

Fieldwork and Seminar in Secondary Education

EDUC0900

Fall 2019

Thursdays, 4 pm-6:30 pm, Smith-Buonanno Hall G018

Instructor: Professor Diane Silva Pimentel
Office: 164 Angell St., Rm. 207
Office Hours: Tuesdays, 1:30 – 3:00 pm & Thursdays 2 – 3:30 pm or by appointment.
Email: diane_silva_pimentel@brown.edu
Phone: 401.863.3428

REQUIRED TEXTS

Cushman, K. (2003). *Fires in the bathroom: Advice for teachers from high school students*. New York: The New Press (New ~ \$8.20; Used starting at ~\$4.58; Digital version free to borrow at https://archive.org/details/isbn_9781565848023)

Dintersmith, T. (2018). *What school could be: Insights and inspiration from teachers across America*. Princeton, NJ: Princeton University Press. (New ~ 7.80; Used starting at ~\$5.15)

Goldstein, D. (2014). *The teacher wars*. New York: Anchor Books. (Cost: New ~\$14.95; Used starting at ~\$6.84)

Kozol, J. (2009). *On being a teacher*. New York: One World. (Cost: New ~\$10.00; Used starting at ~\$5.00; Free Online Download at <http://www.kosstu.kz/static/uploads/library/gumanitar/english/g-e-77.pdf>)

Milner, H. R. (2010). *Start where you are, but don't stay there*. Cambridge, MA: Harvard Education Press. (Cost: New ~\$25.13; Used starting at ~\$15.00)

Palmer, P. (2007). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco, CA: Jossey-Bass. (Cost: New ~\$10.90; Used starting at ~\$5.98; Digital version free to borrow at https://archive.org/details/isbn_9780787996864)

Sizer, T. (1992). *Horace's school: Redesigning the American high school*. Boston, MA: Houghton Mifflin. (Cost: New ~\$9.00; Used starting at ~\$5.00; Digital version free to borrow at <https://archive.org/details/horaceschoolred00size>)

Shalaby, Carla (2017). *Troublemakers: Lessons in Freedom from Young Children at School*. New York: The New Press. (Cost: New ~\$19.09; Used starting at ~\$14.56)

Approx. cost listed above via on-line sources.

ESSENTIAL QUESTIONS:

- What are the purposes of schools?
- How do these purposes influence teaching and learning?
- What happens in classrooms?
- How does the culture of classrooms and schools influence student learning?
- How might schools and classrooms be changed to make them more effective and equitable?

COURSE OVERVIEW

Schools are complex institutions that are part of the larger society and thus mirror its priorities and problems. The goals of this course are:

1. to view schools in a broad context to better understand current national debates about education;
2. to study closely the happenings in classrooms;
3. to provide an opportunity to explore the profession of teaching.

COURSE OBJECTIVES

The goals stated above give a broad view of the course. The following objectives provide a more detailed view of what I expect you will accomplish by taking the course. You will:

- develop skills for observing in classrooms;
- record accurately classroom interactions;
- analyze your classroom observations in light of readings and class discussions;
- read and discuss issues raised in assigned texts;
- conduct a personal inquiry, based on classroom observations;
- reflect on your own learning in the course through use of a journal;
- participate actively in weekly seminar;
- improve your writing skills.

COURSE DESIGN

This course includes two components: weekly seminar and field work. The weekly seminar will meet every Monday. During this time, we will discuss your readings and connect them to your field work experiences. You are expected to spend 2- 2.5 hours a week at a school site working with a teacher in a classroom setting. At least 20 hours of observation time will be completed. You will keep a dated journal of each visit in which you will record what you did during that particular visit, your reactions, interactions, and reflections. The journal will be useful as you write your papers and in the weekly seminar. Keep in mind that you are a guest in the school and the teacher's classroom.

COURSE WEBSITE

Readings and assignments for the course are available on Canvas.

GRADING & ASSIGNMENTS

Below is a brief description of the elements used to determine your grade for this class. I will provide more detailed descriptions before the assignments are due. The due dates for the assignments are also listed on the schedule with the readings.

• QQTPs

We will use an adapted form of a process described as QQTP (Quotations, Questions, and Talking Points) to support your participation. For selected classes, you will read the assigned materials and prepare a roughly one-page typed report (single-spaced) with the following sections:

- *Quotation(s)*: Select a quote, data point, or method from the materials that you find especially compelling, interesting, puzzling, or surprising. These should be brief (1-3 sentences). Remember to include a source in parentheses (who said it, what book or article, page number). Include a brief explanation of why this quote was significant.

- *Question(s)*: As you read, take note of what questions come to mind. Develop one or more thoughtful question(s) that you would like addressed in small group and class discussion of the material. This can be a question of meaning (what does this information tell us), interpretation (how do we make sense out of this information), connection (how does this information connect to other readings and discussions in class), or evaluation (what is the accuracy or validity of the information). This should be a question about which you are genuinely curious and/or are not sure of the answer.
- *Talking Points*: Write 2-3 Talking Points that demonstrate how you have thought seriously and critically about the readings. Share how you think about, accept, reject, or otherwise critically engage the reading material, as if you had to synthesize the content for someone who had not read it. Each finding/conclusion should just be a few sentences. The *first* Talking Point—every time you do this—will address how the material connects to you personally (i.e., how your personal experiences, background, or knowledge connect with the material). Your subsequent Talking Points will address your critical analysis of the material. We will then share in class your quotations, questions, or a talking point in small group and whole class discussions.

The ways to gain a passing grade on your QQTP include the following: thoughtful questions; quotations that identify the source; talking points clearly based on readings; talking points that include your reflections, reactions, and thoughts; and little to no grammatical and spelling errors.

- **JOURNAL – FIELD WORK REFLECTIONS**

You are expected to spend 2-2.5 hours a week at a school site working with a teacher in a classroom setting. At least 20 hours of observation time will be completed. You will keep a dated journal of each visit in which you will record what you did during that particular visit, your reactions, interactions, and reflections (use the template provided).

- **PAPERS**

1. “An Analysis of Good Teaching Practice” (4-5 pages)

Look back at “the best teacher” you ever had. Consider: What made him or her good? Are these characteristics found in all “the best” teachers? What can you learn about effective teaching from the way your own best teacher taught? In what ways may the experiences of your classmates have been different than yours? Use the readings to inform your analysis.

2. “Classroom Interactions” (4-5 pages)

Classrooms are filled with interactions, far more than an observer can focus on. Becoming an effective classroom observer requires the development of a set of skills to enable you to see and hear those interactions that are of particular interest to you and potentially of significant importance in the learning that is occurring. In this paper, you are to write about some specific interactions that you have focused in your observations. You must include in your paper descriptions of events and incidents and related dialogue. The rubric for this assignment will be given to in class.

3. Final Paper - “A Personal Inquiry” (10-12 pages)

In this paper, you will choose a specific area of secondary education that interests you and answer a question you feel compelled to learn about. You will meet with me to develop the question. Guidelines and rubric for this assignment will be given in class. You will present the main themes of what you learned to the class.

PARTICIPATION

The enrollment is limited in this class to provide opportunity for all participants to share in the discussion of important issues arising out of your school visits and the readings. Being an active seminar participant involves not only speaking skills but also listening skills. I hope that much of what you learn in this course will be from each other. The following are some guidelines for evaluating participation:

- Outstanding contributor: Contributions in class reflect exceptional preparation. Ideas offered are always substantive, provide one or more major insights as well as direction for the class. Frequent references are made to the readings and/or observations from school visits, often showing the ability to connect the two. If this person were not a member of the class, the quality of discussion would be diminished markedly.
- Good contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Occasional references are made to the readings and/or observations from school visits, sometimes showing the ability to connect the two. If this person were not a member of the class, the quality of discussion would be diminished.
- Adequate contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide some useful insights but seldom offer new direction for the discussion. Some references are made to the readings and/or observations from school visits, but connections are rarely shown. If this person were not a member of the class, the quality of discussion would be diminished somewhat.
- Non-participant: This person says little or nothing in class. Hence, there is not adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would be unchanged.
- Unsatisfactory participant: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few insights and no direction for the class. References to readings are rare and connections are absent. If this person were not a member of the class, discussion would be improved.

Attendance:

I consider attendance at the weekly seminar to be an essential part of the course. The weekly activities and discussions are the only way to accomplish some of the objectives of the course. If you are going to be absent from class, I expect you to inform me. **If you miss more than two classes, you will receive an NC.**

School Observations: The observations you will be doing in a local school will be a critical part of the course. You are expected to do at least 20 hours of observation over the course of the

semester; this is approximately 2-2.5 hours per week. You are expected to keep a log of your hours and complete journal entries.

GRADING PROCEDURES

There will be no final examination. The grade will be determined by the quality of the assignments outlined in this syllabus as assessed by the rubrics discussed in class.

Assignments

QQTPs

Journal and Fieldwork

Paper 1

Paper 2

Final Paper & Presentation

Participation

Evaluation

A = All assignments are complete and consistently exceed expectations.

B = All assignments are complete and at least meet expectations

C = All assignments are complete with most meeting expectations. 1-2 assignments may nearly meet expectations, but no assignments are scored as not meeting expectations.

NC = All assignments are not complete and/or do not meet expectations.

S* = All assignments are complete and consistently exceed expectations.

S = All assignments are complete and at least meet expectations OR All assignments are complete with most meeting expectations. 1-2 assignments may nearly meet expectations, but no assignments are scored as not meeting expectations.

NC = All assignments are not complete and/or all assignments do not meet expectations.

CLASS SCHEDULE

Class	Essential Question/Readings Due	Assignments Due
Sept. 5 th	EQ: What are the purposes of schools?	
Sept. 12 th	EQ: How does context influence the experience of teachers and students in school? Reading: Providence Public School District John Hopkins Report June 2019 (pp. 1-88) Palmer. The Courage to Teach (pp. 1-62) Shalaby. Troublemakers (preface pp. xv-xxiv)	QQTP #1
Sept. 19 th	EQ: What does it mean to be a teacher? Reading: Palmer. The Courage to Teach (pp. 63-190) Shalaby. Troublemakers (Introduction pp. xxxi-xl)	QQTP #2 Set up an appointment with me to meet during office hours or another mutually convenient time.
Sept. 26 th	EQ: How does diversity influence the job of a teacher? Reading: Milner. Start Where You Are, But Don't Stay There (Introduction Chapter 1-4 -- Chapter 5 optional) Shalaby. Troublemakers (Part 1 pp. 1-40)	QQTP #3
Oct. 3 rd	EQ: How does history influence the schools of today? Reading: Goldstein. The Teacher Wars (pp. 1-163)	First Paper Due Journal/Log Check

Oct. 10 th	EQ: How and Why does Horace Compromise strive to reform his school? Reading: Sizer. Horace's School (pp. 1-101) Shalaby. Troublemakers (Part 1 pp. 41-72)	QQTP #5
Oct. 17 th	EQ: Is the reform Horace was calling for relevant to secondary education today? Reading: Sizer. Horace's School (pp. 102-189)	QQTP #6
Oct. 24 th	EQ: How has the reform agenda changed in the past 20 years? Reading: Goldstein. The Teacher Wars pp. 164-274 & A Nation at Risk	QQTP #7
Oct. 31 st	EQ: Who succeeds in school? Shalaby. Troublemakers (Part 2 pp 73-188)	Second Paper Due Journal/Log Check
Nov. 7 th	EQ: How do students perceive schooling? Readings: Cushman. Fires in the Bathroom	QQTP #9
Nov. 14 th	EQ: How has schooling changed in the age of reform? Reading: Dintersmith. What School Could Be (pp. 1-102)	QQTP #10
Nov. 21 st	EQ: How can systems be developed that support the successful education of all students? Readings: Dintersmith. What School Could be (pp. 103-220)	QQTP #11
Dec. 5 th	EQ: How should educational reform play out in classrooms?	QQTP #12 Completed Journal/Log Due

	Reading: Kozol. On Being a Teacher	
Dec. 12 th	Final Presentations	Final Paper Due

POLICIES

Inclusion Policy: Brown University is committed to full inclusion of all students. Please inform me if you have a disability or other condition that might require accommodations or modification of any of these course procedures. You may speak with me after class or during office hours. As part of this process, you should be registered with the Student and Employee Accessibility Services (SEAS) and provide me with an academic accommodation letter from them. For more information contact Student and Employee Accessibility Services at [401-863-9588](tel:401-863-9588) or SEAS@brown.edu.

Methods Credit Hours Statement: The total of in-class hours and out-of-class work for all full-credit courses at Brown is approximately 180 hours for a 14-week semester. In this course, students can expect to spend 35 hours in class (2.5 hours per week for 14 weeks), 20 hours in observations, 98 hours (average of 7 hours per week) on reading and brief response essays, and 35 hours researching and writing the final research paper.

Academic Integrity: Academic Integrity is something I take very seriously. Please review the university's academic code at <https://www.brown.edu/academics/college/degree/sites/brown.edu/academics/college/degree/files/uploads/Academic-Code.pdf>

It is your responsibility to know how to properly cite and acknowledge ideas, materials, illustrations, etc. that are not yours. Any suspected cases of academic dishonesty will be brought to the attention of the Dean's office.

A professional attitude and high professional standards are important goals to be achieved by the students in this course. It is therefore expected that written work will reflect proper grammar, correct spelling, and thoughtful organization.