

Education 626: Creating Communities of Learners  
(3 units) Fall 2005  
On Campus Cohort

**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.

**Instructor**

Anne René Elsbree, Ph.D.  
aelsbree@csusm.edu

**Office Hours**

By appointment in  
University Hall 417

**Phone #s**

(760) 750-4384 office  
(619) home

**Class meeting times:** Wednesday 5:30 - 8:15 pm Univ Hall 440 crn 41956

**Course Description:** This course addresses theory and application of learning in social contexts. Critically examines movements such as cooperative and collaborative learning, the role of peer interaction, the influences of peer diversity, and the effects of scaffolded instruction.

**Course Objective:** This course is specifically designed to provide opportunities for students to practice different community building strategies with their peers and their students. Students will develop culturally and linguistically designed instructional strategies that will meet the varied needs of a diverse student body. Students will work in groups to pursue their masters' culminating activity and/or write a grant to support their work.

**Required Texts:**

- *Publication Manual of the American Psychological Association (5th ed.)* Washington D.C.: American Psychological Association. ([www.apa.org](http://www.apa.org))
- Gibbs, Jeanne. (2001). *Tribes TLC®: A new way of learning and being together*. Windsor, CA: Center Source Systems. ISBN 0-932762-40-9
- Nieto, Sonia. (1999). *The light in their eyes: Creating multicultural learning communities*. New York: Teachers College. ISBN 0-8077-3782-8
- Burke, J. Prater, C.A. (2000). *I'll grant you that: A step-by step guide to finding funds, designing winning projects and writing powerful grant proposals*. Portsmouth, NH: Heinemann. ISBN 0-325-00197-9
- Santa Ana, Otto. (2004). *Tongue Tied: The lives of multilingual children in public education*. Lanham, MD: Rowman & Little field. ISBN 0-7425-2383-7

**Recommended Texts:**

- Ladson-Billings, Gloria. (2001). *Crossing Over to Canaan: the journey of new teachers in diverse classrooms*. San Francisco: Jossey-Bass.

**Other Recommended Reading:** To stay updated regarding educational issues that impact teaching, learning and leadership, you are urged to read current publications in the field. Some examples include: *Educational Leadership, Language Arts, Science and Children, Democracy & Education, Phi Delta Kappan, and Rethinking Schools*.

**Accommodations for Disabilities:** Discuss your needs for limited accommodation with the instructor within the first week of the semester. Students requiring substantial accommodations need to contact Disabled Student Services in order to make the necessary arrangements.

Craven Hall Room 5025A, (760) 750-4905 or (760) 750-4909 (TDD users).

**Plagiarism:** All work completed for this class must be of your own design. When relying on supporting documents authored or created by others, cite them clearly and completely using American Psychological Association (APA) style format (APAStyle.org). Failure to credit others and create original work of your own may result in a failing grade.

**Readings:** Reading requirements are critical to productive class discussion and assignments and will need your time and attention. The dates the readings and homework assignments are listed on the calendar indicate the date the readings and homework assignments are due.

**Course Load:** In all master course work, it is expected that for every one hour of contact time, you will complete approximately one hour of work outside of class. Please plan accordingly.

**Professional Demeanor:** 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 the following:

- Attendance;
- 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.

If instructor has to address any of the above with you – you most likely will not earn full credit.

**Make up assignments** - Students may make up one absence by attending one of the following and giving a verbal report in class with paper resources for peers:

- Oct 7-8, 5th Annual Bi-National Border Pedagogy Conference  
University of San Diego, [www.bilingualeducation.org](http://www.bilingualeducation.org)
- Oct 20-22, California Council on Teacher Education Conference  
Shelter Point Hotel & Marina, San Diego, [www.ccte.org](http://www.ccte.org)
- Nov 10 -13, California Art Education Association  
Sacramento Sheraton Grand Hotel,  
[www.caea-arteducation.org/conference/Conference05/conference05.html](http://www.caea-arteducation.org/conference/Conference05/conference05.html)
- Writing Workshop with Dr. Valadez and Dr. Woo, To Be Determined
- Other Educational Conferences with instructor approval

**Please note assignments are due whether or not you are present in class that day.**

**College of Education Attendance Policy:** Due to the interactive nature of courses in the College, and the value placed on the contributions of every student, **students are expected to prepare for, attend, and participate in all classes.** For extenuating circumstances contact the instructors **before** class is missed, and make arrangements to make up what was missed. At minimum, a student **must attend more than 80% of class time**, or s/he may not receive a passing grade for the course. Each absence will reduce a grade by 10 points (one full grade). If a student earns 95 % and is absent 2 times =  $95 - 2(10) = 75$  points = C. A student may negotiate to make up one absence. **Notification of absence does not warrant an excuse.**

_____		_____
student's name printed		school
_____		_____
signature		date
_____	_____	_____
home telephone	cell phone	email

<b><u>Attendance</u></b>			
8/31	_____ introduction	10/ 19	writing group
9/7	_____ presentation	10/26	_____ Santa Ana
	workshop		
9/14	_____ writing workshop	11/2	_____ Burke & Prater
9/21	presentation prep	11/9	writing group
9/28	presentation prep	11/16	_____ defenses on campus
10/5	_____ Nieto	11/23	Thanksgiving
10/12	_____ Gibbs	11/30	_____ group process review
		12/7	_____ final writing presentations
			_____ / 20 %

**Professional Demeanor**

<b><u>Assignments</u></b>	<b><u>Due Dates</u></b>	<b><u>Percentage</u></b>
Group Demonstration	10/5 – 11/2	_____ / 35 %
Writing	9/14, 10/5, 10/19, 10/26, 11/9, 11/16	_____ / 35 %
Group Goals	Throughout but Reviewed 11/30	_____ / 10 %

<b>Total</b>	_____ / 100 % = _____ Grade
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**Course Grading & Evaluation**  
 90-100 pts = A      80-89 pts = B      70-79 pts = C      0-69 pts = No Credit

## Tentative Class Schedule

Readings and assignments are in bold next to the date they are due.

Session 1    Aug 31    EDUC 628 Course Introduction

Course overview (Syllabus, Schedule, Assignment Options & Class Norms)

Break

Review Library & Online Resources

**Read: Syllabus**

**Sign Up for Group Presentation.**

**Set Assignment Goals**

Session 2    Sept 7    Group/Community Dynamics

**Syllabus Quiz**

Discuss Nieto Chapter 1-3 & Gibbs 1-4

Tribe Building Community Activity: Tower

- Break

Plan a Group Presentation

**Objective:** To teach the content of a text (Burke & Prater, 2000; Gibbs, 2001; Nieto, 1999; or Santa Ana, 2004) using a cooperative or collaborative learning instructional strategy (from Gibbs or another source approved by instructor).

**Step 1:** In a group of two to four conduct an inquiry to gather as much information as you can about your text (Burke & Prater, 2000; Gibbs, 2001; Nieto, 1999; or Santa Ana, 2004) and your process (cooperative and collaborative instructional strategy). Brainstorm what beliefs are implemented in this cooperative and collaborative instruction. Determine how the text and the instructional strategy are aligned or not. Identify what questions you believe the class will have about both the content and the process. Make sure you address these questions in the presentation. Before you start working as a group - take 5 minutes to think privately – jot down notes to share. Be creative; do your best work.

**Step 2:** Identify how you will use your cooperative and collaborative instructional strategy to teach our class about the text. *Remember your peers have read the readings, so DO NOT teach the content or process extensively, rather bring it to life with a model demonstration.* Since the process is not the focus of the presentation make sure that the cooperative and collaborative instruction will be transparent through presentation. Your presentation must:

- use visuals, props, and varied activities that engage the entire group;
- address the needs of different learning styles, cultures, readiness levels, interests, and talents;
- create a culturally relevant pedagogy that addresses academic achievement, cultural competence, and sociopolitical consciousness (Ladson-Billings, 2001).

**Step 3:** Create a handout reviewing key concepts of the text, key concepts of instructional strategy, resources for using the instructional strategy, critical analysis of text & instructional strategy (pros & cons/cost & benefits), lesson, etc.

**Step 4:** Develop or locate 4 lesson plans integrating information from the text at different grade levels: K-2, 3-5, 6-8, 9-12. Make sure lesson plans include: objective (Student will be able to . . .), content (curriculum to be covered, materials used, standards addressed),

process (what will students do to learn), product (what will you use as an assessment) and then the steps teacher will take (into, through, beyond).

**Step 5:** Before your demonstration, assign roles to each member. Decide who will do what, when and for how long. You will need to determine what materials you will need to insure a successful demonstration. Consider activities to debrief with the group. For example, quick writes, lesson plan revision, guided critique...

**You will not complete all steps tonight, but you will need to email instructor a tentative plan. Before you leave determine:**

- outline for presentation
- when you will meet (2-4 planning session)
- who will create the group email and send it
- what beliefs are implemented in this instructional strategy
- how the text and the instructional strategy are aligned or not
- what questions you believe the class will have about both the content and the process – and prepare to answer all questions
- who will be responsible for 4 lessons, handout, text resources, instructional strategy resources, multicultural perspective resources, critique and materials needed for presentation and who will bring/create them.
- **who will type up the plan and send/respond via email to group and instructor by Monday**

**Step 6: Create a Rubric for the Group Presentations.**

**Step 7:** Practice demonstration to fit 20-30 minute requirements. Instructor will stop all presentations at 30 minutes.

**Step 8:** Conduct the demonstration on your chosen date. Make sure all members of the group participate in MEANINGFUL ways. Presentations will be graded on membership contribution to the process.

**Email presentation plan to instructor by Monday**

**Read - Nieto Chapters 1-3**

**- Gibbs Chapters 1-4**

Session 3 Sept 14

Writing Workshop

**Step 1:** Identify what your writing goal is for the semester. Identify the criteria you will set for yourself to determine if you meet your goal. Write 3 pages to begin this writing. Bring 5 typed copies of this to class.

You will write a minimum of 6 drafts during this semester:

- Draft #1 read by peers
- Draft #2 read by instructor
- Draft #3 read by peers
- Draft #4 read by chair
- Draft #5 read by peers
- Draft #6 read by instructor

**Step 2:**

- Get in groups of 3 (no larger), pass out copies of writing draft #1 and your writing goal criteria.
- Read all three drafts (approximately 30 minutes).

- Write notes on each draft addressing the following (**PQP**):
  - **Praise**: praise the strong parts of the paper. Be specific.
  - **Questions**: identify what questions you had about the paper  
Ask questions that probe and push the author to articulate what they mean.
  - **Polish**: what could be done to polish up the paper? Be specific.
- Discuss each paper. Focus on one at a time as a group, being attentive to the theoretical ideas, how well are the ideas supported, and how well are the ideas connected to ideas of others (citations)
- Respond in writing to each peer, use **PQP** format (See attached graphic organizer)
- Discuss the draft as a group, by asking the author the questions generated in the written response.
- Allow about 30 minutes of undivided attention per draft, roughly 10 minutes to read, 10 minutes to write response, and 10 minutes to discuss as a triad. Attach peer response, one from each member of the group, to draft.
- Be sure group names are clearly indicated on draft, along with the author's name clearly delineated.
- Determine date to reconvene with writing group for 3<sup>rd</sup> and 5<sup>th</sup> draft.
- In the last 10 minutes, as a large group we will discuss what you learned by reading and receiving feedback from your peers.

**Step 3:** Create rubric for writing in class

**Step 4:** Revise 1<sup>st</sup> draft.

**Step 5:** Turn in 2<sup>nd</sup> draft to instructor on \_\_\_\_\_ .

Attach 1<sup>st</sup> draft and drafts with comments from peers.

**Step 6:** Revise again. Make sure you use APA style.

**Step 7:** Meet with writing group for more feedback.

Follow directions from Step 2 and use **PQP** for guiding feedback to peers.

**Step 8:** Revise paper again.

**Step 9:** Meet with chair and get feedback on Draft #4.

**Step 10:** Revise again.

**Step 11:** Share draft #5 with peers via email or provide hard copy a week in advance so peers have time to fully read draft. Meet with writing group for more feedback.

Follow directions from Step 2 and use **PQP** for guiding feedback to peers.

**Step 12:** Revise again.

**Step 13:** Prepare for presentation.

**Step 14:** Present paper to class and turn in paper with all of drafts including those with comments from instructor and peers on \_\_\_\_\_ .

Session 4 & 5 Sept. 21 & 28 Presentation Preparation

Group Presentation Preparation – Meet with group.

**No Readings.**

Session 6 Oct. 5 The Light in the Eyes Presentation

**The Light in the Eyes Presentation**

Read Nieto, Sonia. (1999). *The light in their eyes: Creating multicultural learning communities*. New York: Teachers College. ISBN 0-8077-3782-8

2<sup>nd</sup> Draft of Paper & Writing Rubric to instructor.

Remember to turn in all drafts and peer comments.

Session 7 Oct 12 Tribes Presentation

**Tribes Presentation**

Read Gibbs, Jeanne. (2001). *Tribes TLC®: A new way of learning and being together*. Windsor, CA: Center Source Systems. ISBN 0-932762-40-9

Session 8 Oct 19 Writing Workshop

Writing Workshop with Group Draft #3

Meet with group provide feedback, listen to suggestions, & make plans for revisions.

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California Council on Teacher Education Oct 20-22

Sheraton Island Hotel & Marina [www.ccte.org](http://www.ccte.org)

3<sup>rd</sup> Draft of Writing. Remember to turn in all drafts and peer comments.

**No Readings**

Session 9 Oct 26 Tongue Tied Presentation

**Tongue Tied Presentation**

Read Santa Ana, Otto. (2004). *Tongue Tied: The lives of multilingual children in public education*. Lanham, MD: Rowman & Littlefield. ISBN 0-7425-2383-7

4<sup>th</sup> Draft of Writing to thesis/culminating activity chair

Session 10 Nov 2 I'll Grant You That Presentation

**I'll Grant You That Presentation**

Read Burke, J. Prater, C.A. (2000). *I'll grant you that: A step-by step guide to finding funds, designing winning projects and writing powerful grant proposals*. Portsmouth, NH: Heinemann. ISBN 0-325-00197-9

Session 11 Nov 9 Writing Workshop with Group

Writing Workshop with Group Draft #5

Meet with group provide feedback, listen to suggestions, & make plans for revisions.

5<sup>th</sup> Draft of Writing. Remember to turn in all drafts and peer comments.

**No Readings**

Session 12 Nov 16 MA Defenses

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Defenses: Preview what you will be doing as a culminating activity for your masters.  
**Turn in 6<sup>th</sup> Draft of Writing to instructor. Remember to turn in all drafts and peer comments.**

***No Readings***

Session 13 Nov 23 Writing Presentation Preparation

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Thanksgiving Break  
& Independent Work on Writing Presentation

***No Readings***

Session 14 Nov 30 Review & Application

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Multicultural Perspective Review and Application  
Group Process Review

***No Readings***

Session 15 Dec 7 Final

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Potluck  
Reflections on the semester  
Implications for creating communities of learners  
Discuss next semester coursework

**While this syllabus is carefully planned, it may be modified at any time in response to the needs and interests of the class.**

## EDUC 626: Writing Assignment

Objective of Writing Assignment: Students will be able to \_\_\_\_\_

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**Step 1:** Identify what your writing goal is for the semester. Identify the criteria you will set for yourself to determine if you meet your goal. Write 3 pages to begin this writing. Bring 5 typed copies of this to class.

You will write a minimum of 6 drafts during this semester:

Draft #1 read by peers

Draft #2 read by instructor

Draft #3 read by peers

Draft #4 read by chair

Draft #5 read by peers

Draft #6 read by instructor

**Step 2:** Writing Workshop

- Get in groups of 3 (no larger), pass out copies of writing draft #1 and your writing goal criteria.
- Read all three drafts (approximately 30 minutes).
- Write notes on each draft addressing the following (**PQP**):
  - **Praise:** praise the strong parts of the paper. Be specific.
  - **Questions:** identify what questions you had about the paper  
Ask questions that probe and push the author to articulate what they mean.
  - **Polish:** what could be done to polish up the paper? Be specific.
- Discuss each paper. Focus on one at a time as a group, being attentive to the theoretical ideas, how well are the ideas supported, and how well are the ideas connected to ideas of others (citations)
- Respond in writing to each peer, use **PQP** format (See attached graphic organizer)
- Discuss the draft as a group, by asking the author the questions generated in the written response.
- Allow about 30 minutes of undivided attention per draft, roughly 10 minutes to read (first meeting only), 10 minutes to write response, and 10 minutes to discuss as a triad. Attach peer response, one from each member of the group, to draft. (Due to increased length in revision drafts #3 & 5 more than 10 minutes might be needed to read entire drafts thoroughly.)
- Be sure reader & author names, as well as date and draft # are clearly indicated on draft and draft feedback sheet.
- Determine date to reconvene with writing group for 3<sup>rd</sup> and 5<sup>th</sup> draft.
- In the last 10 minutes, as a large group discuss what you learned by reading and receiving feedback from your peers. What went well and what could be improved next time? Develop a plan to implement strategies.

**Step 3:** Create rubric for writing in class

**Step 4:** Revise 1<sup>st</sup> draft.

**Step 5:** Turn in 2<sup>nd</sup> draft to instructor on \_\_\_\_\_ .

Attach 1<sup>st</sup> draft and drafts with comments from peers.

- Step 6:** Revise again. Make sure you use APA style.
- Step 7:** Meet with writing group for more feedback.  
Follow directions from Step 2 and use **PQP** for guiding feedback to peers.
- Step 8:** Revise paper again.
- Step 9:** Meet with chair and get feedback on Draft #4.
- Step 10:** Revise again.
- Step 11:** Share draft #5 with peers via email or provide hard copy a week in advance so peers have time to fully read draft. Meet with writing group for more feedback.  
Follow directions from Step 2 and use **PQP** for guiding feedback to peers.
- Step 12:** Revise again.
- Step 13:** Prepare for presentation.
- Step 14:** Present paper to class and turn in paper with all of drafts including those with comments from instructor and peers on \_\_\_\_\_.

Self Identified Criteria	5 points
Citations (Use APA style)	5 points
All Drafts Included	5 points
Total	35 points

Author \_\_\_\_\_ Reader \_\_\_\_\_ Date \_\_\_\_\_

Draft # \_\_\_\_\_

### Writing Workshop Feedback Guide

Objective of Writing Assignment: Student will be able to \_\_\_\_\_

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#### **Praise**

Praise the strong parts of the paper. Be specific.

#### **Questions**

Identify what questions you have about the paper.

Ask questions that probe and push the author to articulate what they mean.

#### **Polish**

What could be done to polish up the paper? Be specific.

## EDUC 626: Group Presentation

**Objective:** To teach the content of a text (Burke & Prater, 2000; Gibbs, 2001; Nieto, 1999; or Santa Ana, 2004) using a cooperative or collaborative learning instructional strategy (from Gibbs or another source approved by instructor).

**Step 1:** In a group of two to four conduct an inquiry to gather as much information as you can about your text (Burke & Prater, 2000; Gibbs, 2001; Nieto, 1999; or Santa Ana, 2004) and your process (cooperative and collaborative instructional strategy). Brainstorm what beliefs are implemented in this cooperative and collaborative instruction. Determine how the text and the instructional strategy are aligned or not. Identify what questions you believe the class will have about both the content and the process. Make sure you address these questions in the presentation. Before you start working as a group - take 5 minutes to think privately – jot down notes to share. Be creative; do your best work.

**Step 2:** Identify how you will use your cooperative and collaborative instructional strategy to teach our class about the text. *Remember your peers have read the readings, so DO NOT teach the content or process extensively, rather bring it to life with a model demonstration.* Since the process is not the focus of the presentation make sure that the cooperative and collaborative instruction will be transparent through presentation. Your presentation must:

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- address the needs of different learning styles, cultures, readiness levels, interests, and talents;
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**Step 3:** Create a handout reviewing key concepts of the text, key concepts of instructional strategy, resources for using the instructional strategy, critical analysis of text & instructional strategy (pros & cons/cost & benefits), lesson, etc.

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**Step 5:** Before your demonstration, assign roles to each member. Decide who will do what, when and for how long. You will need to determine what materials you will need to insure a successful demonstration. Consider activities to debrief with the group. For example, quick writes, lesson plan revision, guided critique...

**You will not complete all steps tonight, but you will need to email instructor a tentative plan. Before you leave determine:**

- outline for presentation
- when you will meet (2-4 planning session)
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- how the text and the instructional strategy are aligned or not

- what questions you believe the class will have about both the content and the process – and prepare to answer all questions
- who will be responsible for 4 lessons, handout, text resources, instructional strategy resources, multicultural perspective resources, critique and materials needed for presentation and who will bring/create them.
- **who will type up the plan and send/respond via email to group and instructor by Monday**

**Step 6:** Practice demonstration to fit 20-30 minute requirements. Instructor will stop all presentations at 30 minutes.

**Step 7:** Conduct the demonstration on your chosen date. Make sure all members of the group participate in MEANINGFUL ways Presentations will be graded on membership contribution to the process.

**Good Luck and Have Fun!**

Representation of Text	5 points
Representation of Instructional Strategy (Modeling & Lesson Plans)	5 points
Resource Handout for Instructional Strategy & Perspective	5 points
Critical Analysis of Text (Pros & Cons)	5 points
Critical Analysis of Instructional Strategy (Pros & Cons)	5 points
Debriefing (Engaging and Support Next Steps)	5 points
<u>Timing (Pacing, within 20 -30 mins. and all members participate)</u>	<u>5 points</u>
<b>Total</b>	<b>35 points</b>