Course Description

This course is 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.

Required Reference Book


Student Learning Outcomes

By the end of the course, the candidate will:
• Examine varying definitions and perspectives of multicultural education, consider diversity in adolescent development and experiences (age characteristics, individual and group identity, and cultural influences);
• Assess the elements contributing to heightened awareness of culture and diversity: age, gender, socio-economic status, geography, ethnicity and race, religion, exceptionality and language;
• 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;
• Integrate connections between the context of teaching, school climate, learners and learning processes, and curriculum content;
• Synthesize the focus of curriculum and educational resources to assess bias and stereotype.

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 candidates with past and current research, to train the candidate 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 including writing ability, 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 and self-motivation 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. (6) Writing includes a scholarly voice and argument and critical analysis with credible evidence.

Methods of Instruction
Since this course is primarily online, candidates are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the instructor immediately for help since many of the tasks build on one another.

Candidates are responsible for on time participation in discussion boards, wikis, 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.
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 and learning 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 candidate is: (1) to post a thoughtful well-developed and supported response to the original or initial posting and/or question; and (2) to post two responses that encourages continued discussion to another student's (candidate's) initial postings. More frequent responses are both allowed and encouraged so that each student (candidate) 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 voice, vocabulary, argument, and critical analysis.
- 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, and APA style.
- 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, double spaced, etc.), 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 (allow 24 hours for a response). 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.

Required Readings
Provided within Blackboard modules
APA Manual
**Communication**
Candidates must communicate with all instructors via only the ASU e-mail system. Candidates must also access and use Blackboard, Ramport, and Angelo e-mail. Candidates must access Blackboard regularly for electronic posting of the syllabus, assignments, announcements, scoring information, and instructions. Candidates contact the ASU Help Desk at 325-942-2911 to learn about Blackboard, how to access and navigate it, or other technology assistance. This should be done EARLY in the class, preferably before the first class day.

**Research Writing Style**
In the Department of Curriculum and Instruction all candidates should 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 on-line at [www.apa.org](http://www.apa.org).


If a template is provided follow those instructions.

**Attendance Policy**
When prompted by learning modules, discussion boards, PowerPoint presentations, or at any other direction for participation, the minimum response from each candidate is: (1) to post a response to the original or initial posting and/or question; and (2) to post two substantive responses to other candidates’ postings to continue the conversation. More frequent responses are both allowed and encouraged so that each student (candidate) can learn from peers and professor’s insights.

**Absences for Observance of Religious Holy Day**
Students can find information on the observance of religious holy days in Operating Policy 10.19. Because of the online nature of this course, there is not a specific attendance requirement.

**Student Disability Services**
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the candidate’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements,
visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center, Room 112

**Title IX**
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sexual discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. You are encouraged to report any incidents to ASU’s Title IX Coordinator Michelle Boone at michelle.boone@angelo.edu or using ASU’s online form at http://www.angelo.edu/services/title-ix/file-a-complaint.php

**Academic Honesty**
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits.

Students are responsible for understanding Academic Integrity policies, which are contained in the Student Handbook at http://www.angelo.edu/student-handbook/.

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

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

- A = 90-100%
- B = 80-89%
- C = 70-79%
- F = below 70%

**Late Assignments**
All activities should be submitted by the scheduled due dates. A 10% grade reduction may occur for each day the assignment is late. Extensions will be administered on a case-by-case basis with the appropriate documentation according to the departmental policy.
Assignment Objectives & Due Dates
All activities should be submitted by 11:59 pm (CST) on the date as scheduled. A 10% grade reduction may occur for each day the assignment is late. Extensions will be administered on a case-by-case basis with the appropriate documentation according to the departmental policy.

*Optional Feedback Reflections are due 3 days after you receive feedback. This may or may not correspond with the date on the calendar.

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Objectives</th>
<th>Readings</th>
<th>Assignments</th>
<th>Points</th>
<th>Due Dates</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Premodule/Module 1</td>
<td>Respond to a fellow scholar in a dialog format.</td>
<td></td>
<td>Plagiarism Certificate</td>
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<td>Tuesday 10/24</td>
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<td></td>
<td></td>
<td>Examine the elements of themselves and their own awareness of their culture and diversity.</td>
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<td>Introduction</td>
<td>1</td>
<td>Intro Post: Wednesday 10/25</td>
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<td></td>
<td></td>
<td>Explore family history in context of culture.</td>
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<td>Academic Portfolio Creation</td>
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<td>Friday 10/27</td>
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<td>Explain personal experiences with school and neighborhood cultures.</td>
<td></td>
<td>Cultural Roots</td>
<td>10</td>
<td>Sunday 10/29</td>
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<tr>
<td>2</td>
<td>Module 2</td>
<td>Discuss personal experience as to how race and ethnicity were dealt with in your childhood school or neighborhood/community.</td>
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<td>Journal Article Question</td>
<td>1</td>
<td>Wednesday 11/1</td>
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<td>Race &amp; Ethnicity Reflection</td>
<td>10</td>
<td>Sunday 11/5</td>
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<td>3</td>
<td>Module 3</td>
<td>Discuss the impact of stereotypes</td>
<td></td>
<td>Social Settings</td>
<td>10</td>
<td>Initial Post:</td>
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Readings are located in Blackboard

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<table>
<thead>
<tr>
<th>Module</th>
<th>Activity</th>
<th>Description</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>4</td>
<td>Module 4</td>
<td>Recognize and discuss how stereotypes and forms of biases are present in the media. Determine and explain how culture and populations are portrayed.</td>
<td>Optional Feedback Reflection – Module 2</td>
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<td>Media Paper</td>
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<td>5</td>
<td>Module 5</td>
<td>Examine a culture other than your own. Define concepts of a culture as to how it relates to education. Reflect on individual and group identity within differing cultures.</td>
<td>Optional Feedback Reflection – Module 4</td>
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<td>Cultural Activity</td>
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<td>6</td>
<td>Module 6</td>
<td>Compare and contrast the change in cultural difference discussion over a time span by ethnicity and gender.</td>
<td>Privilege Discussion</td>
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<td>Module</td>
<td>Description</td>
<td>Due Date</td>
<td>Points</td>
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<td>7</td>
<td>Reflect upon personal perceptual changes with respect to ethnicity and gender.</td>
<td>Sunday 12/3</td>
<td>8</td>
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<td>Demonstrate advanced knowledge, skills and values through reflection and research of a critical social and cultural issue in education; Evaluate current literature regarding the issue; Develop suggestions for addressing the issues; and Create and present an analysis of the influence of the issue on current and future education.</td>
<td>Wednesday 12/6</td>
<td>Optional Feedback Reflection – Module (1)</td>
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<td>Present and defend judgments about the information and assignments related to social and cultural influences.</td>
<td>Sunday 12/10</td>
<td>Journal Article 20</td>
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<td>Academic Reflection Submission 2</td>
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<td>Course Evaluation 1</td>
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<td>Course Structure Reflection 1</td>
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<td>Total 100 pts</td>
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