Introduction:

analysis (noun, plural analyses; adjective analytical; verb analyze)

1. The separation of a whole into constituents with a view to its examination and interpretation.

This course introduces the study of schooling within an interdisciplinary framework. Drawing upon sociology, we investigate the resources, structures, and social contexts which influence student opportunities and outcomes in the United States. From psychology, we contrast theories of learning, both in the abstract and in practice. From philosophy, we examine competing educational goals and their underlying assumptions regarding human nature, justice, and democracy. In addition, a community learning component, where students observe and participate in nearby K-12 classrooms for three hours per week, will be integrated with course readings and written assignments.

Readings:

A course reader will be available for purchase in class
Evaluation:
Five 2-3 page analysis papers 5 x 10 =50 pts
   #1 Social Context of Schooling
   #2 Theories of Learning
   #3 Explaining Educational Inequality
   #4 School-based Reform Strategies
   #5 Curriculum Project Proposal

Class participation =10 pts
Hartford classroom participation (evaluated by classroom teacher) =15 pts
Curriculum Project - Oral Presentation (evaluated by coordinators) =10 pts
Curriculum Project – Final Draft (evaluated by instructor) =15 pts
Reflection journal on Hartford school placement =10 pts

NOTE: Initially, the total number of points equals 110. When calculating the final grade, your lowest 10-point grade will be dropped, resulting in an adjusted total of 100 points.

Be advised that adequate work earns a C, good work earns a B, and outstanding work earns an A in this class. Students are expected to engage in academic honesty in all forms of work for this course. If this is unclear to you, ask for clarification.

The late assignment penalty is a 10% reduction for every 12-hour period beyond the deadline, with exceptions granted only for documented medical & family emergencies.

Please notify me during the first week if you require any special accommodations.

How to succeed in this course:
• Class begins on time and we expect you to be present at every session from start to finish. If you run into a one-time scheduling conflict with our class, be sure to consult with us (by email, phone, or in person) BEFORE the conflict to inquire about alternative arrangements. If you become ill or have a family emergency, then email or phone us to inquire about what you’re missing and how to compensate.

• Participate regularly in class discussions and bring the relevant readings and notes with you. Participation is part of your grade, because actively engaging in discussion is an integral part of the learning process. At the same time, remember that being a reflective listener is crucial to meaningful discussions, especially when the views of others differ from your own.

• The short analysis papers require students to bridge theoretical readings with the participant-observation experiences in Hartford schools. They also serve as the primary evaluation tool in this course, so look for feedback about improving your writing.

• The instructor is assisted by TAs who attend all classes, facilitate small group discussions, and write comments on (but not grade) written assignments. Make an appointment with any one of us to talk about improving your learning in the course.
**Tue Jan 22**

Introduction to Syllabus & Placements in Hartford Public Schools

Participant-Observation Guidelines:
Clusters of students will be assigned to work with classroom teachers in five different schools in the area. In each school, a coordinator has been designated to help organize placements, guide orientations, and facilitate communication with classroom teachers.

<table>
<thead>
<tr>
<th>Schools &amp; Placement Coordinators</th>
<th>Address</th>
<th>Main Phone</th>
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</thead>
<tbody>
<tr>
<td>McDonough Middle School</td>
<td>111 Hillside Avenue</td>
<td>695-4260</td>
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<tr>
<td>Christopher Redden</td>
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<tr>
<td>Moylan Elementary School</td>
<td>101 Catherine Street</td>
<td>695-4500</td>
</tr>
<tr>
<td>Erin Doyle, Kate McEachern</td>
<td></td>
<td></td>
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<tr>
<td>Hartford Magnet Trinity College Acad</td>
<td>53 Vernon Street</td>
<td>757-6201</td>
</tr>
<tr>
<td>Mark Flaherty, Kim Bird</td>
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<tr>
<td>Burns Academy of Latino Studies</td>
<td>195 Putnam Street</td>
<td>695-2980</td>
</tr>
<tr>
<td>Emden Jimenez-Sifontes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burr Elementary (PreK-8)</td>
<td>400 Wethersfield Avenue</td>
<td>695-3080</td>
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<tr>
<td>Jeff Mucha</td>
<td></td>
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Hartford Public Schools website: [http://www.hartfordschools.org/](http://www.hartfordschools.org/)

HPS info on weather-related closings: 695-SNOW (695-7669)

Trinity Ed Studies Program website: [http://www.trincoll.edu/academics/majorsandminors/educational/](http://www.trincoll.edu/academics/majorsandminors/educational/)

Students will work as “participant-observers” with their classroom teachers for at least 8 three-hour sessions (a total of 24 hours) over the course of the semester. The objectives are for Trinity students to:

- Integrate theoretical readings with first-hand experience, in order to complete the 5 analysis papers and journal assignments required in the course
- Develop meaningful relationships with students and teachers, to deepen our reflections on the contexts of urban schools and the purposes of education
- Identify potential resources and gain practical experience for designing a curriculum project

During the initial visit with the teacher, students will complete a basic contract to establish their schedule and role in the classroom. “Participant-observation” is more than just quietly watching; it includes more active roles in the classroom, such as one-on-one tutoring, working with small groups, preparing materials for a classroom project, and (in some cases) planning and teaching a brief lesson. Copies of your signed contract must be given to the professor and classroom teacher.

At the end of the semester, school coordinators will evaluate Trinity students’ placement experiences based on their level of engagement, reliability, and effort demonstrated in the classroom.
Unit 1: The Social Context of Schooling: perspectives from anthropology and sociology of education

Question: How does the social context of schooling impact learning and educational outcomes?

Thurs Jan 24: Images of urban education


“Hartford Launches Dinner Program for Poor Students,” and “Sharing Visions for Hartford”, from The Hartford Courant, 2011.

Tues Jan 29: Education and socialization, Part I


Distribute: Paper topic #1, DUE Monday Feb 4

Thurs Jan 31: Education and socialization, Part II


Unit 2: Theories of Learning

Question: How do classical and contemporary theorists explain how people learn?

Tue Feb 5: Classical Theories

Phillips and Soltis, Perspectives on Learning, Chapter 2

Distribute: Learning vignette writing pre-assignment
Thur  Feb 7  Behaviorism
Phillips and Soltis, *Perspectives on Learning*, Chapter 3


Tue  Feb 12  Constructivist Theories: Piaget, Dewey, and Vygotsky
Phillips and Soltis, *Perspectives on Learning*, chapters 5-6

Video excerpt in class: *First Graders Divide 62 by 5* (TC Press, 1999)

Distribute: Paper topic #2, DUE Tuesday, Feb. 19

Thur  Feb 14  Languages and Learning: Applying Vygotsky to classrooms with English-language learners

Unit 3: Explaining Educational Inequality
Questions: How do different theories attempt to explain racial, social class, and gender gaps in educational achievement?

Tues Feb 19: The Intelligence Debate


In class: Selected data from SAT and National Assessment of Educational Progress (NAEP)


Thurs  Feb 21: School Finance and Tracking


“Strategic School Profile” for your placement school [see directions above]

In class: Analyze metropolitan Hartford data and Strategic School Profiles

**Tues Feb 26:** Class Inequality: Social Reproduction Theories


**Thurs Feb 28:** NO CLASS – Trinity days

**Tues Mar 5:** Language and inequality


In class: discussion of diversity data

**Thurs Mar 7:** Race and Educational Outcomes, Part I


Distribute Paper topic #3: DUE Thursday Mar 14
Tue Mar 12: Race and Educational Outcomes, Part II: Stereotypes


Thurs Mar 14: Gender Bias

AAUW (2010), Why So Few? Women in Science, Technology, Engineering, and Mathematics (Executive Summary, Chapters 3 and 6), and


Video excerpt in class: Lego and Gender

Tues – Thurs Mar 19-21: NO CLASS Spring Break

Unit 4: School-based Reform Strategies
Question: How do different school-based reform strategies attempt to improve education? What assumptions do these strategies make about the causes of educational inequality?

Tues Mar 26: Cooperative Learning

In class: Cooperative learning exercise

Thurs Mar 28: Detracking and Multicultural Education


Video in class: Michelle Fine et. al., Off-Track: Classroom Privilege for All (Teachers College Press, 1998).

**Tues April 2:** Family-School Connections

Distribute: paper topic #4; DUE on Monday, April 8.

**Thurs April 4:** Confronting Obstacles to Equity Reforms: Youth Organizing


Journals DUE in class

**Unit 5: Curriculum Design**
*Question: How can educators challenge inequalities at the classroom level? How do educators construct instructional units that link rich objectives, activities, and evaluation components?*

**Tues Apr 9:** Curriculum Design and Objectives for Student Learning


Bloom's Taxonomy
http://caribou.cc.trincoll.edu/depts_educ/Resources/Bloom.htm

Howard Gardner's theory of Multiple Intelligences
http://www.ibiblio.org/edweb/edref.mi.th.html
In class: Curriculum project guidelines and evaluation criteria; exercise on identifying and articulating objectives for student learning

Paper topic #5 (proposal) assigned; DUE via Moodle on Sunday April 14 by 9pm

**Thurs Apr 11**  Curriculum Design and Activities/Resources

NOTE: This session will meet at: ___________________________


Resources: Go to Ed Studies website
(http://www.trincoll.edu/Academics/MajorsAndMinors/educational/)
Click on “Resources” and see:
   Ed Studies Resource Center (books and videos for loan)
   Educ 200 Curriculum Design Resources (web links)
   Ed 200 Curriculum Projects (PDF and Powerpoint files from previous students)

In class: Orientation to print and digital curriculum resources; test Moodle posting

**Tues Apr 16**  Curriculum Design and Evaluation

NOTE: This session will meet at: ___________________________


In class: Feedback delivered on paper #5 (proposal)

**Unit 6: Philosophy of Education**

Questions: What is the purpose of education? What is worth learning? How should debates over these issues be resolved in a democratic society?

**Thurs Apr 18**  Conflicting aims in public education


**Tues Apr 23:** Liberatory Education: Goals and Challenges


**Thurs Apr 25:** Education for Democracy


**Tues Apr 30:** Last class. Course evaluations; preparing presentations; reflections

**NOTE:** Oral presentations of curriculum projects (5-10 minutes, with visuals) will be scheduled for a late afternoon/evening session during end of the semester, with evaluations conducted by the school coordinators.

**Tues May 7:** Curriculum Project final draft DUE by 12:00noon
Please submit a paper version AND an electronic version (via Moodle)