

**California State University San Marcos**  
**College of Education**

*The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.*

EDUC 626: Creating Communities of Learning  
Fall 2003 - Thurs 5:00-8:50 p.m.  
Escondido High School, Room 208

Instructor: Suzanne Valery, Ed.D.  
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Office hour: By appointment

Course Description: This course will address theory and application of learning in social contexts and will critically examine movements such as cooperative and collaborative learning, the role of peer interaction, the influences of peer diversity, and the effects of scaffolded instruction.

Required Readings:

Burke & Prater, *I'll Grant You That*, Heinemann, Portsmouth NH, 2000.  
Senge, P., *Schools That Learn*, Doubleday, New York, New York, 2000.

Grading: Grades will be based on points earned on assignments, class attendance and participation, and preparation for class. Grading of written assignments will be based on adherence to the assignment, evidence of revision, clarity, coherence, and legible, edited text. All written assignments can be revised and resubmitted for a possible higher grade.

*Contact instructor in advance of any absences, and arrange to submit assignments and get information from peers.*

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| ▪ Attendance, respectful participation, preparation for class   | 12 pts |
| ▪ Reflective responses to reading   | 15 pts |
| ▪ Evidence of interviews with two stakeholders who can provide input into your proposal idea          | 10 pts |
| ▪ Info on three grant possibilities, such as copy of RFPs, that are a good fit for your proposal idea | 5 pts  |
| ▪ Group facilitation and/or team presentation (twice each)  | 20 pts |
| ▪ First draft of grant proposal: need, method, objectives, activities                                 | 7 pts  |
| ▪ Second draft of grant proposal: revisions of draft one, management                                  |        |

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| plan, timeline, budget, abstract                         | 8 pts  |
| ▪ Evidence of internal approval to submit grant proposal | 3 pts  |
| ▪ Final grant proposal and evidence of submission        | 20 pts |

Assignments: *All assignments are due on the session listed, even if you plan to be absent.*

- Reflective responses: for each reading, write a one-page (typed, single space, 1” margins, 12 pt. font) response to stimulate session dialogue. Include a question you have about the issues addressed in the reading.
- Interviews: conduct field interviews with two people from different stakeholder groups who would have a stake in the outcome of your proposal idea; show evidence of these interviews in the proposal narrative
- Group facilitation/team presentations: team teach (two times) with peers to peers on selected topics (see sessions 4, 8, 10 below)
- Grant proposal: a complete proposal application suitable for submission that proposes a viable solution to a problem or issue at your school

Schedule: *This class meets twelve times, from 5:00 – 8:50 p.m.*

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|--------------|---|
| 1 - Sept 4:  | Identifying an issue<br><i>Burke &amp; Prater: chapters 1, 3, 4, 23</i>   |
| 2 - Sept 11: | Influence of stakeholders; systems of activity, Five Disciplines<br><i>Senge: sections I &amp; II (pgs 3- 100)</i><br><i>(reflective response to Burke and Senge readings due)</i><br><i>Select topics for first Facilitation/Team Presentation</i>   |
| 3 - Sept 18: | Grant-Making and Proposal Development – an overview<br><i>Burke &amp; Prater: chapters 5, 6, 7</i><br><i>Senge: chapters III-1,2,3; VIII-1,2; XIII-1</i><br><i>(share conceptualization of your proposal topic)</i>   |
| 4 - Oct 2:   | Facilitation/Team Presentations: Systems of Activity (60-75 mins each of 3 groups)<br><i>Senge: classroom, school, community – read the section pertaining to your presentation (no reflective paper necessary)</i><br><i>(three RFPs on potential funding sources)</i>                           |
| 5 - Oct 9:   | Grant Proposal: Project Detail – objectives, constituents, methodology<br><i>Burke &amp; Prater: ch 8, 9, 10 (to pg. 87)</i><br><i>(update group on development of proposal)</i><br><i>Senge: classroom, school, community – read one of the two remaining sections, with reflective response</i> |
| 6 - Oct 16:  | Learning in a Social Context: What is a community of learning?  |

*Locate an appropriate research/journal article to discuss and turn in reflective response.*

*Select topics for second Facilitation/Team Presentations*

*Turn in first draft of proposal.*

- 7 - Oct 30: Grant Proposal: Management plan, timeline, evaluation plan, abstract  
*Burke & Prater: ch 10, 11, 13*
- 8 - Nov 13: Facilitation/Team Presentations: theory and practice of learning in a social context  
*Senge: classroom, school, community – read the remaining section, with reflective response*  
*Turn in second draft of proposal.*
- 9 - Nov 20: Grant Proposal: project sustainability, budget & resources, proposal review process  
*Burke & Prater: ch 12, 14, 15, 16*
- 10 – Dec 4: Facilitation/Team Presentations: theory and practice of learning in a social context  
*Senge: chapter XVII-1*
- 11 – Dec 11: Role of Leadership in creating communities of learning.  
*Reading to be determined.*
- 12 – Dec 18: Present final proposals  
Discuss process of project and proposal development  
Wrap up - review of overall process