Syllabus

CI 204: Social Foundations of Education in the United States
Fall 2015, School of Education, Iowa State University

Teacher: Isaac Gottesman       Tuesday and Thursday
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Office Hours: By Appointment       Section 7

About the Course

Social Foundations of Education in the United States is a core course in all teacher education programs at Iowa State University. The course has two central purposes1:

- Drawing upon the disciplinary tools of the humanities and social sciences, social foundations aims to help pre-service teachers ask critical questions about, and develop a nuanced understanding of:
  (a) Competing visions of the purpose(s) and practice(s) of education
  (b) The array of cultural, economic, historical, political and social ideas and contexts that inform educational structures, policies, and practices, and shape the educational experiences of individuals and social groups.
- In addition to informing the day-to-day practices of teaching, social foundations aims for this nuanced understanding of ideas and contexts to foster a politically and socially conscious stance towards public schooling that enables teachers to act in particular places, such as their classrooms, schools, and communities, as informed and vociferous advocates for democratic decision-making and just social relations.

In order to support an aligned experience for all CI 204 students: (1) All sections read intellectually challenging work in the field of education; (2) All sections engage in analytical writing as a way to process and reflect on course content; (3) All sections engage core foundational questions about the purpose of schooling and the role of the teacher in schools; (4) All sections engage the role(s) of race and ethnicity, political economy and social class, gender and sexuality, and conceptions of ability in informing schooling structures, policies, practices, and in shaping the experiences of individuals and social groups; (5) All sections connect local experiences in Iowa with a national narrative; and, (6) All sections use the same final essay assignment as a tool to process and reflect on core course ideas, and as an official artifact for the teacher education certification portfolio (more detail below). Thus, while each section receives the stamp of individual instructors, all sections are aligned by general principles, practices, and purposes.

1 Statement of compliance with state mandated large course assessment (Quirmbach): The purposes of CI 204—what may be referred to as “goals” or “learning objectives” depending on your interpretation of curriculum design literature—are grounded in and guided by scholarly literature in the fields of social foundations of education and teacher education. Course assessment, which includes analysis of written work, class discussions, and other course activities and assignments, is also grounded in and guided by scholarly literature in the fields of social foundations and teacher education as well as literature in the learning sciences. During the semester, CI 204 instructors meet regularly to plan, discuss, and generally reflect on the course. At the end of each semester, CI 204 instructors debrief and make appropriate changes to the next semester’s syllabus.
In addition to social foundations specific goals, the course also aims to help you improve your reading, writing, and critical thinking skills, all of which are essential for both your academic career as a student and your professional career as a teacher. This is one reason why the course has multiple writing assignments spread across the semester. This allows us to ‘assess’ your thinking and ability to communicate ideas over time. This is also one reason why participation in class discussion and activities is important—we are listening to what you have to say, reflecting on your reasoning, and pushing and pulling the direction of class discussions and activities based upon this assessment.

The course is particularly attuned to questions of equitable educational opportunity. Why, for instance, have some social groups historically had access to educational opportunities while others have not? What are the legacies of these historical struggles over access? What are contemporary struggles for access to educational opportunities? With the aid of maps, historical documents, and a range of school data we will also pay particular attention to schooling and issues of educational equity in Iowa. This focus on a particular place (Iowa, and especially Des Moines) should help make concrete more abstract cultural, economic, historical, political, and social ideas and contexts. The focus on a particular place will also help you practice using inquiry tools (ranging from reading city and neighborhood maps to analyzing school data, demographic information and test results) that will help you develop an understanding of the places you teach, both in the program and as an in-service teacher.

One final note about the intent of the course: the ideas in this course should stretch you mentally, exhaust you emotionally, and rattle your ideas about the world and what it means to be a teacher. Teaching is serious work. The intellectual press in this class will be high.


As with all courses in the School of Education, this course is also aligned with College of Human Sciences Core Learning Outcomes: [http://www.hs.iastate.edu/academics/core-learning-outcomes/](http://www.hs.iastate.edu/academics/core-learning-outcomes/)

### Course organization

The course is organized into five sections:

- **Locating yourself in the conversation** (Weeks 1-2): In this section you will begin to engage conversations about the purpose of schooling and the role of the teacher in schools. A core part of this process is reflecting on your own educational experiences—how does your personal history, both inside and outside of schools, shape your thinking about the purpose of schooling and the role of the teacher in schools?

- **Survey of History of Education in the U.S.** (Weeks 3-6): This part of the course is focused on developing a basic understanding of the history of public schooling in the United States. We will read John Rury’s survey of the history of education in the U.S., *Education and Social Change*, and a range of primary source documents. Schools look the way they do for reasons. Studying the history of education helps us understand those reasons, which are crucial to grasp if we are to engage schooling in the present with any sophistication and hope of making schools healthier places for students, families, and communities.

- **Focus on Race and Ethnicity, Political Economy and Social Class, Gender and Sexuality, and Ability** (Weeks 7-12): This part of the course uses different conceptual frames to help us make sense of the contemporary landscape of schooling in the U.S. We will be using four frames, each for a week and a half: race and ethnicity; political economy and social class; gender and
sexuality; and ability. For each class period we will be reading and discussing scholarship in the field as well as using primary source materials, such as maps, census data, and schooling data. You will notice that these frames, such as race and social class, intersect. We will spend time engaging these intersections.

- **State and Federal Education Policy** (Weeks 13-14): This part of the course focuses on contemporary debates in state and federal education policy. We will draw on our study of the history of education and readings and discussion of race and ethnicity, political economy and social class, gender and sexuality, and ability to help us think about this policy landscape.

- **Wrap-up** (Weeks 15): During our first class of this week we will wrap-up the course and address final questions about the final reflective essay, which will become part of your teacher education portfolio. The final essay is due on the Thursday of this week.

### Rules of the Game

Much of this material is controversial and sure to spark debate. This is good! However, this makes it especially important that we listen to each other, respond to each other's arguments (not persons), and try to model the type of democratic discourse we would like to see thrive in the general public. In other words, please be critical, but definitely be thoughtful.

Additionally, there is a lot of reading in this course, as well as a lot of writing. In order for class discussions to be educative it is important for everyone to complete the readings and other assigned material on time. Always bring copies of the readings to class.

### Use of Electronic Devices

You are NOT permitted to play with your phones in class. If you do so you will be called out and asked to put away your phone. If you are awaiting a call or text for emergency purposes please put your phone on silent and leave the room to respond. Also, if you are comfortable doing so, please let me know at the beginning of class so I know why you are continuing to look at your phone, or why you left the room.

Laptops and tablets are permitted if you are using them to read course material or take notes. You are not permitted to use laptops or tablets for any other purpose (unless noted by the instructor: e.g. doing specific research in class as part of an in class activity).

### Absences

Everyone receives two free absences. As noted below in the section on grades, each additional absence is worth 2 points of your participation grade (10 total participation grade points). However, if you miss more than 7 total classes you will NOT pass the course. If you are not in class you cannot participate in class discussions, which are central to the course.

### Academic Dishonesty

The class will follow Iowa State University’s policy on academic dishonesty. Anyone suspected of academic dishonesty will be reported to the Dean of Students Office.

[http://www.dso.iastate.edu/ja/academic/misconduct.html](http://www.dso.iastate.edu/ja/academic/misconduct.html)

### Disability Accommodation

Iowa State University complies with the Americans with Disabilities Act and Sect 504 of the Rehabilitation Act. If you have a disability and anticipate needing accommodations in this course, please contact me to set up a meeting within the first two weeks of the semester or as soon as you become aware of your need. Before meeting with me, you will need to obtain a SAAR form with recommendations for accommodations from the Disability Resources Office, located in Room 1076 on the main floor of the
Student Services Building. Their telephone number is 515-294-7220 or email disabilityresources@iastate.edu. Retroactive requests for accommodations will not be honored.

**Religious Accommodation**  
If an academic or work requirement conflicts with your religious practices and/or observances, you may request reasonable accommodations. Your request must be in writing, and I will review the request. You or I may also seek assistance from the [Dean of Students Office](mailto:deanofstudents@iastate.edu) or the [Office of Equal Opportunity and Compliance](mailto:eoc@iastate.edu).

**Harassment and Discrimination**  
Iowa State University strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon race, ethnicity, sex (including sexual assault), pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, genetic information, or status as a U.S. veteran.  
Any student who has concerns about such behavior should contact his/her instructor, [Student Assistance](mailto:studentassistance@iastate.edu) at 515-294-1020 or email dso-sas@iastate.edu, or the [Office of Equal Opportunity and Compliance](mailto:eoc@iastate.edu) at 515-294-7612.

**Dead Week**  
This class follows the Iowa State University Dead Week policy as noted in section 10.6.4 of the Faculty Handbook [http://www.provost.iastate.edu/resources/faculty-handbook](http://www.provost.iastate.edu/resources/faculty-handbook).

**Addressing Course Concerns**  
If you experience any of the problems noted above or have any concerns about the course please speak with your instructor as soon as possible. If you are uncomfortable speaking with the instructor, for any reason, please contact the course supervisor, Dr. Isaac Gottesman (isaacg@iastate.edu). If you are uncomfortable approaching Dr. Gottesman, please contact Dr. Pat Carlson, School of Education Director of Undergraduate Studies (pcarlson@iastate.edu).  
If you are uncomfortable contacting Dr. Carlson, or if you simply prefer to directly contact the university, please do so by sending an email to: academicissues@iastate.edu.

**Readings**

There are two required books and a required writing style manual available for purchase at the University Bookstore:


Additional readings will be available on Blackboard (https://bb.its.iastate.edu/webapps/portal/frameset.jsp) unless a link to the assigned text is provided or noted as a handout in the week-to-week course schedule.

You are required to bring the assigned reading to class. This is NOT optional.

You may bring readings on your laptop or tablets (phones are not acceptable for this purpose); however,
laptops and tablets may ONLY be used for reading course materials and taking notes (or if otherwise permitted by the instructor, e.g., in class activities). Inappropriate use of laptops or tablets will be called out and you will be asked to put away your electronic device.

A bibliography of all class readings is at the end of the syllabus. Also, readings are subject to change; if this happens you will receive fair warning.

Note on reading: Reading closely and carefully is difficult. Because of this, we will talk quite a bit about how we read and make meaning out of different kinds of texts (essays, quantitative data, historical documents and historical scholarship, qualitative journal articles, etc.).

Assignments

Writing is difficult—it takes time and practice. If you feel that you are struggling with writing and would like extra help, please take advantage of the ISU Writing and Media Center (in 300 Carver Hall). This space is intentionally designed to help support your writing: http://www.dso.iastate.edu/wmc

There are four types of writing assignments: (1) a short educational autobiography; (2) three analytical response papers; (3) an analysis/review of a children’s/young adult novel; and, (4) a final essay. A detailed description of each of these assignments is at the end of the week-to-week schedule, with the exception of the analysis/review of a children’s/young adult novel, which will be constructed by the class later in the semester and added to the syllabus at that time. It is possible that due dates may change (only pushed back, never pushed forward) if the instructor deems it necessary for pedagogical reasons.

All papers should be single-spaced, 12-point font, Times New Roman, 1-inch margins all-around. At the top of the paper in the left hand corner write your name and under that write the assignment (e.g. Response #1). Do not write a title for your paper—use that space to write! All writing assignments are due at the beginning of class (paper copies only, no electronic copies accepted) on the due date listed. This is because each of the writing assignments is meant to help you think through the readings and/or ideas under consideration for the day they are assigned. An assignment is late if it is not turned in at the beginning of class (this includes the final paper). For every 24-hour block of time an assignment is late it will lose a point. If you know you are going to be absent please let me know ahead of time and email me your paper before the beginning of the class you will miss. For unplanned absences due to illness that prevents you from coming to class please email me the paper before class. Obviously, for extreme personal reasons for missing class (such as serious illness, family emergencies, etc.) please notify me as soon as possible so we can discuss options for turning in work.

Grades

Participation: 10 points
Everyone receives two free absences. Each additional absence is worth 2 points of your participation grade. If you miss more than seven classes you will NOT pass the course.
Autobiography: 5 points
Response Papers: 50 points (15 points for first two, 20 points for third)
Book Analysis/Review: 15 points
Final Reflection: 20 points

Grades:
A: 94-100 points
A-: 90-93
B+: 87-89
B:  83-86
B-: 80-82
C+: 77-79
C:  73-76
C-: 70-72
D+: 67-69
D:  63-66
D-: 60-62
F:  59 and Below

Week-to-Week Course Schedule

Week 1: Social Foundations of Education

Tuesday (August 25): Introduction to course

Thursday (August 27): Core Questions: What is the purpose of public schooling? What is the role of the teacher in public schools?
Read: William Ayers (2010), “Introduction” from To teach

Week 2: Locating Ourselves in the Educational Landscape

Tuesday (September 1): Educational Autobiography
Read: (1) Mike Rose (2009), “Finding our way: The experience of education”
(2) Luis C Moll, Cathy Amanti, Deborah Neff, and Norma Gonzalez (1992), “Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms”

Due: Educational Autobiography

Thursday (September 3): Education in Iowa
Read: Iowa Department of Education (2014), The annual condition of education report

Note: Do not print the whole report! Details for printing (only two pages) will be given in class. Read the introduction to the report, the section on enrollment (pp. 1-14), and the section on teachers (pp. 29-41).

Week 3: History of Public Schooling in the U.S.

Tuesday (September 8): Framing the history of public schooling in the U.S.
Read: Rury (2015), Intro

Thursday (September 10): Colonial America
Read: (1) Rury (2015), Chapter 1
(2) Small packet of documents from James W. Fraser (2010), The school in the United States: A documentary history
Week 4: History of Public Schooling in the U.S.

Tuesday (September 15): Emergence of the Modern School System
Read: (1) Rury (2015), Chapter 2
(2) Catherine E. Beecher (1835), *An essay on the education of female teachers for the United States* (as in Fraser, 2010)

Thursday (September 17): Emergence of the Modern School System
Read: (1) Rury (2015), Chapter 3
(2) Booker T. Washington (1899), *The future of the American Negro* (selection from Fraser, 2010)
(3) W.E.B. Du Bois (1903), *The souls of black folk* (selection from Fraser, 2010)

Week 5: History of Public Schooling in the U.S.

Tuesday (September 22): The Progressive Era
Read: (1) Rury (2015), Chapter 4
(2) John Dewey (1897), “My pedagogic creed”

Thursday (September 24): The Progressive Era
Read: (1) Rury (2015), Chapter 4
(2) George Counts (1932), “Dare the school build a new social order?”

Due: Response #1 (On Counts)

Week 6: History of Public Schooling in the U.S.

Tuesday (September 29): Schooling Post-1945
Read: (1) Rury (2015), Chapter 5
(2) Brown v. Board Decision: Opinion

Thursday (October 1): Schooling Post-1945
Read: (1) Rury (2015), Chapter 6 and Epilogue

Week 7: Race and Ethnicity and Contemporary Education

Tuesday (October 6): What is race? And what does that have to do with census and schooling data?
Read: Dorothy Roberts (2011), “The invention of race” and “Separating racial science from racism”

Thursday (October 8): Racial and ethnic experiences in U.S. schools
Read (jigsaw activity; each group reads a different article):
Group B: Janet Awokoya (2012), “Identity constructions and negotiations among 1.5-and second-generation Nigerians: The impact of family, school, and peer contexts”
Group D: Ruben Donato & Jarrod S. Hanson (2012), “Legally white, socially “Mexican”: The politics of de jure and de facto school segregation in the American Southwest”

**Week 8: Political Economy and Social Class and Contemporary Education**

**Tuesday (October 13): Race and Ethnicity**
Read: TBA

**Thursday (October 15): Poverty and Schooling**
Read: Richard Rothstein (2013), “Why children from lower socioeconomic classes, on average, have lower academic achievement than middle-class children”

Due: Response #2 (On Rothstein)

**Week 9: Political Economy and Social Class and Contemporary Education**

**Tuesday (October 20): Social Class in the Curriculum**
(2) Elizabeth Marshall and Mathew Rosati (2014). “‘May the odds be ever in your favor’: Teaching class and collective action with The Hunger Games”

**Thursday (October 22): Political Economy and Social Class**
Read: TBA

**Week 10: Gender and Sexuality and Contemporary Education**

**Tuesday (October 27): Girls and Science**
Read: Angela Calabrese Barton, Hosun Kang, Edna Tan, Tara B. O’Neil, Juanita Bautista-Guerrera, and Caitlin Brecklin (2013), “Crafting a future in science: Tracing middle school girls’ identity work over time and space”

**Thursday (October 29): LGBTQ Youth**
(2) Stephanie Anne Shelton (2014), “‘Aren’t there any poor gay people like me’: Teaching LGBTQ issues in the rural South”

**Week 11: Gender and Sexuality and Ability and Contemporary Education**

**Tuesday (November 3): Gender and Sexuality**
Read: TBA
Thursday (November 5): Deficit Models

Due Response #3 (On Rubin)

Week 12: Ability and Contemporary Education

Tuesday (November 10): Disproportionality

Thursday (November 12): Ability
Read: TBA

Week 13: State and Federal Education Policy

Tuesday (November 17): Standards and Accountability Movements since NCLB: An Overview of the Contemporary Education Reform Debate
Read: (1) Arne Duncan (2011), “Iowa’s wake-up call”
(2) Diane Ravitch (2013), Reign of error: The Hoax of the privatization movement and the danger to America’s public schools, Chapters 1-3

Thursday (November 19): Common Core Curriculum Standards
Read: Selections from: (1) Common Core State Standards (National): http://www.corestandards.org/
(2) Iowa Core:
(3) Stan Karp (2013-14), “The problems with the Common Core”

Thanksgiving Break
(No Class November 24 and 26)

Week 14: State and Federal Education Policy

Tuesday (December 1): Teachers and Educational Reform
Read: Diane Ravitch, (2013), Reign of error: The Hoax of the privatization movement and the danger to America’s public schools, Chapters 11-14

Thursday (December 3): School Reform, Policy, and Practice
Read: TBA

Due: Book Analysis/Review

Week 15: Wrap-Up

Tuesday (December 8): Wrap-Up
Thursday (December 10): Final Papers Due

**Finals Week (December 14-18)**

There is no class during finals. The final paper is due at the end of dead week (at the beginning of our final class) so that you can upload an artifact for the portfolio by the end of the semester. Final papers will be available for pick-up for uploading during your scheduled finals time.
**Autobiography Assignment**

The autobiography is intended to help you reflect on your own schooling experiences. These could be quite long; however, I would like you to write only 2-pages (and meet the previously stated general paper formatting requirements). Each individual instructor will provide more specific details about what they would like to see you discuss in your autobiography.

**Grading Criteria:**

- **5 points:** The paper is well written; demonstrates close, thoughtful engagement with the material; answers the questions; and, explains reasoning.
- **3-4 points:** The paper is generally well written; somewhat demonstrates close, thoughtful engagement with the material; somewhat answers the questions; and, somewhat explains reasoning.
- **0-2 points:** The paper is poorly written; does not exhibit a close, thoughtful engagement with the material; does not answer the questions; and, the reasoning is unclear.
Response Paper Assignments

You will write three analytical response papers over the course of the semester. The first two papers are worth 15 points. The third paper is worth 20 points. We will provide extended feedback on the first two papers, with less on the third. The intent is to provide you with writing feedback on the first two papers so that you are prepared to write the third paper and the final course paper. This is why the last two papers are weighted more. Papers are due on the dates marked on the week-to-week schedule.

The response papers are structured (see below for prompts). All response papers should be 1.5 pages in length (and meet the previously stated general paper formatting requirements).

It is strongly advised that you write one paragraph per prompt.

Grading Criteria for the first two papers (at 15 points each):

- 15 points: Exceptional paper
- 13-14 points: The paper is well written; demonstrates close, thoughtful engagement with the material; answers the questions; and, explains reasoning.
- 11-12 points: The paper is generally well written; somewhat demonstrates close, thoughtful engagement with the material; somewhat answers the questions; and, somewhat explains reasoning.
- 0-10 points: The paper is poorly written; does not exhibit a close, thoughtful engagement with the material; does not answer the questions; and, the reasoning is unclear.

Grading criteria for the third paper (at 20 points):

- 20 points: Exceptional paper
- 18-19 points: The paper is well written; demonstrates close, thoughtful engagement with the material; answers the questions; and, explains reasoning.
- 15-17 points: The paper is generally well written; somewhat demonstrates close, thoughtful engagement with the material; somewhat answers the questions; and, somewhat explains reasoning.
- 0-14 points: The paper is poorly written; does not exhibit a close, thoughtful engagement with the material; does not answer the questions; and, the reasoning is unclear.

Prompts

- Summary. What is the article about? What is the author trying to communicate to the reader? Be sure to state the author’s main argument and main points. Try to do this in no more than five or six sentences. A good test is showing your summary to somebody who has not read the article; if they read the summary and can tell you what the article is about, you are probably on the right track.
- Praise. What does the article help us understand? What does it clarify for you? Focus on substantive issues (e.g., do not tell me that it is easy to read and/or short). Be sure to explain your opinions and use examples from the text to support your claims.
- Critique. Are there things the author does not fully explain? Are big claims unsupported by evidence? Do you disagree with specific claims based upon a different reading of the evidence? Focus on substantive issues (e.g., do not tell me that it is hard to read and/or long). Be sure to explain your opinions and use examples from the text to support your claims.
- Reflection. What questions does the article raise for you? Does it change or push your thinking about schooling? Does it resonate? Does it shape the way you think about your future role as a teacher? Does it make your reflect differently on your own schooling experiences? What are the
implications of this article, in other words, so what? Be sure to explain why. Do not simply list questions the text raises or issues the text makes you think about. *We want to hear you reflect.*

Finally, as one instructor of this course nicely put it, “begin to move beyond your experience as a student and begin walking the path of understanding what you read as a future TEACHER. This will be difficult, but not impossible” (Fairchild, 2013).
Book Analysis/Review Assignment
(note: not in original syllabus; students determined assignment details in class)

Due Date: December 3, 2015 (At the beginning of class)

As decided by the class, your assignment is to write a 2.5-page single-spaced paper (Times New Roman, 12-point font, 1-inch margins all around) that discusses how a particular piece of children’s/young adult literature (chosen from the list below) illuminates broader issues about race, class, gender, ability, identity and/or the relationship between social structure and individual agency in the social order. The intent, as noted in class, is for you to see how young adult literature can help students engage important and complex issues in society. Thus, I am asking YOU to use this literature to engage these issues as well. Beyond this general prompt, I will not tell you how to focus your essay. This is for you to determine. However, class discussion provided some examples of ways you might choose to focus your essay, including:

1. Focus on how you might teach the book’s main ideas. Notably, this approach certainly necessitates thinking about the students you are teaching and thinking in rich ways about creating lesson plans. If you choose this route, I strongly encourage you to meet with me to discuss how you are going to set-up the class context and how you are going to structure a lesson. This approach is likely best if you have already taken some methods courses (where you will learn more specifics about designing lesson plans, etc.)
2. Focus on placing the book in a historical context and speak to how that helps you (and potentially your students) understand the ideas in the book.
3. Focus on how the book might help you (and potentially your students) understand struggles in the present, such as racism and sexism and other issues we have engaged in class.
4. Focus on the ways you see students potentially connecting with and generally relating to the book.

Again, these are SOME potential ways to focus your essay. My suggestion is that you read the book and see where the book takes you. Different books are likely to take you to different places and thus lead to different types of essays. What does the book you chose make you want to write a short essay about? Let that be your guide.

Grading

The paper is worth 15 points. As determined in class and by the class, all papers should do the following:

1. There should be evidence in your paper that you actually read the book (e.g. use examples from the book to support your claims about the book and engage the main ideas in the book)
2. The paper should connect the book to the big ideas discussed in class readings and conversations.
3. Your paper should be insightful, thoughtful, well written, and thoroughly copy-edited.
4. If you are explicitly focused on students (e.g. designing a lesson), there must be evidence that you are critically thinking though how students might engage the book as well as evidence that you are critically thinking about who your students are (context of your teaching)

Books to Read

You may choose from the following 10 books. If you want to read a book not on this list you may present me with a written reason why you should be able to choose a different book (note: I won’t easily budge from this list; these books are chosen very intentionally). Also, you must choose a book you have not already read (honor system!). All of these books are intended for middle school-aged youth, with some
appropriate for kids a little younger and/or those a little older. The publisher or author’s website is provided so that you can learn about each book. All should be easily available for purchase (used or new) and most are probably available at either the public library or perhaps even the ISU library. Finally, each of these books has received significant praise, with most receiving numerous awards.

Sherman Alexie, *The Absolutely True Story of a Part-Time Indian*

I.W. Gregario, *None of the Above*
http://www.iwgregorio.com/books/

Thanhha Lai, *Inside Out and Back Again*
http://www.thanhhalai.com/inside-out-back-again/

Lois Lowry, *The Giver*
http://www.hmhco.com/shop/books/The-Giver/9780547995663?&atrkid=V3ADW6700B927_25762428292_kwd-27379800338_70104335452_g_c_101&gclid=COPl8uzm2cgCFQtraQodhk0Pg

Cynthia Lord, *Rules*
http://www.cynthialord.com/rules.html

R. J. Palacio, *Wonder*
http://www.penguinrandomhouse.com/books/208913/wonder-by-r-j-palacio/

Pam Muñoz Ryan, *Esperanza Rising*
http://www.pammunozryan.com/esperanza-rising/

Gene Luen Yang, *American Born Chinese*
http://us.macmillan.com/americanbornchinese/geneluenyang

Rita Williams-Garcia, *One Crazy Summer*
http://www.ritawg.com/one-crazy-summer/

Markus Zusak, *The Book Thief*
Final Essay Assignment

Rationale

The School of Education demonstrates to the Iowa Department of Education that each student recommended for initial teacher licensure has an understanding of the following 10 standards: (1) Learner Development; (2) Learning Differences; (3) Learning Environments; (4) Content Knowledge; (5) Application of Content; (6) Assessment; (7) Planning for Instruction; (8) Instructional Strategies; (8a) Technology; (9) Professional Learning and Ethical Practice; (10) Leadership and Collaboration.

For initial licensure, students need to demonstrate an understanding of the 10 standards listed above with two artifacts for each standard (for a total of 20 artifacts).

CI 204 introduces concepts and issues related to a variety of these standards as well as many significant issues not covered in the standards. However, for purposes of the Iowa State University Teacher Education Program e-portfolio, CI 204 supplies the artifact for standard 9, which states:

“The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.”

You will demonstrate your understanding of standard 9 in this course’s final paper. A full assignment description and scoring rubric is below.

The following webpage has more information on the e-portfolio requirement:
http://www.teacher.hs.iastate.edu/eportfolio.php

Description of Essay Assignment

Over the course of the semester we have studied multiple aspects of the relationship between school and society and the foundations of education in the U.S. In order to reflect on course material and your future path in becoming a licensed public school teacher, please write an essay addressing the following two questions.

1. What do you see as your responsibilities as a teacher to students, the communities in which they live, and the learning community (fellow teachers, administrators, staff, school district, etc.) in which you work? Be sure to explain why.

2. What issues in the foundations of education do you recognize a need to develop a deeper understanding of as you continue down the path of becoming a teacher? Be sure to explain why.

In your response to these two questions please reference relevant class readings, activities, and discussions. Also feel free to draw on outside readings. Please put outside readings in a works cited page (in APA format) at the end of the paper.

Paper Length: 2.5-3 pages, single-spaced (and meet the previously stated general paper formatting requirements)
Points possible: 20
Passing: 15

Grading criteria for the final paper (at 20 points):
• 20 points: Exceptional paper
• 18-19 points: The paper is well written; demonstrates close, thoughtful engagement with the material; answers the questions; and, explains reasoning.
• 15-17 points: The paper is generally well written; somewhat demonstrates close, thoughtful engagement with the material; somewhat answers the questions; and, somewhat explains reasoning.
• 0-14 points: The paper is poorly written; does not exhibit a close, thoughtful engagement with the material; does not answer the questions; and, the reasoning is unclear.

Scoring Sheet for Final Essay: CI 204

Name________________________

Total Points (out of 20)________

Approved to be used as an Artifact for Standard 9 (passing is 15 points)

Section_____

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Bibliography


