PHIL 399 “Teaching Children Philosophy”
COURSE SYLLABUS

Four upper division credits
Time: MW 4:00-5:50 p.m. Location: 117 Education
Instructor: Paul Bodin

Instructor’s contact information
Email: pbodin@uoregon.edu Phone: 541-686-9270
Office hours: Wednesdays 6:00-7:30 p.m.

Dana Rognlie, GTF. Contact information: rognlie@uoregon.edu
Office hours: TBA

Course Description.

In this seminar, students will explore ways to tap into the wonder and curiosity that children naturally have about their world, their lives and relationships. This course will teach undergraduates to become skillful facilitators of elementary classroom discussions at the 3rd through 5th grade level, modeling critical thinking and philosophical inquiry, and focusing on ethical topics that connect to children’s experiences. Multicultural themes will be addressed in many of the weekly discussions that bring up cultural responses to family tradition, immigration, friendship, gender roles and aesthetics.

Organizing questions for children’s discussions will include: What does it mean to have a friend? Is it always wrong to lie? Do animals have rights? What is the nature of bravery or courage? How do my culture, language and background affect my sense of identity? What does it mean to be a girl or a boy? Do we have a responsibility to care for the environment?

Additional philosophical topics will be available for seminar students to select from curriculum in The Philosophy Shop [see required course materials].

During the first two weeks of the term, seminar students will practice leading discussions with peers, using children’s picture books as philosophical prompts. They will learn techniques for introducing philosophical topics, for helping children support opinions with reasons and evidence, for promoting child-to-child dialogue, and for bringing closure to discussions.

Beginning week three, students will travel to a designated elementary classroom by car, bicycle or public transportation, facilitate a 50 to 60-minute discussion with children, lead them in a post-discussion journal writing experience, and return to campus. Each Wednesday, seminar students will meet together with the instructor and GTF to share their successes, frustrations, surprises and new facilitation skills. They will also plan the following week’s discussion, giving and receiving feedback in peer working groups.

Seminar students will prepare weekly posts on a Canvas Discussion Board site as an additional resource for reflecting upon the experience of leading elementary classroom discussions and as an opportunity to give and receive peer feedback.
Required Course Materials.

1. Course Text.

2. Four Children’s picture books.
Catalanotto, Peter Emily’s Art
Choi, Yangsook The Name Jar
Lionni, Leo Frederick
Swope, Sam The Araboolies of Liberty Street

3. Instructional handouts and essays.
The core of required readings for this course will come in the form of handouts, organized on Canvas, that illustrate best teaching practices and facilitation strategies with children. Additional handouts will include discussion templates for each week’s focus topic, original two-minute plays that may be used as discussion prompts, and essays that provide philosophical background to ethical and multicultural topics.

Under a proposal currently being considered by the College of Arts and Sciences, PHIL 372 will meet departmental curriculum requirements in the following ways:

In Philosophy, the course will count toward:
• 40 credit hours of upper division Philosophy courses for majors
• 16 upper division credits for Philosophy minors, and
• 12 credit hours of upper division courses needed for an Ethics Minor.

In Education, the course will count toward:
• a course requirement in the Pre-Education major for freshmen and sophomores. Pre-Education majors will have the option to take either EDST 231 (Teaching in the 21st Century) or Teaching Children Philosophy. Both will count within the larger strand of required Pre-Education courses.
• The Teaching Children Philosophy outreach to an elementary school classroom over 8 weeks will count as an option for field experience with children in a professional setting.

The course will count as a Group-satisfying course in Arts and Letters (A&L).

Expected learning outcomes.

1. Demonstrate an ability to translate conceptual ideas related to ethical and multicultural topics into facilitating strategies that provide effective discussions in an elementary classroom setting.

2. Reflect upon their own evolving skills as a facilitator, using pedagogical techniques that are modeled by the instructor, fine-tuning when necessary, and participating actively in peer discussions each week.
3. Prepare and revise detailed templates (discussion plans) related to each week’s philosophical topic; and prepare an original template based upon either a published children’s book or an original two-minute play.

4. Collaborate with seminar students, the designated elementary classroom teacher and participating children on skills and strategies that promote creativity and risk-taking, critical thinking, caring and empathy, and group collaboration during weekly classroom discussions.

**Estimated Student Workload**

**IN-CLASS PARTICIPATION**

*Four hours per week of in-class participation during weeks 1 and 2 of the term:*
Students learn new skills leading philosophical inquiry discussions focusing on ethical and multicultural topics. They will meet their designated classroom teacher and plan out the logistics of travel to and from campus to the elementary school.

*Two hours per week of in-class participation during weeks 3 through 10 of the term:*
Students meet Wednesdays from 4:00-5:50 p.m. to review and critique their interactions with elementary school children as they facilitate philosophical discussions. Students discuss the assigned readings focusing on philosophical topics and plan for the following week’s topic based upon their Discussion Plans. They will also share children’s reflective journals, and discuss their work on the Original Template assignment due week 8.

**OUTREACH TO AN ELEMENTARY SCHOOL CLASSROOM**

*During weeks 3 through 10, an equivalent of 2.5 hours per week:*
Students facilitate weekly elementary classroom discussions in their designated school. Discussions are usually followed by a structured journal writing time.

**READINGS, WRITTEN WORK, POSTED REFLECTIONS, FINAL ASSIGNMENT**

*Three hours per week over the term:*
The reading of assigned handouts and selected chapters from the text; and the preparation of written Discussion Plans prior to leading each week’s classroom experience.

*Two hours per week over the term:*
The preparation of final draft written reflections posted in Discussion Board, along with two or more responses to peer reflections.

*Two hours per week over the term:*
The reading of children’s journals collected from the classroom, and the writing of personal responses in children’s journals.
One hour per week over the term:
Research, drafting, revision and final drafting of an Original Template assignment.

This totals approximately 120 hours over the course of the term as appropriate for a 4-credit class.

How grades will be determined.

There are four ways that students in this seminar will apply their emerging skills as facilitators of philosophical inquiry to the dynamics of elementary school classroom learning communities. Each strand will be evaluated by the instructor based on the level of quality, thoughtfulness, creativity and completeness.

1. Preparing eight final draft Discussion Plans and facilitating eight circle discussions in a designated 3rd, 4th or 5th grade classroom. 40% of the grade.

   The goal of this course is to prepare students to become skillful and effective facilitators of philosophical discussions with children. To this end, university students will be evaluated on their ability to:
   • Prepare a final draft Discussion Plan prior to facilitating each of eight elementary classroom philosophical discussions. Plans will include philosophical ideas that provide background and context to discussions with children, strategies for beginning each discussion, a sequence of philosophical questions and hypothetical situations, and a strategy for closure.
   • Lead eight topic-centered children’s discussions with active support from the classroom teacher.
   • Transition the children to reflective journal writing after each discussion.
   • Participate in university seminar discussions reflecting on the strengths and weaknesses of different facilitating strategies covered in class.

2. Creating one original discussion template. 20% of the grade.

   Each university student will create an original discussion template based upon a philosophical topic. The original discussion template will be final drafted and sent as an attachment by email by week nine of the term. It will include elements of templates used in this course; including the discussion prompt, the philosophical background, ideas for introduction and closure, a question set, and ideas for possible extensions and enrichment.

3. Reading children’s journals and writing thoughtful responses. 20% of the grade.

   University students will collect journals from half of the classroom of children each week to take home and read. They will respond to each student with personal comments related to the philosophical topics raised; and choose two or three journals each week to write longer, more comprehensive responses.

   Undergraduates will also revise a Letter of Introduction to the children and their families, to be distributed by each classroom teacher prior to the first circle discussion.
4. Writing weekly reflections that describe the experience of leading eight circle discussions.  
   **20% of the grade.**  
   University students will write thoughtful reflections that describe their experiences each week leading a discussion with children. Although written reflections can, and should, be done in an informal, informational style, they will also be carefully edited for final draft. The instructor will read them each week in order to gain further knowledge of the challenges and successes experienced by students in the course. Each of eight reflections will be posted in a university online discussion board set up by the instructor. The length of each post will be approximately one page of draft, or between 500 to 800 words. Students will read at least two other reflection posts each week and write short responses to them on discussion board strands. 
   Students leading discussions on Monday or Tuesday will post their written reflections by 8 p.m. Tuesday evening. Students leading Wednesday discussions will post their reflections by 8 p.m. Wednesday evening. 

*Optional:* An evaluation of a peer facilitator leading a classroom discussion with children. 
University students may, if they wish, travel to another school or visit another classroom in their designated school, to evaluate a peer from our class leading a discussion with children. Their evaluation can involve informal oral feedback after the experience; and include a written evaluation highlighting the facilitator’s strengths and areas for improvement.

**Grading rubric.**

**A** Student demonstrates thoughtful and creative ways to prepare for and lead classroom discussions with children in all eight philosophical topics and original template assignment, posts insightful reflections on Discussion Board, and effectively collaborates with peers and classroom teacher. 

**B** Student demonstrates a good level of preparation and facilitation for most of the eight philosophical topics and original template assignment, posts complete reflections on Discussion Board, and collaborates with peers and classroom teacher. 

**C** Student shows an adequate level of preparation and facilitation for a majority of classroom discussions and original template assignment, posts passing reflections on Discussion Board, and is willing to collaborate with peers and classroom teacher. 

**D** or **F** Student shows lack of preparation and understanding for how to lead philosophical classroom discussions with children, submits an inferior original template assignment, posts substandard reflections on Discussion Board, and/or shows an unwillingness to collaborate with peers and classroom teacher. 

Students who have missed major components of the course assignments will have an opportunity to make up work or revise substandard assignments, based on the instructor’s suggestions and negotiated due dates.
## VI. Course Schedule and Assignments

[NOTE - This grid of activities, readings and written assignments is a working draft that may change from week to week. Please use the instructor’s regular Canvas announcements for the most accurate information regarding assignments.]

<table>
<thead>
<tr>
<th>Date</th>
<th>Themes/Activities</th>
<th>Assigned Reading for the coming week</th>
<th>Other Assignments for the coming week</th>
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</table>
| Week One  | - Introduction to teaching philosophy for children curriculum.  
- How to create a philosophical Discussion Plan from an existing template.  
- Survey of picture books and dialogues.  
- Getting into working groups.  
- Practice discussion.  
- Discuss *The Name Jar* as a prompt for multicultural themes, immigration.                                                                                                                                                                                                                                         | - Read *The Name Jar*. Bring the book to class.  
- Write down key philosophical questions. Then download and read the discussion template for *The Name Jar*. Compare.                                                                                                                                                                                                 | - Bring your revised discussion plan in print form for *The Name Jar* to Wednesday’s class.  
- If you haven’t yet done this, fill out the Criminal Background Check using the online form provided by District 4J schools.  
- Let Paul know your available times to lead weekly class discussions. Block out 2 1/2 slots on Mon., Tues. or Wed. morning. |
| 1/4        |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                              |
| 1/6        | - Overview of different philosophical themes and facilitating strategies.  
- Small group practice at leading circle discussions: *The Name Jar*.  
- A discussion of the use of philosophical journals with children.  
- Discuss *Frederick* as a prompt for discussion about the nature of work in society.                                                                                                                                                                                                                                         | - Read *Frederick*. Bring the book to class.  
After reading the book, write down key philosophical questions. Then download and read the discussion template for *Frederick*. Compare.                                                                                                                                                                                   | - Bring your revised discussion plan in print form for *Frederick* to Monday’s class.                                                                                                                                                                                                                                       |
| Week Two  | Small group practice at leading circle discussions: *Frederick*.  
- Focus on facilitating techniques for philosophical discussions.  
- How to create a letter of introduction.  
- Discuss *The Araboolies of Liberty Street* as a prompt for discussion of multicultural tolerance, immigration, stereotyping.  
- Preparing for teachers’ visit to class this Wednesday.                                                                                                                                                                                                                                                             | - Read *The Araboolies of Liberty Street*. Bring the book to class.  
After reading the book, write down key philosophical questions. Then download and read the discussion template for *The Araboolies*. Compare.                                                                                                                                                                   | -- Bring your revised discussion plan for *The Araboolies of Liberty Street* in print form to Wednesday’s class.  
- Prepare a final draft Letter of Introduction to children and families.  
- Bring a print copy on Wed. to give to your classroom teacher.                                                                                                                                                                                                  |
| 1/13 | **Visit by classroom teachers.**  
- Placements are determined; days and times for weekly discussions; directions to the school; contact information exchanged.  
- Letters of Introductions given to teachers. Day and time is set for a first visit to the classroom next week.  
Discuss philosophical themes in *The Araboolies of Liberty Street.*  
- Planning time for your first children’s discussion in a classroom. Focus on opening strategies, encouraging peer responses, and closure. | Prepare a final draft discussion plan in print form for your first circle discussion with children. Email it to Paul or Dana by Sunday Jan. 17th at 6 p.m.  
- Practice facilitating this discussion with two or more adults. |
| Week Three 1/18 | **No university class today. Instead ...**  
First visit to classrooms this week.  
**Topics include:**  
- What are philosophical discussions?  
- What rules should we have in place to create the best possible discussions?  
- A philosophical topic of your choice to use as a practice discussion with the children. | Read the chapter on courage from *The Socrates Cafe.*  
- Read 2-minute play, *Who's the Bravest of Them All?* Bring a print copy to class.  
- Read discussion template for *Who's the Bravest of Them All?* Use ideas from this template to create your own Discussion Plan.  
- Write a reflection #1 about your experience leading this week’s discussion. Post your reflection on the weekly Discussion Board strand by Tues. 8 p.m. Read and respond to at least two peers in class. (Due Wed. 8 p.m. for those leading Wed. discussions in classrooms.)  
- Bring a final draft Discussion Plan in print form on the topic of Bravery to Wednesday’s class. It will be turned in for evaluation after a peer work session. |
| 1/20 | Discussion of first experiences in leading a classroom circle.  
- Philosophical theme #1: Bravery.  
Play: *Who's the Bravest of Them All?*  
Teaching Ethics: *What does it mean to be brave? What does it mean to be a hero?* | Finish revising your discussion plan for a discussion about bravery - *Who's the Bravest of Them All?*  
- Practice facilitating a philosophical discussion about the nature of bravery with two or more adults in the days preceding your classroom discussion. |
| Week Four 1/25-27 | **Lead a children’s circle discussion #1:**  
*What does it mean to be brave?*  
- Collect half of the classroom journals to take home, read and write responses. | View Harvard University’s JUSTICE, episode 7, part one. www.justiceharvard.org  
- Download and read and bring to class the two-minute play, *A Difficult Choice*  
- Read discussion template for “Is It Always Wrong to Lie?” Use ideas from this template to create your own Discussion Plan.  
- Read half of your students’ philosophical journals. Write comments in each one; choose two or three to write longer, more elaborate responses.  
- Write a reflection #2 about your experience leading this week’s discussion. Post your reflection on the weekly Discussion Board strand by Tues. 8 p.m. Read and respond to at least two peers in class. (Due Wed. 8 p.m. for those leading Wed. discussions in classrooms.)  
- Bring a final draft Discussion Plan in print form on the topic of Lying to Wednesday’s class. It will be turned in for evaluation after a peer work session. |
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<tr>
<th>Date</th>
<th>Week</th>
<th>Activities</th>
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| 1/27   | Week Five  | - Share experiences leading circle discussions. Share children’s journals.  
- Brainstorm ways to improve facilitating discussions for next week.  
- Philosophical theme #2: The ethics of lying versus telling the truth.  
Play: *A Difficult Choice*.  
Possible panel of past undergraduate students in PHL 399.  
- Finish revising your discussion plan for an ethics discussion - *Is It Always Wrong to Lie?*  
- Practice facilitating a philosophical discussion about the ethics of lying versus telling the truth with two or more adults in the days preceding your classroom discussion. |
| 2/1-3  | Week Six   | - Lead a children’s circle discussion #2: *Is it always wrong to lie?*  
- Collect half of the classroom journals to take home, read and write responses.  
- Read the chapter on friendship from *The Socrates Cafe*.  
- Read the two-minute play, *The Sleep Over*: Bring a print copy to class.  
- Read discussion template for *The Sleep Over*: Use ideas from this template to create your own Discussion Plan.  
- Write a reflection #3 about your experience leading this week’s discussion. Post your reflection on the weekly Discussion Board strand by Tues. 8 p.m. Read and respond to at least two peers in class. (Due Wed. 8 p.m. for those leading Wed. discussions in classrooms.)  
- Bring a final draft Discussion Plan in print form on the topic of Friendship to Wednesday’s class. It will be turned in for evaluation after a peer work session. |
| 2/3    | Week Six   | - Share experiences leading circle discussions. Share children’s journals.  
- Brainstorm ways to improve facilitating discussions for next week.  
- Philosophical theme #3: Friendship.  
Play: *The Sleep Over*.  
Teaching epistemology: *What does it mean to be friends? What do we know to be true?*  
- Finish revising your discussion plan for the nature of friendship - *The Sleep Over*.  
- Practice facilitating a philosophical discussion about the nature of friendship and knowledge with two or more adults in the days preceding your classroom discussion. |
| 2/8-10 | Week Six   | - Lead a children’s circle discussion #3: *What does it mean to be friends? What do we know to be true?*  
- Collect half of the classroom journals to take home, read and write responses.  
- Download and read the two-minute play, *The Science Project*. Bring a print copy to class.  
- Read discussion template for “Do Animals Have Rights?” Use ideas from this template to create your own Discussion Plan.  
- Write a reflection #4 about your experience leading this week’s discussion. Post your reflection on the weekly Discussion Board strand by Tues. 8 p.m. Read and respond to at least two peers in class. (Due Wed. 8 p.m. for those leading Wed. discussions in classrooms.)  
- Bring a final draft Discussion Plan in print form on the topic of Animal Rights to Wednesday’s class. It will be turned in for evaluation after a peer work session. |
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<th>Date</th>
<th>Weekly Activities</th>
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| 2/10 | - Share experiences leading circle discussions. Share children's journals.  
- Brainstorm ways to improve facilitating discussions for next week.  
- Philosophical theme #4: *Do Animals Have Rights?*  
Play: *The Science Project.*  
Teaching ethics: *Should we extend the idea of basic rights to include animals?* |
| 2/15-17 | - Finish revising your discussion plan for *Do Animals Have Rights?*  
- Practice facilitating a philosophical discussion about whether or not animals should have certain rights with two or more adults in the days preceding your classroom discussion. |
| Week Seven 2/15-17 | (NOTE: Monday February 15th is an elementary school holiday. You may need to make arrangements with your classroom teacher for a different discussion time.)  
- Lead a children’s circle discussion #4: *Do animals have rights?*  
NOTE: Bring your copy of *Emily’s Art* to loan to your classroom teacher.  
- Collect half of the classroom journals to take home, read and write responses. |
| 2/17 | - Read half of your students’ philosophical journals. Write comments in each one; choose two or three to write longer, more elaborate responses.  
- Write a reflection #5 about your experience leading this week’s discussion. Post your reflection on the weekly Discussion Board strand by Tues. 8 p.m. Read and respond to at least two peers in class. (Due Wed. 8 p.m. for those leading Wed. discussions in classrooms.)  
- Bring a final draft Discussion Plan in print form on the topic of Artistic Experience to Wednesday’s class. It will be turned in for evaluation after a peer work session. |
| 2/17 | - Share experiences leading circle discussions. Share children’s journals.  
- Brainstorm ways to improve facilitating discussions for next week.  
- Philosophical theme #5: The nature of art.  
Book: *Emily’s Art*  
Teaching aesthetics: *What is art? Who is an artist? Can we evaluate the quality of a work of art?* |
| 2/17 | - Finish revising your discussion plan for aesthetics - *Emily’s Art.*  
- Practice facilitating a philosophical discussion about whether we can evaluate the quality of a work of art with two or more adults in the days preceding your classroom discussion.  
**Final draft of ORIGINAL Discussion Plan due by Sun. 2/21 at 6 p.m.** Printed copy brought to class Wed. 2/24. |
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<tr>
<th>Week Eight 2/22-24</th>
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<tr>
<td>- Lead a children’s circle discussion #5: <em>What is art? Who is an artist? Can we evaluate the quality of a work of art?</em></td>
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<td>- Collect half of the classroom journals to take home, read and write responses.</td>
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<tr>
<td>- Share experiences leading circle discussions. Share children’s journals.</td>
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<tr>
<td>- Brainstorm ways to improve facilitating discussions for next week.</td>
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<tr>
<td>- Presentation of original Discussion Plans. To be handed in to the instructor.</td>
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<tr>
<td>Work time: Preparing classroom discussions for week 9 using an Original Discussion Plan topic, or an alternative topic from <em>The Philosophy Shop</em>.</td>
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<tr>
<td>- Alternative topic: Environmental Justice. Focus Question: What responsibility do we have to care for the environment?</td>
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<td>- Play: <em>Who Gains &amp; Who Loses?</em></td>
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| Assigned readings this week to be announced by the instructor. |

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<tr>
<th>Week Nine 2/29-3/2</th>
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<td>- Philosophical Theme #6: Seminar Students Lead Discussions Using Their Original Project Topics.</td>
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<tr>
<td>- Or a topic from <em>The Philosophy Shop</em></td>
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<tr>
<td>- Or Environmental Justice: <em>What responsibility do we have to care for the environment?</em></td>
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<tr>
<td>- Collect half of the classroom journals to take home, read and write responses.</td>
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| - Download and read the two-minute play, *Playing With Dolls*. Bring a print copy to class. |
| - Read discussion template for *Playing With Dolls*. Make notes. Revise the template and bring your printed copy to class. |

| Read half of your students’ philosophical journals. Write comments in each one; choose two or three to write longer, more elaborate responses. |
| - Write a reflection #7 about your experience leading this week’s discussion. Post your reflection on the weekly Discussion Board strand by Tues. 8 p.m. Read and respond to at least two peers in class. (Due Wed. 8 p.m. for those leading Wed. discussions in classrooms.) |
| - Bring a final draft Discussion Plan in print form on the topic of Gender Rolls to Wednesday’s class. It will be turned in for evaluation after a peer work session. |
### Attendance and Absence Guidelines

Most of the activities each week are driven by class discussions and presentations that cannot be duplicated by reading over another student’s notes. It is imperative that you make a commitment to attend every class. Excused absences will be made for sickness or family emergency. Other school or social functions that conflict with attendance in this class will **not** count as excused.

More than one unexcused absence during the term will result in a failing letter grade. Students are expected to let the instructor know in advance of class that they will be unable to attend. A simple email or phone message is sufficient. Because some students are working together in teams, students anticipating an absence must contact the team member and classroom teacher as soon as possible.

Regarding sickness, winter term is high flu and cold season, especially for students

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| 3/2  | - Share experiences leading circle discussions. Share children’s journals.  
- Brainstorm ways to improve facilitating discussions for next week.  
- Philosophical theme #7: Discussing Gender Roles.  
  *What does it mean to be a girl or a boy?*  
  *Play: Playing With Dolls*  
| | Finish revising your discussion plan for gender roles - *Playing With Dolls.*  
- Practice facilitating a philosophical discussion about issues related to environmental justice with two or more adults in the days preceding your classroom discussion. |
| Week Ten | 3/7-3/9  
| - Lead a children’s circle discussion #7: *What Does It Mean to Be a Girl or a Boy?*  
| | Read half of your students’ philosophical journals. Write comments in each one; choose two or three to write longer, more elaborate responses.  
| | - Write a reflection #8 about your experience leading this week’s discussion. Post your reflection on the weekly Discussion Board strand by Tues. 8 p.m. Read and respond to at least two peers in class.  
  (Due Wed. 8 p.m. for those leading Wed. discussions in classrooms.)  
| 3/9  | - Or an Original Discussion Plan developed by a seminar student in class.  
- Collect half of the classroom journals to take home, read and write responses.  
| | - Return classroom journals to elementary classroom students.  
- Possible visit to class of 4th and 5th graders for a philosophical discussion together.  
- Evaluation of the course.  
- Final goodbyes.  
|}
spending time in elementary school classrooms. Periods of increased work load create additional stresses. Therefore students need to take care of themselves. In this regard, please do not come to class sick.

**Absences From Elementary Classroom Discussions**

During weeks three through ten of the term, students need to let both the course instructor and the participating classroom teacher know of an absence in advance of the scheduled discussion day; preferably a 24 hours notice of an absence rather than on the day of class. Notice of an absence should happen in two ways:

- through an email sent to the classroom teacher and the course instructor
- in a phone message sent to the classroom teacher (who might not be checking emails on that day.)

In addition, a student who knows he or she will be absent from a classroom discussion has a responsibility to send that week’s Discussion Plan by email as a text or PDF file to the classroom teacher in order for that day’s lesson to move forward. The discussion can still go on in the absence of the student facilitator in three ways:

- by asking the classroom teacher to lead the discussion
- by making arrangements for another student in class to lead the discussion
- by making arrangements for the course instructor or GTF to lead the discussion

In addition, a student missing a discussion needs to make arrangements with the classroom teacher, or another student in class, to retrieve children’s journals for that week.

**Representing the University as a Guest in the Public Schools**

When visiting public schools, university students will treat all members of the school community with a high degree of respect and professionalism. This includes:

- Outward appearance and demeanor. Your choice of clothes should be appropriate for an elementary school.
- Appropriate language used during elementary classroom discussions.
- Professional verbal and written communications made to members of the school community.
- Regular communication and collaboration with the classroom teacher.
- Appropriate written responses made in children’s journals.

As a representative of the University of Oregon and, in particular, the Philosophy and Education Foundations programs, students in this course have a responsibility to set a high standard in their interactions with children and teachers.

**Expected University Classroom Behavior**

Laptops, iPads Smart phones and other computer devices may only be used during class activities for academic work, note taking and sharing. Students are asked to put away or turn off their computers at all other times. In most cases, the instructor will ask for printed copies of
handouts, discussion templates and written assignments (except for weekly reflections, which will be emailed to the instructor).

**Diversity**
Please read the Diversity section below. The attributes listed under Diversity apply to basic principles of classroom behavior during the term. In addition, all students are subject to the regulations stipulated in the UO Student Conduct Code, which can be accessed at:  http://www.uoregon.edu/~conduct/

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

**Documented Disability**
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see http://aec.uoregon.edu

**Mandatory Reporting**
The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that all UO employees are required reporters. This means that if you tell me
about a situation, I may have to report the information to my supervisor or the Office of Affirmative Action and Equal Opportunity. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO’s 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu.

In Case of Inclement Weather

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Canvas or via email. During periods of inclement weather, please check Canvas and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

Course Incomplete Policy

Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, consult the UO Catalog or http://registrar.uoregon.edu/incomplete_policy