Instructor:
Office:
Office Hours:
Email:
Phone:

Course Description

This is an educational foundations survey course for those who are interested in learning more about the landscape of K-12 education and how to connect their passions to it. *If You Love it, Teach It* engages students interested in working in K-12 settings in studies about teaching, learning, and schooling in the United States. It explores teaching and learning as processes that can relate to personal passions as well as how those passions are shaped, cultivated, or denied in different educational contexts. Course topics will include introductions to historical, philosophical, and social foundations of education, as well as how those foundations and personal passions relate to teaching as a profession, school organization, educational reform, and the reimagining of educational futures.

Course Format: This course will use a wide variety of writing, speaking, reading, and arts-based practices to explore course themes. Interactive discussions, in-class and online activities, a field experience, and readings are designed to engage students in articulating their processes, values, and experiences of knowing, learning, and teaching. Activities and assignments such as portfolios, thinking journals, K-12 setting observations, project- based learning, whole-class and small-group inquiry, a midterm exam, and cooperative teaching and learning experiences will combine to help the students consider theoretical knowledge in relation to the realities of educational practices in the classroom and beyond. In addition, students will be given the opportunity to focus on specific areas of current and future educational thinking through the production of written assignments on selected topics.

Course Themes

Primary Themes
- Passionate Teaching and Learning
- Histories of Education
- Philosophical and Social Foundations of Education

Considerations and Applications of Primary Themes
- Teaching as an Art and as a Profession
- Standards-Based Education
- School Governance and Organization
- Alternative Conceptions to Schooling and Teaching (e.g., Culturally Sustaining Pedagogy, Social Justice Education, Human Rights Education)

Student Learning Outcomes

Students are expected to demonstrate familiarity with each of the eight themes as influential components of the teaching profession by…
- Articulating how passions can shape what we teach and how we learn.
- Identifying significant events in American history and analyzing their impact on each of us as well as current educational practices.
- Articulating a critical understanding of some of the organizational and sociopolitical structures of schooling and teaching in the U.S.
- Articulating an awareness of diversity in education as it relates to the structural nature of opportunity, inequality, and human rights.
- Analyzing current issues involved in schooling and teaching as a profession.
- Developing relevant questions and discussing ways of addressing current questions as they relate to education issues.

- Demonstrating awareness of National and State standards for teachers.
- Demonstrating an understanding of multiple purposes, philosophies, and practices of education.

Course Texts

Paris, D. & Alim, S. (Eds.) (2017). *Culturally Sustaining Pedagogies: Teaching and Learning for Educational Justice in a Changing World*. New York: Teachers College Press. 978-0807758335

Additional or alternative readings could include selections from:

Canestrari, A.S., & Marlowe, B.A. (2021). *Educational Foundations: An Anthology of Critical Readings* (4th Edition). Sage Publications. 978-1544388168

Ornstein, A., Devine, D.U., & Gutek, G.L. (2017). *Foundations of education*. (13th ed.). Belmont, CA: Wadsworth.

Spring, J. (2021). *American Education*. (20th ed.) New York, NY: McGraw-Hill. (Released July 1, 2021).

Authors such as Sonia Nieto, Gloria Ladson-Billings, Lisa Delpit, Maxine Greene, John Dewey, James Banks, Wayne Au, Alfie Kohn, Diane Ravitch, Deb Meier, Vivian Paley, Richard Milner, Valerie Kinloch, Angela Valenzuela, Pedro Noguera, Christopher Emdin, Bettina Love, Gholdy Muhammed, and Jeff Duncan-Andrade.

Course Assessment	--	% of Total Grade
Participation	--	10%
Thinking Journals	--	20%
Midterm and contextual analysis of midterm	--	20%
Passionate Play Co-Teaching Activity	--	10%
Field Experience Project (*submitted with Final Portfolio*)	--	20%
Final Portfolio (*that includes teaching philosophy*)	--	20%

Assessment Descriptions

Participation is expected as professionalism and accountability are important factors in the livelihood of all educators. You are expected to be at all class meetings. Late work is not accepted without official documentation or unless prior arrangements have been made with the instructor. If class is cancelled, check Blackboard for your assignments at our regularly scheduled meeting time.

Thinking Journal: 10 entries questioning readings and course activities will be assigned. Each response paper should demonstrate an understanding of the assigned topics and themes as well as an analysis of an aspect of that material that is particularly interesting, troubling, or challenging to you. Draw connections to your own experiences with teaching and schooling when possible. Papers will be evaluated with a 2-point rubric which will be posted on Blackboard prior to the first thinking journal assignment.

A *Midterm Exam and subsequent whole-class analysis* will be given on the primary themes of the course as they relate to schooling and teaching. After all exams have been evaluated, the class will then analyze the philosophies theories, and histories present in the exam, both in its structure/form and in its content (e.g., what is being asked for, what isn't, and/or what is the exam saying about how knowledge is created and disseminated, what theoretical, and historical, and political ideals are represented and playing out in this exam?).

Field Experience Project: This course requires 10 hours of field experience with prek-12 students, teachers, or schools. This can include after school activities. Please note that students cannot receive a passing grade for this course without proper documentation of the 10-hour field experience project, which includes both double-entry ethnographic notes (i.e., consisting of a non-judgmental description section and subjective response section) from each observation, as well as a summative reflection included in the portfolio.

Passionate Play Activity: This co-teaching or co-facilitation project should address educational opportunity in whatever it aims to teach. Each group will be responsible for creating a unique game or play activity related to course themes. A rubric will be created and/or adopted by students to evaluate the game/play/simulation project.

Final Portfolio: In lieu of a final exam, a final multigenre composition will be due where you present all of your writing and thinking on course topics and themes in a physical or virtual portfolio. Keep all course materials throughout the semester for this final project. The portfolio will also include your teaching philosophy, as well as an introduction, reading journal entries/discussions, and a plan for further study and inquiry. Guidelines and rubric for the portfolio will be posted on Blackboard.

Grade Criteria

A = 100-93	B- = 82-80	D+ = 69-67
A- = 92-90	C+ = 79-77	D = 66-63
B+ = 89-87	C = 76-73	D- = 62-60
B = 86-83	C- = 72-70	F = 59-0

Scores at the .4 level or below round down to the whole number; scores at the .5 level and above round up to the whole number.

Class Policies
- *Late policies and reminders*: If an assignment is due on a day that you miss, it must be attached and sent to the professor via email the same day as the class you missed unless you have made prior arrangements. If you have made prior arrangements with the professor, then your assignment will be due the next time the course meets unless otherwise specified by the professor in written correspondence. Finally, make sure that you partner with a "critical friend" or small group to get class notes if you are absent as they will not necessarily be provided and you will be responsible for them in your assignments and final portfolio.

- *Academic Integrity Policies*: This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut as well as the Student Conduct Code. Because questions of intellectual property are important to the field of this course, we can discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn's *guidelines for academic integrity*. Additionally, We will follow the guidelines of the First-Year Writing Program's *Statement on Plagiarism*. Please read this statement and notify your professor if you have any concerns about your ability to conform to these guidelines.

- *Accommodations Policies*: The Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at https://csd.uconn.edu/

- *Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships*: The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information available at: https://titleix.uconn.edu/more-information/sexual-harassment/

- *Sexual Assault Reporting Policy*: To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

- *Observance of Religious Holidays* After reviewing the course schedule, please contact your professor several weeks in advance if you foresee a conflict between the due date of a major assignment and a religious observance.

- *Mobile Phone Policy*: Absolutely no cell phone use in class unless specified for an assignment. Please make sure that ringers are turned off when in the classroom. If you are text-messaging during class, you can be asked to leave and will receive a zero for participation. If there is a pressing reason why you need to have your cell phone available during a particular class period, then please notify the professor **before** class begins.

- *APA Citation Guidelines*: You should be using APA format for citing texts in this course. APA guidelines and sample papers can be found at the library or bookstore in the complete APA manual and style guide. A quick reference is available at: https://owl.purdue.edu

General Education Content Areas and Competencies
> This course will propose satisfying general education requirements for Area One – Arts and Humanities (CA1), Area Two – Social Sciences (CA2), and Area Three – Diversity and Multiculturalism as defined by the General Education Oversight Committee (https://geoc.uconn.edu/).

Connecticut State Department of Education Standards and Resources
> This course will offer students the opportunity to familiarize themselves with Connecticut State standards and resources via https://portal.ct.gov/SDE/Mastery-Based-Learning/Connecticut-State-Standards.

Example Schedule of Class Meetings and Topics
> *Please note that readings and writing assignments will be assigned in class and online. Check your email and Blackboard regularly for changes to the tentative schedule below.*

Week	Themes	Possible Readings and Lessons
1	Course overview Introductions: Who am I? Who am I as a learner?	My Multicultural Self In today's multicultural schools and classrooms, resolving conflict means being culturally aware. Reflection: What's Your Frame? This activity encourages students to reflect on their individual cultures and histories, their backgrounds, the things they grew up with (some that may have been in their control and others that they had no choice about), and their values. In the end, students will begin to enlarge their perspective and recognize diversity of belief and background.
2	What are we passionate about? What excites/interests me now and/or in the past? What possible lives do I dream about?	Educational Foundations: Part I (Why Teach?) Taylor Mali, "What Teachers Make" Pearl Arredondo, "My Story, From Gangland Daughter to Star Teacher"
3	What do we mean by schooling, teaching,	Rohan Roberts, "The Difference Between Schooling, Learning,

	and learning? Introducing and exploring the terms "teaching," "learning," "schooling," and "education" Unpacking assumptions, experiences, and perspectives on terms.	and Education" Podcast and blog, "The Objective of Education is Learning, not Teaching" Darrow Miller, "School vs. Education: The Difference Matters"
4	How do our passions relate to teaching and learning?	Educational Foundations, Part III: What Makes a Good Teacher? Christopher Emdin, "Teach Teachers How to Create Magic" Ramsay Musallam, "Three Rules to Spark Learning" Bucholtz et al., "Language and Culture as Sustenance" (Chapter 3 in the Paris & Alim book). Can be used with the SKILLS website.
5	What's the difference between teaching and instruction? Conceptions of teaching (teaching as an art) Conceptions of instruction Status and development of the teaching profession.	Felipe Fernández Armesto, "Teaching vs. Instruction" Inquiry-based learning vs. Direct instruction PBS "Only a Teacher" Teaching Timeline Irizarry, "For Us, By Us" A vision for culturally sustaining pedagogies forwarded by Latinx youth (Chapter 5 of Paris & Alim book).
6	What do different histories/herstories of education tell us? Historical foundations of education Whose histories are being taught? Whose aren't? Why?	Harvard Dash, "A Brief History of Education in the United States" PBS "Only a Teacher" Schoolhouse Pioneers Documentary "Native Silence" PBS "Latino Americans: Immigration and Education" Timeline of School Integration Teaching Tolerance offers activities and resources about the winding road toward, and away from, integrated schooling in the U.S.
7	Focus on school integration How do our passions relate to historical foundations of education? What does that mean for how we approach schooling, teaching, and learning?	The Little Rock Battle for School Integration In 1957, Little Rock African Americans made their city the most significant test case for the United States Supreme Court's 1954 and 1955 Brown v. Board of Education rulings. The Little Rock Nine and the Children's Movement This series of lessons commemorates the integration of Little Rock Central High School in 1957. One lesson features the biography of Daisy Bates, a leader of the desegregation crisis. Another focuses on the nine African-American youths who risked their lives for equality. The final two lessons examine how school integration affected the Little Rock community.This lesson focuses on questions of justice and the role youth have

		played in social and political movements. By reading a combination of primary and secondary sources, students will learn how the Little Rock Nine came to play their important role. These teenagers' participation in school integration stemmed not from the prodding of the parents or activists, but from within themselves. [Neil DeGrasse Tyson, "Passion in Teaching"](#)
8	Why Do Sociopolitical Contexts for Education Matter? Question and Identify Sociopolitical Contexts of Education Social Foundations	Sonia Nieto, Sociopolitical Context of Multicultural Education (PPT in Google Drive folder) Chapter 2 of *American Education*: The Social Goals of Schooling Educational Foundations part VI: How does one develop a critical voice? [Rita Pierson, "Every kid needs a champion"](#)
9	What are frameworks for schooling and teaching to address social inequities? Exploring alternative frameworks for schooling and teaching (i.e., Culturally Responsive Pedagogy, Social Justice, and Human Rights Education) Rights and Roles of Students and Teachers	Culturally Sustaining Pedagogies: Alim & Paris, "What is Culturally Sustaining Pedagogy and Why Does it Matter?" Nieto PowerPoint on Social Justice Education (in Google Drive folder) [Teen Rights](#) In this lesson, students will explore what teen rights actually are. They will also read about some recent cases where teens felt their rights were violated. Students will debate the nature of rights and will discuss what they believe are appropriate rights for teens. Lee & Walsh, "Socially just, culturally sustaining pedagogy for diverse immigrant youth: Possibilities, challenges, and directions" (Chapter 11 of Paris & Alim book).
10	**What Areas Are We/I Interested in Exploring Further?** Selected topics/readings/activities in educational foundations (some suggestions at right) **Check: How Are the Foundations relating to My Field Experience?**	[Girls' attitudes about STEM careers](#) This lesson presents excerpts from a recent Girl Scouts Research Institute study showing girls may be more interested in science, technology, engineering and math (STEM) careers than previously thought. Students compare and contrast white, African-American and Hispanic girls' perceptions of STEM fields. [Linguistic Diversity](#) I am a Spanish Language teacher and I have students who are from Mexico, Guatemala, Argentina and many different Spanish-speaking countries. I find the diversity in the Spanish-speaking community to be truly fascinating. We Spanish speakers are not all alike, as popular media often portray us. Because I am teaching language, I use the diversity of Spanish to highlight the diversity of our community.

11	**What's the Relationship between Theories and Philosophies of Education?** Theories of Education and their philosophical roots **Where am I in these Philosophies and Theories?** Begin exploring schooling experiences, values, and actions related to different philosophies and theories	Philosophies and Theories in Education Educational Philosophies Definitions and Comparisons Chart Education Evaluation This lesson will guide students through their human right to education and help them evaluate how well the world is doing when it comes to providing a free, equal, quality education to our youth.
12	**How are Schools Organized and Financed?** School Governance and Financing **What does school organization mean for my passions and those of others?** Locating different values and identities in how schools are organized and funded	Educational Foundations Part IV: What do Schools Look Like? A Quality Approach to School Funding Lizeth Ramirez, "The dilemma of public school funding" Are School Calendars Equitable? This lesson explores the debate about whether public schools, which typically close on major Christian and Jewish holidays, should also shutter for important celebrations in other faiths. Sir Ken Robinson, "Do schools kill creativity?"
13	**How do Standards & Assessment relate to educational theory?** Standards & Assessment	Educational Foundations Part V: How Should We Assess Student Learning?
14	**How can you best share your passions with others?** Introduction to Co-teaching Passionate Play activity construction by co-teaching teams	Six models of co-teaching
15	Co-taught Passionate Play activities	**(Presentation week)**
16	**What did we notice about the relationship between our passionate play and teaching and learning?** Reflections on co-teaching activities **What does the future hold (i.e., both for you and for U.S. public education)?** Dialogue on Possible Futures of Education	Educational Foundations part VII: How do we Move Forward? Culturally Sustaining Pedagogies: Lee, "An Ecological Framework for Enacting Culturally Sustaining Pedagogy"
17	**Finals Week** *Portfolios due by _____.*	

Name:_____

What was *Plessy v. Ferguson*?

What was *Brown v. Board*?

What else was happening in America during 1954?

Go to this website. Click on Overview in the top menu, then Profile and Performance Reports in the drop-down menu. Look up at least five school districts, including your own. Use the demographic data from the "Overview" section of the report to fill in the data below. Use the percentages rather than counts. Then go to this website and look up the District Reference Group (DRG) for each school district. Put this letter in the first column under the district name. (For more information on District Reference Groups, read this bulletin).

CT School District and DRG	Black, non-Hispanic	White, non-Hispanic	Hispanic, any race	Asian, Pacific Islander, Native American, or two or more races	English language learners	Eligible for free/ reduced price meals

Is there a correlation between the race of a school's population and its DRG?

What is de jure segregation?

What is de facto segregation?

If someone stopped you on the street and asked if Connecticut schools are segregated, what would you tell her/him/them?

Is Brown v. Board being upheld/executed today? Why or why not?

How would you create and/or advocate for diverse learning environments in schools and classrooms? What could that look like (i.e., how are diverse perspectives affirmed and engaged for teaching and learning)? Think in terms of the student, differing social and cultural perspectives, and society.

Field Experience Guidelines and Ethical Considerations

As part of this course, you are required to complete a field experience of at least 10 hours that includes K-12 classroom and/or participant engagement. You will complete a portfolio assignment that relates your insights from class readings and discussions to the notes and observations you make in your practicum hours.

Specifically, your field experience portfolio assignment is meant to be an academic exercise in which you make links between theory (i.e., ideas about how to best educate) and what you observe and discover (the practice or implementation of those ideas). You will not only write about what happened in the setting, but also consider how the activities in the classroom relate to the topics we read about and discuss in class.

Please make sure that you take great care when interacting and writing about people, especially children, in this field experience opportunity. Below are ethical guidelines you should be aware of and adhere to:

- Consent – You need to gain permission from a K-12 educator or counselor **before** beginning your field experience. Please check with the main office regarding sign-in and sign-out procedures, and make sure to get the "Field Experience Verification Form" signed each time you visit.

- Confidentiality – **Do not** use a child's name when making notes, and **do not** mention the name of the educational setting nor anyone who works there in your written work. Use only pseudonyms or code names in any notes, written submissions and online discussions. You can provide descriptions of the learner and the educational setting. Please make sure that no one involved can be identified.

- Competence – Remember that you are a guest of the classroom and school in which you are observing, serving, and assisting. If asked about your role, explain that the main purpose of the project is for your teacher education, and not for conducting evaluations of students or teachers.

- Professionalism – As a guest of the classroom and school in which you will be observing you are expected to **represent yourself and the university in a professional manner**. This means conducting yourself in a manner appropriate for the K-12 educational setting. Included, but not limited to, professional representation are: appropriate dress (no ripped or revealing clothing, no tank tops, belly shirts, or shirts with profanity, writing, or pictures on them), undergarments should be covered at all times, arrive on time and stay for the duration of your scheduled observation, use appropriate language, be helpful and respectful to all faculty, staff and students at the school in which you are observing.

The assessment of this field experience project includes your double-entry ethnographic notes (i.e., a non-judgmental "objective" description section and a subjective response section that focus on your questions and connections with context and participants), verified completion of at least 10 hours of field experience, and a portfolio summary on the experience. If you have any questions about any of the requirements, ask your teacher/educator sooner rather than later. The semester goes by very quickly and concerns regarding the field experience need to be dealt with within the first month of the semester.

Field Experience Verification Form

Student:
Field Experience
Setting:
Class/Community
Observed:
Cooperating Teacher/Supervisor's Name:
Teacher/Supervisor Contact Information (phone # /
email):

Date: Hours: _Teacher Signature: _____

Date: Hours: _Teacher Signature: _____

Date: Hours: _Teacher Signature: _____

Date: Hours: _Teacher Signature: _____

Date: Hours: _Teacher Signature: _____

Date: Hours: _Teacher Signature: _____

Date: Hours: _Teacher Signature: _____

Date: Hours: _Teacher Signature: _____

Date: Hours: _Teacher Signature: _____

Date: Hours: _Teacher Signature: _____

Portfolio Possibilities

The portfolio is the place where you develop the most meaningful reading, writing, and thinking you've done in this course. It gives you the opportunity to provide both an overview and selected snapshots of what you've questioned, learned and been inspired by during the year. It also provides you with a resource to use for future studies and teaching.

Portfolio Elements (may renamed, reorganized, and attended to through multiple genres):

I.   A Table of Contents

II.   An Introduction (*that is at least* <u>*one page, single spaced*</u>)
It should describe what you've accomplished in this course this semester; it should also give the reader a sense of where you've been and where you're going as a future educator. As you write your introduction consider these questions:
- *What have you been challenged by the most and why? Explain.*
- *What assignments or activities in class were the most memorable? Explain.*
- *What activities or lessons did you learn the most from? Why? What was it about the activity or lesson that helped you learn?*
- *Which activities and lessons challenged you the least? Why?*
- *What are your greatest strengths and concerns for being a teacher?*

III.   Teaching Philosophy (*that is at least* <u>*one page*</u>)
Explore and deepen your philosophy of teaching and learning. Review your thinking journal, web resources on developing a teaching philosophy, and original definitions of teaching and learning and revise them based on your experiences in this course. Consider including a quote on education that represents your views on teaching and/or learning. Be sure to explain why you chose it.

IV.   Field Experience Project (*beginning with a* <u>*multiple-page reflection*</u>)
This should include an overall reflection on your experience and what specifically you learned about students, schooling, learning, teaching and the kind of teacher you would like to be, along with your double-entry observation notes, and your field experience verification and ethical consideration forms. Connect to educational theory and philosophy where appropriate.

V.   Thinking Journal Entries (*Include your entries and reflect on them or any changes you've made since they were submitted*)

VI.   Artistic Creations/Meditations on Teaching, Learning, and Schooling
This should include other writing that is reflective of your thinking and learning in this course such as arts-based responses to course activities or texts, a reflection on your passionate play activity, documenting outside research, a midterm reflection, a letter of thanks or a poem of inspiration to someone or something from your field experience, a discussion of metaphors or quotes for learning, and/or a Plan for Future Learning based on your needs and interests as a future educator.

Portfolio Rubric

Category	Weak (4)	Satisfactory (6)	Exemplary (8)	Score
Writing mechanics And organization (8 points)	There are multiple grammatical, organizational, or typing errors to the point that it detracts from understanding.	The writing is clear with minimal errors and fits the tone of the activities being described. There is also adherence to required portfolio sections.	There are almost no writing errors and there is excellent adherence to portfolio sections. The descriptive and reflective elements make it clear to the reader how the writer's thinking about course topics has evolved during the semester.	
Description of Activities (8 points)	Insufficient information is provided to fully understand the what happened in course activities and/or the full context is not provided.	The reader clearly understands what, when and how the activities occurred. The author includes information about the professional setting, his or her role in activities, and the social and educational, dynamics important to the activities.	The author provides clear information about the activities, including a thorough explanation of memorable activities and their connections to key terms or ideas in the course.	
Reflection and Response (8 points)	The author's response to course activities is absent, not clear, or not supported with much evidence.	The author provides information about his or her reflections and responses to course activities, however the use of explanation and evidence are inconsistently applied.	The author's reflections and responses are clearly described and understandable in the analysis. They reflect sustained student thinking about his/her own experiences and passions, and how they shape the connections they make with learning, teaching, and schooling.	
Consideration of Questions and Issues (8 points)	Questions or issues are not raised or do not appear to be clearly linked/related to course concepts. No second point of view for looking at the activities is shown.	Questions and issues shows evidence of stepping out of the author's normal stance to try on a new point of view.	The author provides evidence of using multiple points from which they are viewing the activities, and use questions and issues as a starting point for developing new knowledge and understanding.	
Other Creations (8 points)	The author provides little depth or attention to developing stance or plan to guide the challenges they will face as teachers.	The author reveals an emerging stance or plan to guide them in future actions/interactions in classrooms, schools, and in other educational endeavors	The author clearly reveals how s/he has come to think differently about schooling and its impact on her/him/them for future teaching.	
*Note that 2 is only used if something shows no attention to section requirements			**Total**	

Attending to Thinking Journal Entries & Posts

Style & Form:

☐ **Type and save in MS Word**, even though you will be posting your entry on the discussion board.

☐ Type your name, the course title, and due date in the upper left of your paper.

☐ Create a title for your response and center it.

☐ Cite the text you are responding to in APA format.

☐ **Single spaced, one page only** (dropping font to 11 and minimizing margins will give you extra wiggle room)

☐ Always write in multiple paragraphs (¶); A minimum of 3 but no more than 6.

☐ Write in complete sentences (unless or except if you incorporate poetry).

☐ Beware of unspecific pronouns (e.g., if it is unclear who "it" or "they" are)

☐ Do not start sentences with "So" and do not address your readers specifically (as I am doing in this document). In other words, don't use "you" in your responses.

Content:

☐ Attend to these questions (as well as your own): *What? So What? Now What?*

☐ Pose questions/problems and attempt to answer/solve them where appropriate.

☐ **Synthesize** – avoid summary (i.e., don't spend much time detailing what the material is, but rather show how you're thinking about it.) Make connections between the reading(s) and yourself (i.e. personalize your learning).

☐ Make your thinking explicit (i.e., show your readers why you believe what you believe or how you are arriving at a current belief or possible explanation).

☐ Use logic and reasoning (e.g. "Because this happens, it could suggest_____or suggest__).

☐ **Your audience is the many and varied stakeholders in education** *(e.g., parents, administrators, teachers, students, the Public, etc.)* **so write accordingly**.

☐ Use evidence to support your assertions, claims, or plausible explanations (e.g., it should come from multiple trustworthy sources).

☐ Use specific examples or quotes from the reading or activity to make your points and/or illustrate the connections you are making.

Scoring Rubric	0	.5	1.0
Form	Missing / Not attempted (0-2 bullets attended to)	Some application (3-7 bullets attended to)	Full application (8-9 bullets attended to)
Content	Missing / Not attempted (0-2 bullets attended to)	Some application (3-7 bullets attended to)	Full application (8-9 bullets attended to)

TOTAL: