

## EDUC 200: Analyzing Schools

Trinity College Spring 2023

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

Meeting Place: McCook 303

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

Office Hours: Tuesdays & Thursdays 1:15-2:15 PM; or by appointment [calendly.com/profbjones](https://calendly.com/profbjones)

Office Location: McCook 312

Email: [Britney.Jones@trincoll.edu](mailto:Britney.Jones@trincoll.edu)

Phone: (860) 297-4288

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

Teaching Assistants: Brendan Feldgoise [brendan.feldgoise@trincoll.edu](mailto:brendan.feldgoise@trincoll.edu) & Marie Naka  
[marie.naka@trincoll.edu](mailto:marie.naka@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)
<p>“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, <i>Teaching to Transgress</i> (1994), p. 8. Evaluated at mid-semester and end-of-semester. Excellent class participation includes the following:</p> <ul style="list-style-type: none"><li>• <i>Attending all classes from start to finish.</i> 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</li></ul>

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](mailto:jack.dougherty@trincoll.edu)) or schedule an appointment on his calendar ([jackdougherty.org](http://jackdougherty.org)).

- Hartford Public Schools Volunteer Application; Mandated Reporter Training – due **Tuesday, January 31** (2 points)
- Email introduction to classroom teacher – due **SUNDAY, February 5** (2 points)
- Placement schedule agreement (signed by classroom teacher, and photo or scanned copy uploaded to Moodle) – due **SUNDAY, February 12** (2 points)
- Small group meeting (multiple days/times TBA) with Professor Dougherty about your placement- due by **WEDNESDAY, February 22** (2 points)
- Thank you to classroom teacher – due by **SUNDAY, April 30** (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)***

6 reflection journal entries + cover page

- After each 3-hour participant observation at your school placement, you *should* 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. ***Each of the reflections should include a connection to a course reading (please bold or highlight these connections).***

- At the end of the semester, you will **select and compile six** of your 1-2 page reflections and create a cover page (with an image and 3-5 sentence caption) that captures what you learned (in relation to course content/themes) at your school placement.
- You will submit one of the six reflection journal entries on **FRIDAY, March 10** at 11:59 PM to receive feedback (worth 2 out of 10 points for the complete journal).
- The complete journal (one entry due March 10 + five additional reflections (1 pt. each) + cover page (3 pts.)) is due on **FRIDAY, May 5** by 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 SUNDAY, **FEB. 19** at 11:59pm
- (2) Theories of Learning – due SUNDAY, **March 5** at 11:59pm
- (3) Explaining Educational Inequality – due SUNDAY, **April 9**, at 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, Proposal, Presentation*** (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 Sunday, **April 16** by 11:59 PM (1 points)
- Curriculum Project Proposal- In approximately 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, **April 27** (5 points)
- Curriculum Project Proposal Presentation (4 points) in class **May 2<sup>nd</sup> and 3<sup>rd</sup>**

#### ***Curriculum Project Paper*** (15 points)

- The written paper (8–10 double-spaced pages) is due on Tuesday, **May 9** by 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 Wednesday, **May 10** by 11:59 PM.

## 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 for the first week of classes, from the beginning to the end of class. Given the ongoing nature of the pandemic ***we will continue with to uphold a face mask requirement while in class for the remainder of the semester.*** 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 a significant percentage of the class (or I) must isolate or quarantine, I will distribute a Zoom meeting link and open the room associated with that link 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 accommodations/alternatives.

### 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 85% of the assignment point value.

I may offer extra credit assignments connected to course readings and themes. You will have 1 week to turn them in for 1 pt. each.

### **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](mailto: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, you will receive extra credit (1 point). The assignment must be turned in on time to receive the additional Writing Center credit.

#### **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](mailto: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](mailto: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 SuccessAccess 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, 2<sup>nd</sup> 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
<b>Unit 1: Social, Cultural, and Political Contexts of Schooling</b> 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?		
January 26	<u>Introduction</u> Introduction to Course and Syllabus with Prof. Britney Jones  Introduction to Hartford School Placements with Prof. Jack Dougherty <a href="https://www.trincoll.edu/educ/schools/">https://www.trincoll.edu/educ/schools/</a>	
<b>Week 2</b>		
January 31	<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 <b>due Tuesday, January 31 by 11:59pm</b>
February 2	<u>The Context of Hartford Public Schools</u>  Read: 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> .  Watch: Sheff v. O’Neill: Striving Toward Educational Equity <a href="https://cptv.org/programs/cutline-special-sheff-v-oneill-striving-toward-education-equity/">https://cptv.org/programs/cutline-special-sheff-v-oneill-striving-toward-education-equity/</a>	Due <b>SUNDAY, February 5 by 11:59 PM</b> Email introduction to classroom teacher
<b>Week 3</b>		
February 7	Read: Merriam, S. (1998). Ch. 5: “Being a Careful Observer” (pp. 94–111). In <i>Qualitative Research</i>	

	<p><i>and Case Study Applications in Education</i>. San Francisco: Jossey-Bass. [17]</p> <p>Listen: 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>. <a href="https://www.thisamericanlife.org/563/the-problem-we-all-live-with-part-two">https://www.thisamericanlife.org/563/the-problem-we-all-live-with-part-two</a></p>	
February 9	<p><u>Education and Socialization, Part 1</u></p> <p>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]</p>	<p>Placement schedule agreement (signed by classroom teacher, and photo or scanned copy uploaded to Moodle) <b>SUNDAY February 12 by 11:59 PM</b></p>
<b>Week 4</b>		
February 14	<p><u>Education and Socialization, Part 2</u></p> <p>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]</p> <p>Pollock, M. (2016, November 6). The frightening effect of ‘Trump Talk’ on America’s schools. <i>The Washington Post</i>. [5]</p>	<p>Analysis Paper 1 due <b>SUNDAY, FEB. 19</b> at 11:59pm</p>
<p align="center"><b>Unit 2: Theories of Learning</b></p> <p>How do different theories explain how people learn? How do these theories shape teaching and learning practices in schools and classrooms?</p>		
February 16	<p><u>Classical Theory and Behaviorism</u></p> <p>Phillips, D. C., &amp; Soltis, J. F. (2004). <i>Perspectives on Learning</i>, Chapters 1–3 (pp. 3–32). New York: Teachers College Press. [29]</p>	
<b>Week 5</b>		
February 21	<p><u>Constructivist Theories, Part 1</u></p> <p>Piaget, Dewey, and Vygotsky Phillips, D. C., &amp; Soltis,</p>	<p>Small group meeting with Professor Dougherty <b>due by</b></p>

	J. F. (2004). <i>Perspectives on Learning</i> , Chapters 4–6 (pp. 33–66). [33]	WEDNESDAY, February 22
February 23	<u>No Class- TRINITY DAYS</u>	<i>Share preference for discussion leader topic.</i>
	<u>Week 6</u>	
February 28	<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]	Analysis Paper 2 due SUNDAY, <b>March 5</b> at 11:59pm
<p style="text-align: center;"><b>UNIT 3: Explaining Educational Inequality</b></p> <p>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?</p>		
March 2	<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> .	
	<u>Week 7</u>	
March 7	<u>Inequality Within Schools: Tracking</u>  Oakes, J. (1985). Ch. 4, The distribution of knowledge (pp. 61–92). In <i>Keeping Track: How</i>	

	<i>Schools Structure Inequality</i> . New Haven, CT: Yale University Press. [31]	
March 9	<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]	One reflection journal entry due FRIDAY, <b>March 10</b> , AT 11:59 PM
	<b><u>Week 8</u></b>	
March 14	<u>Gender and Sexuality: Schools as Gendering &amp; Heteronormative Institutions</u>  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]  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> (2 <sup>nd</sup> Ed., pp. 25–51). Berkeley, CA: University of California Press. [17]	
March 16	<u>Race and Educational Disparities, Part 1</u>  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.  Lee, J. (2012). Excerpts from Asian American exceptionalism and stereotype promise. <i>The Society Pages</i> .	
March 21 and 23	No Class- SPRING VACATION	<i>Preview and plan for Analysis Paper 3</i>
	<b><u>Week 9</u></b>	
March 28	<u>Race and Educational Disparities, Part 2</u>  Policing and School Discipline Crenshaw, K. W., Ocen, P., & Nanda, I. (2015). Black girls matter:	

	<p>Pushed out, overpoliced, and underprotected. New York: Center for Intersectionality and Policy Studies &amp; 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>	
March 30	<p><u>Immigrant Students, Emergent Bilinguals, and Inequality</u></p> <p>Read: Suarez-Orozco, C., &amp; 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]</p> <p>Watch: What the U.S. could learn from Canada about integrating immigrant students  <a href="https://www.youtube.com/watch?v=4GnokVd5Xp8">https://www.youtube.com/watch?v=4GnokVd5Xp8</a></p>	
	<b><u>Week 10</u></b>	
April 4	<p><u>Students with Special Needs and Inequality</u></p> <p>Read: Ostiguy, B. J., Peters, M. L., &amp; Shlasko, D. (2016). Excerpt from “Ableism.” In <i>Teaching for Diversity and Social Justice</i> (3<sup>rd</sup> Ed.) (pp. 299–305, 314–317).- read pp. 299–305, 314–323; Feel free to skip or skim pp. 306–313</p> <p>Read: Rizga, K. (2019, December 30). What school could be if it were designed for kids with autism. <i>The Atlantic</i>.</p> <p>Listen: The American with Disabilities Act at 30 (first 10 min)</p>	<p>Analysis Paper 3 due SUNDAY, <b>April 9</b>, at 11:59 PM</p>
<p><b>UNIT 4: Teaching for Change</b></p> <p>How can educators challenge inequalities at the school and classroom level? What assumptions and understandings about learning, equity, knowledge, and justice do</p>		

these approaches reflect?		
April 6	<u>Ethnic Studies</u>  Watch <i>Precious Knowledge</i> (2011). Dos Vatos Productions, Inc.	
<u>Week 11</u>		
April 11	<u>Culturally Relevant Pedagogy</u>  Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: aka the remix. <i>Harvard educational review</i> , 84(1), 74-84.	
April 13	<u>Multicultural Education</u>  Banks, J. (2004). Approaches to multicultural curriculum reform (pp. 242-264). In <i>Multicultural education: Issues and perspectives, 5<sup>th</sup> Edition</i> , Hoboken, NJ: John Wiley & Sons.	Curriculum Project Brainstorming Memo due SUNDAY, <b>April 16</b>
<u>Week 12</u>		
April 18	<u>School-Based Reform</u>  Watch: Duncan-Andrade, J. (2011). <i>Growing Roses in Concrete</i> . TEDxGoldenGateEd.  Read: 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]	
<b>UNIT 5: Curriculum Design</b>  How can educators design lessons, units, and curricula in ways that challenge inequality and link rich learning objectives, activities, and evaluation components?		
April 20	<u>Objectives for Student Learning</u>  Wiggins, G. and McTighe, J. (2005). Ch. 1: Backward Design. In <i>Understanding by Design</i> (Expanded 2 <sup>nd</sup> Edition)(pp. 13-34). Alexandria, VA:	

	<p>Association for Supervision and Curriculum Development. [22]</p> <p>Armstrong, P. (n. d.). Bloom's Taxonomy. Center for Teaching, Vanderbilt University.</p> <p>Browse Connecticut Core Standards → Materials for Teachers, especially for the subject area(s) you are considering your Curriculum Project.</p> <p><a href="https://portal.ct.gov/SDE/CT-Core-Standards/Materials-for-Teachers">https://portal.ct.gov/SDE/CT-Core-Standards/Materials-for-Teachers</a></p>	
	<b>Week 13</b>	
April 25	<p><u>Evaluating Student Learning</u></p> <p>DePaul University Teaching Commons. Rubrics. Read: "Rubrics," "Types of Rubrics," "Creating Rubrics," and "Evaluating Rubrics."</p> <p><a href="https://resources.depaul.edu/teaching-commons/teaching-guides/feedback-grading/rubrics/Pages/default.aspx">https://resources.depaul.edu/teaching-commons/teaching-guides/feedback-grading/rubrics/Pages/default.aspx</a></p>	
April 27	<p><u>Curriculum Project Planning</u></p> <p><i>Re-read and find readings/resources relevant to your curriculum project.</i></p>	<p>Curriculum project proposal due <b>THURSDAY, APRIL 27</b></p> <p>Presentation Slides due <b>SUNDAY, APRIL 30</b> at 11:59pm</p> <p>Thank you to classroom teacher due <b>SUNDAY, April 30</b> by 11:59 PM</p>
<p><b>UNIT 6: Philosophy of Education</b></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>		
May 2	<u>Philosophical Problems from Educational Theory and Practice</u>	

	<p>Weisberg, D., Sexton, S., Mulhern, J., Keeling, D., Schunck, J., Palcisco, A., &amp; Morgan, K. (2009). The widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness. <i>New Teacher Project</i>.</p> <p><i>*In-class presentations of Curriculum Projects</i></p>	
May 3	<p><u>Nature and Aims of Public Education</u></p> <p>Labaree, D. (2018). Public Schools for Private Gain. <i>Phi Delta Kappan</i>, 100(3), 8–13. [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> <p><i>*In-class presentations of Curriculum Projects</i></p>	
FRIDAY, May 7	Complete reflection journal (6 entries + cover page) due by 11:59 PM	
TUESDAY, May 9	**Curriculum Project written paper due by 11:59 PM	
WEDNESDAY, May 10	**Collaboration Evaluation due by 11:59 PM (If you worked in a pair)	

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