Course Introduction
Are state- and federal-level changes in education policy, such as teacher evaluation requirements and Common Core curriculum, really changing teachers’ practice, or is it driving teachers out of the profession? Do teacher unions do more good than harm, or vice versa? Can we universally define a “quality teacher”? Why are people so enthusiastic about professional learning communities, and do they even work? Why do districts have such a difficult time attracting and retaining teachers of color, and what can be done about this challenge?

We live in an era where the practice and profession of teaching engenders challenging questions such as these on a regular basis. These are the kinds of questions that we will address in this course. Using sociological research, perspectives and theory, along with material from a broader range of disciplines and perspectives that will inform our inquiry, we will dig into these questions in pursuit of a deeper understanding of the practice and profession of teaching.

School of Education Conceptual Framework
In keeping with the SOE’s Conceptual Framework (Social Action Through Education), I seek in this course to ground students’ work as educators, administrators and researchers in empirical knowledge gathered by scholars concerned with the sociology of education and the study of teaching. I have designed this course with an aim of further developing students’ abilities to think critically about, and respond to, social phenomena that impact, and occur among, teachers, which in turn impacts schools and students. This course’s topics and readings explore the complex dynamics, demands and contexts of teaching in today’s intersectionally diverse schools. My hope is that this course will support students’ ability to reason about and respond to issues of teaching practice and the teaching profession with strong mind and spirit.

Course Goals
In addition to the goals as expressed above, my other goal for students of this focused seminar course are threefold. First, I hope that students will expand their factual knowledge about various topics, both historical and contemporary, related to the sociology of teaching and the study of teaching. My second goal is that students will develop their ability to analyze and critically evaluate ideas, arguments, and points of view about topics related to the practice and profession of teaching. Finally, I want students to apply course material and research they encounter as they work on their independent research for this class to strengthen their
thinking, problem-solving and decision-making related to current problems and challenges in the fields of education and, particularly, teaching. Because of these three-pronged goals, this course packs in substantial reading on a range of topics, and will blend structured assignments with independent work opportunities, particularly students’ responsibility to direct seminar discussions and choose topics for their major research paper. Abilities developed in this course should reach the level required for developing a conceptual framework or literature review for a thesis paper, dissertation proposal or other empirical research.

**Assessment of learning**
I will assess students’ learning both through classroom interactions (discussion, short presentations) and formal assignments. This course has a few small assignments and one major assignment, a research paper, which includes series of smaller assignments that will help you develop this final product. I will use the following criteria for determining your course grade:

- **Attendance and Seminar Participation**—15%
- **Reading Responses**—10%
- **Short paper 1**—10%
- **Short paper 2**—10%
- **Major paper**—55%
  - **Paper topic**—2.5%
  - **Bibliography**—7.5%
  - **Introduction section**—7.5%
  - **Paper (on-time submission of first draft)** 5%
  - **Paper (second draft)** 32.5%

Each component of students’ responsibilities for these assignments, as well as the criteria used for assessing learning and due date (when applicable), is described below.

**Class Attendance and Participation**
This seminar course is very interactive and places a high premium on every student’s participation. While introductory graduate courses are often structured to manage students’ participation (through planned activities and instructor lecture), this class is organized instead as a shared, rigorous conversation, where the instructor facilitates, but does not dominate. This arrangement will require thoughtful, detailed reading of assigned texts and regular contributions to class discussions where we unpack, consider and compare the ideas and data presented in the texts you will read. Participation, including attendance, is therefore worth a total of 20% of your final course grade.

Please come on time to class (and back to class after breaks), having read and brought to class all assigned materials (either the text hardcopy or an electronic copy where you have taken notes either on the document or separately), and ready to discuss assigned texts with your colleagues. If you are using an electronic copy of the text, please make sure it is accessible to you at the beginning of class. If you come late and/or unprepared, you will have a difficult time fully participating in class, which will impact the entire seminar.

The use of electronics (cell phones, computers, tablets) is often a necessity of modern life, but also interferes with engagement and participation in class, particularly in this interactive
course. Cell phone use is not welcome in this class, unless it pertains to a learning needs accommodation. If you find yourself dealing with an urgent situation that cannot wait for your attention until class break or the end of class, I ask that you step out of the classroom briefly to use your phone. Laptop or tablet use is welcome only for class-related purposes such as reading electronic texts, taking notes, or doing internet research in class. Please refrain from using electronic devices in class if their use (e.g., surfing the internet, writing, checking and/or deleting email, typing other than taking notes) does not pertain directly to your participation in our course. Use of electronics in ways that do not honor these requests would negatively impact your course participation grade.

To fully participate in online class discussions, you will need headphones with a microphone function (headphones for use with a cell phone are adequate); you do not need specialized headphones and a device (phone, computer or tablet) that has camera capability. Without these, you will not be able to take part in online breakout groups, which are an important part of building knowledge together in our class. Please purchase and test headphones if necessary before the first online class session (9/11). Headphones are also available for checkout via LUC Libraries. Please also note that you will be asked to be on camera throughout our online sessions. Please download and test Zoom software on whatever device you will use for class participation (phone or computer) before our online first class meeting on September 4; please review LUC’s instructions for getting started online.

Because of the high premium placed on attendance, this course’s attendance policy is as follows: If you miss more than two class sessions over the semester, you will only be eligible for a maximum final grade of “B” in the course. The only absences not incorporated into your attendance grade are required military service and documented personal or family medical emergencies. The following rubric will be used to determine each student’s participation grade:

<table>
<thead>
<tr>
<th>Attendance</th>
<th>A (13-15 points)</th>
<th>B (11-12 points)</th>
<th>C (9-10 points)</th>
<th>D (Below 9 points)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Attends every class, arrives on time at the beginning of class and after class breaks, stays until end of class.</td>
<td>Misses 1-3 classes, on infrequent occasions arrives late at the beginning of class or after class breaks, or leaves before end of class.</td>
<td>Misses class 3-4 times, late to class or leaves class early on a regular basis.</td>
<td>Excessive number of absences, late arrivals, and early departures.</td>
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</table>

| Contributions | Makes multiple meaningful, thoughtful contributions, which are related to readings and/or class | Makes 1-2 meaningful, thoughtful contributions, which are reasonably related to readings | Makes occasional contributions to seminar discussions, contributions are peripherally | Makes very infrequent contributions to seminar discussions, or makes contributions that are not |
| Collaboration   | Recognizes and demonstrates respect for the importance of shared seminar discussion, balances regular contributions against the need for all colleagues to have space to contribute, responds to colleagues’ contributions thoughtfully and respectfully. | Shows moderate respect for the importance of shared seminar discussion, usually balances regular contributions against the need for all colleagues to have space to contribute, responds to colleagues’ contributions with some thoughtfulness and respect. | Shows limited respect for the importance of shared seminar discussion, struggles to balance regular contributions against the need for all colleagues to have space to contribute, responds to colleagues’ contributions with limited thoughtfulness and respect. | Regularly fails to show respect for the importance of shared seminar discussion, does not balance regular contributions against the need for all colleagues to have space to contribute, responds to colleagues’ contributions without thoughtfulness and respect. |

For any missed class meetings, you are required to 1) Notify me in advance of your absence, and 2) write a brief reaction paper to the assigned readings. You will still be held responsible for all assigned readings, due dates for written assignments, and course requirements or updates discussed in class. Please check in with one of your colleagues and be extra attentive to the course Sakai page if you miss a class meeting.

Reading responses: **To be completed by the end of the semester** (You will have an opportunity to sign up for responses in class during the first class meeting.)

Online, written reading responses give you another opportunity to reflect on and discuss course readings and the ideas that they surface or give language to. All students will be responsible for two types of reading responses: original responses and responses to colleagues’ posts.

With *original response forum posts*, each student is responsible to respond, in writing, to one or more assigned readings for the coming class meeting, four over the course of the semester. The venue for these posts is the “Forum” on Sakai. For your original responses, please visit the designated week for each course and select “Start a new conversation.” These original responses should be posted no later than Sunday evening at 6 pm before class meets, so that others will have the opportunity to read and respond to those posts. All students are required to post three original responses during the semester. I ask that, as a “poster,” you also monitor the forum and respond where you are moved to do so to subsequent posts or questions from your colleagues. A signup sheet will be made available during the first class meeting. These reading
responses should raise an original point that promotes discussion among members of our classroom community. They should also connect to, and directly cite, assigned texts. Each original response is worth 1 point towards your course grade, and is graded according to the criteria stated above.

Additionally, you are required to provide responses to colleagues’ original forum posts. With these, you are expected to respond to their colleagues’ reading response posts as described above. These should build upon the original response, referring specifically to both what the original response said and to text for class, and should do so in an intellectually rigorous, professional and respectful manner. You are required to post, at a minimum, two responses to your colleagues’ posts (valued at one-half point each) by the end of the semester. Multiple responses to the same original response forum post are welcome and encouraged, but will count as one post. I will total up original and response post points at the end of the semester, so I encourage you to keep track of these on your own to ensure that you meet requirements.

Written assignments

Short paper 1: Conditions of teaching today
Following our discussions and readings from the first three class meetings, please discuss current-day tensions in the teaching profession and how these represent continuity with or divergence from the conditions of teaching described in “classic” pieces on the topic. In this short paper, please draw at least two connections between current day and “classic” conditions of teaching. This paper should be four to six pages long, and should present a clear thesis statement based on your analysis. Grading criteria for this paper are:
- Thesis statement is present and makes an original argument based on the material you have analyzed (3 points)
- Presence of at least two clear connections between current-day tensions in the teaching profession and renditions (current or historical) of the conditions of teaching (5 points)
- Quality of writing: Clear, concise language, thematically-organized paragraphs, and evidence of proofreading for grammar, spelling and punctuation (2 points)

This paper is worth 10% of your grade and is due on Sunday, September 15 at, 6:00 p.m.

Short paper 2: 21st Century Teacher Strikes
Over the last two years, there has been a dramatic wave of teacher strikes, including those that were unauthorized, those in “right to work” states, and those conducted by teacher unions. Focusing one one or multiple types of strikes, please consider how your paper’s focal strike(s) represent both historical and contemporary conditions and new strategies in response to teachers’ contemporary working conditions. This paper should be four to six pages long, and should present a clear thesis statement based on your analysis. Grading criteria for this paper are:
- Thesis statement is present and makes an original argument based on the material you have analyzed (3 points).
- Conditions of teaching (historical and contemporary) related to your paper’s focal strike(s) are clearly and sufficiently described (3 points).
- Strike strategies are clearly and sufficiently described (2 points).
• Quality of writing: Clear, concise language, thematically-organized paragraphs, and evidence of proofreading for grammar, spelling and punctuation (2 points).

This paper is worth 10% of your grade and is due on Friday, October 25 at 6:00 p.m.

Major Research Paper
Given that I have structured the class around selected themes and readings, the research paper assignment gives you the opportunity to choose and investigate a topic of interest to you. I strongly encourage you to consider how this paper can help you to advance your own intellectual and professional agenda. What are you interested in exploring in your own program? What issues and interests brought you here (to your program, or this course) in the first place? What kinds of issues do you want to explore in your master’s thesis, qualifying exams, or doctoral dissertation? How can you configure this paper as an opportunity to examine some part of this larger agenda, in a way that will move your thinking or your pursuit of your professional goals forward? I am open to any topic related to the practice or profession of teaching. Some options include (but are not limited to) a structured literature review on a specific topic, a history of a particular issue, policy or problem related to the sociology of teaching, the analysis of a relevant contemporary issue, or the analysis of existing relevant data (e.g. public use data). Whatever topic you choose, I will expect your paper to synthesize and analyze data, and present an explicit, coherent and original argument that flows through and structures the paper. A rubric for the evaluation of this paper follows at the end of this assignment description.

This assignment will proceed through the semester in stages, giving you multiple opportunities for instructor feedback as you develop your project and work towards your final project, a paper approximately 20-25 pages in length (double-spaced, using 12 point font and 1 inch margins, excluding references). The staged nature of this assignment means that you will need to begin work on it early, and sustain this work over the semester.

This assignment may be completed individually or by a group of two or three students. A commitment to a group project must be noted by all participants at the time of the topic submission and must be followed throughout the semester.

First, please prepare a research topic proposal (1-2 pages). This is due on Friday, September 20 by 6:00 pm. In this proposal, please describe the topic you want to investigate, the literature and/or data you anticipate using in your research, and why this topic is important to study. I realize all too well the pain of having to explain your topic’s importance, and ask you to engage deliberately and thoughtfully in this exercise. Why should you spend most of your semester researching this topic? Why does it matter now? To whom does it matter? Whom might your findings help? Does your proposed topic aim to fill any gaps in research literature? If you have a sense of a tentative research question, please include that information as well. As with all assignments in this course, please feel free to contact me if you have questions or encounter challenges in writing this proposal. This assignment is worth 2.5% of your course grade, and will be graded on a pass/revise basis. If you do not present sufficient information as requested, I will ask you to revise your original proposal. I will give you written feedback on your proposal in the interest of strengthening and developing your project.
Second, I ask that you send me a preliminary bibliography and research question(s) for your project on Sunday, October 20 by 6:00 pm. While I do not expect you to have absolutely concluded your research by this date, I do expect you to have identified key resources that you will use for your paper. Please ensure that you conduct thorough literature searches by not only conducting a quick search using ERIC, JSTOR or another search engine. You should also identify key articles related to your topic, then look at who that author cites, as well as what other authors have cited that article/text since it was published. I also ask that you include your tentative research questions with this assignment. I am looking for a well-developed reference list that shows an effort to know your topic well, and a research question that demonstrates your informed reflection on your chosen topic. This paper is worth 7.5% of your course grade. I will assign up to 7.5 points for this assignment based on the extent to which its components are well-developed and show evidence of effort to deeply research your chosen topic. Please feel free to include any questions or requests for guidance that you have for me at this point in your research, and I will respond to them in my feedback.

Third, over two months into our course, please submit an introduction section for your research paper on Sunday, November 10, by 6:00 pm. This section should be from 1 to 4 double-spaced pages long. It should present the argument that you will develop in your final paper, the rationale for studying this topic now, an overview of the literature and/or data you will use for your paper, and a plan for the paper (first, I will consider... then, I will examine... Finally, I will...). This assignment is worth 12.5 percent of your course grade. I will assign points for this assignment based on the extent to which you present a clear thesis statement/overarching argument for the longer research paper you will write (4 points), concisely situate your topic in relevant issues (present and/or historical) and literature (4 points), present a plan for the paper (2.5 points), and write in a fashion that is clear and well-organized (2 points). Clearly, a lot is packed into this short assignment; that is the idea. I want you to spend time just focusing on the beginning portion of your paper and laying out what you will do. This assignment requires you to have organized your entire paper (for example, into an outline) and to have determined what your key findings are. My years of experience teaching seminars that use this assignment structure have shown me that it is not possible to write an effective introduction if you have not done this groundwork. My hope is that this endeavor will set you up to write a well-organized, coherent paper. I do not expect you to leave your thesis statement or introduction unchanged in your final paper. This preliminary draft gives you an opportunity to receive my feedback, which you will hopefully incorporate as you work towards your final product.

Finally, the paper! Your first draft is due on Monday, November 25 by 6 pm. You will be required to revise this paper after you have received feedback on it (which I aim to provide by December 2), but the second due date does not replace this initial deadline. This assignment requires a complete, full, first draft of your major research paper. In other words, please do not use bullet points, “etc.,” “need citations” or “Fill in here” to indicate work you have not yet completed. An on-time submission of this full first draft is worth 5% of your course grade. If your submission is turned in on time, it will be awarded full credit; if not, it will not be. I will use a rubric to evaluate this paper (see below). Your revised, final draft is due on Wednesday, December 11 at 6:00 pm, will be graded on a 100-point basis and then converted to 32.5 point scale for the purpose of course grade calculation. This paper’s final grade, however, will not be assigned until the second draft is submitted and graded at the end of the semester. The comments I make on your first draft will reflect my evaluation of your work in progress.
Your final draft should be a revision of the document returned to you after I have graded it, must be submitted using the Microsoft Word track changes function (which highlights the changes that you have made in the revised version) or highlighting all instances of changes to your first draft. Papers not revised in this manner will be returned for you to complete.

**Rubric for grading major research paper**

<table>
<thead>
<tr>
<th>Content</th>
<th>Possible Points (Out of 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argument clarity and coherence: Argument/thesis statement is clearly stated at the beginning of the paper, and builds throughout the paper in a fashion that is steady, well-developed and easy to follow.</td>
<td>30</td>
</tr>
<tr>
<td>Argument and claims are substantiated with credible evidence.</td>
<td>20</td>
</tr>
<tr>
<td>Paper reflects thorough efforts to gather and analyze relevant evidence.</td>
<td>10</td>
</tr>
<tr>
<td>Topic and resources used connect clearly to the topic of the sociology of teaching.</td>
<td>10</td>
</tr>
<tr>
<td>Quality of writing</td>
<td></td>
</tr>
<tr>
<td>Writing is clear and easy to understand, even if concepts communicated are complex.</td>
<td>15</td>
</tr>
<tr>
<td>Paper is effectively organized, and is broken effectively into accessible sections and paragraphs that support the procession of the paper’s argument/thesis statement.</td>
<td>10</td>
</tr>
<tr>
<td>Conventions of writing are followed (spelling, grammar, sentence structure, punctuation, in-text references and reference list).</td>
<td>5</td>
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</table>

**About written assignments**

**Paper length**

I have deliberately specified paper length to signal the amount of work I seek from different assignments. This specification is respectfully intended as a statement of both the level of elaboration and of the assignments’ limits in terms of your workload. Accordingly, I ask that you adhere to the stated page length requirements (which do not included pages dedicated to reference lists). Pages should be double-spaced with a 12-point font and 1-inch margins. I reserve the right to return papers that exceed the stated length for revision before grading.

**Reference lists and citation**

Please provide in-text citations and prepare reference lists for all written assignments where you cite other published work. Please follow your academic discipline’s format for in-text citations and reference lists. In the field of education, this is usually APA, but if you use another style (e.g., MLA), that is fine as well.

**Submission of assignments**

Unless noted otherwise, please submit all written assignments directly via our course Sakai site’s assignments page.
Due dates
I expect timely submission of all assignments or clear, proactive communication if alternative arrangements are needed. If you need to extend an assignment date due to pressing circumstances, we will negotiate a workable date. I will consider written assignments turned in on the due date, but after the due time, late unless you have made prior arrangements with me.

Late assignment submissions will be accepted without penalty only if a) you make a written request for an extension at least five hours before the paper is due; or b) there is a documentable illness, personal or family emergency that prevents you from turning in your paper. If you request an extension (option a), you are not required to explain why. Please propose at that time an alternate date and time when you would like to submit the paper, to which I’ll respond to confirm. Papers turned in after the agreed-upon, revised date and time without further communication from you will be considered late.

Late submissions that don’t meet the descriptions above will be assessed a five-point (on a 100-point scale) penalty.

Assignment grading and return, assignment revision
I will grade and return your paper, with my comments, via Sakai within two weeks of its submission unless otherwise noted.

You are welcome to revise all assignments (aside from the major paper, which has a revision built in already) after you receive it back from me. Revisions are due one week after the date on which I return papers (with my feedback) to students. Extensions to revision due dates are not available. I will evaluate your original assignments using the “track changes” function in Microsoft Word. Please make revisions to the copy I return to you, using track changes, so that I can see how and where you have revised your original paper. I will not be able to grade revisions that are not submitted in this format. While revision is never required and does not guarantee a higher grade, it is a chance for you to incorporate feedback into the development and improvement of your work.

Communication between instructor and students
In addition to updates I may give verbally in class, I will occasionally send updates to the class via email, using the LOCUS system and Sakai announcements. I will assume that if I have sent messages to you at the address you have that corresponds with these systems and the email has not bounced back to me, that you have read it.

If you wish to reach me, the best way to do so is by my Loyola email address. I will respond within 24 hours between Sunday and Friday. Due to religious observance, I do not check email on Friday night or Saturday.

As a learning community, all members’ communication with one another is critical to the learning experience. This seminar’s topic is highly charged for many of us, with the potential to activate strong emotions and opinions. It also leaves some folks feeling worried about saying the wrong thing. My goal is all students’ full, authentic, and respectful participation. In order to promote strong classroom community and rigorous inquiry, I ask that all students approach their conversations with one another—in and out of class, in person and online—
with thoughtfulness. Please use specific, respectful language that avoids generalizations when contributing to in-person and online discussions. I anticipate that people may disagree with one another or find their colleagues’ comments surprising. If this occurs, and before responding, please consider what has caught your attention: the speaker’s content, tone, direct or indirect messages that their words or nonverbal communications convey? Then, please take the step of initiating conversation with the person who made the comment. What was their intention when they said what they said? You can convey how their statement made you feel, whether intentional or not. Direct, curious, considerate conversation will only strengthen our classroom community.

**Course Readings**
The following assigned texts are available for purchase at the Loyola University Bookstore, Water Tower Campus (Baumhart Hall, 26 E. Pearson), and are also available on reserve at the Lewis Library (25 East Pearson, 6th floor):


Other readings are either available through the LUC libraries’ electronic course reserves (at [http://libraries.luc.edu/](http://libraries.luc.edu/), under “Find” and then “Course Reserves,” noted below in this syllabus as "Course reserves"), LUC’s Sakai site for this course (noted below as “Sakai”), or, where readings are accessible on the internet, I have provided a searchable link. Books that are required are also on reserve at Lewis Library. All assigned readings are listed below by the week in which they are assigned.

**Class meetings**

*Class 1, August 28. Class will meet face to face.*

Course introduction and overview, how do we learn about teachers and teaching? What do we learn (and not learn)? Sign up for reading responses.

Flores, Introduction (p. 1-4). (T)

Lortie, ch. 1, (p 2-24) (T)

Everitt, Introduction (p. 1-15, 17-20) (T)

*(assigned readings continue on next page)*
Goldstein, Introduction (p. 1-12) (T)


Kunichoff, Y. (2019). Illinois says goodbye to basic skills test, long a barrier for teacher candidates of color. Chalkbeat (Please read the comments after the article as well). (S)

Class 2: September 4, Class will meet online.
“Classic” conditions of teaching literature

Lortie, D. (1975/2002). Schoolteacher: A sociological study. (Chapters 2, 3 (p. 25-81) and 6 (p. 132-161).


Class 3, September 11.
Contemporary conditions of teaching


Sunday, September 15: Conditions of teaching today paper due at 6:00 p.m.
Class 4: September 18. Class will meet face to face.
Contemporary policy, teachers and teaching


Kim, J., Sun, M., & Youngs, P. (2019). Developing the "Will": the Relationship between Teachers’ Perceived Policy Legitimacy and Instructional Improvement. *Teachers College Record, 121*(3), n3. (S)

Flores, Chapter 6 (157-187). (T)


Ball, 43-67, 72-120 (T)

Friday, September 20: Major paper research topic proposal due on at 6:00 pm

Class 5: September 25. Class will meet online.
The teaching profession: The process of professionalization and its status as a profession. First workshopping session for major paper.


Recommended reading:

*Class 6: October 2. Class will meet face to face.*
Teacher preparation and socialization into the profession.

Everitt, chapters 1, 2 (22-71) and 5 (118-141) (T)

Flores, Chapter 2 (35-64) (T)


No class October 9 due to Yom Kippur (Jewish religious holiday).

*Class 7: October 16. Class will meet online.*
Teacher unions and the profession of teaching. Midsemester course evaluations.


Goldstein, chapters 4 (66-90), 5 (91-109) and 7 (133-163) (T)


Jochim, A. & Avery, L. (2019). Six things we learned about charters and unionization. Seattle, WA: Center on Reinventing Public Education (S)

Recommended reading:


*Sunday, October 20: Preliminary bibliography and research question(s) for your project due by 6:00 pm.*

*Class 8: October 23. Class will meet face to face.*

Teachers, teaching and identity: Race and ethnicity


Flores, Chapters 1 (5-12), 4 (97-126) and Conclusion (188-197) (T)


Recommended reading:

Goldstein, Chapter 3 (47-65)


*Friday, October 25: Short paper 2 (21st century teacher strikes) due at 6:00 p.m.*

*Class 9: October 30. Class will meet face to face.*
Teachers, teaching and identity: Gender


James, J. H. (2010). Teachers as mothers in the elementary classroom: Negotiating the needs of self and other. *Gender and education, 22*(5), 521-534. (S)

*Everitt, pages 15-17, 61-69 (T)*

*Class 10: November 6. Class will meet online.*
Teachers, teaching and politics


Ho, L.-C., Alviar-Martin, T., & Leviste, E. N. P. (2014). “There is space, and there are limits”: The challenge of teaching controversial topics in an illiberal democracy. *Teachers College Record, 116*(5), 1-14. (S)


*Sunday, November 10: Introduction section for major research paper due by 6:00 pm.*
Class 11: November 13. Class will meet face to face.  
Teachers, teaching and emotions; Second opportunity to workshop major papers.


Varghese, M., Daniels, J. R., & Park, C. C. (2019). Structuring Disruption within University-Based Teacher Education Programs: Possibilities and Challenges of Race-Based Caucuses. Teachers College Record, 121(4), n4 (1-28) (S)


Recommended reading:  


Class 12: November 20. Class will meet online.  
Teachers together: Collective efficacy, professional learning communities and teacher social networks.


Recommended reading:


*Monday, November 25 First draft of major paper is due by 6 pm.*

*No class November 27: Have a great Thanksgiving holiday!*

*Class 13: December 4—Final class meeting. Class will meet face to face.*
Paper presentations, course summary and evaluations.

Goldstein, Epilogue (p 263-274) (T)

Everitt, Chapter 6 (p. 142-163) (T)

*Wednesday, December 11: Final draft of major research paper is due at 6:00 pm*

**School of Education and University Policies Related to Course**

**School of Education Conceptual Framework**
The School of Education’s Conceptual Framework—Social Action through Education—is woven throughout this course. My goal as your instructor is to help you use the tools presented by sociologists of education towards social action, be it through research, school-based practice, or community-based work in the interest of students, families and schools.

**Diversity**
This course explicitly addresses diversity in the practice and profession of teaching through nearly all of its assigned readings. In addition, I as instructor will encourage class members to engage different diversities (e.g., by social class, gender, ethnicity, race, sexual and gender identity, age, ability, political and professional backgrounds) as we consider different topics. Diversity among enrollees in the course is one of its central strengths, critical to this course’s success. As instructor, I will promote full participation and contribution by all class members, asking that varied viewpoints be expressed, thoroughly considered and respected by all members of our class.
Smart Evaluation
Towards the end of the course, you will receive an email from LUC’s Office of Institutional Effectiveness as a reminder to provide feedback on this course. You will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- This feedback is important so that instructors can gain insight into how to improve their teaching and the department can learn how best to shape the curriculum.

Dispositions
All SOE degree-seeking students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Inquiry, and Social Justice*. You can find the rubrics related to these dispositions in LiveText and in the [CEPS Program Handbook](#). Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addenda
Please see [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines*. We ask that you read each policy carefully. This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education*.

Academic Honesty
In addition to University policies on academic honesty, please also note that all written assignments for this course are to be submitted via Turnitin on Sakai. As a result, each of your papers will be assessed electronically for originality (comparing it to other papers submitted for this course, and available internet resources, including Wikipedia, academic and popular press articles, and other electronic texts). If you have any questions about properly citing and using other resources, please let me know.