Mary Lou Fulton
ASU | Teachers College
ARIZONA STATE UNIVERSITY

SPF 301 - Culture and Schooling
Spring 2017, Session B
Class #20131 and 14928
Monday, 3/13/2017 - Tuesday, 5/2/2017

COURSE INFORMATION

Instructor Information
Lead Instructor: Emily Ostermeyer
ASU Email: eosterme@asu.edu
Office Hours: In-person meetings, phone, or web conferences by appointment.

Catalog Description
For the professional teacher preparation program. Overview of the cultural, social, and political milieus in which formal schooling takes place in the United States.

Detailed Description
Topics covered in this course include:

- What is Culture?
- Schooling vs. Education
- Place and Space in Schools
- The Achievement Gap
- Cultural Conflict
- Pop Culture and Rituals
- Multiculturalism

Prerequisite Course(s)
ENG 102, 105, or 108 with C or better.

Course Format
This class will be conducted as an online learning course, including but not limited to online discussions, quizzes/study questions, and written and applied projects. For an accelerated 7.5 week session, a student should be prepared to spend approximately 15-18 hours a week on coursework for a 3-credit class.

Course Texts, Materials, and Resources
Required Course Text

    Cowhey, M. (2006). *Black ants and Buddhists: Thinking critically and teaching differently in the primary grades*. Stenhouse Publishers. ISBN: 9781571104182

    Purchase the course text(s) from the ASU Bookstore (http://bookstore.asu.edu/) or another retailer of your choosing. To locate textbooks for Mary Lou Fulton Teachers College online programs, search by the 5-digit class number or "browse" for your course under the West (not ASU Online) campus.

Required Materials and Resources

    Access to a computer that can record audio/video is required. See the "Computer Requirements and Skills" section in this document for additional technology requirements.

Provided Materials and Resources

    ASU Online Course Materials are available via MyASU (http://my.asu.edu) in the My Classes area. All

ASU students have free access to this web resource, including the ASU Blackboard Course Management System.

- For help accessing the online course materials, including logging on, submitting work, troubleshooting, etc., please refer to the ASU Online Technical Support page (http://asuonline.asu.edu/student-resources/technical-support) or the Technical Support page located in the online course materials.
- To monitor the status of campus networks and services, please visit the ASU System Health portal (https://uto.asu.edu/system-health).
- MyApps provides free software tools, including free virus scan software, online applications, and information about discounted software for purchase. Visit https://myapps.asu.edu/home for more information.

Student Learning Outcomes
Upon completion of this course, students will be able to:

- Define, identify, and discuss various aspects of culture using personal and observable examples.
- Examine and analyze culture in a variety of teaching and learning environments.
- Become familiar with the process of learning culture, such as acculturation, enculturation, and socialization, and explore how each process occurs within teaching, learning, and schooling.
- Examine rituals, material objects, and space/place of learning environments, and explain how they offer insight into the culture of that environment.
- Define, identify, and explain examples of the Hidden Curriculum in teaching/learning/education as it relates to tacit and explicit learning and social and cultural capital.
- Define, identify, and explain the theory of Culture as Disability, differences approach, deprivation approach, and ways of knowing.
- Explain how choices about teaching and learning can lead to conflicts between students and schools.
- Define, explain, compare/contrast, and apply examples of Multiculturalism, Culturally Responsive Teaching, and Ethnic Studies.
- Reflect on and explain how they will apply concepts, theories, and topics from class to their future professional goals.

Indicators and Professional Standards
This course is aligned to the following standards:

- International Society for Technology in Education (ISTE) Standards for Teachers: http://www.iste.org/standards/standards-for-teachers

Course Assignments
Specific details for each assignment can be located in the online course materials.

Please Note: The major assignments for this course will be automatically routed through SafeAssignment, a web-based plagiarism detection service. This service generates an originality report that identifies all material in the student paper that appears to be derived from other sources, including both sources that are properly acknowledged and cited and any that are not. The report will be reviewed before your assignment is graded.

Tentative Course Schedule
Please refer to the separate course schedule.

Signature Assignment
A signature assignment provides direct evidence of student achievement and progress. The signature assignment in this course is intended to assess important skills and abilities and to identify areas of strength and challenge; it is meant to be cumulative and to help instructors review a student's progress towards the course outcomes. Signature assignments also serve as a component of the program assessment. Your signature assignment will be submitted to Blackboard.

Vision Statement

Throughout the course, you will be learning about the components of culture and the importance of a multicultural awareness when working in the field of education. Whichever career field you may end up in, developing a mindset of diversity and inclusion will be essential for your success and the success of your students. As such, the cumulative assignment for this course will ask you to develop a vision statement for your career, imagining what being culturally aware may look like in your projected career position. Consider this a real-world exercise in inclusion, as the mindsets this assignment seeks to help you explore will be essential to the practical application of this course's content. The assignment will be completed as follows.

At the end of each lesson beginning in Lesson 2, you will submit one of six components of a PowerPoint or Prezi (or other visual presentation of your choice) that outlines what actions you will take and environment you hope to create for your students or employees through the lens of six major course components you have explored in this course:

1. Types of Learners and Education vs. Schooling
2. Material Culture, Hidden Curriculum and its Role in Education
3. The Achievement Gap and the Reality of Educational Inequity
4. Culture as a Disability and Cultural Conflicts
5. Pop Culture and Social Rituals
6. Culturally Responsive Teaching

Each slide of the presentation should address each one of the above course concepts and explain how these concepts and theories will be applied in your work setting to create an environment for students' and/or employees' success. In the notes field of each slide, you are required to explain your reasoning for each point of the vision statement, referencing course material as well as seeking outside opinions from experts in the form of personal interviews and/or outside research articles.

Each lesson you will turn in one slide with the notes section completed. For the last lesson of the course, you will be asked to complete the following:

● Complete a screencast or voice-over in which you narrate the presentation.
● Complete and submit a written script of your narration.
● Complete the PowerPoint with thorough notes included and revisions made based on feedback throughout the course.
● Complete a comprehensive reflection paper of 4-6 pages that addresses the following questions:

    1. Where do you see yourself professionally? Why is it important to enter your career profession with a clear vision of cultural awareness?
    2. What have you learned from this course that will allow you to become a culturally responsive educational leader? Name at least 3 key course concepts you've explored in the vision statement presentation and explain how your understanding of each of these concepts has developed throughout the course.
    3. What does it mean to be a culturally responsive educational leader? What actions will you take to be proactive developing an inclusive environment for all learners and/or employees in your projected career?

As you begin to consider the creation of your vision statement, you are encouraged to take a look at some model diversity and vision statements from educational organizations and employers you are interested in. Links to three examples are provided below for you to explore, and you are highly encouraged to research the vision statements of potential employers you are interested in to see what they look like:

● https://teachforamerica.app.box.com/s/kd9egzumau9zedlrzjlqw93i9l29i4hj
● http://www.ymca.int/who-we-are/mission/
● https://president.asu.edu/about/asucharter

STUDENT SUCCESS

To be a successful student in an online course, you must:

- check the course daily for announcements and email messages;
- communicate regularly with your instructor and peers;
- create a personalized study and/or assignment schedule, allowing for adequate time to complete coursework;
- complete assignments by the due dates specified; and
- keep copies and backups of all work in process and work submitted.

The instructor or academic associates in the course reserve the authority to require you to use supplementary services at ASU at no additional cost to maximize your chances of success in this course. See the University Academic Success Programs website at https://tutoring.asu.edu/ for more information.

Resources & Accessibility/Support Button in Blackboard

This feature in your course Blackboard shell contains useful links to help students taking this course to learn APA Style guidelines and templates, information about how to contact the Writing Center, ASU counseling services, career mentoring, etc.

GRADING PROCEDURES

Grading Scale

A	93% - 100%
B	83% - 92.99%
C	73% - 82.99%
D	63% - 72.99%
E (Failure)	0% - 62.99%
EN (Failure)	Failed, Never participated

There are no plus/minus grades in this course.

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments along with written feedback will be available within 5 days of the assignment due date.

Communicating with your Instructor and Academic Associate

By the end of the first day of class, you will be assigned to a group of 20-30 students, and each group will be assigned to an academic associate. An academic associate is an education professional who will be your main point of contact for the course; he or she will grade your work, provide feedback on your assignments, and respond to any questions you have about the course or content.

All questions should be addressed to your academic associate, who can redirect them to the lead instructor, if necessary. To receive the fastest response, please contact your academic associate via the email address provided on the Instructional Team page of this course in Blackboard. Your academic associate will inform you of his or her schedule for checking emails, but most academic associates check email at least once during a 24-hour period. If you would like to talk by phone, please provide a phone number in your request for a meeting. If you have not received a response within 24 hours, please follow up with your academic associate to ensure that your initial message has been received.

Attendance and Participation

It is critical that students log on to the course a minimum of 2-3 times a week to meet multiple assignment due dates and allocate the amount of time necessary to complete the required work in each lesson. If you need to plan professional or personal travel during the course, please ensure you have continuous access to a reliable

Internet connection. Online learning offers flexibility, however, the accelerated nature of the courses (completing a 3-credit course in 6-8 weeks) requires students to fully engage and participate during each class offering.

Each lesson's materials are made available to students two days ahead of the actual lesson start date, thereby allowing students to work actively on the current lesson and also preview the upcoming lesson and work ahead if interested.

Please note, a grade of EN (Failed, Never participated) will be assigned to students who remained enrolled but never participated in an academically-related activity for the duration of the course.

Course Expectations
Course expectations reflect those of university-level coursework. Students are expected to participate in all class activities to demonstrate fulfillment of the course objectives, as well as produce high-quality written products. You will be expected to utilize the course readings in a manner that allows you to gain fluency with the material and to contribute to a scholarly conversation on the designated topics.

This course upholds the expectation that all submitted contributions will be of professional quality. Unless specifically stated, all assignments should conform to the APA Style, including the use of a 12-point font, in-text citations, and a reference list. APA Style information can be found at http://owl.english.purdue.edu/owl/resource/560/01/.

All graded work will in part be evaluated based on proper English conventions, spelling, grammar, organization, and comprehensiveness. Students who have difficulty in the area of writing will be referred to the ASU Writing Center (https://tutoring.asu.edu/writing-centers) in an effort to help students to strengthen this essential professional skill.

Late and Missing Assignments
Submission of Deliverables
  ● All deliverables are to be submitted through Blackboard. Students should not submit work via email to the instructor/academic associate.
  ● Students should verify their submissions by going into My Grades and reviewing the submitted deliverable(s).
  ● In a situation where the deliverable was not submitted properly, email your instructor/academic associate immediately. Your instructor/academic associate can clear your submission to allow you to resubmit. This must be accomplished by the assignment deadline.
  ● In the event of an ASU server outage, students should email assignments to the instructor/academic associate by the assignment submission deadline. Once the system is restored, directions will be provided for you to submit your assignment through Blackboard so that your instructor/academic associate may resume grading.

Submission Deadlines
  ● Assignments and discussions are to be submitted by the designated due date and time (Arizona time); otherwise, no points will be issued.
  ● Quizzes cannot be made up unless advance arrangements are made with the instructor/academic associate.

Collaborative Work
The student must independently complete all assignments, tests, activities, etc., unless specifically stated otherwise. In situations where collaboration is part of the assignment, the expectations will be clearly stated in the assignment overview. In all collaborative efforts, you must work only within your assigned group, and you must include the names of all individuals who worked on the submitted assignment. These two minimum requirements for collaborative assignments must be met or the work will not be accepted.

PROGRAM AND COURSE POLICIES

Computer Requirements and Skills
This course requires access to a computer with:

- Internet access, preferably with a high-speed connection
- A web browser (For the best experience, use Chrome, Mozilla Firefox, or Safari. Internet Explorer is not recommended.)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microsoft Office, or the ability to work with Word, Excel, and PowerPoint documents
- Skype video conferencing software for potential use during office hours (free at http://www.skype.com)
- Speaker, microphone, and webcam
- Access to your ASU email account via http://my.asu.edu
- Access to Google Drive via My Drive via http://my.asu.edu, where you can create and share Google documents, presentations, spreadsheets, and more.

Technology Backup
It is the student's responsibility to have a backup procedure for course assignments.

Email
ASU email is an official means of communication among students, faculty, and staff. All instructor correspondence will be sent to your ASU email account. Students are expected to read and act upon email in a timely fashion, within 24 hours where possible. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. Should you choose to set up email forwarding to a personal or other email account, any links to course materials must be accessed through your official ASU email account to ensure authorization. You can confirm your ASU email and forwarding address by going to MyASU, clicking on the Profile tab, and selecting ASU Email Forwarding.

Drop and Add Dates/Withdrawals
This course follows a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course. Please refer to the ASU Academic Calendar (https://students.asu.edu/academic-calendar) for relevant deadlines, and consult with your academic advisor in the Office of Student Services (https://education.asu.edu/student-life/student-life) on how to proceed. If you are considering a withdrawal, review the following ASU policies:

- Withdrawal from Classes (http://www.asu.edu/aad/manuals/ssm/ssm201-08.html);
- Medical/Compassionate Withdrawal (http://www.asu.edu/aad/manuals/ssm/ssm201-09.html); and
- Grade of Incomplete (http://www.asu.edu/aad/manuals/ssm/ssm203-09.html).

Grade Appeals
The official ASU grade record resides in MyASU, not on Blackboard. At the culmination of each course, you should verify your current student record and final course grades through MyASU. If you see a discrepancy between the grade posted on Blackboard and in MyASU, please notify your instructor immediately so that the discrepancy can be addressed in your official record.

The professional responsibility for assigning grades is vested in the instructor of the course and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the Grade Appeal Policy and Process.

Course/Instructor Evaluation
Course/instructor evaluations are conducted online during the 14 days prior to the last official day of classes each session. Watch for an email to your official ASU email address, with "ASU Course/Instructor Evaluation" in the subject heading. Please be certain to complete the evaluation for your assigned instructor/academic

associate.

Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is important and appreciated. The evaluations are used to:

- help faculty improve their instruction;
- help administrators evaluate instructional quality;
- ensure high standards of teaching; and
- ultimately improve instruction and student learning over time.

Responses to the course/instructor evaluation are anonymous and will not be returned to your instructor until after grades have been submitted.

Copyright Notice
Copyright law may protect some course materials available through this system. This material is only for the use of students enrolled in the specific course(s) and must be used in accordance with the United States Copyright Act, Title 17 of the U.S. Code. Protected materials on this site may not be retained on the user's computer or other electronic storage device for longer than the duration of the specific class for which they are assigned, nor further disseminated by the user to any other persons.

UNIVERSITY/MARY LOU FULTON TEACHERS COLLEGE POLICIES

Student Conduct

Student Online Conduct and Professional Behavior
Appropriate online behavior, also known as netiquette, is defined by the instructor and includes all electronic communication in the course. Inappropriate contributions may be deleted by the instructor and, if relevant, no credit given. The instructor reserves the right to determine whether a post or other entry is unsuitable.

It is expected that students exhibit professional behavior in all settings, including clinical placements and working with other students in the online classroom. If at any time a student's behavior does not meet the standards delineated in the class syllabus, Mary Lou Fulton Satisfactory Academic Progress and Professional Conduct Policy, or university policies, the instructor may refer the student for academic probation or to the ASU Dean of Students.

Handling Disruptive, Threatening, or Violent Individuals
Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. For more information, visit http://www.asu.edu/aad/manuals/ssm/ssm104-02.html.

Academic Integrity/Plagiarism
Students are expected to act with honesty and adhere to the university's Student Academic Integrity Policy. Failure to do so may result in sanctions, such as grade penalties, suspension, or expulsion from the university. Violations of academic integrity include, but are not limited to, such actions as cheating; plagiarizing; fabricating or falsifying information; or assisting with such activities. For more information, see https://provost.asu.edu/academic-integrity.

Harassment

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students.

If you feel that another student is harassing you based on any of the factors above, contact the Office of Student Rights and Responsibilities:

- Online Students: Student Services Building, Room 263, 480-965-6547;
- Downtown Phoenix: Post Office, Room 243, 602-496-0670;
- Polytechnic: Administration Building, Room 102, 480-727-5269;
- Tempe: Student Services Building, Room 263, 480-965-6547;
- West: University Center Building, Room 301, 602-543-8152.

If you feel that an ASU employee is harassing you based on any of the factors above, contact the Office of Equity and Inclusion at 480-965-5057.

For further information on ASU's policy on discrimination, harassment, and retaliation, visit http://www.asu.edu/aad/manuals/acd/acd401.html.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any educational program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex are prohibited. An individual who believes that he or she has been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or has been sexually assaulted, you can find information and resources at https://sexualviolenceprevention.asu.edu/resources.

Electronic Communication

Acceptable use of university computers, Internet, and electronic communications can be found in the Student Code of Conduct (http://www.asu.edu/aad/manuals/usi/usi104-01.html) and in the university's Computer, Internet, and Electronic Communications Information Management Policy (http://www.asu.edu/aad/manuals/acd/acd125.html).

Accommodations

Disability Accommodations for Students

Mary Lou Fulton Teachers College is committed to student success and ensures an inclusive learning environment for all students. Students with disabilities or disabling health conditions who need accommodations are required to document their condition with the Disability Resource Center (DRC). Mary Lou Fulton Teachers College encourages admitted students with disabilities or disabling health conditions who believe that they may need an accommodation to register with the DRC prior to enrolling in the program. That way, all reasonable accommodations can be in place at the beginning of the program. Students who are registered with the DRC will be key participants in establishing reasonable and appropriate accommodations with course instructors. For information about the DRC, visit https://eoss.asu.edu/drc.

Religious Accommodations for Students

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time. For more information, visit http://www.asu.edu/aad/manuals/acd/acd304-04.html.

Military Personnel Statement

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes, depending on the timing of the activation. For information, see http://www.asu.edu/aad/manuals/usi/usi201-18.html.

UNIVERSITY SERVICES

Tutoring

Tutoring is available on all ASU campuses and online for a variety of courses in small groups on a walk-in/drop-in basis. Appointments are not taken. For a full list of sites and courses, visit https://tutoring.asu.edu.

Writing Center

The Writing Center, located on all ASU campuses and online, offers free tutoring for all enrolled students. All writers, including undergraduate and graduate students, can benefit from visiting the Writing Center to:

- explore, plan, and develop ideas;
- organize and structure a paper;
- integrate and cite sources; and
- write, revise, edit, and proofread.

For more information about ASU's Writing Centers, including how to make an appointment, visit https://tutoring.asu.edu/writing-centers.

Student Purchases

Discounted pricing for students purchasing select technology items may be available through the ASU bookstore or online. Visit http://bookstore.asu.edu/, and select Store News & Offers.

Hardware and Software Support

ASU Technology Studio provides support to students on all four campuses for hardware, software, operating systems, security, networking, etc. Visit https://ucc.asu.edu/techstudio/ for more information.

This syllabus is subject to change at the discretion of the instructor and/or college. Every effort will be made to avoid changing the syllabus or course schedule, but the possibility exists that unforeseen events will make changes necessary. If so, changes will be communicated via ASU email and/or the course site.

Continued enrollment in this course assumes that you have read and understand the information outlined in the syllabus.