

TEL 111

Exploration of Education

Fall 2022 #84059

3 Credit Hours

Instructor Information:

Dates of classes: 8/18/2022 - 12/02/2022
Instructor Name: Chelsea Logan Lorimer, M.Ed
Email: calogan5@asu.edu
Work Phone: n/a
Office Hours: By appointment or T 2:45-4:00pm
Office Location: TBD

Course Information:

Catalog Description

Education as an instrument in the development of the individual and society and its significance as an American Institution.

Course Overview

Prospective educators will explore multiple components of education including historical and current trends in education. Students will identify academic research practices through the exploration of critical issues facing students, teachers, schools, and society. Students will also explore their own identity as it relates to the field of education. This course includes the development of a personal teaching philosophy that addresses inclusive, equitable, and culturally proficient practices.

Course Objectives

- Students will gain an understanding of the historical and current systems of education.
- Students will read and analyze critical issues in education.
- Students will study ways to be inclusive, equitable, and culturally proficient educators.

Enrollment Requirements

None

Course Format

Lecture-Discussion

Required Professional Experiences

None

General Education Designation

None

Required Course Texts, Materials and Resources:

Required Text

Canestrari, A. S., & Marlow, B. A. (2021). *Educational foundations: An anthology of critical readings* (4th ed.). Sage Publications. ISBN: 978-1544388168

Supplemental/Optional Text

Provided in Canvas

Additional Required Readings provided in Canvas

Provided in Canvas

Required Materials

None

Provided Materials

- ASU Canvas Course Management Website at <http://myasucourses.asu.edu> (All ASU students have FREE access to this web resource)

Important Dates- Full 2022-23 Academic Calendar	
September 5, 2022 - Labor Day Classes Excused/University Closed	November 11, 2022 - Veterans Day Classes Excused/University Closed
October 8-11 - Fall Break Classes Excused/University Open	November 24-25, 2022 - Thanksgiving Holiday Classes excused/University closed
November 2, 2022 - Course Withdrawal Deadline Session C	December 2, 2022 - Classes End December 5-10 2022 - Final Exams

Communication

The most efficient way to communicate with me is through email. I am usually prompt at answering email, however, please allow 1-2 school days for a response. See the email etiquette guidelines under section titled "Effectively Communicating with Faculty and Staff" for specific information.

As always, you are expected to be professional, courteous, and respectful of yourself and everyone else in the class as described in the [ASU Student Code of Conduct](#). Together we can make this a great success!

Keys to Success	Effectively Communicating with Faculty and Staff
<ul style="list-style-type: none">Attend all face-to-face meetings.Study all required material and course content.Be attentive, professional, and participative during class.Maintain an organizational strategy that works for you and take note of all due dates.Be proactive about your coursework and seek assistance from your faculty when needed.Check your ASU email daily.Communicate with your network of support, including faculty, advisors, student success coaches, and freshman teaching assistants.Take advantage of all the resources available through ASU, brief list provided at the end of this document.Notify your faculty should you need to arrive late, leave early, or miss a class.Be a contribution to the class, to ASU, and to the community.Try to avoid approaching your professors right before class as they are preparing for the class and privacy may be limited.When unsure of expectations, ask for clarification.Be cognizant of the Teachers College grading scale.Take note of the course policies.	<ul style="list-style-type: none">Communicate to your faculty if there are personal circumstances that are prohibiting you from doing your best.When communicating with your faculty, phrase questions in a professional and respectful manner.If disagreements arise in class, among classmates or faculty, first communicate with your faculty. If further attention is needed, ask your advisor for the most appropriate person to contact for the current situation.Email is the preferred and professional mode of communication, texting is not appropriate.Email your professor if you would like to request an appointment outside of the regularly scheduled office hours.Email Etiquette<ul style="list-style-type: none">Be mindful of your audience when typing the text of the emails. Avoid the use of casual language, inappropriate emoticons, fancy backgrounds, slang, or 'text-speak'.Include your full name and course number in the subject line of the email.Reread, review, and rewrite all emails before sending.Give your faculty member adequate time, up to two business days, to respond to your email.

Student Learning Outcomes

<https://teachonline.asu.edu/objectives-builder/>

Upon completion of this course the student should be able to:

Student Learning Outcomes	Program Learning Outcomes Progression Indicator Alignment	InTASC Standards Standard Alignment	ISTE Standards Standard Alignment	Principled Innovation Practices Practice Alignment
1. Students will explore dimensions of their personal identity as they relate to the field of education.	DDM6(Ib)	9i	3b	I1, I2, P2, M1, M2, C1
2. Students will understand the history and systems of education and examine the purposes, functions, roles, and organization of education in America.	GLAE2(Ib), GLAE3(Ia)	10l	2a	C1, C2, I2, M1, M1, C1, I1, I2, P2
3. Students will identify academic research practices.	DDM2(Ia, Ib)	4l,5i,7k	5c	P1, I2
4. Students will examine trends and critical issues facing students, teachers, schools, and society	GLAE5(Ib)	9m,10m	1c	M1, M2, C1, C2, I1
5. Students will analyze the implications that culture has on students, teachers, and schools.	DDM3(Ia, Ib)	3l	4d,6a	M1, C1, C2, I2, P2
6. Students will distinguish between ineffective and effective strategies for developing and leading a positive learning environment.	DDM3(Ra)	3n	4d, 6a	M1, C1, C2, I2, P2
7. Students will analyze ways to promote and prepare themselves and their future students to be inclusive, equitable, and culturally proficient.	GLAE5(Ia, Ib)	9m,10o	2b	M1, M2, C1, C2, I1
8. Students will develop a philosophy of teaching statement.	GLAE1(Ia,b,c)	9l	1a	C1, C2,I1, I2, P2, M1, M2
9. Students will practice thinking like a teacher.	DDM6(Ic)	6j,9a,10l,10t	3a	I1, I2, P2, M1, M2, C1

*Specialized Professional Association (SPA) Standards: [Council for Exceptional Children \(CEC\)](#), [National Association for the Education of Young Children \(NAEYC\)](#), [National Council for the Social Studies \(NCSS\)](#), [National Council of Teachers of Mathematics \(NCTM\)](#), [National Council of Teachers of English](#), [International Literacy Association \(ILA\)](#), [Next Generation Science Standards](#)

Tentative Course Calendar

Module	Topics	Readings and/or Media	Assignment(s)
Module 1: Introduction 8/18	-Introductions/Syllabus Review -Learning Communities -Professionalism: in class; communication -Critical Reading Summary Groups -Purpose of Education	n/a	All assignments are due to CANVAS before each class session, unless otherwise noted
Module 2: Education 8/23 8/25	Why Teach? Why Educate?	Required Readings: <i>Chapter 2. Why Teach? Herbert Kohl</i> Kurshan, B. (2019, June). <i>The work of ecosystem enablers: Spreading innovation in k-12 education</i> . Forbes. https://www.forbes.com/sites/barbarakurshan/2019/06/12/the-work-of-ecosystem-enablers-spreading-innovation-in-k-12-education/#df589e68436 Organize Critical Reading Groups	Educational Autobiography Part One: Reflection Individual Assignment Due Before Class on 8/25
Module 3: Teaching and Scholarly Writing 8/30 9/1	-What are my reasons to teach? -College Level Writing -Education Libkit	Chapter 1. My Need to Teach- Deanna Rochefort Chapter 3. Becoming a MISTER- Matthew Rasmussen	Libkit Individual Assignment Due Before Class on 9/4 Critical Reading Analysis #1 Group Assignment Due Before Class on XXXX (Choose from chapter 1 or 3) * Note that each critical reading group also needs

			to set up a time for a small group meeting to be held with the instructor. See details under assignments below.
<p>Module 4: Purpose of Education</p> <p>9/6 9/8</p>	<p>-What is the purpose of education? -What is inclusive education? -What is equitable education?</p>	<p>Required Readings:</p> <p>Kurshan, B. (2019, June). The work of ecosystem enablers: Spreading innovation in k-12 education. <i>Forbes</i>. https://www.forbes.com/sites/barbarakurshan/2019/06/12/the-work-of-ecosystem-enablers-spreading-innovation-in-k-12-education/#df589e6843</p> <p>Sloan, W. (2012). What is the purpose of education? <i>ASCD</i>, 54(7). http://www.ascd.org/publications/newsletters/education-update/jul12/vol54/num07/What-Is-the-Purpose-of-Education%20A2.aspx</p> <p>Walker, T. (2016, August 29). What's the purpose of Education? Public doesn't agree on the answer. National Education Association. https://www.nea.org/advocating-for-change/new-from-nea/whats-purpose-education-public-doesnt-agree-answer</p> <p>Defining Equity, Diversity, and Inclusion. Arizona Department of Education. (2022). https://www.azed.gov/equity</p> <p>Lotocki, R. (2015, March 30). <i>This is genius</i>. YouTube. https://www.youtube.com/watch?v=h3Tbhxz5l1k</p> <p>The School of Life. (2015, May 15). <i>What's Education For?</i> YouTube. https://www.youtube.com/watch?v=Hn</p>	<p>Educational Autobiography Part Two: What is the Purpose of Education? Individual Assignment Due Before Class on XXXX</p>

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<p>Module 5: Purpose and History of Educational Systems</p> <p>9/13 9/15</p>	<p>-Legislation -NCLB/ESSA -ADA -IDEA -GI Bill -Civic Rights Act -National Food Security Act</p>	<p>Required Readings:</p> <p><u>History of Educational Systems:</u> American Educational History: A Hypertext Timeline. Retrieved from http://www.eds-resources.com/educationhistorytimeline.html</p> <p>The History of Education in America. Retrieved from https://www.teachtci.com/the-history-of-education-in-america/</p> <p>Additional Readings: Brown v. Board of Education, 347 U.S. 483 (1954). Retrieved from http://www.ourdocuments.gov/doc.php?doc=87&page=transcript</p> <p>Brownstein, R. (2014, April 25). <i>How Brown v. Board of Education changed—and didn't change—American education</i>. The Atlantic. https://www.theatlantic.com/education/archive/2014/04/two-milestones-in-education/361222/</p> <p>https://www.edweek.org/ew/section/multimedia/no-child-left-behind-overview-definition-summary.html</p> <p>https://www.ed.gov/essa</p>	

		https://www.researchgate.net/publication/329399273_National_Food_Security_Act_2013_Problems_and_Prospects	
<p>Module 6: Educational Systems</p> <p>9/20 9/22</p>	<p>-Structures and Funding -Public Schools -Private Schools -Charter School -Online Schools -School Boards</p>	<p>Required Readings:</p> <p>Understanding the American Education System (2018). Retrieved from https://www.studyusa.com/en/a/58/understanding-the-american-education-system</p> <p>https://www2.ed.gov/about/overview/budget/budget19/summary/19summary.pdf Overview of Funding in US. Retrieved from https://www2.ed.gov/about/overview/fed/role.html</p> <p>What is the current poverty rate in the United States? Retrieved from https://poverty.ucdavis.edu/faq/what-current-poverty-rate-united-states</p> <p>United States Department of Agriculture, Economic Research Service. (2016). Understanding the rise in rural child poverty 2003-2014. Retrieved from https://www.ers.usda.gov/webdocs/publications/45540/59427_summary_err208.pdf?v=0</p> <p>What are the major federal safety net programs in the U.S.? Retrieved from</p>	<p>Historical and Present Day Timeline Group Assignment</p> <p>Self and Peer Accountability for Historical and Present Day Timeline Evaluation Individual Assignment</p> <p>Due Before Class on XXXX</p> <p>Peer and Self Evaluation Due Before Class on XXXX</p>

<https://poverty.ucdavis.edu/article/war-poverty-and-todays-safety-net-0>

Additional Readings:

Kiersz, A. (2018, December). *The 50 most expensive top private high schools in America.*

<https://www.businessinsider.com/most-expensive-top-private-high-schools-america-2018-12>

Best Charter Schools in America.

Retrieved from

<https://www.usnews.com/education/best-high-schools/national-rankings/charter-school-rankings>

State by State list of Free Online Public Schools in America. Retrieved from

<https://www.thoughtco.com/free-online-public-schools-4148138>

National Association of State Boards of Education. Retrieved from

<http://www.nasbe.org/about-us/state-boards-of-education/>

Responsibilities, Duties, Decision-Making, and Legal Basis for Local School Board Powers. Retrieved from

<https://education.stateuniversity.com/pages/2391/School-Boards.html>

Arizona School Boards Association.

Retrieved from <https://azsba.org/>

Becoming a School Board Member.

Retrieved from

		https://azsba.org/becoming-a-board-member/	
<p>Module 7: Students</p> <p>9/27 9/29</p>	-Who are Today's Students?	<p>Required Readings:</p> <p>Chapter 4. Making the Most of the Classroom Mosaic: A Constructivist Approach to Embracing Student Diversity- Bruce Marlow, Marilyn Page, and Monisa Gardner-Page</p> <p>Chapter 5. The Complexity of Labels: Considering Refugee Youth in the United States- Kerri Ullucci</p> <p>Chapter 6. Translanguaging to Teach Toward Justice for Multilingual Students- Elsa Wiehe and Elizabeth Robinson</p> <p>Additional Readings:</p> <p>Conant, E. (2017). I am nine years old: Children across the world tell us how gender affects their lives. <i>National Geographic</i>, 231(1), 30.</p> <p>Green, E. (2016, May 31). <i>America's profound gender anxiety</i>. The Atlantic Monthly. Retrieved from https://www.theatlantic.com/politics/archive/2016/05/americas-profound-gender-anxiety/484856/</p> <p>Horry County Schools joins transgender bathroom use appeal; protestors clash. Retrieved from http://www.myrtlebeachonline.com/ne</p>	<p>Critical Reading Analysis Individual Assignment #2 Due Before Class on XXXX (Choose from chapter 4,5,or 6)</p>

		<p>ws/local/education/article75176637.html</p> <p>Massachusetts Department of Elementary and Secondary Education. (2015). <i>Principles of ensuring safe and supportive learning environments for lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) students</i>. http://www.doe.mass.edu/sfs/lgbtq/LearningEnvironments.pdf</p>	
<p>Module 8: Educators</p> <p>10/4 10/6</p>	-What Makes a Good Educator?	<p>Required Readings:</p> <p>Chapter 7. On Stir-and-Serve Recipes for Teaching- Susan Ohanian</p> <p>Chapter 8 Pssst....It Ain't About the Tests: It's Still about Great Teaching- Robert DiGiulio</p> <p>Additional Readings:</p> <p>What is Differentiation? Retrieved from https://www.scholastic.com/teachers/articles/teaching-content/what-differentiated-instruction/</p> <p>Understanding Differentiation. Retrieved from http://www.ascd.org/publications/books/100216/chapters/Understanding-Differentiated-Instruction/</p>	

		Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx Differentiating Instruction: It's Not as Hard as You Think. Retrieved from https://www.youtube.com/watch?v=h7-D3gi2IL8	
Module 9: Educators 10/11 No school 10/13	-What Makes a Good Educator? <i>Continued</i> -Culturally Responsive Curriculum -Critical Pedagogy	Required Readings: Chapter 9. Rethinking Education as the Practice of Freedom: Paulo Freire and the Promise of Critical Pedagogy- Henry Giroux <i>*Refer back to week 8 if you choose to write your critical analysis on chapter 7 or 8. You have a choice between chapter 7,8,or 9 for your individual assignment this week.</i> Additional Readings: Butler, E. (2019, April). <i>Why a culturally responsive curriculum works</i> . Retrieved from https://www.edweek.org/ew/articles/2019/04/08/why-a-culturally-responsive-curriculum-works.html	Critical Reading Analysis #3 Individual Assignment Due Before Class on XXXX (Choose from Chapter 7, 8, or 9)
Module 10: Assessment 10/18 10/20	-How Should We Assess Student Learning?	Required Readings: Chapter 13. A Mania for Rubrics- Thomas Newkirk Chapter 14. Grading: The Issue is Not How But Why- Alfie Kohn Chapter 15. The Data Pandemic: Rethinking the Supremacy of	

		Measurement in Education- Ann Winfield, Alan Canestrari, and Bruce Marlowe	
Module 11: Schools 10/25 10/27	-What do Good Schools Look Like?	<p>Required Readings:</p> <p>Chapter 10. Lockdowns, Detectors, Guards, and Teachers With Guns? Alan Canestrari and Amanda Vincenti</p> <p>Chapter 11. Success in East Harlem: How One Group of Teachers Built a School that Works- Deborah Meier</p> <p>Chapter 12. How, and How Not, to Improve the Schools-Diane Ravitch</p>	<p>Critical Reading Analysis #4 Group Assignment Due Before Class on XXXX</p> <p>(Choose from Chapter 10, 11, 12)</p>
Module 12: Transformative Educators 11/1 11/3	-What is a Transformative Educator?	<p>Required Readings:</p> <p>Chapter 16. Teachers as Transformative Intellectuals- Henry Giroux</p> <p>Chapter 17. Resistance and Courage: A Conversation With Deborah Meier- Alan Canestrari and Bruce Marlowe</p> <p>Chapter 18. From Silence to Dissent: Fostering a Critical Voice in Teachers- Alan Canestrari and Bruce Marlowe</p>	

<p>Module 13: Critical Voices in Education</p> <p>11/8 11/10</p>	<p>-How Does One Develop a Critical Voice?</p>	<p>Required Readings:</p> <p>See readings from chapter 12 to incorporate in Educational Trends Group Assignment</p>	<p>Current Trends in Education Group Assignment Due Before Class on XXXX</p> <p>TEL 111: Self and Peer Accountability Evaluation for Current Trends in Education Individual Assignment Due Before Class on XXXX</p>
<p>Module 14: The Growth Mindset of Educators</p> <p>11/15 11/17</p>	<p>-What is a Growth Mindset?</p>	<p>Required Readings/Viewing:</p> <p>Chapter 21. Teachers and Social Justice Warriors: An Imperative for Meeting the Demands of the 21st Century- Gloria Graves-Holmes</p> <p>Dweck, C. (2014, October 9). <i>Growth mindset</i>. Retrieved from https://www.youtube.com/watch?v=hiiEeMN7vbQ</p>	
<p>Module 15: Educational Philosophy</p> <p>11/22 11/24 No school</p>	<p>-What is My Philosophy of Education?</p>	<p>Required Readings/ Viewing:</p> <p>Becoming a Teacher: 4 Teaching Philosophy Statement Examples. Retrieved from https://www.thoughtco.com/teaching-philosophy-examples-2081517</p> <p>How to Develop Your Philosophy of Education. Retrieved from https://www.theedadvocate.org/developing-philosophy-education-define-write-educational-philosophy/</p> <p>Changing Education Paradigms. Retrieved from</p>	<p>Educational Autobiography Part Three: Personal Philosophy of Education Individual Assignment and Round Table Discussion Due Before Class on XXXX</p> <p>Engagement and Professionalism Rubric Due Before Class on XXXX</p>

<https://www.youtube.com/watch?v=36x39hNZ4uY>

Course Assignments

Assignment and Description	Student Learning Outcomes (SLOs)	PLO (hashtags) and Standards Indicators	Due Date	Score/Points
<p>EDUCATIONAL AUTOBIOGRAPHY PART ONE: REFLECTION INDIVIDUAL ASSIGNMENT</p> <p>Task: Read Chapter Two: <i>Why Teach?</i> from our text to prepare for this assignment. Next, create a slide presentation (8-10 slides) that answers the following:</p> <ol style="list-style-type: none"> 1. Create a timeline of your educational experiences from childhood to adulthood (3-4 slides) Include types and names of schools, teachers, achievements, activities, greatest memories (include photos if you have them) 2. What reasons do you give yourself for wanting to become an educator? Include three to four reasons. 3. Who was your favorite teacher? What are three of their characteristics that positively influenced you? 4. What are three characteristics you have that you think will benefit you as a future educator? 5. What age of individual do you feel the greatest affinity toward or most comfortable with? 6. What kind of school/educational environment do you want to work in and why? <p>Purpose: To introduce yourself and offer a reflection of why you want to become an educator.</p> <p>Evaluation Criteria: You will be scored with a rubric with explicit criteria for ideas, organization, voice, and conventions.</p>	1	N/A	Week 2	100

<p>Submission Details: Submit your Educational Autobiography to Canvas as a PPT (Pages files are not acceptable).</p>				
<p>EDUCATION LIBKIT</p> <p>Task: Complete Introduction to ASU Library, Research Guidance, ERIC, Education Full Text, APA Citation, and Course Survey modules.</p> <p>Purpose: Familiarize yourself with ASU Library services and locations.</p> <ul style="list-style-type: none"> ● Recognize tools for research guidance. ● Recall how to access and use ERIC database. ● Recognize the importance of citing sources and how to use APA citation. ● Recall how to locate and use the Education Full-Text database. <p>Evaluation Criteria: You will be scored through completed module assessments</p> <p>Submission Details: Submit assessment at the end of each module</p>	3	N/A	Week 3	60
<p>CRITICAL READING ANALYSIS 1: GROUP ASSIGNMENT (Chapters 1,3)</p> <p>Task: Our first Critical Reading Analysis will be completed as a team. Your instructor will assign your Critical Reading group a specific chapter. Your team will complete the analysis <u>as a team</u> then present your findings with the class.</p> <p>Address the following in your team’s critical analysis:</p> <ul style="list-style-type: none"> ● Who wrote the chapter? What do you find interesting about the author of the chapter (see information about each author in the front of our text, then conduct your own research to find 1 additional fact about them). ● Analyze, in your own words, the main argument the author is making in the chapter. (**DO NOT SUMMARIZE THE CHAPTER**). Remember, to analyze means to interpret what you have read through a critical, scholarly lens. Tell us what you think about what you read and how it affects you as a future educator, our students, our educational system as a whole, etc. 	2,3,4	N/A	Week 3	50

<ul style="list-style-type: none"> • Select one quote from the reading that resonated with you. Cite the passage in APA format. • Craft two open-ended questions that you can ask your peers that are based on the content of the chapter. <p>Purpose: To reflect upon and think critically about educational topics through historical, legislative, and a critical thinking lens.</p> <p>Evaluation Criteria: Students will be scored with a rubric with explicit criteria for ideas, organization, voice, and conventions.</p> <p>Submission Details: Submit group’s critical reading analysis to Canvas as an APA formatted Word Doc (Pages files are not acceptable). Note that you must also share your individual summary for your group members.</p>				
<p>CRITICAL READING GROUP TEAM MEETING WITH INSTRUCTOR</p> <p>Task: Each critical reading group needs to set up a time for a small group meeting to be held with your instructor. The group will need to plan a meeting agenda for a 15-minute meeting. Topics for the meeting are up to each group but could include getting to know each other, career planning, current trends in education discussion, continuation of a class discussion, etc.</p> <p>Purpose: To develop and professionally discuss relevant educational topics in a group meeting</p> <p>Evaluation Criteria: Your instructor will provide feedback to you regarding your agenda and completed meeting.</p> <p>Submission Details: Teams will meet face-to-face with instructor</p>	TBD	N/A	TBD	25
<p>EDUCATIONAL AUTOBIOGRAPHY PART TWO: * WHAT IS THE PURPOSE OF EDUCATION? INDIVIDUAL ASSIGNMENT</p> <p>Task: Reflect upon the articles and videos below then share your scholarly definition of the purpose of education.</p>	2	#MLFTC_DTP_GLAE3.l.a InTASC: 10I ISTE: 2a	Week 4	100

Article Links:

- Kurshan, B. (2019, June). The work of ecosystem enablers: Spreading innovation in k-12 education. *Forbes*. <https://www.forbes.com/sites/barbarakurshan/2019/06/12/the-work-of-ecosystem-enablers-spreading-innovation-in-k12-education/#df589e68436>
- Sloan, W. (2012). What is the purpose of education? *ASCD*, 54(7). <http://www.ascd.org/publications/newsletters/education-update/jul12/vol54/num07/What-Is-the-Purpose-of-Education%2%A2.aspx>
- Walker, T. (2016, August 29). What's the purpose of Education? Public doesn't agree on the answer. National Education Association. <https://www.nea.org/advocating-for-change/new-from-nea/whats-purpose-education-public-doesnt-agree-answer>
- Defining Equity, Diversity, and Inclusion. Arizona Department of Education. (2022). <https://www.azed.gov/equity>

Video links:

- Lotocki, R. (2015, March 30). *This is genius*. YouTube. <https://www.youtube.com/watch?v=h3Tbhxz5l1k>
- The School of Life. (2015, May 15). *What's Education For?* YouTube. <https://www.youtube.com/watch?v=HndV87XpkWg>

Synthesize your thoughts from the article and from the video links and complete the following:

- Make any needed revisions from previous instructor feedback throughout your slide deck
- Add 4-5 slides to your Educational Autobiography Part One by answering the following questions:

<ul style="list-style-type: none"> ● What do you see as the purpose of education in our society? ● What do you think the role of an educator is both inside and outside of an instructional setting (such as a classroom)? ● How have your experiences as a student impacted you as a future professional educator? ● What is your specific purpose in wanting to be an educator? ● How would you change schools or the field of education so students can meet the challenges of the next 50 years? ● How do you define an inclusive and equitable learning environment for your students? ● Include at least 3 APA formatted in-text citations to link the readings/videos with your own thoughts. ● Include an APA formatted reference slide at the end of your presentation. <p>Purpose: To reflect upon the purpose of education in America; reflect upon your purpose as a future professional educator</p> <p>Evaluation Criteria: You will be scored with a rubric with explicit criteria for ideas, organization, voice, and conventions.</p> <p>Submission Details: Submit an APA formatted assignment to Canvas as a Word Doc (Pages files are not acceptable).</p>				
<p>HISTORICAL AND PRESENT DAY TIMELINE GROUP ASSIGNMENT</p>	<p>2,3</p>	<p>N/A</p>	<p>Week 6</p>	<p>90</p>

Task: Your task includes researching an educational policy. See the Educational Policy: A Timeline in our Additional resources folder for ideas. Additional topics include, but are not limited to, the following: Public School policies, Private School policies, Charter School policies, Online School policies, School Boards, NCLB/ESSA, ADA, IDEA, Standardized Testing, Funding, Title IX, Title 1 Schools, Teacher Unions

Create a timeline to include the following:

- The policy name
 - The date it was passed
 - An overview of the policy
 - Where policy originated
 - Why the policy was created
- One historical court case that influenced the development of the policy:
 - Date of court case
 - Background of the court case
 - Ruling, if applicable
 - Impact at the time of decision
 - News articles related to the case/policy
- Note at least 3 changes to policy through the years and up until today (2021) on your timeline. Be sure to include the years and related text to explain changes (you can do this as captions under each point on your timeline).
- One court case (within the last 5 years) that relates to the continuation of, or change in, the policy:
 - Date of court case
 - Background of the court case
 - Ruling, if applicable
 - Impact at the time of decision
 - News articles related to the case/policy
- Timeline should include:
 - At least 10 entries with a date, and captions with required content (see above bulleted points)
 - At least 5 images to further support the material in your timeline.

<ul style="list-style-type: none"> ○ An APA formatted reference list that includes all references you used in creating your timeline. <p>*For ideas on creating timelines visit: https://www.google.com/search?rlz=1C1SQJL_enUS806US806&sxsrf=ALeKk03nTj1Va6ukZCiQ7q9wgJWrkNLtbQ:1591044460241&source=univ&tbm=isch&q=timeline+examples&sa=X&ved=2ahUKEwi_g--vuHpAhVuIDQIHaknACYQsAR6BAgBEAE&biw=1895&bih=922</p> <p>Purpose: To research a historical educational policy to discover how it impacted education in the past and impacts educational environments today.</p> <p>Evaluation Criteria: You will share your timeline presentation with the class and be scored with a rubric with explicit criteria for ideas, organization, scholarly tone, conventions, and APA formatting.</p> <p>Submission Details: Submit your timeline to Canvas.</p>				
<p>HISTORICAL AND PRESENT DAY SELF AND PEER ACCOUNTABILITY EVALUATION INDIVIDUAL ASSIGNMENT</p> <p>Task: You will evaluate each of your team members by completing peer/self accountability (see attached). Scores will be evaluated, averaged, then uploaded to each team member on the Team Rubric.</p> <p>Purpose: To provide feedback on the teamwork skills of your team members and practice self-reflection</p> <p>Evaluation Criteria: Teamwork Rubric</p> <p>Submission Details: Individual team members will download, complete, and submit self and peer accountability evaluation. Instructor will evaluate then complete Self and Peer Accountability Rubric for each team member.</p>		N/A	Week 6	25

<p>Peer and Self Evaluation Form to be Completed and Submitted by Student: Self and Peer Accountability Rubric</p>				
<p>CRITICAL READING ANALYSIS 2 INDIVIDUAL ASSIGNMENT (Chapters 4,5,6) Task: The textbook readings will be conducted in critical reading groups based on the reading schedule below. Critical reading groups are comprised of 3-5 individuals and will be selected or assigned during the second class session. Each member of the group will be responsible for reading all chapters but will analyze <u>just one chapter</u> (group members can decide which chapters each team member will formally analyze). All analyses will be shared with the critical reading group. You will share your individual chapter analysis with your group through Google Docs or can bring in hard copies. You must also submit your individual critical reading analysis as an assignment in our Canvas classroom.</p> <p>Address the following in your critical analysis:</p> <ul style="list-style-type: none"> • Who wrote the chapter? What do you find interesting about the author of the chapter (see information about each author in the front of our text, then conduct your own research to find 1 additional fact about them). • Analyze, in your own words, the main argument the author is making in the chapter. (**DO NOT SUMMARIZE THE CHAPTER**). Remember, to analyze means to interpret what you have read through a critical, scholarly lens. Tell us what you think about what you read and how it affects you as a future educator, our students, our educational system as a whole, etc. • Select one quote from the reading that resonated with you. Cite the passage in APA format. • Craft two open-ended questions that you can ask your peers that are based on the content of the chapter. <p>Purpose: To reflect upon and think critically about educational topics through historical, legislative, and a critical thinking lens.</p>	2,3,4	N/A	Week 7	50

<p>Evaluation Criteria: You will be scored with a rubric with explicit criteria for ideas, organization, voice, and conventions.</p> <p>Submission Details: Submit individual critical reading analysis to Canvas as an APA formatted Word Doc (Pages files are not acceptable). Note that you must also share your individual summary for your group members.</p>				
<p>CRITICAL READING ANALYSIS 3 INDIVIDUAL ASSIGNMENT (Chapters 7,8,9)</p> <p>Task: The textbook readings will be conducted in critical reading groups based on the reading schedule below. Critical reading groups are comprised of 3-5 individuals and will be selected or assigned during the second class session. Each member of the group will be responsible for reading all chapters but will analyze just one chapter (group members can decide which chapters each team member will formally analyze). All analyses will be shared with the critical reading group. You will share your individual chapter analysis with your group through Google Docs or can bring in hard copies. You must also submit your individual critical reading analysis as an assignment in our Canvas classroom.</p> <p>Address the following in your critical analysis:</p> <ul style="list-style-type: none"> • Who wrote the chapter? What do you find interesting about the author of the chapter (see information about each author in the front of our text, then conduct your own research to find 1 additional fact about them). • Analyze, in your own words, the main argument the author is making in the chapter. (**DO NOT SUMMARIZE THE CHAPTER**). Remember, to analyze means to interpret what you have read through a critical, scholarly lens. Tell us what you think about what you read and how it affects you as a future educator, our students, our educational system as a whole, etc. • Select one quote from the reading that resonated with you. Cite the passage in APA format. 	2,3,4	N/A	Week 9	50

<ul style="list-style-type: none"> ● Craft two open-ended questions that you can ask your peers that are based on the content of the chapter. <p>Purpose: To reflect upon and think critically about educational topics through historical, legislative, and a critical thinking lens.</p> <p>Evaluation Criteria: You will be scored with a rubric with explicit criteria for ideas, organization, voice, and conventions.</p> <p>Submission Details: Submit individual critical reading analysis to Canvas as an APA formatted Word Doc (Pages files are not acceptable). Note that you must also share your individual summary for your group members.</p>				
<p>CRITICAL READING ANALYSIS 4: GROUP ASSIGNMENT (Chapters 10,11,12)</p> <p>Task: Your final Critical Reading Analysis will be completed as a team. Your instructor will assign your Critical Reading group a specific chapter. Your team will complete the analysis <u>as a team</u> then present your findings with the class.</p> <p>Address the following in your team’s critical analysis:</p> <ul style="list-style-type: none"> ● Who wrote the chapter? What do you find interesting about the author of the chapter (see information about each author in the front of our text, then conduct your own research to find 1 additional fact about them). ● Analyze, in your own words, the main argument the author is making in the chapter. (**DO NOT SUMMARIZE THE CHAPTER**). Remember, to analyze means to interpret what you have read through a critical, scholarly lens. Tell us what you think about what you read and how it affects you as a future educator, our students, our educational system as a whole, etc. ● Select one quote from the reading that resonated with you. Cite the passage in APA format. 	2,3,4	N/A	Week 11	50

<ul style="list-style-type: none"> ● Craft two open-ended questions that you can ask your peers that are based on the content of the chapter. <p>Purpose: To reflect upon and think critically about educational topics through historical, legislative, and a critical thinking lens.</p> <p>Evaluation Criteria: Students will be scored with a rubric with explicit criteria for ideas, organization, voice, and conventions.</p> <p>Submission Details: Submit group’s critical reading analysis to Canvas as an APA formatted Word Doc (Pages files are not acceptable).</p>				
<p>CURRENT TRENDS IN EDUCATION GROUP ASSIGNMENT</p> <p>Task: This assignment involves partnering with one peer and selecting a current issue in the field of education, each group/team selecting one perspective of the current issue and to present the findings of your research.</p> <p>The following components needs to be addressed:</p> <ul style="list-style-type: none"> ● Topic Overview and General Background to include all perspectives of the issue when asked in a question format (i.e. Yes, anti-bullying programs are making improvements in schools or No, anti bullying programs are not making improvements in schools [according to what perspective you are taking]. Overview and background should include at least 3 scholarly citations to validate your information. ● Educational Perspectives: Share differing perspectives related to this issue (e.g. teacher, administrator, parent, superintendent). Each perspective should be supported with at least 1 scholarly citation. Note that <u>each person</u> from your team should share a <u>different</u> perspective when you present. ● One specific ‘next steps’ <u>from each perspective</u> to address this issue (see chapters 16, 17, 18) in your text for solution based ideas) . Each potential 'next step' should be supported by at least one citation. 	3,4,5,6	N/A	Week 13	100

<p>Purpose: To explore current trends that are affecting educational environments, present opposing sides on the topic, and develop a critical voice about the topic.</p> <p>Evaluation Criteria: Students will be scored with a rubric with explicit criteria for ideas, organization, voice, and conventions.</p> <p>Submission Details: Submit presentation to Canvas.</p>				
<p>CURRENT TRENDS IN EDUCATION SELF AND PEER EVALUATION INDIVIDUAL ASSIGNMENT</p> <p>Task: You will evaluate each of your team members by completing peer/self-evaluation (form located in Canvas under this assignment) as well as one for yourself. Scores will be evaluated, averaged, then uploaded to each team member on the Team Rubric.</p> <p>Purpose: To provide feedback on the teamwork skills of yourself and your team members</p> <p>Evaluation Criteria: Self and Peer Accountability Rubric</p> <p>Submission Details: Individual team members will download, complete, and submit self and peer accountability evaluation. Instructor will evaluate then complete Self and Peer Accountability Rubric for each team member.</p>		N/A	Week 13	25
<p>EDUCATIONAL AUTOBIOGRAPHY PART THREE: * PERSONAL PHILOSOPHY OF EDUCATION INDIVIDUAL ASSIGNMENT</p> <p>Task: Revisit your Educational Autobiography and your Purpose of Education Assignment. Upon your reflection of this course, our discussions, and your related assignments, develop your working personal philosophy of education. Add 2-3 slides to your Educational Autobiography to share your working philosophy. Note that you will also share your philosophy in our round table discussions in class.</p>	7,8,9	#MLFTC_DTP_GLAE1.l.c InTASC: 9I ISTE: 1a	Week 15	100

<ul style="list-style-type: none"> ● Make any needed revisions from previous instructor feedback throughout your slide deck. ● Add: <ul style="list-style-type: none"> ● What is your educational philosophy? How does your working philosophy support inclusive, equitable learning environments? Be sure to include at least 2 citations from the authors we have researched throughout this course to support your philosophy. ● 3 goals (2 professional and 1 personal) that you would like to achieve in the next 5 years. ● Participate in a round table discussion where you will share your working philosophy of education. You must be present to earn the points for this portion of the assignment. <p>Purpose: To think critically and analyze the purpose of education as an instrument in the development of the individual and society and its significance as an American Institution; develop a working philosophy of education</p> <p>Evaluation Criteria: Students will be scored with a rubric with explicit criteria for ideas, organization, voice, and conventions.</p> <p>Submission Details: Submit final educational autobiography to Canvas then participate in round table discussion in class.</p>				
<p>ENGAGEMENT AND PROFESSIONALISM</p> <p>Task: Reflect upon your engagement, participation, attendance, and professionalism this semester. Then, download and complete the document:</p> <p>Engagement and Professionalism Rubric</p> <p><i>*If needed, it is at the discretion of your Professor to adjust scores*</i></p>			All semester	100 points

<p>Submission Details: Submit the completed rubric to Canvas. Your instructor will review, add attendance information, and post final score with feedback. Failure to submit by the deadline, will result in a score of zero for this assignment.</p>				
<p>IN CLASS ACTIVITIES Please note: Instructors will determine in-class activities and publish as needed for grading purposes</p> <p>Task: During the semester you will be given several in-class assignments that are related to the content of the module and geared toward giving you hands-on experiences with ideas, tools, and resources that will assist you in completing your module projects.</p> <p>Purpose: To gain hands-on experience with a wide variety of technologies</p> <p>Evaluation Criteria: You will be scored on a rubric provided in Canvas on a completed / not completed scale.</p> <p>Submission Details: Submit any required files to Canvas</p>			All semester	100 points
<p>Total</p>				1000 points

Note. * = Common Assessment. These assessments are used for program evaluation or ADE certification purposes and should therefore be "common" (i.e., required) in every version/section of the course (e.g., F2F, Hybrid, Online; different instructors)

Grading Scale

A+	100% to 97%	C	< 77% to 70%
A	< 97% to 90%	D	< 70% to 60%
B+	< 90% to 87%	E	< 60% to 0%
B	< 87% to 80%	EN	Failed, Never participated
C+	< 80% to 77%	EU	Failed, Did not complete

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: (1) help faculty improve their instruction; (2) help administrators evaluate instructional quality; (3) ensure high standards of teaching; and (4) 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. You can check this online at the following URL: <http://www.asu.edu/emailsignup>.

UNIVERSITY/MARY LOU FULTON TEACHERS COLLEGE POLICIES

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.

SELF-PLAGIARISM

Self-plagiarism is defined as the reuse of one's identical or nearly identical section or subsection of work without prior permission granted by the course professor of record and any coauthor with whom a prior work may have been written, and without explicit acknowledgement (e.g., a citation of the original work). Self-plagiarism is strictly prohibited and will be treated as a violation of the university's Student Academic Integrity Policy. Please see the Academic Integrity/Plagiarism section for more information.

Copyright Notice

Copyright law may protect some course materials available through the Learning Management 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 the course site may not be retained on the student'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 student to any other persons. Furthermore, a student must refrain from uploading to any course site, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless first complying with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

ACCOMMODATION FOR RELIGIOUS PRACTICES

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.

<http://www.asu.edu/aad/manuals/acd/acd304-04.html>

ATTENDANCE AND PARTICIPATION

Students are expected to attend and participate in course meetings and activities. If individual circumstances arise, advance communication with the instructor is expected. Attendance and participation points are earned for in-class activities. Make-up work may be allowed at the discretion of the instructor for special circumstances. Please see the Engagement and Professionalism rubric for more details regarding absences and participation. 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

ENGAGEMENT= PARTICIPATION + PREPARATION

Engagement points for the course will be equal to approximately 5% of the total course grade. Among other criteria, a student who is engaged offers contributions in class that reflect exceptional preparation. Their ideas offered are always substantive and challenges are well substantiated and persuasively presented. They consistently work to advance the level and depth of the dialogue and play an active ongoing role in discussions. The group dynamic and level of discussion are consistently better because of the student's presence. An engaged student actively supports and listens to peers in a sustained manner and arrives fully prepared at every session.

PROFESSIONALISM

Professionalism points for the course will be equal to approximately 5% of the total course grade. It is expected that students exhibit professional behavior inside the classroom, during service-learning experiences, and working with other students outside of class on assignments related to this class in addition to behavior in the classroom on ASU's campus. If at any time your behavior is 'unprofessional', the instructor may refer the student to the Director of the Office of Student Services (OSS) for the development of a Professional Improvement Plan (PIP)

<https://education.asu.edu/student-forms-policies>.

CELL PHONE POLICY

Students are expected to adhere to responsible use of technology and academic integrity policies. Please silence your phone and refrain from use that affects other students in the class.

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 Policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>).

GRADE APPEALS

The official ASU grade record resides in My ASU, not on the course site. At the culmination of each course, you should verify your current student record and final course grades through My ASU. If you see a discrepancy between the grade posted on the course site and in My ASU, 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 for the undergraduate and graduate programs are available at [Mary Lou Fulton Teachers College Policies](#)

HANDLING DISRUPTIVE, THREATENING, OR VIOLENT INDIVIDUALS ON CAMPUS

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. <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>.

PROHIBITION AGAINST DISCRIMINATION, HARASSMENT, AND RETALIATION

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information. Inappropriate conduct need not rise to the level of a violation of federal or state law to constitute a violation of this policy and to warrant disciplinary action/sanctions. All individuals identified in the Applicability section of this policy are responsible for participating in and assisting with creating and maintaining an environment at ASU free from all forms of prohibited discrimination, including harassment and retaliation. All individuals identified in the Applicability section of this policy are required to cooperate with any investigation of allegations of violations of this policy. Providing false or misleading information or failure to cooperate may result in disciplinary action.

<https://www.asu.edu/aad/manuals/acd/acd401.html>

LATE AND MISSING ASSIGNMENTS

Assignments, and any other deliverables, are to be completed and submitted by the designated due date and time (Arizona time). See “Extenuating Circumstances” below for possible exceptions.

- Students should submit all assignments as indicated in the assignment directions.
- If a student misses a class, it is the student's responsibility to adhere to the assignment submission deadlines as stated in the syllabus.
- Students should verify the work they submit to the gradebook by going into Submission Details in the course gradebook. If students submit an improper item, they should submit the correct document - the instructor will be prompted to grade the most recent submission.
- Late Policy: Late assignments will be accepted with a 10% percent late penalty for each day late up to 5 days after the due date (excluding Yellowdig). Assignments will not be accepted after the last day of class. If you have questions, please ask your instructor.
- In the event of an unexpected technology failure (e.g., ASU server outage) that prevents students from submitting work on time through the course site, students should email assignment(s) to their assigned instructor by the assignment submission deadline to document an on-time submission. Once the failure is restored, students are expected to submit assignments through the course site so their instructor can grade it.

EXTENUATING CIRCUMSTANCES

On rare occasions, circumstances may necessitate flexibility in submission deadlines.

- If you have an upcoming, planned event that you know will limit your ability to participate in coursework, you are encouraged to work ahead in the course. Please contact your instructor if upcoming course materials are not available in time for you to address this need proactively.
- Should an unforeseen emergency arise that demands your attention (e.g., illness, car accident, natural disaster), tend to your health and safety as a priority. As soon as you are able, email your instructor to discuss extending deadlines. You may be asked to include evidence of the emergency.

Regardless of the circumstance, timely communication is essential. When communicating about a missed deadline it will be helpful to share: 1) title of the assignment, 2) rationale for the extension request, and 3) a feasible plan for completing the work at the earliest possible date.

NOTE: It may not be possible to extend the deadline for collaborative work, (e.g., group projects, discussions) since collaboration with classmates is not feasible outside the assigned date range.

The grade of “I” (Incomplete) can only be given by an instructor when a student, who is doing otherwise acceptable work, is unable to complete a course (e.g., final exam or term paper) because of illness or other conditions beyond the student’s control. Unfinished work must be completed with the same instructor except under extenuating circumstances. The completion date is determined by the instructor but may not exceed one calendar year from the date the mark of “I” is recorded.

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 a complete or partial administrative unrestricted withdrawal or incomplete depending on the timing of the activation. For further information, please visit ASU’s policy on [Military Activation of Students](#).

MISSED CLASSES DUE TO UNIVERSITY-SANCTIONED ACTIVITIES

[Students](#) who participate in university-sanctioned activities that require classes to be missed, shall be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. The provost of the university or designee shall determine, for the purposes of this policy, whether a particular event qualifies as a university-sanctioned activity.

Students should inform their instructors early in the semester of required class absences. Instructors should attempt to provide opportunities for equivalent work, either before or after the class absence, in accordance with any academic unit or college requirements, which may apply. For further information, please visit ASU’s policy on [Missed Classes Due to University-Sanctioned Activities](#).

STUDENT CONDUCT and PROFESSIONAL BEHAVIOR

Appropriate behavior is defined by the instructor and includes all in-person and electronic communication in the course. It is expected that students exhibit professional behavior in all settings, including clinical placements and working with other students. 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.

If at any time your behavior is ‘unprofessional’, the instructor may refer the student to the Office of Student Services (OSS) for the development of a Professional Improvement Plan (PIP). <https://education.asu.edu/student-forms-policies>.

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 education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have 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 sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

UNIVERSITY AND COLLEGE SERVICES

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 Student Accessibility and

Inclusive Learning Services (SAILS) <http://eoss.asu.edu/drc> The 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 SAILS 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 SAILS will be key participants in establishing reasonable and appropriate accommodations with course instructors.

SI (SUPPLEMENTAL INSTRUCTION)

SI seeks to help students process material presented in class through group facilitated discussion led by a trained peer (SI Leader) who has already successfully completed the course. More information will be available on Canvas under the SI Study Group. Students can receive tutoring for various courses through [University Academic Success Programs \(UASP\)](#). For additional information see <https://tutoring.asu.edu/student-services/studygroups>

TECHNOLOGICAL SERVICES AND SUPPORT

The Mary Lou Fulton Teachers College encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some school sites. The following support services are available to support student-computing needs.

Student Purchases:

Discounted pricing for students purchasing laptop or desktop computers is available through the ASU bookstore or online.

<https://www.bkstr.com/arizonastatestore>

ASU Campus Classroom Connectivity:

In-class use of laptops is encouraged by the Mary Lou Fulton Teachers College. In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor. For collaborative work, social networking tools are provided to ASU students through a Google partnership, including Google docs, spreadsheets, presentations, forms, and sites.

Hardware and Software Support:

ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software, operating systems, security, networking, etc.

<https://uto.asu.edu/services/campus-it-resources/techstudio>

ACADEMIC COACHING

The MLFTC academic coach is here to help you reach your full potential as a student. The academic coach provides students with advice and strategies in a number of areas, including: academic writing, APA, time management, study strategies, and test taking skills. For more information and to schedule an appointment, please visit: <https://education.asu.edu/student-life/success-coaching/academic-support>

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 [University Academic Success Programs |](#).

[MyApps](#) provides free software tools including free virus scan software, online applications, and information about discounted software for purchase.

MLFTC also has its own dedicated math mentors. Our math mentors are here to support you with a range of courses, including: MAT 117, 142 and MTE 280, 281, 301 and more. To schedule a one-to-one appointment, please visit: links.asu.edu/mlftcmathmentoring. Questions about math mentoring can be directed to: mlftcmath@asu.edu.

WRITING CENTERS

One Center, Many Places: The Writing Center, located on all four ASU campuses and online, offers free tutoring for all enrolled students. All writers—all ASU undergraduate or 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, please visit our website at <https://tutoring.asu.edu/student-services/writing-centers> .

Writing Mentoring: Our dedicated MLFTC writing mentor is here to help you succeed in your academic work. The writing mentor can support you with a number of areas, including: planning and developing ideas, structuring and organizing your work, ensuring that you answer the prompt, and APA citations and referencing. You can schedule an appointment with the writing mentor here: <https://calendly.com/mlftcwritingmentor>. You may also upload your work to our Dropbox service for feedback on your writing before submission: <links.asu.edu/MLFTCWritingDropbox>

This syllabus is subject to change at the discretion of the instructor and/or college. Every effort will be made to avoid changes to the syllabus or course schedule, but the possibility exists that unforeseen events will make modifications 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.