

This First Year Seminar was developed to support incoming Wake Forest students to understand the diversity of educational experiences that Americans have for their K-12 schooling. The goals for the course, in addition to the practice focused learning goals described below, include introducing students to the inequities that exist in America, helping students to see how the systems that currently exist are not meeting the needs of all who are subjected to them, and supporting students to reimagine what school can and should be for all students. Throughout the course, we have discussions about the role that data plays in supporting an argument, including discussion about both quantitative and qualitative data, and how they contribute to our understandings. In the final phase of the course, the reimagining, my goal is to introduce students to the data that supports our understanding of climate change, and then to incorporate our understanding of climate change into our vision for schools of the future.

FYS: Schools & Schooling: Understanding Our Varied Experiences

Syllabus

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Office Hours: T/Th 2-4 and by appointment

Course Website: <https://sites.google.com/a/wfu.edu/schools-schooling/>

Course Information:

In this class we will discuss the variety of educational contexts that students experience, both within the United States and internationally. Students will explore the characteristics of the context they experienced for high school, and how that is similar to and different from other schooling contexts nationally and internationally. This investigation will explore: how students learn content, the physical context of schools, and the populations that make up schools. Particular attention will be paid to educational inequities in the United States and abroad.

Some of the learning goals for this course include:

- Read and analyze increasingly more sophisticated texts throughout the semester.
- Pose and respond to complex ideas about schools and schooling in the United States and abroad.
- Identify, analyze, interpret, and evaluate complex ideas.
- Construct cogent arguments in both written and oral formats.
- Effectively use of library resources to support an argument in a research paper developed over the course of the semester, using appropriate and correct citations.
- Present an argument to the class in a clear and concise manner related to papers you have written, including both the research paper and the book review.
- Conduct a class session in which you lead peers in classroom activities related to your book review session.

Course Policies:

Attendance: Your attendance at each class session is expected. If your absence is unavoidable, please email me with as much advance notice as possible. Any work due that day, needs to be submitted ahead of time. You will be expected to submit a reading response for the readings due that day after you have had a chance to talk with a classmate. Your reading response needs to address: What were the main points of the reading? How does this reading fit with other things we've read in this class? And, talk to you classmates to describe one thing that was important that came up during class that was not in the readings. **Two tardies or "early releases" are equivalent to an absence, and need to be made up accordingly.**

Late Work/Make-up Work: Late work may be submitted, but **the grade will reflect a 10% penalty per day late.** Communicate with me ahead of time if there is something that is adversely affecting your

performance.

Cell phones and Computers: Please only use these at specified times, and ensure that they will not interrupt class at other times. We all make mistakes (thinking that we silenced our phone) and sometimes there are urgent circumstances, but please try to keep these to a minimum and discuss this with me ahead of time.

Academic Misconduct: In this course, you will be expected to abide by the Wake Forest Honor Code:

The honesty, trustworthiness, and personal integrity of each student are integral to the life and purposes of the Wake Forest community. This statement is embodied in one of our oldest traditions, and that is the honor system (honor code). When a student signs an application for admission to Wake Forest, they agreed to live by the honor system at Wake Forest. In specific terms that means that you and every other student have agreed not to deceive (lie to) any member of the community, not to steal from one another, not to cheat on academic work, not to plagiarize academic work, and not to engage in any other forms of academic misconduct. It means that we can trust each other, and that we willingly accept responsibility for our own conduct and activities. This is a tradition that goes back to the founding of Wake Forest, and with your participation, it continues to be a cornerstone of our community and our interactions with one another. (summary taken from: <http://services.studentlife.wfu.edu/judicial-affairs/honor/>)

Accommodations: If you have a disability that may require an accommodation for taking this course, please contact the Learning Assistance Center (336-758-5929) in 117 Reynolda Hall within the first two weeks of the semester.

Grades: The grading structure of this FYS is arranged according to a point structure. You earn points for each component or requirement of the class that you meet, and your final grade is determined by calculating the percentage of the total possible points that you have earned. This is explained in further detail on the course assignments page. If I am concerned about how you are doing in the course, I will arrange to speak with you individually about how you can work to improve.

Grade of Incomplete: An Incomplete will only be given to students who are unable to attend part of the course due to extreme illness or other emergency.

Readings: Since many of our readings are available as pdfs, it is likely that you will want to be able to have access to them during class. Please do not plan to have your computers out at all times. Research has shown that multi-tasking during class not only affects your own learning, but the learning of those around you. In a small class, everyone is affected.

Schools & Schooling: Understanding Our Varied Experiences
Class Schedule

Date	Tuesday	Thursday	Assignment (Due Thursdays)
8/28 - Goals of Education	Introductions	What are the goals of American education?	<ul style="list-style-type: none"> Student Survey https://goo.gl/forms/R5x6cpSproOsmxCC3
Reading	Syllabus	Alfie Kohn - "What does it mean to be well educated?" (Reserves)	
9/4 - Understanding Ourselves	Educational Research Methods	Interview Questions	<ul style="list-style-type: none"> Sign up for and attend a library Zotero workshop (before 9/22 if possible): http://pdc.wfu.edu/events/88/
Reading	Robert Putnam - <i>Our Kids</i> - Last Chapter "The Stories of Our Kids" (Course Text) The Smartest Kids in the World - Appendix II - AFS Student Experience Survey (Reserves)	Shopping Mall High School (Reserves) Book Review Preference Survey: https://goo.gl/forms/e79itQFGArxXJTDw2	
9/11 - Understanding Ourselves	Interview a Classmate	Analyzing Interview Data	<ul style="list-style-type: none"> Interview your roommate.
Reading	Why School: Afterward - Writing about School (Reserves)	Seidman - Interviewing as Qualitative Research (Reserves)	
9/18 - American Education Experiences	Field Trip to Summit School	Introduction to the Library - Resources and Sources Class meets in Library Room 204	<ul style="list-style-type: none"> Interview Reflection
Reading	The Smartest Kids in the World - Appendix I - What A World Class Education Looks Like (Reserves)	<i>Our Kids</i> - Chapter 1 And watch this video: http://www.lib.ncsu.edu/tutorials/picking_topic/	

9/25 - American Education Experiences	Port Clinton, OH, Bend, OR, & Atlanta, GA Study Abroad Fair 11-4 in Benson	Orange County, & Philadelphia	<ul style="list-style-type: none"> Reflection #1
Reading	<i>Our Kids</i> - Chapters 2 & 3	<i>Our Kids</i> - Chapters 4 & 5	
10/2 - American Education Experiences	Review of Reviews	Library Part 2 - Citations Class meets in Library Room 204 **Research topic due before class** **Bring one copy of each of the two reflections you have written.**	<ul style="list-style-type: none"> Research Paper Topic Due
Reading	<i>Our Kids</i> - Chapter 6 Read ONE of these 3 reviews: New York Review of Books NYTimes Washington Post & Work on your book review	Work on your book review **Research topic due before class** **Bring one copy of each of the two reflections you have written to class.**	
10/9 - American Education Experiences	Field Trip to Speas **Savage Inequalities group needs to meet with me**	Book Review Presentation: Savage Inequalities	<ul style="list-style-type: none"> Book Review Due
Reading	Skim this (you already read it): The Smartest Kids in the World - Appendix I (Reserves) & Work on your book review	Work on your book review	
10/16 - International Education Experiences	What does it take for educational change? **Smartest Kids in the World group needs to meet with me**	Book Review Presentation: Smartest Kids in the World Education Course Options Presentation **The Teaching Gap group needs to meet with me**	<ul style="list-style-type: none"> Mid-Term Evaluation
Reading	Finnish Lessons (Reserves)		

10/23 - International Education Experiences	Book Review Presentation: The Teaching Gap	Library Part 3 - Organizing Information Class meets in Library Room 204	<ul style="list-style-type: none"> Research Paper Annotated Bibliography Due
Reading		**Research Paper Annotated Bibliography Due Before Class**	
10/30 - Charter Schools	Robert Putnam Presentation @ W-S Foundation **Whatever It Takes group needs to meet with me**	Book Review Presentation: Whatever it Takes	<ul style="list-style-type: none"> Reflection #2
Reading			
11/6 - Sustainability	Sustainable Food Systems	Sustainability: What do people know? What should they know?	<ul style="list-style-type: none"> Research Paper Outline Due
Reading	A Study of School Meals by Correia and Sakkal (Reserves)	This Changes Everything by Naomi Klein (Reserves)	
11/13 - Educational Possibilities	What should the goals of American education be?	What can we do to help? Pro humanitate in education.	
Reading	Why are all the Black Kids sitting together in the Cafeteria? - Part 1 (Reserves)	Revisiting Alfie Kohn	
11/20	Peer Review of Rough Drafts	THANKSGIVING	<ul style="list-style-type: none"> Rough Draft of Research Paper Due
11/27	Final Presentations	Final Presentations	<ul style="list-style-type: none"> Presentation Self-Reflection
12/4	Final Presentations	Final Exam	<ul style="list-style-type: none"> Final Research Paper Due End Student Survey