

EDU 452 Section A

Poverty Matters (3 credits)

Professor: Deborah Young
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Class time: TBA
Location: TBA

Statement of Inclusivity

In keeping with Naropa's mission, the instructor and class members in this course strive to support an inclusive learning community, respecting those of all backgrounds and beliefs. As a community, we aim to be respectful to all people regardless of race, ethnicity, religion, age, veteran status, ability, immigration or economic status, gender or sexual orientation.

Gender Pronoun

This course affirms people of all gender expressions and gender identities. Please let your instructor know the appropriate gender pronoun to use for you. Also, if you would like to be called a name other than what is on the class roster, please let your instructor know. If you have any questions or concerns, do not hesitate to contact your instructor.

Online Sourcebook Statement:

The online sourcebook for this course is available in the ELearning class. Login to MyNaropa > eLearning Tab > All My Courses, and click on the link leading to the class. Weekly downloadable readings are located on the Online Sourcebook page. Links to internet sources are located on the Web Resources page. It is expected that students will check the eLearning class on weekly basis for new content. A Student eLearning Tutorial is available at MyNaropa > eLearning Tab.

Methods of instruction:

This course will consist of lecture, 20%
LC led discussions of the readings, 15%
Small group action research, 10%
Student group presentations: 10%
Seminar 45%

Extra time or expense required for the class: 60 Practicum Hours in a education program with CLD students either locally or in Jalapa, Nicaragua. The Professor will approve and assist setting up the service learning. All students decide upon location by 3rd week of class. International option is decided by drop/add deadline due to extra costs and plane ticket.

Required Textst:

Illich, I. (1970) *Deschooling society*. New York: Harper and Row (DS)

- Freire, (1995). *Pedagogy of Hope: Reliving Pedagogy of the Oppressed*. Continuum. New York. 1995. (PH)
- Markandaya, K. (1954). *Nectar In A Sieve*. (There are many editions of this book). They are all the same story. We will read this toward the end of class.
- Optional Text: Darder, A., Baltodano, M., & Torres, R. (2009). *The critical pedagogy reader*, New York: Routledge Falmer. SECOND EDITION (orange not purple book) (There will be readings from this book). (DAR)

Choose one of the following in your learning community:

- Eichstaedt, P. (2011). *Consuming the Congo: War and conflict minerals in the world's deadliest place*. Chicago: Lawrence Hill Books
- Freire, P., Gaventa, J., & Horton, M. (1991). *We make the road by walking: Conversations on education and social change*. Philadelphia: Temple University Press.
- Kidder, T. (2009) *Strength in what remains*. New York: Random House
- Kotlowitz, A. (1991). *There are no children here: The story of two boys growing up in the other America*. Anchor
- Nazario, S. (2006). *Enrique's journey. The story of a boy's dangerous odyssey to reunite with his mother*. New York: Random House.
- Prejean, H. (1994). *Dead man walking: An eyewitness account of the death penalty in the United States*. Vintage

Various other readings designated throughout the class will be available through Elearning. The professor may change readings in response to students' interest and feedback.

Course description:

This course explores current theories, research, beliefs, and myths surrounding poverty and its effects on people, the environment, and various communities of practice. Opportunities will be provided for students to deepen their understanding of diversity by developing relationships with local organizations and by working side by side with marginalized populations in the Front Range of Colorado through action research. Students learn and practice adapting instruction for increasingly diverse learners. (There is an option to travel internationally to Nicaragua).

Course objectives and outcomes:

The students will:

1. Participate in applying new knowledge with local educational organizations that are addressing the cycle of poverty, marginalized populations, and/or very young children and their families;
2. Explore various definitions of poverty and the criteria given by different organizations and political bodies;
3. Examine research-based instructional strategies to provide systemic, sequential, and engaging learning experiences to support the development of English language proficiency for social and academic purposes.
4. Uses formative and summative assessments to support student learning.

5. Prepares students to be knowledgeable, understand, and apply the major theories, concepts, and research related to language acquisition and literacy development for Culturally and Linguistically Diverse Learners.
6. Focuses on the need to recognize and understand the similarities and differences among people and develop a respect for all individuals and groups.
7. Work with teachers and/or program directors with the special learning needs of children from different racial, ethnic, cultural, and socioeconomic groups.
8. Integrate diversity teaching in the curriculum.
9. Explore the literature around symptoms and impact on people and communities living in a state of chronic poverty;
10. Examine the concept of culture and the impact on poverty;
11. Understand the differences between industrialized and impoverished nations and how globalization effects industrialized and impoverished nations;
12. Learn about the impact of formal and/or informal education;
13. Identify implications of community based practices through theoretical information about motivation, social change, organizational development, leadership, community organizing, using recent research and historical context;
14. Strengthen skills and dispositions needed to participate effectively in a collaborative learning community, including applying critical attributes of effective cooperative learning for diverse learners;
15. Increase awareness and develop your identity as educator, learner, researcher, and change agent alongside the roles and responsibilities inherent to your chosen identity.

Early Childhood Education Teacher Competencies:

8.01 (3) Family and Community Partnerships: Recognizing that families are their child's first teachers and caregivers is the cornerstone of developing strong partnerships between families and early childhood educators. Children's lives are rooted in their families and communities, so valuing families in the context of their culture, language, home, and community is paramount in building strong connections with children and their families. Celebrating and respecting diversity in terms of ability, language, values, customs, traditions, expectations, and attitudes is essential for early childhood professionals to understand in order to offer developmentally and culturally learning opportunities that will help children grow, develop, and learn. Understanding that children develop in the context of different family structures and dynamics helps early childhood professionals to honor the interests, needs, strengths, and challenges of developing children as well. When early childhood professionals work collaboratively with community organizations/agencies to meet children's needs and to encourage community involvement, children's development is enhanced. Collaborative, reciprocal family and community partnerships help to optimize a child's growth, development, and learning.

Weeks: 2, 11, 12, 13

8.01 (8) Teaching Practices: Early childhood educators are responsible for planning, implementing, and supporting intentional experiences that promote children's growth, development, and learning in all developmental and academic domains as defined by the CO academic standards. Understanding that children learn from a supportive physical, social and

temporal environment, it is important that early childhood educators create opportunities where all children can play interactively, communicate, create, explore, and construct knowledge and skills to better understand their world. Establishing a learning environment with regard for student perspectives and that honors all children's individual cultures, strengths, languages, needs, interests and reflects diversity also helps to build a responsive early childhood setting. Planning and implementing a curriculum that responds to the developmental needs of each child and allows children to construct knowledge, skills, concepts, attitudes, and dispositions through intentional experiences enhances the learning environment. Teaching practices reflect CO Teacher Quality Standards for effective teaching.

Weeks: 6, 8, 10, 11, 12

Elementary Education Competencies:

8.02(1) The elementary educator is knowledgeable about curriculum development and instruction, and is able to:

8.02(1)(a) design and implement an integrated curriculum based upon adopted content standards, including, but not limited to: language arts, e.g. reading, writing, speaking, and listening; science; mathematics; social studies; the arts and humanities; health; physical education; and technology.

8.02(1)(b) select and use equipment, materials and technology which support a wide variety of instructional strategies, to be implemented based on adopted content standards, and on both informal and formal assessments of student learning needs.

8.02(1)(c) implement appropriate strategies and activities to increase student achievement.

Weeks: 6, 8, 10, 11, 12

8.02(3) The elementary educator is knowledgeable about classroom environment and is able to:

8.02(3)(a) provide a safe and engaging learning environment, responsive to individual learner needs and student choices and interests.

8.02(3)(b) effectively utilize developmentally-appropriate learner-responsive time- management techniques.

8.02(3)(c) implement positive and effective classroom management strategies that encourage behaviors that will enhance learning for all students.

Weeks: 6, 8, 10, 11, 12

8.22 Culturally and Linguistically Diverse Education:

8.22 (4) The educator of CLD student populations must be knowledgeable, understand, and be able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations. In support of student learning, the CLD educator must be able to demonstrate knowledge and understanding of:

8.22 (4) (a) Colorado state law and federal law, history and socio-political context related to CLD student populations, education, multicultural education, and bilingual education;

- 8.22 (4) (c) the relation of cultural identity and heritage language to English language learning and academic success;
- 8.22 (4) (b) the role of culture in language development and academic success;
- 8.22 (4) (d) the contribution of heritage language maintenance to the development of English language literacy; and
- 8.22 (4) (e) the relationship of culture to family and community involvement in schools in order to communicate, collaborate, and enhance involvement.

Weeks: 1-15

Assessment: critical reflection papers 1,2,3, warriors exam

The course requires a choice of a 60 practicum hours either locally in the Boulder/denver areas and/or in Jalapa, Nicaragua.

Spring break service requirement (International Practicum Hours)

In Jalapa, students apply the knowledge and skills gained in the classroom while living in an impoverished nation home-stay environment. Students participate in ongoing local programs using a participatory action research (PAR) framework engaging in community development initiatives. The initiatives may be involved in PreK- secondary school programs, literacy programs, food security programs, or public health programs including workshops in mental and physical health and hygiene. Students work side by side with native Jalapenos learning and discussing the issues and daily patterns of behavior and education. i.e. Nicaraguan culture. Student will gain an understanding of globalization and how behavior and decisions in Colorado impact those in Jalapa, Nicaragua.

Spring break Practicum Hours (Local practicum hours)

Locally, students will to choose a local organization or school serving underserved populations in the Boulder/Denver area to fulfill the 60 practicum hour requirement. Students apply the knowledge and skills gained in the classroom while working collectively and closely with the organization through a PAR framework. Formative and summative assessment tools will be used to identify, analyze, monitor, and evaluate the effectiveness of the PAR work in regards to growth and development of the organization's stated goals for the time spent together, student learning, and pre-service teacher skill development.

Course Requirements:

1. **Class Attendance** - Attendance is **required and expected**. In the case of sickness or emergency, phone or email the instructor in advance to avoid receiving an unexcused absence.

*Attendance Policy: **Expected***

- Attend all classes throughout the semester
- Attend the service learning work commitments locally and/or internationally. If you do not attend the trip in Nicaragua you will be required to work together with other students from the class who are not traveling with a local service organization determined in the beginning of class and supported by professor.

- This means that all students will need to be in the Boulder area or in Jalapa, Nicaragua during Spring Break. (no exceptions)
- Absent more than 2 classes will affect the student's grade by 1/2 letter grade for each additional session missed.
2. **Critical Reflections assignments (CRA)** and assigned readings - All readings are to be completed prior to class. Class discussion will not recapitulate assigned reading but will build upon it. The readings for this course are extensive and the class discussions are significant. Cultural studies involves a critique on our lives and times, therefore, the discussions will many times challenge assumptions, beliefs, and perspectives that students do not share with one another. My expectation in this class is to cultivate a safe space and respect for all views and none will be viewed as privileged. *IT IS IMPORTANT YOU ARE PREPARED FOR CLASS DISCUSSIONS* otherwise you will end up behind in class. A **critical reflection assignment (CRA)** of the assigned readings and *how they apply to your personal experience* is required (this is not a summary of what you read). These critical reflections will be read first by other students in the class and then by the professor and are one of the most important aspects of the class. There are 2 CRAs throughout the semester, 2-3 pp each with a minimum of 3 references. The expectation is that you will expand the concepts presented in the texts through your personal experience. **20 points** 10 points each paper. (5 points for writing, 3 points for feedback, 2 points for comments). **Please see below the syllabus for assignments.**
3. 5 – 8 page **Final paper** about integrating the courses subject matter with your practicum work The final paper must include (these are not sections of the paper, they are **guidelines** for the development of your paper) (a) a definition of terms such as: teaching, learning, gender, globalization, aid, culture, research, culture, oppression, equity, change, poverty, public problem interwoven throughout the paper; (b) inquiry; and essential questions; develop essential or guiding questions that explores the dynamic of social change facilitated to address an identified condition of poverty or a public education “problem.” These self-initiated questions will assist you in better understanding your core values in relation to what poverty matters means; (c) a scholarly work; place your research and perspective within the context of the research and perspective of others as well as your own experience; (d) further development; this section is a summary of your findings and how you would plan to continue the PAR-service process. In essence you are developing a scholarly paper that addresses your essential or guiding questions and your work that addressed this question. Incorporate at least 8 different references (inclusive of primary, secondary and interviews) and use APA as your writing format. **25 points** of grade. This will be shared with one other student before handing in to instructor. (10 points writing, 6 points feedback, 4 for comments)

All papers must be double-spaced – use 12 font in Times or Times New Roman. **Use APA format for citations and resource page. A resource page is required on all papers – no paper will be accepted missing a resource page or feedback from another student.** All students are required to visit the writing center before submitting CPA 2. Please inform the writing center to send me notice of student visit. Papers more than one week past the due date will impact the grade by 1/3 of a letter grade for each day. All papers **must** be complete to

receive full credit. **All papers are turned in electronically** – first for peer feedback and then to the professor.

4. **Presentation of Practicum work.** Each student will give a formal presentation to the class on one of the last two class days. Presentations are to include visual media and at least 8 references. 2 must be interviews from the population you worked with. The references will be handed in as an annotated bibliography. The presentation should be interactive with other class members. Each student receives about 20 minutes to present. **(15 points)**
5. **Practicum Hours:** A minimum of 60 hours either locally or internationally with your classmates. At the heart of service learning lies the value of civic engagement, which encourages students to live energetic, engaged and enlightened lives; in exploring local and global citizenship; and practicing the arts of democracy. To this end, students are encouraged to develop critical thinking skills, broad vision, effective communications, a sense of the inter-relatedness of all knowledge, sensitivity to the human condition, and a global perspective. In addition, students are encouraged to value a lifelong commitment to service. Service learning is different than an internship experience or volunteer work in that the intention is for the provider and the recipient of the service to focus both on the service being provided and the learning that is occurring. Students are to apply their community service activities to personal and academic development. The objectives of the service learning are linked to real community needs that are designed in cooperation with community partners and service recipients. The students are engaged in three ways (a) classroom preparation through the exploration and analysis of theories and ideas; (b) service activity emerges from and informs classroom context; (c) a structured reflection (in the form of your final paper) ties your service experience back to the specific learning goals. **(60 points)**
6. **Self-critique:** In-class self-critique on one's own educational journey and processes during the class. **(5 points extra credit)**
7. Each student is expected to visit professor in her office within the first three weeks of the semester, please schedule an appointment. **(5 points extra credit)**
8. **Learning Communities.** Students will meet together weekly in groups of 3-5 students. These will be the learning communities (LC) for the entire semester. Each LC will be expected to meet at least once a week for 60 minutes to discuss readings and develop critical thinking questions to bring to class to facilitate a dialectical dialogue. Someone from the group is to take notes during the meeting and **upload the notes to Elearning each week.** Please include date and time of meeting as well as the names of those in the group who attended the meeting. This LC meeting should take place at the same time and same place each week. Please give this to the professor as she will visit your meeting to support the process at least once during the semester. LCs increase relationship building between students, learning of concepts, integration through context, and the overall quality of the college journey. Each learning community will sign up for co-facilitate the discussion for the class. This will be done during the first class. **(30 points)**

credit). The first and last weeks there are not LC meetings, nor during spring break. Total of 12 LC meetings.

ECE majors: Portfolio artifact: final paper. All ECE majors are required to submit a portfolio of their work before graduating.

Critical responses and feedback (3)	20 points
Final Paper	30 points
Final presentation on SL	14 points
Practicum Hours and log	60 points
LC meetings and lead discussions	36 points
Total = 160 points	

A (148-160) A- (141-147) B+ (134-140) B (127-133) B- (120-126) C+ (113-119)
 C (106-112) C- (99-105) D+ (92-98) D (85-91) F (0-84)

Grading Policies

Any late assignment will be downgraded a minimum of one-third letter grade each day it is late. Reduction of grade will be determined by length of lateness and communication with instructor. Extensions for papers are rarely given, but must be arranged well in advance of the due date and have documented reasons. There is no make-up option for missed assignments. "Incompletes" in this course are unlikely to be given due to the importance of group processes.

Other information:

- If you are going on the international service learning trip please be sure to fill in both packets. One contains critical information for your preparation and the other waiver information. In addition, please have a valid passport for at least six months by March 1, 20__.
- Airline tickets are purchased individually for Denver – Managua from Saturday March __ – Saturday March ____
- A packing day on March __ from 10-11 everyone will pack and take two 50lb bags with them for underneath the plane. All personal items are packed in a day bag and are carry on. (Except for liquids which will be in with the donation bags).

Course content: (may change in response to classroom learning)

Class content: May change in response to classroom learning and dynamics.

Week 1	Discussion: Introduction of classmates Introduction to the syllabus – please read <i>prior</i> to class (sent in an email to all students signed up for the class). Small quiz will be given The importance of Lesson Plan development for CLD students A statistical summary of income growth over time. http://www.youtube.com/watch?v=jbkSRLYSojo	8.22 (4) The educator of CLD student populations must be knowledgeable, understand, and be able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations. In support of student learning, the CLD educator must be able to demonstrate knowledge and understanding of:
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	<p>Discussion – What is poverty? Causes, myths, and solutions An exercise: due in two weeks. (Immigration exercise) What is it like to be an immigrant from Latin America to the United States? What are the local resources available to undocumented immigrants in Boulder County? How does school effect immigrants and people living in poverty? How does globalization affect poverty? Brief overview of Nicaragua and its history – in terms of immigration to US Learning communities: sign up to co-lead discussion (twice)</p> <p>Reading: Critical pedagogy chapter sent via email and available from ELearning Chapter 1 (DS) pp. 1 – 24 (access via the internet) PH: Section 1 and 2 pp 1-39 <i>Define poverty</i> on drop box</p> <p>Go to the site of the Center for World Indigenous Studies. Look around the site enough to get a sense of who they are, what they do, and why they do it. What is the utility of talking about a "fourth" world? Whose world is lit at night? (NASA)</p> <p>Take a look at the slide show: (BBC News Slideshow). In many countries, welfare depends on remittances - money sent from relatives working abroad. In Tajikistan, remittances are estimated to make up just under half of GDP. http://news.bbc.co.uk/2/shared/spl/hi/picture_gallery/04/asia_pac_filipino_nanny/html/1.stm</p>	<p>8.22 (4) (a) Colorado state law and federal law, history and socio-political context related to CLD student populations, education, multicultural education, and bilingual education; 8.22 (4) (c) the relation of cultural identity and heritage language to English language learning and academic success; 8.22 (4) (b) the role of culture in language development and academic success; 8.22 (4) (d) the contribution of heritage language maintenance to the development of English language literacy; and 8.22 (4) (e) the relationship of culture to family and community involvement in schools in order to communicate, collaborate, and enhance involvement.</p>
Week 2	<p>Once we were all poor – what changed? Discussion: What are your findings about challenges for undocumented immigrants? <i>Deschooling Society</i> - What does this mean? Define schooling, education, and the relationship to poverty. Activity: Mysteries of the U.S. Pyramids Reading: DS: Chapter (1)- 2 pp. 25 – 33 PH: Section United Nations Development Program (UNDP), Human Development Report (HDR): http://hdr.undp.org/en/statistics/ <i>Open Veins of Latin America:</i> pp. 1 – 8 Intro. Chapter 2 Banerjee & Dufo, The economic lives of the poor. <i>Journal of economic perspectives</i>. <i>Homework Due: Critical Reflection Assignment #1 to classmate</i></p>	<p>8.01 (3) Family and Community Partnerships: Recognizing that families are their child’s first teachers and caregivers is the cornerstone of developing strong partnerships between families and early childhood educators. Children’s lives are rooted in their families and communities, so valuing families in the context of their culture, language, home, and community is paramount in building strong connections with children and their families. Celebrating and respecting diversity in terms of ability, language, values, customs, traditions, expectations, and attitudes is essential for early childhood professionals to understand in order to offer developmentally and culturally learning opportunities that will help children grow, develop, and learn. Understanding that children develop in the context of different family structures and dynamics helps early childhood professionals to honor the interests, needs, strengths, and challenges of developing children as well. When early childhood professionals work collaboratively with community organizations/agencies to meet children’s needs and to encourage community involvement, children’s development is enhanced. Collaborative, reciprocal family and community partnerships help to optimize a child’s growth, development, and learning.</p> <p>8.22 (4) The educator of CLD student populations must be knowledgeable, understand, and be able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations. In support of student learning, the CLD educator must be able to demonstrate knowledge and understanding of:</p>

		<p>8.22 (4) (a) Colorado state law and federal law, history and socio-political context related to CLD student populations, education, multicultural education, and bilingual education;</p> <p>8.22 (4) (c) the relation of cultural identity and heritage language to English language learning and academic success;</p> <p>8.22 (4) (b) the role of culture in language development and academic success;</p> <p>8.22 (4) (d) the contribution of heritage language maintenance to the development of English language literacy; and</p> <p>8.22 (4) (e) the relationship of culture to family and community involvement in schools in order to communicate, collaborate, and enhance involvement.</p>
Week 3	<p>Education – can it help reduce the impact of poverty? ESSA: The new plan to meet the needs of all students <i>FILM End of poverty</i></p> <p>Discussion: What is culture? Why is this important when we speak about poverty? How have the dominant powers of the US impacted people in marginalized positions in this hemisphere (specifically Latin America and the Caribbean).</p> <p>How do we prepare ourselves to support transformation in our and change our daily lives to move towards justice? What are specific ways we can live our daily lives and contribute to social justice?</p> <p><i>Reading: DS: Chapter 3 pp. 34 - 51</i> PH: Section Kipling, (1889). <i>The white man's burden</i>. Easterly, (2006). <i>The white man's burden: Why the West's efforts to aid the rest have done so much ill</i>. Sachs <i>A global family portrait in The end of poverty</i>. Lancaster, R. (1992). <i>Life is Hard</i>, London: University of California Press.</p> <p>Homework Due: Critical Reflection Assignment #1 to instructor</p> <p>Theorist Presentation: _____ Co-teach: _____</p>	<p>8.02(2): (a) incorporate documented and proven theories of child development and learning, s appropriate for all learners, including, but not limited to exceptional and linguistically diverse learners.</p> <p>8.02(2): (b) plan and implement differentiated instructional strategies that address a wide variety of learning styles; stages of individual development; personal traits and interests; language diversity; exceptionality.</p> <p>8.02(3): (b) effectively utilize developmentally appropriate learner responsive time management techniques.</p>
Week 4	<p>Who is engaged, for what reason, and should they be? Discussion: Informal and formal education</p> <p>How to engage all students and meet Colorado academic standards Education for social justice The importance of community development, relationship building</p> <p><i>Reading: DS: Chapter 4 pp. 52 - 64</i> PH: Section United Nations. 2015. Sustainable Development Goals Report http://www.undp.org/mdg/basics.shtml http://www.povertyactionlab.org/evaluation/impact-social-</p>	<p>8.22 (4) (a) Colorado state law and federal law, history and socio-political context related to CLD student populations, education, multicultural education, and bilingual education;</p> <p>8.22 (4) (c) the relation of cultural identity and heritage language to English language learning and academic success;</p> <p>8.22 (4) (b) the role of culture in language development and academic success;</p> <p>8.22 (4) (d) the contribution of heritage language maintenance to the development of English language literacy; and</p> <p>8.22 (4) (e) the relationship of culture to family and community involvement in schools in order to communicate, collaborate, and enhance involvement.</p>

	<p>interactions-household-aspirations-and-investments-nicaragua</p> <p>Poverty action lab: search and find one program to analyze. Banerjee, A. et al. (009). <i>The miracle of micro-finance?</i> http://poverty-action.org/sites/default/files/B20_The_Miracle_of_Microfinance.pdf</p> <p>Homework Due: Critical Reflection Assignment #2 to classmate</p> <p>Theorist Presentation: _____ Co-teach: _____</p>	
Week 5	<p>Guest lecturer (Half of the class) (other half work on CR#3 as a learning community) Discussion: Globalization What is poverty – create working definitions? Where are you on your action research? – Inquiry question? The importance of early childhood</p> <p><i>Reading: DS:</i> Chapter 5 pp. 65 - 71 <i>PH:</i> Section <i>ON-line</i> Chomsky, N. (2003). <i>Hegemony or Survival</i>. New York: Henry Holt and Company, LLC</p> <p>Look around the United Nations Website on the 2009 Children’s Report: http://www.unicef.org/sowc07/docs/sowc07.pdf is for 2007, there are reports for many years. http://www.un.org/millenniumgoals/ is about the MDG world wide goals.</p> <p>Homework Due: Critical Reflection Assignment #2 to instructor</p> <p>Theorist Presentation: _____ Co-teach: _____</p>	<p>8.01.(6) Professional Development and Leadership: Early childhood educators who identify and conduct themselves as professionals play an important role in the growth, development, and learning of children. Early childhood educators see themselves as members of the larger community of specialized care and education professionals and have a full understanding of the context in which the early childhood profession originated. Those working in the field adopt professional responsibilities, which include adherence to ethical codes of conduct, advocacy, and the effective communication of the importance of high quality early childhood programming. The knowledge achieved in the profession is based on a foundation of research-based practices that is then implemented in all aspects of child, family, colleagues, and community involvement. Early childhood educators equipped with specialized education, training, and coaching/mentoring are better able to provide environments and experiences that support every aspect of a child’s growth, development, and learning, including aspects related to a child’s and family’s diverse needs. Participation in advocacy efforts on behalf of children, families, and the profession are critical to advancing the knowledge regarding the importance of high quality early childhood.</p> <p>8.22 (4) (a) Colorado state law and federal law, history and socio-political context related to CLD student populations, education, multicultural education, and bilingual education; 8.22 (4) (c) the relation of cultural identity and heritage language to English language learning and academic success; 8.22 (4) (b) the role of culture in language development and academic success; 8.22 (4) (d) the contribution of heritage language maintenance to the development of English language literacy; and 8.22 (4) (e) the relationship of culture to family and community involvement in schools in order to communicate, collaborate, and enhance involvement.</p>
Week 6	<p>How can I help? The importance of contemplative teaching practices Discussion: Taking action: what does this mean MLK once said “The question is not what will happen to me if I do help, it is what will happen to him if I do not help?”</p> <p>Curriculum and learning: who is it for?</p> <p><i>Reading: DS:</i> Chapter 6 <i>PH:</i> Section</p>	<p>8.01 (8) Teaching Practices: Early childhood educators are responsible for planning, implementing, and supporting intentional experiences that promote children’s growth, development, and learning in all developmental and academic domains as defined by the CO academic standards. Understanding that children learn from a supportive physical, social and temporal environment, it is important that early childhood educators create opportunities where all children can play interactively, communicate, create, explore, and construct knowledge and skills to better understand their world.</p>

	<p>Rice, A. 2010. The Peanut Solution, The New York Times http://www.nytimes.com/2010/09/05/magazine/05Plumpy-t.html</p> <p>Kremer, M., Miguel, E., Null, C., & Zwane, A., (2008). <i>Water Technologies: Case Study of What Works Best in Poor Countries?</i> Boston Review, Sept/Oct http://bostonreview.net/BR33.5/miguel.php</p> <p>Illich, I. (1972). <i>To hell with good intentions</i>. Speech.</p> <p>Homework Due: Critical Reflection Assignment #3 to other learning community (one paper per LC)</p> <p>Theorist Presentation: _____</p> <p>Co-teach: _____</p>	<p>Establishing a learning environment with regard for student perspectives and that honors all children’s individual cultures, strengths, languages, needs, interests and reflects diversity also helps to build a responsive early childhood setting. Planning and implementing a curriculum that responds to the developmental needs of each child and allows children to construct knowledge, skills, concepts, attitudes, and dispositions through intentional experiences enhances the learning environment. Teaching practices reflect CO Teacher Quality Standards for effective teaching.</p> <p>8.02(1) The elementary educator is knowledgeable about curriculum development and instruction, and is able to:</p> <p>8.02(1)(a) design and implement an integrated curriculum based upon adopted content standards, including, but not limited to: language arts, e.g. reading, writing, speaking, and listening; science; mathematics; social studies; the arts and humanities; health; physical education; and technology.</p> <p>8.02(1)(b) select and use equipment, materials and technology which support a wide variety of instructional strategies, to be implemented based on adopted content standards, and on both informal and formal assessments of student learning needs.</p> <p>8.02(1)(c) implement appropriate strategies and activities to increase student achievement.</p> <p>8.02(3) The elementary educator is knowledgeable about classroom environment and is able to:</p> <p>8.02(3)(a) provide a safe and engaging learning environment, responsive to individual learner needs and student choices and interests.</p> <p>8.02(3)(b) effectively utilize developmentally-appropriate learner-responsive time- management techniques.</p> <p>8.02(3)(c) implement positive and effective classroom management strategies that encourage behaviors that will enhance learning for all students.</p> <p>8.22 (4) (a) Colorado state law and federal law, history and socio-political context related to CLD student populations, education, multicultural education, and bilingual education;</p> <p>8.22 (4) (c) the relation of cultural identity and heritage language to English language learning and academic success;</p> <p>8.22 (4) (b) the role of culture in language development and academic success;</p> <p>8.22 (4) (d) the contribution of heritage language maintenance to the development of English language literacy; and</p> <p>8.22 (4) (e) the relationship of culture to family and community involvement in schools in order to communicate, collaborate, and enhance involvement.</p>
Week 7	<p>The environment and poverty</p> <p>Discussion: How are education, globalization, young children, poverty, and service work interdependent?</p> <p>Activity: Who polluted the river</p> <p>Reading: PH: Section Witkin. For the world’s ills, Trickle up solutions. http://green.blogs.nytimes.com/2010/08/03/for-the-worlds-ills-trickle-up-solutions/?hp http://www.who.int/ceh/publications/atlas/en/ (Choose one</p>	<p>8.22 (4) (a) Colorado state law and federal law, history and socio-political context related to CLD student populations, education, multicultural education, and bilingual education;</p> <p>8.22 (4) (c) the relation of cultural identity and heritage language to English language learning and academic success;</p> <p>8.22 (4) (b) the role of culture in language development and academic success;</p> <p>8.22 (4) (d) the contribution of heritage language maintenance to the development of English language literacy; and</p> <p>8.22 (4) (e) the relationship of culture to family and community</p>

	<p>on the environment) Take a look: https://www.youtube.com/watch?v=pDBOSA7rvjM Poverty and the environment: Understanding linkages at the household level by World Bank Publications Staff. <i>Troubled Water</i></p> <p>Homework Due: Critical Reflection Assignment #3 to instructor (one per LC)</p> <p>Theorist Presentation: _____ Co-teach: _____</p>	<p>involvement in schools in order to communicate, collaborate, and enhance involvement.</p>
<p>Week 8</p>	<p>CLD methods in the classroom – good for everyone. Discussion: How are we all teachers and learners? Does “all of this stuff” affect you? Subject and object: Robert Kegan Model</p> <p><i>Reading: PH: Section</i> Dewey, J., <i>Education and Society</i> Senge, P. (2000), <i>Schools that learn: A fifth discipline field book for educators, parents, and everyone who cares about education</i>. On Elearning - (pick one of two chapters – Dignity of child and/or systems thinking)</p> <p>http://environment.about.com/od/healthenvironment/a/povertyseries.htm http://www.poverties.org/effects-of-poverty.html http://www.unpei.org/</p> <p>Theorist Presentation: _____ Co-teach: _____</p>	<p>8.01 (8) Teaching Practices: Early childhood educators are responsible for planning, implementing, and supporting intentional experiences that promote children’s growth, development, and learning in all developmental and academic domains as defined by the CO academic standards. Understanding that children learn from a supportive physical, social and temporal environment, it is important that early childhood educators create opportunities where all children can play interactively, communicate, create, explore, and construct knowledge and skills to better understand their world. Establishing a learning environment with regard for student perspectives and that honors all children’s individual cultures, strengths, languages, needs, interests and reflects diversity also helps to build a responsive early childhood setting. Planning and implementing a curriculum that responds to the developmental needs of each child and allows children to construct knowledge, skills, concepts, attitudes, and dispositions through intentional experiences enhances the learning environment. Teaching practices reflect CO Teacher Quality Standards for effective teaching.</p> <p>8.02(1) The elementary educator is knowledgeable about curriculum development and instruction, and is able to: 8.02(1)(a) design and implement an integrated curriculum based upon adopted content standards, including, but not limited to: language arts, e.g. reading, writing, speaking, and listening; science; mathematics; social studies; the arts and humanities; health; physical education; and technology. 8.02(1)(b) select and use equipment, materials and technology which support a wide variety of instructional strategies, to be implemented based on adopted content standards, and on both informal and formal assessments of student learning needs. 8.02(1)(c) implement appropriate strategies and activities to increase student achievement.</p> <p>8.02(3) The elementary educator is knowledgeable about classroom environment and is able to: 8.02(3)(a) provide a safe and engaging learning environment, responsive to individual learner needs and student choices and interests. 8.02(3)(b) effectively utilize developmentally-appropriate learner-responsive time- management techniques. 8.02(3)(c) implement positive and effective classroom management strategies that encourage behaviors that will enhance learning for all students.</p> <p>8.22 (4) (a) Colorado state law and federal law, history and socio-political context related to CLD student populations, education, multicultural education, and bilingual education;</p>

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Week 9	<p>Reflections, leadership, and advocacy Discussion: Putting it all together</p> <p><i>Reading: Nectar in a Sieve</i> Chapters 1-8 Eisler, R. (2001) <i>Tomorrow's children: A blueprint for partnership education for the 21st century</i>. Westview Press</p> <p>On-line United Nations: 2009 report – skim – pick out at least four points discussion http://www.unicef.org/sowc08</p> <p>http://www.unicef.org/publications/files/SOWC_2008_Exec_Summary_EN_042908.pdf</p> <p>Theorist Presentation: _____ Co-teach: _____</p>	<p>8.22 (4) (a) Colorado state law and federal law, history and socio-political context related to CLD student populations, education, multicultural education, and bilingual education;</p> <p>8.22 (4) (c) the relation of cultural identity and heritage language to English language learning and academic success;</p> <p>8.22 (4) (b) the role of culture in language development and academic success;</p> <p>8.22 (4) (d) the contribution of heritage language maintenance to the development of English language literacy; and</p> <p>8.22 (4) (e) the relationship of culture to family and community involvement in schools in order to communicate, collaborate, and enhance involvement.</p>
Week 10	Field trip to school with high CLD population.	<p>8.01 (8) Teaching Practices: Early childhood educators are responsible for planning, implementing, and supporting intentional experiences that promote children's growth, development, and learning in all developmental and academic domains as defined by the CO academic standards. Understanding that children learn from a supportive physical, social and temporal environment, it is important that early childhood educators create opportunities where all children can play interactively, communicate, create, explore, and construct knowledge and skills to better understand their world. Establishing a learning environment with regard for student perspectives and that honors all children's individual cultures, strengths, languages, needs, interests and reflects diversity also helps to build a responsive early childhood setting. Planning and implementing a curriculum that responds to the developmental needs of each child and allows children to construct knowledge, skills, concepts, attitudes, and dispositions through intentional experiences enhances the learning environment. Teaching practices reflect CO Teacher Quality Standards for effective teaching.</p> <p>8.02(1) The elementary educator is knowledgeable about curriculum development and instruction, and is able to:</p> <p>8.02(1)(a) design and implement an integrated curriculum based upon adopted content standards, including, but not limited to: language arts, e.g. reading, writing, speaking, and listening; science; mathematics; social studies; the arts and humanities; health; physical education; and technology.</p> <p>8.02(1)(b) select and use equipment, materials and technology which support a wide variety of instructional strategies, to be implemented based on adopted content standards, and on both informal and formal assessments of student learning needs.</p> <p>8.02(1)(c) implement appropriate strategies and activities to</p>

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Week 11	<p>Week 11: Why does poverty matter to me in the classroom?</p> <p><i>Reading: Nectar in a Sieve Chapters 9-16</i> <i>Lost in Globalization: Economically Hurt or Culturally Threatened?</i></p> <p>Rohter, L. <i>THE ORGAN TRADE: A Global Black Market; Tracking the Sale of a Kidney On a Path of Poverty and Hope</i> <i>Services can work for poor people but too often they fail.</i></p> <p>Theorist Presentation: _____ Co-teach: _____</p>	<p>8.01 (3) Family and Community Partnerships: Recognize families are their child's first teachers and caregivers is the core of developing strong partnerships between families and early childhood educators. Children's lives are rooted in their families and communities so valuing families in the context of their culture, language, and community is paramount in building strong connections with and their families. Celebrating and respecting diversity in ability, language, values, customs, traditions, expectations, and is essential for early childhood professionals to understand and offer developmentally and culturally learning opportunities that children grow, develop, and learn. Understanding that children in the context of different family structures and dynamics helps childhood professionals to honor the interests, needs, strengths, and challenges of developing children as well. When early childhood professionals work collaboratively with community organizations/agencies to meet children's needs and to promote community involvement, children's development is enhanced. Collaborative, reciprocal family and community partnerships optimize a child's growth, development, and learning.</p> <p>8.01 (8) Teaching Practices: Early childhood educators are responsible for planning, implementing, and supporting intentional experiences that promote children's growth, development, and learning in all developmental and academic domains as defined by the CO academic standards. Understanding that children learn from a supportive physical, social and temporal environment, it is important that early childhood educators create opportunities where all children can play interactively, communicate, create, explore, and construct knowledge and skills to better understand their world. Establishing a learning environment with regard for student perspectives and that honors all children's individual cultures, strengths, languages, needs, interests and reflects diversity also helps to build a responsive early childhood setting. Planning and implementing a curriculum that responds to the</p>

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Week 12	<p>Field trip to local placement site(s) - Discussion: With in-service teachers about the teaching practices they use, family connections, and challenges. <i>Reading: Nectar in a Sieve</i> Chapters 17-23 Samovar, L. A. & Porter, R. E. (1995). <i>Communications between cultures</i>. CA: Wadsworth Publishing Company. pp. 126 – 134.</p> <p>Theorist Presentation: _____ Co-teach: _____</p>	<p>8.01 (3) Family and Community Partnerships: Recognizing families are their child's first teachers and caregivers is the core of developing strong partnerships between families and early childhood educators. Children's lives are rooted in their families and communities so valuing families in the context of their culture, language, and community is paramount in building strong connections with and their families. Celebrating and respecting diversity in ability, language, values, customs, traditions, expectations, and is essential for early childhood professionals to understand and offer developmentally and culturally learning opportunities that children grow, develop, and learn. Understanding that children in the context of different family structures and dynamics help childhood professionals to honor the interests, needs, strengths, challenges of developing children as well. When early childhood professionals work collaboratively with community organizations/agencies to meet children's needs and to</p>

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Week 13	<p>Where to start?</p> <p>Discussion: Presentations of practicum</p> <p>Discussions of what worked and what did not.</p> <p>Tools for success: classroom ideas</p> <p style="padding-left: 40px;">The importance of family partnership</p> <p style="padding-left: 40px;">How can community partnerships contribute to student learning and teacher practices.</p> <p><i>Reading: Nectar in a Sieve Chapters 24-27</i></p> <p><i>Small is Beautiful (excerpt).</i></p> <p><i>Hidden violence: protecting young against violence Early Childhood Matters</i></p> <p>Homework Due: Final paper to classmate in Learning Community</p> <p>Theorist Presentation: _____</p> <p>Co-teach: _____</p>	<p>8.01 (3) Family and Community Partnerships: Recognize families are their child's first teachers and caregivers is the core of developing strong partnerships between families and early childhood educators. Children's lives are rooted in their families and communities, so valuing families in the context of their culture, language, and community is paramount in building strong connections with and their families. Celebrating and respecting diversity in ability, language, values, customs, traditions, expectations, and is essential for early childhood professionals to understand and offer developmentally and culturally learning opportunities that children grow, develop, and learn. Understanding that children in the context of different family structures and dynamics help childhood professionals to honor the interests, needs, strengths, and challenges of developing children as well. When early childhood professionals work collaboratively with community organizations/agencies to meet children's needs and to encourage community involvement, children's development is enhanced. Collaborative, reciprocal family and community partnerships optimize a child's growth, development, and learning.</p> <p>8.22 (4) (a) Colorado state law and federal law, history and socio-political context related to CLD student populations, education, multicultural education, and bilingual education;</p> <p>8.22 (4) (c) the relation of cultural identity and heritage language to English language learning and academic success;</p> <p>8.22 (4) (b) the role of culture in language development and academic success;</p> <p>8.22 (4) (d) the contribution of heritage language maintenance to the development of English language literacy;</p>

		and 8.22 (4) (e) the relationship of culture to family and community involvement in schools in order to communicate, collaborate, and enhance involvement.
Week 14	<p>Continue small group or individual presentations Discussion: Presentations of practicum Discussions of what worked and what did not. Tools for success: classroom ideas The importance of family partnership How can community partnerships contribute to student learning and teacher practices.</p> <p><i>Reading: Nectar in a Sieve Chapters 28-30</i> <i>Rising tide of Poverty</i> <i>Children as Community Developers</i> <i>Children and young people: making decisions Young children, HIV/AIDS and gender</i></p> <p>Homework Due: Final paper to instructor Annotated Bibliography for presentation</p>	<p>8.22 (4) (a) Colorado state law and federal law, history and socio-political context related to CLD student populations, education, multicultural education, and bilingual education; 8.22 (4) (c) the relation of cultural identity and heritage language to English language learning and academic success; 8.22 (4) (b) the role of culture in language development and academic success; 8.22 (4) (d) the contribution of heritage language maintenance to the development of English language literacy; and 8.22 (4) (e) the relationship of culture to family and community involvement in schools in order to communicate, collaborate, and enhance involvement.</p>
Week 15	<p>Warrior's exam How poverty matters to you as a teacher, as a person, as a community of learners.</p>	<p>8.22 (4) (a) Colorado state law and federal law, history and socio-political context related to CLD student populations, education, multicultural education, and bilingual education; 8.22 (4) (c) the relation of cultural identity and heritage language to English language learning and academic success; 8.22 (4) (b) the role of culture in language development and academic success; 8.22 (4) (d) the contribution of heritage language maintenance to the development of English language literacy; and 8.22 (4) (e) the relationship of culture to family and community involvement in schools in order to communicate, collaborate, and enhance involvement.</p>

If you will miss a class because of a religious holiday, please contact the instructor by the third week of class.

- **Accommodations for Disabilities:** Naropa University will provide accommodations for qualified students with disabilities. To request an accommodation, or to discuss any learning needs you may have, contact the Coordinator of Disability Services, Jackie Chavarria. Her office is located in the Student Affairs Department in the Administration Building on the Arapahoe Campus. You may contact her at 303-245-4749 or email: jchavarria@naropa.edu
- **Other Needs:** If you have any other needs that may require accommodations (special arrangements) or if you will miss a class because of a religious holiday, please contact the instructor by the third week of class

Expectations:

- **All cell phones are off** and will not be answered or used during class, you may attend to cell phones during breaks. Please take notes either with computer or paper and pencil.
- Food and drink are fine to bring into class as long as they do not disturb class.
- Keep the interruptions with side conversations and students' coming and going to a minimum.
- By taking this class you are committed to participate in the class.

- Please be prepared to look at readings (and any other assignments) with a critical eye, noting your responses and questions that arise, whether you agree or disagree, why and what the implications are for your teaching practice and understanding.
- **Portfolio item-required:** Final paper

ASSIGNMENT GUIDE - When writing think about:

Content, Focus and Organization

1. Thesis is clearly stated in the introduction
2. Body of paper supports thesis with appropriate material
3. Material is analyzed sufficiently
4. Material is analyzed correctly

Paragraphing and Coherence

1. Each paragraph has a clear topic sentence related to the thesis or the section topic
2. Each paragraph fully supports its topic sentences
3. Paragraphs read smoothly

Style and Correctness

1. Sentences are clear, emphatic, and varied
2. Style is formal without being inflated
3. Paper is free of errors in grammar, punctuation and mechanics
4. Sources have been properly documented through citations and footnotes

Payatas in the Philippines

[Part I]

Payatas is the main garbage dump for the capital city of Manila. It is a smelly, hot toxic tip, of about 220 hectares. It is home to 200,000 urban poor families. Women, men and children scavenge the waste from dawn to dusk, collecting cans, plastic, scrap metals, bottles and newspapers to earn 60-70 pesos¹ per day. The minimum needed by a family of six (the average size of a Filipino family), as calculated by the National Economic Development Agency, is 250 pesos per day.

Life is hard in Payatas. Women give birth amidst Manila's refuse, without safe water, electricity or professional help. Wells exist, but it often takes half an hour to 45 minutes to reach them. The smell is hard to bear, but the people of Payatas are accustomed to it. It is not the smell that is deadly; it is the toxic fumes rising from decomposing plastic, bottles and scrap. People on the scrap heaps die at about 40 years because of these fumes.

Companies require at least high school level education before they hire. Parents in most urban poor communities do not have the money to enroll their children in high school. If you are born in Payatas, you remain there. The people of Payatas have no safe water, electricity, sewerage or government assistance in job searching. They live in one-room shacks made of cardboard, tin or leftover wooden planks. In some families, sleeping is rotated because the room is not large enough to accommodate all the bodies.

The government is threatening to take even this away from the people. Demolition teams destroy shantytowns with no thought for destroyed lives. In Payatas, the poor are struggling for the right to remain and scavenge. The government has threatened to close the dump. The local mayor promised the community that he would provide livelihood programs, but the discussions have led to nothing concrete. Seventy-five per cent of the Payatas population directly or indirectly live off the dump.

There are legitimate concerns about the location of the dump. The main water supply for Quezon City and other parts of metro-Manila (catering for about half a million people) is two kilometres from Payatas. In the rainy season, run-off from the dump contaminates the water supply. First world pets live in better conditions than some urban poor.

¹ The exchange rate in mid-August 2005 was 56 pesos to \$1.

[Part II]

Entering Payatas is like spiraling into Dante's Inferno. Before we even get onto the road leading to the garbage dump, we are assaulted by the unbelievable stench. I see young boys cover their faces with their T-shirts, guerilla style.

As we take the winding road down, I see evidence of their resourcefulness -- the kids pile up cans in front of us so the tires of our trucks would crush them, making them easier to recycle. The children are all malnourished; eleven-year-olds look half their age. The first girl I meet hides her dirty fingernails as I point out her pretty ring. She found the ring in the garbage heap, and she tells me, once, she even found some money. "Who would throw away money?" she asks me. I meet Rosemary, one of the scavengers who live at Payatas. Although we are the same age, I tower over her by at least a foot. Her clavicles are so pronounced they look like handles; her dress hangs off her frail body like a tent. Rosemary moved here from the provinces in search of a better life but it has become a daily struggle for her and her husband to keep their three children fed. At the age of 27, she has already lost a child. When I ask her what she hopes for, tears well up in her eyes. I suddenly feel horrible for asking her that and I start questioning why I am there. What right do I have to come here and ask her about her hopes and dreams when she has clearly buried them under layers of stoicism?

[Part III]

ABC News: "Trash Heap Terror" Manila, Philippines, July 10, A mountain of rain-loosened garbage collapsed and burst into flames today at Manila's biggest dump, flattening squatters' shanties and killing 31 people, officials said. Some 29 other people were injured and at least 68 remained missing late today, Red Cross spokeswoman Tess Usapdin said. The victims were poor people who earn a living by scavenging garbage in the Payatas dump.

The wall of garbage buried an area of squatter houses about the size of four basketball courts. About 100 houses were covered, Quezon City Mayor Ismael Mathay said, and about 780 people were taken to an evacuation center at city hall. Rescuers dug through the wall of rotting garbage late into the night, but were hampered by the stench and lack of equipment, including adequate lighting, she said. One scavenger, Gloria Alano, sobbed and yelled at rescuers using a heavy bulldozer on a heap of garbage to search for survivors and bodies. "Backhoe, use only backhoes, not bulldozers, I want to get the bodies of my loved ones," she cried. Her husband and three children were buried under the tons of garbage.

After collapsing on the shanties, the walls of the garbage burst into flames engulfing the area. Residents said the debris may have been ignited by fallen power cables or stoves being used in huts covered by the garbage. Portions of the Payatas dump in Quezon City, the largest in metropolitan Manila, often smolder from the spontaneous combustion of rotting garbage

Fire trucks could not reach the area because of limited space and parked on a main road several blocks from the dump. Hoses were pulled through crowded alleys by firefighters, who extinguished most of the blaze after several hours.

Danilo Castro, whose shanty was perched alongside the mountain of garbage, said he felt the ground shift in the morning, before it finally collapsed. "I left the house because I needed to sell outside, so I left my wife and child," he said. "When I came back my house was gone and my wife and child are buried underneath."

In one area, rescuers pulled out three bodies, including a man badly burned but breathing. Red Cross volunteers doused his body with water from a fire hose but failed to revive him, witnesses said.

A week of heavy rains followed by a thunderstorm early today apparently caused a crack in the upper portion of the mountain of garbage. The dumpsite was to be closed permanently last December but the plan was postponed until later this year after residents at a garbage landfill in San Mateo in nearby Rizal province refused to allow waste from metropolitan Manila to be dumped there.

Officials say they have tried in recent years to relocate the hundreds of scavengers and junk yard

workers living around the Payatas dumpsite, but most have refused. Josephine Ranola, a hospitalized dump resident, said they declined to be relocated because they could not afford the cost.

[Taken from:

<http://www.greenleft.org.au/back/1994/146/146p20.htm>

http://www.pbs.org/kcet/globaltribe/countries/phi_payatas.html

<http://abcnews.go.com/sections/world/DailyNews/landslide000710.html>]

Listen to the *This American Life* program, "Except for the Smell, I Think I Have a Crush on You." [You cannot download the file except for a fee, but you can listen to it online for free]. This story builds on that theme, but the focus is quite different. Listen to the story (about 20 minutes),

Link: http://www.thislife.org/Radio_Episode.aspx?episode=249. Click on "Stream Episode). Then move the counter to 19:40 (minutes:seconds). It's the second act of a three-act program. "There are squatters who've built entire neighborhoods on top of rotting trash heaps in Mexico. They scavenge in the garbage piles for their living. Author Luis Urrea worked in one of these neighborhoods many years ago. He goes back to visit a friend who still lives there, in a small house with six teenage girls (three daughters, three nieces.) This is just fine with Luis's fourteen-year-old son, who goes with him."

Please write a 500-550 word essay comparing this narrative with some of the material from class. What are your impressions? Do you think the economy fail these people, did society fail them, or did they simply make bad choices? Is the poverty described here a temporary phenomenon, or one that is likely to endure for at least one lifetime, or possibly into the next generation?

Please give me your impressions not a synopsis. What stands out for you.

Assignment 2:

Educating Girls. In 2005, UNICEF released a report on Children and Education. A central theme of the report was gender disparity in education. For this assignment you will watch several short videos, read a short synopsis of one section of the report, and review a photo essay.

1. Go to the report's [main page](#).
2. Watch the video "The Overview" (it's short).
3. Click on "Gender Parity" (in the left column) and read the synopsis.
4. Watch the videos "Effects of Poverty," "Rural Education" and "Child Labour" (left-hand column).
5. Go back to the [main page](#) and review the photo essay.

What should the government do for the poor?

Write a 500-550 word letter to an political official (international, national, state or local) recommending adoption or passage of some policy referring to gender and children which will have an impact on the

poor. The two requirements are that the writing be persuasive (the reader should be moved to at least consider your thesis) and include at least 5 citations for evidence.

Assignment 3: Choice – impact of war and violence **or** fair trade. Your final writing assignment is a critical essay.

Children, War and Destitution

Human Rights Watch staged an exhibition in New York of children's art from Darfur, Sudan. The drawings are posted on the Human Rights Watch website. Read the [introduction](#), review the drawings and listen to the [two-minute audio](#) of Dr Anne Sparrow (mp3 format). (You can also listen to an [associated NPR story](#) if interested.)

A few sources to visit – be sure to cite them in your writing.

<http://www.bbc.co.uk/worldservice/people/features/childrensrights/childrenofconflict/soldier.shtml>

<http://www.unicef.org/graca/graright.htm>

<http://www.child-soldiers.org/>

Take a look at Khadr's case <http://www.cbc.ca/news/world/story/2010/10/27/omar-khadr-united-nations-child-soldier.html>, how would you rule?

Write a 500-550 word recording your reaction/impressions. What did you learn about the impact of war and violence on children? Whose responsibility is it? What are your responsibilities in this situation? What is the nature of poverty? What causes it? What behaviors does it induce? Can carefully planned programs and targeted funding alleviate poverty? Is it eradicable, short of chucking the entire economic system pervasive to the world economy in the 21st Century? Is there a viable alternative?

Rubric for Written Assignments¹

Excellent (A to A-) This paper is a superior effort, presenting a demanding argument with depth and clarity. It displays a firm, independent command of complex material, and most or all of the following characteristics:

- The paper negotiates the issues it discusses with clarity and coherence. The argument is free of logical fallacies, and demonstrates a thorough grasp of the issues at stake. Judgments and conclusions are clearly stated, and include appropriate recognition of the degree of tentativeness they may involve. Counter-arguments and alternative interpretations are fully acknowledged and weighed fairly. It explores the topic with depth, insight, and creativity.
- Supporting evidence is specific, relevant, and sufficient to justify the conclusion. The author represents with care and accuracy the positions of others. The paper integrates primary and secondary sources effectively.
- The **introduction** avoids flat, lifeless, or obvious statements, and presents the central idea or thesis in a way that engages the interest of the reader. The conclusion is revelatory or suggestive rather than simply repetitive. It goes beyond a summary of what has already been said to clarify or heighten its significance.
- It follows APA format guidelines and is utilized in throughout the paper.
- Paragraphs are tightly organized, and transitions between them are smooth and logical. Errors of grammar, spelling, and punctuation are few. Language is precise, and exhibits a strong, consistent sense of the reader in terms of structure, transitions, and tone. Footnotes and other apparatus are formatted correctly and used appropriately. The style is precise, idiomatic, and rhetorically effective, meaning that it is well-suited to persuade an intelligent reader. The paper uses graphics or diagrams appropriately and effectively. There are few if any errors.

Very Good (A- to B+) A very good paper must possess some elements of a truly excellent paper, even if it falls short in others. Most such papers tend to be strong on content, but somewhat weak in presentation. This weakness typically manifests itself in one or more of the following ways:

- The introduction and conclusion may simply mirror each other. That is, while they may present the main argument of the paper clearly, they also leave the reader with the impression that little has been learned in between.
- The supporting evidence may not always be relevant to the main argument. In a very good paper, however, such digressions must be of modest proportions.
- An A- paper may not demonstrate complete command of all the issues it raises, but it must be free of gross logical fallacies, and reasonably attentive to counter-arguments and alternative interpretations. In contrast to an excellent paper, however, the reader may still feel that something more needs to be said.
- The language and style of a very good paper may occasionally be flat or repetitive.

¹ Acknowledgement and appreciation to Christopher Amirault, Ph. D. at the Harriet Sheridan Center for Teaching and Learning at Brown University.

- Transitions between paragraphs, although generally natural and logical, may sometimes be awkward or misleading.
- The mechanics of a very good paper may reflect a higher degree of carelessness than an excellent paper, or a faulty command of the details of paper preparation. The overall impression, however, must still be strictly professional.
- It follows APA format guidelines and is utilized in the majority of the paper.

Adequate (B to B-) This paper need not be especially striking or original, but it must still display workmanship, competence, and clarity. Its subject, although less complex or engaging than a very good paper, must be non-trivial, and it must be treated in a way that demonstrates an understanding of the basic facts. In addition:

- The central idea or argument must be reasonably specific, appropriate to the scale of the paper, and clearly stated in the introduction. This idea or argument must provide the main focus throughout.
- Assertions, judgments, and conclusions must be plainly stated. Supporting evidence may sometimes lack concreteness or relevance, but not to the point where the main argument is undermined.
- An adequate paper may contain some faulty reasoning, but it must not rely on faulty reasoning for its conclusions. Even if the argument is not entirely convincing, in other words, it must still be plausible and consistent with the evidence presented. If alternative points of view are not fully explored, neither are they totally ignored.
- Paragraphs must be coherent, and transitions between them, while not invariably smooth, must not be disorienting.
- The language of an adequate paper must be free of slang and jargon, and generally idiomatic. Words must be used properly and consistently.
- The mechanics of an adequate paper may be faulty in various ways, but they must not present a barrier to understanding, or call the credibility of the author into question. Errors of spelling, punctuation, and grammar, even if numerous, must be incidental.
- It follows APA format guidelines and is utilized in at least half of the paper and in the resource page.

Inadequate (C+ or lower) In graduate courses, a grade below a B indicates that a paper lacks, in some degree, the basic attributes of average work. The subjects or contents of such papers may simply be too general or inconsequential to meet the demands of the assignment. In addition, "C" papers display at least one, and "D" or "F" papers more than one, of the following serious defects:

- The introduction may fail to establish the main point of the paper. Or, if a central idea is presented at the start, the rest of the text may wander off from it in confusing and unpredictable ways.
- The conclusion may introduce irrelevant issues or confounding information; or it may bear only marginally on the main argument of the paper.
- The supporting evidence may include a large proportion of clichés, generalities, or irrelevancies. Unsubstantiated assertions and faulty reasoning may call the credibility of the whole paper into question. In contrast to an average paper, which may not be entirely

convincing, a below-average paper will be quite unconvincing. Logical errors will not be incidental, but central.

- Paragraphs may lack internal unity, and transitions between them may be misleading or non-existent.
- The mechanics of below average papers may be notably sloppy, including significant deviations from standard English usage.
- The paper does not use or follow APA format guidelines and/or there is no resource page.