**[Covering Education Seminar](http://www.coveringeducation.org/" \t "_blank) --**Working Syllabus 2014

Columbia University Graduate School of Journalism

(A work in progress)

**Prof**. LynNell  Hancock

[212-854-8765](tel:212-854-8765" \t "_blank)

Office hours: Wednesdays, 10 to 5 (signup sheet outside my door)   
Some Thursdays – email to set up a time

Room 805, Journalism

**Adjunct Prof.** Barbara Kantrowitz  
917-972-5495 c

**Seminar**: Tuesday 9:30 to 12:30, Room 607A, Journalism Building (can sometimes start at 9 am.)

**Reporting and Embed School day:**Monday all day and Tuesday afternoons

**Goals**([http://www.coveringeducation.org/syllabus.html](http://www.coveringeducation.org/syllabus.html" \t "_blank))

The course aims to prepare journalists to report, write and think critically about education reporting in a broad context. Students should emerge from the semester armed with a sense of the history of American education, an understanding of broader context and issues swirling around public schools, some useful interview and ethical tools to bring to this beat, and the confidence to think, report and write creatively about the complex connections between education and economics, culture, politics, science, and other areas of civic and cultural life.

**Minimum writing requirements**: Two smaller pieces will be assigned (op ed and book response). One short news story either from your embed school or a news event. Two in depth pieces that you discover on your own (subject to prof approval), and you work on all semester.

This year we are collaborating with [Chalkbeat.org](http://blogs.edweek.org/edweek/education_and_the_media/2014/01/chalkbeat_new_york_joins_the_big_apple_in_list.html) (formerly Gothamschools.org) on a classwide Teacher Project (as well as other news stories when they pop up). One of your in depth pieces, then, will be a teacher profile. Your second significant story is one that you choose on your own. This is minimum; more is encouraged. Essentially, you need to be reporting and writing and thinking and pitching stories all semester. I will ask for a weekly memo on your story progress when the time comes.

**Deadlines and details:**

***Op ed****, due Feb. 4.*

***Project Reporting****: This work is the centerpiece of your learning in the course. The most critical work will be your indepth reporting and storytelling on two subjects.*

*One will be a teacher project profile:*

*Pitch due Feb. 11, Draft 1, Feb. 18, Final, Mar. 4.*

*The second project is a feature of your own choice that you work on all semester. It can be connected to the Teacher Project package, or another topic all together. Think creative. Think ambitious. Think beyond the obvious. Your reporting may either result in at least one large feature piece, or a series of smaller stories, or one anchoring piece that includes several small multimedia elements. You have a lot of flexibility with this topic. Think beyond the conventional boundaries of what you might think school reporting is about. Photos are required for every post on Schoolstories.org. Other multimedia elements are encouraged. (TBA=to be assigned)*

*One topic I heartily encourage: Where are the city’s homeless children going to school; Who is teaching them? (This is obviously related to the project)*

Or*: What Inequity Looks Like/A Tale of Two Districts:* [*Morrisania*](http://www.scribd.com/doc/190414449/Persistent-Educational-Failure) *and (fill in the blank).*

*Pitch due Feb. 25. Progress memo every Tuesday from then on.*

*First draft due Mar. 11*

*Final project presentations, April 15*

***Book response****, 500 words, plus an extra credit Q & A with the author, if possible. Bring information about the author and other works to your presentation and to your piece. Deadlines are assigned individually.*

***News****: A quick newsy story about your embed school, or a news event. These can be cross-posted on both ChalkbeatNY.org and Schoolstories.org.*

*In addition, students will rotate on the News Wire desk for school-stories.org, aggregating and updating the stories of the week.*

**Covering Ed Embed Schools 2014**

Aparna Alluri and Oghene Oyiborhoro: The Equity Project, Washington Heights

Dartunorro Clark: Urban Assembly Bronx Applied Math and Science

Madeleine Cummings: I.S. 62 Ditmas Park Intermediate, Brooklyn

Annum Khan: Aspirations Diploma Plus High School, Brooklyn

Annette Konoske-Graf: Manhattan International High School

Matt Collette and Alexandria Neason: DeWitt Clinton High School, Bronx

Will Huntsberry: Academy for Careers in Television and Film, Queens

Jose Munoz: World Journalism Prep, Queens

Peggy Barnum: P-Tech

**Covering Ed Book Assignments 2014**

February 4: Madeleine Cummings: The Death And Life of the Great American School System, by Diane Ravitch; Matt Collette: Class War, by Steve Brill

Feb. 11: Alexandria Neason: Hope Against Hope, by Sarah Carr

Feb. 18: Annette Konoske-Graf: Random Families, by Adrian Nicole LeBlanc

Feb. 25: Dartunorro Clark: Hope in the Unseen, by Ron Suskind

March 4: Oghene Oyiborhoro: Whatever it Takes, and How Children Succeed, by Paul Tough

March 11: Aparna Alluri: Why Can’t You Teach Me to Read? By Beth Fertig

March 25: Matt Collette: There Are No Children Here, by Alex Kotlowitz

April 1: William Huntsberry: The Smartest Kids in the World, by Amanda Ripley

April 8: Jose Munoz: Divided We Fail, by Sarah Garland

April 15: Annum Khan: The New Kids, by Brooke Hauser

April 22: Peggy Barmore: All God’s Children, by Fox Butterfield

April 29: Annum Khan: The Lost Children of Wilder, by Nina Bernstein

**Seminar Schedule**

**January 28: Myths and Misconceptions of Public Education**

**Orientation**

Inspired by the readings from Annette Lareau’s research in *Unequal Childhoods,*students come to class on the first day with personal reflections on how their own education shaped who they are, and how those experiences might mold their journalism. The idea is to confront the roots of their own biases and expectations. The class then begins to examine one root of public opinion through Hollywood films.

*Readings sent via email*: Unequal Childhoods, Annette Lareau, Chapters 1 to 3.

Hollywood Goes to High School: Cinema, Schools, and American Culture, by Robert Bulman, Chapter 3

The American Dream and the Public Schools, Jennifer Hochschild and Nathan Scovronick, Introduction and Chapter 1 “What Americans Want from their Public Schools.”

**February 4: History—Origins of America’s Public Schools  
Reporting in NYC Public Schools/Governance and Tips on School Access**

***Due: Op Ed***

PBS Film School: The Story of American Public Education

Episode 1: “The Common School, 1770-1890:” View before class:  
(all 6 videos can be downloaded at once)

[http://www.youtube.com/playlist?list=PL00795BC38B4368D4](http://www.youtube.com/playlist?list=PL00795BC38B4368D4" \t "_blank)

Episode 2: “As American as Public School 1900-1950”

[http://www.youtube.com/watch?v=hAIJGogWrgM](http://www.youtube.com/watch?v=hAIJGogWrgM" \t "_blank)

**Book debate** on opposing schools of thought on the big education reform issues of the day: Diane Ravitch, The Death and Life of the Great American School System; Steven Brill, Class War.

Guest: Philissa Cramer, Managing Editor, Chalkbeat.org, to talk about the collaboration and the Teacher Project

**Feb. 11: The Art and Ethics of Interviewing Children/ History of Civil Rights Era and Schools**

***Due: Teacher Profile Pitch***

What should a journalist know about interviewing a six-year-old? What about a 10-year-old? An older teenager who has just experienced trauma? Can a child over 13 speak for herself, or should you seek a parent’s permission? What do journalists need to know about child development in order to elicit the kinds of voices and information needed for their stories?

Read the following wiki for background.

[http://coveringeducation.wikispaces.columbia.edu](http://coveringeducation.wikispaces.columbia.edu/" \t "_blank)

Film The Story of American Public Education: PBS, Part III: “School Equality and Civil Rights”

Book: *Hope Against Hope*, Sarah Carr

**Feb. 18: America’s War on Teachers  
*Due: First Draft Teacher Profile***

Guest: Dana Goldstein, education reporter and author of upcoming Doubleday book on Teacher Wars: Political History of America’s Most Controversial Profession

<http://www.danagoldstein.net/dana_goldstein/education/>

Book: Random Family, Adrian Nicole LeBlanc

Sampling of Dana readings:

Test Generation, The American Prospect <http://prospect.org/article/test-generation>

The Schoolmaster, Atlantic Monthly (a profile of Daniel Coleman, a key author of the Common Core, now the head of the College Board) [http://www.theatlantic.com/magazine/archive/2012/10/the-schoolmaster/309091/?single\_page=true](http://www.theatlantic.com/magazine/archive/2012/10/the-schoolmaster/309091/?single_page=true" \t "_blank)

Standardized Tests for the Arts: Is That a good idea? Slate

[http://www.slate.com/articles/double\_x/doublex/2012/06/standardized\_tests\_for\_the\_arts\_is\_that\_a\_good\_idea\_.single.html](http://www.slate.com/articles/double_x/doublex/2012/06/standardized_tests_for_the_arts_is_that_a_good_idea_.single.html" \t "_blank)

**Feb. 25: The Trouble With Testing**

***Due: Project Pitch***

Guest: Peg Tyre, journalist and author of *The Good School*, and *The Trouble with Boys*. She will walk us through what tests measure, how they measure them, what they are used for, for better or for worse.

Readings to come: The Writing Revolution, Atlantic Monthly, 10/12

[http://www.theatlantic.com/magazine/archive/2012/10/the-writing-revolution/309090/](http://www.theatlantic.com/magazine/archive/2012/10/the-writing-revolution/309090/" \t "_blank)

Chapters from *The Good School*, LA Times series to come

Book: Hope in the Unseen, Ron Suskind

**March 4:  Using Research in Education Reporting**

***Due: Final Teacher Profile***

Guest: Douglas D. Ready of Teachers College, Professor of Education Policy and Social Analysis. Dr. Ready will be focusing on the nexis between poverty research and learning and teaching..

Readings: “Reading Educational Research: How to Avoid Getting Statistically Snookered,” by Gerald Bracey. In Courseworks shared files.

Book: Paul Tough, Whatever it Takes and How Children Succeed

**March 11: Covering race and diversity**

***Due: First Draft Project Story***

Guest: Jamaal Abdul Alim, Spencer Fellow, former reporter for Milwaukee Journal Sentinel and Diversity in Higher Education.

Dropouts Tell No Tales, Washington Monthly, 10/13

[http://www.washingtonmonthly.com/magazine/september\_october\_2013/features/dropouts\_tell\_no\_tales046451.php?page=all](http://www.washingtonmonthly.com/magazine/september_october_2013/features/dropouts_tell_no_tales046451.php?page=all" \t "_blank)

[http://www.jsonline.com/news/milwaukee/29303424.html](http://www.jsonline.com/news/milwaukee/29303424.html" \t "_blank)  
  
[http://diverseeducation.com/article/16260/](http://diverseeducation.com/article/16260/" \t "_blank)  
  
[http://diverseeducation.com/article/16293/](http://diverseeducation.com/article/16293/" \t "_blank)

Job description:

[http://www.journalismjobs.com/Job\_Listing.cfm?JobID=1567024](http://www.journalismjobs.com/Job_Listing.cfm?JobID=1567024" \t "_blank)

Book: Why Can’t U Teach Me 2 Read?, by Beth Fertig

**March 19: Spring Break Week**

**March 26: Covering Children and Violence**

**Guest: A**lex Kotlowitz, author of *There Are No Children Here*

Required Listening and Reading : “The Interrupters” [http://www.pbs.org/wgbh/pages/frontline/social-issues/interrupters/i-see-everything-through-this-tragedy/](http://www.pbs.org/wgbh/pages/frontline/social-issues/interrupters/i-see-everything-through-this-tragedy/" \t "_blank)

Alex Kotlowitz Readings  
Harper High School Part 1, This American Life

[http://www.thisamericanlife.org/radio-archives/episode/487/harper-high-school-part-one](http://www.thisamericanlife.org/radio-archives/episode/487/harper-high-school-part-one" \t "_blank)

Op Ed on the Price of Public Violence, NYTimes 2/24/13

http://www.nytimes.com/2013/02/24/opinion/sunday/the-price-of-public-violence.html

Book: There Are No Children Here

**April 1: Covering Homeless Children**

**Guest: Andrea Elliott,** journalist, author of Dasani series in the NYtimes

Book: Divided We Fail, Sarah Garland

DUE: First draft, project

**April 8: A Global Perspective/ Why are Finnish Schools so Successful?**Readings: Finnish Lessons, Pasi Sahlberg

Smithsonian Magazine: [http://www.smithsonianmag.com/people-places/Why-Are-Finlands-Schools-Successful.html](http://www.smithsonianmag.com/people-places/Why-Are-Finlands-Schools-Successful.html" \t "_blank)

Book: The Smartest Kids in the World, Amanda Ripley

**April 15: The Science of Learning**

***Due: Final project presentations***

Guest: Annie Murphy Paul, author of *Origins* and *The Art of Being Brilliant*. Spencer fellow at work on a book about measuring learning in higher education.

Book: New Kids, Brooke Hauser

**April 22: Juvenile Justice reporting**

**Guest: Judge Michael Corriero**

**Film Clips: “Central Park Five,” new documentary by Ken and Sarah Burns**

Book: All God’s  Children by Fox Butterfield

**April 29: Case Study, NCLB/ Or the Working Press/ Or Immigrant Kids**

[Columbia Journalism School](http://www.coveringeducation.org/documents/Case%20Study%20Chicago%20Tribune%20Banchero.doc" \t "_blank)[Case Study,](http://www.coveringeducation.org/documents/Case%20Study%20Chicago%20Tribune%20Banchero.doc" \t "_blank)

[“Elusive Story, Unwitting Source: The Chicago Tribune Examines No Child Left Behind.”](http://www.coveringeducation.org/documents/Case%20Study%20Chicago%20Tribune%20Banchero.doc" \t "_blank)

Due: Final project presentations

Book: Lost Children of Wilder, by Nina Bernstein

**May 6 and May 13: Finishing work on website and additional assignments**

**Resources:**

EWA.org, Education Writer’s Association. A very useful resource

Edweek.org, Education Weekly, the only national weekly education newspaper

Chalkbeat.org, a local news source

InsideSchools.org, a local news source

NYTimes.com/SchoolBook, a local news source

Gothamgazette.com, a local news source

Ednews.org, a daily education news service

Recommended listservs: UCLA IDEA [idea@ucla.edu](mailto:idea@ucla.edu" \t "_blank)

Just Schools [justschools@gseis.ucla.edu](mailto:justschools@gseis.ucla.edu" \t "_blank)

The Hechinger Report <[hechinger@hechingerreport.org](mailto:hechinger@hechingerreport.org" \t "_blank)>

**Web Resources:**

**General**

Casey Journalism Center on Children and Families  [www.casey.umd.edu](http://www.casey.umd.edu/" \t "_blank)

Annie E. Casey Foundation [www.aecf.org](http://www.aecf.org/" \o "http://www.aecf.org/" \t "_blank)

Center on Education Policy [http://www.cep-dc.org/](http://www.cep-dc.org/" \t "_blank)

Child Trends annual data related to children [www.childtrends.org](http://www.childtrends.org/" \t "_blank)   
Children's Defense Fund [www.childrensdefense.org](http://www.childrensdefense.org/" \o "http://www.childrensdefense.org/" \t "_blank)

Chronicle of Higher Education [http://chronicle.com/](http://chronicle.com/" \o "http://chronicle.com/" \t "_blank)

Citizens Committee for Children [www.kfny.org](http://www.kfny.org/" \o "http://www.kfny.org/" \t "_blank)  
Education Sector, policy think tank [http://educationsector.org/](http://educationsector.org/" \t "_blank)

Education Trust, research organization  [http://edtrust.org](http://edtrust.org/" \t "_blank)

Education Writer's Association [www.ewa.org](http://www.ewa.org/" \o "http://www.ewa.org/" \t "_blank)   
Education Weekly [http://www.edweek.org/ew/index.html](http://www.edweek.org/ew/index.html" \o "http://www.edweek.org/ew/index.html" \t "_blank)

ERIC data clearinghouse for all education related queries ([www.askeric.org](http://www.askeric.org/" \o "http://www.askeric.org/" \t "_blank))

Foundation for Child Development [http://ffcd.org](http://ffcd.org/" \o "http://ffcd.org/" \t "_blank)  
Hechinger Institute on Media and Education [http://hechinger.tc.columbia.edu](http://hechinger.tc.columbia.edu/" \t "_blank)

[http://www.ojjdp.ncjrs.org/](http://www.ojjdp.ncjrs.org/" \o "http://www.ojjdp.ncjrs.org/" \t "_blank)Kids Count data [www.aecf.org/aeckids.htm](http://www.aecf.org/aeckids.htm" \o "http://www.aecf.org/aeckids.htm" \t "_blank)  
National Center for Children in Poverty [www.nccp.org](http://www.nccp.org/" \o "http://www.nccp.org/" \t "_blank)   
National Center of Education Statistics, from the Department of Education [www.nces.edu.gov](http://www.nces.edu.gov/" \o "http://www.nces.edu.gov/" \t "_blank)   
The National Institute of Education Sciences, [www.ed.gov/ies](http://www.ed.gov/ies" \t "_blank)

The National Center for Schools and Communities, Fordham University

[http://www.ncscatfordham.org/pages/home.cfm](http://www.ncscatfordham.org/pages/home.cfm" \t "_blank)

United States Census Bureau [www.census.gov](http://www.census.gov/" \o "http://www.census.gov/" \t "_blank)  
  
**NYC sites:**

Advocates for Children [www.advocatesforchildren.org](http://www.advocatesforchildren.org/" \o "http://www.advocatesforchildren.org/" \t "_blank), a research and legal rights organization for students

Campaign for Fiscal Equity, Inc. ([www.cfequity.org](http://www.cfequity.org/" \o "http://www.cfequity.org/" \t "_blank)), a group currently suing the state for equal funding for NYC schools

Center for Education Innovation and Public Education Association [http://www.ceiintl.org/](http://www.ceiintl.org/" \o "http://www.ceiintl.org/" \t "_blank)

Class Size Matters, a NYC advocacy group [http://www.classsizematters.org/](http://www.classsizematters.org/" \o "http://www.classsizematters.org/" \t "_blank)

Department of Education for New York City: [http://schools.nyc.gov](http://schools.nyc.gov/" \t "_blank)

Education Priorities Panel [www.edpriorities.org](http://www.edpriorities.org/" \o "http://www.edpriorities.org/" \t "_blank), budget and education research group

Gotham Gazette education sources [www.gothamgazette.com](http://www.gothamgazette.com/" \o "http://www.gothamgazette.com/" \t "_blank)

GothamSchools, [www.gothamschools.org](http://www.gothamschools.org/" \t "_blank)

Institute for Education and Social Policy [www.nyu.edu/iesp](http://www.nyu.edu/iesp" \o "http://www.nyu.edu/iesp" \t "_blank): an NYU-based education

Inside Schools data [www.insideschools.org](http://www.insideschools.org/" \o "http://www.insideschools.org/" \t "_blank)

Manhattan Institute [www.manhattan-institute.org](http://www.manhattan-institute.org/" \o "http://www.manhattan-institute.org/" \t "_blank), social services national think tank

New Visions for Public Schools [http://www.newvisions.org/](http://www.newvisions.org/" \o "http://www.newvisions.org/" \t "_blank)

New York Charter School Resource Center [http://www.nycsrc.org/](http://www.nycsrc.org/" \o "http://www.nycsrc.org/" \t "_blank)

New York State Department of Education [http://www.nysed.gov](http://www.nysed.gov/" \o "http://www.nysed.gov/" \t "_blank)

United Parents Association [www.upanyc.org](http://www.upanyc.org/" \o "http://www.upanyc.org/" \t "_blank), umbrella organization for all PTA presidents

**Recommended Reading:**

Anderson, J. (1988). *The education of blacks in the South, 1860-1935.* Chapel Hill: University of North Carolina Press.  
  
Bensman, D. (2000). *Central Park East and its graduates: “Learning by heart.”* New York: Teachers College Press.  
  
Cremen, L. A. (1961). *The transformation of the school: Progressivism in American education, 1876-1957.* New York: Vintage Books.  
  
Cubberley, E. (1934). *Public education in the United States: A study and interpretation of American educational history.* Boston: Houghton Mifflin.  
  
Cuban, L., & Shipps, D. (Eds.) (2000). *Reconstructing the common good in education: Coping with intractable American dilemmas.* [Ed: need publisher info] Stanford, CA: Stanford University Press.  
  
Finn, C. (2000). C*harter schools in action: Renewing public education.* Princeton, NJ: Princeton University Press.  
  
Gonzalez, G. (1990). *Chicano education in the era of segregation.* Philadelphia: Balch Institute Press.  
  
Hirsch, E. D. (1988). *Cultural literacy*(video recording). McNeil/Lehrer News Hour. Princeton, NJ: Films for the Humanities.  
  
Hirsch, E. D. (1996). *The schools we need and why we don’t have them.* New York: Doubleday.  
  
Heubert, J., & Hauser, R. (Eds.). (1999). *High stakes: Testing for tracking, promotion, and graduation.* Washington, DC: National Academy Press.  
  
Heubert, J. (Ed.). (1999). *Law and school reform: Six strategies for promoting educational equity.* New Haven, CN: Yale University Press.  
  
Kaestle, C. (1980). *Education and social change in nineteenth-century Massachusetts.* New York: Cambridge University Press.  
  
Kaestle, C. (1983). *Pillars of the republic: Common schools and American society, 1780-1860.* New York: Hill and Wang.  
  
Kluger, Richard (1975). *Simple Justice.*Vintage Books.

Kozol, J. (1967). *Death at an early age: The destruction of the hearts and minds of Negro children in the Boston public schools.* Boston: Houghton Mifflin.  
  
Kozol, J. (2005) *Shame of the Nation: The Restoration of Apartheid Schooling in America,* Crown.  
  
Lemann, N. (1999). *The big test: The secret history of the American meritocracy.* New York: Farrar, Straus and Giroux.

Matthews, Jay (1999). *Class Struggle: What's Wrong (and Right) with America's Best Public High Schools,* Crown.

Meier, Deborah (1995), *The Power of Their Ideas: Lessons for America from a Small School in Harlem,*Beacon Press.

Mirel, J., & Angus, D. (1999). *The failed promise of the American high school.* New York: Teachers College Press

Nasaw, David  (1981).  *Schooled to Order: A Social History of Public Schooling in the United States: 1830s to 1980s.*Oxford  University Press.

Orfield, G. (1997) *Dismantling Desegregation: The Quiet Reversal of Brown v. Board of Education.*New Press.

Perkinson, H. J. (1977). *The imperfect panacea: American faith in education, 1865-1976.* New York: Random House.  
  
Ravitch, D. (1974). *The great school wars: New York City, 1805-1973.* New York: Basic Books.  
  
Ravitch, D. (1983). *The troubled crusade: American education, 1945-1980.* New York: Basic Books.  
  
Ravitch, D. (2000). *Left back: A century of failed school reforms.* New York: Simon & Schuster.  
  
Riley, R. (1995). *Turning the corner: From a nation at risk to a nation with a future: Second annual address.* Washington, DC: U.S. Department ofEducation.

Sizer, Theodore (1984) *Horace’s Compromise: The Dilemma of the American High School*, Houghton Mifflin.

Spring, J. (2000). *The universal right to education: Justification, definition, and guidelines.* Mahwah, NJ: Lawrence Erlbaum Associates.  
  
Spring, J. (2001). *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States.* Boston: McGraw-Hill.  
  
Suskind, Ron (1998). *Hope in the Unseen*, Broadway Books.

Tyack, D. (1974). *The one best system: A history of American urban education.* Cambridge, MA: Harvard University Press.  
  
Tyack, D. (1984). *Public schools in hard times: The Great Depression and recent years.* Cambridge: Harvard University Press.  
  
Tyack, D. (1987). *Law and the shaping of public education, 1785-1954.* Madison: University of Wisconsin Press.  
  
Tyack, D. (1990). *Learning together: A history of coeducation in American schools.* New Haven, CN: Yale University Press.  
  
Tyack, D., & Cuban, L. (1995). *Tinkering toward utopia: A century of public school reform.* Cambridge, MA: Harvard University Press.  
*The American Dream and the Public Schools*, Jennifer Hochschild and Nathan Scovronick, Oxford University Press, 2003.

*Children as Pawns: The Politics of Educational Reform*, Timothy Hacsi, Harvard University Press, 2002.

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