

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
School of Education
Educational Leadership and Cultural Foundations

ELC 381 The Institution of Education
Course Syllabus (3:3)

- 1. For Whom Planned:** Required of students seeking teacher licensure.
- 2. Instructor Information:** ELC Graduate Teaching Assistant or Faculty. Office numbers, office hours, phone numbers, and email address vary with each instructor.
- 3. Course Purpose/Catalog Description:** Historical background, purposes, and concepts basic to public education; school as an expression of social and economic life, as a modifying influence on life, as an interpreter of ideologies, as an instrument for the transmission of culture; evolution, use, and personal significance to teachers of the dominant American philosophy of education.
- 4. Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*
- 5. Course Goals and/or Objectives/Student Learning Outcomes:**
 1. Articulate the connection between societal values, beliefs and structures, and the educational system.
 2. Demonstrate understanding of the cultural and structural conditions that foster student success or failure in school, including for example, the effects of tracking and labeling, social and hidden curricula.
 3. Identify and discuss the role of gender, social class, race and ethnicity as these pertain to education and the diversity of learners. (INTASC #3)
 4. Show beginning skills in crafting educational interventions/alternatives/teaching strategies and transformations that increase student learning and that contribute to creation of a just society. (INTASC #3 and 9)
 5. Integrate personal experiences with theoretical information through writing, discussion, critical analysis, and participation in order to professionally grow as a reflective practitioner. (INTASC #9)

6. Teaching Strategies: Lecture, class discussion, group work, conferences, student presentations, electronic chat room, etc.

7. Evaluation Methods and Guidelines for Assignments:

Attendance and Participation (25 points): Participation and Attendance Policy: Participation, and therefore, attendance is a given. It is imperative to come ready to discuss the readings as they relate to individual experience and future practice as a teacher. Input is crucial to the entire class's understanding of material presented. Active engagement in class activities and processes will also be important not only to the success of the class, but to your own learning, demonstration of interest, understanding, and involvement. Read each article carefully, reflect, critically analyze and question what it means, and how you relate to it or not. Be present, on time, and prepared. If any problems arise, please feel free to discuss them with the professor. Excessive tardies and absences will negatively affect your grade, specifically more than three absences or tardies will result in grade deductions.

Journals/ Critical Responses (20 points): You will have a total of 10 journals to complete throughout the course. These journal entries will be both a brief summary of the article and a critique/analysis of the main points/arguments in the article. Each journal entry assigned will be completed for the day of the class when the reading will be discussed. Please select only one article per week to analyze. Therefore, where there are 2 or 3 readings specified for class it is your responsibility to read each article and then choose one of the articles to comment and reflect on for your journal. Together with a summary of the article I will be looking for your interpretation/perspective of the reading. These journal/ response entries will give you the opportunity to let me know what you are thinking on a more personal level and will give voice to those who find expressing points of view in class somewhat difficult. This is your chance to share your thoughts and exercise your critical analytical muscle. If, for any reason, you are missing a journal entry, you will be able to make up one missed journal only. Each journal entry will be awarded 2 points making a total of 20points for 10 journal entries. Journal entries will receive an 'accepted' if the journal meets the necessary requirements. If a journal entry is 'unaccepted' you will not receive credit for it but it can be resubmitted for credit.

Journal entries should be presented in a folder and placed in chronological order, i.e. as each numbered journal relates to the selected topic of the week. Each journal entry should be one page, typed, double-spaced, single-spaced if necessary, (font size no larger than 12 or smaller than 10). I will accept journal entries that are longer than one page if necessary. I will also be assessing your work based on the grammatical structure and spelling, because, more often than not, grammatical and spelling errors can affect the meaning of the message you are trying to convey. Please take time to proof-read your work before handing in. If you have printer problems and cannot bring a hard copy into class please email your journal entry to me as an attachment in plenty of time before class.

Due mid-semester

Reflective Visionary Essay (5-7 pages) (40 points): In this paper you will be asked to analyze a movie and describe how this connects to your vision for education as an aspiring teacher. After viewing the movie, synthesize your analysis with the texts you have read throughout the course. Situate yourself by reflecting on your own experiences, values, beliefs and biases and how they

impact your interpretation. Finally, address how this analysis and reflective process will impact your future as a teacher and your ability to address the needs of diverse (in regards to race, gender, class, ethnicity, culture, ability, language, religion, sexual orientation/ identification, ideology, and so on) learners.

Process:

Read “Ten Quick Ways to Analyze Children’s Books for Racism and Sexism” by the Council on Interracial Books for Children, pp. 14 – 15, and “Unlearning the Myths that Bind us: Critiquing Fairy Tales and Films” by Linda Christensen, pp.8 – 13, *Rethinking Our Classrooms: Teaching for Equity and Justice*, Vol. 1., (2002).

Watch a contemporary movie about education selected from the following list:

Mr. Holland’s Opus	Dangerous Minds
Finding Forrester	Dead Poets’ Society
The First Year	Stand and Deliver
Up the Down Staircase	Blackboard Jungle
Lean on Me	The Autobiography of Ms. Jane Pittman
The Breakfast Club	Children of a Lesser God
To Sir With Love	Pump Up The Volume
High School (Frederick Wiseman)	High School II
Etre Et Avoir (To Be and To Have)	

Movie Analysis: Using at least 2 or 3 of the “10 Quick ways to analyze children’s books” develop your own analysis of the movie you have selected. The areas of inquiry could cover, looking for stereotypes, tokenism and the depiction of minorities. Look at how success is measured and how problems are resolved. What is the role of women? How are diverse learners depicted? Looking at the lifestyles presented and how white middle-class groups are presented in comparison to non-white groups. Look at who has the power and takes the roles of leadership. Note who the heroes are and consider the effects on a child’s self-image. Consider the author’s/director’s perspective and background. Place close attention to loaded words and sexist language. The analysis should be 5 – 7 pages in length, typed, double-spaced. Use at least three references from the text and/or other assigned readings.

The following prompts have been designed to assist you in the analysis process *¹.

These are not, however, intended as a recommended structure for your paper.

- 1 After watching the movie, identify and describe concepts/ complexities that you now (unaware of previously) observe as a result of reading ‘10 Ways’.
- 2 What other readings from this class contribute to a new awareness of the issues raised by this film? How? Be specific about the messages that you have observed in the film and how they connect to your readings for this class and your knowledge of education/schooling. Use quotes from these readings and cite appropriately.
- 3 How has the analysis of the movie using the ‘10 Ways’ increased your understanding of the readings you have selected to support your argument?

¹ Adapted from Patti Clayton, *The Articulated Learning: An Approach to Guided Reflection and Assessment*. Sarah L. Ash and Patti H. Clayton *Innovative Higher education*, 29 (2).

Personal Reflection:

- 1 Identify and describe why you chose the movie you viewed. What issues were you looking for and/or interested in researching? Through past experiences, values, and beliefs, identify what biases you have toward this issue.
- 2 Identify and describe awareness about a personal characteristic that has been enhanced by your reflection on this analysis process.

Vision Statement:

- 1 How will you resolve conflicts, fears, and concerns identified?
- 2 Identify and describe an approach (decision or action) that you have taken, that you might have taken, or that you plan to take that makes life more fair/just.
- 3 What other approaches do you plan for yourself as a result of this analysis? For your future students?
- 4 How does this connect to your vision for education as an aspiring teacher?
(or) How is this going to impact your future as a teacher? Describe how will this facilitate meeting the needs of diverse learners?

Rubric

Movie Analysis	Inadequate	Satisfactory	Well done
Concept clearly identified with evidence of connections to the issues raised in the video and the guidelines (from '10 Ways')			
Evidence of relevant references used for the analysis and understanding of how these readings were used to support the argument clearly demonstrated			
Personal Reflection			
Identification and description of personal characteristic(s) enhanced by the reflection process			
Identification and description of beliefs before viewing and analyzing the movie			
Vision			
Vision for education described with connection to reflective practice and diverse learners			

This assignment will cover the following INTASC standards as set out by the Interstate New Teacher Assessment and Support Consortium:

#3: Diverse learners: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

#9: Reflective Practice: Professional Growth: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Due last day of class

Group project/ Presentations (15 points): Working in, and experiencing the dynamics of, small group interaction is another important method of learning/ teaching and exchanging information/viewpoints. Your work as educators is highly interpersonally demanding. It is important to gain experience working within a diverse group of people and perspectives – just as you will in the classroom. Use this opportunity to strengthen one another by building a project collaboratively and effectively. This assignment will allow you to synthesize what you have learned, enrich your awareness and social consciousness.

Form small groups (no more than 4 per group) in order to explore a particular educational issue that has been raised in the course. Each group will select one of the topics that has been presented and discussed in class and create a performance/presentation that clearly encapsulates the issue and conveys a specific message or point of view to the audience (like an editorial you are providing a distinct commentary). We will make these selections in class to ensure that each group has a different issue to cover. Make sure to further research your topic in order to provide engaging, thought-provoking, unique insights. For the purposes of this exercise you will be encouraged to utilize various techniques of performance related to those we have explored during the course as well as any of your own ideas as appropriate. Some of the possibilities you can draw from will include movement and drama techniques/conventions such as role play, freeze frames or tableau, talking in role, hot-seating, talk show formats, mantle of the expert, infomercials, poetic narrative, storytelling, soundscapes, lyrics, song, music, mime (pantomime/charades) and dance. To support or complement/supplement your presentation/performance you can also use graphics such as ‘role on the wall’, montage or collage, artifacts, illustrations, photographic representation or any other visual aids. The purpose of this presentation is to demonstrate an alternative approach to both presenting and understanding an issue using the medium of the body and the arts in education. Alongside your group presentation please provide a one page description of the performance describing your group’s stated intent or objective related to the issue chosen and the process involved (i.e. your choice of presentation modalities/elements/conventions/techniques). Please include quotes or information from any of the readings as pertinent to your chosen topic/issue. The group presentations will be graded based on the effectiveness of the presentation to convey the intended message, creativity and imagination, choice of modalities, techniques and supplementary materials, as well as the written component. These group presentations will be presented on the last day of class and each performance will be no longer than 15 minutes. There will be one grade given to the group as a whole.

Grading Policy: A =100-90; A- =89–85; B+ =84-80; B =79-75; B- =74-70; C+ =69-65; C =64-60; C- = 59-55; D = 54-50; F = 49 & below

8. Required Text(s)/Readings/References:

Shapiro, S.H., Harden, S.B., and Pennell, A. (Eds.). (2003). *The Institution of Education*. (4th Edition). Boston: Pearson.

Bigelow, B., Christensen, L., Karp, S., Miner, B., and Peterson, B. (Eds.). (2002). *Rethinking Our Classrooms: Teaching For Equity and Justice*. Milwaukee: Rethinking Schools, Ltd.

9. Topical Outline:

Weeks	Topics & Readings	Texts & Authors	Videos/Films Processes/Projects	Due Dates
1	Introduction to course Overview, Syllabus, Requirements, Purpose	Text (IE) Reserves (RC)	Building community, stories, critical thinking	Student lead reading s
2	Education for Social Justice and Organizaton of Schools Impassioned Tchg & Critical Thinking Can we have schools that work? Toward Compassionate Community Teaching for Social Justice	Levine (IE) Wood (IE) Pennell (IE) Peterson (RC)	Hope for education: Creating a democratic classroom	Jnl: #1
3	The Hidden Curriculum The Daily Grind Why Johnny Can't Disobey The Myths That Bind Us	Jackson (IE) McCarthy (IE) Christensen (RC)	Video: Remember My Lai Storytelling	Jnl: #2

4	Curriculum and Knowledge What's Worth Knowing Engaged Pedagogy Looking Pretty, Waiting for the Prince	Postman & Weingartner (IE) hooks (IE) Johnson (RC)	Disney Clips Fairytale Freeze Frames Charades	Jnl: #3
5	Ethnicity & Culture An Indian Father's Plea Bilingual Education Native American Literature	Lake (IE) Zimmerman (IE) Bruchac (RC)	Film: Whale Rider Maori Action Songs	Jnl: #4
6	Historical Issues & Equity Hiding the Hidden Curriculum The Little Law That Could	Vallance (IE) Kiernan (IE)	Video: A Class Divided Fishbowl Role Plays	Jnl: #5
7	Race and Social Justice Racenicity Brown vs. Board of Ed. Pre-text	Leistyna (IE) (H/O)	Video: Eyes on the Prize Fighting Back	Jnl: #6
8	Civil Rights & Social Change White Privilege Seeing Color	McIntosh (IE) Delpit (RC) pp.14-15 (RC)	Process Drama: Elizabeth Eckford's Story	Ditto
9	Spring Break			
10	Social Class Social Class & the Hidden Curriculum Decloaking Class Detracking Montclair	Anyon (IE) Zandy (IE) Karp (RC)	Video: American Dream at Groton Card Activity	Jnl: #7 and Reflective Visionary Essay
11	Gender Identity What About the Boys? The Culture of Separated Desks Gender Equity in the Classroom	Kimmel (IE) Gray (IE) Sadker et. al (IE)	Film clips: Tough Guise Killing Us Softly Magazine Picture Montage	Jnl: #8
12	Gay & Lesbian Issues in Education What Matthew Shepard Would Tell Us What do we do when we hear Faggot	Risner (IE) Gordon (RC)	Video: It's Elementary Four Corners	Jnl: #9
13	The Body & Critical Pedagogy Remembering the Body	Shapiro (IE)	Video clip: Still/Here Group Preparation	Ditto

14	Inclusion, Achievement & Ability Educating All Students A Suburban Tale The Inclusion Revolution	Lashley (IE) Hudak (IE) Rogers (IE)	Video: Off Track Mantle of the Expert: Panel Discussion Talk Show	Jnl: #10
15	Educating for Liberation Educating Against Violence Promoting Social Imagination Role Plays: Show Don't Tell	Giroux (IE) Shapiro (IE) Bigelow (RC) Bigelow (RC)	Educational Vision Video: Holocaust Process Drama: Rose Blanc	
16	Group Presentations Pertaining to selected areas Creating Classrooms for Equity & SJ	Eds. (RC)	Arts presentations Revisioning our classroom	Group Presentations

Schedule is subject to change

10. Other Information: Academic Honor Code: Students are expected to produce original work submitted only for this class. Plagiarism or duplication of assignments is unacceptable and only detracts from your growth as an intellectual and future educator. Please review the academic integrity policy in its entirety at <http://studentconduct.uncg.edu/policy/academicintegrity/>.

Special needs: please notify me of any special needs in order to best suit your learning experience

11. Recommended Text(s) and/or Readings: There may be additional readings and are selected by the instructor of the course.