

CAT 124 at Torrey Pines Elementary

Winter 2010

Wednesdays: 12:30-4:30, Torrey Pines Elementary School

Instructor: Emma Johnson, ekjohnso@ucsd.edu

Teaching Assistants: Kimara Kuspa, kkuspa@ucsd.edu, Matthew Smelser, msmelser@ucsd.edu

UCSD Research Coordinator: Ginny Gordon, gordonvirginia@yahoo.com

Emma's Office Hours: Mondays 10-11 at LCHC, or by appointment.

EMAIL

Make sure your UCSD email account is working, and that you check it regularly or have it forwarded to another account that you use. Class communication takes place via email and the class website. Include the course name (CAT124) in the subject line of all emails about the course. If you do not have a computer or email access at home, be sure you plan time to do this on campus

COURSE OBJECTIVES

This is a practicum course in which you will have an intensive learning experience working together with children in an after school setting. You will gain experience in qualitative research methods through weekly ethnographic fieldnotes. You will also complete a series of readings that will focus on cultural psychology and the social nature of learning and development. You will participate in a weekly discussion based on both your experiences at site and your readings. You will write a short paper based on empirical research that you conduct during the quarter.

REQUIRED CORE ACTIVITIES

This is designed as a pass/no pass class. You must satisfactorily complete all the required core activities of the class to pass. It is your responsibility to make sure you are not registered for this class with a letter grade. If you sign up for this class for a grade, I cannot guarantee that you will get any higher than a C (satisfactory), as your course assignments will not be ranked and evaluated for letter grades.

- 1) **10 attendance sessions.** Attendance is at all sessions of the practicum (including discussion) is mandatory. Make ups can only be arranged if you have a documented and legitimate health, personal, or family emergency. If you are more than 20 minutes late you will be required to do an entire make-up session. Leaving early is not acceptable. Notify us immediately to let us know if you will be absent.
- 2) **Actively engage with the children during the entire session.** (brief breaks allowed, of course).
- 3) **10 sets of complete fieldnotes.** Detailed fieldnotes must be written and submitted after every single practicum session by Friday at 6AM. No late fieldnotes will be accepted. If you do not submit timely fieldnotes, you will be required to do a make-up

practicum session *and* fieldnotes. If you receive a grade of “unsatisfactory” on a fieldnote you must rewrite it as directed or you will be assigned a make-up session.

4) **Complete all readings** before coming to site. Readings will be available as PDFs or as links. Be prepared to be called upon during discussion. Be prepared for quizzes. Bring in written responses to readings as directed.

5) **Participation in discussion is mandatory.** You must actively participate (i/e speak out loud to the group). If you find it difficult to speak in a group, come prepared with additional written comments and questions about the readings and practicum work.

6) **Plan and lead one “intervention”.** These are whole-group or small-group games and activities during meeting, PE, or 5D sessions. They should build vocabulary, language, memory, logical thinking, or impulse control (“executive function”). The games should be cooperative (no win/lose). You may do this on your own, or you may pair up with another student and together do two. You must sign up for dates and let your TA and classmates know what you are doing. In particular, you must intentionally include at least 4 vocabulary words in your activity.

7) **Post a summary of your intervention.** See posted instructions for how to write this summary.

Final Course assignment: TWO PAPERS due by noon on Wednesday, March 17

1) 5-7 page research paper based on empirical research (fieldnotes) gathered during the quarter and relevant theoretical readings.

2) 3 page self-reflection based on your own personal experience at the practicum site

Paper topics will be discussed during the quarter, and must be approved by the instructor. No late papers will be accepted unless you make a prior arrangement (you must be granted an extension **in advance** of the due date).

COURSE SCHEDULE

WEEK 1, January 6

Cole et al, *The Fifth Dimension*, Ch 1

Listen to: How not to Talk to Kids

WEEK 2, January 13

- Moll, Amanti, Neff and Gonzalez, “Funds of Knowledge for Teaching, Using a Qualitative Approach to Connect Homes and Classrooms”
- Read excerpts on vocab-building activities and concepts (in a folder on class website)
- Read excerpts on games (in a folder on class website)

In class: Sign up to lead vocab-building “interventions” for the rest of the quarter

CAT 125:

- Vasquez, *La Clase Mágica*, Chapter 5, “Language and Identity in a Bilingual Learning Environment”

- Read excerpts from Kriete, *The Morning Meeting Book*
- Plan your “intervention” activities for the quarter
- Comment on paper topic proposals

WEEK 3, January 20

- Vygotsky, “Interaction Between Learning and Development”
- Grille, “The Poisoned Carrot” online article:
http://www.naturalchild.org/robin_grille/rewards_praise.html

In class: watch 10m from “everyone a reader”

CAT 125:

- Cole, *Cultural Psychology*, Ch 5, “Putting Culture in the Middle”
- Bettie, *Women Without Class*, Ch 1

WEEK 4, January 27

- Lareau, *Unequal Childhoods*, chs 1 and 2
- Nelson, *Positive Discipline*, Ch 7 “Using Encouragement Effectively”

CAT 125:

- Lareau, *Unequal Childhoods*, Ch 7, “Language as a Conduit for Social Life: Harold McAllister”
- CAT 125: Developed paper proposal due

WEEK 5, February 3

- Lillard, *Montessori, The Science Behind the Genius*, Ch 5: “Extrinsic Rewards and Motivation”
- Rich, “A New Assignment, Pick Books You Like”
http://www.nytimes.com/2009/08/30/books/30reading.html?_r=1
- Listen to 4minutes radio interview,
<http://www.npr.org/templates/player/mediaPlayer.html?action=1&t=1&islist=false&id=122271669&m=122271650>
- Paper topic due (1-2 sentences)

CAT 125:

- Gaskins, “Children’s Daily Lives in a Mayan Village: A Case Study of Culturally Constructed Roles and Activities”
- Bettie, *Women Without Class*, Ch 5, “Border Work Between Classes”

WEEK 6, February 10

- Cole et al, *The Fifth Dimension*, Ch 2
- Emerson, Fretz, and Shaw, *Writing Ethnographic Fieldnotes*, Ch 1

CAT 125:

- Gutierrez and Rogoff, “Ways of Learning”
- Díaz, Mill and Mehan, “Sociocultural Resources in Instruction”

WEEK 7, February 17

- Reitenaur et al, *Creating Cultural Connections*, “Navigating Difference, Investigating Power, Unpacking Privilege”
- Lareau, *Unequal Childhoods*, appendix B on Bourdieu
- <http://www.npr.org/templates/story/story.php?storyId=122576958>

CAT 125:

- Macleod, “On the Making of *Ain’t No Makin’ It*”
- annotated bibliography for final paper due

WEEK 8, February 24

- Valenzuela, *Subtractive Schooling*, Intro and Ch 4: “Everyday Experiences in the Lives of Immigrant and U.S.-Born Youth”
- Excerpts from Chavez, *The Latino Threat*
- <http://marketplace.publicradio.org/display/web/2010/01/08/pm-latinos-in-college-ii/>
- One paragraph paper topic due

CAT 125:

- Chavez, *The Latino Threat*, Ch 1 and 2

WEEK 9, March 3

- Jenson, de Castell, and Bryson, “ ‘Girl Talk ‘: Gender, Equity, and Identity Discourses in a School-Based Computer Culture”
- Excerpt from Goodwin, *The Hidden Life of Girls*
- Paper prep assignment due (1-2 pages)

CAT 125:

- Thorne, *Gender Play*, Ch 3 “Boys and Girls Together.... But Mostly Apart” and Ch 7, “Crossing the Gender Divide”
- draft of final paper due

WEEK 10, March 10

- Delpit, *Other People’s Children*, “The Politics of Teaching Literate Discourse”
- Au, “Decolonizing the Classroom” in *Rethinking Schools Online*
http://www.rethinkingschools.org/archive/23_02/deco232.shtml
- <http://www.nytimes.com/2010/01/17/magazine/17fob-wwln-t.html?scp=1&sq=uc%20california&st=cse>

CAT 125:

- Fishman and MacLaren, “Schooling for Democracy”
- Peer editing of final paper

FINAL PAPER DUE MARCH 17 (finals week) by noon