



**EDU 1010**  
**Education & Society**  
**J-Term 2022**  
MTWRF 1:00-4:00  
4 Credit Hours

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### **COURSE DESCRIPTION AND OVERVIEW:**

This course covers the history and philosophy of education, as well as current social and political issues of education and learning environments. We will also consider issues of governance and finance. You will develop your critical thinking skills through reading, writing, speaking, and listening.

### **Course Objectives and their links to Wisconsin DPI Teaching Standards**

By the end of this course the students will be able to ...

- ... describe the role played by Western thought in the nation's educational system (Standard 1).
- ...list the historical elements that have played a role in the evolution of American schools (Standard 4).
- ...describe the contributions made to education by societies and cultures different from our own, most notably Native Americans and various cultures from the Eastern civilizations (Standard 5).
- ...diagram school finance, the strengths and problems of funding with real estate taxes, and the role played by federal, state, and local governments in education (Standard 4).
- ...assess the value of an education that is multicultural (Standard 2).
- ...describe the basic laws governing the rights of students, teachers, and administrators in the school setting (Standard 9).
- ...describe reform movements that have affected American education during the past 50 years (Standard 4).
- ...present, in class, a set of articles that document some element of American education (Standard 10).
- ...research, discuss, and write a statement of personal philosophy of teaching effectiveness (Standard 9).

### **Required Texts**

Johnson, J., Musial, D., Hall, G., & D. Gollnick (2018). *Foundations of American Education: Becoming Effective Teachers in Challenging Times*. Boston: Pearson, Inc.

Michie, G. (2019) *Same as it Never Was: Notes on a Teacher's Return to the Classroom*. New York: Teachers College Press.



## Assignments and Grades

### **A. Short Assignments, Quizzes and Informal Writing 10%**

Short assignments are given as a way to enhance understanding of the reading and other course content. I reserve the right to give “pop quizzes;” however, I prefer not to use them. Help me to avoid these by completing your readings and being fully present when you’re in class. Informal writing may take the form of in-class reflection, pre-class analysis, on-line discussion posts, e-mail messages, research notes, or many other forms, depending on the topic we are addressing. All of these kinds of writing are intended to help you process information and work through your own ideas. Grading criteria and credit will be described when each assignment is given.

### **B. Field Experience and Interview 20%**

Because of the Covid-19/Omicron challenges, instead of visiting classrooms we will be visiting the Kenosha Public Museum, viewing videos of authentic teaching experiences, and hosting a couple guest lecturers. You will be journaling about all of these experiences.

The purpose of this assignment is to foster—and demonstrate-- a deeper understanding of the educational theories and issues present in today’s K-12 schools. You will interview a teacher to learn about why they chose to teach, what it’s like, the best parts of teaching, and which challenges provide the greatest obstacles.

This interview should be completed **in person on Zoom or Google Meet**. In addition to taking good notes, consider asking the teacher’s permission to record the interview.

The last step in this assignment is to write a 3-5 page (double-spaced, standard margins, 12 pt. font) paper that summarizes and analyzes the results of the interview.

- Begin by introducing your participant with pseudonyms for the person, school, district, town, etc.
- Provide information on the participant’s background—years in the profession, education, how you know him/her, area of expertise, current position, etc.
- Give a brief description of the participant’s district—describe the location, building, district, demographics (i.e. SES, ethnicities, spending per student, NCLB status, etc.).
- As you write the body of this paper, weave the summaries in with the analysis—keep tying it to our course content whatever you learned from the teacher and the observation . For example, perhaps the participant describes her view of the role of schools. You can describe and quote her comments, then connect those comments to the chapters/articles in our course text and to other information gleaned from our presentations and conversations.
- When you quote the participant, use quotation marks for shorter quotes and body text for longer quote. Always parenthetically cite the interview after the quote.
- The conclusion of your paper should provide final comments on what you learned about this person and how this interview linked to the content of our course. This is also the time for you to really let your voice come through—what did you find the most compelling? Illustrative? Troublesome?
- While this is indeed a professionally-written document, it is also appropriate for you to write in first person narrative (I, me, my are appropriate). Don’t forget the mechanics activity we did in the first week of class—those writing rules apply here!

### **C. Philosophy Statement 10%**

You will compose a personal educational philosophy. We will use class time to work on this; first draft is due via email in Word or via Google doc no later than 6 pm Monday, February 8<sup>th</sup>.

### Hints for Writing Your Philosophy

**Philosophy Statement:** The Education Department's official requirements for the philosophy statement are: "[An acceptable philosophy statement] describes the educational philosophy of the candidate and clearly describes some or all of the following elements: The purpose of education, the roles of the teacher and student, and strong evidence of personal beliefs related to education."

Philosophy statement **must** include:

- the purpose of education;
- the roles of the teacher and student; and
- strong evidence of personal beliefs related to education.

### **PHILOSOPHY SCORING GUIDE**

- 1) There are key areas of focus, not necessarily in this order: (60%)
  - a. What do you believe? Why do you want to be a teacher?
  - b. What is your role as teacher? What role do students play in their learning?
  - c. How will you set up/manage your classroom?
  - d. What do you want to teach?
  - e. What is the goal of education?
  - f. How will you evaluate your students, and how will what you find out impact your teaching?
- 2) Avoid clichés (at the end of the day, basically), slang (kids, like, totally), and superlatives (very, very, really, really, totally, vitally important, and so on) Don't use "etc." (20%)
- 3) Your philosophy will probably work out to one full page, double-spaced, with conventional margins (you won't have name, date, course, etc. on it when you put it in your portfolio). If someone else reads your philosophy, will they know what is important to you? Please include a separate note to me that tells me what your friend noticed that seemed important to you after reading your philosophy. (5 pts.)
- 4) One single solitary error can be a deal-breaker when you're applying for a job! You **MUST** proofread your philosophy! (15%)

### **D. Hot Topic Project 30%**

To complete this project, your groups of 4 or 5 will do the following:

- Present a 15-20 minute multi-media program to the class. Your program should incorporate technology, visual aids, audience participation, and oral presentation. All group members will share the lead/floor/spotlight (you get the idea). **DO NOT** READ TO US FROM A POWER POINT!! (10 pts.)
- Each of you will submit a 2-3 page double-spaced research paper that describes in detail what you learned—what sorts of preconceptions did you have when you began the inquiry? How did these change throughout the course of your research and presentation? Why did these changes occur? Be specific and detailed, and support your statements with at least 4 reputable print references. (*Please Note: I expect great learning to take place and to be demonstrated—if your opinions and preconceptions have not been altered in the least, then this project was a failure!*) (8 pts.)
- Separately and confidentially, each of you will submit a ***minimum one-page double-spaced reflection*** on the group process—how did it go? Did the decision-making process go smoothly? How about the workload—was it equally distributed? What did you learn about yourself as a collaborator? How do you feel about the role(s) you played in this project? If you taught using this project, what would you do differently? (2 pt.)

**SCORING GUIDE (the project is worth 30% of your grade; to make this easier, however, we will use 100% to score it.)**

- ✚ Use of technology—group appropriately used at least 3 forms of media--15%
- ✚ Group dynamics—group clearly worked collaboratively to complete this project--20%
- ✚ Strength of research—group presents research-based facts on both sides of the issue 30%
- ✚ Organization of program—group clearly states the topic and the main questions regarding the topic; program flows smoothly and it is clear that the group worked hard to produce a quality presentation--15%
- ✚ Engaging—the presentation holds our interest. Presenters are well-prepared and appear to know the material they are sharing. The audience is encouraged to participate. 10%
- ✚ Professionalism—all directions are followed; the papers and the media presentation are error-free--10%

**E. Teachers As Readers (TAR) 10%** Good readers (and good teachers) can't wait to talk about whatever they've been reading. *Same as it Never Was* (Michie,2019) is just right for this assignment. Meeting in groups of 4 or 5, your first group discussion will take place on **January 12**. Your group will meet three times, and each session is worth 1/3 of the total points. You will be prepared with your book (highlighted, dog-eared, and/or sticky-noted, of course!) and you will **submit to Schoology before class** your 1.5 double-spaced, word-processed summary/reflection of the reading assignment. This summary/reflection should serve to remind you what you wish to discuss with, or ask, your group members AND to show me what you've learned. As your TAR groups meet, I will join each conversation for a few minutes to listen and check to see that you are fully prepared. You will turn in your reflections at the end of each TAR meeting. Note: I will not assess grammar, punctuation, or spelling in these papers; rather, I will look for depth of understanding as related to the five points listed below.

**Teachers As Readers (TAR) Summary/Reflection Suggestions**

1. Write down something important from the reading to share with the group.
2. Reveal personal reactions and applications. For example, consider how this text would matter most when relating ideas to your own professional experiences.
3. What questions are you thinking about at the end of this reading? What are you wondering about? What is confusing or unclear?
4. What sections of the text caught your attention? This could be something surprising, weird, or well said. Make a note of the page number and beginning words so you can read it to your group. Be sure to write why you chose it.
5. If you had to explain this to a non-educator, how might you do so?

**F. Martin Luther King, Jr. Event or Activity 10%**

**G. Professionalism 10%**

All students are to demonstrate the professionalism associated with and expected of Carthage preservice educators. Such dispositions may be defined as the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. With respect to our class you are expected to

- be punctual both in your attendance and in your completion/submission of assignments; late assignments are docked 10% per day.
- when you must miss class, contact me by phone before class to explain your absence,
- interact appropriately with your instructor and your peers,
- participate,
- add to the positive learning environment of our class,
- demonstrate competency in the literacy skills required of a classroom teacher,

- be prepared, and
- display an enthusiasm for reading and teaching, as well as the attitude of a life-long learner.
- ABSENCES: Because of class discussions, presentations, and instructor lectures, it is of the utmost importance that students attend class; more than one unexcused absence will lower your grade by one letter, and if you have 4 or more absences you will fail the course.
- When you are teaching, you will have to put away your cellphone and log out of Facebook. It's time to change those habits now—get used to not having access to either! Leave your cellphone on the desk/table face down and try to notice how many times you reach for it out of habit. Can you kick the habit? 😊

## **ACADEMIC INTEGRITY**

Academic integrity is expected of all students. The attempt of any student to present as his or her own that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or assignment written, in whole or part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy from books, magazines, Internet, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. If academic misconduct is suspected, the faculty member will follow the Carthage College Faculty Handbook guidelines regarding academic misconduct.

## **HEALTH AND WELLNESS**

The Health and Counseling Center (HCC) supports students by addressing physical, mental, and emotional well-being. All services are free and confidential and are available to currently enrolled, full-time undergraduate students. Health services include the assessment and treatment of minor illness and injury. Diagnostic testing, complimentary over-the-counter medications, and referrals to off-campus providers are all available. Our licensed counselors help students with challenges that can be resolved with short-term, solution-focused counseling. Some topics discussed during counseling include depression and anxiety, traumatic experiences, gender and sexuality, relationship concerns, stress management, and academic challenges. More details - including info about appointments - can be found at [carthage.edu/health-counseling](http://carthage.edu/health-counseling).

## **COVID-19 SAFETY**

If you miss class because of Covid symptoms, I expect you to be tested—that will be the necessary documentation to excuse your absence. When in class, you will keep your mouth and nose covered and you will sit as far apart as possible. When working in groups, please make every attempt to stay 3 feet apart. I have extra masks, hand sanitizer, and anti-bacterial cleaners if you need any. There will be no food allowed during class, and we will take a 15 minute break to give you time to have a snack outside of our classroom. If you have a medical issue that requires you to eat a snack sooner than 2:30, please speak with me.

- If you test positive for COVID-19, contact Nick Winkler [nwinkler@carthage.edu](mailto:nwinkler@carthage.edu) and/or Kimberlie Goldsberry [kgoldsberry@carthage.edu](mailto:kgoldsberry@carthage.edu) for the next steps in determining your isolation period and to begin the contact tracing process.

## **WRITING HELP**

The Brainard Writing Center is a free resource for student writers. The center is staffed by undergraduate Writing Fellows who have been recommended by Carthage faculty and trained to work with other students on their writing. They can work with you at all stages of the writing process, including understanding the assignment, brainstorming ideas, drafting, revising, and proofreading. This

semester they are offering in-person, Zoom live virtual, and written feedback consultations. For more information and to schedule an appointment, visit [carthage.edu/writing-center](http://carthage.edu/writing-center).

## LEARNING ACCOMMODATIONS

Carthage College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers due to your disability (including mental health, learning disorders and chronic medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, you also need to register with Diane Schowalter in Learning Accessibility Services ([dschowalter1@carthage.edu](mailto:dschowalter1@carthage.edu)).

## GRADING CHART—KEEP TRACK!

Teachers as Readers (TAR)	10%
Short assignments, quizzes, & informal writing	10%
Martin Luther King, Jr. event or activity	10%
Teacher Interview paper	20%
Philosophy	10%
Hot Topic project	30%
Professionalism	10%

## GRADING SCALE

98-100%=A+    94-97%=A    90-93%=A-    88-90%=B+    84-87%=B    80-83%=B-  
78-80%=C+    74-77%=C    70-73%=C-    68-70%=D+    64-67%=D    60-63%=D-  
Below 60%=F

## Grading Policy

- A— Outstanding Achievement. A grade of “A” represents a professional judgment that the performance of a student was truly superior.
- B— Fully Satisfactory Competence. A grade of “B” represents a professional judgment that the performance of a student thoroughly satisfied the criteria established for awarding undergraduate credit. It will usually be the modal (most frequent) grade awarded in an upper-level course.
- C— Marginal Achievement. A grade of “C” represents a professional judgment that performance of a student minimally satisfied the criteria for awarding undergraduate credit.
- D & F- Unsatisfactory Achievement. Grades “D” and “F” represent professional judgments that the performance of a student was insufficient to satisfy the criteria for awarding undergraduate credit.

## COURSE SCHEDULE

### WEEK ONE

1/6 Welcome, welcome! Intros, go over syllabus. Homework due 1/7: draw a map of your educational journey. Where were the milestones? What were the highs and lows? Where are you now on your journey? Be prepared to share in class on 1/7.

1/7 READ THIS FOR TODAY: Johnson, et al—Chapter 1: Teaching in a Challenging World. **Share maps of educational journeys.** Form Teachers as Readers groups and meet to set goals. Plan for Monday’s work and discuss teacher interviews!

## WEEK TWO

1/10 NO CLASS MEETING; you will view and write an informal, 2-page reflection on this video about Rafe Esquith's amazing program in Central Los Angeles. \*If you're off-campus, it will prompt you to sign in with your Carthage username and password. <http://carthage.idm.oclc.org/login?url=https://fod-infobase-com.carthage.idm.oclc.org/PortalPlaylists.aspx?wID=102692&xtid=43381>

1/11 READ FOR TODAY: Johns, et al Chapter 9: Organizing and Paying for Education. We'll discuss this and the Rafe Esquith video.

1/12 **TAR #1 is due today!** Foreword by Gloria Ladson-Billings and the first three chapters of *Same As It Never Was*. **Remember—it's due in Schoology BEFORE class!**

1/13 READING FOR TODAY: Johns, et al—Chapter 2: The Early History of Education in a Changing World

1/14 NO CLASS MEETING; I'll be sharing from my Google drive an amazing video of a kindergarten classroom, and you'll complete the viewing guide to submit to Schoology by 4 pm.

## WEEK THREE

1/17 Continue discussion of Chapter 2; begin work on famous educators assignment. \*\*Which event or activity honoring Martin Luther King, Jr. will you complete? **Remember, it's due 1/19!**

1/18 Work with your partner on the famous educator poster; be ready to present at 2:30! **TAR #2 is due today**—Chapters 6-10 of *Same As It Never Was*

1/19 READ FOR TODAY: Johns, et al—Chapter 4: Philosophy: Reflections on the Essence of Education **\*\*Bring laptop or tablet today to begin writing your philosophy!**

## 1/20 EVERYONE ZOOM TODAY!!! CHECK-IN, THEN GO WRITE YOUR PHILOSOPHY!

1/21 READ FOR TODAY: Johns, et al—Chapter 7: Diversity in Society & Schools **TEACHER INTERVIEWS DUE TODAY VIA GOOGLE DOC OR WORD ATTACHMENT**—NOT SCHOLOGY.

## WEEK FOUR

1/24 READ FOR TODAY: Johns, et al Chapter 11: Standards, Assessment, & Accountability **PHILOSOPHY DUE BY YOUR BEDTIME TONIGHT VIA SCHOLOGY.**

1/25 **TAR #3 due today**—finish reading *Same As It Never Was*. Brainstorm and choose hot topics, form groups, and start working!

1/26 **Meet at 1 pm at Kenosha Public Museum. Need a ride: meet at the flagpole by TWC at 12:40! ☺**

1/27 Hot Topics Group Work Day!

1/28 **HOT TOPIC PRESENTATIONS TODAY! LET'S CELEBRATE OUR LAST CLASS TOGETHER! All Hot Topic papers and reflections due today by 6 pm!**

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**Some dos and don'ts of writing mechanics (from Dr. Don Richgels)**

	<b>RULE</b>	<b>WRONG</b>	<b>RIGHT</b>
1	Do use <i>who</i> or <i>whom</i> when the antecedent is a person or persons.	Students that had computers finished first.	Students who had computers finished first.
2	Do maintain article-noun agreement.	Schools should be a risk-free environments.	Schools should be risk-free environments.
3	Do maintain pronoun-antecedent agreement.	Everyone had a book at their place.	All students had books at their places. Everyone had a book at his or her place.
4	Do maintain subject-verb agreement.	The basket of apples were on the table.	The basket of apples was on the table.
5	Do use a pronoun when the antecedent is clear and near.	Joe stopped at the store, and Joe bought a gallon of milk.	Joe stopped at the store, and he bought a gallon of milk.
6	Don't use a pronoun when the antecedent is not clear or is missing altogether.	. . . I only hope that once the computer lab is finished, they put some of the programs to work. . . . (With no nearby, previous mention of the teachers.)	. . . I only hope that once the computer lab is finished, the teachers put some of the programs to work. . . .
7	Do write complete sentences. Each sentence must have a subject and predicate. (There are rare exceptions to this. What a catch!, for example, lacks subject predicate structure, but there is a strong rhetorical reason for saying that right after Sammy Sosa makes a running, diving catch of a fly ball in shallow right field.)	Joe went to the store. He went to the cooler because he wanted to get something there. A gallon of milk. Then he went to the produce section.	Joe went to the store. He went to the cooler because he wanted to get a gallon of milk. Then he went to the produce section.
8	Do use subjunctive with <i>if</i> . (Note: Subjunctive uses the same form for both singular and plural. So sometimes it will seem like a violation of subject-verb agreement, but it's not.)	If this was my classroom, I'd put the students' desks in clusters.	If this were my classroom, I'd put the students' desks in clusters.
9	Do use a possessive noun or pronoun as the subject of a gerund.	One activity that I liked was the students following along in their books.	One activity that I liked was the students' following along in their books.

10	Don't misplace modifiers.	The majority of the information was obtained from the internet that they used in their reports. Each student only spent twenty minutes on math.	The majority of the information that they used in their reports was obtained from the computer. Each student spent only twenty minutes on math.
11	Do use capital letters at the beginnings of sentences, and use periods, question marks, or exclamation points at the ends of sentences.	Joe went to the store he bought a gallon of milk.	Joe went to the store. He bought a gallon of milk.
12	Don't use a comma where its only function would be to separate a subject from a predicate.	Joe and many of his friends from the dorm, went to the store. Joe who usually doesn't get the groceries went to the store.	Joe and many of his friends from the dorm went to the store. Joe, who usually doesn't get the groceries, went to the store.
13	Don't include what is modified in a modifying phrase.	By using technology in the classroom, it not only helps students learn, but also is more fun.	Using technology in the classroom not only helps students learn, but also is more fun.
14	Do use <i>not only</i> and <i>but also</i> with parallel structures.	Joe not only bought the groceries, but also he picked up the dry cleaning.	Joe not only bought the groceries, but also picked up the dry cleaning.
15	Do remember that <i>each</i> and <i>every</i> are singular.	Every student brought their book to class. Each of the boys in class wore their favorite T-shirt to the game.	Every student brought his or her book to class. All students brought their books to class. Each of the boys in class wore his favorite T-shirt to the game.
16	Use an apostrophe to show possession, except for <i>its</i> ( <i>its</i> is possessive; <i>it's</i> means <i>it is</i> ).	The fastest girls time was 2 minutes and 12 seconds. The girls times were faster than the boys. The dog chased it's tail. Its time to put away your books.	The fastest girl's time was 2 minutes and 12 seconds. The girls' times were faster than the boys'. The dog chased its tail. It's time to put away your books.
17	Do use a comma at the end of an introductory phrase that is four or more words long.	If I were going to go to the same school again next year I would be more careful about that.	If I were going to go to the same school again next year, I would be more careful about that.
18	Do use a comma before a conjunction that separates two independent clauses.	I asked my cooperating teacher about that and she helped me to find an alternative source.	I asked my cooperating teacher about that, and she helped me to find an alternative source.

19	Do use commas between parts of a series of three or more, including after the second-to-last element of the series. (Note: The comma after the second-to-last element is optional, but I prefer it. So please do use it when you write for me. Thanks.)	Joe bought apples bananas and oranges.	Joe bought apples, bananas, and oranges.
20	Don't use a comma only to separate the parts of a two-part compound subject or the parts of a two-part compound predicate.	The first boy in line, and the third girl in line were the same height. Joe went to the grocery store, and picked up the dry cleaning. The first boy in line the third girl in line and the teacher were the same height.	The first boy in line and the third girl in line were the same height. Joe went to the grocery store and picked up the dry cleaning. The first boy in line, the third girl in line, and the teacher were the same height.
21	Do use commas around a nonrestrictive clause.	Tom Hanks who is one of my favorite actors has won two Academy Awards.	Tom Hanks, who is one of my favorite actors, has won two Academy Awards.
22	Don't use commas around a restrictive clause.	Actors, who win Academy Awards, usually get to be choosy about the roles they will take.	Actors who win Academy Awards usually get to be choosy about the roles they will take.
23	Do use <i>less</i> with mass nouns and <i>fewer</i> with count nouns.	Joe brought less pencils to class than Mary did. Joe drank less glasses of milk than Mary did.	Joe brought fewer pencils to class than Mary did. Joe drank fewer glasses of milk than Mary did. Joe drank less milk than Mary did.

**24. Don't rely on the grammar check on your computer. Do use spell check on your computer, but don't use it blindly. These are just some examples. Do follow all other spelling, punctuation, and grammar conventions of formal written English.**

Last name, First name (or initial) (year). Title of article in sentence case. *Title of Journal with Capitals* (volume #), *issue*, 2-7.