

# POSITIVE RESTLESSNESS: RECLAIMING LEARNING FOR DEMOCRACY

Agenda Week 1: September 30, 2008

6:00 *Welcome and Introductions*

- Sign-in sheet/check name on registration list or add name; name cards
- Fill in student information form
- Evening's agenda

6:30 *Personal Experiences in Schooling*

- Journal writings
- Small group work
- Plenary

7:45 **BREAK**

(Usually our break will be 15 minutes but tonight it will be 30 minutes. Please read the syllabus and class handouts, noting any questions and/or concerns. During this time, Frank Barber will help us register each of you for the *Positive Restlessness* website.)

8:15 *Syllabus review, assignments, ways of working*

- Assignments for next class: October 7
- Journal Topics (see reverse side of this agenda)
- Reading Response paper

8:45 *Self-Theories: Their Role in Motivation, Personality, and Development*

- Reading on-own
- Conversation circles: Round robin on puzzling/significant passages, intentional listening
- Seminar
- Plenary on emerging ideas/issues/questions

9:45 *Closing activity*

10:00 *Adjourn*

## JOURNAL TOPICS: for week of Oct 1-7 (due October 7--week #2)

Please remember that **no topic is required**. That is, we will make topic suggestions, but we urge you to choose only those that seem interesting and valuable to you. The journal assignment requires 60-90 minutes of writing each week, but we expect you to choose relevant topics yourself, including topics that you devise. Please note also that you are free to write a single entry (one topic) or multiple entries (several topics), guided only by the 60-90 minute framework.

In addition to the list of topics provided on the “Assignments” handout, here are some specific topics that you might consider along with this week’s work:

- How would you describe your own parents’ or guardians’ involvement (or lack of involvement) with your own education on elementary and/or second school? Are there any specific incidents that stand out in your memory as characterizing that level of involvement?
- As you think back to your own experiences in elementary and especially secondary school, what special programs for academically advanced students do you remember? How did students get into those programs? How did *you* feel about those programs?
- How would you describe your own history in terms of class structure and class awareness? What would your family say about class? In what ways were you aware of social class as a set of forces acting on your own educational experiences?
- Think about the high schools (and maybe middle schools) that you attended. Often there is a strong sense that a school appreciates and supports certain kinds of students, while making it unnecessarily difficult for other types of students. If you noticed dynamics like that in your education, what were those dynamics and how might they be connected to ideas of social class and what Sacks calls “cultural capital”?

For our ease of understanding, please remember to date and/or title each entry.