ANGELO STATE UNIVERSITY
Department of Curriculum and Instruction

EDG 6301
SOCIAL & CULTURAL INFLUENCES
FALL-B 2019
GINA SHIPLEY, Ed.D.

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COURSE INFORMATION

COURSE NUMBER
EDG 6301

COURSE TITLE
Social & Cultural Influences

COURSE DELIVERY
This is a distance course utilizing the Blackboard course management tool with course requirements, learning activities, assignments, and due dates specified in the course calendar and modules in Blackboard. The course site can be accessed at http://blackboard.angelo.edu
The course begins on October 21, 2019 and ends on December 13, 2019.

COURSE DESCRIPTION
This course, EDG 6301 Social and Cultural Influences, is designed to present a broad base of knowledge about culture and learning. Approaches, materials, and research will be investigated. Specific skills for identifying learning problems and solving them through instruction will be featured.

INSTRUCTOR INFORMATION

LEAD INSTRUCTOR
Gina Shipley, Ed.D.
Email: gina.shipley@angelo.edu

INSTRUCTOR TEAM
Graduate courses in the Department of Curriculum and Instruction may utilize an instructor team to support the Lead Instructor. All members of the instructor team are highly qualified with educational and practical experiences related to the subject-matter of the course.

OFFICE HOURS
Email is the most accessible way to contact all instructors. The instructor team is available via email using only your ASU email address (angelo.edu). You should receive a response within 24 hours.

STUDENT LEARNING OUTCOMES
By the end of the course, the student (candidate) will be able to:

• Describe and analyze how one’s own identity formation has shaped previous experiences, influencing current and future social and cultural perspectives.
• Examine varying definitions and perspectives of multicultural education, consider diversity in human development and experiences (age characteristics, individual and group identity, and social and cultural influences);

• Evaluate the ways in which power, privilege, and marginalization impact various institutional stakeholders (e.g., students, faculty, staff, and the external community) in disparate ways;

• Expand and apply understanding of concepts, theories, and frameworks relevant to bias, social justice, oppression, and privilege;

• Demonstrate principles of a difficult dialogue, building the capacity for empathy toward diverse populations;

• Analyze how one communicates values, whether intentionally and unintentionally, to communities through choices of instructional practice, program and policy implementation, and resource distribution;

• Integrate connections between the context of education, school climate, learners and learning processes, advocacy, and curriculum content; and

• Synthesize the focus of content and delivery of educational resources to assess bias and stereotype.

REQUIRED TEXTS AND MATERIALS

REQUIRED TEXTS

RECOMMENDED READINGS
Course materials and readings are located in Blackboard. Candidates are expected to locate peer-reviewed, research-based resources for research on individual topics and learning activities.

TECHNOLOGY REQUIREMENTS
A complete list of technology requirements for online education at Angelo State University is available at https://www.angelo.edu/online-education/technology_requirements.php. Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned learning activities. Technical support concerns should be submitted to the IT Service Center via phone at (325) 942-2911 or toll-free at (866) 942-2911.
GRADING SYSTEM
Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

The following grading scale is in use for this course:
- A = 90.00-100%
- B = 80.00-89%
- C = 70.00-79%
- F = below 70%

METHODS OF INSTRUCTION
• Since this course is delivered 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.
• Course design includes a combination of learning activities to strengthen the academic and professional competence of candidate’s writing skills, presentation skills, collaboration, analysis, and practical application/experience.
• Learning activities may include, but are not limited to critical analysis submissions incorporating research, writing, and reflection; digital presentations with multimedia and/or interactive elements; collaboration opportunities through online discussion boards, wikis, or blogs; practical case studies requiring research, writing, and collaboration; and other projects and activities such as interviews, field visits, modeling, and videos.

COMMUNICATION
The course is designed to offer regular and substantive interaction between candidates and instructors. Both candidates and instructors are responsible for effective, appropriate, and timely communications and interactions in the course.

CANDIDATE COMMUNICATIONS: Candidates should initiate communications with instructors through Class Café or the ASU email system. Check frequently for announcements and reminders. Scoring rubrics and module information outline the specific interaction and communication requirements for each learning activity.

Course content and subject-specific questions should be posted to Class Café for interactions with other candidates and instructors about the content. Technical support concerns should be submitted to the IT Service Center via phone at (325) 042-2911 or toll-free at (866) 942-2911.

WRITTEN SUBMISSIONS: It is an expectation of this department that you use academic and professional writing skills. Candidates should follow APA guidelines for formatting and citations in all learning activities unless otherwise specified. Failure to utilize accurate APA citations and references constitutes plagiarism.
USE GOOD “NETIQUETTE”:

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else’s messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(From “The Net User Guidelines and Netiquette” by A.H. Rinald, 1994, Florida Atlantic University. Adapted with permission.)

INSTRUCTOR COMMUNICATIONS: Instructors will provide communications relevant to the course and subject matter through weekly emails, Blackboard announcements, Class Café, interactions during learning activities such as moderating discussion boards, and feedback on submitted assignments. These course activities help build a sense of community among learners.

Instructors will typically respond to email within 24 hours. Class Café discussions will include both peer and instructor responses as appropriate to assist with candidate mastery of the subject. Instructors will typically provide feedback on assignments within 48-72 hours of submission of the assignment through Blackboard. Feedback communication is provided to candidates by instructors in Grade Center, Turn It In Feedback Center, or on scoring rubrics in Blackboard as appropriate for each assignment.

CANDIDATE PARTICIPATION

- Candidates are expected to be active learners. It is a basic assumption of the instructor that candidates will be involved discovering, processing, and applying the course information using peer-review journal articles and researching additional information through the ASU Online Library and Internet.
- Candidates are expected to engage with the material, their peers, and their instructors. Ensure that you are reading all of the materials provided in the Blackboard modules. Participate in discussions with your peers about the content through Class Café.
• If you have questions, it is important to ask immediately since many of the tasks build on one another.

ATTENDANCE & PARTICIPATION
Courses in the Department of Curriculum & Instruction are distance courses. Distance courses are different than correspondence courses; they require regular and timely participation, interaction, and engagement from the candidate and instructor(s). Candidates are required to follow the course calendar and the expectations related to candidate participation. Candidates are expected to engage in course activities and submit assignments by due dates and times identified in the course calendar.

Faculty are required to confirm attendance of candidates in a course at the beginning of each term to the ASU Registrar Office as part of complying with regulations regarding the administration of federal financial aid. In accordance with ASU processes and federal regulations, academic attendance in a course is considered active engagement which includes but is not limited to submitting an academic assignment or participating in an online discussion in the course about academic matters. Logging into an online course without active participation does not meet academic attendance requirements. The last date of course attendance for reporting to the Registrar will be the last date of active engagement in the course.

Candidates are expected to be active learners. It is a basic assumption of the instructor that candidates will be involved discovering, processing, and applying course information using peer-review journal articles and researching additional information through the ASU Online Library and Internet.

Candidates are expected to engage with the material, their peers, and their instructors. Ensure that you are reading all of the materials provided in the Blackboard modules.

Candidates should participate in discussions with their peers about the content through Class Café in the courses.

Candidates are expected to participate in learning activities that include practical experiences in the field of study.

When candidates have questions about course requirements, they should discuss immediately with the course instructor since many of the course tasks build on one another.

LIBRARY RESOURCES
Candidates should familiarize themselves with the numerous resources available through the Angelo State University Porter Henderson Library at www.angelo.edu/services/library/. Information on library resources is available in the Orientation tab of each course. All candidate can also use the Ask A Librarian research support feature.
ASSIGNMENT SUBMISSION
In this class, all assignments need to be submitted through the posted Blackboard or TurnItIn link in the Blackboard course site. You should record the confirmation number received when you submit your work. Assignments are not accepted via email.

If a technology issue does occur regarding an assignment submission, email your instructor along with documentation that you notified the help desk. This process will document the problem and establish a timeline for submission.

LATE WORK OR MISSED ASSIGNMENTS
All learning activities should be submitted by the scheduled due dates. A 10% grade reduction may occur for each day the assignment is late. Documented medical or personal emergencies will be reviewed on a case-by-case basis with the appropriate documentation and in accordance with department policy.

RESUBMISSION OF ASSIGNMENTS
During their studies at Angelo State University, students may find themselves writing on the same or similar topics; regardless, their writing is expected to reflect new approaches and insights into that topic to demonstrate their intellectual growth.

ASU recognizes that there may be some overlap between the requirements, assignments, and inquiry for different courses. In general, students may use only small portions of documents as background or foundational material for additional development in a subsequent assignment or research project. Students may not merely copy and paste substantial sections from one paper to another. Any use of prior work is at the discretion of the instructor: students must receive prior approval from their instructor, who may request a copy of the previous work. When using their own scholarly work in subsequent assignments, students should cite themselves as a primary author and their previous coursework as unpublished papers, as shown in The Publication Manual of the American Psychological Association, 6th Edition.

INCOMPLETE GRADE POLICY
It is the policy that incomplete grades be reserved for student illness or personal misfortune. Please contact your faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

POLICIES RELATED TO THIS COURSE
All candidates are required to follow the policies and procedures presented in the following documents:
- Angelo State University Student Handbook
  [http://www.angelo.edu/student-handbook/]
ACADEMIC INTEGRITY
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The Angelo State University Student Handbook provides a detailed list of behaviors that constitute academic misconduct and plagiarism. Academic misconduct includes, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, violations of published professional ethics or standards, and/or any act or attempted act designed to give unfair academic advantage to oneself or another student.

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, ideas, etc., and passing it off as one’s own. Plagiarism is literary theft. In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center.

Candidates are expected to know and understand behaviors that can constitute academic misconduct. An academic integrity module is required of all candidates as part of their orientation to the program. Each course requires that the candidate complete an Academic Integrity Statement of Understanding acknowledging that the candidate has read and agrees to the Academic Integrity Standards, has passed the Academic Integrity Quiz with a score of 90% or higher, and understands the penalties associated with violations of the academic integrity standards.

COPYRIGHT POLICY
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

STUDENTS WITH DISABILITIES
Angelo State University 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 Act 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 student’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

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
Candidates can find information on the observance of religious holy days in ASU Operating Policy 10.19. Candidates should also review the information related to course attendance.

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. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D.

You may submit reports in the following manner:

- Online: www.angelo.edu/incident-form
- Face to Face: Mayer Administration Building, Room 210
- Phone: 325-942-2022
Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

BASIC NEEDS
Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Multicultural and Student Activities Programs Center (multicultural@angelo.edu; 325-942-2729).

The Multicultural and Student Activities Program Center has a food pantry and other resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that they may possess.

SYLLABUS CHANGES
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

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 may be administered on a case-by-case basis with the appropriate documentation according to the departmental policy.
<table>
<thead>
<tr>
<th><strong>MODULE 1</strong></th>
<th><strong>MODULE 1</strong></th>
<th><strong>Academic Portfolio Creation 0 points</strong></th>
<th><strong>Friday October 25</strong></th>
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<tbody>
<tr>
<td><strong>Review and confirm understanding of plagiarism and academic integrity.</strong>&lt;br&gt;Begin academic portfolio for documentation of course artifacts and reflection on program competencies.</td>
<td>** Respond to a fellow scholar in a dialog format.**&lt;br&gt;Examine the elements of themselves and their own awareness of their culture and diversity. &lt;br&gt;Explore family history in context of culture. &lt;br&gt;Explain personal experiences with school and neighborhood cultures.</td>
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<tr>
<th><strong>MODULE 1</strong></th>
<th><strong>MODULE 2</strong></th>
<th><strong>Community Engagement for Social Change Conference Presentation</strong>&lt;br&gt;<strong>TOPIC APPROVAL 3 points</strong></th>
<th><strong>Wednesday October 30</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describe and analyze how one’s own identity formation has shaped previous experiences, influencing current and future social and cultural perspectives.</strong>&lt;br&gt;Examine varying definitions and perspectives of multicultural education, consider diversity in human development and experiences (age characteristics, individual and group identity, and social and cultural influences).</td>
<td><strong>Evaluate the ways in which power, privilege, and marginalization impact various institutional stakeholders (e.g., students, faculty, staff, and the external community) in disparate ways.</strong>&lt;br&gt;Expand and apply understanding of concepts, theories, and frameworks relevant to bias, social justice, oppression, and privilege. &lt;br&gt;Demonstrate principles of a difficult dialogue, building the capacity for empathy toward diverse populations.</td>
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<tr>
<th><strong>OPTIONAL:</strong> <strong>Class Chat Session #1</strong>&lt;br&gt;Sunday, October 27, 2019 2:00 p.m. Central Time&lt;br&gt;Zoom link found in Blackboard</th>
<th><strong>Evaluate social and cultural influences facing marginalized populations to develop a conference presentation addressing the causes, effects, and solutions of a specific issue.</strong>&lt;br&gt;Discuss the impact of stereotypes and/or perceptions of academic achievement based on ethnicity.</th>
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<td>Have your questions answered in real time while engaging with your peers.&lt;br&gt;No point value, optional participation.</td>
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</table>
Analyze how one communicates values, whether intentionally and unintentionally, to communities through choices of instructional practice, program and policy implementation, and resource distribution.

Discuss with other scholars and reflect upon what it means to be “successful” in school according to students based on ethnicity.

### MODULE 3

Expand and apply understanding of concepts, theories, and frameworks relevant to bias, social justice, oppression, and privilege.

Analyze how one communicates values, whether intentionally and unintentionally, to communities through choices of instructional practice, program and policy implementation, and resource distribution.

Synthesize the focus of content and delivery of educational resources to assess bias and stereotype.

#### Feedback Reflection – Current Event
- **1 point**
- **Media Paper**
- **10 points**
- **Sign Up for Module 7 Group Topic**
- **0 points**

#### Friday November 8

#### Sunday November 10

### OPTIONAL: Class Chat Session #2

Sunday, November 10, 2019  
2:00 p.m. Central Time

Zoom link found in Blackboard

Have your questions answered in real time while engaging with your peers.

No point value, optional participation.

### MODULE 4

Demonstrate principles of a difficult dialogue, building the capacity for empathy toward diverse populations.

Analyze how one communicates values, whether intentionally and unintentionally, to communities through choices of instructional practice, program and policy implementation, and resource distribution.

Integrate connections between the context of education, school climate, learners and learning processes, advocacy, and curriculum content.

#### Feedback Reflection – Media Paper
- **1 point**

#### Social Settings Online Discussion
- **10 points**

#### Initial Post: Thursday November 14

#### Responses: Friday-Sunday November 15-17

#### Group Member Communication Assignment for Module 7
- **0 points**

#### Friday November 15

#### Sunday November 17
<table>
<thead>
<tr>
<th>Synthesize the focus of content and delivery of educational resources to assess bias and stereotype.</th>
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<tr>
<td><strong>MODULE 5</strong></td>
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<tr>
<td>Evaluate the ways in which power, privilege, and marginalization impact various institutional stakeholders (e.g., students, faculty, staff, and the external community) in disparate ways.</td>
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<tr>
<td>Expand and apply understanding of concepts, theories, and frameworks relevant to bias, social justice, oppression, and privilege.</td>
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<tr>
<td>Demonstrate principles of a difficult dialogue, building the capacity for empathy toward diverse populations.</td>
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<tr>
<td>Analyze how one communicates values, whether intentionally and unintentionally, to communities through choices of instructional practice, program and policy implementation, and resource distribution.</td>
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**MODULE 5**

Building upon the topic chosen in Module 2, candidates will analyze and synthesize comprehensive research regarding the chosen social and cultural topic facing marginalized populations to develop a conference presentation addressing the causes, effects, and solutions of the topic.

As a result of the thorough analysis and synthesis, students will succinctly articulate the importance of addressing the topic through a written conference proposal submission.

**Community Engagement for Social Change Conference Presentation**

**CONFERENCE PROPOSAL SUBMISSION**

| 12 points | Sunday November 24 |

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**OPTIONAL: Class Chat Session #3**

- **Sunday, November 24, 2019**
- **2:00 p.m. Central Time**
- Zoom link found in Blackboard
- Have your questions answered in real time while engaging with your peers.
- No point value, optional participation.

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**MODULE 6**

Demonstrate principles of a difficult dialogue, building the capacity for empathy toward diverse populations.

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.

**Cultural Activity**

<p>| 15 points | Sunday December 1 |</p>
<table>
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<tr>
<th>MODULE 7</th>
<th>MODULE 7</th>
<th>Social &amp; Cultural Topics Group Presentation Projects</th>
<th>Social &amp; Cultural Topics Group Presentation Projects</th>
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<tbody>
<tr>
<td>Evaluate the ways in which power, privilege, and marginalization impact various institutional stakeholders (e.g., students, faculty, staff, and the external community) in disparate ways.</td>
<td>Research, analyze, and synthesize information from a variety of sources to present a clear analysis and explanation of a specific social and cultural topic.</td>
<td>Part I: Group Presentation 10 points</td>
<td>Part I: Initial Group Presentation Post Thursday December 5</td>
</tr>
<tr>
<td>Demonstrate principles of a difficult dialogue, building the capacity for empathy toward diverse populations.</td>
<td>Contribute and collaborate as a member of a professional team.</td>
<td>Part II: Group Member Evaluations 3 points</td>
<td>Part II: Group Member Evaluations: Sunday, December 8</td>
</tr>
<tr>
<td>Analyze how one communicates values, whether intentionally and unintentionally, to communities through choices of instructional practice, program and policy implementation, and resource distribution.</td>
<td>Design a professionally formatted presentation that could be used in an educational environment to provide a comprehensive understanding the influence and impact of the topic on education.</td>
<td>Part III: Review of Group Presentations on Social and Cultural Topics 2 points</td>
<td>Part III: Individual Responses Friday-Sunday December 6-8</td>
</tr>
<tr>
<td>Integrate connections between the context of education, school climate, learners and learning processes, advocacy, and curriculum content.</td>
<td>Synthesize the focus of content and delivery of educational resources to assess bias and stereotype.</td>
<td>15 total points</td>
<td>Community Engagement for Social Change Conference Presentation CONFERENCE PRESENTATION 10 points</td>
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<tr>
<td>MODULE 8</td>
<td>MODULE 8</td>
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<tr>
<td>Evaluate the ways in which power, privilege, and marginalization impact various institutional stakeholders (e.g., students, faculty, staff, and the external community) in disparate ways.</td>
<td>Demonstrate advanced knowledge, skills and values through reflection and research of a critical social and cultural issue in education.</td>
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<td>Community Engagement for Social Change Conference Presentation CONFERENCE PRESENTATION 10 points</td>
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<tr>
<td>Expand and apply understanding of concepts, theories, and frameworks relevant to bias, social justice, oppression, and privilege.</td>
<td>Evaluate current literature regarding the issue.</td>
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<td>Monday December 9</td>
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<td>Demonstrate principles of a difficult dialogue, building the capacity for empathy toward diverse populations.</td>
<td>Identify causes and effects of the issue.</td>
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<td>Develop suggestions for addressing the issue.</td>
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Analyze how one communicates values, whether intentionally and unintentionally, to communities through choices of instructional practice, program and policy implementation, and resource distribution.

Create and present an analysis of the influence of the issue on current and future education through a professional-quality conference presentation.

<table>
<thead>
<tr>
<th>MODULE 8 – Finishing Touches</th>
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<tr>
<td>Present and defend judgments about the information and assignments related to social and cultural influences on education.</td>
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<tr>
<th>Permission Statement</th>
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<th>Course Evaluation</th>
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<th>Academic Portfolio Submission and Reflection</th>
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<table>
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*Rev. October 10, 2019*