ASU College of Education
Department of Curriculum & Instruction
EDG 6301 Social and Cultural Influences
COURSE SYLLABUS-Fall B 2012

Professor: Alaric A. Williams, Ed.D. **Telephone:** 325.942.2647
Email: Alaric.Williams@angelo.edu **Office:** CARR EFA 186
Office Hours: TR: 10:30AM-11:30AM & 1:30PM-2:30PM
Appointments: Available upon request

EDG 6301 Social and Cultural Influences on Learning
Online Course

Course Description: Designed to present a broad base of knowledge about culture and learning. Approaches, materials, and research will be investigated. Specific items to be covered include, racism, prejudices, stereotypes, culture, self-awareness, biases in the media and diversity.

Optional Text:
Nieto, Sonia (2012). Affirming Diversity: The Sociopolitical Context of Multicultural Education, 5th ed. Allyn and Bacon: New York

Required Text:
American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Learning Objectives and Outcomes:
By the end of the course, the candidate will:

a. Examine varying definitions and perspectives of multicultural education, consider diversity in adolescent development and experiences (age characteristics, individual and group identity, and cultural influences;
b. Consider elements contributing to heightened awareness of culture and diversity: age, gender, socio-economic status, geography, ethnicity and race, religion, exceptionality and language;
c. Explore the relationship of these factors to curriculum in schools and to student success or failure, link home, neighborhood, and community contexts and be able to respond to family uniqueness in supporting communication and relationships between home and school;
d. Make connections between the context of teaching, school climate, learners and learning processes, and curriculum content responsive to the diversity of culture and background;
e. Examine the focus of curriculum and educational resources to assess bias and stereotype;

f. Determine components of a culturally responsive classroom and make applications to today's schools.
g. Determine how to modify and accommodate exceptionalities of learners to promote success.
h. Develop professional competence in designing, writing, and documenting courses.

Competencies/Standards:
You can find a copy of the Master of Arts in Curriculum & Instruction INTASC Standards and TExES Competencies in Blackboard.

Competencies for the Master of Education in Student Development & Leadership in Higher education can be found in Blackboard.

Methods of Instruction:
Since this course is primarily online, the candidates are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the professor immediately for help.

Candidates are responsible for participation in discussion board and activities. Individual tasks are expected and will be used to determine the final grade.

Class will consist of online discussions, individual participation, and papers.

Course Requirements:
The purpose of graduate education is to provide for advanced and specialized training beyond the baccalaureate program. Graduate study is intended to strengthen the academic and professional competence of the candidate, to develop the candidate's capacity for independent study, to familiarize students with past and current research, to train the student in the techniques of research, and to enable the candidate to relate his or her research to the investigations of other scholars and derive significant implications from the relationships.

Graduate study presupposes a broad background of knowledge, an adequate preparation in appropriate fields of study at the baccalaureate level, and a command of skills required to carry on intensive research and investigation with a high degree of resourcefulness and self-direction. Generally speaking, only candidates with superior undergraduate academic records are qualified to pursue study at the graduate level.

It should be noted that graduate studies differ from undergraduate studies in the following respects: (1) The candidate is expected to assume greater responsibility and to exercise more individual initiative. (2) More extensive and intensive reading is required. (3) Greater emphasis is placed on productive research, with particular emphasis on the use of primary materials. (4) Seminar methods are employed with

greater frequency, as greater class participation by the candidate is required. (5) Less instruction is provided in content, survey-type lecture courses.

Graduate study thus involves far more than the passing of a given number of courses and the fulfillment of certain minimum requirements. The candidate cannot be content solely with earning acceptable grades. The candidate must continually satisfy the Graduate Faculty in the major field by displaying superior intellectual powers and scholarly commitment in order to maintain graduate status and good standing in the school.

1. **Candidates' Participation:**

   Candidates should participate actively and enthusiastically in all online discussions. Readings, school, and university experiences will prepare candidates for discussions.

   When prompted by learning modules, discussion boards, PowerPoint presentations, or at any other direction for participation, **the minimum response from each student is:** (1) to post a response to the original or initial posting and/or question; and (2) to post a response to another student's posting for a total of **TWO** responses. More frequent responses are both allowed and encouraged so that each student can learn from peers and professor's insights.

2. **Candidates' Written Work:**
   - Demonstrates content quality and clarity that emphasizes depth and breadth, reflection and insights, scholarly discussion using scholarly vocabulary.
   - Clearly shows a high level of understanding regarding classroom discipline/ the topic of discussion.
   - Demonstrates writing quality and clarity, including mechanics, spelling, grammar, appropriate language.
   - Demonstrates appropriate and accurate inclusion of authority to support discussion, with citations that follow a scholarly (APA) format.
   - Demonstrates appropriate use of respectful person-first language (e.g., "student with dyslexia" rather than "dyslexic student").
   - Demonstrates an overall appearance according to APA format (title, page, 12pt font, 1 inch margin, and double spaced), completeness, and timeliness.

3. **Candidates' Communication:**

Candidates should maintain open communication with the instructor. Ask questions in a timely manner to provide time for the instructor to respond prior to due date. Candidates are expected to check Blackboard and ASU email on a regular basis, preferable daily. Candidates are expected to complete assignments and meet all deadlines for submission of coursework.

Readings:

Fryer, R. G. (2006). "Acting white" the social price paid by the best and the brightest minority students. *Education Next, 6*(1), 52-59. Retrieved from http://educationnext.org/actingwhite/

Hawley, W. D. & Nieto, S. (2010, November). Another inconvenient truth: Race and ethnicity. *Educational Leadership, 63*(3), 66-71. Retrieved from Academic Search Complete.

Hernandez Jozefowicz-Simbeni, D. M. & Israel, N. (2006). Services to homeless students and families: The mckinney-vento act and its implications for school social work practice. *Children & Schools, 28*(1), 37-44. Retrieved from Academic Search Complete.

Humphrey, N. (2008). Including pupils with autistic spectrum disorders in mainstream schools. *Support for Learning, 23*(1), 41-47. Retrieved from Academic Search Complete.

Pogrow, S. (2009). Accelerate the learning of 4th and 5th graders born into poverty. *Phi Delta Kappan, 90*(6), 408-412. Retrieved from Academic Search Complete.

Richards, H. V., Brown, A. F., & Forde, T. B. (2007). Addressing diversity in schools: Culturally responsive pedagogy. *Teaching Exceptional Children, 39* (3), 64-68. Retrieved from Academic Search Complete.

Evaluation:

Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

A- 1000 to 900 (90%)
B- 899 to 800 (80%)
C- 799 to 700 (70%)
F- below 700

Quality work that is presented in a professional and timely manner is an important part of your performance and grade evaluation. **Late work will be accepted <u>at no more than half the original value</u>. Lateness will be determined by the posting date and time your assignment is submitted in Blackboard.**

Communication: The ASU email system is the official means for communication with candidates. You must be able to access Blackboard regular f or electronic posting of

syllabus, assignments, announcements, grading information, and instructions. Candidates should contact the ASU Help Desk at 325.942.2911 to learn about Blackboard, how to access and navigate it, and how to contact the Help Desk for assistance. This should be done EARLY in the class.

Research Writing Style: The expectation of ASU instructors in the Department of Curriculum and Instruction is for students to adhere to American Psychological Association Publication Manual (APA) when completing written assignments, and when applicable, in other electronic or media-style presentations. The APA Manual is available at the ASU library, at the bookstore, or online at www.apa.org. **Note: All submittals must comply with the sixth edition of the APA Publication Manual, 6th edition, 2nd printing**.

Person Seeking Accommodations: Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. Candidates are encouraged to make this request early in the semester so that appropriate arrangements can be made." Use the following:
www.angelo.edu/services/student_life/disability.html

Academic Honesty: Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the *Student Handbook.*"

Plagiarism is strictly forbidden and ASU instructors may utilize Internet search links that assist in identifying plagiarized materials.

Assignments
Exceptional participation and assignment completion are an important part of your performance and grade evaluation. **Late work will be accepted at no more than half the original value. Lateness will be determined by the posting date and time your assignment is submitted in Blackboard. All work will be submitted via ASU's Blackboard system. ASSIGNMENTS SHOULD NOT BE EMAILED TO THE PROFESSOR.**

More detail and specific due dates for assignments will be posted in Blackboard.

Assignments	**Brief Description**
Introductory post	Introduce yourself and include a recent photo
Terminology Post	Discussed assigned terms, comparing, contrasting or relating meanings. Find an article that discusses at least one of the terms.
Countdown Paper	Summarize an article using the format indicated.
Discussion Questions	Read articles listed and respond to questions and answers.
Cultural Autobiography	Examine and describe yourself in a narrative as a cultural

	being.
Media Log	View one media program. Analyze according to the criteria provided.
Cultural Activity	Select a culture different from your own and has been marginalized
Cultural Exam	Online exam from a cultural perspective
Taskstream Artifact	Select an artifact to include in your Taskstream portfolio

Class Schedule

Due Date	**Assignment**
October 30	Introductory post, Syllabus Assignment
November 2	Terminology Post
November 9	Cultural Autobiography
November 16	Countdown Paper
November 25	Two (2) Article Discussions
November 30	Media Log
December 7	Online Exam
December 14	Cultural Activity