The School of Education prepares knowledgeable, reflective, caring teachers and leaders for diverse communities.

Part I (Syllabus)

Semester: Spring 2010

Course: EDUC 1700G (3cr.) Home-School Partnership for Literacy
        Time: Tuesday 4:50-7:20                Place: NAC 6/314

Instructor: Sonia Francis                      Email: Taskstream

1. Course Description: Studying the contexts in which children live, work, and play is essential for understanding how children learn. Studying the context will also help us reflect on what supports that learning. “Context” here means the place (where), the time (when), the materials provided or available (what), the atmosphere and instructions given (how), the people participating (who), and previous experiences. Context for learning involves both the environment provided and the interactions that occur.

   In this course, we will study the contexts that exist in the “life school” and the ones we create in our own classrooms and schools. We will conference with families to build and extend our knowledge about what children know, how children learn and how to better support their continued progress. We believe that an awareness of the knowledge that children bring from home and their community is valuable for planning instruction; developing curriculum; and being accountable to ourselves, our peers, the children and the families. This is only possible when we begin to have respectful and equitable relations with the families we serve. (Grave 1985)

2. Prerequisites: None

3. Co-requisites: None

4. Required Course
5. **Working themes of the Conceptual Framework of the School of Education**

- **Educating for and About Diversity:** You will be engaged in discussions of various assigned readings that address inner city school population, and observations of inner city schools in order to acquire knowledge of building home school partnerships for all students of diverse culture, linguistic, and socio-economic backgrounds. You will also become aware of how the notions of race, gender, sex, sexuality, class, ability, and language influence the creation of meaningful partnerships.

  You will be engaged in discussions of professional literature, reading of culturally diverse children’s literature, planning strategically to meet the needs of all children and observation of diverse populations in order to successfully select appropriate practices and materials for all learners from various backgrounds.

- **Developing In-depth Knowledge About the World:** You will be engaged in discussions of various assigned readings that will provide knowledge of how individual, cultural, linguistic, ethnic and racial differences influence the partnerships that are built between home and school. You will also take into account the pivotal role that background knowledge and funds of knowledge play in literacy and apply this to the content areas (science, social studies, math and literature.)

  By reflecting on your own experiences of diverse populations of school-aged children, you will develop knowledge about creating home school partnerships in and out of the United States. You will be involved in an action research where you will collect data that will directly impact your pedagogy. You will share knowledge and research with other candidates, colleagues, and administrators in order to influence the world around you.

- **Becoming Skillful, Reflective Practitioners:** You will be expected to participate in reflective journal writings, course discourse, and peer feedback, as well as self-assessment in order to reflect on your teaching practices and skills. You will set appropriate goals for improvement.

- **Nurturing Leadership for Learning:** You will engage in cooperative group discussions, current course readings and reflections of these, and professional experiences to become knowledgeable of current issues in education impacting teaching practices and home school partnerships today. You will reflect on your own teaching practices and set aside goals to meet the needs of your students and validate their funds of knowledge.

  You are responsible for your peers. Through work in pairs and groups, you will provide constructive feedback, suggestions, and directions for the class and individuals within the class.

- **Building Caring Communities:** You will provide critical, collegial feedback and support for each other. You will work with each other to provide each other with feedback on lesson plans, understanding challenging texts, analyzing assessments, and articulating each others’ stance on teaching and creating meaningful partnerships. You will begin to see yourself as part of multiple communities and understand how your research and learning have potential to positively impact your community.
6. **Student outcomes expected upon completion of course**

Upon successful completion of the course the student will evidence beginning, developing, or proficient competence in the following:

- ‘stepping back’ to look at and develop their own practices
- understanding theoretical and practical approaches to build and/or strengthen equitable home-school partnerships to support children’s literacy development

7. **Suggested multiple methods of assessing candidates (point system/%)**

**Duties and responsibilities** - total 45pts

- Attendance and Punctuality 15pts
- Article Responses 10pts
- Cartoon/Comic Interview Project 5pts
- Taskstream Discussions 5pts
- Pedagogical H-S-P Timeline 5pts
- Music-Infused Life Context Map Assignment 5pts

**Action Research Components** - total 45pts

- History of the Question 3pts
- Class Profile 2pts
- Three Parent Conversations 1.5pts
- Three Student Conversations 1.5pts
- Methodology 7pts
- Literature Review 2pts
- Data and Analysis 7 points and 7 points
- Booklist related to project 2pts
- Final Reflection 10 pts
- Observation Journal 2pts

**Oral Presentation** - 6pts

- Organization is logical, clear and fully engages audience’s interest.
- You must demonstrate knowledge of forming a Home-School Partnership.
- Interesting delivery using some type of technology to record events:
  - PowerPoint, I-Movie, Slide Show, Tape recording, Videotape, Picture
- Evidence: Children’s work, Books, video tape of lesson, samples of materials used
- Your reflection as a literacy educator:
  - Changes in your attitude towards parents and children.
  - Changes in your practice since you began this project.
  - Changes you noticed in children’s attitude about themselves and learning.
  - Changes you noticed in parental involvement and/or school community.
- You must bring in an outline of your project with enough copies for everyone in the class.
  The suggested outline for your presentation:
  1) Grade & Population you are teaching  
  2) Description of project, findings  
  3) Question & history of the question  
  4) Reflection of yourself, parents and students

**Ongoing Family Conversation** - 4pts

- Keep a journal/log of eight ongoing conversations you maintained with one of your families.
- Observation of behavior and/or oral statements on site and/or video/s
- Work sample/s and reflection
- Participation reflects your commitment and contribution toward creating a learning community in this class. All absences, lateness and extended missing presence from the class will result in 0 points earned for that session. If you are not present you can not participate!
- Timely completion of all assigned readings and projects is expected; late work will be penalized with the loss of half the points. Work that is handed in on time will be graded 1st and takes
priority over work that has been handed in late. Revisions to include my feedback and that of peers will only be allowed for action research components. An outline of detailed criteria will be provided for all other assignments, failure to follow the criteria will result in loss of points and no chances of revision.

8. Incompletes are negotiated with the final authority of the professor. Incompletes are rarely given but may be distributed as a result of emergencies if proper documentation is provided. **Failure to manage time and over extending one’s self do not qualify as emergencies. Meet with me if you find yourself receiving grades below a B.**

9. CUNY Policy on Academic Integrity—Plagiarism/Internet Plagiarism may incur academic and disciplinary penalties, including failing grades, suspensions, and expulsion.

10. Students who have a documented disability or any special needs should inform the Office of Student Disability Services, Transformative Literacy Program Office, and me.

11. Required Text/s

- Handouts will be distributed in class
- **Push** by Sapphire
- Freedom Writers and Erin Gruwell

Part II (Course Outline)

Participants will fulfill the following responsibilities:

- Attend all classes. This requires a commitment. All absences are treated equally. Each absence is worth 1 point. Being absent more than twice is grounds for failing this class.
- Arrive promptly to class. Lateness and extended missing presence from class are penalized with the loss of 0.5 points and treated as variations of absences.
- Read all assignments.
- Participation in small and large group discussions is a must.
- Participation and entries on Taskstream are a must and must be done in a timely manner.
- Write daily in your observation journals to include regular entries of observation you have made about your class, a particular child or parent, your school, parents and yourself as a literacy teacher. Journals will be checked on the dates specified on the syllabus.
- Explore interests, concerns or problems you have in building and/or strengthening a home-school partnership. Design an Action Research with families to help you explore your thinking/learning.
- Presentation of Action Research to your classmates.
- Submit a final paper of your Action research.
## Course Assignments and Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td><strong>Week One</strong></td>
<td>02/02</td>
<td>Creating Meaningful Home School Partnerships</td>
<td>Introduction (Overview of the Class) <em>A Day in the Life Of</em></td>
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| **Week Two** | 02/09 | Exploring And Utilizing Family Literacy | *Class A Day in the Life Of*  
  *Class Profile*  
  Begin reading *PUSH* due on 03/02 |
| | | | |
| **Week 3** | 02/16 | Tools for Digging into Family Literacy | *Cartoon/Comic Interview Project*  
  *Samples Questions*  
  *Observation Journal* |
| | | | |
| **Week 4** | 02/23 | Multiple Entry Points for Family Involvement | *1st Family Conversation*  
  *History of the Question*  
  *Observation Journal* |
| | | | |
| **Week 5** | 03/02 | Building a Bridge Between Home and School | *Music-Infused Life Context Map Assignment* |
| | | | |
| **Week 6** | 03/09 | Assumptions Hinder Partnership | *Begin reading The Freedom Writers* due on 04/06  
  *Observation Journal Collected*  
  *Class Music-Infused Life Context Map* |
| | | | |
| **Week 7** | 03/16 | Life is Full of Surprises | *Observation Journal*  
  Research a famous person with a disability and be prepared to share in class. *Class Family Treasures* |
| | | | |
| **Week 8** | 03/23 | Aural, Oral and Written storytelling | *History of storytelling in your family*  
  *Observation Journal*  
  *Lit Review Draft* |
| | | | |
| | | **Spring Recess 3/29 - 4/5** | |
Week 9  04/06
Focusing On Context and Culture in Home School Partnerships

Assignments Due
Family Conversation #2
Sample Home School Partnerships
Methodology Draft

Week 10  04/13
Networks and Resources that Lead to Success

Assignments Due
Booklist
Observation Journal Collected

Week 11  04/20
Understanding How Systems Play A Role in Home School Partnerships

Assignments Due
Project Work Samples

Week 12  04/27
Reflection and Self Assessments

Assignments Due
Pedagogical Home School Partnership Timeline

Week 13  05/04
Overcoming Challenges for Diverse Partnerships

Assignments Due
Family Conversation #3
Work On Your Action Research and Presentation
Observation Journal

Week 14  05/11
Modifying Mandated Curriculum

Assignments Due
Presentations
Observation Journal Collected

Extra Credit! Literacy Conference- Saturday May 15

Week 15  05/21
Celebrating Our Own Home School Partnerships

Assignments Due
Presentations
Action Research Project (Late papers will be Penalized with a lower grade)

~ Last Day Of Class! ~