EDU 450
Educational Studies Seminar
Fall 2010
Helen B. Regan
Education Department
Bates College

Meeting time and place: T/Th 2:40 – 4:00 in PGILL 316
Office: Pettengill 304
Contact information: 786-6064, hregan@bates.edu
Area Coordinator: Sylvia Deschaine, 753-6933, sdecha2@bates.edu
Office Hours: M, 11 a.m. to noon, or by appointment

Education Department Mission Statement

The Bates College Department of Education seeks to foster the democratic possibilities of schooling through the study of American public education and other comparative systems. The aim of the department is to create an environment in which students and faculty together analyze the complex dynamics between the purposes and products of schooling, and the social structures and cultural processes that comprise the broader context for education. In particular, we want to nurture in our students the development of these qualities:

- **Critical action and civic responsibility** – Because we want our students to develop a sense of social responsibility and concern for the common good, we encourage them to be involved in the local community and beyond through field work, service learning projects, policy analysis, student teaching, and empirical research.
- **Reflection and engagement** – In our vision of education, reflection and engagement work together to deepen students’ understanding and foster their personal growth.
- **Imagination and a passion for learning** – With imagination, a passion for learning, and the skills and knowledge that we help them develop, our students are well prepared to pursue their interests in education.
- **Commitment to social justice** – Throughout our program, we encourage students to recognize and address the influence of social context on the democratic possibilities of schooling.

DEPARTMENT LIBRARY

The Education Department lounge houses a wide-ranging collection of books and journals, organized in broad topic sections. Feel free to browse there and to sign out an item by completing a check out card and filing it in the box left
for that purpose on a small table in the lounge. Please cross out your name when you return the item.

**EDUCATION DEPARTMENT JOURNAL PICKS**

The Education Department maintains a list of ten education journals that are well regarded in the field. Some are of general interest like *Teachers College Record* or *Harvard Educational Review*, and some are more specialized such as *Reading Research Quarterly*. You can access this list from the Library home page by clicking on Education in the Subject Guide list, or by following this link: [http://libguides.bates.edu/content.php?pid=60317](http://libguides.bates.edu/content.php?pid=60317).

**MAINE TEACHING STANDARDS**

1. Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the disciplines) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students.
2. Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines
3. Demonstrates knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, and social development.
4. Plans instruction based upon knowledge of subject matter, students, and curriculum goals.
5. Understands and uses a variety of instructional strategies and appropriate technologies.
6. Creates and maintains a classroom environment which supports and encourages learning.
7. Demonstrates the ability to support students’ learning and well-being by engaging students, home, school, colleagues, and community.
8. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.
9. Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.
10. Demonstrates a strong professional ethic and a desire to contribute to the education profession.
COURSE GOAL

To integrate the disparate elements of the educational studies minor into a coherent whole

Course Objectives

In this course, the student will

- review and reflect upon her individual educational experience at Bates, including her educational studies curriculum
- survey the sub-fields of educational studies: history, sociology/anthropology, philosophy
- plan and conduct an original culminating project in educational studies

COURSE OVERVIEW

The Educational Studies seminar is divided into three units, each addressing one of the course objectives above. The seminar is intended to stimulate intense reflection about the senior student’s educational experience at Bates; personal, academic, and in the Education Department more specifically. It includes readings and writing assignments as vehicles for fostering that reflection. Furthermore, the seminar offers a survey of the formal discipline of educational studies through representative readings in each sub-field. Through discussion of these readings, the student can appreciate how her work fits into the larger discipline of which the Bates educational studies minor is an example. Finally, the seminar guides the student in creating a project that, if successful, will enable her to integrate her educational interests and experiences into an original product that is capstone to her educational studies minor. In many cases, this project will be closely aligned with the student's senior thesis in her major.

READINGS TO BE PURCHASED - listed in the order to be read

Other readings will be accessed through Lyceum according to the schedule below. The assigned readings may, and probably will, be revised as the term progresses.

Rosen, Christine My Fundamentalist Education

Crocco, Munro and Weiler Pedagogies of Resistance

Horowitz, Helen Lefkowitz The Passion and Power of M. Carey Thomas

Howard, Adam Learning Privilege
Hansen, David T. *Ethical Visions of Education*

**ASSIGNMENTS**

**Regular attendance at, preparation for, and participation in class sessions.** There is absolutely no way to make up missed classes, and no way to benefit fully from being present in class unless you come prepared and participate. When you are absent, you miss the learning that occurs organically through class interactions, and you rob the rest of us of your contributions to that learning. At the same time, I know that “life happens”. I will let two absences go unremarked in which case you do not need to give me an explanation. However, more than one absence, or a pattern of consistent tardiness or early departure, will affect your grade negatively unless truly extraordinary circumstances occur.

**Field Placement.**

You will complete a thirty hour field placement in a setting the correlates closely with your interests and with your early thoughts about a culminating project. You will arrange a schedule with your host. You are obligated to meet the schedule you have defined and to notify your host in a timely way if you are unable to be there because of some emergency.

**Log Sheets, Host Evaluation.** As part of your final portfolio, you will submit a log sheet documenting your visits and an evaluation completed by your host. Failure to complete 30 hours or obtain the completed host evaluation form will have a significant impact on your grade.

**Field Experience Journal** Your field notes will document connections between your observations, your ongoing reflections about your study of education at Bates, and the development of your culminating project. Unlike field placement journals in your earlier classes, this journal need not record highlights of events in your placement setting. Rather it should serve as field notes which become a source for your culminating project. You should make at least one entry per week of about a page in length. The journal will be collected weekly beginning Thursday, Sept. 24.

**Formal writing and projects.** See writing rubric at end of syllabus. Use APA style for citations.

1) **Reflective essays:** Over the course of the semester, students will complete four reflective essays. In the first three essays students are asked to reflect back upon aspects of their life at Bates. These essays should be informed by the topics, controversies and lines of inquiry introduced in the appropriate assigned readings and class discussions. The essays may also draw on educational and personal experiences prior to Bates. The final essay asks
students to apply key lessons and identified interests to the development of a culminating project in educational studies. Each essay should be 5 to 8 pages in length, double spaced with proper citations. See guiding questions for reflective essays on Lyceum.

b. Reflective Essay Two: Reflecting on Academic Life at Bates, Due October 7
c. Reflective Essay Three – Reflecting on the Educational Studies Minor, Due October 19
d. Reflective Essay Four – Proposing a Culminating Project – Due October 27

2) Response essay to survey of field of educational studies – an essay that expresses what you take away from our readings in the history, sociology/anthropology and philosophy or education, 3 to 5 pages in length. Due on December 3.

3) Culminating Project – The nature of these projects will vary and will be developed in close consultation with me. Individual consultations outside of class will be scheduled. Due on December 9.

4) Portfolio (due on December 9)– The final portfolio should include

   a. An introduction of three to five pages that offers an overall description of your reflection-in-action and your reflection on action during the course. See guiding questions for reflective essays on Lyceum. New work not previously submitted
   b. Reflective essays 1 – 4 (previously submitted and returned)
   c. My response to our survey of the field of educational studies – three to five pages (previously submitted and returned)
   d. Set of discussion guides and reflections (previously submitted and returned)
   e. Your culminating project New work not previously submitted
   f. Completed log sheet, field placement journal, and host evaluation.

Informal writing: reading discussion guides.

Reading discussion guides. For certain readings, you will be paired with another student and assigned responsibility for leading the discussion for a particular class. You should prepare a guide for how you will conduct the discussion, which you will hand in along with a short reflection about how the discussion went the class after you have led the discussion.
ASSIGNMENTS AND GRADING

Statement re. Students with Disabilities

If you have a physical or mental disability, either hidden or visible, which may require classroom, test-taking, or other reasonable modifications, please see me as soon as possible.

Due dates and assignments will probably be adjusted as the semester progresses. LATE WORK will almost always be penalized although I can imagine extenuating circumstances. Be sure to speak up if you believe you are in such a situation.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Culminating Project</td>
<td>250</td>
<td>December 9</td>
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<tr>
<td>Reflective essays 1 to 4 and ES reading response essay</td>
<td>50 points each</td>
<td>September 28, October 7, 19, 27 and December 3</td>
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<td>250 total</td>
<td></td>
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<tr>
<td>Field placement journal, log sheet, and host evaluation</td>
<td>50</td>
<td>Journal submitted weekly; log and evaluation due Dec. 9</td>
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<tr>
<td>Set of discussion study guides and discussion responses</td>
<td>50</td>
<td>Submitted the class following the class that you lead</td>
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<tr>
<td>Portfolio – completeness, appearance and quality of introduction</td>
<td>50</td>
<td>December 9</td>
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<tr>
<td>Teacher discretion*</td>
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<tr>
<td>Total</td>
<td>650</td>
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* Points may be added for those who meet or exceed the criteria for each assignment and who also demonstrate throughout both their written and oral work a more complex and in-depth understanding of course concepts, issues, and questions. Such work addresses complexities and ambiguities, and includes significantly more connections among concepts than is typical. Likewise, points may be deducted for excessive absence, a pattern of late arrival or early departure, or some other noteworthy failure to meet course expectations.

COURSE CONTENT AND CALENDAR

This schedule probably will be adjusted as the term progresses; all adjustments will be posted to the electronic course calendar, which can be accessed through the course web site. No revised paper copies will be provided. Get in the habit of checking the Lyceum calendar regularly to keep abreast of upcoming assignments, and changes to the course schedule.
COURSE INTRODUCTION

Class 1, Th, Sept. 9

Course overview

Individual appointments with Ellen Alcorn should be scheduled on F, Sept. 10 or Monday, Sept. 13.

UNIT ONE: Looking Back, Moving Forward

Class 2, T, Sept. 14


Class 3, Th, Sept 16

Review of outcome of appointments with Ellen Alcorn.


Bring one paragraph that might find its way into one of your reflective essays.

Class 4, T, Sept. 21 and Class 5, Th, Sept. 23 A Personal Education Memoir (Student led discussion)

Read Christine Rosen, *My Fundamentalist Education.*

Class 6, T, Sept. 28 Students Present on Personal Life at Bates

*Reflective Essay One: Reflecting on Personal Life at Bates, due 10 p.m. through Lyceum.*

Class 7, Th, Sept. 30 and Class 8, M, Oct. 5 The Curriculum in Higher Education (Student led discussion)

Class 9, T, Oct. 7 Students Present on Academic Life at Bates

Reflective Essay Two: Reflecting on Academic Life at Bates, due 10 p.m. through Lyceum.

(Student led discussion)

Read Crocco et al, Pedagogies of Resistance ..... 

Class 12, T, Oct. 19 Students present on the Educational Studies Minor

Reflective Essay Three: Reflecting on the Educational Studies Minor at Bates, due 10 p.m. through Lyceum.

FALL BREAK: OCTOBER 20 TO 25

Class 13, T, Oct. 27 Students present on proposed projects

Reflective Essay Four: My Culminating Project Proposal due 10 p.m. through Lyceum.

Individual consultations about projects to be arranged in class.

UNIT TWO: The Field of Educational Studies

Class 14, Th, Oct. 29 and Class 15, T, Nov. 2 History of Education
(Student led discussion)

Read selections from Horowitz, The Power and Passion of M. Carey Thomas

Classes 16, Th, Nov. 4 and Class 17 T, Nov. 9 Sociology/Anthropology of Education
(Student led discussion)

Read Howard, Learning Privilege ..... 

Class 18 Th, Nov. 11 and Class 19 T, Nov. 16 Philosophy of Education
(Student led discussion)

Read Hansen, Ethical Visions of Education ....
Class 20 Th., Nov. 18 Student selected readings from sub-field within educational studies
(Student led discussion)

THANKSGIVING BREAK NOVEMBER 22 THROUGH NOVEMBER 29

Class 21, T, Dec. 1 Student selected readings from sub-field within educational studies
(Student led discussion)

UNIT THREE: Your Original Work

Class 22, Th, Dec. 3 Student culminating project presentations

Class 23, T, Dec. 7 Student culminating project presentations

Class 24, Th, Dec. 9 Course conclusion

Portfolios due in class.
<table>
<thead>
<tr>
<th>Writing Rubric</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>#</th>
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<tbody>
<tr>
<td><strong>Ideas</strong></td>
<td>Little or no clear topic; No theme apparent; Reader must infer meaning; Significant misunderstanding of topic apparent</td>
<td>Topic is recognizable, but theme is unclear; Relationship of ideas to assignment unclear; Ideas reflect inaccurate or shallow understanding of curriculum</td>
<td>Paper is clear and focused; Theme apparent; Ideas are reasonable and clearly related to assignment; For most part, ideas reflect accurate understanding of related curriculum</td>
<td>Clear and focused paper holds reader’s attention to original theme; Ideas are fresh and original; Ideas show insight and understanding of what is important; Ideas reflect accurate, deep understanding of related curriculum;</td>
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<td><strong>Organization and structure</strong></td>
<td>Little or no clear sense of direction; Connections are fuzzy or missing; Order seems random; Introduction and/or conclusion fail to orient reader to topic and theme; Reader experiences confusion</td>
<td>Order moves the reader through the paper inconsistently; Introduction and conclusion are present; Transitions and pacing are inconsistent; Sequence sometimes contributes to order in the paper</td>
<td>Order moves the reader through the paper; Introduction and conclusion signal theme; Sequencing and transitions generally contribute to order in the paper</td>
<td>Organization enhances the central idea and compels the reader through the text; Introduction and conclusion engage the reader and focus attention on theme; Pacing and transitions are controlled, logical and effectively signal plan of the paper</td>
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<td><strong>Supporting evidence/examples/details</strong></td>
<td>Vague, sketchy, grossly inaccurate, or absent</td>
<td>More general observations; few details specific; details too few in number; some inaccuracies</td>
<td>Most details specific; sufficient in number to provide good support and important information;</td>
<td>Clear, specific, persuasive, illuminating; more than enough to support topic strongly and develop theme robustly</td>
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<tr>
<td><strong>Sentence construction and fluency</strong></td>
<td>Many convoluted sentences; Sentences are choppy, incomplete, awkward and unvaried; Much passive voice</td>
<td>Sentences are generally grammatically correct, but may be convoluted, more mechanical than fluid; Some passive voice</td>
<td>Sentences are simply built and varied in structure; Writing has a pleasant, steady beat and flows naturally for the most part</td>
<td>Writing flows with rhythm and cadence; Purposeful, varied structure enhances meaning; Writer considered sound of words as well as meaning; Sentences are simply constructed and use active verbs</td>
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<td><strong>Word choice</strong></td>
<td>Mostly vague or</td>
<td>Language lacks</td>
<td>For the most</td>
<td>Words are fresh</td>
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<td>clichéd language; Vocabulary is limited; Redundancy and incorrect word use distract the reader; Any attempts at original language seem like thesaurus overload</td>
<td>energy and precision; Words are adequate but without any flair or originality; Some vague or clichéd language;</td>
<td>part words appropriately and effectively chosen with occasional exceptional selections; Language creates clear, precise picture for the most part</td>
<td>and original, straightforward, powerful and engaging; Verbs are lively; nouns and modifiers precise Writer has carefully chosen the right word for the right spot; Language is simple, natural and suited to the context</td>
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<td>Conventions/mechanics</td>
<td>Many errors interfering with or distorting meaning; Extensive editing almost equivalent to a complete rewrite are required; Citations and/or reference list missing or incorrectly formatted</td>
<td>Conventions are handled inconsistently; Citation &amp; or reference list errors or omissions; Paragraphing is awkward; Some errors are distracting; Moderate editing would fix most errors</td>
<td>Conventions are generally correct and assist clarity; Paragraphing is sound; Spelling correct; Citations and reference list generally correct;</td>
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<td>Total Score</td>
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A = 23 – 24  
A- = 21 – 22  
B+ = 19 – 20  
B = 17 – 18  
B- = 15 -16  
C+ = 13 – 14  
C = 11 – 12  
C- = 9 – 10  
D+ = 8  
D = 7  
D- = 6