

*Schooling & Multicultural Society*  
*Education 118*  
*Fall 2008*

***This syllabus is also available on Ctools—any changes will appear there and on Facebook***

This course focuses on the role of education in today's multicultural society. Topics will include the implications of our increasingly diverse population for schooling; principles of how humans learn; ways schools facilitate student achievement (or not); and the various meanings and values attached to literacy in our culture, as well as the role of literacy in supporting or constraining student achievement.

We will examine representations of education in policy documents, popular culture, and scholarly work. Adopting an historical perspective, we will look at the origins of public schooling in the U.S., considering how the ideals upon which it was founded have (or have not) been realized and for whom. We will probe the different experience of schooling across racial, ethnic, class, and gender lines. We will interrogate theories of learning and their manifestations both inside and outside the classroom. Finally, we will consider the acquisition and practices of literacy in our society.

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**Course Graders: Katherine Kim (4003 SEB), second grader TBA**

**Textbook and Course Materials**

- Mondale, S. & Patton, B. (2001). *School: The Story of American Public Education*. Boston: Beacon Press. Available at Ulrich's and Michigan Book & Supply
- Coursepack available at Excel Test Preparation Coursepacks and Copies, 1117 South University, Ann Arbor, MI 48104 Tel (734) 996-1500
- Additional Materials available on CTools [www.ctools.umich.edu](http://www.ctools.umich.edu)

## **COURSE REQUIREMENTS**

### **Daily Reading Assignments**

Nearly every day (there are 27 class days in the semester, and there are 21 reading response forms) you will be required to bring completed assignments to class. Each assignment is available as a form on Ctools. You will download the form, type your response, upload it to CTools and bring the paper copy to class. To receive credit for assignments, you must turn it in at the beginning of class on the due date. *No late reading response assignments will be accepted because these are considered your preparation for class AND because it would be impossible for us to keep up with late papers due to the volume.*

### **Midterm Examination**

This is a take-home examination based on course readings and activities. Some questions will be taken directly from the Daily Reading Assignments; others will involve synthesizing ideas across concepts. Questions will be distributed October 15; responses are due on CTools BEFORE CLASS October 27. Absolutely no late papers will be accepted unless a written doctor's excuse is presented PRIOR TO the due date.

### **A Multimedia Essay**

An essay that incorporates multiple forms of representation (e.g., Powerpoint slides, audio, photography, film, music, or something I can't even imagine, but you can) will be required. In preparation for this project, you will write a précis or outline after midterm, and then a few weeks later you'll submit a storyboard, script, or some other plan that allows me to assess the direction of your work. One week before the project is due, you will present to a small group of your peers during class to gain their feedback. The final project will be due the last day of class. With each "draft" you should incorporate new information from course work. Information gathered for reading response assignments will be especially useful for preparing the project, and evidence of your use of the readings and class discussions will be a major aspect of the evaluation. Each draft and the final project must be turned in on the assigned date. *Grades will be lowered by one-half grade each day for late papers and projects will not be accepted at all after December 18, 2008.*

- Précis or Outline due on CTools (BEFORE class) AND by hard copy IN class on *Wednesday, November 10*
- Storyboard due on Ctools BEFORE class on *Wednesday, November 17*
- Presentation-ready Draft due in class (and presentation given in class) on *Wednesday, December 3*
- Final version due on Ctools BEFORE class on *MONDAY, December 8*

Important note: Ctools cannot accept extremely large files, such as videos. If you prepare a video, then we need alternate means of accessing it (DVD handed in as a hard copy or, preferably, posting on

Facebook/My Space or some other webpage of your own construction. However, you must also submit a note on CTools to allow us to register the grade there. On the CTools site, when you submit, you should write the following note:

"I am submitting my multimedia essay as a hard copy in the form of a XXX (e.g., CD, DVD, papier maché, etc.)/as content on the following website XXX/attached here on the Ctools site. The content of my multimedia essay consists of XXX."

(For the second XXX, you need to describe enough of your essay to allow me to recognize your materials in the UNLIKELY event that you fail to label it properly).

My project manager has prepared a guide for everyone to use to "wrap up" your files (like a present) so that they can be read on any computer. You should all use this guide, whether submitting to CTools or on hard copies, because we don't want to get to the point of evaluating and find ourselves unable to open your files.) The guide is available on Ctools.

A guiding principle: Do everything you can to "over-label" your materials because we will have a lot of different media to plow through. We don't want to get people's work confused.

### **Small Group Work and Participation**

This course is dependent on small group discussions and work during class. Your contributions to the work of your small group as well as to whole-class discussions will be considered in your final grade. You will prepare a self-evaluation of your participation, and Ms. Flynn and I will also evaluate you.

### **Optional Service Learning Activities**

A number of service learning and educational service activities will be described throughout the semester. We encourage you to volunteer for these activities as a way of furthering your learning about education issues, policies, and practices. If you do engage in these activities and can provide evidence of your participation, I will consider these activities in your final course evaluation, but you must bring signed documentation of your activity. Activities completed prior to this semester will not be considered for extra participation credit.

## **ASSESSMENT/POINT VALUES FOR ASSIGNMENTS**

**Daily Assignments** 40 points

**N.B.:** You get one “freebie,” but I suggest you complete all assignments because the exam and essay draw from these reading assignments).

**Midterm Examination:** 50 points

**Multimedia Essay Project:** 50 points (5 points for Précis or Outline; 15 points for the Storyboard; and 30 points for final version)

**Class participation:** 10 points (2 for completed self-evaluation; 8 based on attendance records and instructor observations)

Total possible points=150

100-95%=A 95-90%=A-

89-87%=B+ 86-84%=B

83-80%=B- 79-77%=C+

76-74%=C 73-70%=C-

Below 70%—you don’t want to go there

## **CLASS SCHEDULE**

**2:30-2:40**

**Film excerpt**

**2:40-3:40**

**Lecture/Discussion**

**3:40-3:50**

**Brief Q & A on assignments**

**3:50 PM**

**Class concludes**

## **Tentative Course Description and Schedule**

*All readings, except from School, are from coursepack or will be posted on cTools.*

<b>PART I: U.S. EDUCATION IN CONTEXT</b>	
<b>UNIT ONE</b>	
<b>THE STATE OF U.S. AND WORLD EDUCATION, 2008</b>	
<b>DISCUSSION TOPIC AND ACTIVITIES</b>	<b>ASSIGNMENTS DUE</b>
<p><b>Day 1: Wednesday, September 3</b></p> <ul style="list-style-type: none"> <li>○ Introductions</li> <li>○ Course Overview</li> <li>○ Film excerpt: <i>First-Year Teacher</i></li> </ul>	
<p><b>Day 2: Monday, September 8</b></p> <ul style="list-style-type: none"> <li>○ Video excerpt: <i>American High School</i></li> <li>○ Analyze CEP <i>Primer</i> and high school website data</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>○ Center on Education Policy. (2006). <i>A Public Education Primer</i> [on Ctools as well as in coursepack]</li> <li>○ <i>Tough Choices, Tough Times</i></li> <li>○ Website of your own high school or School data websites (see Form #1 for ideas)</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>○ Complete Form # 1 (on CTools): High School Profile</li> </ul>
<b>UNIT TWO</b>	
<b>U.S. EDUCATION IN HISTORY: IDEALS AND REALITIES</b>	
<p><b>Day 3: Wednesday, September 10</b></p> <ul style="list-style-type: none"> <li>○ Film excerpt:</li> <li>○ Discuss <i>School</i>, Mann; 19<sup>th</sup> C Norman Rockwell images</li> <li>○ Finish sharing high school comparison data, as needed</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>○ Mondale, S. &amp; Patton, B. (2001) <i>School: The Story of American Public Education</i> (hereafter <i>School</i>), pp 1-17</li> <li>○ Mann, H. (1848) “Report of the Massachusetts Board of Education”</li> <li>○ Douglass, F. “Writing in the Spaces Left,” <i>Autobiography</i></li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>○ Form 2: What was Horace Mann Saying?</li> </ul>

<p><b>Day 4: Monday, September 15</b></p> <ul style="list-style-type: none"> <li>○ Film excerpt: TBD</li> <li>○ Discuss McGreevy, <i>School</i></li> <li>○ Discuss “School is Hell” cartoons Political Cartoons</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>○ <i>School</i>, “The Educated Citizen,” p. 20-60</li> <li>○ McGreevy J.T. (2003) <i>Catholicism and American Freedom</i></li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>○ Form #3: Representations of the Common School and Religious Diversity</li> </ul>
<p><b>UNIT THREE</b> <b>EDUCATION FOR EXTINCTION</b></p>	
<p><b>Day 5: Wednesday, September 17</b></p> <ul style="list-style-type: none"> <li>○ Film excerpt: TBD</li> <li>○ Discuss High School Historical Information</li> <li>○ Discuss Sizer’s representation of high school</li> <li>○ Mini-Lesson: Outlining/Mapping an Argument</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>○ Sizer, T. (2004). “What High School Is,” <i>Horace’s Compromise</i> pp 71-83</li> <li>○ Powell, A.G. et al. (1985) <i>The Shopping Mall High School</i></li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>○ Form #4: My High School Historical Information</li> </ul>
<p><b>Day 6: Monday, September 22</b></p> <ul style="list-style-type: none"> <li>○ Discuss Adams and Archuleta</li> <li>○ Discuss Form 5</li> <li>○ Film excerpt <i>Smoke Signals</i></li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>○ Adams, D.W. (1995) <i>Education for Extinction</i></li> <li>○ Archuleta, M. (2000) <i>Away from Home</i></li> <li>○ Alexie, S. “Indian Education”</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>○ Form #5: American Indian Education</li> </ul>
<p><b>UNIT FOUR</b> <b>SCHOOLING AND AMERICANIZATION</b></p>	
<p><b>Day 7, Wednesday, September 24</b></p> <ul style="list-style-type: none"> <li>○ Film excerpt: TBD</li> <li>○ Discuss <i>School</i> on Americanization, testing and the beginning of “tracking”</li> <li>○ Debate: <i>Should the purpose of schooling be the Americanization of children and youth?</i></li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>○ <i>School</i>, “As American as Public School” pp. 60-119</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>○ Form 6: Testing</li> </ul>

<p><b>Day 8: Monday, September 29</b></p> <ul style="list-style-type: none"> <li>○ Film excerpt: TBD</li> <li>○ Lecture/Discussion: Americanization and Education, A Historical Perspective, <b>Guest Speaker: Dr. Jeffrey Mirel, Professor, School of Education</b></li> <li>○ Discuss Wong, Donato, Douglass, Kingston, Rodriguez, Cisneros</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>○ Wong, D. (1995) from <i>The Asian American Educational Experience</i></li> <li>○ Mirel, “Civic Education”</li> <li>○ Kingston, MH., from <i>Woman Warrior</i></li> <li>○ Rodriguez, R., from <i>Hunger of Memory</i></li> <li>○ Cisneros, S. “Eleven”</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>○ Form 7: Schooling and Americanization</li> </ul>
<p><b>UNIT FIVE</b> <b>SEPARATE AND UNEQUAL: AMERICAN APARTHEID</b></p>	
<p><b>Day 9, Wednesday, October 1</b></p> <ul style="list-style-type: none"> <li>○ Film excerpt: <i>Eyes on the Prize</i></li> <li>○ Discuss <i>School</i>, Douglass</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>○ <i>School</i> “1950-1980 Separate and Unequal” pp 123-170</li> <li>○ Kozol, J. (2006) <i>The Shame of the Nation: The Restoration of Apartheid Schooling in America</i></li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>○ Form #8: How Much Do You Know?</li> </ul>
<p><b>Day 10, Monday, October 6</b></p> <ul style="list-style-type: none"> <li>○ Film Excerpt: TBD</li> <li>○ Video Interviews: Massive Resistance</li> <li>○ <b>Guest Speaker: TBA</b></li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>○ Donato, R. (1997) <i>The Other Struggle for Equal Schools: Mexican Americans during the Civil Rights Era</i></li> <li>○ Watch Kozol lecture at <a href="http://depts.washington.edu/coe/news/video/index.html">http://depts.washington.edu/coe/news/video/index.html</a></li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>○ Form 9: Construct Your Own Education Policy</li> </ul>
<p><b>Day 11, Wednesday, October 8</b></p> <ul style="list-style-type: none"> <li>○ Film excerpt: <i>With all Deliberate Speed</i></li> <li>○ Discuss Meier, Kozol, Fine, and Form 9</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>○ Meier, D. <i>In Schools We Trust</i> pp 1-6</li> <li>○ Fine, M. et al. (2005) “Dear Zora: A Letter to Zora Neale Hurston 50 Years after Brown” <i>Teachers College Record</i></li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>○ Form 10: The Opportunity Gap</li> </ul>

<b>UNIT SEVEN</b> <b>SOCIAL CLASS AND TRACKING</b>	
<p><b>Day 12: Monday, October 13</b></p> <ul style="list-style-type: none"> <li>○ Film excerpt: <i>High School II (Wiseman, 1994)</i></li> <li>○ Discuss Anyon</li> <li>○</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>○ Anyon, J. <i>Social Class and the Hidden Curriculum of Work</i></li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>○ Form 11: Hidden Curriculum</li> </ul>
<p><b>Day 13: Wednesday, October 15</b></p> <ul style="list-style-type: none"> <li>○ Share ability grouping recollections</li> <li>○ Discuss Oakes, Dean, Form 11</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>○ Oakes, J. “Tracking: Why Schools Need to Take Another Route”</li> <li>○ Dean, C. (2005) “For Some Girls...”</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>○ Form 12: Ability Grouping</li> </ul> <p style="text-align: center;"><b>RECEIVE MIDTERM EXAMINATION QUESTIONS</b></p>
<p><b>Day 14, Monday October 20      STUDY BREAK—NO CLASS!!</b></p>	
<b>UNIT EIGHT</b> <b>TEACHING AND TEACHERS</b>	
<p><b>Day 15: Wednesday, October 22</b></p> <ul style="list-style-type: none"> <li>○ Discuss Powell, Moore, Mali, Sizer</li> <li>○ Film excerpt <i>Fast Times at Ridgemont High</i></li> <li>○ Discuss Form12</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>○ Mali, T. (2005) “What Teachers Make”</li> <li>○ Email: What Do Teachers Make?</li> <li>○ Sizer, T. (2004) Horace’s Compromise</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>○ Form 13: Teacher Salary Information</li> </ul>
<p><b>Day 16: Monday, October 27</b></p> <ul style="list-style-type: none"> <li>○ Film Excerpt: First-Year Teacher</li> <li>○ <b>Guest Speaker: Dr. Deborah Loewenberg Ball, Dean and Professor, School of Education</b></li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>○ Gatto, J. “The Seven Lesson Schoolteacher”</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>○ <b>Midterm Examination Responses posted to CTools <i>BEFORE</i> class today</b></li> </ul>

<b>PART II: TEACHING AND LEARNING IN THE 21<sup>ST</sup> CENTURY</b>	
<b>UNIT NINE</b>	
<b>WHAT IS KNOWLEDGE, INTELLIGENCE, LEARNING?</b>	
<p><b>Day 17: Wednesday, October 29</b></p> <ul style="list-style-type: none"> <li>○ Film Excerpt: <i>First-Year Teacher</i></li> <li>○ Discuss <i>How People Learn</i></li> <li>○ Bloom’s Taxonomy</li> <li>○ <b>Guest Speaker: Dr. Annemarie Palincsar, Associate Dean for Academic Affairs and Professor, School of Education</b></li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>○ Excerpt from <i>How People Learn</i>, 95-113</li> <li>○ Palincsar texts (also on CTools)</li> <li>○ Bloom’s Taxonomy</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>○ Form 14: How People Learn</li> </ul>
<p><b>Day 18: Monday, November 3</b></p> <ul style="list-style-type: none"> <li>○ Film Excerpt: TBD</li> <li>○ Discuss Gardner and Form 15</li> <li>○ Gardner video</li> </ul>	<p>Readings:</p> <ul style="list-style-type: none"> <li>○ Gardner, J. <i>Multiple Intelligences</i></li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>○ Form 15: Multiple Intelligences</li> </ul>
<b>UNIT TEN</b>	
<b>TEACHING AND LEARNING: WHAT GETS LEARNED?</b>	
<p><b>Day 19: Wednesday, November 5</b></p> <ul style="list-style-type: none"> <li>○ Film Excerpt: <i>Spellbound</i></li> <li>○ Discuss <i>School</i></li> <li>○ First Grader Video <a href="http://powayusd.sdcoe.k12.ca.us/projects/edtechcentral/DigitalStorytelling/default.htm">http://powayusd.sdcoe.k12.ca.us/projects/edtechcentral/DigitalStorytelling/default.htm</a></li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>○ <i>School</i>, pp 173-213</li> <li>○ NCLB overview</li> <li>○ (for additional information on NCLB, see CTools site and <a href="http://www.ed.gov/policy/elsec/guid/states/index.html">http://www.ed.gov/policy/elsec/guid/states/index.html</a>)</li> <li>○ <i>Reading Next</i> report (on CTools)</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>○ Form 16: What People Learn</li> </ul>

<p><b>Day 20: Monday, November 10</b></p> <ul style="list-style-type: none"> <li>○ Film excerpt <i>Spellbound</i></li> <li>○ Share Classroom Video Analysis in small groups using Form 17</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>○ Michigan Grade Level Content Expectations or High School Content Expectations (Go to <a href="http://www.michigan.gov/mde">http://www.michigan.gov/mde</a>, choose the Curriculum &amp; Instruction tab on the left side of the page, and then choose from one of the following links:</li> <li>○ <u>Michigan K-8 Grade Level Content Expectations</u></li> <li>○ <u>English Language Proficiency K-12 Standards</u></li> <li>○ <u>Michigan Arts Education Content Standards and Benchmarks</u></li> <li>○ <u>High School Course/Credit Content Expectations and Guidelines</u></li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>○ Form 17: Classroom Video Analysis</li> <li>○ Preçis/Outline for Learning In and Out of School due on Ctools AND in class</li> </ul>
<p><b>UNIT ELEVEN</b> <b>THE ACHIEVEMENT/OPPORTUNITY GAP</b></p>	
<p><b>Day 21: Wednesday, November 12</b></p> <ul style="list-style-type: none"> <li>○ Film Excerpt: TBD</li> <li>○ Discuss <i>School</i> and Meier</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>○ <i>School</i>, “1980-2000 The Bottom Line,” pp 173-213</li> <li>○ Meier, D. “The Achievement Gap” <i>In Schools We Trust</i>, pp.137-152</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>○ Form 18: Learning and Schooling: Kids’ Perspectives</li> </ul>
<p><b>Day 22: Monday, November 17</b></p> <ul style="list-style-type: none"> <li>○ Film excerpt: <i>Dead Poet’s Society</i></li> <li>○ Discuss McIntosh, Baldwin, and Hughes</li> <li>○ Discuss Hirsch and Simonson lists and evaluate our own knowledge of the items</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>○ Baldwin, James, “A Talk to Teachers”</li> <li>○ Hirsch, E.D. “The List” (On CTools)</li> <li>○ MacIntosh, P. “White Privilege: Unpacking the Invisible Knapsack”</li> <li>○ Simonson, R. and Walker S. Greywolf, “MultiCultural List” (on CTools)</li> <li>○ Hughes, <i>Theme for English B</i> (on CTools)</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>○ Form 19: Multicultural Literacy Lists</li> <li>○ <b>Storyboard/Script/Plan for Multimedia Essay Project “Learning In and Out of School” due on Ctools AND in class</b></li> </ul>
<p><b>UNIT TWELVE</b> <b>LITERACY AND NO CHILD LEFT BEHIND</b></p>	

<p><b>Day 23: Wednesday, November 19</b></p> <ul style="list-style-type: none"> <li>○ Film Excerpt: Misunderstood Minds</li> <li>○ Discuss Cunningham &amp; Stanovich, Gee, Moje, and Form 19</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>○ Cunningham and Stanovich “What Reading Does for the Mind”</li> <li>○ Gee, “From Savage Minds to Ways with Words”</li> <li>○ Moje, “To Be Part of the Story” (on Ctools)</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>○ Form 20: NCLB and Literacy Theory</li> </ul>
<p><b>Day 24: Monday, November 24</b></p> <ul style="list-style-type: none"> <li>○ Film Excerpt: Annenberg video</li> <li>○ Discuss Purcell Gates, Moje, Bitz and Form 18</li> <li>○ Debate on Literacies in and out of school</li> </ul>	<p>Readings:</p> <ul style="list-style-type: none"> <li>○ Purcell Gates, V., “A World Without Print”</li> <li>○ Moje, “Motivating Texts, Motivating Contexts”</li> <li>○ Bitz, “The Comic Book Project: Literacy Outside (and Inside) the Box”</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>○ Form 21: Out-of-School Learning</li> </ul>
<p><b>UNIT THIRTEEN</b> <b>ACADEMIC AND CULTURAL TEXTS AND LITERACIES</b></p>	
<p><b>Day 25: Wednesday, November 26</b> <b>NO CLASS: Work day for Multimedia Essays</b></p>	
<p><b>Day 26: Monday, December 1</b></p> <ul style="list-style-type: none"> <li>○ Film Excerpt: Misunderstood Minds</li> <li>○ Discuss Gee, Analyze digital forms</li> <li>○ Debate on Old and New Literacies</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>○ NYTimes article, “Literacy Debate: Online, R U Really Reading?”</li> <li>○ Gee, excerpt from, <i>What Video Games Have To Teach Us About Learning And Literacy</i></li> <li>○ Jenkins, excerpt from <i>Convergence Culture</i></li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>○ Form 22: What are Your New Literacies?</li> </ul>
<p><b>Day 27: Wednesday, December 3</b></p> <ul style="list-style-type: none"> <li>○ Present multimedia essays in small groups</li> <li>○ Fill out professor AND self-evaluations</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Present multimedia essay in class today for peer feedback</b></li> </ul>
<p><b>Day 28: Monday, December 8</b></p> <ul style="list-style-type: none"> <li>○ View the Dramatic Conclusion of First-Year Teacher</li> <li>○ Guest Panel: National Board Professional Teaching Standards</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>ALL PROJECTS due on Ctools</b></li> </ul>

<p>Teachers, Detroit Public Schools,</p> <ul style="list-style-type: none"><li>○ <i>Ms. Mary Kovari</i>, 9<sup>th</sup>-12<sup>th</sup> grades teacher and Asst. Principal, Western International High School;</li><li>○ <i>Ms. Kimberly Kyff</i>, 6<sup>th</sup> grade, Jameison Elementary School;</li><li>○ <i>Ms. Michelle Ballard</i>, 5<sup>th</sup> grade, Wright Elementary School</li></ul> <p>○ Celebration of the End of Semester</p>	
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