EDUCATION 150, EDUCATION IN AMERICAN CULTURE
Fall, 2005
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"...there are so few things which, contemplated, do not like flimsy trapdoors open under the weight of our attention into the bottomless pit below." John Updike

"Dewey stressed 'continuous formation' and meant that persons are forever in process, forever growing and reconstructing their experiences. They are forever in pursuit of themselves." Maxine Greene

"And of course there must be something wrong In wanting to silence any song." Robert Frost

INITIAL THOUGHTS
The topic of education needs to be examined as if it were an unopened box. You need to shake it many different ways to figure out what is inside. There is the philosophy shake where you will consider those ideas that form the educational enterprise. Shake once. It's John Dewey. Shake again. You encounter Paulo Freire. And if you keep shaking you will come to see older but recognizable versions of schools that start in the past and then morph as they move into the future. That is the historical shake. You will launch yourself into a classroom and read about how others view the work of teachers. The experiential shake. Finally you arrive at all of those broad social pressures that impinge upon the work of teachers. Think state standards for an example. That is the socio-political shake. In this course you will be asked to think deeply and in many ways about the educational enterprise and you will consider yourself in relation to all aspects of that enterprise. Thinking deeply is how you shake the box. These are questions that we will examine throughout the semester, though I invite you to add to the list:

- Why do I want to become a teacher?
- What sort of teacher do I want to become?
- What are schools for?
- How is the work of teachers today shaped by the ways schools were in the past and what they might be in the future?
- What are schools like? What broad social pressures affect the work of teachers in schools?
- What is my vision of learning, teaching, and schooling?
- How do I sustain my vision in light of the ways schools are?

REQUIRED TEXTS

ATTENDANCE
Since the issues being considered in the course require informed discussion and involvement, you are expected to attend every class with a basic understanding of the assigned reading or with
questions to be raised about the reading. If you must be absent for some reason, it is best to let me know ahead of time. There will be unannounced quizzes throughout the semester. You will be permitted to make up these quizzes if you produce a doctor's excuse or have a valid emergency. It is your responsibility to find out about and secure any materials that may have been distributed or assignments given during missed classes. Missing more than three sessions will be a signal to me of a serious problem. At that point, you should consider withdrawing from the course.

Absence is not an excuse for missed work. If circumstances arise that keep you from completing an assignment when it is due, you should discuss the situation with me. I have provided my office and home phone number so that you can call me.

ACADEMIC HONESTY

Your papers and your project are out of class assignments. This permits you to discuss your ideas with other members of the class and to do the necessary reading and writing in whatever environment you find conducive. Such discussions do not constitute plagiarism, which is the presentation of someone else's work as your own, even when the discussions produce points of view which have something in common with other students. The College's position on academic honesty is clear. For written work to be acceptable, its final form must be the product of your own thought and effort. Anything else is of no value as a measure of your effort and understanding and will receive no recognition. If the work of others is quoted or paraphrased in your papers, cite that source with some standard bibliographic notation.

Please refer to the student handbook for an elaborate definition of plagiarism. The student handbook requires that you "keep all notes, drafts, and materials used in preparing assignments until a final course grade is given." Please follow that policy.

If a completed assignment is found to be dishonest, a grade of zero will be entered for the assignment, and the Academic Dean will be notified of the action in accordance with College policy. Such an action would indicate a cynicism about learning inappropriate to being a teacher and would place your application to the teacher education program into serious jeopardy. If you have any questions about the College policy, consult the appropriate pages in the Moravian College Student Handbook.

FIELD EXPERIENCE

As you know from signing up for a lab, you will be going out into the schools. The field experience will begin Monday, September 19 and will end Friday, December 2. You will be going out for four hours a week. This will give you exposure to the "real world" so that you can make some connections between what we are studying and "reality." Yes, there is a link. We will make the placements, most likely in Bethlehem's school district.

In order to set up your field experience, you must attend one of two meetings being held by Ms. Mojadidi, the Education Department field coordinator. The two times are Wednesday, August 31 at 5:00 or Thursday, September 1 at 11:45. Both meetings are being held in Prosser.

COURSE GRADE

1. Critical Pedagogy Report (15%)
2. History of Education Essays (15 %)
3. To Teach Paper (15%)
4. Final Exam: Essay on Standards and Other Topics (10%)
5. Quizzes (7%)
6. Writing to Learn Assignments (10%)
7. Autobiography and Autobiography Redux (3%)
8. Field Experience Journal (15 %)
9. Successful Completion of Field Experience (5%)
10. Attendance and class participation (5%)
Note: There will be unannounced quizzes throughout the semester. You must come to class everyday prepared. If you are not in class, you need a doctor’s note or a valid excuse in order to make the quiz up. In addition, you will receive around six writing-to-learn assignments throughout the semester.

TOPIC 1: My Teaching Autobiography
(8/30) (Tues.) Introductions

TOPIC 2: What is Critical Pedagogy? Developing a Philosophy of Teaching!!!
9/1 (Thurs.) Critical Pedagogy
   Assignment: Wink, Ch.1 (pp.1-13); Course Syllabus
   Due: My Teaching Autobiography

9/6 (Tues.) Critical Pedagogy
   Assignments: Wink, Ch. 2 (pp. 14-21); Ch. 3 (pp.22-37)

9/8 (Thursday) Critical Pedagogy
   Assignment: Wink, Ch. 3 (pp. 38-64)

9/13 (Tues.) Critical Pedagogy
   Assignment: Wink, Ch. 4 (pp.65-82); Ch. 5 (pp.83-97)

9/15 (Thurs.) Critical Pedagogy
   Assignment: Wink, Ch. 5 (pp. 97-119; Ch. 6 (pp. 120-129)

Field Experience Begins 9/19

Journal: Starting with the week of 9/19, you need to turn in or e-mail an entry by Thursday (classtime) of each week. E-mailed journals must include the following in the subject heading: Field Journal 150. (The only exception is the week of the week of September 19 when you need to turn your entry in by Friday, September 23 at 4:00 and the week of November 22 when you need to turn your entry in by Wednesday, November 23 at noon.)

9/20 (Tues.)
   Assignment: Wink, Ch. 6 (pp. 129-150); Ch. 7 (pp.151- 165)

9/22 (Thurs.)
   Assignment: Wink, Ch. 8 (pp.165-180)
   Due: Draft of Critical Pedagogy Report for Writing Workshop

TOPIC 3: The History of Education in America
9/27 (Tues.) Education in Colonial America
   Assignment: Spring, Ch. 1 (pp.1-8); Ch. 2 (pp.12-22)

9/29 (Thurs.) Education in Early America
   Assignment: Spring, Ch. 2 (pp.29-43); Ch. 3 (pp.48-50; 53-61)

10/4 (Tues.) The Common School
   Assignment: Spring, Ch. 4 (pp.73-84; 91-99)
   Due: Critical Pedagogy Report

10/6 (Thurs.) The Common School
   Assignment: Spring, Ch. 5, (pp.102-114); Ch. 6, (pp.134-165)

10/13 (Thurs.) Education in the Industrial Age/The Start of High Schools
   Assignment: Spring, Ch. 7 (pp.189-202) Ch. 8 (pp.206-225); Ch 9 (pp.243-255)

10/18 (Tues.) Education in the Industrial Age/The Start of High Schools
Assignment: Spring, Ch. 9 (pp.255-282) Ch. 10 (pp.297-304)

10/20 (Thurs.) Education, African American Civil Rights, and Diversity
Assignment: Spring, Ch. 13 (pp.389-394); Ch. 14 (pp.405-413; pp. 419-436)

10/25 (Tues.) Final Thoughts on the History of American Education
Due: History of Education Essays

TOPIC 4: To Teach: Thinking about Teaching
10/27 (Thurs.) To Teach
Assignment: Ayers, Preface, Ch. 1 and Ch. 2

11/1 (Tues.) To Teach
Assignment: Ayers, Ch. 3, 4, and 5

11/3 (Thurs.) To Teach
Assignment: Ayers, Ch. 6, 7, 8

11/8 (Tues.) To Teach
11/10 (Thurs.) To Teach
Due: Draft of Ayers Critique for Writers Workshop

11/15 (Tues.) To Teach

TOPIC 5: Standards, Testing, and Other Current Issues
11/17 (Thurs.) The History of Standards
Assignment: Ch. 1, “Educating a Democracy” (pp. 3-31)
Go to PDE Website, find the state standards, print a set for an area of particular interest to you.

11/22 (Tues.) The Standards Debate
Assignment: Spring, Ch. 15 (pp.450-463); Meier, Foreword and Editor's Preface
Due: Ayers Critique

11/29 (Tues.) The Standards Debate, ctd.
Assignment: Ch. 2 "No Excuses" (pp.35-39); "Making a Difference" (pp.40-43); "Expert Opinion" (pp.44-49); "Habits of Mind" (pp.50-56)

12/1 (Tues.) The Standards Debate, ctd.
Assignment: Ch. 2 "The Case for Standards" (pp. 57-63); "The Standards Fraud" (pp. 64-69); "A Sense of Place" (pp.70-77); "Reply" (pp.81-88).
Reminder: Field Experience Ends 12/2

12/6 (Tues.) Media and Education
Assignment: Spring, Ch. 12 (pp.346-370; Ch. 13 (pp.394-402)
Due: Autobiography Redux

12/8 (Thurs.) Final Thoughts

Revised: July 21, 2005

JOURNAL WRITING: RESEARCHING OUR SELVES

INTRODUCTION

Have you ever had the pleasure of getting hooked by one or more writers, coming to know their intimate style of laying down words and telling a story? Reading someone else’s writing is one avenue human beings seem to have for gaining entree to the consciousness of others. Now shift your thinking a
notch and consider your own writing. As with the great authors, your writing is a lens for focusing on your thinking in relation to a given subject, in other words, your consciousness. What does this have to do with teaching?

Because writing opens the writer to her or his own consciousness, teachers can use journals to explore their own inner terrain to better understand how they personally shape the learning within their classrooms. As new teachers you can start that exploration with your early field experiences. Pay attention to the assumption behind this exploring. It is the teacher's self, his or her thinking and his or her fundamental nature that makes the difference. If this assumption is true, teachers need a way to know their teaching self. That is why I am asking you to write a journal.

**JOURNAL ASSIGNMENTS**

1) **My Teaching Autobiography**

   The autobiography is a chance for you to tell your story. Use these questions as a guide for writing your teaching autobiography, but feel free to go beyond them or even around them in telling what has shaped your current teaching self. **What events and people in my life have brought me to my current decision to pursue teaching?** As a result of these events and personal reflection, what sort of teacher do I see myself being and becoming? In responding to the second question, you might talk specifically about what you think your class will be like and what learning in your class will look like.

   Events might come from your life in school which might include teachers you have encountered, both those you have loved or those you have loathed. People and events might come from your family, from jobs, from extracurricular activities, or from books you have read. These are a few pump priming thoughts. Your source for growing as a teacher might come from areas that surprise me. I am ready for that.

   Finally, you might have uncertainty about your decision to become a teacher. Discuss that in your autobiography. You are in this course to help you make decisions about yourself as a teacher. The autobiography is a good place to consciously go through that process.

   Your autobiography should be 2-3 pages. **Due: Thursday, September 1**

2) **My Teaching Autobiography Redux (Final Field Experience Journal Entry):**

   After re-reading your initial autobiography and all previous journal entries and then reflecting on your education experiences this semester, write the next chapter in your autobiography. Talk about ways that you have grown as a teacher over the last semester. Here are some questions you might answer in this redux. What have you discovered about yourself as a teacher? How has your educational vision, your thinking about teaching, learning and schooling evolved? What have you learned over the semester about schools, learning, and teaching? The primary focus of this discussion should be your experience in the field, but you could also discuss readings and conversations from class or any other venue that has helped to shape your direction as a teacher. You could include a discussion concerning the status of your decision to become a teacher (2-3 pages) **Due: Tuesday, December 6**

3) **Field Experience Journal (Completed Weekly from 9/19-12/2)**

   The journal will be a record of your experiencing while you are in the field. Like a good anthropologist studying a foreign culture, you need to observe carefully, to ask appropriate questions, and to watch yourself in the context of all that is happening. The journal should be open and flowing, but I restrict your writing in the following ways:

   - It must be about your experience as a teacher or a discussion of what you observe in the classroom. I use the word experience broadly to include events in your classroom or within the broader school culture. Experience also includes what is going on inside of you as it relates to your becoming a teacher.
   - **Describe one or two episodes from your experience.** An episode, like an episode on television, is a series of actions which go together and tell a coherent story. The story could be as simple as your success working with kids using a particular method. It could be a description of what you see your cooperating teacher doing. These are two examples. You might observe other episodes which you feel are significant and want to discuss.
   - **Describe the event** with as much detail as possible. This will help you to think more clearly about the event and more accurately recall events for reflection and analysis.
• In addition to your description, present your interpretation of the event. In other words, what does the event mean? For instance, if you have just described a lesson you taught to a group of students, you might want to talk about why the lesson worked well or why it didn't work well. If you observe an assembly or a lesson taught by your cooperating teacher, you might want to discuss the lesson in terms of how it fits into the curriculum.

• You must write at least one time a week. Each time you write, you must write at least one-two pages. You could write more.

Here are some other guidelines:

• Starting with the week of 9/19, you need to turn in or e-mail an entry by Thursday (classtime) of each week. (The only exception is the week of the week of September 19 when you need to turn your entry in by Friday, September 23 at 4:00 and November 21 when you need to turn your entry in by Wednesday, November 23 at noon.)

• Pick a format with which you are comfortable and stick to it. You could have one notebook devoted to journal writing. You could send your entry digitally, but make sure that you include the following in the subject heading: Field Journal 150. Whatever you do, save hard copy of each entry (beyond saving it in digital format).

• Don't worry about grammar or spelling or writing a well-constructed essay.

• You will be graded on successful completion of the journal. That is, you write completely, thoughtfully, and carefully about one topic.

If you run into a brick wall and cannot figure out what to write, here are some suggestions:

• Write about your work with students.

• Write about your students or one student. Describe, in particular, your student's learning. Consider how they learn and what within the classroom setting and beyond contributes to that learning.

• Pick a particular problem you are facing in your classroom and write about it. Describe the problem and talk about possible solutions.

• Write a thick description an entire lesson you taught or a smaller learning event. After you have written the description, analyze the lesson/event. Explore what you did to promote the student's learning and what you might have done differently.

• Write an "unsent letter" to one of your students.

• Discuss aspects of the school culture which promote learning and aspects which hinder learning.

• Discuss your beliefs about learning, schooling, and life as it relates to your job as a teacher.

• Write down 3 questions about student learning. Using your experience, answer them.

• Describe your implementation or your coop's implementation of an interesting strategy. Analyze the implementation. What worked? What problems were there? What would you do again and what would you change?

• Discuss your successes and failures with classroom management and what you are learning about classroom management.

• Deal with a broad issue such as gender or race.

The above lists are intended to prime your mental pumps. If you have other topics or other frames for writing about your experience, please use them. The style you use and the topics you explore should be like the clothes you wear when you are alone and want to relax and just be your self. You need to find your own voice in the pages of your journal. (You will have a total of 11 entries.)

ASSIGNMENTS

Note: When you turn in your final report, you need to turn in all drafts. There should be at least three significantly different drafts. Clearly indicate the final version of your report.

I. CRITICAL PEDAGOGY REPORT

MEMO

FROM: Dr. Jane Tonka, Curriculum Coordinator for the Aswago School District
TO: (Place your name here), Teacher in District

In an attempt to redesign the district curriculum, we are looking at several curricular models which we hope will enhance significant learning in the classroom and add overall coherence within the district. One model being considered is critical pedagogy as laid out in Joan Wink's text. Principal Skinner
The report presents a clear position on the usefulness of critical pedagogy and that position is examined throughout the paper.

1. Summarize Wink's description of critical pedagogy. Because you can't mention everything she discusses, choose the core animating ideas driving her vision. Also, explain and integrate into the paper at least three key terms (examples: conscientization, dialectic) and two foundational thinkers (examples: Freire, Skutnabb-Kangas).

2. Provide your judgment of this model by answering the following question: To what extent would using Wink's vision of critical pedagogy improve the curriculum in your school? Thoroughly discuss and explain your answer to this question. Remember that the word curriculum is partially defined by the learning that takes place in the classroom so you want to make sure your paper focuses on the teacher's and student's experience in that setting as a reflection of how critical pedagogy might affect the entire school.

In writing your report, remember your audience—other classroom teachers who know little or nothing about critical pedagogy. That means you need to write clearly. Take the time to find the right words. Take the time to establish a unity which is supported by well-crafted paragraphs and solid sentences. More will be said about unity later. In writing for other teachers, remember to write concretely about classrooms and schools. Help your fellow teachers read the report by having a strong opening that hooks the teachers and a conclusive, summarizing ending.

In writing your report, remember your audience—other classroom teachers who know little or nothing about critical pedagogy. That means you need to write clearly. Take the time to find the right words. Take the time to establish a unity which is supported by well-crafted paragraphs and solid sentences. More will be said about unity later. In writing for other teachers, remember to write concretely about classrooms and schools. Help your fellow teachers read the report by having a strong opening that hooks the teachers and a conclusive, summarizing ending. Despite what you might have experienced previously, a report should make for good reading, especially if you want to convince others.

[Fodder for the writing might come from your life as a student, field experiences you have already had, any other experiences you have had working in schools, the first days of your current field experience, and other places.]

In writing the report, you need to clearly situate yourself. Are you a middle school math teacher? An elementary art teacher? A fifth-grade elementary teacher? A high school history teacher? My suggestion is to situate yourself based on your personal goals in teaching. That is, if you are going to be an elementary teacher, write about critical pedagogy as it relates to an elementary school classroom. You do not need to limit yourself to talking about your own classroom, but it can serve as a starting point. If it helps to give specific information about your district such as size, ethnic makeup, location or more, feel free to do that.]

Getting back to unity, your paper needs to take a clear position. You might say both positive and negative things about critical pedagogy, but in the end, you need to either endorse it or advocate rejecting it for the district. Your position will most likely unify the report. Going along with convincing others, the report should be well argued. After generating a clear position, you need to offer support for that position. Remembering the discussion about teachers as your audience, the best support will come from discussions of real experiences in classrooms, schools, and with kids.

The report should be around four pages in length, perhaps five, and double-spaced. You need to keep it this short because you are writing for your busy colleagues.
The report appropriately incorporates and explains the thinking of one educator associated with the critical pedagogical theory. The thinker's ideas are integrated into the text of the paper.

The report mentions two thinkers associated with critical pedagogy but does not adequately explain or adequately integrate the thinking into the paper.

The report contains one or no references to thinkers associated with critical pedagogy. Beyond the mention, no further explanation is given.

**F. Support**

4. There is strong support for all positions taken in the report. Support is in the form of current or past experience or from other sources which are cited.

3. Some support is offered for positions taken. Support is in the form of current or past experience or from other sources which are cited.

2. Weak or inappropriate support is offered for positions taken.

1. No support is offered for positions taken.

**G. Well argued**

4. The overall impact of the paper leaves the reader ready to accept the author's position.

3. The author's argument is convincing.

2. The author's position is poorly argued.

1. The author does not present any argument.

**H. Clarity**

4. All paragraphs and sentences are well crafted. Words are well chosen.

3. Paragraphs, sentences, and word choices are solid.

2. Paragraphs, sentence, and word choices are weak.

1. The paper lacks clarity in any sense of the word.

**G. Opening/Closing**

4. Strong opening and closing are included.

3. Good opening and closing are included.

2. Weak opening and closing are included.

1. No opening and closing is included.

**I. Audience**

4. The paper talks directly to fellow teachers.

3. The paper suggests that teachers are an audience.

2. The paper addresses an audience, but it is not teachers.

1. The paper addresses no clear audience.

**I. Grammar and Spelling**

4. Entire paper has fewer than 3 mechanical errors including spelling errors, fragmented sentences, improper use of verb tenses, and punctuation errors.

3. Entire paper has 3 mechanical errors including spelling errors, fragmented sentences, improper use of verb tenses, and punctuation errors.

2. Entire paper has 4 mechanical errors including spelling errors, fragmented sentences, improper use of verb tenses, and punctuation errors.

1. Entire paper has more than 4 mechanical errors including spelling errors, fragmented sentences, improper use of verb tenses, and punctuation errors.

**II. Ayers Critique**

An open letter to all future teachers currently taking Mayer's section of ED150.

Dear Fellow Teacher,

We understand that you have been asked to read William Ayers' *To Teach: The Journey of a Teacher* for your ED150 course at Moravian College. Perhaps we can turn that assignment into some cash. Sound good????? Then read on!!!!

Ayers is all the buzz amongst teachers throughout the country. To be quite honest, we don't know where we stand on his talk. In fact, even if we did have an opinion, we don't feel that it is right for us to comment. We want to hear from people who are currently in the field working with "real" kids. That is where you come in. We’d like you to write a critique of this book for your fellow classroom teachers. As we see it, such a critique will explain:
3. what Ayers is trying to accomplish through his book. That means you need to explain the core ideas he attempts to lay out and why he thinks these ideas are valuable. This is the summary part of the critique. Present his ideas clearly, accurately, and initially without judgment.

4. how well the author accomplishes the purpose you lay out above. Here are some questions to guide this assessment:
   A. How well does Ayers present, explain, and support his position? [Some guiding sub-questions: To what extent does Ayers convince you of his argument? Does he support it well? If so, how does he do this? What makes his support weak or strong?]
   B. To what extent is this a valuable book for teachers? Explain.

In writing your critique, take your audience into consideration. There are many ways you can do this. Here is one way you must do this. Teachers want to see writing about education grounded in real experience. They want to read about what actually happens in schools, either from the perspective of a student or from the perspective of a teacher. Use your experiences in schools, especially field experiences in schools (current one or others), to bolster your own arguments. There are other ways your writing can directly speak to your audience. We invite you to incorporate those ways into your writing.

Now let me warn you. We have made this same offer to at least 20 other people. We cannot promise you that we will publish everyone...just the best ones. Yours must be excellent. Your critique must present a clear point of view. Please start with an opener which will draw us into your critique and which will also provide an overview of ideas you will develop. Make sure that you have well-constructed paragraphs with clear main ideas. Consciously connect those paragraphs so that the writing flows. Work toward a precise language which conveys points clearly and succinctly. Have a strong synthesizing conclusion that ties the critique together and doesn’t just repeat what has already been said. And please include no spelling errors or grammatical errors. Make the paper between four and five pages in length, double spaced (we don’t have much room.)

The editors look forward to your thoughtful responses to the Ayers text. Make sure that you state your own beliefs and not what you think we want to hear!!!!! Make sure that your voice come through in the paper. Our office is wired with a detector to screen out attempts to deceive and to be less than genuine.

We must have this critique by November 22.

Sincerely Yours,

The editors of Talks to Teachers magazine.

RUBRIC FOR TO TEACH CRITIQUE

A. Overall Unity
   4 A point of view is established and is explicitly developed throughout the paper.
   3 A point of view is established and developed to some extent within the body of the paper.
   2 A point of view is established within the paper, but it is a weak one.
   1 The paper lacks a clear point of view.

B. Position on Ayers’ accomplishment taken and book’s value
   4 The paper presents a clear position on the author’s effectiveness at accomplishing his purpose and the book’s value.
   3 The paper presents a position on the author’s effectiveness at accomplishing his purpose and/or book’s value, though the reader must read between the lines.
   2 The paper takes a weak position on the author’s effectiveness and/or book’s value.
   1 The paper takes no position on the author’s effectiveness and/or book’s value.

C. Presentation of Ayers’ intentions
   4 Ayers’ intentions and views are accurately and fairly captured.
   3 Ayers’ intentions and views are captured to a large extent but some distortions or inaccuracies are evident.
   2 Ayers’ intentions and views are caricatured
   1 View of Ayers’ presented does not reflect To Teach in any way.

D. Support
   4 There is strong support for all positions taken in the paper. Support in the form of current or past experience in schools is included. Other sources used are cited.
   3 Some support is offered for positions taken. Support is in the form of current or past experience in schools.
Other sources used are cited.

2 Weak or inappropriate support is offered for positions taken.
1 No support is offered for positions taken.

E. Well argued
4 The overall impact of the paper leaves the reader ready to accept the author's position.
3 The author's argument is convincing.
2 The author's position is poorly argued.
1 The author does not present any argument.

F. Clarity
4 All paragraphs and sentences are well crafted. Words are well chosen.
3 Paragraphs, sentences, and word choices are solid.
2 Paragraphs, sentences, and word choices are weak.
1 The paper lacks clarity in any sense of the word.

G. Opening/Closing
4 Strong opening and closing are included.
3 Good opening and closing are included.
2 Weak opening and closing are included.
1 No opening and closing is included.

H. Audience
4 The paper talks directly to fellow teachers.
3 The paper suggests that teachers are an audience.
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1 The paper addresses no clear audience.

I. Grammar and Spelling
4 Entire paper has fewer than 3 mechanical errors including spelling errors, fragmented sentences, improper use of verb tenses, and punctuation errors.
3 Entire paper has 3 mechanical errors including spelling errors, fragmented sentences, improper use of verb tenses, and punctuation errors.
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1 Entire paper has more than 4 mechanical errors including spelling errors, fragmented sentences, improper use of verb tenses, and punctuation errors.

issues: Thinking through the course
* Building Personal Reflection into the assignments; growth of philosophy
* Directing more with the journals
* Culminating activities that tie all together
* How to evaluate reading of issues
* Tying in field experience (Final statement connecting field to some aspect of course)
* History of Ed: Benchmark turning in notes from chapter. Perhaps have them turn in one statement of an event after second set of notes;
* turn in notes for all 3 chapters;
* History of ED (Progress report or reports) or perhaps meeting
* Look at date for History of ED
Your position statement needs to both be 4 pages in length and respond to the following:

1. **What is critical pedagogy?** You need to lay out a definition of critical pedagogy which is grounded in the Wink text. If you bring in outside sources, identify them and include bibliographic references.

2. **Critique the philosophy of critical pedagogy making sure that you discuss both good and bad aspects.** Support your position.

   A critique is an informed and intellectual reaction to a set of ideas. Your first obligation in writing a critique is to make sure that you have gotten the author’s ideas down correctly. Your second obligation is to critique them in a thoughtful manner. You need to explain whether you agree or disagree and explain why. Your why needs to be supported primarily by your experiences or by other reading you have done.

   Even though you will discuss both positives and negatives, your overall position will tend to be in one direction or the other. **Make that position clear.**