

Course Syllabus
ESOC 4000/6000
Teaching for a Democratic Society

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The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

This course will focus on two interrelated questions. 1) What information, skills, dispositions, and abilities should public schools in a democratic society provide their students? 2) What instructional practices are most appropriate to help prepare students to be participating citizens in our democratic society? Depth of understanding will be emphasized over breath of material covered.

Topics include: assessment; classroom management; grouping students; service learning; classroom meetings; and, the role students, teachers, parents, and community members should assume in public schools. Democratic teaching methods will guide the instructional practices used for this course.

Objectives

1. To help students develop/refine and articulate their own theory of what teaching for a democratic society requires of its educators.
2. Students will translate their theory of teaching for a democratic society into a variety of instructional practices and curricular choices.
3. Students will link their learning in this course to issues in the education community.
4. Students will demonstrate their learning in a public setting and receive public feedback.
5. Students will, in collaboration with the instructor and in keeping with the requirements of this course, create and implement their own assessment procedures.

Topical Outline

- I. Principals and Theory of Democratic Learning
 - A. Instructional Practices
 - B. Curricular choices
- II. Classroom Management
 - A. Building community

- B. Schoolwide discipline plans
 - C. Roles of students and teachers in school behavior
- III. Assessment
 - A. Roles of students, teachers, parents, community
 - B. Demonstrations of learning
- IV. Linking Learning to Community Issues
 - A. Service learning
 - B. Community service
- V. Classroom Meetings
 - A. Purpose
 - B. Role of students
 - C. Role of teachers
 - D. Assessing
 - C. Formats
- VI. Grouping Students
 - A. Purposes
 - B. Various models
- VII. Demonstrating Students' Learning & Soliciting Feedback
 - A. Public
 - B. Classroom

Honor Code

Please make yourself familiar with the University Honor Code and Academic Honesty Policy. These guidelines will be used to guide our behavior in this course. All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work.

Possible Readings:

Combs, Barbara, & Stevens, Christy. 1998. *Considering Assessment and Evaluation: A Foxfire Teacher Reader*.

Dewey, John. 1916. *Democracy and Education*. The Free Press: New York.

Developmental Studies Center. 1996. *Ways We Want Our Class To Be: Class Meetings That Build Commitment to Kindness and Learning*. Oakland

Glickman, Carl. 1998. *Revolutionizing America's Schools*. Jossey Bass Inc: San Francisco

Goodlad, Stephen John. 2001. *The Last Best Hope: A Democracy Reader*. Jossey Bass Inc: San Francisco.

Hatton, Sara Day. 2004. *Teaching by Heart: The Foxfire Interviews*. Teachers College Press: New York.

Kohn, Alfie. 1996. *Beyond Discipline: From Compliance to Community*. ASCD: Alexandria, VA.

Paris, Cynthia. 2004. *Foxfire: The Level One Course Book*. Foxfire, Rabun Gap, GA.

Common Readings

Democracy and Education by John Dewey

The Last Best Hope: A Democracy Reader edited by Stephen John Goodlad

Teaching Democracy: Unity and Diversity in Public Life by Walter C. Parker

Learning Structures

Protocols

Dialogues

Pedagogy Notebook

Weekly Email Feedback/Dialogue

Individual Reading

Individual Conferences

Listserv

Theory to Practice Projects

Lectures

Your ideas _____

Theory to Practice Projects (50 pts)

1. Choose an area on which to focus to translate theory into practice (i.e., assessment, classroom management, service learning, classroom meetings, critical inquiry, reflection). These can be action research projects in your classroom; those who don't have a classroom might want to partner with someone who does. Or, they might be think pieces. But, they need to follow the theory to practice idea.
2. All projects will result in a product that can be used by others in the field.
3. Together we will create a rubric for assessing the quality of the project and product.

Participation (20 pts)

If necessary, you will be allowed one excused (in advance) absence; any other absence will result in a reduction of 5 points per absence.

Pedagogy Notebook (20 pts)

Please keep a Pedagogy Notebook (this can be kept on a computer, as long as you bring notes to class). Notebooks should include a theory to practice dual entry section. I also suggest you include a section where you interact with the text in whatever way you want that will help you participate in classroom discussions. It's critical that each of us

comes to class having read the common readings and having written notes about them that we can refer to.

Weekly Feedback/Dialogue (5 pts)

Each week I would like for you to send me an email giving me feedback about that week's class. This will be a chance for you to reflect on what didn't and did work for you and to make suggestions for improving the class. This also might be a time where you want to write about things that are going on with you like blown assumptions/beliefs, tentative new assumptions /beliefs, puzzles, outrage, insights. Some of these things will probably come out in our classroom discussions, or in individual conversations with me, but I want to make sure there is an opportunity for this type of thing on a regular basis.

Individual Conferences (minimum of two) (5 pts)

This is where we talk about whether the class is meeting your expectations. I may have some questions or concerns that I need to express. If we make it a point to have at least two individual conferences we can make sure things that need to be discussed don't just slide by.

Grading Policy

Points will be totaled and grades assigned according to the following scale: 90-100 A, 80-90 B, 70-80 C

Options for Graduate Credit

Read and report on an additional book or set of articles