzi, Montessori, W.E.B. DuBois, John Dewey, Myles Horton, Paulo Freire, Howard Gardner and other influential schools of thought that shaped how we define childhood and how to best educate youth. Fundamental to this analysis is a framework of diversity and how communities of color experienced these ideals and the tensions associated with them. Finally, as this course concludes with an examination of the contemporary status of American education, concluding course topics interrogate the ethical dilemmas associated with American education. This examination includes issues such as the appropriate role of educators in a growing multiracial democracy, appreciating diversity in an era of re-segregation, the status of equal opportunity in education for all students, the role of school choice and charter schools in educational reform, and the shift toward the privatization of American public schools.

Required Text

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

Course Requirements
Demonstration of SOEHHP 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
- OAKs

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 tentative schedule at the end of the syllabus. Any changes will be announced in class. All assignments must be turned in during the class or to OAKS on the date due. Please make sure to pay attention to how each assignment should be submitted. If, for medical or serious personal reasons, an assignment is late, the instructor should be informed of the reasons. Otherwise, each late course assignment – excluding classwork assignments and reading reflections - will receive a FIVE-PERCENT deduction per day that it is late. Classwork assignments and reading reflections will not be accepted late. DO NOT give assignments to School of Education personnel. Assignments will NOT be accepted via email (unless specified explicitly).

All assignments must be typed and follow APA style guidelines. Because of the nature of the Primary Source Paper, APA style guidelines may not be as appropriate. As such, more guidance will be given on how to cite this assignment.

Participation and Attendance
Participation
During class, there will be a number of activities. TCs will be expected to participate in these activities (periodically collected at the completion of class) and in general class discussions. Many of these require out-of-class work that must be completed in order to be able to fully participate. Failure to come to class prepared will result in a deduction of participation points. Simply put, in order to earn credit for classwork activities and discussions, TCs must be present and prepared.

Every week TCs have the opportunity to earn five participation points. Failure to be prepared (which may be assessed based on open-note, closed readings quick quizzes; checking notes taken in preparation of a classwork assignment; etc), will result in TCs not earning these points. Participation points will be deducted for cell phone use in class and disrespectful conduct. If an emergency, TAs may be excused to the hallway to talk or text. Otherwise, I should not see fingers typing on phones underneath tables.

TEDU Attendance Policy
Excessive absences (i.e., more than 15% - approximately 5 hours/4 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. Regarding absences, 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.

Reading Reflections (3)
To maximize the understanding of the complexities of our educational system, it is imperative that TCs engage in their readings. Some of the readings will be addressed in class, but due to the vast body of pertinent literature in this field, some of the topics covered in the out-of-class readings will not. Therefore, to ensure active engagement with the readings and maximum knowledge gained from this course, TCs will be responsible for reflecting on the readings throughout the semester.

There are four reading reflections due throughout the course of the semester. Entries must be submitted to the dropbox in OAKS by NOON on the date indicated on the daily schedule. Failure to submit on time will result in a loss of credit.

Each entry should be labeled: “READING REFLECTION #: TITLE GIVEN ON WEEKLY SCHEDULE”

Several weeks before each reflection is due, there will be time set aside in class for explaining the assignment expectations. If TCs are not in class, they should talk with a peer about what is expected on the assignment. All of the reflections will require TCs to draw from the class readings, class discussions, and AT LEAST ONE contemporary source (newspapers - Post and Courier, reliable magazines – US News and World Report, news websites - CNN, television or radio news programs – NPR; current issues of educational journals - Education Weekly, etc.) in order to connect to current events in educational news. Reflections that only draw on course discussions and personal opinions and anecdotes will not be given credit.

Like with all written assignments, TCs should follow APA formatting.

*Note to TCs: I have used feedback from former students in my revisions of this assignment. I was encouraged to let you all know ahead of time that these take a long time if done properly. My former students found them very valuable but found that they could not wait until the last minute to complete them.

Critical Autobiography Assignment
Part of the focus for this course is to better understand the interplay of culture in schools, classrooms, and individuals. The first 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. The second part of the assignment provides an opportunity to critically analyze the role of race in education.

Part I:
A. In order to do this, 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 our 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?

Source for Part I:

Part II:
7. Based on the readings from Tatum, McIntyre and McIntosh (listed below and posted on OAKs), what is race and what is racism? What is white privilege? Do you experience any advantages because of your race? How do schools reflect these notions of race, privilege and discrimination?

8. How do you identify with regards to class, gender, sexual orientation, language, and/or ability? How do you benefit and struggle because of these identities? How do these identities affect the education of our students?

Sources for Part II:


Contemporary Issues Lesson
As this is an education course, it is important that TCs 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. Some of the overarching issues include more specific related issues. In such cases, group members 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 issue(s). Coverage of the issue(s) should include a critical focus on the tensions related to the issue(s), that is, TCs should use multiple disciplinary lenses and consider multiple perspectives as they think and present about the issue. TCs will be responsible for leading the class discussion around the issue(s). TCs are responsible for preparing an engaging lesson with thought-provoking discussion questions, to be approved by me at least two classes prior to the lesson facilitation during my office hours.

In order to become an expert on the issue(s), research should include scholarly articles and texts, at least one local example related to your issue from a reputable magazine or newspaper so to show the relevance of the issue, and at least one international example from a reputable source to show the global significance of the issue. Everyone is expected to read all of the sources in preparation of writing the lesson plan. TCs are expected to turn in an electronic portfolio (zip file is fine) to me which includes the sources.

All lesson materials (including a reference list, presentation, handouts, etc.) and follow-up information are to be included in the electronic portfolio, submitted to me no later than a week following the lesson. I will then post everything on OAKs under the class content module for the entire class. Follow up may have to do with answering questions that were unresolved during the class discussion.

On the day of the 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 (must at least have a handout with major points discussed in lesson for classmates which I want with your electronic submission as well to be posted on OAKs), 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 if applicable

A week after the lesson, each individual group member must submit a one- 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? If applicable, 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 issue(s) from multiple disciplinary lenses and multiple perspectives? If applicable, 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?

History of Education: Primary Source Analysis Paper
The purpose of this assignment is to construct a narrative argument based on primary sources, supplemented with secondary source material. TCs will examine the primary documents set aside at the Avery Research Center (125 Bull Street) to address the following questions: What role did the Progressive Club, the Citizenship Schools, and the Highlander Research Center play in the Civil Rights Movement? How did educators and activists like Septima Clark, Esau Jenkins, and Bernice Robinson advance the Civil Rights Movement in Charleston and the Lowcountry? Papers must be between 5 and 7 pages and based on these primary documents and other secondary sources TCs find to support their essays. Descriptions of education during the Civil Rights Movement must be accurate and adequately detailed; the primary sources must be reasonably contextualized and in more than one context; and the interpretations must be reasonably connected to the descriptions and contextualization.

The primary sources that have been pulled and suggested secondary sources can be found below. A sign-in sheet is available at the Avery Research Center archives and students are expected to sign in. TCs are to take a picture of the sign-in sheet to verify their trip to the Avery Center. (If they are unable to do so, TCs should determine another way to verify their visit to the Avery Center ahead of time.) Some of the sources are available online at the Avery website (http://avery.cofc.edu/archives/), but some are difficult to read in the online format and should be reviewed at the Avery Center.

Septima P. Clark Collection
Box 1, Folder 8, “Transcript of Interview with Clark by Jacquelyn Hall for Southern Oral History Program. Charleston, South Carolina, July 25 1976”

Box 1, Folder 5, “Reflections of Two Black Southern Women: Septima Clark and Ann Moody by Kathleen Taylor. Mimeographs of Typescripts”

Box 7, Folder 10, “Transcript of Interview with Clark by Eliot Wigginton”

Esau Jenkins Collection
Box 1 Folder 13, “Progressive Club, 1965-1973”

Box 1 Folder 22, “Highlander Research and Education Center, 1963-1990”

Bernice Robinson Collection
Box 3, Folder 16, “Affiliations: Citizenship School: South Carolina”

Box 3, Folder 17, “Affiliations: Citizenship School: South Carolina”

Box 3, Folder 18, “Affiliations: Citizenship School: South Carolina”

Box 3, Folder 19, “Photographs”

Box 3, Folder 20, “Photographs”

Suggested Secondary Sources


**Philosophy of Education Statement**

As part of our study of the philosophy of education, TCs will articulate a personal philosophy of education. Your philosophy of education will continue to evolve throughout your career. This assignment affords TCs an opportunity to wrestle with some difficult questions such as the meaning of life and reality which translate into how to teach and interact with students, colleagues, and families. The philosophy of education statement allows TCs to articulate beliefs about knowledge, learning, students, and teaching. *TCs should keep an electronic and hard copy of this philosophy statement as it will be reviewed and revised in future courses.*

**Midterm and Final**

These exams provide an opportunity for TCs to demonstrate an understanding of key concepts and ideas explored in and out of class. These exams will draw from class discussions, in- and out-of-class assignments, and readings (presented both by me and class peers).

**Written and Oral Communication**

TCs 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. For assistance with APA, guidelines and examples can easily be found on the web. 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 TCs use correct grammar in all oral communication, especially during field experiences. Classroom teachers, student peers, and I will collaborate to eliminate all oral grammatical errors, using an approach of constructive criticism.

**Respectful Conduct**

TCs are expected to be respectful and considerate of one another. Cell phones should be turned off while in class. Laptops should only be used in class if they are facilitating the development of mathematical thinking; if they 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.

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

- Out-of-Class Prep, Participation and Attendance: 80 points (16%)
- Critical Autobiography: 60 points (12%)
- Issues Presentation and Reflection: 80 points (16%)
- Primary Source Paper: 60 points (12%)
- Philosophy of Education Statement: 60 points (12%)
- Reflective Readings (3): 20 points each, 60 points (12%)
- Midterm: 40 points (8%)
- Final Exam: 60 points (12%)

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>
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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>
<td>3.3</td>
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<tr>
<td>B</td>
<td>86-88%</td>
<td>3.0</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>
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<tr>
<td>C-</td>
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<tr>
<td>D+</td>
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<td>D</td>
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<tr>
<td>D-</td>
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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), (3) National Council for Accreditation of Teacher Education (NCATE) standards, and State Standards for Teacher Education (SC).

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; SC 6).
- 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; SC 5).
- 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; SC 4).
- Begin identification of pedagogical strategies that are suitable for learners of diverse abilities and backgrounds (SOE I and II; SC 4).

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.
Generally, the student shall:
- Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.
- Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

Additionally, 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 OAKs.*

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS*</th>
<th>DUE</th>
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| 1 Aug. 20 | Introduction to course  
Discussion of contemporary issues project  
Using the SF lens  
Purpose of the class  
**Identity molecule/Critical Biography** | “Introduction” Ogbu – in class | |
| 2 Aug. 25 & 27 | Anthropological lens: Making the familiar strange  
Discussion of primary source paper  
Anthropological lens: Unintended consequences | Ch 1 “Foundations of Multicultural Education” from *Multicultural Education in a Pluralistic Society*  
*Why Are All the Black Kids Sitting Together in the Cafeteria?* Tatum  
*Making Meaning of Whiteness* McIntyre  
“White Privilege” McIntosh (link on identity molecule handout)  
“Social organization of classes and schools” Florio-Ruane (link on identity molecule handout) | Begin work on Identity molecule/Critical Autobiography  
First four readings relate to this assignment  
Outline Florio-Ruane reading |
| 3 Sept. 1 & 3 | Historical & philosophical lenses: The history & goals of public schooling – VIDEO 1  
Discussion of reading reflections (RR)  
Posted to OAKs content: RR 1: History  
Historical & philosophical lenses (cont): The history & goals of public schooling – VIDEO 2  
Explain philosophy jigsaw assignment for next week | Ch. 1 & 2 Rury | While reading Rury, keep a history time/theme line related – consider how related to in-class videos (helpful for RR1, midterm, & final). |
| 4 Sept. 8 & 10 | Historical & philosophical lenses (cont.) –VIDEO 3  
Discuss videos, Rury Chs. 1-3, and RR 1: History.  
**Philosophy jigsaw part I – 15 minutes**  
**Philosophy jigsaw part II – 1 hour** | Ch. 3 Rury (9/8)  
All read pp. 60-69, 92-93 in *Political Foundations* AND Independent readings for jigsaw preparation (must be reliable/credible sources) (9/10) | Notes on Rury (see above) (9/8)  
Prepare for Jigsaw (9/10) |
| 5 Sept. 15 & 17 | Progressivism; Wrap-up philosophy  
Discuss philosophy statement (9/15)  
**ISSUE 1: Student Diversity** (9/17)  
Posted to OAKS content (Friday): RR 2: Social realities (social reproduction, school failure, equality, diversity, multiculturalism, etc.) | Ch. 4 Rury (9/15)  
*Tinkering toward utopia* excerpts Tyack & Cubin (Part of RR 1) | Issue 1 (9/17)  
RR 1: History (FRIDAY 9/19 to OAKs Dropbox by NOON) NOTE: Issue 1 may turn RR1 in by noon on MONDAY 9/22 |
<p>| 6 Sept. 22 | Sociological lens: Social reproduction | “Social reproduction in theoretical practice” MacLeod | Take notes on different theorists in |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>ISSUE</th>
<th>Description</th>
<th>Reading Details</th>
<th>Notes</th>
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</table>
| 7 Sept. 29 & Oct. 1 | ISSUE 2: Equality of educational opportunity? (9/24) | “Invisible inequality” Lareau (9/22)  
Ch. 5 Rury (9/24) | MacLeod, answer specific questions given for Lareau, and continue Rury notes. (9/22) | Issue 2 (9/24)                                                                                   |
|            |       | Exploring an issue: Minority education and school failure Part I (9/29)                           | “Understanding minority education” – Jacob & Jordan;  
*How people learn* excerpt NRC; “But that’s just good teaching!” Ladson-Billings (9/29) | Take notes on readings both days. Answer specific questions given for NRC and Ladson-Billings. |
<p>|            |       | Exploring an issue: Minority education and school failure Part II (10/1)                        | “Frameworks” Ogbu; “Achieving school failure” McDermott (10/1)                          |                                                                                                  |
|            | ISSUE 3: Progress and hope: Promising practices, resources, and models (10/6) | | Issue 3 (10/6) | Critical autobiography due at beginning of class (10/6)                                       |
| Oct. 6 &amp; 8 |       | Midterm (10/8)                                                                                   | Purposefully no major readings, since midterm and RR 2 due this week.                    | Study for midterm (10/8)                                                                         |
|            |       | Political, economic, and comparative lenses: Power, control, and influence –                     | Ch. 6 Rury (10/13) | Take notes on Rury.                                                                           |
| Oct. 13 &amp; 15 |       | Exploring issues: ESEA/No Child Left Behind Act/reauthorization and Career and College Ready Standards and Assessments | Potentially additional readings TBA (10/15) |                                                                                                  |
| 10 Oct. 20 &amp; 22 | ISSUE 4: Federal and State Education Improvement Policies and Initiatives (10/20) | Potentially readings TBA by Issue 4 and 5 | Issue 4 (10/20) | Detailed outline of primary source paper (WEDNESDAY 10/22 at beginning of class) NOTE: Issue 4 &amp; 5 may turn in outline by noon on MONDAY 10/27 |
|            | ISSUE 5: Local Control: School Choice (10/22) | | Issue 5 (10/22) |                                                                                                  |
|            |       | <em>Preschool in three cultures</em> (VIDEO)                                                            |                                                                                          | RR 2: Local, State, National, and International Influence (FRIDAY 10/31 to OAKs dropbox by NOON) |
|            |       | Posted to OAKs content (FRIDAY): RR 4: Being a professional educator, including knowing the law and being a leader |                                                                                          |                                                                                                  |</p>
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<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td>12 Nov. 3 &amp; 5</td>
<td>Fall break or Inclement weather make up day (11/3/14)</td>
<td>Potentially readings TBA by Issue 6 (11/5)</td>
<td>Issue 6 (11/5)</td>
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<td></td>
<td>ISSUE 6: Early Education: Initiatives, Models, and Debates (11/5)</td>
<td>Issue 6 (11/5)</td>
<td>Primary source paper (FRIDAY in my mailbox or under my office door by NOON)</td>
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<tr>
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<td>Fall break or Inclement weather make up day (11/3/14)</td>
<td>Potentially readings TBA by Issue 6 (11/5)</td>
<td>Issue 6 (11/5)</td>
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<td></td>
<td>ISSUE 6: Early Education: Initiatives, Models, and Debates (11/5)</td>
<td>Issue 6 (11/5)</td>
<td>Primary source paper (FRIDAY in my mailbox or under my office door by NOON)</td>
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<tr>
<td></td>
<td>Discuss case assignment (partner activity)</td>
<td>School Law Reading from old Spring Text?</td>
<td>Issue 7 (11/10)</td>
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<tr>
<td></td>
<td>Legal lens (11/12)</td>
<td>School Law Reading from old Spring Text?</td>
<td>Issue 7 (11/10)</td>
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<tr>
<td>14 Nov. 17 &amp; 19</td>
<td><strong>Presentation of cases</strong> (11/17)</td>
<td>Independent readings for case assignment (11/17)</td>
<td>Case partner assignment (11/17)</td>
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<td></td>
<td>Assign RR 4: Tying it all together</td>
<td>Independent readings for case assignment (11/17)</td>
<td>Case partner assignment (11/17)</td>
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<td><strong>ISSUE 8: The profession of teaching</strong> (11/19)</td>
<td>“Leaving the profession” – Lloyd and potentially readings TBA by Issue 8 (11/19)</td>
<td>Issue 8 (11/19)</td>
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<tr>
<td></td>
<td>The teaching profession – additional information as needed</td>
<td>“Leaving the profession” – Lloyd and potentially readings TBA by Issue 8 (11/19)</td>
<td>Issue 8 (11/19)</td>
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<tr>
<td>15 Nov. 24 &amp; 26</td>
<td>Leadership – <em>The Principal Story</em> (VIDEO) – Must answer questions to be turned into Kaylee</td>
<td>Philosophy statement (MONDAY 11/24 at the beginning of class)</td>
<td>Philosophy statement (MONDAY 11/24 at the beginning of class)</td>
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<td></td>
<td>Thanksgiving Break (11/26)</td>
<td>Philosophy statement (MONDAY 11/24 at the beginning of class)</td>
<td>Philosophy statement (MONDAY 11/24 at the beginning of class)</td>
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<tr>
<td>16 Dec. 1</td>
<td>Evaluations</td>
<td>RR 3: Being a professional educator, including knowing the law and being a leader</td>
<td>RR 3: Being a professional educator, including knowing the law and being a leader</td>
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<tr>
<td></td>
<td>Final exam review: Jeopardy</td>
<td>(WEDNESDAY 12/3 to OAKs dropbox by NOON)</td>
<td>(WEDNESDAY 12/3 to OAKs dropbox by NOON)</td>
</tr>
<tr>
<td>Dec. 5</td>
<td>Final exam (FRIDAY 12/5)</td>
<td>Study for final</td>
<td>Study for final</td>
</tr>
<tr>
<td>12-3 pm</td>
<td>Final exam (FRIDAY 12/5)</td>
<td>Study for final</td>
<td>Study for final</td>
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</tbody>
</table>
Please retain until end of the semester. Your participation grade relies on this document.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Participation Point CW &amp; HW Assignments</th>
<th>Initialed for Completion</th>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 25 &amp; 27</td>
<td>Notes on Florio-Ruane reading (outline) (8/25) 1 pt</td>
<td></td>
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<tr>
<td>Sept. 1 &amp; 3 AND</td>
<td>Notes on Rury Chs. 1-3 (9/1-9/8) 6 points</td>
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<tr>
<td>Sept. 8 &amp; 10</td>
<td>Philosophy jigsaw (prep and presentation) (9/10) 10 points</td>
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<tr>
<td>Sept. 22 &amp; 24</td>
<td>Notes on MacLeod, Lareau, and Rury readings (9/22) 3 points – 1 per reading</td>
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<tr>
<td>Sept. 29 &amp; Oct. 1</td>
<td>Notes on minority failure Part I readings (9/29) 3 points – 1 per reading</td>
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<tr>
<td></td>
<td>Notes on minority failure part II readings (10/1) 4 points – 2 per reading</td>
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<td>TOTAL POINTS for Out-of-Class Prep at Midterm</td>
<td></td>
<td></td>
<td>27</td>
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<tr>
<td>Oct. 13 &amp; 15</td>
<td>Notes on Rury reading (10/13) 2 points</td>
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<td>2</td>
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<tr>
<td>Oct. 27 &amp; 29</td>
<td>Notes on “A world culture of schooling?” Anderson-Levitt reading (10/27) 3 points – tough reading</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Nov. 17 &amp; 19</td>
<td>Legal case assignment (prep and presentation) (11/17) 10 points</td>
<td></td>
<td>10</td>
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<td>COMMENTS:</td>
<td></td>
<td></td>
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<tr>
<td>General participation 2 points per day for 19 days (not including midterm, philosophy jigsaw day, legal case day, 5 video classes, final review, or final)</td>
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<td>38</td>
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<tr>
<td>TOTAL POINTS for Out-of-Class Prep after Midterm AND General Participation and Attendance for the Semester</td>
<td></td>
<td>53</td>
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</tbody>
</table>

GENERAL PARTICIPATION in class is expected
Participation points are deducted for every cell phone/non-class-related internet use, lack of participation during peer presentations, and lack of participation during class discussions. I keep this information in my grade book.