

EDCI 489-500 — TEACHING AND LEARNING IN THE MODERN SOCIETY (3 CR)
Spring, 2007

Dr. Patrick Slattery (Professor) and Ms. Mei Hoyt (Graduate Teaching Assistant)
Matt Grumbein (Undergraduate Research Assistant)

INSTRUCTOR INFORMATION:

Time: MWF 12:40-2:40 pm in EDCT 636. Times and Locations Vary. See Below
Office: 314 Harrington, 845-8397
Web Page <http://www.coe.tamu.edu/~psslattery>
e-mail: patslat@aol.com (Dr. Slattery) may_wudl@yahoo.com (Ms. Hoyt)
Field Study: Navasota High and Crockett High School (or alternate site)
Office Hours: Wednesdays (2:40-6pm)
Appointments: Available upon request by phone or e-mail.

COURSE DESCRIPTION:

This course reviews and explores the development, structure, management, and finance of secondary schools (SBEC 1.11k, 1.9s, 1.10s, 1.12k to 1.15k,); the philosophical, historical, sociological, ethical, and moral dimensions of teaching (SBEC IV 4.3k to 4.8k , 4.5s to 4.11s, 4.16s, 4.17s); the role of schooling in relationship to current social issues in a democratic society; contextual issues such as race, class, gender, sexual orientation, ethnicity, language, religion, learning styles, physical abilities, and culture; and teaching as a profession (SBEC 1.2k, 1.4s, 1.5s, 1.3k to 1.5k, 2.1k to 2.4k, 2.1s to 2.5s). This course requires forty-five (45) clock hours of research and observation in schools or related sites by each student and a portfolio report on this research at the end of the semester (SBEC 4.9k to 4.12k and 4.12s to 4.15s, 2.19k to 2.23k). (SBEC Technology Standards incorporated into portfolio and class webboard.)

REQUIRED COURSE READINGS:

Slattery, Patrick. (2006). *Curriculum Development in the Postmodern Era*. New York: Routledge. ISBN 0-415-95338-3. **SECOND EDITION ONLY**
Sobel, David. (2005). *Place-Based Education*. Great Barrington, MA: Orion Society (Handout).

RECOMMENDED READING:

Kincheloe, J., Slattery, P., & Steinberg, S. (2000). *Contextualizing Teaching*. NY: Addison Wesley, Longman Publishers. ISBN # 0-8013-1504-2
Slattery, P. & Rapp, D. (2003). *Ethics and the Foundations of Education: Teaching Convictions in a Postmodern World*. Boston: Allyn and Bacon. ISBN # 0-321-05401-6.

ADA:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637. If you need special accommodations for classroom seating, field observation transportation, or other class related projects, please meet with the professors after class within the first week of classes.

INSTRUCTIONAL METHODS:

This course will be conducted in a lecture and seminar fashion. The professors will explore the topics found in the course description and syllabus by using films, autobiographical narratives, class discussions, and philosophical dialogues. Instructional strategies may include the following: seminar discussion, lecture, library and Internet research, field experiences, films, group projects, and reading current educational literature.

PLAGIARISM/ACADEMIC HONESTY:

The handouts used in this course are copyrighted. By “handouts” we mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy handouts, unless we expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, data base, research notes, web site information, etc. which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic offenses, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the issue of the *Texas A&M University Student Rules*, under the section “Scholastic Dishonesty.” Academic Integrity Statement: “An Aggie does not lie, cheat or steal or tolerate those who do.” Honor Council Rules and Procedures on the web: www.tamu.edu/aggiehonor

DEPARTMENT DIVERSITY STATEMENT:

The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.

ATTENDANCE, GRADING, AND PARTICIPATION:

Students enrolled in this course are expected to attend all class meetings, complete assignments before the class meeting time, and come to class with materials designated as due at that time. Attendance and participation in class discussions and field work are essential for success in this course. Students will be expected to ask questions and dialogue with the professor and other students in class and on e-learning. NO CREDIT will be given for assignments missed because of an unexcused absence, and a grade of 0 will be assigned. In the case of illness, emergency, or university business, please submit a written note, a university activity form, or a medical statement to the professor following the absence. Please do NOT call or e-mail in advance of an absence unless an extended absence is anticipated. There will be no penalty for excused absences, and assignments can be submitted upon your return to class.

SCHEDULE OF CLASSES/READINGS:

- (W) 1-17 Distribute Syllabus. Introduce field placements & i-folios. Form Groups.
- (M) 1-22 Films “Mighty Times” and/or “Little Secret” Read Preface and Introduction to “Curriculum Development in the Postmodern Era”
- (W) 1-24 Read Chapters 1-3 of “Curriculum Development in the Postmodern Era”
- (M) 1-29 Group Planning Meetings: Discuss “Placed Based Learning” and Chapter 8 of “Curriculum Development in the Postmodern Era.”
- (W) 1-31 Group Planning Meetings: Begin Project on Place-Based Education
- (M) 2-5 Read Chapters 4-5 of “Curriculum Development in the Postmodern Era.” Film: “A Lesson Before Dying”
- (W) 2-7 Discuss Chapters 1-5 and Critical Analysis Paper due March 7. Film: “Off Track.”
- (M) 2-12 Group Planning Meetings: View Film for Place-Based Education Project
- (W) 2-14 Read Chapter 6 of “Curriculum Development in the Postmodern Era.” Film: “XXXY”
- (M) 2-19 Film “Vagina Monologues.” Lecture by Jennifer Milam.
- (W) 2-21 Films “Tough Guise” or “Wrestling With Manhood” and “Killing Us Softly.”
- (M) 2-26 Film “Jim in Bold”
- (W) 2-28 Read Chapters 7 and 8 of “Curriculum Development in the Postmodern Era.” Film: “Green”
- (M) 3-5 Group Planning Meetings: Work on Placed-Based Education Project
- (W) 3-7 Critical Analysis Paper Due. Copy of Field Experience Log Sheet with 22 Hours Due

SPRING BREAK

- (M) 3-19 Film “American History X”
- (W) 3-21 Read Chapter 9 of “Curriculum Development in the Postmodern Era”
- (M) 3-26 Group Planning Meetings: Finalize Placed-Based Learning Project
- (W) 3-28 TBA
- (M) 4-2 Read Chapter 10 of “Curriculum Development in the Postmodern Era” Film: “Maya Lin: A Clear Strong Vision”
- (W) 4-4 Group Presentations
- (M) 4-9 No Class. Work on i-folio
- (W) 4-11 No Class. Work on i-folio
- (M) 4-16 Film “Fast Food Nation”
- (W) 4-18 TBA
- SAT 4-21 Texas NAME Conference at MSC
- (M) 4-23 Read Chapters 11-12 of “Curriculum Development in the Postmodern Era” Film “Children in America’s Schools”
- (W) 4-25 Exam Review and Film “Strange Fruit” I-folios must be completed by 5pm.

COMPLETE COURSE EVALUATION AT <https:pica.tamu.edu>

- (M) 4-30 Film “The Color of Fear”
- (M) 5-7 Final Exam 10:30am to 12:30pm

WRITING ASSIGNMENTS:

Assignments must be written with intellectual rigor in a grammatically correct form. Sentence fragments, run-on sentences, misspelled words, tense errors, punctuation errors, and citation errors are unacceptable. Professionalism demands rigorous standards, and grades will reflect the quality of the writing style and content. Ten (10) additional points will be deducted from any paper or essay with more than three (3) grammatical errors. No credit will be given for papers with more than five (5) errors.

COURSE ASSIGNMENTS:

1. i-folio Portfolios (400 Points). Due Wed. Ap 25 at 5pm. A minimum of 45 hours of observation and interviews is required for this assignment for credit to be assigned. Most of these observation hours will take place on a public middle school or public high school campus during regular school hours. However, interviews may take place outside of school hours. Attending a school board meeting, Kappa Delta Pi meeting, Allies training, tutoring at Bryan High, or another approved event is another way of securing hours in the evenings. Navasota High School is our assigned campus. However, you may ask for permission to do observations at another middle school or secondary school. Up to a maximum of 15 hours of observation may be done in private schools, religious schools, and home schools. Additionally, up to a maximum of 15 hours may be secured at school sponsored extracurricular and co-curricular events at a public school. The following items must be included and clearly labeled in your i-folio in the following order: (1) Log sheet with the dates, times, location, contact information, and signatures for field observations; (2) A minimum of three classroom observations with a two page typed summary/reflection on all of your observations; (3) A typed transcription of a minimum of four different interviews (two with a teacher or administrator and two with a student) followed by a two page reflection/analysis on all of the interviews; (4) The portfolio must include a final reflection of two to three typed pages summarizing the entire field experience; (5) Additional information is not required but may include photographs, field notes, letters, and other artifacts. Please do NOT include names or identifying information about schools, teachers, or students (except on the log sheet). You must set up your i-folio during the first three weeks of class. Please use only one icon for access to the entire i-folio. Fifty percent (50%) of the i-folio (22 hours/1 classroom observation/2 interviews) must be completed by mid-term. Submit a copy of your log sheet on March 7 to verify. If fifty percent of the hours are not completed, then the maximum grade that you can receive for the i-folio at the end of the semester will be 250 points. You will be graded on completeness, scholarly analysis, clarity of writing, and creativity. (See grading rubric.)

2. Critical Analysis Paper (200 Points). After reading the Preface, Introduction and Chapters 1-5 the book “Curriculum Development in the Postmodern Era” write a five to six page (double spaced) essay. Begin with a one page summary of the Introduction and Chapter One in order to demonstrate that you understand the term postmodernism. On the next page, discuss the concept of historical analysis from the perspective of Chapters Two and Three. Then present a concise one page explanation of the terms “hermeneutics” and “theology” from Chapters Four and Five. In the final pages of your paper, present an analysis and critique of chapters 1-5 of the textbook from your perspective. Staple the paper in the upper left hand corner. Do not use folders or binders.

3. Group Project and Presentation. (200 Points). Groups will be formed at the first class session. There will be at least four group planning meetings during class time before the group presentations on April 4. A group leader will be selected. This person will be responsible for coordinating group meetings and activities, insuring full participation by all members, keeping attendance records, and communicating with the professor for announcements and scheduling. The group will present an oral and written project to the entire class. Specifications for the oral and written project will be presented in class. Each group must accomplished the following tasks:

- A. Read and Discuss the short book titled “Placed Based Education” and Chapter 8 of CDPE
- B. Select a theme for a placed-based educational project to be completed by the group.
- C. Schedule two meetings (as a group) – one with Ms. Hoyt and one with Dr. Slattery
- D. Select a film (from the film list) that relates to the group theme. View the film as a group.
- E. Meet as a group for the scheduled planning meetings and any additional meetings needed
- F. Present your project to the class at the designated time.

4. Final Exam (100 Points). Definitions, essay, and short answer exam covering all of the course readings in the textbook “Curriculum Development in the Postmodern Era” and all of the films viewed in class. Particular emphasis will be placed on chapters 6-10 of the course textbook. See Exam Guide.

5. Attendance (100 Points). Students who attend all class sessions and group planning meetings and complete all assignments thoughtfully and on time will receive 100 points. (25 points will be deducted from this grade for each unexcused absence and each late assignment.) Your attendance will be checked at the beginning and the end of each class. You must be present for the entire class in order to receive attendance credit. If you arrive late or leave early, you will not receive credit for attendance. Assignments may not be submitted late except for excused absences. If you have extenuating circumstances, an officially university excuse, a medical statement, or an excused absence, please contact the professor after class or by e-mail. No points will be deducted for excused absences.

COURSE GRADING:

Out of 1000 Possible Points:

900-1000 Points =A (Outstanding); 800-899 Points =B (Excellent); 700-799 Points =C (Satisfactory); 600-699 Points =D (Poor); Below 600 Points =F (Unacceptable)

(NOTE: A student who makes a D or F must repeat this course for your certification plan.)

COURSE EVALUATION:

Students must complete a course evaluation during the final week of classes and before exams begin at <https:pica.tamu.edu>

CONTROVERSIAL TOPICS:

Controversy surrounds teaching and schooling in our contemporary society. Consider the following: debates about evolution, creationism, intelligent design theories, DNA, stem cell research, and the human genome in the science curriculum; funding for vouchers, charter schools, and the home school movement; dress codes, metal detectors, police officers, and uniforms in schools; guns, gangs, and violence in schools; sex education, day care centers on campus, vending machines and junk food sales, health centers, condom distribution, and HIV and AIDS education in the health curriculum; race relations on campuses and in society; social promotion, tracking, special education placements, discipline centers, and retention of students; suspensions and corporal punishment; gay and lesbian topics in the curriculum and in textbooks along with Gay Straight Alliance (GSA) clubs; civil rights movements in schools and textbooks; rewards and punishments in classrooms; grading policies; accountability movements and high stakes testing; prayer at football games and graduation ceremonies; banned books from the library and banned sites on the internet; the use of the internet and television in classrooms; and accountability certification requirements for teachers and administrators. Please read the textbook and handouts, watch news reports, interview veteran teachers in the schools, talk to students in school lunch rooms or at extracurricular activities, listen to the lectures by the professor, and listen to student comments with curiosity and a healthy skepticism. Please ask questions and clarify positions. Keep an open mind and learn new perspectives, even if you disagree with an idea. However, please refrain from attacking or belittling the position of an author, the professor, a guest speaker, or a fellow student. *Ad Hominem* attacks are to be avoided. You are challenged to listen and question from an open and inquisitive posture. When this course is over, you are free to accept or reject any philosophy presented in this course. However, during this semester you are required to learn the material presented by the professors and explore the viewpoints presented. You must discuss the course material intelligently and thoughtfully in your papers, on the e-learning, and in the essay exam questions. Satire, sarcasm, and argumentative behavior will result in no credit for assignments and a grade of no higher than a D in the course.

CHALLENGING FILMS:

In previous semesters some students have reported that a few of the films that we will view in this course are emotionally draining and intellectually challenging. Two films deal graphically with racism and lynchings in America and the social and historical condition of education for poor and minority populations. Another film portrays the horrors of war, including murder, ethnic cleansing, rape, looting, genocide, and bombings. We will discuss the consequences of social upheaval on the lives of children and its implication for education. We will discuss the trauma of war time rape in Bosnia and the experiences of women who are traumatized. Another film poignantly portrays an interview with the mother and the principal of a high school freshman who shot himself when classmates teased him about being gay. This film challenges teachers to help gay and lesbian students when they are teased and harassed. Two films explore violence and teasing on campuses and the details of recent school shootings. Interviews with students in the films contain graphic language typical of some high school students. A documentary on poverty in schools and society depicts the plight of low income students. Two of the films contain sexually suggestive scenes and graphic violence. Other films deal with difficult topics of suicide, anorexia, death penalty, environmental degradation, and gender roles. Not all of the films that we will view this semester are emotionally challenging. There are several upbeat historical documentaries, one inspirational film about high school students on a raft trip, a film about the courage of Rosa Parks, two films about the inspiration of the arts, and a few mundane school organizational films that we will view. However, students should be aware that a few scenes in some of the films may be difficult to watch. If you are uncomfortable, please feel free to close your eyes or quietly put your head down for a few moments. If you have any concerns, please meet with the professor or graduate assistant or send an e-mail message. However, as teachers you will encounter much more graphic language, intense emotions, and challenging situations than presented in these films. In fact, we consider all of the films that we will view this semester to be very important in your educational process. We do not believe that any of these films are too graphic, violent, or explicit for viewing in a mature educational setting for future teachers. The films depict the reality of teaching and schooling in the modern society. Thus, you are required to view all of the films on the syllabus and write about the films on assignments and the exam.

PURPOSE OF THIS COURSE

The purpose of this course is to develop REFLECTIVE INQUIRY. The purpose of this class is to help you to become an inquiring teacher. The goal is to help you learn to think critically, ask deep questions, look at issues from new perspectives, think about schools and society, inquire into difficult social issues like racism, violence, heterosexism, classroom tracking, death penalty, science research, economics and funding of schools, poverty, media, war, and gender issues. This class is not designed to provide all of the answers. Our goal in this class is not to learn what to do in schools, nor how to solve social problems (like gangs, racial tension, genetic research, economic disparity, global crises, war, teasing in schools, tracking, etc.). Rather, our goal is to think deeply and critically about these difficult issues. We will look at social issues from postmodern perspectives and stretch our thinking. In short, we are on a journey to INQUIRE, REFLECT, PONDER, PHILOSOPHIZE, INVESTIGATE, and RESEARCH. This class will be frustrating for those students who want concrete answers, absolute truth, and practical solutions to problems. We encourage you to relax and understand that this class investigates philosophical questions. In future classes you will study methods of problem solving and classroom strategies for quality teaching. But in this class we are asking "WHY" questions. "Why do people kill other people?" as Jefferson asks Wiggins in the film *A Lesson Before Dying*. "Why do schools use tracking to sort students?" as asked by the narrator in the film *Off Track*. "Why do some students tease and attack culturally different students?" as asked in the films *Let's Get Real* and *Strange Fruit*. "Why do some students join gangs and commit violence in schools and society?" as asked in the films *American History X*, *Bowling for Columbine*, and *Mighty Times*. "How can teachers be supportive of students with disabilities and diseases?" as asked in the film *Little Secret*. "How can teachers address environmental problems?" as asked by the narrator in the film *Green*. "Why are some schools funded at \$19,000 per pupil and others funded at \$3,000 per pupil?" and "Why is there a huge disparity in quality of education in the United States?" as asked in the film *Children in America's Schools*. "What are the roots of racism in America?" as asked in the films *Strange Fruit*, *Remember the Titans*, and *Mighty Times*. Why are there such negative images of gender that influence kids so negatively as seen in the films *Captive Audience*, *Tough Guise*, *Killing Us Softly*, and *Recovering Bodies*? Why do we serve food in schools that is so detrimental to our health as seen in the film *Super Size Me*? Remember, we are not looking for the answers to these questions. We are INQUIRING and THINKING about them from a critical and postmodern perspective. We will visit schools and interview teachers and students to find out what they think about racism, history, teacher pay, suicide, tracking, testing programs, gay-straight alliances, religion and prayer in the classroom, gender issues, gangs, funding, textbooks, etc. We will watch challenging films that force us to ponder difficult questions. We are on a journey to find out what other people think....especially the authors of our textbooks, the directors of our films, teachers and students in middle schools and high schools that we interview, our classmates on the WebCT, and our professors in the class lectures. We are not looking for concrete answers, teaching strategies, practical solutions, or the best techniques to address these problems. Please read, mediate, ponder, write papers, ask questions on the web board, interview students, observe teachers, analyze films, visit schools, watch films, and think!

Slattery – Syllabus Page Nine

FIELD EXPERIENCES

Our designated observations days at Navasota High are Tuesdays and Thursdays. Only seven students may visit Navasota on any given day, and **students must sign up in advance**. You may not change your dates and times for visitation once you sign up. You may not cancel your visit. If you become ill or have an emergency, you must call the school and send an e-mail to advise them of your absence (Mrs. Libby Bailey 936-825-4250). Failure to inform the school will result in a 50 point deduction from your i-folio grade for each infraction. Here are a few reminders about field observations. First, please dress professionally. You must observe the faculty dress code and grooming code for each campus you visit. No jeans, shorts, sandals, exposed shoulders, tee shirts, or advertising shirts are allowed. No facial jewelry allowed for men. Men should wear dress slacks and dress shirts, and women dress slacks or dresses. Observe the faculty dress code and conform to the norms of the school campus. Each school campus will have a slightly different standard. Second, drive carefully and be sure that the car is in good mechanical condition. Park in designated spaces for visitors. Third, remember to check the schedules in advance. Avoid observations on testing days, holidays, and early dismissal days. Fourth, if you choose to observe at a school other than Navasota, be sure to present the letter of introduction found at the end of this syllabus. You must make your own contacts and schedules for observations other than Navasota High. Fifth, we will make special arrangements for you to visit schools in Austin and Houston if you like. **Sixth, never mention the name of a student, teacher, or administrator in your essays.** Never present information (good or bad) that could identify the teacher, student, or classroom that you observed. All of your writing in the i-folio (except the log sheet) must be anonymous. Finally, enjoy the field experience and learn as much as possible. Ask a lot of questions. Always thank the teachers, students, and administrators who assist you. A card of thanks at the end of the semester would be appropriate. Additionally, Navasota High would like to receive a copy of your field notes if you are willing to share data. Contact Dr. Slattery for other options at other high schools.

January 3, 2007

Dear Professor;

_____ is enrolled as a student in EDCI 489 “Teaching and Learning in the Modern Society” in the Fall Semester of 2007. This course requires 45 clock hours of school-based field experience. A placement process has been established for students to complete their observations and field experiences. Occasionally, field experiences for this course will require students to be out of town for an entire day. This student is requesting permission to miss your class on the following day and date:

_____. Thank you for considering this request. If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

Dr. Patrick Slattery
Professor
Teaching, Learning, & Culture
pslattery@tamu.edu
845-8397

January 3, 2007

To Whom It May Concern;

_____ is enrolled as a student in EDCI 489 “Teaching and Learning in the Modern Society” in the Spring Semester of 2007. This course requires 45 clock hours of school-based field experience. A placement process has been established for students to complete their observations and field experiences in local schools. However, some students prefer to complete their field experience requirements near their homes in a different school district. If you are willing to host this student for observations this semester, we would be most appreciative.

Students may complete their 45 clock hour field experience requirement by observing classroom teaching, interviewing teachers, interviewing students, shadowing a teacher for the day, shadowing a student for the day, assisting in school related activities or projects, completing an observation of a classroom, sporting event, or lunchroom, or gathering data from an administrator. Some students will choose a combination of these experiences.

At the end of the semester the student will submit a portfolio containing a report on the field experience, a log signed by the supervising teacher or administrator, and field notes gathered during the observations. The names of schools, teachers, and students will be omitted from the final report. The field reports will remain the property of the student and will not be published or circulated without written permission. Anonymity will be preserved for all participants.

Thank you for assisting this student who has requested to complete his or her field experience outside of the local schools. Your support of our pre service teachers is most appreciated.

Sincerely,

Patrick Slattery, PhD
Professor
pslattery@tamu.edu
979-845-8397

Sample TEFB 322 Field Experience Log

Date of Observation; Time (Hours)	Location	Activity	Signature & Phone #
1-9-99; 8-11am (3)	Navasota H. Rm 318	Observe 9th English	

1-11-99; 1-3pm (2)	Bryan High, Rm 118	Interview 11 th Grade Math Teacher	
1-15-99; 3-6pm (3)	Austin High Art Rm	Supervise Art Club	
1-16-99; 8am-8pm (12)	Navasota Stadium	Shadow Teacher/Coach	
1-17-99; 7-8am (1)	Caldwell High Office	Interview Principal	
1-21-99; 7am-3pm (8)	Bryan High	Shadow a 9 th Grade Student	
1-25-99; 1-3pm (2)	Media Center	View a Film/ Discussion	
1-29-99; 1-2pm (1)	Caldwell High Library	Interview 10 Students	
2-5-99, 1-3pm (2)	Alta Vista High Rm 4	Lead a Discussion on Shakespeare	
2-15-99, 7am-3pm (8)	St. Joseph High Rm 111	Shadow 10 th Grade Science Teacher	
3-7-99, 6-9pm (3)	District Office of Lee County ISD	Observe a School Board Meeting	
3-10-99; 9-11am; (3)	Home School	Observe/Interview	
3-15-99; 11am-1pm; (2)	Brenham High Cafeteria	Sociogram of student interaction	
3-21-99; 1-5pm (4)	Bryan High Saturday Detention	Sociogram and Interview Students	
3-25-99; 3-5pm (2)	Telephone	Interview a Home Bound Student	
3-29-99; 1-3pm (2)	Bryan High Health Clinic	Interview a Doctor About Ritalin	
3-30-99; 1-3pm (2)	Navasota High Rm 22	Interview counselor and Student about Ritalin	
10pm - 11:30pm (1.5)	On-Line	Interview a teacher	
3pm-4pm (1)	Film Discussion	Discuss film "Off Track"	
7pm-9pm (2)	MSC 201	PDK Meeting and Speaker	
3-5pm (2)	A&M Consolidated High	GSA Student meeting	
7-9pm (2)	Volleyball Game	Sociogram of Players	
12-1pm (1)	LBJ High	Sociogram of a Physics Class	
7am-4pm (9)	Connally High Austin	Observe a school day	

TEFB 322 Field Experience Log

Date of Observation; Clock Time (Hours)	Location	Activity	Signature and Phone

Completeness 1 2 3 4 5

Clarity of Writing 1 2 3 4 5

____ Log sheet with the dates, times, location, and signatures for field observations

____ A minimum of 45 hours required on a public middle or high school campus with a maximum of 15 hours on a private or home school campus and a maximum of 15 hours of school sponsored extracurricular events.

____ Three Classroom Observations with annotated comments and typed commentary on the observations

____ Four transcriptions of interviews with teachers/administrators and students followed by a short essay reflection (2 pages) on the interviews.

____ The ifolio concludes with a final reflection of 2-3 typed pages on the entire field experience.

____ (Optional) supplemental material (photographs and letters-- with permission)

____ (Optional) A copy of field notes, handouts, and/or interviews associated with each field experience

____ All names and identifying information kept anonymous.

____ All material labeled and neatly organized in correct order under one icon in the i-folio

____ Essays and interviews are reflective and insightful.

Field Experience Hours must include classroom observations, extracurricular activity observations, interviews, attending a school board meeting, support projects (i.e. tutoring, volunteer activities) and may be accomplished in any of the following combinations:

A. All 45 Hours in a public/charter middle school or high school for regular school functions (i.e., classrooms, lunchrooms, teacher in-service meetings, school board meetings, interviews with teachers and students at any time, tutoring students, guest speakers, etc.)

B. 30 Hours in a public/charter middle school or high school for regular school functions (i.e., classrooms, lunchrooms, teacher in-service meetings, school board meetings, interviews with teachers and students at any time, tutoring students, guest speakers) and 15 Hours in public/charter extracurricular activities (i.e., sporting events, clubs, organizations, after school events).

C. 15 Hours in a public middle school or high school for regular school functions (i.e., classrooms, lunchrooms, teacher in-service meetings, school board meetings, interviews with teachers and students at any time, tutoring students, guest speakers), 15 Hours in private/religious/home middle school or high school regular school functions (same as above), and 15 hours in extracurricular activities at a public school (i.e., sporting events, clubs, organizations, after school events).

Special Notes

1. No more than 15 hours total may be done in private/religious/home school settings.
2. No more than 15 hours total may be done at extracurricular or sporting events.
3. A maximum of 15 hours may overlap with TEFB 201 or any other field-based education course with approval from both professors.
4. K-12 majors may complete all or part of their hours on elementary campuses. Check with me for possible settings.
5. Those who are taking this class as an elective and are not education majors may select alternate research projects. Meet with me privately to set up a plan for your portfolio.
6. Use the letter of introduction on the last page of the syllabus to take with you if you want to observe at any school other than those provided.
7. If you need a letter to get an excused absence from a TAMU class in order to visit a campus, please use the letter in the syllabus.

Final Exam Study Guide

Your final exam will consist of a series of short answer and essay questions. All material from the textbooks and class films will be included in the final exam. Here are some *sample questions* to give you an idea of the types of essays that you will be required to write.

1. Compare and Contrast Grant Wiggins (the teacher) from “A Lesson Before Dying,” Dr. Sweeney (the principal) from “American History X,” Dr. Tom Cochran (the medical doctor) in “Little Secret,” Rosa Parks in the film “Mighty Times,” and the football coach from “Remember the Titans.” What lessons about teaching and coaching did you learn from these characters? How did the students react to their leadership at the beginning of the film versus the end of the film?

2. What is the reason for the disparity of conditions in schools in America from the perspective of the film “Children in America’s Schools” and the book “Curriculum Development in the Postmodern Era?” Give the pros and cons of the different approaches to school financing

presented in the film, textbooks, worksheets, and the class discussions. Why do cities readily fund sports stadiums and museums, but often do not pass taxes and bonds for schools? What is your opinion about the way that we should fund education in America?

3. What is school tracking? What is the position of the film “Off Track” on tracking in schools? How did this film portray an “off track” classroom? Do you think schools should have more “off track” classrooms? Would you like to teach in a tracked or off tracked classroom? What are the advantages and disadvantages?

4. What is the position of the textbooks on gay and lesbian issues? What did you learn about protecting gay, lesbian, bisexual, and transgendered students from the films “Jim in Bold” and “Let’s Get Real”? What are some of the ways that teachers can support GLBT high school students?

5. In the first class session and in the Introduction to the textbook, we identify Rosa Parks as an inspirational figure. What do we say about Rosa Parks? What are some things that you learned about Rosa Parks from the film “Mighty Times?” How can Rosa Parks be an inspiration for you as a future teacher? How might a teacher emulate Rosa Parks? Why was Rosa Parks selected as the first woman ever to lie in state in the US capitol upon her death in 2005?

6. Discuss the importance of environmental issues in the school curriculum as seen in the films “Green” & “Advertising and the End of the World” and chapter eight of “Curriculum Development.” What specific problems are raised in the films and in the textbook? Suggest a few ways that you can help to address environmental problems as a teacher? What exactly can a teacher do to help the ecological situation in our cities and in our world?

7. Define “Hegemony” (As presented in the textbooks). What was Dr. Slattery and Ms. Milam’s definition of racism in class? Is your definition of racism different or the same? Discuss racism in schools and society. Identify one example of racism from each film: “Green,” “A Lesson Before Dying,” “American History X” “Mighty Times,” and “Strange Fruit.” Why is racism such a difficult but important topic to address in our society?

8. This class has often challenged us to think about women’s issues. The textbooks also talk about issues related to women. We saw in the some films the way that women were degraded in war. The play “Vagina Monologues” also addresses the rape of Bosnian women. What did you notice in your field experiences about the way that young women were treated in schools (both positive and negative examples)? What can you do as a teacher to address the problems that young women face in schools and society? What was proposed that we do to address the tragedy of rape as presented in two of the films. What specifically do you think that teachers in the modern society need to do to address the problem of rape?

9. What is hermeneutics? Why is hermeneutics such an important topic for teachers? How does hermeneutics relate to the teaching of history? What are the various understanding of hermeneutics by US Supreme Court justices?

10. Briefly summarize the theme of the book “To Teach.” What methods for teaching are proposed. How does the author define a “great” teacher?

11. Describe your best field experience and your worst field experience this semester. What did you learn from each?

12. We studied intersexuality in the film “XXXY”. What is intersexuality? What are the pros and cons of performing surgery on infants who are born intersexual? How can you be sensitive to the needs of intersexual students in your school and classroom? If you have a child born intersexual in the future, what do you think you will do?

13. Discuss the problems associated with school violence in the modern society. What did you learn about the causes of school violence? What did you learn about school violence from your Internet search worksheet and from your interviews at Navasota high? If you were a principal or school board member, what actions would you propose to reduce school violence and create a safe learning environment in school?

14. What is the history of the song “Strange Fruit”? What was the impact of the English teacher who wrote the words to this song? What was the theme of the film “Strange Fruit”?

15. Present a summary of the argument for and against the death penalty presented in the textbook. What does the film “A Lesson Before Dying” contribute to this discussion?

16. Several films addressed issues of gender and social problems of youth: Recovering Bodies, Wrestling with Manhood, Killing Us Softly, Tough Guise, etc. What did you learn from these films? How will this impact your work as a teacher?

Assignment Sheet #9

PRINT NAME _____

1. Go on line and locate several web sites or article that discuss HIV infection and AIDS. Name three web sites that you locate. If you prefer, you may locate three journal articles.

a.

b.

c.

2. In the space below, write a short paragraph on the information that you found. What are the demographics (age, race, country, gender, orientation, marital status, nationality) of HIV/AIDS infections in the world at this time? What is the latest information on how is the virus transmitted, how the virus can be avoided, how drugs are administered, who can afford the drugs for HIV, projections for future rates of infection, etc.

3. Locate an article or a website that discusses K-12 schools and HIV/AIDS educational programs. Name the site/article. What are your responsibilities as a teacher to your HIV/AIDS students and families? What myths need to be dispelled? What educational approaches are having the best effect on reducing HIV infection in teens?

4. On the back of this page, please present your **personal opinion** about the best educational methods of preventing HIV infection, teen drug abuse, unwanted teen pregnancy, STD's (Sexually Transmitted Diseases), teen abortions, and other challenging social issues: Abstinence only programs, Just Say No programs, more sex education programs, health clinics, condom distribution centers, drug awareness programs in schools such as DARE, counseling, etc.? Some combination of the above? Something totally different? Imagine that you are a teacher, what do you plan to say, if anything, to your students and colleagues about drugs, alcohol, sex, disease, HIV/AIDS, pregnancy, etc.? Find an article that explains the legal restrictions that you may face.

Assignment Sheet #6

PRINT NAME _____

1. Go to the Internet or library and find out some basic information about the following people:

a. Billie Holiday -

b. W.E. B. Dubois -

c. Amadou Diallo -

d. Sen. Joseph McCarthy and McCarthyism -

e. Pete Seeger-

f. Amiri and Amina Baraka -- See www.amiribaraka.com

g. Julius and Ethel Rosenberg (See "The Trial of Ethel and Julius Rosenberg" on Google.com) -

2. Go to the Internet or a CD library and listen to one song by each of the following artists (and name the song you listened to):

- a. Billie Holiday-
- b. Pete Seeger-
- c. Josh White-
- d. Casandra Wilson-
- e. Irving Berlin-
- f. George Gershwin-
- g. Frank Sinatra-
- h. Carmen McRae-
- i. Nina Simone-

3. What is one difference between Communism and Fascism?
4. What was the Harlem Renaissance? Name two prominent people associated with it.
5. Find two facts about the history of lynchings in the United States.
6. When did President Harry Truman integrate the US Military and why?
7. Find some information about the 1950s film “The House I Live In” starring Frank Sinatra.
8. Go to the site www.withoutsanctuary.org and report on what you find **on the back of this page.**

Assignment Sheet #7

PRINT NAME _____

1. Go to the site www.americannaziparty.com and <http://abcnews.go.com/Primetime/story?id=1231684&page=1> and browse through the information provided. Find other similar links. (Name the links.) Write a short paragraph below describing what you found.

2. Go to the Internet site www.tolerance.org and browse through the information provided—especially the teacher education information. Find other similar links. (Name the links.) Write a short paragraph below describing what you found.

3. Go to the Internet site http://www.socialistworker.org/2003-2/464/464_06_Classless.shtml and browse through the information provided. Find other similar links. (Name the links.) Write a short paragraph **on the back of this page** describing what you found.

Assignment Sheet #8

PRINT NAME _____

1. Locate a website or article that gives a time line history of the writing and translations of the Hebrew and Christian Scriptures (Old Testament and New Testament of the Bible). Present a very brief time line from original authorship in Greek and Hebrew to present translations in English. Some sample websites to get you started:

<http://www.kencollins.com/bible-t2.htm>

<http://www.greatsite.com/timeline-english-bible-history/#timeline>

2. What are the Dead Sea Scrolls?

3. What are the Nag Hammadi Scriptures? See <http://www.gnosis.org/naghamm/nhl.html>

4. There are several different canons (authoritative books) in the Roman Catholic, Protestant, and Orthodox bibles. For example, the Catholic Bible has 72 books and the King James Bible has 66. What are the names of the books that are different in the Roman, Protestant, and Orthodox bibles?

5. What are some of the reasons that the Gospel of Thomas was not included in either the Roman Catholic, Protestant, or Orthodox bibles? (See handout distributed in class and *Beyond Belief* by Elaine Pagels or do a Google search for this author and book.)

Assignment Sheet #1

PRINT NAME _____

1. Do an internet/google search for “intersexuality” and find out as much information as you can on this topic. Report what you find below.

2. Each of the following persons is very different. Briefly state the difference between each one (Please just provide information and not judgments);

intersexual–

transsexual–

transgender–

homosexual–

heterosexual–

bisexual–

metrosexual–

3. Locate information on each of the following medical conditions and give a short description of each on the back of this page: Turner Syndrome; Klinefelter Syndrome; Congenital Adrenal Hyperplasia (CAH).

Assignment Sheet #2

PRINT NAME _____

Go to the following sites and present a short summary of some of the things you find there:

<http://new.glsen.org>

www.pflag.com

www.godhatesfags.com

www.younggayamerica.com

<http://allies.tamu.edu/>

Assignment Sheet #3

PRINT NAME _____

1. Without using real names or locations, please describe a situation where you have observed a student in school being teased or tormented. Why was it happening? How did teachers and administrators respond? Looking back, is there anything that they could have done differently?

2. Have you ever observed a person driven to suicide, violence, or depression as a result of teasing or harassment? Do you know any student who has committed suicide or attempted suicide?

3. What are some positive things that you might do as a teacher in schools and classrooms to address teasing and bullying? Go online and find information about what you do if you believe that a student is suicidal or on the verge of violence?

Assignment Sheet #4

PRINT NAME _____

1. Find five websites that discuss environmental pollution and ecology (the first four are provided, the fifth one is your choice). Provide a short comment on the information on the site.

a. www.chemtrails911.com –

b. www.sierraclub.org –

c. www.epa.gov –

d. www.chem-tox.com/pesticides –

e. (your choice) _____ –

2. Take a look at some web sites related to the film *An Inconvenient Truth*. Examine information about global climate change. Discuss this issue and present the best information that you can find related to global warming and climate change. Name one or two ways that this issue could be addressed in schools?

3. Define “Eco-Feminism” and “Deep Ecology.” What are some of the steps that eco-feminists and deep ecologists present for solving the problems of environmental degradation? How can students learn to value and respect the Earth more deeply? What can you do as a teacher to help your students?

Assignment Sheet #8

PRINT NAME _____

Do an Internet search and find as much information as you can about school violence, both in the history of American education and in recent school shootings. Compare school violence statistics in America with other countries. Look for information about Columbine High School. Report your findings below. Name the best web sites that you found on this topic.

Assignment Sheet #5

PRINT NAME _____

1. Find out how schools are financed in the United States. You can start with a Google search for “school financing.”

2. Locate information on the Supreme Court decision “San Antonio School District v. Rodriguez” and explain how this court decision set in motion the current school financing reforms in Texas. Locate information about the “Robin Hood” school financing debate in Texas today. Explain how Texas currently funds schools and how various reformers would like to change the system. What is currently happening in the school financing debate in Texas? How do school districts respond?

Deontology: Non-Consequentialist Ethics

Rules, Laws, Commandments

Act in accord with natural laws and authorities.

What are the rules and laws governing my behavior?

Teleology: Consequentialist Ethics

Utilitarian, End Results, Consequences

Act to bring about the best consequences.

What will be the results of my action?

Existentialism: Ethics of Personal Obligation

Do what is loving and fitting; Existence Precedes Essence

Use your freedom to act with responsibility.

What is my obligation in this situation?

Postmodernism: Eclectic Ethical Sensibilities

Justice, Tolerance, Ambiguity, Human Rights, Novelty

Act to deconstruct oppressive metanarratives

How can I be “for the other” to bring about justice & acceptance?

Deontology: Non-Consequentialist Ethics

Laws and Rules can become legalistic, inflexible, and unjust

The rules are not always clear and can contradict each other

Human interpretations vary (of laws, scriptures, rules)

Laws have been amended, changed, & nullified over time

Teleology: Consequentialist Ethics

Consequences cannot be predicted in advance and are not clear

What consequences should be considered as a priority: maximum pleasure, minimum pain, personal happiness, greatest good for the greatest number? Who gets to decide the best consequences?

How can you measure the motive for an action?

Existentialism: Ethics of Personal Obligation

Situational ethics can lead to hedonism, relativism, or even despair and suicide

The context is not always clear in the tension of a crisis

People can be manipulated by language and emotions

It is not a system of ethics but just a commentary on the angst of contemporary living

Postmodernism: Eclectic Ethical Sensibilities

There is no agreed upon definition of postmodernism, so it is impossible to evaluate.

Postmodernism has led to the demise of ethics and the end of truth

Postmodernism is too concerned with aesthetics and not with duty and tradition.

Assignment Sheet #7

PRINT NAME _____

1. Go to the site www.americannaziparty.com and browse through the information provided. Find other similar links. (Name the links.) Write a short paragraph below describing what you found.

2. Go to the Internet site www.tolerance.org and browse through the information provided—especially the teacher education information. Find other similar links. (Name the links.) Write a short paragraph below describing what you found.

3. Go to the Internet site http://www.socialistworker.org/2003-2/464/464_06_Classless.shtml and browse through the information provided. Find other similar links. (Name the links.) Write a short paragraph **on the back of this page** describing what you found.

Assignment Sheet #10

PRINT NAME _____

1. Do an Internet and/or Library search on the topic of classroom tracking, advanced placement programs, honors classes, and special education in Pre-K – 12 Schooling. Find one scholarly articles dealing primarily with the problems of tracking and one articles dealing primarily with the success of tracking. Report on these twoarticles below. Give the reference citation for each article. In your comments make reference to the film “Off Track” that we viewed in class.

2. What is interdisciplinary curriculum? Name two ways that you can accomplish an interdisciplinary curriculum in your classroom?

Assignment Sheet #3

PRINT NAME _____

1. Without using real names or locations, please describe a situation where you have observed a students in school being teased or tormented. Why was it happening? How did teachers and administrators respond? Looking back, is there anything that they should have done differently?

2. Have you ever observed a student driven to suicide, self-hatred, violence, addiction, or depression as a result of teasing or harassment?

3. Go on line or to the library and find an article that provides suggestions for some positive things that schools might do in schools and classroom to address teasing and bullying. Cite this article and summarize it. What should you do if you believe that a student is suicidal or on the verge of violence (from both a legal and an ethical perspective)?

Assignment Sheet #1

PRINT NAME _____

1. Do an internet/google search for “intersexuality” and find out as much information as you can on this topic. One good author is Anne Fausto Sterling. Report what you find below.

2. Each of the following persons is very different. Briefly state the difference between each one (Please just provide information and not judgments);

intersexual–

transsexual–

transgendered–

homosexual–

heterosexual–

bisexual–

metrosexual—

3. Locate information on each of the following medical conditions and give a short description of each on the back of this page: Turner Syndrome; Klinefelter Syndrome; Congenital Adrenal Hyperplasia (CAH).

Assignment Sheet #2

PRINT NAME _____

Go to the following sites and present a short summary of some of the things you find there:

<http://new.glsen.org>

www.pflag.com

www.godhatesfags.com

www.younggayamerica.com

<http://allies.tamu.edu/>

Assignment Sheet #5

PRINT NAME _____

1. Find out how schools are financed in the United States. You can start with a google search for “school financing.” Cite at least two article on this topic.

2. Locate information on the Supreme Court decision “San Antonio School District v. Rodriguez” and explain how this court decision set in motion the current school financing reforms in Texas. Locate information about the “Robin Hood” school financing debate in Texas today. Explain how Texas currently funds schools and how various reformers would like to change the system.

3. What is exactly happening in the legislature on this topic at the present moment. What do you think will happen?

Assignment Sheet #11

PRINT NAME _____

View the the film “Dead Man Walking” before answering these questions.

Do a search for information on the Campaign to End the Death Penalty. What does this group propose?

Why did Illinois Governor Ryan put a moratorium on executions two years ago?

What has happened in the Houston Crime Lab recently that has accelerated calls to end capital punishment in Texas.

What are the arguments that are being advanced in favor of capital punishment?

Where did you stand on this issue before doing this research? Have you changed your opinions at all?