

EDUC 200: Analyzing Schools

Trinity College Fall 2022

Meeting Time: Tuesdays & Thursdays 9:25-10:40 AM

Meeting Place: SH – N130

Professor: Britney Jones, Ph.D. (she/her)

Office Hours: Tues. 1:00-2:30pm; Thurs. 1:00-2:30; by appointment calendly.com/profbjones

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School Placement Coordinator: Jack Dougherty, Ph.D. [jack.dougherty@trincoll.edu]

Course Description

This course introduces the study of schooling within an interdisciplinary framework. From sociology and political science, we investigate the resources, structures, and social and political contexts influencing student opportunities and outcomes in the United States. From anthropology, we examine how classroom and school cultures shape experiences of teaching and learning. 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.

Learning Objectives

Over the course of the semester, you will be able to:

- Identify and analyze issues that affect teaching and learning in schools
- Recognize various goals of schooling and the beliefs that underlie them, and consider ways to best achieve and balance them
- Explain how and why inequality persists in schools
- Apply concepts and theories in the educational literature to real world K–12 classrooms and schools
- Analyze and imagine possibilities for creating more just schools

The key goal of this course is to explore the central question: **How can we best understand the practices, policies, and patterns in classrooms and schools in ways that enable us to create and sustain just, inclusive, effective, engaging, and pedagogically strong educational spaces?**

Course Requirements

Course Readings

Readings will be posted as PDFs to our course Moodle site. Read and reflect on all the assigned readings before class on the date they are listed on the syllabus. Come to class prepared to discuss the readings. Reading loads and difficulties will vary; it will be in your best interest to look ahead and budget your time accordingly. You should analyze the readings in relation to your experiences, other readings from class, the unit essential questions, and other scholarly literature you have read. Readings may be subject to change.

School Placements in Hartford Schools

<https://www.trincoll.edu/educ/schools/>

Clusters of students will be assigned to work with classroom teachers in different schools in Hartford. Students will work as *participant observers* with classroom teachers for at least eight 3-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 experiences in K–12 schools
- Develop meaningful relationships with students and teachers, deepen understandings and reflections on the contexts of urban schools and the purposes of education, and assist teachers and students where appropriate
- Identify potential resources and gain practical experience about teaching and curricula

Typically, participant observation is more than just quietly watching (although at times, it may involve just that). Most times, participant observation will include more active roles in the classroom, such as learning alongside students, one-on-one tutoring, working with small groups, preparing materials for a classroom project, and (in some cases) planning and teaching a brief lesson. If you are unable to make a scheduled session due to a documented medical or family issue, contact your classroom teacher as soon as possible to arrange an alternate time. Prior to beginning your school placement, you must complete four pre-observation assignments, described under “Pre- and post-observation assignments” on p. 3 below.

Course Evaluation

Class Attendance and Participation (15 points)

“As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another’s voices, in recognizing one another’s presence.” bell hooks, *Teaching to Transgress* (1994), p. 8. Evaluated at mid-semester and end-of-semester. Excellent class participation includes the following:

- *Attending all classes from start to finish.* More than two absences will affect your grade, except in cases of illness, religious observances, or family emergencies. Absences for these reasons may be made up through an alternative assignment. You must email me

to receive permission to complete a makeup assignment. I encourage you to reserve your allowed absences for cases of illness.

- *Coming prepared to each class.* Come to each class having completed all required readings and assignments and with all necessary materials, such as readings and notes. Arrive on time and ready to engage.
- *Actively engaging in class discussions.* Make thoughtful and analytic contributions to small- and large-group discussions based on completed readings and assignments.
- *Listening and responding to others with **respect**.* Make space for others to share their perspectives and opinions in class discussions. Listen attentively and respectfully. If you disagree with something someone has said, do so graciously, respectfully, and with evidence to support your counterargument. Be open to learning from others' experiences, perspectives, and interpretations.
- Once during the semester, you will work with one or two classmates to prepare shared reading notes and discussion questions for class. You will sign up for these dates in advance. On the days when you are responsible for preparing these notes and questions, I will expect you to serve as a "resident expert" on the day's readings and to take a leadership role in the discussion.

Hartford Classroom Participant Observation Assignments (30 points)

Pre- and post-participant observation tasks

Professor Jack Dougherty will coordinate all school placements and evaluate your work on the tasks below. Email him questions (jack.dougherty@trincoll.edu) or schedule an appointment on his calendar (jackdougherty.org).

- Hartford Public Schools Volunteer Application; Mandated Reporter Training – due **SUNDAY, Sept. 11** (2 points)
- Email introduction to classroom teacher – due **SUNDAY, Sept. 18** (2 points)
- Placement schedule agreement (signed by classroom teacher, and photo or scanned copy uploaded to Moodle) – due **SUNDAY, Oct. 2** (2 points)
- Small group meeting (multiple days/times TBA) with Professor Dougherty about your placement- due **by WEDNESDAY, Oct. 5** (2 points)
- Thank you to classroom teacher – due **TUESDAY, Dec. 6** (2 points)

Evaluation by classroom teacher (10 points)

At the end of the semester, your classroom teacher will evaluate you based on your level of engagement, reliability, and effort demonstrated (10 points). Contact Professor Dougherty with questions about the evaluation process.

***Reflection journal* (10 points)**

8 reflections + final reflection

- After each 3-hour participant observation at your school placement, you will write a brief reflection (1–2 single-spaced pages) on the session. Ideally, this reflection should be written as soon as possible after your participant observation. These reflections are not intended to be formal pieces of writing, but are primarily designed to allow you to

process your participant observation experiences and consider connections to course themes. You will not have space in each reflection to describe all 3 hours of your observation in detail. Rather, you might choose to focus on overall impressions, a particular instance or example that sparked your thinking, or a question that arose during the day's participant observation.

- At least 4 of the 8 reflections should include a connection to a course reading. At the end of the semester, you will write a final reflection and evaluation on what you learned at your school placement (3–4 single-spaced pages).
- You will submit one reflection journal that includes a connection to a course reading on Thursday, Oct. 6, at 11:59 PM to receive feedback (worth 2 out of 10 points for the complete journal). The complete journal (8 reflections + final reflection) is due on Thursday, Dec. 8, at 11:59 PM.

Three Analysis Papers (30 points)

Analysis papers allow you to illustrate your understanding of course readings and themes, support claims with evidence and examples, and integrate theory and practice. All Analysis Papers should be uploaded to Moodle by 11:59 PM on the date they are due. If you visit the Writing Center for support on an Analysis Paper, you will receive extra credit (1 point). Each paper is worth 10 points (3 x 10 = 30).

- (1) Social and Cultural Contexts of Schooling – due **Friday, Sept. 30, 11:59 PM**
- (2) Theories of Learning – due **Friday, Oct. 14, 11:59 PM**
- (3) Explaining Educational Inequality – due **Monday, Nov. 7, 11:59 PM**

Curriculum Project (25 points)

Individually or in pairs, you will design a plan for how you would teach a thematic unit (4–5 lessons) to a group of students similar to those in your classroom placement. The purpose of the curriculum project is for you to creatively apply the concepts and themes we have discussed this semester to a curriculum that could be taught. If you visit the Writing Center for support on your Curriculum Project paper, you will receive extra credit (1 point).

Curriculum Project Brainstorming Memo and Proposal (10 points)

- Curriculum Project Brainstorming Memo- Before writing your Curriculum Project Proposal, you will work on and submit a shorter Curriculum Project Brainstorming Memo (more info to come) due **in class on Thursday, November 17** (2 points)
- Curriculum Project Proposal- In up to 2 double-spaced pages, describe your ideas for a thematic unit. Include an introduction to the unit, the context of the classroom/school, at least 3 learning objectives (“Students will be able to...”), and at least 3 learning activities (what will students do?). If you are working with a partner, submit one proposal together. Due **Thursday, Dec. 1, at 11:59 PM**. (8 points)

Curriculum Project Paper (15 points)

- The written paper (8–10 double-spaced pages) is due on Thursday, Dec. 15, at 11:59 PM. If you work in a pair, you will submit one paper together and include a brief evaluation of your collaboration process. The Collaboration Evaluation is due Friday, Dec. 16.

Grading Scale

Your final course grade will be calculated by dividing the total points earned by the total points possible.

The grading scale is as follows: 90 to 100%= A (outstanding work) 80 to 89%= B (good work) 70 to 79%= C (adequate work) Below 70%= D or F (unsatisfactory work)

Each letter grade is divided into equal thirds for minus (-), regular, and plus (+) letter grades (e.g. 80 to 83.33 is a B-, 83.34 to 86.67 is a B, and 86.68 to 89.99 is a B+).

Academic Policies

Face Mask Requirement

Per Trinity College policy, you are required to wear a face mask in the classroom, from the beginning to the end of class. Masks must cover your nose and mouth completely. There are no exceptions to this policy.

Accommodations for Students in Isolation or Quarantine (subject to change)

If any student (or I) must isolate or quarantine I will distribute a Zoom meeting link and open the room associated with that link to allow students to participate virtually and/or to hold class virtually. You must notify me via email as soon as possible (preferably 24 hours before class) if you have tested positive and need access to this virtual option.

If you are in isolation or quarantine, *and* feeling healthy, you are required to attend virtual class sessions. Excused absences from a virtual class session are only permitted if you are ill and provide documentation from the health center.

Use of Electronics

You may bring a laptop to class only for the purposes of accessing electronic copies of course readings and to take notes. Please refrain from using your laptop or phone for non-class-related purposes. *Linked to participation points.*

Late Assignments

You are each entitled to one 48-hour extension, no questions asked. You may use these extensions for any assignment. When you submit the assignment on Moodle, please note in the comment box that you are using the extension. Other than the use of these extensions, late assignments will be penalized with a 10% deduction for every 1 to 24-hour period beyond the deadline. Exceptions will be granted only for documented

family or medical emergencies.

Re-Writes and Extra Credit

If I recommend that you re-write an assignment, you will meet me to self-assess errors and review grading comments. We will discuss and determine a resubmission deadline for up to 90% of the assignment point value.

I may offer extra credit assignments; examples might include attending a lecture or community event and writing a reflection that connects to course readings and themes. Please see me if you are interested in an extra credit assignment to receive approval.

Accessibility

Trinity College is committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. Like many things, the need for disability accommodations and the process for arranging them may be altered by the COVID-19 changes we are experiencing and the safety protocols currently in place. Students with disabilities who may need some accommodation in order to fully participate in this class are urged to contact the Student Accessibility Resource Center, as soon as possible, to explore what arrangements need to be made to assure access.

If you have approval for academic accommodations, please notify me by the end of week two of classes. For those students with accommodations approved after the start of the semester, a minimum of 10 days' notice is required. Please be sure to meet with me privately to discuss implementation.

Student Accessibility Resources can be reached by emailing SARC@trincoll.edu.

Intellectual Honesty

According to Trinity College policy, intellectual honesty “assumes that students do their own work and that they credit properly those upon whose work and thought they draw” (Trinity College Student Handbook, 2016). While we often draw upon the work of others, it is essential that any work presented as your own is indeed your own, no matter how big or small the assignment. Ideas and/or words that are not yours should always be appropriately cited.

You may use any citation style (e.g., APA, Chicago, MLA), as long as you do so consistently. If you have any questions about how to cite another author's work appropriately, or how to draw upon another author's work without plagiarizing, please ask me.

Intellectual dishonesty and plagiarism in any form will not be tolerated in this class. Instances of academic dishonesty or plagiarism may result in assignment failure, course failure, referral to the Honor Council, and/or other consequences.

Helpful Things to Know (Adapted with thanks to Dr. Eve Ewing)

Trinity College Writing Center

We are all developing as writers and thinkers (myself included), and we all improve through receiving feedback. For assistance and feedback on your writing, at any stage, consider scheduling an appointment at (or walking into) the Trinity College Writing Center located at 115 Vernon (the English Department Building) in Room 109. If you visit the Writing Center for support on an Analysis Paper or Curriculum Project paper, you will receive extra credit (1 point).

Trinity College Library.

Our librarians are amazing and eager to help you identify sources for research projects or other assignments. Although you can make an appointment with any librarian, Rob Walsh, our social science librarian, has particular expertise in the library sources relevant to our class. You can email him at Robert.Walsh@trincoll.edu or make an appointment on the library website.

Student Technology Assistants.

The Student Technology Assistants (STA) work with Trinity's Research, Instruction, and Technology (RIT) staff to provide in-person and remote assistance and support regarding your technology needs, including using Zoom and Moodle. Contact the STAs at sta-help@trincoll.edu or visit them in person (they are normally located in the Center for Educational Technology- LITC 105).

SensusAccess File Converter.

If you wish, you may convert course readings in PDF form into alternative formats, including audio files. In doing so, you can listen to the reading while following along with the written text. Trinity's RIT website includes additional details on the SensusAccess File Converter.

Title IX Resources and Mandated Reporting.

As a faculty member, I am considered a "Responsible Employee." This means that if you disclose to me instances of sexual assault, sexual harassment, other sexual misconduct,

dating violence, domestic violence, or stalking, I am required to share this information with Trinity's Title IX Coordinator or Deputy Coordinator. See Trinity's Title IX website for additional information.

If you need to talk to someone who will maintain confidentiality, you can reach out to "Privileged Employees" at the following places:

- *Spiritual and Religious Life*, Trinity College Chapel, (860) 297-2013
- *Counseling and Wellness Center*: (860)-297-2415

In addition, the following "Confidential Employees" are required to report basic information about alleged incidents, but will not disclose names or other details that may reveal individuals' identities, unless there is imminent harm to the campus or person/s disclosing.

- *The Health Center*: Trinity Hall, (860) 297-2018
- *Women & Gender Resource Action Center (WGRAC)*, Mather Hall, 2nd Floor, (860) 297-2408
- *Queer Resource Center (QRC)*, 114 Crescent Street, (860) 987-6273

Mental Health. Many of us face issues with our mental health over the course of our lives. Sometimes, being a student can create or exacerbate these issues. In addition, it is common to experience additional anxiety due to the pandemic and other national and global events. If you are struggling, your mental health is suffering, or you just need someone to talk to, I encourage you to make an appointment with the Counseling and Wellness Center, or call (860) 297-2415. These services are free and confidential.

Learning During the Pandemic. We are still navigating numerous uncertainties and challenges amid the Covid-19 pandemic. My goal is to support you in doing the best work you can in light of these uncertainties and challenges. I encourage you to prioritize your health and wellness, which are far more important than the grades you get in this class or any class. If you are finding it difficult to balance your health and wellness with your work in this class, please let me know. It's okay to ask for help.

I ask that you be patient with me if the challenges to the semester force me to make last-minute changes. I will do my best to communicate any changes clearly and with as much notice as possible. Finally, please be patient with your peers as well as we all navigate this semester together.

Course Schedule

Meeting Date	Readings	Assignments
Unit 1: Social, Cultural, and Political Contexts of Schooling How do the social, cultural, and political contexts of schooling (cultural beliefs, social organization, political tensions, etc.) impact teaching and learning? What social, cultural, and political values are reflected in different approaches to education?		
September 6	<u>Introduction</u> Introduction to Course and Syllabus with Prof. Britney Jones Introduction to Hartford School Placements with Prof. Jack Dougherty https://www.trincoll.edu/educ/schools/	
September 8	<u>The Context of Urban Education</u> Noguera, P., & Syeed, E. (2020). Ch. 2: The social context and its impact on inner-city schooling. (pp. 14–32). In <i>City Schools and the American Dream 2: The Enduring Promise of Public Education</i> . New York: Teachers College Press. [18]	Hartford Public Schools Volunteer Application and Mandated Reporter Training due SUNDAY, Sept. 11
September 13	<u>The Context of Hartford Public Schools</u> de la Torre, Vanessa. (2017, Mar 12). Left Behind: 20 Years After Sheff v. O’Neill, Students Struggle in Hartford’s Segregated Neighborhood Schools. <i>The Hartford Courant</i> .	
September 15	Listen to podcast (38 minutes): “My Secret Public Plan, The Problem We All Live With, Part Two, Act One.” (2015, August 7). <i>This American Life</i> . Transcript available here. Merriam, S. (1998). Ch. 5: “Being a Careful Observer” (pp. 94–111). In <i>Qualitative Research and Case Study Applications in Education</i> . San Francisco: Jossey-Bass. [17]	Due SUNDAY, SEPT. 18 , AT 11:59 PM Email introduction to classroom teacher

September 20	<u>Education and Socialization, Part 1</u> de Marrais, K., and LeCompte, M. (1999). Excerpt from Ch. 2: The social organization of schooling (pp. 43–52) and Excerpts from Ch. 6: What is taught in schools (pp. 222–228, 236–247). In <i>The Way Schools Work: A Sociological Analysis of Education</i> . New York: Longman. [24]	
September 22	<u>Education and Socialization, Part 2</u> Lewis, A. (2001). There is no “race” in the schoolyard: Color-blind ideology in an (almost) all-white school. <i>American Educational Research Journal</i> , 38(4), 781–812. [25] Pollock, M. (2016, November 6). The frightening effect of ‘Trump Talk’ on America’s schools. <i>The Washington Post</i> . [5]	
<h3 style="text-align: center;">Unit 2: Theories of Learning</h3> <p>How do different theories explain how people learn? How do these theories shape teaching and learning practices in schools and classrooms?</p>		
September 27	<u>Classical Theory and Behaviorism</u> Phillips, D. C., & Soltis, J. F. (2004). <i>Perspectives on Learning</i> , Chapters 1–3 (pp. 3–32). New York: Teachers College Press. [29]	
September 29	<u>Constructivist Theories, Part 1</u> Piaget, Dewey, and Vygotsky Phillips, D. C., & Soltis, J. F. (2004). <i>Perspectives on Learning</i> , Chapters 4–6 (pp. 33–66). [33]	<p>Analysis Paper 1 due FRIDAY, SEPT. 30, AT 11:59 PM</p> <p>Placement schedule agreement (signed by classroom teacher, and photo or scanned copy uploaded to Moodle) due SUNDAY, OCT. 2, AT 11:59 PM</p>

October 4	<u>Constructivist Theories, Part 2</u> Bruner Phillips, D. C., & Soltis, J. F. (2004). <i>Perspectives on Learning</i> , Chapter 7 plus learning vignettes (pp. 67– 75, 98–99, 107–108). [13]	Small group meeting with Professor Dougherty due by WEDNESDAY, Oct. 5
UNIT 3: Explaining Educational Inequality How do different theorists and scholars explain disparities in educational opportunities, experiences, and outcomes? How and why do these disparities map on to categories of difference (class, race, gender, sexual orientation, immigrant status, language, etc.)? How do different theorists and scholars explain the possibilities for interrupting educational inequality?		
October 6	<u>Inequality Across Schools: The Opportunity Gap and Segregation</u> Darling-Hammond, L. (2013). Inequality and school resources: What it will take to close the opportunity gap. In K. G. Welner & P. L. Carter (Eds.), <i>Closing the Opportunity Gap: What America Must Do to Give Every Child an Equal Chance</i> (pp. 77–97). New York: Oxford University Press. [20] Listen to podcast (58 minutes), The Problem We All Live With, Part One. (2015, July 31). <i>This American Life</i> .	One reflection journal entry due THURSDAY, OCT. 6 , AT 11:59 PM
October 11	Trinity Days- No Class	
October 13	<u>Inequality Within Schools: Tracking</u> Oakes, J. (1985). Ch. 4, The distribution of knowledge (pp. 61–92). In <i>Keeping Track: How Schools Structure Inequality</i> . New Haven, CT: Yale University Press. [31]	Analysis Paper 2 due FRIDAY, OCT. 14 , AT 11:59 PM
October 18	<u>Social Class Inequality: Social Reproduction Theories</u>	

	Anyon, J. (1981). Social class and school knowledge. <i>Curriculum Inquiry</i> , 11(1), 3–42. [36]	
October 20	<p><u>Gender and Sexuality: Schools as Gendering & Heteronormative Institutions</u></p> <p>Sadker, D., & Zittleman, K. R. (2009). Excerpts from Author’s Note and Ch. 1. In <i>Still Failing at Fairness: How Gender Bias Cheats Girls and Boys in School and What We Can Do About It</i>. (pp. 1–10, 23–28). New York: Scribner. [15]</p> <p>Pascoe, C. J. (2011). Ch. 2: Becoming Mr. Cougar: Institutionalizing heterosexuality and masculinity at River High. In <i>Dude, You’re a Fag: Masculinity and Sexuality in High School</i> (2nd Ed., pp. 25–51). Berkeley, CA: University of California Press. [17]</p>	
October 25	<p><u>Race and Educational Disparities, Part 1</u></p> <p>Implicit Bias & Racism in Schools Listen to podcast (49 minutes), “The Mind of the Village: Understanding Our Implicit Biases.” <i>Hidden Brain</i>. NPR. [Trigger warning: Includes details regarding police violence]</p> <p>Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. <i>Journal of personality and social psychology</i>, 69(5), 797-811.</p>	
October 27	<p><u>Race and Educational Disparities, Part 2</u></p> <p>Policing and School Discipline Crenshaw, K. W., Ocen, P., & Nanda, I. (2015). Black girls matter: Pushed out, overpoliced, and underprotected. New York: Center for Intersectionality and Policy Studies & African American Policy Forum.</p> <p>Ferguson, A. A. (2001). Ch. 4: Naughty by Nature. In <i>Bad boys: Public schools in the making of black masculinity</i> (pp. 77-96). Ann Arbor: University of Michigan Press. [20]</p>	

November 1	<u>Immigrant Students, Emergent Bilinguals, and Inequality</u> Suarez-Orozco, C., & Marks, A. (2016). Immigrant Students in the United States: Addressing Their Possibilities and Challenges. In <i>Global Migration, Diversity, and Civic Education: Improving Policy and Practice</i> (pp. 107–131). [18] Kim, J. (2020, December 29). With remote learning, a 12-year-old knows her English is slipping away. <i>The New York Times</i> .	
November 3	<u>Students with Special Needs and Inequality</u> Ostiguy, B. J., Peters, M. L., & Shlasko, D. (2016). Excerpt from “Ableism.” In <i>Teaching for Diversity and Social Justice</i> (3 rd Ed.) (pp. 299–305, 314–317). [12] Rizga, K. (2019, December 30). What school could be if it were designed for kids with autism. <i>The Atlantic</i> .	Analysis Paper 3 due MONDAY, NOV. 7, AT 11:59 PM
UNIT 4: Teaching for Change How can educators challenge inequalities at the school and classroom level? What assumptions and understandings about learning, equity, knowledge, and justice do these approaches reflect?		
November 8	<u>Ethnic Studies</u> Watch <i>Precious Knowledge</i> (2011). Dos Vatos Productions, Inc.	
November 10	<u>Multicultural Education and Culturally Relevant Pedagogy</u> Banks, J. (2004). Approaches to multicultural curriculum reform (pp. 242-264). In <i>Multicultural education: Issues and perspectives, 5th Edition</i> , Hoboken, NJ: John Wiley & Sons.	

	Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: aka the remix. <i>Harvard educational review</i> , 84(1), 74-84.	
November 15	See Resource List- read at least two pieces from the list or other relevant article/resource	
November 17	<u>School-Based Reform</u> Watch: Duncan-Andrade, J. (2011). <i>Growing Roses in Concrete</i> . TEDxGoldenGateEd. DePaoli, J. L., Hernández, L. E., Furger, R. C., & Darling-Hammond, L. (2021). <i>A Restorative Approach to Equitable Education</i> . Learning Policy Institute. [10]	<i>Curriculum Project Brainstorming Memo due THURSDAY, NOVEMBER 17 IN CLASS (details to come)</i>
November 23	Virtual meeting; verbal feedback on Curriculum Project Brainstorming Memo	
November 24	NO CLASS- Thanksgiving Vacation	
UNIT 5: Curriculum Design How can educators design lessons, units, and curricula in ways that challenge inequality and link rich learning objectives, activities, and evaluation components?		
November 29	<u>Objectives for Student Learning</u> Wiggins, G. and McTighe, J. (2005). Ch. 1: Backward Design. In <i>Understanding by Design</i> (Expanded 2 nd Edition)(pp. 13-34). Alexandria, VA: Association for Supervision and Curriculum Development. [22] Armstrong, P. (n. d.). Bloom's Taxonomy. Center for Teaching, Vanderbilt University. Browse Connecticut Core Standards → Materials for Teachers, especially for the subject area(s) you are considering your Curriculum Project.	

December 1	<p><u>Evaluating Student Learning</u></p> <p>Christensen, L. (2000). Portfolios and Basketball (pp. 160–168). In <i>Reading, Writing, and Rising Up: Teaching about Social Justice and the Power of the Written Word</i>. Milwaukee, WI: Rethinking Schools. [8]</p> <p>DePaul University Teaching Commons. Rubrics. Read: “Rubrics,” “Types of Rubrics,” “Creating Rubrics,” and “Evaluating Rubrics.”</p> <p>Listen to: 1A Podcast. (2020, August 11). Making the grade: How should we assess students during a pandemic?</p>	Curriculum project proposal due THURSDAY, DEC. 1, AT 11:59 PM.
<p style="text-align: center;">UNIT 6: Philosophy of Education</p> <p>What is the purpose of education and schooling? What is worth learning? How should debates over these issues be resolved in a democratic society?</p>		
December 6	<p><u>Conflicting Aims of Public Education</u></p> <p>Labaree, D. (2018). Public Schools for Private Gain. <i>Phi Delta Kappan</i>, 100(3), 8–13.</p> <p>[6] Hannah-Jones, N. (2017, Feb. 21). Have We Lost Sight of the Promise of Public Schools? <i>The New York Times Magazine</i>.</p>	Thank you to classroom teacher due TUESDAY, DEC. 6, by the end of class
December 8	<p><u>Education for Democracy</u></p> <p>Listen to <i>Have You Heard</i> Podcast (2020), “Politics in the Zoom Room.”</p> <p>Gunlock, J. (2020, Sept. 10). Public schools and pushing politics. <i>Education Week</i>. Torres, C. (2020, Sept. 17). An open letter to a parent afraid of anti-racist education. <i>Education Week</i>.</p>	Complete reflection journal (8 entries + reflection) due THURSDAY, DEC. 8, AT 11:59 PM

Thursday, December 15	**Curriculum Project written paper due THURSDAY DEC. 15, AT 11:59 PM
Friday, December 16	**Collaboration Evaluation due FRIDAY, DEC. 16, AT 11:59 PM (If you worked in a pair)

Acknowledgements

This syllabus was adapted from prior EDUC 200 syllabi from Drs. Elise Castillo, Stefanie Wong, Andrea Dyrness, and Jack Dougherty.

Some of the statements on this syllabus were inspired by or adapted from statements on the syllabi of other scholars, including Drs. Elise Castillo, Jessica Calarco, Eve Ewing, and Stefanie Wong.