

California State University San Marcos  
College of Education

**Education 626: Developing Communities of Learning**  
Fall Semester 2004

Instructor: Robin D. Marion, Ph.D.  
Office Hours: Thirty minutes before and after class and by appointment  
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Meeting time: W 5:30-8:15 or TR 4:00-6:45, for 15 sessions (subject to negotiation)  
Location: W UH-441 or TR Oceanside HS

**Mission and Commitments of the CSUSM 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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

**Course Description:**

This course involves critical examination of the ways in which communities are developed by considering core concepts about learning in organizations. The emphasis is on facilitation, leadership, and dialogue. Peter Senge's five disciplines are considered, critiqued, and applied to three levels of learning: the classroom, the school, and the larger neighborhood community within which the school resides. Course participants will design a project to facilitate development of community at one of the three levels, through development of grant applications to support the project.

**Course Objective:**

This course is specifically designed to inspire thoughtful reflection on theories of community development and to apply that theory to one's teaching and professional practice. Progress will be documented in several ways: studying models of community development, facilitating and critiquing student-run class sessions, writing informal reflections, and through gradually designing 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 Texts:**

Burke, Jim & Prater, Carol Ann. (2000). I'll Grant You That, Portsmouth, New Hampshire: Heinemann  
Senge, Peter, et. al. (2000). Schools That Learn, New York, New York: Doubleday/Currency

**Other readings to be provided in class or on the web by students and instructor.**

**Recommended Reading:**

In order to stay updated regarding educational issues that impact teaching and learning, 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*. These and similar publications will be very helpful as you complete the assignments for this course.

**Attendance Policy:**

Due to the interactive nature of courses in the College and the value we place on the contributions of every student, you are expected to prepare for, attend and participate in all classes. For extenuating circumstances contact the instructor before you miss class and make arrangements to make up what you have missed. Failure to do so may negatively impact your grade.

**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. Located in Craven Hall, Room 5025A, or reached by phone at (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.

**Tentative Class Schedule (Subject to change):**

*Readings are in italics next to the date you should have **completed** the reading.*

**Assignments are in bold next to the date they are due.**

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|-----------------|--|
| S1 – 9/1 or 2   | <p><b>Prewriting – Reflections on facilitation</b><br/>         Course overview, strategies for successful completion<br/>         Schools That Learn<br/>         Finalize schedule<br/> <i>Senge, p.v-58</i><br/> <b>Commit to a level of focus for facilitation, form three groups</b></p>  |
| S2 – 9/8 or 9   | <p><b>Prewriting – Experience related to a community of learning</b><br/>         Five Disciplines and Examples of levels (classroom, school, community)<br/>         Group Planning<br/> <i>Senge, p. 59-100</i><br/> <i>In class readings: Tribes, Lesson Study, Connecting with Parents</i><br/> <b>Commit to a concept for a project to facilitate</b></p> |
| S3 – 9/15 or 16 | <p>Grants: Imagining and exploring the possibilities<br/>         Timelines, Resources and Examples<br/> <i>Burke &amp; Prater, p. xii-29, 160-194, 223-228, 231-262</i><br/> <b>Information on three potential resources due</b><br/> <b>Commit to a resource</b></p>   |
| S4 – 9/22 or 23 | <p>Classroom<br/> <i>Senge, p. 101-185.</i><br/> <i>Reading provided by group</i><br/> <b>Reflections on content and facilitation</b></p>  |

- S5 – 9/29 or 30      School  
*Senge, p. 271-380*  
*Reading provided by group*  
**Reflections on content and facilitation**
- S6 – 10/6 or 7      Grants: Committing and conceptualizing, sharing our ideas  
*Burke & Prater, p. 30-55, 137-149, 212-222*  
**Bring copy of grant RFP (request for proposal), or if none is available, a one brief page description of who, what, when, where and how**  
**Draft one - Concept introduction for grant proposal**
- S7 – 10/13 or 14      Community  
*Senge, p. 459-528*  
*Reading provided by group*  
**Reflections on content and facilitation**
- S8 – 10/20 or 21      Classroom  
*Senge, p. 186-270*  
*Reading provided by group*  
**Reflections on content and facilitation**
- S9 – 10/27 or 28      Grants: The plan, aligning needs and benefits  
Peer Review  
*Burke & Prater, p. 56-91, 150-159*  
**Draft two – revise draft one and add method, activities, management plan, and time line; attach draft one to back**
- S10 – 11/3 or 4      School  
*Senge, p. 381-458*  
*Reading provided by group*  
**Reflections on content and facilitation**
- S11 – 11/10 or 11      Community  
*Senge, 529-554*  
*Reading provided by group*  
**Reflections on content and facilitation**
- S12 – 11/17 or 18      Grants: Convincing, clarifying and specifying  
Resources needed and other attachments  
*Burke & Prater, p. 92-119*  
**Draft three – revise draft two and add budget, abstract and appendices; attach original drafts one and two with feedback to back**
- No class November 24 or 25 (Thanksgiving Holiday)**
- S 13 – 12/1 or 2      Revise, Refine, Complete, and Submit  
End Notes and Reflections on Facilitation  
*Burke & Prater, 120-136*  
*Senge, p. 555-573*

S 14- 12/ 8 or 9 Course evaluation  
 Proposal readaround and plans for the future  
**Final draft\* – complete proposal nicely packaged with evidence of submission**

\*All final proposals will include all required parts. If granting agency requires a different format or different sections, turn in two versions as the final. Parts may be organized in different order but must all be present.

### Grading Policies and Assignments:

Attendance, preparation for class, respectful participation	10 points
Reflections, commitments and artifacts assigned (10)	20 points
Group facilitation of one class session* Readings, facilitation skills, sharing of developing proposals	30 points
Grant Proposal**	
Draft one – Concept Introduction	5 points
Draft two – Revise and add method, activities, management plan, and time line; attach original to back	10 points
Draft three – Revise and add budget, abstract and appendices; attach earlier drafts to back	10 points
Final draft – complete proposal nicely packaged with evidence of submission; no earlier drafts included	15 points
Total .....	<hr/> 100 points

\*These group facilitations have two purposes:

- ❖ to help class participants develop conceptual understanding of Senge’s model of the ways in which educators might facilitate community at a particular level in their practice, and
- ❖ to develop practical understanding of peer models of practice being used to develop communities at each of those levels (classroom, school, and local community)

\*\*Rely on the *Burke and Prater* readings for details about what each section of the developing grant proposal includes.

Assignments are due when noted even if absent.

All assignments should be thoughtful, high quality, edited, proofed and word-processed.

Contact instructor in advance of any absence and suggest how you will make up missed sessions with alternative assignments.

Grading of written assignments will be based on adherence to the assignment, evidence of revision, clarity, coherence, and legible, edited text.

All assignments may be revised and resubmitted for a possible higher grade within one week of instructor returning papers to class.

Remember to cite all information obtained from others completely.