LOYOLA MARYMOUNT UNIVERSITY
FALL, 2013

First Year Seminar: EDUCATION & THE PUBLIC GOOD

Education & the Public Good linked to THEME: Power & Privilege

CRN: 44859. Class Times: Tuesdays & Thursdays 9:25-10:40
Location: Foley Annex, Room 175

Instructor: Yvette Mylett, MA. Writing Instructor/Lecturer
Office: 3219 University Hall
Email contact: ymylett@gmail.com
Office Hours: Mondays 1:00 pm–4:00 pm and Tuesday 12:30 pm-2:30 pm

Instructor: Bernadette Musetti, Ph.D. Assoc. Professor & Director Liberal Studies
Office: 3407 University Hall
Office Hours: Tuesday and Thursdays 11:00 am-1:00 pm and by appointment
Email: bmusetti@lmu.edu (preferred); Office Phone: 310-338-4402

Course Description:
This course is an examination of the role of education in the U.S. and the purposes and functions education serves in our society. We will explore the major question: What is the relationship between education and democracy? Students will be asked to consider whether education in the U.S. is the "great equalizer" or if it is more likely to serve as a primary means by which our social, economic, and political systems are reproduced. Or are schools, as some have suggested, places where the social tensions in the larger culture are played out? We will pay special attention to the language used in discourse about schools and the schooling process (e.g. teachers as being on the “front lines” and “in the trenches” and “fighting the good fight”), as well as language related issues in schooling (e.g. bilingual education and the English Only movement). Students will visit educational settings and will be exposed to a diversity of material conditions, educational ideologies, and program models. The seminar environment encourages and indeed requires close and critical reading of texts and thoughtful and respectful whole class and small group discussion. The course is designed to stress written and oral communication skills and critical, scholarly engagement in a variety of formats. A key objective of the course is to promote the development of information literacy and research skills among students.

Required Texts:

Writing Guides: See Module 4 on LMU Connect for websites on grammar, style, citations and more. An excellent resource is the Purdue OWL (Online Writing Guide): http://owl.english.purdue.edu/owl/ The LMU library has created a LibGuide for the online information literacy tutorials that students will complete as part of this course. This can be accessed on the LMU Connect course for this class as well as at http://libguides.lmu.edu/FYS Instructors will direct you to additional writing resources.

A variety of other readings will be assigned throughout the course, most will be distributed either electronically and posted on LMU Connect or as handouts by instructor.

These Additional Readings include, but are not limited to:


Learning Outcomes

All LMU First Year Seminar students will:

- Understand and appreciate the intellectual rigor and academic excellence that defines an LMU education.
- Engage critically and reflectively in scholarly discourse.
- Learn to read critically and carefully.
- Exercise critical thinking in oral discussion and writing.
- Be able to evaluate sources for quality (e.g., by learning to differentiate between scholarly and popular sources).
- Acquire research skills including use of the library catalog and electronic databases to retrieve books or articles, whether in print or online (and successfully complete four information literacy modules).

FYS Education & the Public Good additional outcomes include: Students will

*Primary assessments to determine evidence of outcomes

- Develop deeper awareness of the diversity of educational experiences among K-12 students in Los Angeles and across the U.S.
- Acquire knowledge of major educational theorists, philosophers and practitioners.
- Reflect upon his or her educational experience and see that in comparative perspective.
*Seminar readings, discussion and participation; Educational site visit report and reflection

- Understand the ways in which power and privilege are enacted through schools.

*Seminar readings, discussion and participation; Educational site visit report and reflection; Group presentation of educational site visit with feedback from students as well as instructor)

- Understand how the struggle for educational access and equity is a continuing social justice issue.

*Educational site visit report and reflection; Group presentation of educational site visit; Research paper and all stages of writing process

**EXPLANATION AND PURPOSE OF MAJOR ASSIGNMENTS:** 100 points total.

**Attendance and Participation (10%)**

We are a community of learners. As such, when you are not here to participate, we are all diminished. Attendance is critical to success in this course. Come to class prepared to discuss and participate, having read **carefully and thoughtfully the assigned reading** for each meeting. This includes days on which we have book club discussions of *Tattoos on the Heart*. Come prepared to discuss key ideas, quotes, what was most meaningful, disturbing, interesting, enjoyable, insightful or informative about the book to you.

I will deduct 2 points for each unexcused absence. You must email instructor to explain if you are going to miss class or if you miss class unexpectedly due to illness or another reason. Inevitably things come up and it may be necessary to miss class. However, you must explain your absence to the instructor in order to be excused from class.

**Participation includes the critically important writing conferences with your writing instructor.** You are free to meet with your writing instructor outside of scheduled meetings, but it is very important that you show up on time on the scheduled conference dates with any assigned revisions completed prior to the meeting.

**On line Discussion/Blog and Responses. (10%)**

You will read and respond to each of five (5) additional course readings posted on our LMU connect course site. You will post your response to the reading as well as your response to two other students’ postings by the due dates. Your posting is worth 1 point, and to earn the other point you must respond to two other postings (10 points total for 5 readings). Each week you will respond to two different students’ posts so that by the end of the course you will have responded to the posts written by at least ten (10) different students. Note that I will provide you with more than five (5) additional readings during the course, but you are only required to respond in writing to five (5) of these.
Information Literacy Modules (10%)

You will complete by the due dates, four (4) information literacy modules that include (1) Starting your assignment; (2) Types of Information; (3) Finding and Evaluating Information and (4) Using Information Ethically. Each module is worth 2.5 points for a total of 10 points.

Community-Based Educational Site Visit Report and Reflection (5%)

In groups of up to four (maximum) you will visit a community-based educational venue of some sort. You should plan to observe and if possible participate for a minimum of four hours in total. You may do this assignment in pairs or triads as well. Feel free to be creative here--this could be a museum program, a community-based tutoring program (like 826LA); a tour of murals across LA, or another venue. The idea here is to learn about and from a variety of people and places engaged in learning, recognizing that most learning happens outside of the traditional model of schools (including of course at home!). It could also be a school, but one that is unique or special in some way (e.g. one of the Da Vinci schools in Hawthorne that focuses either on Design or STEM, or perhaps the School for the Performing Arts in LA, as a few examples.)

A rubric will be provided for further instructions for the INDIVIDUAL write up of your visit. Note that you are going as a group and presenting your findings as a group, but I am interested in learning from each of you regarding your own observations and reflections on the experience, so you will each do your own 3-5 page write up. This will include how and why you chose this site, what things you looked for and learned from doing it, and what big ideas it got you thinking about related to the themes and topics of this course.

Small Group Presentation of Site Visit (5%)

As a group you will share your observations and findings of your educational site visit with the class. I will provide guidelines and a rubric for this.

Research Paper and Writing Portfolio (60%)

One of the main objectives of all First Year Seminars at LMU is to teach information literacy, research skills and academic writing. However, this is done in the context of the specific FYS content, which in our case is Education. In this class you will write a 12-15 page research paper on a topic of your choice—either on an educational philosopher, theorist or practitioner, OR, if you prefer, on a topic of your choice, based on your individual interests. Even if you choose a topical approach, you will still read and report on the work of an individual or individuals in this area, as these two approaches to the research ultimately overlap with each other.

Note on the course schedule that you will be given time in class at the end of the course to present your research and what you learned about Education and the Public Good to
the rest of the class. This is an important part of our learning as a class as we get to learn from others across a wide range of topics relevant to the course. You will find this part of the class highly interesting and hopefully edifying, as you learn from your fellow classmate scholars.

Your research paper will be turned in as a **portfolio**, with all pieces of the writing process therein. The overall **process** of writing the research paper, including all stages of the writing process (for example, brainstorming, finding and evaluating sources of various types, outlining, drafting, attending 1:1 writing conferences, editing, sharing findings, etc.) accounts for **60% of your total grade**, where each of these various parts of the process is worth a certain number of points as outlined below:

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Paper proposal</td>
<td>5</td>
</tr>
<tr>
<td>Annotated bibliography + revision</td>
<td>10</td>
</tr>
<tr>
<td>Outlines</td>
<td>10</td>
</tr>
<tr>
<td>Drafts of paper</td>
<td>15</td>
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<tr>
<td>Final draft</td>
<td>20</td>
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**Tentative Nature of the Syllabus:** If necessary, this syllabus and its contents are subject to revision; students are responsible for any changes or modifications distributed in class or posted on LMU's course management system MYLMU Connect.

**Work Load Expectations:** Students are expected to spend a minimum of 2 hours per week on work devoted to the course outside of class meetings for each credit hour of coursework over a 15-week semester. Therefore, you should plan to spend at least at least 6 hours each week outside of our 3 hour in-class meetings on work related to the course.

**Late Work:** Late work will generally be accepted up to a maximum of one week following original due date but only with advance notification and approval of such by instructors and all late work is subject to a grade penalty of up to 10% of points deducted for that particular assignment.

**Extra Credit:** There are opportunities to do extra credit in the case of missing class due to illness or other (unforeseen) circumstances. This is generally offered in the form of written responses to additional course readings and brief sharing of the key concepts from that reading with rest of the class.

**Grades will be assigned in the following manner:**
<table>
<thead>
<tr>
<th>Percentage &amp; Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
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<tr>
<td>90-92</td>
<td>A–</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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<td>83-86</td>
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<td>80-82</td>
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<td>77-79</td>
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<td>64-66</td>
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<td>60-63</td>
<td>D–</td>
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<tr>
<td>Below 60</td>
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**Americans with Disabilities Act:**
Students with special needs as addressed by the Americans with Disabilities Act who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services Office. Any student who currently has a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (Daum Hall Room 224, 310-338-4535) as early in the semester as possible. All discussions will remain confidential. Please visit [http://www.lmu.edu/dss](http://www.lmu.edu/dss) for additional information.

**Academic Honesty:**
Academic dishonesty will be treated as an extremely serious matter, with serious consequences that can range from receiving no credit for assignments/tests to expulsion. It is never permissible to turn in any work that has been copied from another student or copied from a source (including Internet) without properly acknowledging the source. It is your responsibility to make sure that your work meets the standard of academic honesty set forth in the “LMU Honor Code and Process” which appears in the LMU Bulletin 2010-2011 (see [http://www.lmu.edu/about/services/Registrar/Bulletin/Bulletins_in_PDF_Format.htm](http://www.lmu.edu/about/services/Registrar/Bulletin/Bulletins_in_PDF_Format.htm).) Plagiarism is a serious problem and often students are not aware of what constitutes plagiarism and make this mistake inadvertently. In this class we will pay special attention to teaching you what constitutes plagiarism and how to prevent it.

**Expectations for Classroom Behavior:**
“Disruptive behavior which is persistent or significantly interferes with classroom activities may be subject to disciplinary action. A student may be referred to the Office of Student Judicial Affairs if their behavior constitutes a violation of the conduct code.” LMU’s Community Standards and Code of Conduct policies and statements can be found at [http://www.lmu.edu/studentlife/Judicial_Affairs/Standards_Publication.htm](http://www.lmu.edu/studentlife/Judicial_Affairs/Standards_Publication.htm).
In this class and all classes it is essential that we create a space in which all individuals can share their ideas, opinions and experiences openly and safely. This requires respect for all, by all. These values are embodied within the LMU Lion’s Code. As an LMU Lion, by the **Lion’s Code, you are pledged to join the discourse of the academy with honesty of voice and integrity of scholarship and to show respect for staff, professors, and other students.**

**Electronic Devices:** Please turn off and put out of sight all electronic devices (other than a computer, if/when allowed) during class-time. The interruptions and/or distractions they cause disrupt class and interfere with the learning process. Surfing on the internet or putting your attention on anything other than class related activities is unacceptable and will not be tolerated. Do not read or send cell or other messages during class, as this is incredibly rude and inexcusable. There will be days when we will use our laptops, ipads, or phones to read, look up information and share findings. However, only at these times should your be using these devices during class.

**Email Communication:**
At times I will communicate with the entire class using campus email systems, so it is essential that you regularly check your lion.lmu.edu email address or forward your lion account email to your preferred email address.

**Emergency Preparedness:** To report an emergency or suspicious activity, contact the LMU Department of Public (310-338-2893) or at the nearest emergency call box.

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**COURSE SCHEDULE (subject to change)**

Please note: The readings reflected here are the minimum required readings. Students will be given additional suggested and supplemental readings for further study and edification.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignments</th>
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<tbody>
<tr>
<td><strong>TUESDAY</strong>&lt;br&gt;AUG 27</td>
<td>1. Welcome, Introductions Syllabus  &lt;br&gt;2. Research Topics Overview</td>
<td>Metaphors in Education: What are we saying?</td>
<td>Discuss: Why Schools?</td>
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<tr>
<td><strong>THURSDAY</strong>&lt;br&gt;AUG 29</td>
<td>1. “Drivers of Education in our Current Context”  &lt;br&gt;2. Overview of Research Topics  &lt;br&gt;3. In class: TED Talk on community-based learning.</td>
<td></td>
<td>Where I’m From—in class writing  &lt;br&gt;Identify possible site visit location</td>
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<tr>
<td><strong>TUESDAY</strong>&lt;br&gt;SEPT 3</td>
<td>1. Overview of research tools &amp; Borman, K. Danzig, A. and Garcia, D.</td>
<td></td>
<td>Identify possible area of interest for</td>
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<tr>
<td>Date</td>
<td>Activity 1</td>
<td>Activity 2</td>
<td>Assignment Due</td>
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<tr>
<td>THURSDAY SEPT 5</td>
<td>1. Overview of research tools &amp; resources 2. Types of research and enhanced information literacy instruction - Ms. Mylett</td>
<td>Information Literacy Library Research DUE: MODULE 1</td>
<td></td>
</tr>
<tr>
<td>TUESDAY SEPT 10</td>
<td>1. The School to Prison Pipeline 2. Paragraph format with examples - Ms. Mylett</td>
<td>Book Club discussion: <em>Tattoos on the Heart</em> (come prepared with at least one big idea, key quote, or discussion point from each chapter of text to discuss)</td>
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<tr>
<td>THURSDAY SEPT 12</td>
<td>1. Paragraph format up close: quotes and commentary - Ms. Mylett</td>
<td>Information Literacy Library Research DUE MODULE 2</td>
<td></td>
</tr>
<tr>
<td>TUESDAY SEPT 17</td>
<td>Boyle, Ch. 7-9</td>
<td>Book Club discussion Chapters 5-9: <em>Tattoos on the Heart</em> (See above for how to prepare for book club) <strong>Attend Father Boyle’s Lecture LMU 6pm</strong></td>
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</tr>
<tr>
<td>THURSDAY SEPT 19</td>
<td>1. Research considerations, tools &amp; resources 2. Intro paragraph and thesis statements - Ms. Mylett</td>
<td>Information Literacy Library Research DUE MODULE 3</td>
<td></td>
</tr>
</tbody>
</table>
| **TUESDAY**  
| **SEPT 24** | 1. Philosophy of Education Before the Twentieth Century  
| | 2. How to write an annotated bibliography - Ms. Mylett  
| | Ch1. in N. Noddings, (2012), “Philosophy of education before the twentieth century.” Note: this is not from our main text for the course, but rather an additional reading  
| | DUE Research Topic  
| | With paragraphs on why you want to research this topic and 3 key (re)sources.  
| **THURSDAY**  
| **SEPT 26** | 1. The Philosophical and Educational Thought of John Dewey  
| | 2. Conclusion paragraph - Ms. Mylett  
| | Ch 2. In Noddings (2012)“The Philosophical and Educational Thought of John Dewey” Note: this is not from our main text for the course, but rather an additional reading  
| | DUE: Identification of site visit  
| **TUESDAY**  
| **OCT 1** | 1. The triumvirate of the current age of schooling: Standards, Assessments & Accountability  
| | 2. The New Common Core State Standards  
| | Preface & Ch. 1 Noddings  
| | DUE: Research topic with 6 key annotated sources  
| **THURSDAY**  
| **OCT 3** | 1. Democracy and Schools  
| | Democracy in Schools  
| | 2. Style and grammar - Ms. Mylett  
| | Ch. 2, Noddings  
| | Boykin & Noguera: Preface; Introduction to Part 1: The Achievement Gap; Chapter 1 “What are the Dimensions of the Gap”?  
| | Information Literacy Library Research  
| | DUE MODULE 4  
| **TUESDAY**  
| **OCT 8** | 1. Equality & Schooling (access, opportunity to learn, etc.)  
| | 2. Outlining and structuring your paper - Ms. Mylett  
| | Feedback on annotated bibliography  
| | Ch. 3, Noddings  
| | Kozol, J., Savage Inequalities (BLOG)  
| | BLOG DUE  

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<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Title</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>THURSDAY</td>
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</table>
| OCT 10     | 1. Aims and Goals of Education  
2. Schools as institutions of social reproduction | Ch. 4, Noddings  
Anyon, J. “Social class and school knowledge” in Noel |
| TUESDAY    |               |             |
| OCT 15     | 1. The Liberal Arts in Education  
2. Creating welcoming schools  
3. “Steps to College”—Dr. Musetti presents on a high impact pre-collegiate “pipeline” program for immigrant and English Learner students | Ch. 5, Noddings  
Allen (excerpts):  
Creating welcoming schools |
|            |               | DUE Outline of research paper with REVISED bibliographic annotations |
| THURSDAY   |               |             |
| OCT 17     | 1. Funds of Knowledge for Communities & Households | Ch. 6, Noddings  
Read one or other:  
- L. Moll on Funds of knowledge;  
- L. Hammond on Mien (BLOG) |
|            |               | BLOG DUE |
| TUESDAY    |               |             |
| OCT 22     | 1. Ecological Cosmopolitanism | Ch 7, Noddings  
We will consider the ideas of Parker Palmer |
|            |               | Small group presentations on site visits |
| THURSDAY   |               |             |
| OCT 24     | 1. “Vocational” Education  
2. Project IMPACT at middle school. | Ch 8, Noddings  
Small group presentations on site visits |
|            |               |             |
| TUESDAY    |               |             |
| OCT 29     | 1. Educating the WHOLE PERSON in K-12.  
2. What does this | Ch. 9 Noddings  
See links ASCD Whole Child Initiative;  
DUE: First draft of research paper  
Attend 15 min. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading/Notes</th>
<th>Conference/Assignment</th>
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<tbody>
<tr>
<td>THURSDAY</td>
<td>1. Problematizing Education for “Citizenship”</td>
<td>Ch. 10, Noddings</td>
<td>BLOG DUE</td>
</tr>
<tr>
<td>OCT 31</td>
<td>2. School spotlight: YES PREP Houston</td>
<td>Darling-Hammond. The flat world and Education: How America’s commitment to equity will determine our future. (BLOG)</td>
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<td>TUESDAY</td>
<td>1. Critical Thinking on 21st Century Education</td>
<td>Ch. 11, Noddings</td>
<td>BLOG DUE on focal school of your choice</td>
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<td>NOV 5</td>
<td>2. School spotlight: 3 NY schools</td>
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<td>Attend 15 min. writing conference during this week</td>
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<tr>
<td>THURSDAY</td>
<td>1. Critical Issues in Education</td>
<td>L. Delpit: The skin that we speak (excerpt)</td>
<td>BLOG DUE</td>
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<tr>
<td>NOV 7</td>
<td>2. Mini-Lecture - Ms. Mylett</td>
<td>Boyd &amp; Brock: Literacy, learning and language variation</td>
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<td>3. Workshop: Writing up your research paper</td>
<td>Macedo, D. “The Illiteracy of English Only”</td>
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<td>4. In class handouts and writing samples</td>
<td>BLOG ON ONLY ONE</td>
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<tr>
<td>TUESDAY</td>
<td>1. Race, Power &amp; Pedagogy</td>
<td>Preparing the second draft of your paper</td>
<td>Attend 15 min. writing conference during this week</td>
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<td>NOV 12</td>
<td>2. Mini Lecture and Workshop: Writing up your research paper - Ms. Mylett</td>
<td>P. Freire, Pedagogy of the oppressed. OR</td>
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<td></td>
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<td>G. Ladson-Billings, The Power of Pedagogy</td>
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| THURSDAY  
NOV  14 | 1. Race, Power & Pedagogy continued  
2. Tracking and detracking efforts across the US  
3. In class writing workshop – Ms. Mylett | We will consider some of the seminal works of J. Oakes and others on effects of tracking | DUE: Second draft of research paper |
|---------|---------------------------------|---------------------------------|----------------------------------|
| TUESDAY  
NOV  19 | Student Presentations on Research Topics  
\textit{Note: you will be presenting the highlights of your research projects while still refining drafts of the papers you will turn in at course end.} | 1.  
2.  
3.  
4.  
Student and instructor written feedback on presentations for each presenter. | Attend 15 min. writing conference during this week |
| THURSDAY  
NOV  21 | Student Presentations on Research Topics | 1.  
2.  
3.  
4.  
Student and instructor written feedback on presentations for each presenter. | |
| TUESDAY  
NOV  26 | Student Presentations on Research Topics | 1.  
2.  
3.  
4.  
Student and instructor written feedback on presentations for each presenter. | Attend a final 15 min. writing conference this week or next week (before Dec. 4) |
| THURSDAY  
NOV  28 | \textbf{NO CLASS} \textbf{HAPPY THANKSGIVING!} | \textbf{Embody an ‘attitude of gratitude’!} | |
| TUESDAY  
DEC  3 | Student Presentations on Research Topics | 1.  
2.  
3.  
4.  
Student and instructor | |
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment Details</th>
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<tbody>
<tr>
<td></td>
<td>Written feedback on presentations for each presenter.</td>
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<tr>
<td><strong>THURSDAY</strong></td>
<td>Final Reflections on Course and on your the experience of being a First to Go Scholar in a course on Education and the Public Good.</td>
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<tr>
<td>DEC 5</td>
<td>In class writing—A letter to the next president (or policymaker of your choice)</td>
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<td></td>
<td><strong>DUE:</strong> Final draft of research paper (in portfolio format with bibliography drafts, outlines, first and second draft).</td>
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