Beyond Curriculum:
Public Education and Issues of Childhood
An RCAH Civic Engagement Class - 292B Sec. 03; Spring 2012

Instructor: Donna Rich Kaplowitz
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Class meets: T,Th in C204 Snyder; 10:20-12:10
Office Hours: T, 1-2, or by appointment

“The best way to find yourself is to lose yourself in the service of others.” - Ghandi

Course Description

Public school efforts to teach students an increasingly heavy curriculum are often influenced by issues children face both in school, and in the greater community. This class dives into issues of childhood and focuses deeply on how socially constructed differences (race, social class, gender, sexual orientation, ethnic, linguistic and cultural backgrounds) are used to privilege some learners and marginalize others.

We will simultaneously develop a sense of self empowerment, build relationships across differences, develop leadership skills, work collaboratively in community, and deepen our understand of ourselves as change agents.

In order to fully understand the tasks confronting public educators, this course is divided into two broad and interdisciplinary objectives.

The first objective is academic. Prompted by readings, guest speakers, and class discussions, students will study, question, and analyze specific issues of childhood confronting 21st century educators. Issues discussed will include: special education (ableism); social class; race, racism and white privilege; gender and heterosexism; cultural competence and English Language Learners; and bullying and conflict resolution. Students will also study the various roles of adults in public schools, (parents, teachers, administrators) and critically examine how public schools are structured to deal with the intersection of the social justice and childhood issues we have evaluated.

The second objective is experiential and reflective. Students will all be placed in K-12 classrooms in East Lansing or Lansing Public Schools. Students will learn how to participate in a successful civic engagement placement in a public school setting. This hands-on experience will challenge students’ preconceived notions of both education, equity, and childhood, and expand students understanding of the societal and social justice issues confronting educators and children in classrooms every day in our community and beyond.

There is a corollary experience for those interested: student philanthropy. Our class has been awarded a $1500 grant from the RCAH Dean’s Discretionary Fund for students to allocate to up to 3 non-profit groups in the community. Students who wish to complete the “H” option for this class, and any other students interested, are encouraged to participate in the co-curricular (not during regular seminar time) experience. Students who wish to participate will engage in writing an RFP (Request for Proposals), soliciting proposals, evaluating proposals, determining monetary awards to worthy entities that address the
needs of children within our community, and present awards to project recipients. This is an incredibly rewarding experience and extremely useful skill to have. More information will be forthcoming.

Course Objectives

RCAH students will:
• Learn about childhood issues and how they are handled within a public school setting.
• Gain insight into themselves and their new community through self reflection, course readings, dialogue with practitioners in the field, and engaged experiential learning.
• Question previous assumptions about education and social justice and discover new possibilities.
• Understand the possibilities and responsibilities of civic engagement through building trusting relationships with individuals in public schools.
• Raise consciousness about social justice issues in education and explore possibilities for change and action.
• Participate in positive two-way collaborative learning communities and become part of a new community – a public school classroom.
• Learn aspects of the philanthropic process.

COURSE FORMAT

We will approach the topic, “issues of childhood and public education” from two angles: 1) a bi-weekly seminar session with readings, classroom discussion, guest speakers and field trips; 2) participation in an East Lansing Public School classroom, weekly for three hours.

WEEKLY SEMINARS

We will gather as a professional learning community twice a week to discuss the connections between the week’s readings and our civic engagement experiences. We will usually have outside speakers share their professional experiences with our group once during the week, and have the other class session devoted to a conversation among ourselves to delve more deeply into the personal experiential aspects of our civic engagement experience. Participation in classroom discussion both when guest speakers are present, and when we gather as a professional learning community is required. Please bring three questions with you to class each time we have a guest speaker, and engage our speaker with your questions and listening skills.

The class conversations and corollary journal reflection pieces are a fundamental part of the learning experience in this class. Students should expect some of the topics we address to be emotionally challenging. We will create an environment of trust where we can delve into our personal experiences with intensely personal social justice issues. Students will learn to stay engaged, speak their truths, experience discomfort, and expect and accept non-closure. The class discussions are a place where students should feel safe, but may also feel discomfort. Feeling discomfort is an essential aspect of learning in social justice education.

The reading load for this class will not be heavy, (much of your time will be spent in your community placement) but it will be essential for students to read the assignments before coming to class so as to best engage with outside speakers and with one another in class seminars. It is expected that all students write in their reflective journals on assigned topics before coming to class.

This course is divided into three general segments: 1) Understanding civic engagement in public schools; 2) Social justice issues in public schools; 3) Role of adults in addressing social justice issues.
CIVIC ENGAGEMENT

“If you have come to help me, you are wasting your time. But if you are coming because your liberation is bound up with mine, then let us work together.” - Australian Aboriginal Woman

This class is predicated on the belief that learning is a multi-way collaborative process that occurs in a million different places and in a million different ways. Through our civic engagement experience, RCAH students will explore how they can be part of a community, learn from it, and make a positive contribution.

This class is based on the concept that working in community provides an inter-generational learning experience where everyone collaborates in developing questions, seeking answers and working collaboratively. In this environment, the classrooms (MSU and public schools) become a kind of social network, and the experience is one of “performative social action.”

Each RCAH student will be placed in a K-12th grade classroom in the East Lansing Public Schools. RCAH students will work directly with the professor to design a placement that honors their strengths and passions, and combines RCAH student’s interests with local public school needs.

RCAH students will spend at least 3 hours per week in their assigned classroom or building. (Travel time is not included. Bus tokens are provided. You will have both MSU and ELPS spring breaks off from your engagement experience.) You must spend a minimum of 22 hours in your classroom per semester. Please keep a log of your hours, and hand it in at midterms and finals.

A major focus of the civic engagement piece of this class is developing relationships within a school community, building trust, working together, learning how to immerse oneself in community.

NOT A CLASS-AS-USUAL EXPERIENCE!

Unlike many other classes you may have taken as a college student, this class is not a private affair between you and your professor. Outside adults and children will count on you to show up. Because this is an engagement class, you will learn by doing, reflecting and forming new relationships. It is essential that you do your class readings and take an active role in class discussions, but it is also absolutely fundamental that you participate in your public school classroom. In both settings, be prepared to ask lots of questions, listen deeply, challenge old assumptions, engage in dialogue, and try to discover new ways of thinking in collaboration with community partners. Treat everyone – yourself included – as both a teacher and a student – as someone whose involvement enriches the learning environment for all.

Engaged learning is unpredictable. It is fluid and improvisational. Plans don’t go as expected, unanticipated events emerge, new topics come up. This can be stressful, but it is also stimulating. This is an opportunity for you to learn about yourself, your community, and an academic topic in an entirely new way. Be prepared to invest yourself “beyond the clock!” And be prepared to discover parts of yourself that you never knew existed!
ASSIGNMENTS, GRADING, EVALUATION

1. (25%) Reflection Journal: Your journal is the place where you document your experiences, respond to class readings and discussions; record engagement findings, confront your assumptions, change your mind, ask new questions, and personally come to grips with what you are learning. Reflection journals are designed for students to examine their experiences critically, thus enhancing both your learning and your civic engagement. It is also a place for you to ponder how your class readings and discussions relate to (and may be integrated into) your community work. Your writing in your reflection journal should push you to think in new ways and develop alternative explanations for experiences and observations. You should raise contradictions that you see, and rethink your understanding of social power relationships.
   a. Every week you will be given a useful prompt to help you focus your journal entries. In general, you should think of the following 4 questions: 1) What did I learn? 2) How, specifically did I learn it? 3) Why does this learning matter? What is its significance? 4) In what ways should I use this learning? – What have I learned to improve myself, the quality of my learning, or the quality of my civic engagement work?
   b. Be honest and write for yourself, but also be prepared to share your journal entries (both your discoveries and disappointments) with the class each week. You should write about 500 words (2 pages) minimum each week.
   c. We will set aside class time (usually on Thursdays) for 40-50 minutes each week to discuss and compare our observations based on your journal entries. BRING THEM TO CLASS!
   d. Journals will be collected five times during the semester: on 1/26; 2/16; 3/1; 3/29 and 4/19/12. Points will be assessed based on your ability to synthesize readings, class discussions and hands-on experiences, locate additional sources of information and reflect in meaningful ways on your community observations and relationships. (See rubric below)
   e. If you handwrite your journal, PLEASE WRITE LEGIBLY! If I have trouble deciphering your writing, I will ask you to type your entries.
   f. You may keep an “electronic journal” if you prefer to express yourself on a computer, and you may e-mail your entries to me by 5 pm on the date due. Alternatively, you may keep a journal in a bound book of your choosing. Art work/ paintings/ comic strips/ other forms of expression that deal expressly with our work together is accepted and encouraged.
   g. If you prefer to send me your journal entries weekly, I will accept them and respond quickly.

Example Critical Thinking Rubric for Assessing Reflective Journals

- Makes clear the connection(s) between the service-related experience and the dimension being discussed.
- Makes statements of fact that are accurate, supported with evidence. (Accuracy)
- Accurately identifies, describes, applies appropriate academic principle.
- Consistently expands on, expresses ideas in another way, provides examples/illustrations. (Clarity)

**Resources:**

Optional texts: Steven Farr, Teaching as Leadership; Glenn Singleton and Curtis Linton; Courageous Conversations about Race, Mica Pollock, Every Day Antiracism; Allan G. Johnson, Privilege, Power and Difference; Tim Wise, Between Barack and a Hard Place; Ruby Payne, A Framework for Understanding Poverty; Marianne Adams, Warren Blumenfeld, et. al, Readings for Diversity and Social Justice. 2nd Edition.

Required: Course Pack – available at Collegeville Textbook Company (next to Barnes and Noble)

Readings/videos posted on Angel
• Describes learning that is relevant to class topic and keeps the discussion specific to the learning being articulated. *(Relevance)*
• Addresses the complexity of the problem; answers important question(s) that are raised; avoids over-simplifying when making connections. *(Depth)*
• Gives meaningful consideration to alternative points of view, interpretations. *(Breadth)*
• Demonstrates a line of reasoning that is logical, with conclusions or goals that follow clearly from it. *(Logic)*
• Draws conclusions, sets goals that address major issue(s) raised by the experience. *(Significance)*
• Consistently avoids typographical, spelling and grammatical errors.

2. *(25 %) Participation in Seminar* – Students must come to class prepared – having read material, with their reflective journals in hand, and questions for guest speakers ready to hand in. Students must actively participate in seminar discussions and engage our community speakers in discussion based on readings and experiential learning. *This class is based on the belief that participant interaction is central to the learning process. All students have valuable knowledge and expertise from which peer, community members and teachers can learn!*

There will be a strict NO CELL PHONE policy in this class. Laptops are not permitted. **YOU MUST COME ON TIME!** Class starts exactly at 10:20. Because our class time is so limited and our speaker’s time is so precious, each tardy will count as a 1% deduction from your final grade. Participation in the FINAL Reception on April 30, 2012 is mandatory.

**Participation Grading:**

• **Lead two class discussions** (with team members) during semester. (10%)
  
  You will sign up for the two class discussions you wish to co-lead on January 26th. **CHOOSE A TOPIC THAT INTERESTS YOU!** You will be expected to creatively engage the class in a 15 minute discussion based on the week’s readings, the guest, and engagement experience. Power points, prezis, videos, etc… are essential presentation tools.

  **Discussion Dates:** Special Ed: 2/2; Bullying and Restorative Justice: 2/9; Gender: 2/16; Cultural Competence: 2/21; Socio-economic diversity: 3/1; White privilege: 3/20; Race, Power and Privilege: What can we do? 3/29; Teacher’s role: 4/3; Principal’s role: 4/12; Superintendent’s role: 4/19.

• **Questions for Speakers:** Write down 3 questions to ask guest speakers each week and ask them! Be engaged with speaker in multiple ways. (15 %)
  
  o You MUST refer to the readings within 2 of your 3 questions, or you get no credit.
  o You will be asked to hand in your questions each week. (Should be handed in on separate piece of paper – not in journal. May be handwritten.)
  o Simply writing questions and NOT engaging with speaker is not sufficient for your participation grade.

  **Attendance** – mandatory. You will be docked 2% for each absence unless you clear it with me in advance and you have a valid excuse.

3. *(25%) Participation in School Community* – Student participation in school community will be assessed by professor. Lead public school teachers will also assess RCAH student participation twice during the semester. See back of course pack for more information.

• RCAH students are required to be in their public school placements for three hours per week, and a minimum of 22 hours per semester.
• Missing a community participation for any reason other than a serious health situation will result in the lowering of your grade for the entire class. Attendance in your public school placement is NON-NEGOTIABLE.
• Keep track of your hours and hand them in at mid-terms and final.

Grading: 12% for first half of semester (due 3/1) and 13% for 2nd half (due 4/26).

4. (25%) **Final Project**. This is a major part of your participation in this class. Detailed information is available at the back of the syllabus and in the course pack. We will discuss final project ideas in class on February 9.

Grading: 5% - proposal for final project; due 2/28/12
10% - project and author’s statement
5% - presentation to class (due April 24, 2012)

**Extra Credit:** There will be several opportunities to earn extra credit during the semester, including:

1) **Attend a Parent Council Meeting**. During the semester, attend one parent council meeting at your building. Find out from your school office when your parent council meets.
2) **Attend a School Board Meeting**. Generally 2nd and 4th Mondays of each month; 7 pm 841 Timberlane. East Lansing, Michigan. Check ELPS website for specific dates.
3) **Put an exhibit of your students’ work or your time in the public school classroom in the showcase outside C200 wing classrooms**
4) **Send Vincent Delgado clips of your work in the school for RCAH engaged website**.
5) **Participate in grant group**

**Honors students:** To receive the “H” option, you will be expected to participate in Philanthropy portion of this class.

Each extra credit option is worth 2%. Submit date and 1-2 page write up of your experience.

**Final grading scale:** 100-90% = 4.0; 89-85% = 3.5; 84-80% = 3.0; 79-75% = 2.5; 74-70% = 1.5; 64-60% = 1.0; less than 60% = 0.0
SEGMENT 1 - Civic Engagement in Public Schools – Getting Started

Tues 1/10 - **Overview of Course** – Introductions, goals, strategies, review of syllabus
What does civic engagement in public schools look like, feel like, smell like?
Sign up to meet with me this week, if we have not yet met! Ice Breaker.

1. **Sign up to meet with me this week!**
2. **background check handed out and due in class TODAY**
3. **View Anna Orsini YouTube Video on Angel (Angel)**

Thurs 1/12 - **Getting started in your public school classroom:** Guest Speaker: Nicole Springer; Center for Service Learning 10:20-11; Former students: 11-12:10


Tues 1/17 - **Global Historical Context of Education:** Guest Speaker: Dr. Janet Navarro; What does it mean to be educated in the 21st Century? Bring 3 questions for Dr. Navarro. (Questions #1)

Readings/ video (on Angel)

5. [http://www.youtube.com/watch?v=A3oIiH7BLmg](http://www.youtube.com/watch?v=A3oIiH7BLmg)

Thurs 1/19 – Class Discussion on public school assignments and Dr. Narvarro’s talk
**Placements Assigned in class on or before today!**
Contact your head teacher and arrange a meeting or telephone chat by 1/21. Plan to start your regular placement by 1/24.

**View on Angel site:** [http://blog.ted.com/2008/03/18/dave_eggers/](http://blog.ted.com/2008/03/18/dave_eggers/) Once Upon a School

Friday 1/20 – Contact your lead teacher today!

**MONDAY 1/24 - START YOUR PUBLIC SCHOOL EXPERIENCE THIS WEEK**

Tues 1/24 – **Learning to Listen** – Grace Menzel (Certified Professional Coach)
Bring 3 questions for Ms. Menzel (Questions #2)

**Readings due 1/24:** Margaret Wheatley, “Turning to One Another: Simple Conversations to Restore Hope to the Future,” (selected pages in course pack)

**“The Power of Vulnerability”** – Brene Brown TED Talks on Angel (20 minutes)

Thurs 1/26 – 10:20-11:10: Class discussion on listening, values, identity and first experiences in public schools.
Sign up for co-leading 2 class discussions today. Discussion dates: Special Ed: 2/2; Bullying and Restorative Justice: 2/7; Gender: 2/16; Cultural Competence: 2/21; Socio-economic diversity: 3/1; White privilege: 3/15; the black student experience: 3/22; Achievement Gap: 3/29; Teacher’s role: 4/3; Principal’s Role: 4/12; Superintendent’s role: 4/19

Journals # 1 DUE today!

SEGMENT 2- Issues of Childhood

Issue 1: Special Education

Tues 1/31 – Topic: Special Education (Kris Chapman, Director of Special Ed, ELPS)
Come with 3 questions for Ms. Chapman about special education – Questions # 3 due.
Readings due 3/14:
1. Tomlinson, Carol Ann. Deciding to Teach Them All; Educational Leadership, Oct 2003
3. Angel: Special Ed Video (about 2 minutes)

Thurs 2/2 Student Led Discussion about Special Ed
Readings: Children’s Literature: Thank You Mr Falker, Patricia Polocco (reading room)

Issue 2: Bullying and Conflict Resolution

Tues 2/7- Topic: Bullying and Conflict Resolution Nancy Shertzing – Restorative Justice

Bring 3 questions for Ms. Schertzing about bullying and mediation/restorative justice – questions # 4 due

Readings, due 2/7: (read # 1, readings split amongst students)
3. Odd Girl Out, Rachel Simmons pp. 16-37 (skim)
5. Building Safe and Saner Schools,” Educational Leadership, Sept. 2011, p. 45-49

Children’s Literature: Chrysanthemum, Kevin Henkes; The Brand New Kid, Katie Couric; The Recess Queen, Alexis O’Neill; Stand Tall Molly Lou Mellon, Patty Lovell

Thurs 2/9 - Student led discussion on Conflict Resolution
INFORMATION about FINAL PROJECTS SHARED TODAY

Issue 3: Gender, Sexual Orientation, Heterosexism and Homophobia in Public Schools

Tues 2/14- Gender Issues in Public Schools – Guest Speaker: Kris Knickerbocker
Bring 3 questions for Ms. Knickerbocker – questions # 5
Readings:

Thurs 2/16 - Student Led Discussion about gender issues in public schools
Journals #2 due today!

Issue 4: Journey Toward Cultural Intelligence

Tues 2/21 – Student Led Discussion about Cultural Competence
Reading due 2/21:

Children’s Literature: Erandi’s Braids by Tomie dePaola; Beatrice’s Goat, Page McBrier; Yoko, Rosemary Wells; The Name Jar, Choi Yangsook (reading room)

Thurs 2/23 - Panel Discussion on “What does Cultural Competence Mean?” – Guest Speakers: Lorraine Ware, Principal Red Cedar Elementary School
Bring 3 questions – questions #6
Teacher Evaluations for first half of semester handed out – due back 3/1

Issue 5: Social Class and Economic (In) Equity in Public Education

Tues 2/28 – The Question of Class – Rhonda Levra (Edgewood Community Center) and Katy Topp (East Lansing High School)
Readings:
1) Ruby Payne, A Framework for Understanding Poverty, p. 37-86 (skim!)
3) Angel: NPR Stories on “Culture of Class” (November 2011)
Bring 3 questions – questions #7
2-4 page draft of Final project proposal is due in class.

Thurs 3/1 - Student Led Class Discussion about Social Class
Teacher evaluations for first half due back today. Time Sheets Due!
Journals #3 due today!

Dessert party at Kaplowitz home! 1720 Foxcroft Rd. 7 pm
### Issue 6: Race and Racism in Public Schools – What is the Achievement Gap Anyway?

**Tues. 3/13**  
**White Privilege – a “near peer” discussion with former student Erika Vivyan** *(Bring 3 questions for Erika Vivyan – questions # 8 due)*  
Readings due 1/31:  
2. “White Privilege: Unpacking the Invisible Knapsack” Peggy McIntosh  
3. Tim Wise, *Between Barack and a Hard Place*, p. 17-65 (esp. 49-56)

**Thurs. 3/15**  
**Doak Bloss (Michigan Department of Public Health): White Privilege**  
2. “The Personal is the Political,” Richard Chip Smith, RDSJ, p. 135-139.

**Tues 3/20**  
**Student-led Class Discussion about race, power, and privilege**  
4. 2. Angel: NPR story – “Racial Achievement Gap Still Plagues Schools” by Nancy Solomon (7 min. 19 sec)

**Thurs 3/22**  
**The African American Parent Perspective – Darryl Pettway** *(Bring 3 questions for Mr. Pettway; questions # 9 due)*  

**Tues 3/27**  
**Topic: Achievement Gap – Minority Underachievement in Majority White Schools**  
**Dorinda Carter (MSU Professor of Education)** *(Bring 3 questions for Dr. Carter; questions # 10 due)*

1. “No Brain is Racial” Mica Pollack, p. 9-11;  

**Thurs 3/29 – Student-led Class Discussion: What can we do?**  
**Journals # 4 due today!**
SEGMENT 3 – The Role of Adults in Public Schools

Tues 4/3 – The Role of the Teacher in Public Schools Melissa Sigh and Marcus Sigh, (teachers)
Readings due 3/23:
1. Steven Farr, Teaching as Leadership, p. 1-11
2. NYT Magazine, “Can Good Teaching be Learned?” by Elizabeth Green, 3/7/10, p. 31-46.
5. “The Education Manifesto,” by Michelle Rhee and Adrian Fenty, Wall Street Journal, 10/30/10

Thurs 4/5 - Student led discussion about the role of the teacher
View ONE of the following films about education: Dangerous Minds; Mr. Holland’s Opus; Stand and Deliver; Freedom Writers Diary – all available in Snyder computer lab

Tues 4/10- Andy Wells, (Principal, Whitehills Elementary School)
Come with 3 questions for Mr. Wells – questions # 11 due today
1. Professional Learning Communities at Work: DuFour and Eaker, Chpt. 9: The Role of the Principal in a Professional Learning Community, p. 181-203
Children’s Literature: The Principal from the Black Lagoon, by Mike Thayler; A Fine, Fine School, Sharon Creech (reading room)

Thurs 4/12 Student-led discussion about the role of principal
Teacher evaluations for second half of semester handed out. Due back 4/26/11

Tues 4/17 Dr. Chapin The Superintendent’s Perspective:– Dr. David Chapin (Superintendent of East Lansing Public Schools) (tentative)
Come with 3 questions for Dr. Chapin – questions # 12 due today.
Readings due for 4/20
1. “Superintendents are a Critical Piece of the Student Achievement Equation” (on Angel)
2. ELPS Strategic Plan (angel) – skim!

Thurs 4/19 Student led discussion on role of administration
Journals # 5 due today!

Tues 4/24 Share final projects with class.

Thurs 4/26 Share final projects with class.
TEACHER EVALUATIONS DUE BACK; TIME SHEETS DUE!

 Finals week - Final Exam: April 30, 2012 Class Reception/ Presentation to Recipients of Grants
RESOURCES

Selected readings from the following books:

Alan Blankstein, *Failure is Not an Option*
Richard Dufour and Robert Eaker, *Professional Learning Communities at Work*
Steven Farr, *Teaching as Leadership*
Paulo Freire, *Pedagogy of the Oppressed*
Erin Gruell, *Teach With Your Heart or Freedom Writers*
Allan Johnson, *Privilege. Power and Difference*
Frances Kendall, *Understanding White Privilege*
Jonathon Kozol, *Savage Inequalities: Children in America’s Schools,*
Jonathon Kozol, *Shame of a Nation: Separate and Unequal*
Anne Lamott, *Bird by Bird*
Laurence Lezotte, *Learning for All*
Frank McCourt, *Teacher Man*
Ruby Payne, *A Framework for Understanding Poverty*
Daniel Pink, *A Whole New Mind*
Mica Pollock, *Everyday Antiracism*
Leonard Sax, *Boys Adrift*
Rachel Simmons, *Odd Girl Out*
Glenn Singleton and Curtis Linton, *Courageous Conversations about Race*
Beverly Daniel Tatum, *Why are All the Black Kids Sitting Together in the Cafeteria?*
Margaret Wheatley, “*Turning to One Another: Simple Conversations to Restore Hope to the Future,*”
Tim Wise, *White Like Me*
Tim Wise, *Between Barack and Hard Place*

**Elementary Children’s Literature***

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<tr>
<th>Title</th>
<th>Themes</th>
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<tbody>
<tr>
<td>Yangsook Choi, <em>The Name Jar</em></td>
<td>foreign names</td>
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<td>Bill Cosby, <em>The Meanest Thing to Say</em></td>
<td>Bullying</td>
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<td>Katie Couric, <em>The Brand New Kid</em></td>
<td>Bullying</td>
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<td>Tomie dePaola, Antonio Madrigal, <em>Erandi’s Braids</em></td>
<td>poverty/ Mexico</td>
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<td>Paul Fleishman, <em>Seedfolks</em></td>
<td>community garden</td>
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<td>Kevin Henkes, <em>Chrysanthemum</em></td>
<td>name issues</td>
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<td>Kevin Henkes, <em>Wemberly Worried</em></td>
<td>stress</td>
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<td>Kevin Henkes, <em>A Weekend with Wendell</em></td>
<td>bullying</td>
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<td>Patty Lovell and David Catrow, <em>Stand Tall Molly Lou Mellon</em></td>
<td>bullying</td>
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<td>Page McBrier, <em>Beatrice’s Goat</em></td>
<td>helping others, Africa</td>
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<td>Leslea Neuma, <em>Heather has Two Mommies</em></td>
<td>alternative families</td>
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<td>Alexis O’Neill, <em>Mean Jean the Recess Queen</em></td>
<td>bullying</td>
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<td>Patricia Polocco, <em>Thank you Mr. Falker</em></td>
<td>learning disabilities</td>
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<td>Patricia Polocco, <em>Chicken Sunday</em></td>
<td>Holocaust, bullying,</td>
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<td>Meredith Tax, <em>Families</em></td>
<td>alternative families</td>
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<td>Rosemary Wells, <em>Yoko</em></td>
<td>lunchroom issues</td>
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<td>Jeanette Winter, <em>The Librarian of Basra</em></td>
<td>war</td>
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<td><em>What Does Peace Feel Like</em></td>
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* all children’s books will be available for reading in the Reading Room at Snyder Hall.
### DATES TO REMEMBER

#### List of Speakers/dates – Spring 2012

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<th>Date</th>
<th>Person</th>
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<tr>
<td>1/12</td>
<td>Nicole Springer, former students</td>
<td>Center for Service Learning</td>
<td>27 Student Services MSU</td>
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<td>1/17</td>
<td>Janet Navarro</td>
<td>Professor</td>
<td>GVSU</td>
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<td>1/24</td>
<td>Grace Menzel</td>
<td>Certified Professional Coach</td>
<td>15834 Culver Dr. EL MI 48823</td>
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<td>1/31</td>
<td>Kris Chapman</td>
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<td>2/7</td>
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<td>3/15</td>
<td>Doak Bloss</td>
<td>Ingham County Health Department</td>
<td></td>
</tr>
<tr>
<td>3/20</td>
<td>Darryl Pettway</td>
<td>President, Black Parent Association, ELHS</td>
<td></td>
</tr>
<tr>
<td>3/27</td>
<td>Dorinda Carter</td>
<td>Professor of Education</td>
<td>358 Erickson Hall, MSU</td>
</tr>
<tr>
<td>4/3</td>
<td>Marcus Sigh, Melissa Sigh</td>
<td>Elementary teachers</td>
<td>Whitehills, Red Cedar</td>
</tr>
<tr>
<td>4/10</td>
<td>Andy Wells</td>
<td>Whitehills Elementary School</td>
<td>621 Pebblebrook Rd.,</td>
</tr>
<tr>
<td>4/17</td>
<td>David Chapin</td>
<td>Superintendent ELPS</td>
<td>ELPS/841 Timberlane</td>
</tr>
</tbody>
</table>

#### DATES TO REMEMBER

**Final Project**

- 2/9  Rubric Discussed in class
- 2/7-2/28  Meet with Professor
- 2/28  Final Project proposal due 20
- 4/24, 4/26  Final Projects presented to class

**Journal Due Dates (20 points each)**

- 1/26/12; 2/16/12; 3/1/12; 3/29/12; 4/19/12

**Speaker Questions Due Dates (5 points each)**

- 1/17; 1/24; 1/31; 2/7; 2/14; 2/23; 2/28; 3/15; 3/22; 3/27; 4/3; 4/10; 4/17;

**Class Dessert Party at Kaplowitz home:**

- 3/1/12, 7 pm

**Student Evaluations by Community Partner Due: (50 points each)**

- 3/1/12 and 4/26/12