

California State University San Marcos
College of Education
Education 626: Developing Communities of Learning
ACD 407, Fall 2006
Monday 5:30-8:15 PM

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Office Hours: Monday and Tuesday university hour 12-1 PM; and Monday afternoons 2:40-4:30 by appointment.

NOTE: Contract Negotiations

The instructor's union, the California Faculty Association (CFA), is entering the second year of contract negotiations and there is a possibility of a work interruption. Updates on this situation will be provided throughout the semester. Please keep in mind that faculty working conditions are student learning conditions.

Mission Statement of the College of Education, CSUSM

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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

Senate Bill (SB) 2042

This program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English Learners is addressed by SB 2042. The competencies needed to teach these students are met through the infusion of content and experiences within the Multiple Subject Program, as well as additional coursework.

Course Description

This course requires participation in public schools and other education-related contexts, and is designed: to examine ways in which communities are developed by considering core concepts about learning in organizations. The emphasis is on facilitation, leadership, and dialogue.

Course Objectives

The purposes of this course are threefold:

- to inspire thoughtful reflection on theories of community development;
- to apply that theory to one's teaching and professional practice;
- to design a project in one's classroom, school or community by developing and submitting a grant proposal for from between \$1,000 and \$10,000 that will support the project.

Required Text

- Burke, J. & Prater, C.A. (2000). *I'll grant you that: A step by step guide to finding funds, designing winning projects, writing powerful grant proposals*. Portsmouth, NH: Heinemann.
- Gibbs, J. (2001). *Tribes: A new way of learning and being together*. Windsor, CA: CenterSource.
- Wolf, M. (1992). *A thrice told tale; Feminism, postmodernism and ethnographic responsibility*. Stanford, CA: Stanford University.

Accommodation for Disabilities

Students requiring reasonable accommodations need to contact Disabled Student Services in order to make the necessary arrangements. This organization is located in Craven Hall, room 5025a, and can be reached by telephone at (760) 750-4905 or (760) 750-4909 (TDD users).

Grading Policy

All students will come prepared to class; readings and homework assignments are listed on the dates on which they are due. Final grades for the course will be calculated according to the following total scores:

94-100% =A	77-79% =C+	60-63% =D-
90-93% =A-	74-76% =C	Below 60% =F
87-89% =B+	70-73% =C-	
84-86% =B	67-69% =D+	
80-83% =B-	64-66% =D	

All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an “A” assignment that is submitted one class session late will be marked down to an A-). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Life and death situations will be handled on a case-by-case basis, as determined by the instructor.

It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. Refer to American Psychological Association (APA) manual, 5th edition, for guidance. Neglecting to do the above will impact the instructor’s ability to read and understand the text; the assignment’s grade will be negatively affected as a result of this oversight.

Grading will also include a component of “professional demeanor.” Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to:

- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- Carefully considered, culturally aware approaches to solution-finding.

Plagiarism

All work submitted for this course should reflect students’ efforts. When relying on supporting documents authored by others, it is necessary to cite them clearly and completely. Failure to do so may result in failure of the course.

- August 28
1. Introductions.
 - *Self, school district, personal interest, research interests.
 - *MA updates.
 - *Program questions.
 - *IRB submissions.
 2. Icebreakers
 - * “2 on a crayon,” reflection, debrief.
 - *“Hagoo” to find group, debrief.
 - *“Bumper sticker”, debrief.
 3. *LA Times*, “I ate the whole thing”
 3. Review syllabus, course expectations, attendance policy.
 4. Course times and number of meetings.
 5. Begin individual brainstorming: specific school, district, and community needs.
 6. Share as a class.
 7. Get into preliminary groups for development of school community project.
- September 4
- Labor Day, no class.
- September 11
1. Two community building activities and debrief.
 2. Share with class some “tricks” and challenges when searching for RFPs and grant opportunities.
 3. Visit with new COE librarian. Help with grant ideas. Spend some time researching.
 4. Read *Nacerima*. Whole class debrief.
 5. Share examples of grant proposals submitted.
 6. Whole group discussion of B & P readings.
- *Burke & Prater chapters 1-3
- September 18
1. Two community building activities and debrief.
 2. Small discussion of B & P’s chapters, butcher paper questions for the “other team.”
 3. Introduce notion of “Tribes.”
 4. Small group time—project objectives and preliminary agenda.
- *Burke & Prater chapters 4, 5, 6
- *Draft #1 of grant proposal.
- a. Include Request for proposal (RFP)
 - b.1 page concept paper, letter of inquiry, or a letter of intent to apply for grant.

- September 25
1. Two community building activities and debrief.
 2. Whole class discussion of Wolf readings.
 3. Discuss multiple approaches to field note taking.
 4. Practice taking field notes.
 5. Debrief field note taking experience in relation to Wolf's notes.
- *Draft #1 of community building effort.
- a. Provide a 1-2 pages description of your community building project.
 - b. Include a preliminary outline and a timeline to clarify your objectives.
- *Wolf chapters 1, 3, 4
- September 30
- Off-site learning experience, (**Saturday**)
- October 2
1. Two community building activities and debrief.
 2. Debrief off-site learning experience.
 3. Discuss validity of Wolf's fictionalized interpretation/"use" of field notes.
 4. Read and discuss excerpts from *The spirit catches you and you fall down* (distributed in class)—culture, race/ethnicity, class, gender aspects of community.
 5. Time to meet individually with Woo-grant proposal questions.
- *1-2 informal written response to off-site experience.
*Wolf chapters 2,5
- October 9
1. Two community building activities and debrief.
 2. Whole group discussion of B & P readings.
 3. Read and discuss excerpts from *Pack of two* (distributed in class)—personal perspective and responsibility(s) when creating/participating in a community.
 4. Time to meet in small groups with Woo-community building activity questions.
- *Draft #2 of grant proposal.
- a. Include RFP.
 - b. Please write 2-3 more pages for your grant proposal and include an Introduction, and the goals and objectives of the grant
- *Burke & Prater chapters 7-9
- October 16
1. Two community building activities and debrief.
 2. Panel of educators to speak about "alternative" school communities.
 3. Whole group discussion of Gibbs' readings.
- *Draft #2 of community building effort.
- a. Edit, refine, and resubmit text from draft #1.
 - b. Include 1-2 pages describing how the community building effort will be assessed. Include assessment "tool(s)."
- *Gibbs, chapter 1, 4, 5

- October 21
1. Two community building activities and debrief.
 2. Get into grade level groups and discuss “tribes” implementation in your schools. Chart on butcher paper and share with class.
 3. As a whole class, discuss individual grant proposal presentation parameters (e.g., 5-10 minutes, 1-page hand out, process, strengths, challenges, suggestions for improvement).
 4. ½ the class discuss rubric for assessing peers’ grants (e.g., clearly stated objective(s), logical rationale, budget, timeline). 5 pt. rubric x 2=10 pts.
 5. ½ the class discuss rubric for community building effort presentations. (e.g., overview, technology, visuals, 15 minute time frame, strengths and suggestions for future improvement 10 pt rubric).
- *Gibbs chapters 6, 8, 9
- October 30
1. Meet with individuals and small groups during the week and/or during class time to discuss last minute questions/concerns regarding grant proposals and/or community building efforts.
 2. Last recommended day of community building effort implementation.
- *Burke & Prater 10, 11, 12, 14
- November 6
1. Two community building activities and debrief.
 2. Review of two peer’s grant proposals.
 3. In-class individual presentations of grant proposals.
 4. Whole class debrief.
- *Final version of grant proposal and proof of submission.
- November 13
1. Two community building activities and debrief.
 2. Group presentations of community building effort.
 3. Debrief.
 4. Course evaluations.
 5. Celebration ☺

(student's name/ signature and date)

(home telephone/cell phone)

Attendance/participation (24%)

8/28 _____

10/9 _____

9/11 _____

10/16 _____

9/18 _____

10/23 _____

9/25 _____

10/30 _____

9/30 _____

11/6 _____

10/2 _____

11/13 _____

Professional Demeanor (5%)

_____ (5%)

Individual assignments (31%)

9/18 Draft #1 of grant _____ (10%)

10/2 1-3 page informal response to off-site experience _____ (1%)

10/9 Draft #2 of grant proposal _____ (10%)

11/6 Final version of grant and proof of submission _____ (10%)

Group assignment (40%)

9/25 Draft #1 of community building effort _____ (10%)

10/16 Draft #2 of community building effort _____ (10%)

11/13 Class presentation of community building effort _____ (10%)

11/13 Peer responses to two grants _____ (10%)

Total _____ **(100%)**

EDUC 626 Snacks Calendar (fall 2006, Mondays, 5:30-8:15 PM)

<u>Date</u>	<u>Snacks</u>
8/28	Woo
9/11	*
	*
9/18	*
	*
9/25	*
	*
10/2	*
	*
10/9	*
	*
10/16	*
	*
10/23	*
	*
10/30	*
	*
11/6	*
	*
11/13	*
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