

EDUC 200-01: Analyzing Schools

Class Meeting Information

Section 01, Fall 2024


Course meeting times: Tuesdays & Thursdays, 9:25 to 10:40 am (Eastern Standard Time)

Location: Seabury Hall S205

Instructor Information

Instructor: Dr. Rachel Lockart (she/her/hers)

Email: rachel.lockart@trincoll.edu

What are office hours?		
How do we schedule these?	<ul style="list-style-type: none">• Schedule a meeting on calendly (or email me with other suggested times)	
What can we talk about?	<ul style="list-style-type: none">• Material that we're covering in class• School, life, future• Individual questions and concerns• Other things that are on your mind	
Where can we do this?	<p>Rachel's office: McCook 312</p> 	<p>Virtually: We can set up a Zoom meeting and meet virtually from wherever you are to chat.</p>

School Placement Coordinator: Dr. Jack Dougherty

Email: jack.dougherty@trincoll.edu

Contact Prof. Dougherty with any questions related to school placements or see his calendar (<https://jackdougherty.org>).

Layout of Syllabus

Welcome to EUDC 200! Thank you for choosing to join me and your classmates as we learn together. A syllabus can be long and dry to read, but it contains information that is key to your success in this class. This syllabus contains course and university policies, expectations, and information about our class meetings and assignments.

While these are the current policies, we have to leave room for flexibility as we all embark together on our learning journey this semester. When changes do occur, I promise to let you know as early as possible.

Here is the layout of the course's syllabus:

- [Course Overview](#)
- [Course Materials](#)
- [Land Acknowledgement](#)
- [Course Structure](#)
- [School Placements in Hartford Schools](#)
- [Course Evaluation](#)
- [Grading Policies](#)
- [Course Policies](#)
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Course Overview

This course introduces the study of schooling within an interdisciplinary framework. From sociology and political science, we investigate the resources, structures, and social and political contexts influencing student opportunities and outcomes in the United States. From anthropology, we examine how classroom and school cultures shape experiences of teaching and learning. From psychology, we contrast theories of learning, both in the abstract and in practice. From philosophy, we examine competing educational goals and their underlying assumptions regarding human nature, justice, and democracy. In addition, a community-learning component, where students observe and participate in nearby K–12 classrooms for three hours per week, will be integrated with course readings and written assignments.

Learning Objectives

Over the course of the semester, you will be able to:

- Identify and analyze issues that affect teaching and learning in schools
- Recognize various goals of schooling and the beliefs that underlie them, and consider ways to best achieve and balance them
- Explain how and why inequality persists in schools
- Apply concepts and theories in the educational literature to real world K–12 classrooms and schools
- Analyze and imagine possibilities for creating more just schools

The key goal of this course is to explore the central question: How can we best understand the practices, policies, and patterns in classrooms and schools in ways that enable us to create and sustain just, inclusive, effective, engaging, and pedagogically strong educational spaces?

This course is committed to the [Guiding Principles of the Black Lives Matter Movement](#), the [Anti-Bias Framework of Teaching Tolerance](#), and the principles of the [Abolitionist Teaching Network](#). These principles will be both explicitly and implicitly part of our course together.

Course Materials

All course materials will be posted on the course Moodle site. Read/listen/watch and reflect on all the assigned materials before class on the date they are listed on the syllabus. Come to class prepared to discuss the materials. The length and difficulty of readings will vary throughout the semester. I encourage you to plan ahead and schedule your time accordingly.

While engaging with materials, you should analyze them in relation to your experiences (e.g., as a student, as a participant observer in schools, etc.), other material and earlier discussions from class, the unit's essential questions, and other scholarly literature you have read. The syllabus may be subject to change.

Land Acknowledgment

We honor this place Suckiaug, Black Earth; where we now stand in the valley of Qwannituckwa and we give thanks to the people who have inhabited, paddled, planted and raised families in this space for over 10,000 years Pequonock, Wangunk, Podunk, Tunxis, Wappinger, Nehantic, Nipmuck, Maheekanew and all those derecognized by the occupiers, as well as our relatives the Pequots, Mohegans, Paugussett, Schaghticoke who signed treaties with

them. Further we acknowledge the Narragansett, Wampanoag, Montauk, Shinnecock, Lenape our extended family whose territories are interconnected to us beyond the colonial boundaries by this great river Qwanitucka and the ancient currents of fresh and salt water that have forged an unbreakable bond of language, culture and blood that still connects us today. The land is still here, the waters are still here, the corn fields are still here and We are still here, NOW and Now is the time...to honor our relationship and responsibility to each other in a good way going forward.

This was written by Lee Mixashawn Rozie (Trinity '12), who is Maheekanew, Mohawk, and Cherokee. We will spend time in class thinking with this acknowledgment, discussing its current institutional status, and thinking about what accountability to Indigenous sovereignty means to/for us.

Course Structure

This course meets face to face. See the section on attendance and participation section below for more information. In addition to these bi-weekly class sessions, you will also observe and participate in nearby K–12 classrooms for three hours per week.

School Placements in Hartford Schools

Clusters of students will be assigned to work with classroom teachers in different schools in Hartford. Students will work as *participant observers* with classroom teachers for at least eight 3–hour sessions (a total of 24 hours) over the course of the semester. The objectives are for Trinity students to:

- Integrate theoretical readings with first-hand experiences in K–12 schools
- Develop meaningful relationships with students and teachers, deepen understandings and reflections on the contexts of urban schools and the purposes of education, and assist teachers and students where appropriate
- Identify potential resources and gain practical experience about teaching and curricula

Typically, participant observation is more than just quietly watching (although at times, it may involve just that). Most times, participant observation will include more active roles in the classroom, such as learning alongside students, one-on-one tutoring, working with small groups, preparing materials for a classroom project, and (in some cases) planning and teaching a brief lesson.

If you are unable to make a scheduled session due to a documented medical or family issue, contact your classroom teacher as soon as possible to arrange an alternate time. Prior to beginning your school placement, you must complete four pre-observation assignments, described under “Pre- and post-observation assignments” below. See the [Schools and Partnerships](#) website for more details. Contact Prof. Dougherty at jack.dougherty@trincoll.edu about any questions related to your school placement.

Course Evaluation

While we will have readings, podcasts, videos, and other materials to engage with before each class, there are also a number of more formal assignments due throughout our time together. For each assignment, please see the appropriate explanation and rubric in Moodle for a breakdown of expectations.

Table 1. Assignment List

Assignment	Points
Attendance & Participation	15
Introductory Survey	2
Hartford Classroom Participant Observation Assignments <i>Note: These assignments will be evaluated by Prof. Dougherty.</i> <ul style="list-style-type: none"> ● Pre- and post-participation observation tasks (5 tasks, 2 points each) ● Evaluation by classroom teacher (10 points) 	20
Reflection Journal (4 entries, 2 points each)	8
Analysis Papers (3 papers, 10 points each)	30
Curriculum Project <ul style="list-style-type: none"> ● Brainstorming Memo (1 point) ● Proposal (3 points) ● Presentation (6 points) ● Paper (15 points) 	25

Attendance & Participation (15 points)

As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another's voices, in recognizing one another's presence.
– bell hooks, Teaching to Transgress (1994), p. 8.

You will self-evaluate your participation at mid-semester and at the end of the semester to reflect on your strengths and areas for growth. I will take your self-evaluations into account when determining your grade, and I will discuss with you individually if my assessment differs from your own.

Attendance

Your attendance is expected at all class sessions, as the success of this course depends on your presence and active participation. Missing class can affect depth of understanding and is frequently reflected in the quality of written analysis and in the overall learning experience. You are also expected to arrive on time and stay in-class until it is over. Coming to class late and/or leaving early causes interruptions in your learning *and* within our class community.

However, I know that life is unpredictable and that we are all balancing many things in our lives. So there is an inherent tension between the unpredictability of our lives and the importance of engagement in class meetings. To address this tension, I have built more flexibility than normal into our course attendance policy.

You are permitted **two** absences over the course of the semester, which will not negatively affect your grade. I ask that if you are going to miss class, please let me know so I can plan appropriately. You do not have to give a reason as to why you are missing, just let me know. Please realize, however, that contacting me does not mean your absence

is excused; it will still count as one of your two allowed absences. The expectation is that if you do not attend class, you will still complete all required assignments within the required timeframe.

More than two absences will affect your grade, except in cases of illness, religious observances, or personal/family emergencies. My hope is that this will not be an issue and that we will all be able to attend each class session. I encourage you to reserve your two allowed absences for cases of illness.

Absences due to illness, religious observances, or personal/family emergencies may be made up through an alternative assignment to ensure your understanding of material covered during the missed class. Email me to receive permission to complete a makeup assignment. When absences are not due to an emergency, such as [religious observances](#), it is your responsibility to notify me at least two weeks before the missed class.

Participation

Your participation is key to both your learning *and* that of your classmates. In-class discussions and activities are foundational to the format of the course. I recognize that students have different communication styles and levels of comfort for sharing in class. You will have the opportunity to participate in both whole-group settings and small group discussions, through sharing thoughts that come to mind during class and responses to course material that you have prepared before class. I expect everyone will participate in class in some way, and your attendance and participation grade will be lowered if you do not do so regularly.

Effective participation means more than just being physically present. You are expected to be active readers and analysts, regular participants in the classroom, and good colleagues. Here are the participatory behaviors that are encouraged:

- Read/listen/watch and reflect on all materials before class, and complete any pre- or post-class activities.
- Bring what you need to learn and engage with you to class (e.g., your notes, laptop, etc.).
- Make thoughtful and analytic contributions in class(both orally and in writing). This includes sharing your own thoughts, posing relevant questions, listening and responding to others, and being an active participant in small group discussions.
- Make space for others to share their perspectives and opinions in discussions.
- Listen attentively and respectfully. If you disagree with something someone has said, do so graciously, respectfully, and with evidence to support your counterargument.
- Be open to learning from others' experiences, perspectives, and interpretations – particularly if these experiences are different from your own.

I discourage you from engaging in the following behaviors and doing so could negatively impact your grade:

- Not listening or pretending to be listening while distracted by your device(s)
- Speaking over others or not taking turns to listen and speak
- Making fun of or otherwise berating something said by another person

Finally, I ask that we all participate in class with a spirit of generosity. I invite you to assume the best from others in class when your opinions differ. Moments of resistance are often when we learn the most (about ourselves, others, and the course content).

Introductory Survey (2 points)

In the beginning of the semester, you will complete an online survey to (1) check how our first week went, (2) ask questions about the syllabus, (3) reflect on your schooling experiences, and (4) share your goals, expectations, and needs for learning as a community in EDUC 200. Due on Sunday, Sept. 8 at 11:59pm.

Hartford Classroom Participant Observation Assignments (20 points total)

Pre- and post-participant observation tasks (5 tasks, 2 points each)

Professor Jack Dougherty will coordinate all school placements and evaluate your work on the tasks below. Email him questions (jack.dougherty@trincoll.edu) or schedule an appointment on his calendar (<https://jackdougherty.org>). See the [Schools and Partnership](#) website for more details.

1. Hartford Public Schools Volunteer Application (submit online) *and* Mandated Reporter Training (upload completed certificate PDF to Moodle) due on Thurs., Sept. 5 at 1:00 pm (2 points)
2. Email introduction to classroom teacher due 24 hours after you receive your teacher assignment (2 points)
 - You should copy (cc:) Prof. Dougherty (jack.dougherty@trincoll.edu) on this email.
3. Placement Contracts due on Fri, Sept. 20 at 5:00 pm (2 points)
 - This agreement is signed by the classroom teacher *and* you. You will upload a scan or photo of the agreement to Moodle.
4. Small group meeting with Prof. Dougherty about your placement (2 points)
 - Prof. Dougherty will email you with options for meeting Sept. 23 - Oct. 2.
5. Thank you email to classroom teacher due Fri., Dec. 6 at 4:00pm or sooner (2 points)
 - You should copy (cc:) Prof. Dougherty (jack.dougherty@trincoll.edu) on this email.

Evaluation by classroom teacher (10 points)

At the end of the semester, your classroom teacher will evaluate you based on your level of engagement, reliability, and effort demonstrated. Contact Prof. Dougherty with questions about the evaluation process.

Reflection Journal (8 points)

You will write journal entries to reflect on what you observe and experience during your school placement. This assignment supports your learning and is a common practice among qualitative researchers engaged in participant observation.

- During each of your eight 3-hour participant observations at your school placement, you should take field/observation notes.
- After each session you should use these notes to write a brief reflection (1-2 single-spaced pages) on the session.
 - Ideally, this reflection would be written as soon as possible after your participant observation.
 - These reflections are not intended to be formal pieces of writing but are primarily designed to allow you to process your participant observation experiences and consider connections to course themes.
 - You will not have space in each reflection to describe all 3 hours of your observation in detail.
 - Rather, you might choose to focus on overall impressions, a particular instance or example that sparked your thinking, or a question that arose during the day's participant observation.
 - Each of the reflections should include a connection to a course reading (please bold or highlight these connections).
- Mid-semester submission (2 points, due on Friday, Oct. 18 by 11:59 pm)
 - You will submit one of your journal entries for feedback.
- End of semester submission (6 points, due on Tues., Dec. 10 at 11:59 pm)
 - You will submit four of your reflections that you select and a cover page.

- Four reflections:
 - Select and compile four of your 1-2 page reflections from throughout the semester.
 - Feedback received at the mid-semester submission should be reflected in later entries.
- Cover page:
 - Create a coverage page that includes an image and a 3-5 sentence caption.
 - The image and caption should capture what you learned in relation to course content/themes through participant observation at your school placement.

Three Analysis Papers (30 points total)

Analysis papers allow you to illustrate your understanding of course readings and themes, support claims with evidence and examples, and integrate theory and practice. All three Analysis Papers should be uploaded to Moodle by 11:59 PM on the date they are due. Each paper is worth 10 points.

- (1) Social and cultural contexts of schooling due on Sunday, Sept. 22 at 11:59 pm.
- (2) Theories of learning due on Sunday, Oct. 6 at 11:59 pm.
- (3) Explaining educational inequality due on Sunday, Nov. 10 by 11:59 pm.

Curriculum Project (25 points total)

Individually or in pairs, you will design a plan for how you would teach a thematic unit (4-5 lessons) to a group of students similar to those in your classroom placement. The purpose of the curriculum project is for you to creatively apply the concepts and themes we have discussed this semester to a curriculum that could be taught.

The Curriculum Project as four graded components (more information and examples for each component will be provided on moodle and during class):

- Brainstorming Memo (1 point, due on Wed., Nov. 20 by 11:59 pm)
 - You will submit a short memo before writing your curriculum project.
- Proposal (3 points, due on Tues, Nov. 26 at 11:59 pm)
 - You will write a proposal that describes your ideas for a thematic unit in this proposal.
 - Proposals should be approximately 2 double-spaced pages.
 - If you are working with a partner, you will submit one proposal together.
- Presentation (6 points, slides due on Mon., Dec. 2 by 11:59 pm)
 - You will prepare slides based on your curriculum project and present them to our class.
- Paper (15 points, due on Sun., Dec. 13 by 11:59 pm)
 - You will write a final paper that describes and analyzes your entire 3-5 day curriculum project
 - Papers should be 8-10 double-spaced pages.
 - If you work in a pair, you will submit one paper together and include a brief evaluation of your collaboration process. The Collaboration Evaluation is due Mon., Dec. 14 at 11:59pm.

Grading Policies

I find that grades often do more harm than good. Often the mere presence of grades in a class tends to move us away from learning towards this idea of “studenting,” meaning that students often just do what is required to get a certain grade and move on. All of us at the university level have been successful at this in some way, as we have all made it to this space. We know how to “do” school.

That being said, we need to have grades in this course, so I have come up with what I believe is a good balance between learning and “studenting.” For each assignment that you submit, I provide a list of expectations for the assignment, in the form of a rubric. My hope is that you can follow the rubric to get all the points possible. I will also give substantive written feedback, especially on longer written assignments. My hope is that this written feedback can push you to think about your ideas as you continue to move forward in this course and in your life.

If you are concerned about a grade on an assignment, schedule an appointment to talk with me. I am more than willing to discuss your work in an effort to improve future assignments. But unless I made an error, I do not change grades. If you believe I have made an error in grading an assignment, you can schedule a meeting with me and write up a statement about how I miscalculated and/or made a mistake when evaluating the assignment.

Submitting Assignments

Unless I tell you otherwise, all assignments should be submitted to Moodle. For assignments that require you to upload a document or other file, please save your work in a .docx format and use the following format for the file name: LastnameAssignment (e.g. LockartAnalysisPaper1.docx). Assignments submitted in an unreadable format (e.g. Pages) will not be graded and will receive a zero. Should you require assistance with Moodle, please contact [LITS](#) or notify me.

Late Assignments

Please make every effort to avoid submitting work late. However, if you do need to submit late work, **please it is your responsibility to speak with me ahead of time** and we will work together on a timeline that works for your particular circumstances. I want you to prioritize your health and wellbeing, both physically and emotionally.

Revise & Resubmit and Extra Credit

If I recommend that you revise and resubmit an assignment, you will meet me to self-assess errors and review grading comments. We will discuss and determine a resubmission deadline for up to 90% of the assignment point value.

I may offer extra credit assignments; examples might include attending a lecture or community event and writing a reflection that connects to course readings and themes. Please see me if you are interested in an extra credit assignment to receive approval.

Grading Scale

Refer to Moodle for assignment-specific grading information. Final course grades will be based on the following scores:

Table 2. Grading Scale

Letter Grade	Grade on 4.0 Scale	Total Points
A+	4.333	97-100
A	4.0	93-96
A-	3.667	90-92

B+	3.333	87-89
B	3.0	83-86
B-	2.667	80-82
C+	2.333	77-79
C	2.0	73-76
C-	1.667	70-72
D+	1.333	67-69
D	1.0	63-66
D-	0.667	60-62
F	0.0	59 or below

Course Policies

Accessibility

Trinity college is committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. Like many things, the need for disability accommodations and the process for arranging them may be altered by the COVID-19 changes we are experiencing and the safety protocols currently in place. Students with disabilities who may need some accommodation in order to fully participate in this class are urged to contact the Student Accessibility Resource Center, as soon as possible, to explore what arrangements need to be made to assure access.

If you have approval for academic accommodations, please notify me by the end of week two of classes. For those students with accommodations approved after the start of the semester, a minimum of 10 days notice is required. Please be sure to meet with me privately to discuss implementation. Student Accessibility Resources can be reached by emailing SARC@trincoll.edu.

Accommodations for Students in Isolation or Quarantine (subject to change)

If a significant percentage of the class (or I) must isolate or quarantine, I will distribute a Zoom meeting link and open the room associated with that link to hold class virtually. You must notify me via email as soon as possible (preferably 24 hours before class) if you have tested positive and need accommodations/alternatives.

Communication

All course-related email should be sent through official Trinity College email addresses. Please check your Trinity email daily throughout the course.

Our class email norms include:

- **If you email me**, I will respond within 48 hours (excluding weekends). Most of the time, I can respond sooner, but please do not expect an instant reply.

- **If you receive an individual email from me**, I ask that you please respond within 48 hours (excluding weekends) with your best and most thorough response. I often send individual emails to check in on students, ask for clarification, or send reminders about missing assignments. It is important you respond to these individual emails so that I can know you are okay and that you are staying on track in the class.
- **If you are having difficulty with the course**, please reach out to me right away! I do not see having difficulty with this class as meaning anything about how bad/good of a student you are. While I know it can be hard to ask for help, it is hard for me to know if you are stuck unless you tell me. I will work to support you, and develop a plan with you to help you complete requirements.

Face Mask Requirement

Masks are optional in our classroom. Trinity remains a mask-friendly campus, and the community will respect any person's decision to wear a mask. Given the ongoing nature of the pandemic the ask policy is subject to change given guidance from the college, CDC, WHO, and federal government.

Intellectual Honesty

According to Trinity College policy, "intellectual honesty assumes that students do their own work and that they credit properly those upon whose work and thought they draw" ([Trinity College Student Handbook](#), p. 13). While we often draw upon the work of others, it is essential that any work presented as your own is indeed your own, no matter how big or small the assignment. Ideas and/or words that are not yours should always be appropriately cited. Intellectual dishonesty and plagiarism in any form will not be tolerated in this class. Instances of academic dishonesty or plagiarism may result in assignment failure, course failure, referral to the Honor Council, and/or other consequences.

While most educational research publications use the APA citation style, you may use any citation style (e.g. APA, Chicago, MLA) you choose, as long as you do so consistently. Please refer to the [Purdue OWL website](#) for tips on how to avoid plagiarism and for information on how to cite others' work appropriately. If you still have questions, please reach out to me.

Unless explicitly stated in the assignment and/or we make arrangements together, you are expected to complete all course assignments. In other words, you are expected to develop original work for this course. *You may not submit course work you completed for another course to satisfy the requirements for this course.* Please contact me if you are unsure about the appropriateness of your coursework. If you are feeling overwhelmed by deadlines, please reach out to me as early as possible so we can figure out a solution.

Name and Gender Identity Policy

All people have the right to be addressed and referred to in accordance with their personal identity. Many people do not identify with the name on their birth certificate, school ID, or other forms of identification. In this class, I will include the opportunity for students to indicate the name and the pronouns they use. If you would like to know more about using a chosen name and/or adding your pronouns to your campus records, information is available through the [Queer Resource Center](#). Their [Frequently Asked Questions](#) document is particularly helpful. I will do my best to respect students by using the correct name and pronouns for them. Please advise me at any point if you need to update your name and/or pronouns in my records.

Use of Electronics

Please bring a laptop or similar device to class only for the purposes of accessing electronic copies of course readings, taking notes, and participating in activities. Please refrain from using your laptop or phone for non-class-related purposes. Linked to participation points.

Hooray! You've read this far! If you see this, send me an email with a picture of a favorite place (it can be somewhere familiar, somewhere you have been, or somewhere you want to go) that I (Rachel) can show to my nibblings. You'll get an extra credit point, and they'll love it!

Use of Generative Artificial Intelligence (AI)

It is important we are mindful of when generative artificial intelligence (AI) tools (such as ChatGPT) support our learning and when they get in the way of it. Many of the assignments in this course ask you to (1) share your own analytic thinking, creative ideas, and perspectives; (2) apply concepts to specific contexts; and/or (3) generate insights based on your embodied experiences in schools and other educational spaces. While AI tools can be very helpful for some tasks, they are well known for generating ideas and texts that are decontextualized, inaccurate or completely made up, and/or shaped by harmful biases within their algorithms and data sources. AI tools also raise ethical questions about unpaid labor, energy usage, and safety for humanity.

Further, using AI tools will not replace your own learning. It is essential for you to learn to do the tasks that AI might do (e.g, summarizing the main arguments of readings, synthesizing ideas, and strengthening your writing). Learning these skills will make you a better reader, writer, thinker, and community member.

Given these limitations, your use of generative AI tools is restricted in this class. You are allowed to use generative AI tools to (1) check your grammar and spelling and (2) examine the ways in which these kinds of tools may inform our exploration of the topics of the class. However, any use of generative AI tools without citation or attributions constitutes plagiarism and will be treated as such. This means that submitting AI writing as your own writing in this course is not allowed. As explained in more detail above (see Intellectual Honesty section), doing so violates Trinity College's academic policies.

Use of Media Derived from the class

Given that our class is a learning community, it is important that we cultivate an “atmosphere of mutual trust and respect in which scholarly work and learning thrive” ([Student Integrity Contract](#)). In practice, this means:

- All course materials presented to students are copyrighted property.
- You are not permitted to record (audio or video) our class sessions without receiving written permission from the instructor.
 - The only exception to this policy is when a student receives an ADA-approved accommodation from the Student Accessibility Resource Center (SARC) that includes permission to record class sessions. In these instances, students are expected to follow the processes and policies outlined on p. 23 of the [Trinity College Student Handbook](#).
- As your instructor, I will inform you if/when I make a recording during our class and will only do so in ways that are compliant with FERPA.
- You may not post any class recordings or other course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the instructor, and (if applicable) any students whose voice or image is included in the recordings.
- Anyone violating the conditions described above may face disciplinary sanctions.

Helpful Things to Know

(Adapted from Dr. Britney Jones, with thanks to Dr. Eve Ewing)

Writing Center

We are all developing as writers and thinkers (myself included), and we all improve through receiving feedback. For assistance and feedback on your writing, at any stage, consider scheduling an appointment at (or walking into) the [Writing Center](#) located at 115 Vernon (the English Department Building) in Room 109.

Library & Information Technology Services

Library

Our librarians are amazing and eager to help you identify sources for research projects or other assignments. Visit their [Research Help](#) website for information on how to make an appointment with a librarian, get support from the Peer Research Center, access research guides, and more.

Student Technology Assistants

The [Student Technology Assistants \(STA\)](#) work to provide in-person and remote assistance with instructional technology tools and services, including Moodle, presentation tools, video/audio production, and more.

SensusAccess File Converter

If you wish, you may convert course readings in PDF form into alternative formats, including audio files. In doing so, you can listen to the reading while following along with the written text. Visit the [LITS Accessibility Tools](#) website for more information.

Title IX Resources and Mandated Reporting.

As a faculty member, I am considered a “Responsible Employee.” This means that if you disclose certain things to me – including instances of sex discrimination; sexual assault, harassment, other sexual misconduct; intimate partner violence; or stalking – I am required to share this information with Trinity’s Title IX Coordinator or Deputy Coordinator. See [Trinity’s Title IX](#) website for additional information.

If you need to talk to someone who will maintain confidentiality, you can reach out to “Privileged Employees” at [Counseling and Wellness Center](#) and/or the [Office of Spiritual and Religious Life](#). Professional staff in other offices on campus are “Confidential Employees,” meaning they are required to report general information about alleged incidents but will not disclose identifiable information (such as your name) unless there is imminent harm to the campus or person(s) disclosing. Confidential Employees include professional staff at the [Women & Gender Resource Action Center](#) (WGRAC), the [Queer Resource Center](#) (QRC), and the [Health Center](#).

Financial Support

In addition to other sources of financial support on campus and elsewhere, you may want to consider applying to the [Student Emergency and Equity Fund](#). This funding is for significant, unforeseen, unavoidable emergencies, and unexpected expenses.

Mental Health

Many of us face issues with our mental health over the course of our lives, including me. Sometimes, being a student can create or exacerbate these issues. In addition, it is common to experience additional anxiety due to the ongoing pandemics, as well as other local/national/global events.

If you are struggling, your mental health is suffering, or you just need someone to talk to, I encourage you to make an appointment with the [Counseling and Wellness Center](#). All services offered by the center are free, and all contact with members of the staff is privileged and confidential as provided by law.

Learning During the Ongoing Pandemics

We are still navigating numerous uncertainties and challenges amid the Covid-19 pandemic and the ongoing “health care, economic, climate, and educational disparities” ([Ladson-Billings](#), 2021, p. 68) that shape our current global communities. My goal is to support you in doing the best work you can in light of these uncertainties and challenges. I encourage you to prioritize your health and wellness, which are *far* more important than the grades you get in this class or any class. If you are finding it difficult to balance your health and wellness with your work in this class, please let me know. It’s okay to ask for help.

I ask that you be patient with me if the challenges to the semester force me to make last minute changes. I will do my best to communicate any changes clearly and with as much notice as possible.

Finally, please be patient with your peers as we all navigate this semester together.

Course Calendar

Date	Topic	Materials	Assignments
Tuesday, Sept. 3	Welcome and introduction	<p>Nothing to prepare before class</p> <p>In-class:</p> <ul style="list-style-type: none"> • Introduction to the course and syllabus • Introduction to Hartford School Placements with Prof. Jack Dougherty (see school forms and placement-orientation schedules) 	
Unit 1: Social, Cultural, and Political Contexts of Schooling			
Thursday, Sept. 5	Creating our class environment & The context of urban education	<p>Read:</p> <ul style="list-style-type: none"> • Sensoy, Ö., DiAngelo, R. J. (2017). How to engage constructively in courses that take a critical social justice approach (pp. 1-22). In <i>Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education</i>. United Kingdom: Teachers College Press. • Noguera, P. & Syeed, E. (2020). The social context and its impact on inner-city schooling (pp. 14-32). In <i>City Schools and the American Dream 2: The Enduring Promise of Public Education</i>. Teachers College Press. 	<ul style="list-style-type: none"> • HPS Volunteer Application <i>and</i> Mandated Reporter Training due Thursday, Sept. 5 at 1:00 pm • Introductory Survey due Sunday, Sept. 8 at 11:59 pm
Tuesday, Sept. 10	The context of Hartford public schools	<p>Read:</p> <ul style="list-style-type: none"> • de la Torre, V. (2017, Mar 12). Left behind: 20 years after Sheff v O’Neill, students struggle in Hartford’s segregated neighborhood schools. <i>The Hartford Courant</i>. <p>Watch:</p> <ul style="list-style-type: none"> • PBS Cutline (2021). Sheff v. O’Neill: Striving toward education equity (55 min). <p>Optional:</p> <ul style="list-style-type: none"> • Selections from: Harris, D., & Henzel, C. K. (2020). <i>Education, race, and the law</i>. Abdo Publishing. 	<ul style="list-style-type: none"> • Email intro to classroom teacher due 24 hours after you receive your assignment
Thursday, Sept. 12	Being a careful observer in Hartford Public Schools	<p>Read:</p> <ul style="list-style-type: none"> • Merriam, S. (1998). Being a careful observer (pp. 94-111). In <i>Qualitative Research and Case Study Applications in Education</i>. Jossey-Bass. 	

		Listen: <ul style="list-style-type: none"> Joffe-Walter, C. (2015). The Problem We All Live With – Part 2. <i>This American Life</i>. 	
Tuesday, Sept. 17	Education and Socialization: Part 1	Read: <ul style="list-style-type: none"> de Marrais, K. & LeCompte, M. (1999). The social organization of schooling (pp. 43-52) and What is taught in schools (pp. 222-228, 236-247). In <i>The Way Schools Work: A sociological Analysis of Education</i>. Longman 	
Thursday, Sept. 19	Education and Socialization: Part 2	Read: <ul style="list-style-type: none"> Lewis, A. (2001). There is no ‘race’ in the schoolyard: Color-blind ideology in an (almost) all-white school. <i>American Educational Research Journal</i>, 38(4), 781-812. 	<ul style="list-style-type: none"> Placement Contracts due Friday, Sept. 20 at 4:00 pm Analysis Paper 1 due Sunday, Sep. 22 by 11:59 pm
Unit 2: Theories of Learning			
Tuesday, Sept. 24	Classical theory and behaviorism	Read: <ul style="list-style-type: none"> Phillips, D. C. & Soltis, J. F. (2004). Classical theories (pp. 9 – 20) and Behaviorism (pp. 21 – 32). In <i>Perspectives on learning</i>. Teachers College Press. 	
Thursday, Sept. 26	Constructivist theories: Part 1	Read: <ul style="list-style-type: none"> Phillips, D. C. & Soltis, J. F. (2004). Problem solving, insight, and activity (pp. 33-40), Piagetian structures and psychological constructivism (pp. 41-52), and Social aspects of learning (pp. 53-66). 	
Tuesday, Oct. 1	Constructivist theories: Part 2	Read: <ul style="list-style-type: none"> Phillips, D. C. & Soltis, J. F. (2004). Cognitive structures and disciplinary structures (pp. 67-75) and Learning vignettes (pp. 98-99, 107-108). 	<ul style="list-style-type: none"> Small group meeting with Prof. Dougherty completed by Wednesday, Oct. 2 Analysis Paper 2 due Sunday, Oct. 6 by 11:59 pm
Unit 3: Educational Inequities			
Thursday, Oct. 3	Inequality across schools: The opportunity gap and segregation	Listen: <ul style="list-style-type: none"> Hannah-Jones, N. (2015). The problem we all live with - PART ONE. <i>This American Life</i>. Read: <ul style="list-style-type: none"> Darling-Hammond, L. (2013). Inequality and school resources: What it will take to close the opportunity gap. In K.G. Welner & P.L. Carter (Eds.). <i>Closing the opportunity gap: What America must do to give every child an equal chance</i> (pp. 77-97). Oxford University Press. 	

Tuesday, Oct. 8	Inequality within schools: Tracking	Read: <ul style="list-style-type: none"> ● Oakes, J. (1985). The distribution of knowledge (pp. 61-92). In <i>Keeping Track: How Schools Structure Inequality</i>. Yale University Press. 	
Thursday, Oct. 10	Testing and the standardization of inequality	Watch: <ul style="list-style-type: none"> ● PBS Origins (2018). Do standardized tests do more harm than good? (10 min). Read: <ul style="list-style-type: none"> ● Ayers, W. & Alexander-Tanner, R. (2010). Chapter 6: Keeping track. <i>To teach: The journey, in comics</i>. (pp. 81-92). ● Au, W. (2023). 'Testing and the neoliberal educational enterprise' and 'High-stakes testing and white supremacy'. In <i>Unequal by design: High-stakes testing and the standardization of inequality</i> (pp. 19-47 and 97-121). 	
Tuesday, Oct. 15	No Class: Trinity Days		
Thursday, Oct. 17	Social class inequality: Social reproduction theories	Read: <ul style="list-style-type: none"> ● MacLeod, J. (2009). Ain't no makin' it: Aspirations and attainment in a low-income neighborhood (pp. 3-23). ● Marium Tolson-Murthy, PhD(s) [@TolsonMurthy]. (2021, July 13). The Social Class & the Hidden Curriculum of Work (Anyon, 1980) explores the pedagogical methods used in schools based on [Image attached] [Post] [Post]. X. ● Chrona, J.-A. (2014, November 26). Learning recognizes the role of Indigenous knowledge. <i>First Peoples Principles of Learning</i>. Optional: <ul style="list-style-type: none"> ● Anyon, J. (1980). Social Class and the Hidden Curriculum of Work. <i>Journal of Education</i>, 162(1), 67-92. In-class: Guest speaker Dr. Reyila Hadeer	<ul style="list-style-type: none"> ● One reflection journal entry due Friday, Oct. 18 by 11:59 pm
Tuesday, Oct. 22	Heteronormative Institutions	Read: <ul style="list-style-type: none"> ● Sadker, D. & Zittleman, K. R. (2009). Excerpts from authors' note and chapter 1 in <i>Still Failing at Fairness: How Gender Bias Cheats Girls and Boys in School and What We Can Do About It</i> (pp. 1-10, 23-28). ● Pascoe, C. J. (2011). Becoming Mr. Cougar: Institutionalizing heterosexuality and masculinity at River High. In <i>Dude, you're a ***: Masculinity and sexuality in high school</i> (2nd ed., pp. 25-51). University of California Press. 	<ul style="list-style-type: none"> ● Mid-semester attendance & participation self-evaluation (in-class on Tuesday, Oct. 22)

Thursday, Oct. 24	The school-to-prison nexus	<p>Watch:</p> <ul style="list-style-type: none"> • Vox (2016). The school-to-prison pipeline, explained. (3 mins). <p>Read:</p> <ul style="list-style-type: none"> • Morris, M., Mankaprr, C. & Harris-Petty, M. (2016). A blues for Black girls when the ‘attitude’ is enuf. In <i>Pushout: The criminalization of Black girls in schools</i> (pp. 56-95). 	
Tuesday, Oct. 29	Immigrant students and the school-to-deportati on pipeline	<p>Read:</p> <ul style="list-style-type: none"> • Maloney, P., Austin, D. W. & Verma, S. (2023). Fear of a school-to-deportation pipeline: How teachers, administrators, and immigrant students respond to the threat of standardized tests and deportation. <i>Urban Education</i>, 58(8), 1715-1744. <p>Watch:</p> <ul style="list-style-type: none"> • Prado, A., et al. (2018). <i>The unafraid</i>. (87 min). 	
Thursday, Oct. 31	Multilingual learners and language rights	<p>Read:</p> <ul style="list-style-type: none"> • Wright, W. E. (2019). Language rights and policy in K-12 TESOL. In L. C. de Oliveira (Ed.). <i>The Handbook of TESOL in K-12</i> (pp. 55-68). • Mitchell, C. (2019). The truth about bilingualism: It’s only for some students. Education Week <p>Watch:</p> <ul style="list-style-type: none"> • Colorín Colorado (2016). Lau vs Nichols: A landmark case for ELL education. • Colorín Colorado (2016). Castañeda v. Pickard: Are ELLs receiving the services they need? 	
Tuesday, Nov. 5	Students with special needs	<p>Read:</p> <ul style="list-style-type: none"> • Ostiguy, B. J., Peters, M. L. & Shlasko, D. (2016). Excerpt from “Ableism.” In <i>Teaching for Diversity and Social Justice</i> (3rd ed). (pp. 299-305, 314-317). • Rizga, K. (2019). What school could be if it were designed for kids with autism. <i>The Atlantic</i>. <p>Watch:</p> <ul style="list-style-type: none"> • American Institutes for Research (2015, Dec. 10). Individuals with Disabilities Education Act: 40 years later (4m 28s) 	<ul style="list-style-type: none"> • Analysis Paper 3 due Sunday, Nov. 10 by 11:59 pm
Unit 4: Teaching for Change			
Thursday, Nov. 7	Culturally Relevant/Sustainin g Pedagogy	<p>Read:</p> <ul style="list-style-type: none"> • Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: aka the remix. <i>Harvard Educational Review</i>, 84(1), 74-84. 	

		<ul style="list-style-type: none"> Paris, D. & Alim, S. H. (2017). What is culturally sustaining pedagogy and why does it matter? In D. Paris & H. S. Alim (Eds). <i>Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World</i>, pp. 1-24. Teachers College Press. 	
Tuesday, Nov. 12	Ethnic Studies	<p>Read:</p> <ul style="list-style-type: none"> Sleeter, C. & Zavala, M. (2020). Chapter 4: Ethnic studies curriculum as counter-narrative. In <i>Transformative ethnic studies in schools: Curriculum, pedagogy, and research</i>. (p. 87-117). Teachers College Press. <p>Watch:</p> <ul style="list-style-type: none"> Precious Knowledge (2011). Dos Vatos Productions, Inc. 	
Thursday, Nov. 14	Abolitionist and Decolonial Approaches	<p>Read:</p> <ul style="list-style-type: none"> Love, B. (2019). Abolitionist teaching, freedom dreaming, and Black joy. In <i>We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom</i>. (pp. 88-123) Tuck, E. & Yang, K. W. (2012). Decolonization is not a metaphor. <i>Decolonization: Indigeneity, Education & Society</i>, 1(1), 1-40. 	
Unit 5: Curriculum Design			
Tuesday, Nov. 19	Objectives for student learning	<p>Read:</p> <ul style="list-style-type: none"> Wiggins, G. & McTighe, J. (2005). Backward design. In <i>Understanding by Design</i> (2nd ed). (pp. 13-34). Association for Supervision and Curriculum Development. Armstrong, P. (nd). Bloom's taxonomy. Center for Teaching, Vanderbilt University. <p>Explore:</p> <ul style="list-style-type: none"> Connecticut Core Standards Materials for Teachers → focus on the subject area(s) you are considering for your Curriculum Project 	<ul style="list-style-type: none"> Curriculum Project Brainstorming Memo due Wednesday, Nov. 20 by 11:59 pm
Thursday, Nov. 21	Evaluating student learning	<p>Read & explore:</p> <ul style="list-style-type: none"> DePaul University Teaching Commons. Rubrics. → read: "Rubrics," "Types of rubrics," "Creating rubrics," and "Evaluating rubrics." 	
Tuesday, Nov. 26	Curriculum Project Planning	<p>Revisit:</p> <ul style="list-style-type: none"> Re-read and find readings/resources relevant to your curriculum project 	<ul style="list-style-type: none"> Curriculum Project Proposal due Tuesday, Nov. 26 at 11:59 pm

Thursday, Nov. 28	No Class: National Day of Mourning		
Tuesday, Dec. 3	In class presentations		<ul style="list-style-type: none"> Curriculum Project Presentation Slides due Monday, Dec. 2 by 11:59 pm
Thursday, Dec. 5	In class presentations		<ul style="list-style-type: none"> End of semester attendance & participation self-evaluation (in-class on Thursday, Dec. 5) Thank you email to classroom teacher due Friday, Dec. 6 at 4:00 pm (or sooner)
			<ul style="list-style-type: none"> Complete reflection journal (4 entries + cover page) due Tuesday, Dec. 10 by 11:59 pm
			<ul style="list-style-type: none"> Curriculum Project Paper due Sunday, Dec. 13 by 11:59 pm
			<ul style="list-style-type: none"> Collaboration Evaluation due Monday, Dec. 14 by 11:59 pm (if you worked in a pair)

Acknowledgements

This syllabus was adapted from prior EDUC 200 syllabi from Drs. Britney Jones, Elise Castillo, Stefanie Wong, and Jack Dougherty.