EDTE 260:  
Critical Perspectives on Schooling for a Pluralist Democracy  
San Jose State University

Catalogue Course Description: Critical study of theory, practice and research related to effective communication in cross-cultural, multilingual settings.

Critical Research Academy Description: This course will examine, discuss, & reflect upon current perspectives on problems in education. It will extend CRA students’ introduction to initial foundational theory in 244: Curriculum and 208: Sociology of Education – by applying it to the creation of democratic & caring classroom organization & supporting students in developing their MA projects. Students will: articulate a blueprint for creating a classroom environment that addresses social and emotional dimensions of education; conceptualize a question to guide their projects; and continue their annotated bibliography & and/or draft a literature review.

Purposes/Ends-in-View
- Students will learn, practice, and internalize the traits of a reflective practitioner: implement inquiry cycles (through the inquiry journals), participate in regular collegial conversations, frame and ask insightful questions, and consult professional texts as mentor teachers.
- Critique and conceptualize theoretically grounded practices for creating classroom environments (classroom management through the blueprint project).
- Critique and conceptualize theoretically grounded practices for attending to the socio-dimension of education (through the blueprint as well as the mindfulness activities).
- Learn and appreciate action research as an effective problem solving strategy (through the inquiry journals as well as the initiation of the MA project).
- Develop an understanding of the literature in an area of interest (the initiation of the MA project through the CABs &/or a literature review draft).

Alignment with Lurie College of Education Vision and Mission
Vision. The Lurie College of Education is an inclusive, engaged, diverse, intellectual community where teacher-scholars inspire life-long learning and advocacy for excellence and equity in education.

fig. 1: Ayers
Instructor: Dr. Colette Rabin
Office: SH343
Phone: 924-3650 (office)
Email: colette.rabin@sjsu.edu
Office Hrs: Wed 3-5, via email & by appt.
Course place & time & #: Tuesday, 4-6:45, SH 120, 25224
Website: http://www.sjsu.edu/faculty/crabin/home.html
Mission. The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our diverse, technologically complex, global community.

Alignment with Department of Elementary Education MA Program (Curriculum and Instruction) Mission
This course prepares teachers who have high expectations for all students and have the skills, knowledge, and dispositions to support high student achievement in diverse school contexts. Teachers who have taken this course will prepare children to develop their potential as learners and participants in a complex, democratic society.

Transitions in the CRA
In the program option Critical Research Academy, by the time students enter this course, they have already experienced 2 transitions in the CRA:
1. They had an initial interview, and possibly started at the Academic Writing Center at SJSU.
2. In their first fall semester, they passed one Graduate Writing Requirement (GWAR) course, EDTE 208.

At the end of successful completion of this course, and the end of the 1st year of the CRA program option, students will advance to candidacy. See SJSU’s requirements for candidacy here: http://www.sjsu.edu/gape/current_students/completing_masters/index.htm. Students will already have been informed of any needs for improvement in their academic writing skills or professional conduct by the CRA coordinator in their first semester. Students will have been made aware of any challenges passing their GWAR requirement in EDTE208. Students will have this semester to revisit their performance and continue to demonstrate necessary improvements, for example, in academic performance, attendance, participation, etc. If concerns continue, for example, if satisfactory improvements were not yet observed, he or she will be contacted for a one-on-one meeting at the beginning of the spring semester to inform him or her of the necessary improvements to advance to candidacy.

Required Reading for 260 at the bookstore & on library reserves:

Recommended Reading for 260:

Required Reading for both 260 & 250: Qualitative Research in Education
Course Objectives in Relationship to the Knowledge Base Continuum

Fig. 2: Knowledge Base Continuum

The knowledge base continuum (fig. 2) represents the cyclical process of theory’s adaptation. This foundations course focuses on developing beginning teachers’ knowledge base particularly concerning the theory/research, principle, and practice aspects of the continuum. For example, in this course we explore how the theories in 208 and 244 could translate into what is typically called classroom ‘management,’ which we refer to as classroom ‘community,’ since the term community suggests a broader and deeper application. See the paper “An Ecology of Care: Interdependent Moral Education and a Pedagogy called Rocks-in-a-Basket” linked to the course’s d2l site as an example of a practice that we’ll learn about in this class. The paper analyzes theory’s adaptation through the KBC. This pedagogy will also be introduced in class.

Classroom Protocol

*Full participation in classroom activities.* Please come prepared with notes or comments in response to readings. Also be prepared to respond in writing to readings at the beginning or end of class discussion (in an in-class quick-write format).

*Alerts in case of absences.* Email the instructor before the class if you will be absent and contact a classmate to take notes and discuss what you missed.

*Completion of all written assignments.* (See descriptions below).

*A note about laptops in class.* You won’t need yours. This course is highly participatory. I will always provide my slides as a pdf with key concepts, explanations and definitions. You will also have your before/end of class reflections through quick-writes as reference for key concepts you want to remember or your glossary to refer to. If you need to use your laptop for notes or classwork, do maintain that focus. Your challenge and opportunity as part of a cohort group is that you are constructing a professional reputation for your peers and instructors. The schools are a small world and in our experience, how engaged you are here is remembered. Ask me to tell a story about this!

*Adhere to SJSU expectations about classroom behavior.* See Academic Senate Policy S90-5 (http://www.sjsu.edu/senate/s90-5.htm) on Student Rights and Responsibilities.

Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found at http://sa.sjsu.edu/student_conduct. You should be aware of the new deadlines and penalties for adding and dropping classes.

Scoring and Keeping Track

Students will have a cumulative scoring record sheet to keep track of their points earned. This sheet should be attached with a paper clip to each written assignment turned in except quickwrites or assignments turned in only electronically.
Participation
The class will be organized for critique and discussion of topics as presented on the schedule. The nature of the class requires full participation; therefore, all students are expected to be fully prepared for each class session. One must be present in class in order to participate and all students are encouraged and, at times, will be called upon to share in the larger group. All class members are expected to contribute actively in small groups. Students may be asked to provide written feedback to the instructor to help her gauge the effectiveness of class experiences. Students may also be required to participate in individual conversations with each other and with the instructor outside of class.

Assignments and Grading

1 – Cycles of Inquiry Journal (10 points each = 30 points = 30%; 10 per entry and 10 for online response)

Students will write 2 one to two page (< or = 500 word) titled inquiries on experiences in school (that arise from the weekly readings). For example, the first entry could focus on questions and issues around student-teacher or student-student relationship development, in connection with the reading. In contrast, the second entry will be used to develop one’s topic of inquiry for the masters project. All entries will be uploaded on d2l and shared in class to initiate dialogue.[CS1]. In the first entry, (1) compose a question and (2) prepare a response drawing on the reading and experience in your classroom placement. The 2nd entry eventually serves as scaffolding for your writing of an introduction to your MA project question. This will serve as the introduction to the literature review or section of your annotated bibliography due at the end of the course (sometimes called the problem statement). In this 2nd entry, since section 2 is an introduction to your topic of your project, instead of response to a question, it will be a brief explanation or narrative of why the question/topic matters to the inquirer. (You wouldn’t have a real question for research if you already could respond to your question!) For more information on how to shape the third journal entry see the description for the project question and introduction or problem statement below. Distribution of points are as follows: 3 for meaningful connection to the week’s course reading through a quote or description (in entry 2 this can be your individually chosen literature on your topic for research), 2 for an experience in practice, 3 for addendum - response based on class dialogue (schedule out-of-class/online or in person conversation with colleague(s) if you must miss a class), 2 for grammatical accuracy and proper APA citations.

Recommendation, not requirement: in between entries students can keep a log of questions that arise, with space in between for thoughts, responses, potential project topics and relevant citations (in APA!). See the description of introduction to research and research question below for more readings and suggestions for support in topic development. This will help students prepare for the second entry, which initiates the MA project.

Online Extension of In-class Journal dialogue (10 points = 10%): Students will upload their journal entries on the day of the class they are due (optional to include addenda) on the course’s D2L site. On the weeks in which you do not have a journal entry due, read a peer’s entry (choose either one your heard in class conversation and wanted to further discuss, or yet another one to hear others’ voices) and make an additional comment, connection to the course text or other readings, including reading for one’s project, further suggestions for reading, suggestions for research topics, etc. Do include quotes with clear APA citations, so readers can refer to the text. Post 2-3 times in the semester on a week when you do not have a journal entry. Try to post
for the journal group before you, to spread out the posts. The titles should help you chose an entry related to your own interests and/or questions.

2- Glossary

The Russian poet O. Mandelstam touches on a critical relationship between words and the differentiation of the phenomenological world into thought when he wrote, “I have forgotten the word I intended to say, and my thought, unembodied, returns to the realm of shadows” (cited in Vygotsky 1962, p. 119). The chief point here, as Lev Semenovich Vygotsky put it, is that “thought is not merely expressed in words; it comes into existence through them.”…In establishing “What Is” through the act of naming…. What is not named remains part of the horizon – that is, undifferentiated background of the phenomenological world characterized by silence and inattention. What is named becomes the focus of intentionality, and the object of thought and speech. (Bowers, 1987, p. 9)

We create our perceptions of our world through the medium of language. Students in the CRA have the opportunity to re-conceptualize teaching and teachers through language, to name what is currently unnamed and thus unattended to. In contrast to the adage: “Those who cannot do, teach,” we reconceive of teachers as transformative intellectuals - whose actions as agents of change for the better - will shape the future citizens of our world. To foster a changed image of the teacher, students will be charged with the task of thinking very deeply about their profession and engaging in readings by “distant colleagues” or theorists who have also thought about teaching. To engage in this thinking together and to shape this new conception of teachers and teaching, students will develop a theoretical language. To support this end, students keep their own glossary of concepts and terms throughout their tenure in the program to support their development of a new conceptualization of teachers and teaching. You are encouraged to include diagrams or illustrations (consider my diagram of Deweyen experience as a model). Students should bring their glossary to each class, to add concepts and terminology and to support their reference to concepts during class discussion. The guideline of 4 pages (or the space you need for approx. 15-20 concepts) can serve as a minimum. Also, at least 3 entries will be translated through the knowledge base continuum; In other words, there will be an articulation of how the theory leads to principles, best practices, and their application and adaptation. There is no page limit on this assignment, given its purpose to serve your own learning now and in the future. While the glossary is specifically attached to points in 208, 244, 261, 281, etc., in 260 students need to do a related assignment for their literature reviews, CABs, so working on the glossary in this class is suggested but not required.

**Practicing Mindfulness (20 points = 20%)**

One aim of the course is to prepare students to cultivate caring and democratic classroom community; a dimension of this aim is learning about recognizing and meeting students’ social and emotional needs. Mindfulness practices are central in this aim, since they are designed to teach recognition and management of emotions so we can react with more intention. Check out this utube video to see kids engaging in mindfulness activities: [mindful kids documentary excerpt](#)

For the first 3 class sessions, the instructor will lead the students in mindfulness activities to model the practice. From the 3rd week forward, students will sign up to investigate various mindfulness experiences, design one activity, and lead either their student teaching placement class or their 260 colleagues in the experience (see sign up in class). Students engaging their colleagues in the process will receive feedback from their peers. Students engaging their own elementary students in the process will report to the class concerning the activity they chose to design and their learning from the process. All students will write a response about the activity that responds to the following prompt and one or more of the questions: Describe your experience...
teaching a mindfulness activity. How did your students respond? How might you extend this activity to increase your students’ capacities for self-awareness and self-management? Your own capacities for self-awareness and self-management? What challenges (institutional, individual, w/students, etc.) did you encounter and how might you address them?

3 – Classroom Community Blueprint (25 points = 25%)

Students will develop a plan for creating a classroom environment and community, or (in other words ‘classroom management’) described in an individual or group (up to 3 authors) 7-10 page double-spaced paper. Students can write this plan in three parts. The first part entails the **traditions or organizing structures** that you will create, for example, appreciation circles, morning meetings, rocks-in-the-basket, norms, or other traditions you design or adopt and adapt from the reading. The second part entails planning related to the specific challenges in implementing these practices and classroom relationships. The third part includes an illustration of the classroom, a blueprint. This blueprint should include your classroom layout, how you will best use the space to facilitate the particular traditions to foster community that you have designed, for example, classroom meetings. How might the space accommodate diverse physical as well as emotional and social needs? How will your students be able to move in the room? For example, how might you make room for transition games that incorporate movement? A detailed description with additional questions and rubric is included, will be gone over in class, and can be downloaded at any time from the course’s d2l site.

4- Question for MA Project and Introduction to Project (why your topic matters) (10 points = 10%)

Write a project question related to your inquiry topic. Plan for this assignment throughout the semester. Note the research questions shared in the first seminar, the reading in H & P concerning research topic development, and subscribe to ASCD: [https://www.smartbrief.com/ascd/index.jsp](https://www.smartbrief.com/ascd/index.jsp) You’ll receive daily emails about current issues and topics and education. Reading them gives you a sense of local and national issues in your field. Supervisor Sam also recommends his high school teacher’s blog here: [http://www.huffingtonpost.com/kevin-jennings](http://www.huffingtonpost.com/kevin-jennings). You’ll find a plethora of links to many teachers’ blogs linked off ASCD’s articles as well. Your MA project question and description of why it matters is your 2nd journal entry and you will **revise it based on the instructor’s feedback** and hand it in again as the introduction to your literature review &/or CABs at the end of the course. Assuming you will conduct your inquiry in the classroom, use the core principles below as you construct your preliminary question.

**Core principles for qualitative inquiry questions**

1. Ask only real questions.
2. Avoid yes/no questions.
3. Avoid causal implications between and among variables in your study, such as words and/or phrases (e.g., affect, effect, etc.) that would require a research design (e.g.,
(experimental) that you would not be able to carry out in the context of your classroom. Example: Instead of “How will a play on MLK’s life support my students in learning to care?” which assumes the play WILL support care, I asked, “How might students describe their learning concerning King’s life and culture? How do they (if they do) articulate any cultural and racial differences between themselves and those whose stories they recount? What might this unique theatre program offer as a medium to foster relationships across differences?”

4. Be sure the question accurately represents the context (e.g., avoid the passive voice when referring to your own research).
5. Eliminate jargon, that is, words and/or phrases that would not be familiar to your intended audience.
6. Avoid value-laden words or phrases (e.g., appropriate instruction, best practices, etc.).

The introduction is a short (500 words or less) description of why this question matters to you and to other educators or the field of education as large.

*Samples of project questions, introductions (often called problem statements), and literature reviews will be assigned course reading to serve as mentor texts, to support students in their own question development, and most importantly, to learn from other teachers’ inquiries!

5 – Literature Review Draft (25 points = 25%)

Purposes: Explore the state of knowledge related to your inquiry topic and prepare a report on the literature that you have reviewed. The literature review will inform the framework, design, and/or methods of your inquiry.

Description and Guidelines: Review a variety of sources related to your topic. Among these sources, the following are required:

- Research studies (primary sources)
- Literature reviews (at least one)
- Studies and/or texts (at least one) by a “landmark” author (Hubbard & Power, 2003) (A landmark author will be cited by multiple authors and therefore, show up in many reference lists.)

While you will not conduct a systematic review (Kennedy, 2007), your literature review should be an extensive report (8-10 pages in length) of the state of knowledge reflected in the scholarship related to your topic; include at least 5-10 sources (The number will vary based on how soon you choose your topic of research; 30 are required by the time you complete your MA project.)

As you find sources, compose an annotated bibliography entry for each one, but do not include these entries verbatim in your literature review. Your literature review needs to be more than a collection of synopsized sources related to your topic. It shouldn’t read like a list. As Glesne (2006) states, “A literature review is not a summary of various studies, but rather an integration of reviewed sources around particular trends and themes” (p. 26). You might think of your literature review as a form of qualitative research in which you identify patterns that emerge from the sources that you find related to your topic.

Your goals are: (1) to make sense of the state of knowledge related to your topic and (2) to craft your review in an organized, relatively concise format. Use organizational features in your writing, including an overall introduction, introductions and summaries for sections, an overall summary, and transitions and section headings throughout. A more detailed description and
scoring guide is included, will be gone over in class, and can be downloaded at any time from the course’s d2l site.

**Cumulative Annotated Bibliography (25 points)**

Write brief (1 paragraph) annotations/notes on each of the 8-10 readings you find relevant for your literature review. Each annotated bibliography entry should include everything that you will need to include this reference in your literature review: This includes: (1) all of the necessary reference information using APA format, and (2) highlights/key points. It may also include: (3) connections to self and text, (4) questions, (5) implications for (a) your teaching, (b) your research, or (c, etc.) anything else (e.g., educational policy, etc.), (6) key quotations, such as passages that you might quote in your future writing; be sure to copy these word-for-word and include a citation in correct APA format. Include a section for keywords related to the source, e.g., cooperative learning, reciprocal teaching, and so on. Organizing your CABs by keywords supports your literature review development. You may choose to work within a collaborative reading group if several of you are reading in complementary areas; however, each student is responsible for maintaining her/his own annotated bibliography. Be prepared for the instructor to email you to request you send your CABs in progress at any time throughout the semester.

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<tr>
<th>Requires Revision (≤ 15 pts.)</th>
<th>Acceptable (16 &lt; x ≤ 19 pts.)</th>
<th>Preferable (20-25 pts.)</th>
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<tbody>
<tr>
<td>• Refers to selection by author or title only, if at all</td>
<td>• Provides complete reference information using correct APA format</td>
<td>• Provides complete reference information using correct APA format</td>
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<td>• Summarizes</td>
<td>• Highlights key points</td>
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<td>• Connects to self and/or text</td>
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<td></td>
<td>• Considers implications for teaching, research, policy, and/or other relevant topics OR asks questions related to the selection and/or connected topic(s)</td>
<td>• Considers implications for teaching, research, policy, and/or other relevant topics AND asks questions related to the selection and/or connected topic(s)</td>
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<td>• Provides page number references for any included quotes</td>
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**All Assignments with Points & Percentages:** Students will have a cumulative scoring record sheet to keep track of their points earned. This sheet should be attached with a paper clip to the back of each written assignment turned in except quickwrites.

Your grade for this course will be recorded as a letter grade of A, B, C, D, or F based upon your work for the course requirements above. That work will be weighted toward your final grade as follows:

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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
<th>Due</th>
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<tbody>
<tr>
<td>Classroom Community Blueprint</td>
<td>25</td>
<td>25%</td>
<td>3/20</td>
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<tr>
<td>Cumulative Annotated Bibliography &amp;/or Literature Review Draft</td>
<td>25</td>
<td>25%</td>
<td></td>
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<tr>
<td>Mindfulness Activity</td>
<td>20</td>
<td>20%</td>
<td>See sign-ups</td>
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<tr>
<td>Cycle of Inquiry Journal Entries, including 3rd entry: project plan</td>
<td>30</td>
<td>30% &amp; 10 pts each entry for each entry and 10 pts for the online dialogue extension</td>
<td>group 1, 2, 3, 4, 5 or 6 dates</td>
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</tbody>
</table>

grade  | A+ | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D-  |
points | 100| 94-99| 90-93 | 88-89 | 83-87 | 80-82 | 78-79 | 73-77 | 70-72 | 68-69 | 63-67 | 60-62 |

**Extra Credit**
Only if students have missed at least 20 points, the instructor may contact the student to request that the student demonstrate understanding of course concepts by writing an additional journal entry. The instructor will inform the student of which course reading or concepts to address in the paper. The format for structure and grading of this paper mirrors that of the journal entry detailed above.

**Late Assignments**
To help keep both of us on track, I will have to insist all assignments be turned in on time. To hand-in late work, students must communicate with me prior to the due date. If students need to hand in a journal entry with another group they need to find someone from the other group to switch with. I’m willing to negotiate late work in the case of hardships. I have high expectations for your performance and level of responsibility. If an assignment is turned in late without prior explanation or a renegotiated due date is missed, I will deduct a letter grade step (A to A-, B+ to B, etc) for each week the assignment is delayed.

**Department of Elementary Education Writing Workshop**
The department offers an Academic Writing Workshop for students who need or desire support with their academic writing. Based on your written work in this class, your instructor may recommend your participation in this workshop. If you wish, you may choose to participate in the Academic Writing Workshop even if your instructor does not recommend you. For more information, contact Dr. Katharine Davies Samway at kdsamway@comcast.net.

**University Policies and Academic integrity**
Students are expected to be familiar with the University’s Academic Integrity Policy. Please review this at [http://sa.sjsu.edu/student_conduct](http://sa.sjsu.edu/student_conduct). “Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical development.”

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. “If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.”

**Campus Policy in Compliance with the American Disabilities Act**
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability. Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

**Student Technology Resources**
Computer labs for student use are available in the new Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, screens and monitors.

**Learning Assistance Resource Center**
The Learning Assistance Resource Center is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The Learning Assistance Resource Center is located in Room 600 in the Student Services Center.

**SJSU Writing Center**
The SJSU Writing Center is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines.
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
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<tr>
<td>1/31</td>
<td>Why is SEL not an add</td>
<td>Project &amp; Syllabus &amp; Noddings: Whole Child</td>
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<td>on [CS2][CS3]?</td>
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<td>2/7</td>
<td>How can we develop caring relationships?</td>
<td>Watson: introduction &amp; building trust</td>
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<td>Inquiry Journal group 1</td>
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<td>2/14</td>
<td>How can we foster students’ participation?</td>
<td>Watson: managing the classroom</td>
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<td>Inquiry Journal group 2</td>
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<td>2/21</td>
<td>How shall we begin school?</td>
<td>Rocks-in-the-Basket</td>
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<td>Inquiry Journal Group 3</td>
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<td>2/28</td>
<td>What can we do when challenges arise?</td>
<td>The Prosocial Classroom (lit review example)</td>
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<td>Inquiry Journal group 4</td>
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<td>3/6</td>
<td>What traditions can foster community in our classrooms?</td>
<td>Emotional Labour (qual methods example)</td>
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<td>Inquiry Journal group 5</td>
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<td>3/13</td>
<td>How can we humanize classroom management?</td>
<td>Humanizing Classroom Management (qual methods example)</td>
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<td>Group dialogues over traditions-in-common [CS4]</td>
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<td>3/20</td>
<td>Grappling with Cases &amp; foreshadowing: What are your own questions?</td>
<td>Classroom Community Blueprint due</td>
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<td>3/27</td>
<td>Spring Break</td>
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<td>4/3</td>
<td>Question development &amp; composing</td>
<td>G Intro, Ch 1, Qualitative Inquiry</td>
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<td>Inquiry Journal Group 1</td>
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<td>4/10</td>
<td>What line of inquiry?</td>
<td>Lit review sample &amp; 1 article ind topic,</td>
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<td>organize into project groups</td>
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<td>email CABs w/ 2 individual readings</td>
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<td>Inquiry Journal group 2</td>
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<td>4/17</td>
<td>Why does this line of inquiry matter?</td>
<td>email CABs w/ 2 individual readings</td>
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<td>1 article on ind topics per project group &amp;</td>
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<td>4/24</td>
<td>What larger conversation frames your research?</td>
<td>H&amp;P ch. 5, The Legacy of Distant Teachers</td>
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<td>G pp. 24-27 Review of Literature, pp. 29-30</td>
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<td>Research Statement &amp; Questions</td>
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<td>Inquiry Journal group 3</td>
</tr>
<tr>
<td>5/1</td>
<td>How will you design your inquiry?</td>
<td>H&amp;P ch. 2, Form &amp; Function: The Research Design, Appendices A Research Designs &amp; F Research Proposal Form</td>
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<td>Inquiry Journal group 4</td>
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<tr>
<td>5/8</td>
<td>Research topic presentations</td>
<td>Individual readings</td>
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<td>Inquiry Journal group 5</td>
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<tr>
<td>5/15</td>
<td>Research topic presentations</td>
<td>Individual readings: project plan with Questions &amp; Literature Review Draft and/or Annotated Bibliography</td>
</tr>
<tr>
<td>5/16</td>
<td>MA Colloquium</td>
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</table>

Topics of sample lit reviews you can ask Colette to send you: critical literacy (ES), PE (EH), moral education (CR), and ways of knowing (NH), critical mathematics (RL), school gardens (ML), classroom management (E) dialogue (G), care ethics & storyline (CR) & care ethics & rocks (CR)

See the online syllabus for additional resources & references to initiate your project searches below:
**Additional Resources**

**On Arts**

**On Classroom Management**

**On Classroom Management and Social Emotional Dimension of Education:**
AND *Early Education and Development* v. 21 is all on socio-emotional issues.

**On democracy in education and Deweyan perspectives:**

**On dialogue:**

**On critical theory:**
Christensen, L. (2000). Reading, writing, and rising up: Teaching about social justice and the power of the written word. Wisconsin: Rethinking Schools.

**More critical issues in the classroom:**

**On various critical Issues:**
Routledge.

On Reflection & Inquiry:

On Care ethics, Moral Education, Relationship

On Freire:

On multicultural education, race, language & gender:


**Philosophy of Education**


York: Routledge.


**Ethics and Moral Education**


**History of Education**


Harvard University Press.

**Teaching Children about Philosophy**

**Websites for Teaching Kids Philosophy**
www.teachingchildrenphilosophy.org/wiki/Main_Page
http://cehs.montclair.edu/academic/iapc/
www.philosophyforkids.com
www.philosophyforchildren.org

**Films:**
Murderball (2005) 
Les Choristes (2004) 
Crash (2004) 
Born in Brothels (2004) 
The Strength to Resist: 
http://www.cambridgedocumentaryfilms.org/Res
ist.html 
Etre et Avoir (2002) 
With All Deliberate Speed (2004) 
God Grew Tired of Us (2006) 
Entre les Murs (2008) 
400 Blows (1959) 
The Wave (2008) 
I am a Promise (2005) 
24 Eyes (1954) 
Sugar (2008) 
Resolved (2007): 
http://www.troublethewaterfilm.com/
Trouble the Water (2008): 
http://www.troublethewaterfilm.com/
Crips and Bloods: Made in America: (2008) 
http://www.cripsandbloodsmovie.com/
A Man Named Pearl (2006)
The Sound and The Fury (1959)
The Singing Revolution (2006)
42-Up (1998)