



UNIVERSITY OF MINNESOTA

CI 3901

Syllabus Introduction

University of Minnesota - Twin Cities

Fall 2025

CI 3901

Exploring the Teaching Profession I

Credits: 3

Instructor: Jehanne Beaton

Email: beat0012@umn.edu

Class times and location:

Office hours by appointment

Prerequisites

Admission to DirecTrack to Teaching.

Course Description

This course offers opportunity for participation in the College of Education and Human Development to undergraduate students who have identified teaching as a possible career choice and are accepted into the College's **DirecTrack to Teaching** program. This course enables students to explore the history and culture of teaching, student learning, community contexts for learning, and sociocultural, historical, and political influences on teaching, learning, and schools. Students will participate in community-engaged learning experiences in area schools. They will attend class, make presentations, engage in online and in person analytical and reflective discussions, collaborate with other aspiring teachers, and begin their journey towards becoming teachers.

Course Objectives

- To explore teaching as a personal career goal;
- To examine teaching as a profession, professionalism, and the multifaceted culture of schools;
- To experience working with students as learners and to utilize the community as a

learning context;

- To develop an understanding of educational equity, inclusion, and the sociocultural, historical, and political realities of public schooling and teaching;
- To consider the public and private value of education and the competing interests embedded in school reform efforts;
- To reflect on what it means to be equity minded, reflective, and reflexive teaching professionals.

CEHD and Department of Curriculum & Instruction

College of Education & Human Development Mission Statement:

The College of Education and Human Development is a world leader in discovering, creating, sharing, and applying principles and practices of multiculturalism and multidisciplinary scholarship to advance teaching and learning and to enhance the psychological, physical, and social development of children, youth, and adults across the lifespan in families, organizations, and communities.

The Department of Curriculum and Instruction is committed to promoting social justice and dismantling racial, socioeconomic, gender and language injustices in education. **We actively work** to eliminate barriers and obstacles created by institutional discrimination. **We are committed** to developing future teachers, practitioners, technologists and researchers who are equipped to identify and challenge systems and structures of racism and oppression in their field(s), locally, and globally.

Conceptual Framework for P-12 Professional Education Programs

The central themes of the Conceptual Framework are:

- Promoting inquiry, research, and reflection;
- Honoring the diversity of our communities and learners; and
- Fostering a commitment to lifelong learning and professional development.

As a course that precedes admission to the initial teacher licensure program in the College of Education and Human Development, EDHD 3902 offers a continued introduction to the themes of the conceptual framework. Students are invited to reflect on their goals and ambitions for a career in teaching, to inquire about specific issues of interest to teachers, to discuss current challenges to public education, and to make a commitment to learning as a lifelong endeavor essential to success as an educator.

College of Education and Human Development Statement on Diversity

We affirm the contributions of all people in our community. Diversity, social justice, and equity are at the core of our mission in the the Department of Curriculum and Instruction.

- We explicitly reject bias, discrimination, and exclusion on the basis of race, color,

creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

- We all are responsible for recognizing, confronting, and addressing bias and discrimination and diligently working for positive change in support of equity, social justice, and diversity.
- We are committed to creating opportunities for students of color and aspiring teachers of color in the Department of Curriculum and Instruction. We offer strongly supported mentorship and we offer funding whenever possible.

Course Objectives

- To explore teaching as a profession, professionalism and the culture of schools
- To experience working with students as learners and to utilize the community as a learning context
- To examine the opportunity gaps that exist in some educational settings and efforts to overcome those gaps
- To develop an understanding of diversity and intersecting identities in schools and society
- To consider the public and private value of education and the competing norms of school reform efforts
- To reflect on what it means to be equity-minded, innovative and adaptive teaching professionals

Student Learning Outcomes

At the time of receiving a bachelor's degree, University of Minnesota Twin Cities student:

- Understand diverse philosophies and cultures within and across societies
- Can communicate effectively
- Have acquired skills for effective citizenship and life-long learning.

These Learning Outcomes are addressed in multiple ways via service-learning and the subsequent reflective assignments. In class, service-learning experiences in local, diverse k-12 school settings will be addressed through small group presentations and large group discussion. Outside of class, students will keep field notes of those experiences, write blog posts, and create a summative reflective project. Each of these activities addresses the learning outcomes. Rubrics for the evaluation of each activity can be found towards the end of the syllabus.

Student Development Outcomes

As they progress toward their degree, University of Minnesota Twin Cities undergraduates will develop and demonstrate the following characteristics:

- Appreciation of differences by recognizing the value of interacting with individuals with backgrounds and/or perspectives different from their own

- Tolerance of ambiguity by demonstrating the ability to perform in complicated environments where clear cut answers or standard operating procedures are absent

Course Readings

- Ayers, W., & Alexander-Tanner, R. (2010). *To teach: The journey, in comics*. New York: Teachers College Press.
- Shalaby, C. (2018). *Troublemakers*.
- Additional course readings will be available on Canvas.

Evaluation of Student Performance

Students will be evaluated on the following major course requirements.

- **25% = Participation:** Satisfactory completion of a minimum of 30 hours of field experience (S/N), in-class discussion, and attendance.
- **20% = Critical Reflection:** Field Notes
- **20% = Discussion Posts:** 4 posts + comments on other base groups' blogs demonstrate evidence of staying on top of course readings and synthesis of ideas
- **20% = Group presentation**
- **15% = Final Synthesis Project**

Attendance (25%)

Exploring the Teaching Profession II is a seminar class, thus a substantial portion of our learning takes place when we are together, in conversation and community. **Your attendance is essential.** Missing synchronous and/ or in-person classes impacts both your learning experience as well as the learning experience of the rest of the class. Thus, more than one unexcused absence can impact your grade. More than two unexcused absences may jeopardize your ability to pass the course. Your instructor will work with you to make up class material if absent.

Assignments Details

Community Engaged Learning: 3901 students will provide support to K12 students and teachers. CI 3901 students should commit to spending approximately 3-5 hours per week, for a minimum of 30 hours per semester. The emphasis should be on a **sustained commitment** to the school, teachers, and students throughout the semester.

Completed hours must be submitted weekly at <https://www.servicelearning.umn.edu/>

3901 students will be required to complete three trainings before they begin working with youth:

- Mandated Reporter training
- Guidelines for Working with Youth Online
- Working with Youth Online: Equity and Access

Completion of end-of-semester survey via the service-learning website is required.

Critical Reflection (20%)

Field Notes: Complete and submit 5 entries of field notes from your community-engaged learning experience (one per every 6 hours of service learning), and submit these according to the course schedule.

- Field note entries should be narratives, written in 12 point font, double spaced, and should be roughly 3-5 pages in length.
- Entries submitted in alternative formats must be approved by Jehanne or will not be counted.
- Field notes should be substantive and intentional, reflecting on the learning taking place in your school-based site, and connected to course readings and discussions.

Group Presentation - 20%

Base Group

You will be assigned a base group for this class. Your base group will be the group with whom you complete your in-class presentation and your Discussion Posts. Take the time to get to know this group of people. They are your colleagues and your touchstones.

Group Presentation

In groups, students will plan and deliver group presentations on topics related to teaching and teachers.

Group presentation guidelines:

- Prepare a **20 minute** presentation on your topic. It's hard to be brief, so be sure to practice!
- Schedule a virtual planning meeting. Invite Jehanne.
- During your presentation, make **explicit** connections to course discussions, readings and field experiences, if applicable.
- Utilize at least five additional resources (beyond our course readings) in preparing your presentation.
- Include *at least* one opportunity for the class to interact with you and one another during your presentation - be creative!
- Provide an engaging presentation, using sound public speaking techniques and technology.
- Utilize Google Docs for presentation planning and final product (share with instructor as you plan).
- Complete a self-assessment (individually) of your group's presentation (linked on Canvas).

Discussion Posts - 20%

Base Group Discussions on Canvas

The goal for your Base Group Discussions is to create an authentic learning community where you challenge and support each other to grow as aspiring educators, thinkers, and human beings. Your participation in your group's online post will be assessed using the following rubric.

- Students will participate in online discussion with their base groups.
- Individual discussion posts should offer critical reflection of course readings, make connections to service-learning, other experiences, and resources.
- Students should also engage in conversation with other base group members by replying to their posts with questions, reflections, and opportunities for extension. Students are **not** to evaluate the quality of the original post (i.e., "good job") but instead help their peers to further stretch and grow as thinkers and aspiring teachers.
- Original posts are due the Friday before class. Replies to peers are due on Monday before class.

Final Synthesis Project - 15%

There is no final test in CI 3901. Instead, each student is to create a project that synthesizes their learning over the course of the semester. The project should include critical reflections on experiences in community-engaged learning, class discussions (online and in person), and course readings. The project can take many forms, but should be substantive, intentional, and personal.

CEHD Policies and Resources

Honors Experience

If you would like to consider this class for an honors experience project, please schedule a time to meet with the instructor by the second class session. Simply completing class assignments will not meet the requirement.

What if I'm doing service-learning in multiple courses this semester?

Most students in this situation want to know, "can I use the same placement for both courses?" The answer is often yes, as long as the work you'll be doing at your service-learning site has a clear connection to the course content for both classes. If you are in this situation, **contact your service-learning coordinator as soon as possible** to begin the process of making sure your organization is approved for both classes and discussing how many total hours of service-learning will be expected of you during the semester (students in this situation are typically asked to do more than the minimum number of hours required for one class). **You should only record the hours you spend at the organization once in the online system**, and your service-learning coordinator will also make sure that both of your instructors know how

many hours you have completed by the end of the semester.

From the Center for Community-Engaged Learning:

Academic integrity also applies to community work done for academic credit.

Any of the following actions constitute academic dishonesty within a community-based learning context and will be addressed in the same way as any other act of academic dishonesty:

- 1. Misrepresenting hours completed at a community site or spent working on a community project (students can count time spent off-site doing work that is required to complete a project for a community organization).*
- 2. Writing reflections or completing other assignments about events or activities the student was supposed to attend and participate in, but did not actually attend or participate in.*
- 3. Signing in at a site or training session and leaving before the hours or training was completed OR signing in for a friend or classmate at a site.*
- 4. Writing reflections based on previous community work or documenting hours done at a community organization during a previous semester and misrepresenting it as your current service-learning experience.*

Confidentiality and Privacy Issues within the Service-Learning Context

Community organizations participating in service-learning expect students to work to the best of their abilities and act in a responsible manner. Furthermore, many service-learning students will be working with individuals who fall into protected categories, such as children, seniors, or individuals with disabilities. Be aware that through your service-learning, you may come to know information about individuals that is covered by rules and ethical guidelines about confidentiality. You should speak to your community supervisor about how confidentiality obligations apply to you. Examples of how these issues might arise in your service-learning include:

- 1. You should not take photographs of anyone at your service-learning site without following the policy the organization has in place. This often involves getting written permission from the individual and/or written permission from the parent/guardian of children under 18 years of age.*
- 2. During class discussions, be careful about revealing any information that could be used to personally identify any individual you work with in your service-learning.*
- 3. In written assignments and especially when using online learning tools (Moodle, class blogs, etc.), be particularly attentive about the information you disclose about your service-learning experience, in case the site you are using is publicly available online. Refrain from mentioning the name of your organization and change the names of any individuals you write about if you are utilizing these online tools for your class.*

Criminal Background Checks are required for many service-learning placements. If the

agency asks about any convictions and you have a criminal record:

- *Be honest. Failure to state convictions that are then uncovered in a background check will likely result in your immediate dismissal from your service organization.*
- *Ask the agency representative to explain what types of convictions are not acceptable (these often involve convictions such as those involving theft, violence, drug sales, and/or crimes against minors). • If you believe that your record could disqualify you from the approved service-learning options, **please be proactive and talk to your service-learning liaison** to discuss alternative placement options.*

University of Minnesota Policies

For general information on University of Minnesota policies, please view the [Recommended Policy Statements for Syllabi](#).

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University, you are expected to adhere to the Board of Regents [Student Conduct Code](#). Note that the conduct code specifically addresses disruptive classroom conduct, which means “engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach and/or a student’s ability to learn.” The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each instructor to determine if and how personal electronic devices are allowed to be used in the classroom. For more information, please reference the policies for [Student Responsibilities](#).

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means: plagiarizing; cheating on assignments or examinations, including the unauthorized use of online learning support and testing platforms; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. If it is determined that a student has cheated, the student may be given an “F” or an “N” for the course, and may face additional sanctions from the University. For additional information, please reference the policies for [Instructor and Unit Responsibilities](#).

The Office for Community Standards has compiled a useful list of suggestions on [Avoiding Scholastic Dishonesty](#).

Beware of websites that advertise themselves as being “tutoring websites.” It is not permissible to upload any instructor materials to these sites without their permission or copy material for your own homework assignments from these various sites. If you have additional questions and concerns, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class, e.g., when and whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Excused Absences and Makeup Work

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please reference the University policy for [Excused Absences and Makeup Work](#).

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially

furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please reference the policies for [Student Responsibilities](#).

University Grading Scales

The University has two distinct grading scales: A-F and S-N. The S-N grading option is not available for U of M sections taught through College in the Schools. For additional information, please refer to the policy for [Grading and Transcripts](#).

A-F grading scale

The A-F grading scale allows the following grades and corresponding GPA points.

Grade	GPA Points
A	4.000
A-	3.667
B+	3.333
B	3.000
B-	2.667
C+	2.333
C	2.000
C-	1.667
D+	1.333
D	1.000 -
F	0.000

These grades can define undergraduate credit in the following way:

- An “A” represents achievement that significantly exceeds expectations in the course.
- A “B” represents achievement that is above the minimum expectations in the course.
- A “C” represents achievement that meets the minimum expectations in the course.
- A “D” represents achievement that partially meets the minimum expectations in the course. Credit is earned but it may not fulfill major or program requirements.

- An “F” represents failure in the course and no credit is earned.

Sexual harassment, sexual assault, stalking and relationship violence

The University prohibits sexual misconduct, and encourages anyone experiencing sexual misconduct to access resources for personal support and reporting. If you want to speak confidentially with someone about an experience of sexual misconduct, please contact a confidential resource on your campus. If you want to report sexual misconduct, or have questions about the University’s policies and procedures related to sexual misconduct, please contact your campus Title IX office or relevant policy contacts. You can learn more about how to [report misconduct here](#).

Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about personal support resources and options for investigation. You may talk to instructors about concerns related to sexual misconduct, and they will provide support and keep the information you share private to the extent possible given their University role. For more information, please view the policy for [Sexual Harassment, Sexual Assault, Stalking, and Relationship Violence](#).

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult the Board of Regents Policy for [Diversity, Equity, Inclusion, and Equal Opportunity](#).

Disability Accommodations

The University values disability as an aspect of diversity, and is committed to access and inclusion in our courses. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and arrange reasonable accommodations.

- If you are registered with the DRC and have a current accommodation letter, please share your letter with me as soon as possible so that we can discuss how your accommodations will be implemented in this course. The sooner I know about your disability access-needs, the more equipped I can be to facilitate accommodations. You

may reach out to me or your (access consultant/disability specialist) if you have any questions or concerns about your accommodations.

- If you are not registered with the DRC, and you are experiencing or think you may be experiencing disability related to a mental health, attention, learning, chronic health, sensory, or physical condition, and you would like to discuss accommodations and/or resources, please contact the DRC (612-626-1333).
- If you have a short-term medical condition, such as a broken arm, I may be able to assist in minimizing classroom barriers. In situations where additional assistance is needed, you should contact the DRC as noted above.

For additional information, please visit the [DRC website](#) or contact the DRC at drc@umn.edu.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating, and lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the [Student Mental Health Website](#).

Academic Freedom and Responsibility for courses that do not involve students in research

The following language was adapted from the American Association of University Professors "Joint Statement and Freedoms of Students".

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contacts include the CIS instructor and the CIS faculty coordinator, who you can identify on the [CIS faculty web page](#). You can also contact CIS director E. Hanson at hans0996@umn.edu. For more information, please visit the [CIS website](#).

Course Schedule

Week	Topic & Readings	To Do
Week 1	<p>Topic/Essential Questions</p> <ul style="list-style-type: none"> ● Why teach? ● Syllabus overview ● Site partner visit - virtual ● Base group intros, name stories <p>Readings</p> <ul style="list-style-type: none"> ● Camara (2019). Names that are unfamiliar to you aren't "hard", they're "unpracticed" ● Gonzalez (2014). How we pronounce students' names and why it matters 	<ol style="list-style-type: none"> 1. Introduce yourself to base group, respond to your base group members' FlipGrid introductions <ol style="list-style-type: none"> a. Group Link b. Your Name Story 2. Review all site partner options
Week 2	<p>Topic/Essential Questions</p> <ul style="list-style-type: none"> ● What shapes our understanding of education, schools, and learning? What lenses do we bring to 3901? <p>Readings</p> <ul style="list-style-type: none"> ● Shalaby, C. <i>Troublemakers</i> <ul style="list-style-type: none"> ○ Preface ○ Introduction ○ Zora: On Being Outstanding 	Submit your request for community engaged learning to CCEL or to Jehanne on Canvas (for paid experience to count as community engaged learning).
Week 3	<p>Topic/Essential Questions</p> <ul style="list-style-type: none"> ● What shapes our understanding of education, schools, and learning? What lenses do we bring to 3901? <p>Readings</p> <ul style="list-style-type: none"> ● Shevrin Venet, A. (2021). Defining Trauma-informed Education, <i>Equity-Centered, Trauma-informed Education</i>. Pp. 3-14. (Canvas) ● Ayers, W. & Alexander-Tanner, R. (2010). <i>To Teach: The journey, in comics</i>. New York: Teachers College Press. Chapter 1. ● Optional: Back to School, This American Life Podcast, September 14, 2021 	Discussion post #1: <i>Based on the assigned readings and your personal experiences, why teach? What does it mean to teach?</i>
Week 4	<p>Topic/Essential Questions</p> <ul style="list-style-type: none"> ● What constitutes education? Learning? School? Teaching? <p>Readings</p> <ul style="list-style-type: none"> ● Csikszentmihalyi, M. (2002). Motivating people to learn. <i>Edutopia</i>. ● Ayers, W. & Alexander-Tanner, R. (2010). <i>To Teach: The journey, in comics</i>. New York: Teachers College Press. Chapters 2-3 	<p>FlipGrid</p> <ul style="list-style-type: none"> ● Your Flow Experience <p>VideoAnt: Sir Ken Robinson, Changing Educational Paradigms</p> <ul style="list-style-type: none"> ● Watch the video and make at least 3 annotations (by clicking the video icon).
Week 5	<p>Topic/Essential Questions</p> <ul style="list-style-type: none"> ● What constitutes education? Learning? School? 	Group A Presentation: <i>K12 Schooling Options</i>

Week	Topic & Readings	To Do
	<p>Teaching?</p> <p>Readings</p> <ul style="list-style-type: none"> Documentary: Most Likely to Succeed (Canvas) 	
Week 6	<p>Topic/Essential Questions</p> <ul style="list-style-type: none"> How has history shaped our educational system today? <p>Readings</p> <ul style="list-style-type: none"> Ladson-Billings, G. (2006). From the Achievement Gap to the Education Debt: Understanding Achievement in US Schools. <i>Educational Researcher</i>, 35(7), 3-12. Historical timeline of public education in the US (Race Forward: The Center for Racial Justice Innovation) 	<ol style="list-style-type: none"> Group B Presentation: <i>(De)Professionalization of Teaching</i> Field Note Entry #1
Week 7	<p>Topic/Essential Questions</p> <ul style="list-style-type: none"> How has history shaped our educational system today? <p>Readings</p> <p>Read texts assigned to your base group:</p> <p>Group A: What was the experience of public education for African American children in US history?</p> <ul style="list-style-type: none"> Nikole Hannah Jones, "The Myth that Bussing Failed," New York Times. (Transcript available on site). Brown V. Board: Timeline of School Integration in the U.S. (Teaching Tolerance) This Supreme Court Case Made School District Lines a Tool for Segregation, MPR, July 25, 2019 <p>Group B: What has been the experience of public education for Indigenous children in US History?</p> <ul style="list-style-type: none"> A History of American Indian Education (Education Week) Indian Boarding Schools Worden, A. 2021. More than a century later, disinternment starts a Native American girl towards home. Washington Post. <p>Group C: What has been the experience of public education for AAPI children in US history?</p> <ul style="list-style-type: none"> Beyond Black and White: API Students and School Desegregation (NEA) Pruitt, S. 2021. The 8-year old Chinese American Girl who Helped Desegregate Schools - in 1885. Wong, A. 2019. How to Save a Dying Language. The Atlantic. <p>Group D: What has been the experience of public education for immigrant children in US history?</p> <ul style="list-style-type: none"> Rong, X.L. & Preissle, J. 2009. Immigration and U.S. History. <i>Educating Immigrant Students in the 21st Century</i>. (Canvas). Pp. 2 - 11. Education and Americanization, Catholics and 	<ol style="list-style-type: none"> Group C Presentation: <i>Trauma Informed Education</i> Discussion POST #2: <i>What are the historical contexts of teaching? How do our identities (e.g., raced, classed, gendered) shape teaching and learning experiences? How have people's identities shaped teaching and learning experiences in the past?</i>

Week	Topic & Readings	To Do
	<p>Education.</p> <ul style="list-style-type: none"> De Jong, E. 2011. Immigrant Era: Focus on Assimilation from Colorín Colorado. <p>Group E</p> <ul style="list-style-type: none"> What has been the experience of public education for Latinx children in US history? A Witness to the Desegregation - and Resegregation - of America's Schools (The Atlantic) A Tale of Two Schools (Teaching Tolerance) 2018. The Walkout - How a Student Movement in 1968 Changed Schools Forever.The United Way - Greater Los Angeles Blog. <p>Group F: What has been the experience of public education for female students in US history?</p> <ul style="list-style-type: none"> Madigan, J.C. 2009.The Education of Girls and Women in the United States:A Historical Perspective. <i>Advances in Gender and Education</i>. (Canvas). Pennepacker, P. 2021. Title IX Expectations of K12 Schools: 45 Years after Passage . National Federation of State High School Associations. Anderson, M.D. 2016. The Black Girl Pushout. <i>The Atlantic</i>. 	
Week 8	<p>Topic/Essential Questions</p> <ul style="list-style-type: none"> What are our beliefs about school, teaching, learning and children? How do our lived educational experiences align with those beliefs? <p>Readings</p> <ul style="list-style-type: none"> Ayers,W. & Alexander-Tanner, R. (2010). To Teach: The journey, in comics. New York:Teachers College Press. Chapter 4. Shalaby, C. 2018. Lucas: On Being Pigeonholed. Troublemakers, pp. 41-72. Vilson, J. 2018. American School Teachers are Heroes. They shouldn't have to be. HuffPost. Pitts, J. 2020. Teaching as Activism,Teaching as Care. Learning for Justice. 	Base Group D Presentation: <i>What are some of the exceptional learning needs of students?</i>
Week 9	<p>Topic/Essential Questions</p> <ul style="list-style-type: none"> What are our beliefs about school, teaching, learning and children? How do our lived educational experiences align with those beliefs? <p>Readings</p> <ul style="list-style-type: none"> ALL: Spare the Rod: Reforming School Discipline.American Public Media (Full Transcript) Read texts assigned to your base group Group A <ul style="list-style-type: none"> Freire, P. (1975). <i>Pedagogy of the Oppressed</i>, 	N/A

Week	Topic & Readings	To Do
	<p>Chapter 2. (starts on Page 69 in this document)</p> <ul style="list-style-type: none"> ● Group B <ul style="list-style-type: none"> ○ Kohn,A. 2011. The Case Against Grades. What the ‘Government Schools’ Critics Really Mean (Stewart, NYT) ● Group C <ul style="list-style-type: none"> ○ No School Like Freedom School. Learning for Justice. Perry, D. 2018. How 'Deaf President Now' Changed America. Pacific Standard ● Group D <ul style="list-style-type: none"> ○ Ayers,W. (1997). Jane Addams: History and Background. A Kind and Just Parent:The Children of Juvenile Court. Boston: Beacon Press. Pp. 24 - 44. ● Group E <ul style="list-style-type: none"> ○ Boyle, E. The Feminization of Teaching . MIT; Smith, K. 2022. Teaching in the Light of Women’s History. Facing History and Ourselves. ● Group F <ul style="list-style-type: none"> ○ Interview with Jarvis Givens, author of Fugitive Pedagogy, from Zinn Education Project. Fugitive Pedagogy, Harvard Magazine. ○ Black Teacher Archive Harvard University (optional) 	
Week 10	<p>Topic/Essential Questions</p> <ul style="list-style-type: none"> ● Readings <ul style="list-style-type: none"> ● Ayers,W. & Alexander-Tanner, R. (2010). <i>To Teach: The journey, in comics</i>. New York:Teachers College Press. Chapter 5: Liberating the Curriculum. ● Smith, C. (2017). James Baldwin’s Lesson for Teachers in Times of Turmoil, <i>NewYorker</i>. ● Baldwin, J.A Talk to Teachers. (Canvas) ● Collins, C. 2021. Educators’ and Students’ Rights during COVID-19. Learning for Justice. 	Group E Presentation: <i>What’s the controversy about Critical Race Theory and schools all about?</i>
Week 11	<p>Topic/Essential Questions</p> <ul style="list-style-type: none"> ● What are the current political, social, and cultural contexts of teaching? How are those varied contexts relevant to democracy? <p>Readings</p> <p>Read texts assigned to your base group:</p> <ul style="list-style-type: none"> ● Group A <ul style="list-style-type: none"> ○ The World Staff (2019). Students at this Minneapolis Charter School Prep for Immgration Raids. <i>PRI The World</i>, July 11. 	<ol style="list-style-type: none"> 1. Field Notes entries 2-4 2. Discussion Post #3 <i>Whose interests should schools serve? What might be the future of U.S. public schooling?</i>

Week	Topic & Readings	To Do
	<ul style="list-style-type: none"> ○ American Federation of Teachers. (2019). Immigrant and Refugee Children:A Guide for Teachers and Support Staff. ○ Goldsmith, L. 2021. Hiding in Plain Sight, <i>TC JewFolk</i>. ● Group B <ul style="list-style-type: none"> ○ Pendharkar, E. 2021. A \$5Million Fine for Classroom Discussions on Race? In Tennessee, This is the New Reality. <i>Education Week</i>. ○ Dias, I. 2021. The Moral Panic over Critical Race Theory is Coming for a North Carolina Teacher of the Year. Mother Jones. ○ Kleinrock, E. 2021. Students Say Teach the Truth . <i>Learning for Justice</i>. ● Group C <ul style="list-style-type: none"> ○ Christakis, E. (March 2019) Active-Shooter Drills are Tragically Misguided. The Atlantic. ○ Blad, E. and Will, M. (2019). “I Felt More Traumatized Than Trained”:Active Shooter Drills Take a Toll on Teachers. <i>Education Week</i>, August 31. ● Group D <ul style="list-style-type: none"> ○ Gobir, N. Down with Toxic Positivity! For Teachers and Students, Healing isn’t Blind Optimism. Mindshift. ○ Schwartz, K. (Aug .20, 2019) How can schools help kids with anxiety? <i>Mind/Shift</i>, KQED News. ○ Shockman, (2019). MN Researchers roll out revolutionary approach to school safety training. <i>Minnesota Public Radio</i>, July 23. ● Group E <ul style="list-style-type: none"> ○ Preston, C. (2019). Teaching Global Warming in a Charged Political Climate. <i>The Hechinger Report</i>. ○ Marshall, K. (2019). What Should Educators Do When Confronted with Science Denial? <i>The International Educator</i>, August 31. ○ Kamenetz,A. (2019) . 8 Ways to Teach Climate Change in Almost Any Classroom. <i>National Public Radio</i>, April 25. ● Group F <ul style="list-style-type: none"> ○ Schulten, K. and Brown,A.C. (2017) . Evaluating Sources in a ‘Post-truth’ World: Ideas for Teaching and Learning about Fake News. <i>NYT</i>, Jan. 19. ○ Prasad, Ritu. (2019). How I stopped my teenager being recruited online. <i>BBC News</i>, 	

Week	Topic & Readings	To Do
	<p>August 18.</p> <ul style="list-style-type: none"> ○ Kamenetz,A. (2019). What Parents May Not Realize When They Post About Their Kids Online . <i>National Public Radio</i>, August 12. 	
Week 12	<p>Topics/Essential Questions</p> <ul style="list-style-type: none"> ● Whose interests should schools serve? ● What might be the future of American public schooling? <p>Readings</p> <ul style="list-style-type: none"> ● Ayers,W. & Alexander-Tanner, R. (2010). <i>To Teach: The journey, in comics</i>. New York:Teachers College Press. Chapters 6 & 7. ● Ayers, Bill. (2012). Mr. President, Education Is a Human Right, Not a Product ● Stewart, K. 2017. The Proselytizers and the Privatizers. <i>The American Prospect</i>. ● Christakis, E. Americans have given up on public schools. That's a mistake. <i>The Atlantic</i>, 5 September 2017. 	<ol style="list-style-type: none"> 1. Video Ant - "Big Picture Learning: A Look at the Met School". Make at least 3 annotations as you watch the video. 2. Group F Presentation: <i>What are the needs of language learners?</i>
Week 13	<p>Topics/Essential Questions</p> <ul style="list-style-type: none"> ● What is the purpose of education in a democracy? Why teach? <p>Readings</p> <ul style="list-style-type: none"> ● Ayers,W. & Alexander-Tanner, R. (2010). <i>To Teach: The journey, in comics</i>. New York:Teachers College Press. Chapter 8. ● Unfolding hope in a Chicago School (Rethinking Schools, Spring 2017) ● Shalaby, C. <i>Troublemakers</i>. <ul style="list-style-type: none"> ○ Conclusion: Trouble-Making in School, ○ A Letter to Teachers: On Teaching Love and Learning Freedom 	<ol style="list-style-type: none"> 1. Discussion Post #4: <i>Considering all that we have discussed in 3901 this semester, why teach?</i> 2. Final Field Notes entry
Final Class	Summary Reflection: Due December 17 (digital)	N/A