EDUC 2120
Exploring Socio-Cultural Perspectives of Diversity in Educational Contexts

SPRING 2019

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Office Location: G 205-F
E-Mail: ericadotson@clayton.edu

PLEASE DO NOT SEND ME ANY EMAIL MESSAGES IN D2L
I WILL NOT RESPOND TO ANY MESSAGES IN D2L

Class Meetings:
Tu/Thu 9:50 am – 11:05 am

Location: G-229

Office Hours:

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tr>
<td>8:00 am – 9:50 am</td>
<td>10:00 am – 12:00 am by appointment</td>
<td>8:00 am – 9:50 am</td>
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Introduction

I would like to tell you a little about me. I am a native of Atlanta- yes, I was actually born here. I have lived in Atlanta my entire life, except for multiple study abroad experiences in France. I really love language and understanding the process of second language acquisition. I wish that I could speak six or seven or ten languages. I guess I will have to settle for 2; English and French.

I was a student for quite a long time. Here’s a run-down of my education:

- B. A. Business Administration – The University of Georgia
- B.A. French- Georgia State University
- M.A. French- Georgia State University
- M.A. Applied Linguistics (TESOL) - Georgia State University
- Ph.D. in French and Educational Studies- Emory University

I joined the faculty at CSU in the fall of 2010. In spring 2015 I earned tenure and was promoted to associate professor of Teacher Education and French. I am the 2016-2017 Arts and Sciences Teacher of the year. I am also a 2017-2018 Global Teacher Education Fellow and a 2017-2022 ICIE Fellow. I was also awarded the Dean’s Leadership in Diversity Award for 2017-2018.

Beyond the classroom my favorite role is that of mom to two beautiful, bilingual girls.
Description of this course:

NO RACISM
NO SEXISM
NO HOMOPHOBIA
NO TRANSPHOBIA
NO XENOPHOBIA
NO ABLEISM
NO AGEISM
NO CLASSISM
NO FATPHOBIA
NO HATE
This course introduces prospective teachers to the ways in which social inequality affects schooling and schooling affects social inequality. EDUC 2120 is not a celebration of difference. Rather, this course is designed to allow students to examine how socially constructed categories (e.g., social class, race, gender, sexual orientation, and physical and mental capacity) are used to privilege some individuals and groups and marginalize others. The course focuses mostly on one social institution, public schools in the United States; however, we will examine how other social institutions influence opportunities for success and failure in schools. Central themes of the course include culture, power, and difference. Difference is understood through socially constructed categories that are imposed on the rich array of human characteristics and histories. Teachers need to become skilled in “reading” the culture of daily life around them and at interpreting how culture and difference connect with power relations to privilege some and disadvantage others.

Social differences are not a problem in society or in schooling. The problem comes when salient social differences (e.g., class, race, gender, sexual orientation, physical and mental capacity) become the basis for social inequality. Students need to develop an appreciation for the positive qualities that come from living in a heterogeneous society and teaching in a heterogeneous school. They also need to go beyond this form of appreciation to examine the individual, communal, institutional/societal, and global mechanisms that convert differences into hierarchies of privilege and domination and to explore the complex role that schools play in this process. So at its core, EDUC 2120 aims at training students in the analysis of this problem. Some key questions this course will explore include: § In what ways do schools create, perpetuate, and exacerbate inequality? § How do systems of privilege impact individuals’ opportunities for social and economic mobility? § Why is the acquisition of “school knowledge” easier for some students and more difficult for others? § In what ways do teachers and students jointly produce conditions for successful learning or frustrating failure? § How do school-community relationships affect student opportunities to learn? § What does it mean to teach for social justice in urban environments?

While EDUC 2120 is not a celebration of difference, critical multiculturalism (Sleeter, 2001) serves as a key underpinning for the course. A focus on the relationships between culture, difference, and power are foundational to understanding the course competencies. In this model, culture is examined through multiple theoretical perspectives, but the overarching perspective views culture as created in the context of everyday life within power relations. This means that culture is not equivalent to race or ethnicity, which is what a lot of our students might think when they enter the course and TE program. Power relations and social oppressions discussed include global capitalism, racism, sexism, ableism, linguicism, heterosexism, homophobia, classism, and others. EDUC 2120 also requires students to focus on how their multiple identities and positionalities shape their attitudes and beliefs about teaching and learning broadly and culturally diverse students. While it is important to understand how systems of privilege and power shape opportunities for individuals and groups, it is equally important for prospective teachers to understand and examine how their social location has shaped their worldviews over time and continue to shape their worldviews in potentially helpful and harmful ways as it relates to teaching and learning.
Required course texts:

This semester two texts are required for this class.

Case Studies on Diversity and Social Justice Education 2nd Edition
Paul C. Gorski and Seema G. Pothini
ISBN: 978-0815375005

Troublemakers: Lessons in Freedom from Young Children at School
Carla Shalaby
ISBN: 978-1620972366

Department of Teacher Education Conceptual Framework:
The mission of the Teacher Education Unit is to prepare professional educators who engage in reflective practice and who are competent, caring, committed, collaborative, culturally responsive, and prepared to teach diverse learners in an ever-changing society. For the complete CSU Teacher Education Unit Conceptual Framework, follow the link below.

Teacher Education Policy:
The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies and learned society/professional education associations. Please refer to the course correlation matrices located at: http://a-s.clayton.edu/teachered/Standards%20and%20Outcomes.htm

COURSE ATTENDANCE POLICY - Let me be extremely clear here. Timely and consistent arrival to class is important to me and essential to your grade in this course. You are expected to attend all class sessions and be punctual. Students who miss more than 5 of the class meeting sessions due to unexcused
absences will receive a WF (Withdraw Failing) grade. This policy will be applied uniformly to all students regardless of course average. Excessive tardy arrivals or early departures (more than 10) will result in a reduction of your overall average by one letter grade.

If you arrive tardy (after I have taken the roll) it is your responsibility to ensure that I mark you present in class.

**Excused Absences** - If you have a legitimate emergency that takes you outside of the 5 absences mentioned above, (jury duty, death, hospitalization of self or immediate family), you must contact me immediately to let me know what’s happening, then, provide documentation of your emergency when you return.

**LATE ASSIGNMENTS** – Unless otherwise instructed, assignments are due by the beginning of class or by the noted time for electronic submission. Late assignments (excused or unexcused absence) will not be graded and will result in a “0” for the grade EVEN IF YOU ARE ABSENT. If you are unable to be in class to submit an assignment on the day it is due, I suggest you turn it in early because it will not be accepted late.

**Attendance and Participation**
In all honesty this grade is pretty subjective, and I reserve my right to have it be such. If you are worried about this grade, the solution is simple. Read, come to all classes on time, participate in class activities often, participate enthusiastically, say deep things, and talk and make meaningful contributions until I know your name.

Class activities will include: discussion, role playing and group collaborative activities requiring the participation of all students.

Participation includes demonstrating a spirit of inquiry as an educator, initiative, enthusiasm, and critical examination of topics in our reading and discussions, and cooperation in fulfilling the responsibilities of this experience. Such active participation is critically important to your learning, particularly in a class centered on personal experiences and how they may influence you as a teacher.

Active participation means maintaining focus without distractions from electronic devices. Cell phones and other electronic devices must always be turned off and should not distract you in class. Significant distractions can lead to your removal from the discussion. If you choose to type your notes, you should use your laptop for notes only, not for checking email or Facebook. The professor may ask for your typed class notes at any time. Significant distractions can lead to your removal from the discussion.

**What Active Participation Looks Like**
- Coming to class with the texts available, having read and engaged with the material in the fashion that suits you best;
- Responding thoughtfully to questions by connecting readings, asking further questions or looking up different references, or referencing readings from other classes;
- Using your cultural experiences as examples, models, and opportunity for further consideration;
- Making original contributions to the discussion, as everyone in this class is expected to carry our conversations forward;
- Exhibiting a spirit of generosity and assuming the best from others when your point differs from someone else;
- Contributing to a safe space for us to disagree agreeably and grow in our understandings of ourselves and the world;
- Participating equitably to class discussions thus allowing others’ voices and perspectives to be heard, as consistent and persistent domination of the class discussion reflects a lack of professionalism and will be considered in the assessment process.

**COURSE ASSESSMENT AND EVALUATION:**

<table>
<thead>
<tr>
<th>Attendance and Participation</th>
<th>15 (See details in your syllabus)</th>
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</thead>
<tbody>
<tr>
<td><strong>Field Experience (FE) Attendance and Assessment:</strong> 15</td>
<td></td>
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<tr>
<td>You will be expected to complete 10 hours of field experiences reflecting immersion in new cultural contexts. <strong>BOTH field experiences must be completed in order to pass the course.</strong> Specific information about field experiences can be found in Appendix C of this syllabus.</td>
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<tr>
<td><strong>Due Dates</strong></td>
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<td>FE Planning Form due - January 22</td>
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<td>FE Logs w/ Supervisor Evaluations &amp; typed reflections are due – April 2</td>
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<tr>
<th>Journals &amp; Homework : 10</th>
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<tr>
<td>Think of your dialectical journal as a series of conversations with your assigned readings and films. The process is meant to help you develop a better understanding of the text. It is a useful way to process what you are reading, prepare yourself for class discussion, and gather evidence to cite for your large assignments. You will be asked to complete a journal for various readings/films in a module <strong>NO LATER THAN 9:50 AM ON THE DAY THE READINGS WILL BE DISCUSSED IN CLASS.</strong> If you do not come to class, the journal entries/homework assignments are still due by 9:50 AM that day.</td>
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<tr>
<th>Midterm – Getting 2 Know U: 25</th>
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<tr>
<td>You will learn about and reflect on cultural differences by interviewing someone from a different culture or ethnic group then synthesize your findings in a short paper. See Appendix B for details.</td>
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<tr>
<td><strong>Due Dates</strong></td>
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<tr>
<td>Pre IV Qs – February 5</td>
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<tr>
<td>Final Report – February 14</td>
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<tr>
<th>Book report on Troublemakers: 15</th>
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<tr>
<td>You will design a lesson plan that addresses various cultures/learning styles of students who would take a course in pre-selected disciplines. See Appendix E for details.</td>
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<tr>
<td><strong>Due Dates</strong></td>
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<tr>
<td>Lesson Plan – March 29</td>
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<tr>
<th>Final Project: Culture Quilt: 25</th>
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<tbody>
<tr>
<td>You will create a quilt that demonstrates the knowledge you have acquired this semester.</td>
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<tr>
<td><strong>Due Dates</strong></td>
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<tr>
<td>Physical quilts - April 9</td>
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<tr>
<td>Presentations: April 9 &amp; 11</td>
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Appendix A

The Culture Quilt*

A quilt is a large covering stitched together from many smaller pieces of cloth. Similarly, a number of different characteristics define an individual’s culture. Construct your own culture quilt. Each of the sixteen boxes below contains a short statement related to a specific aspect of culture. As an actual quilt, a Prezi, a Power Point presentation, or in some other creative fashion, replicate the grid and fill in each square with a symbol (sentence, picture, drawing, poem, etc) that relates the statement to your own life experience. Also, either attach a document with a diagram of your quilt and relevant explanations or attach the explanations to the back of each square. BE CREATIVE! Your grade will reflect my opinion of the amount of deep thought and effort you put into this presentation. You don’t have to be Dali, but you need to think of something that shows sincere effort!

# Culture Quilt Rubric

**Name** ______________________________________  **Date**_____________________________

## Mechanics

- **10**: Your work was incorrect, missing important parts, or raggedy.
- **20**: You included all squares of the quilt. There were spelling and/or grammatical errors, yet the quilt was constructed in an acceptable fashion. If you could not place an explanation behind each square, you provided a separate document and included a diagram of your quilt.
- **22**: You included all squares of the quilt. There were one or two spelling and/or grammatical errors. The quilt was well constructed. If you could not place an explanation behind each square, you provided a separate document and included a diagram of your quilt.
- **25**: You included all squares of the quilt. No spelling and/or grammatical errors. The quilt was particularly well constructed. If you could not place an explanation behind each square, you provided a separate document with in-depth explanations and included a diagram of your quilt.

## Contemplation

- **10**: Your work showed little thought.
- **20**: Your work showed what I asked you to think about and no more, you provided little evidence of thought in the content of your squares, or, the explanations you provided were not clearly conveyed.
- **22**: You provided extra information for the quilt that clearly addressed personal concerns. You included thoughts about education, goals, attitudes, and views about beauty/nature/abilities.
- **25**: You provided extra information for the quilt that clearly addressed personal concerns and symbolically demonstrated reasons for those feelings. You included exceptionally insightful thoughts about education, goals, attitudes, and views about beauty/nature/abilities.

## Elaboration

- **10**: You really didn’t do what I told you to.
- **20**: You did what I said and that’s it.
- **22**: You provided project information that reflected an interesting representation of yourself.
- **25**: You worked hard, evidently going above and beyond what I asked to provide project information that reflected a creative, unique, representation of yourself.

## Presentation

- **10**: Poor presentation.
- **20**: Presentation skills need development.
- **22**: Acceptable presentation skills. You did all but one of the following: dressed professionally; provided excellent eye contact; spoke with an audible, pleasant tone; and did not use verbal fillers (um, ah).
- **25**: You were dressed professionally; provided excellent eye contact; spoke with an audible, pleasant tone; and did not use verbal fillers (um, ah).

**Total = _____ out of 100**
Many aspects of culture exist, some of which fall into domains such as self, family, and community. We are extremely familiar with our own culture and perhaps those of our friends. However, when it comes to those of other cultures, we often know very little.

As we will discuss in class, true change happens only when we are out of our comfort zone and on our learning edge. We can study various cultures, read about their foods, dress, experiences, and other aspects, but the only way to ever begin to grow comfortable with other cultures is to truly get to know someone of another culture. Thus, the essence of this assignment which asks you to find, and get to know, a person of a culture unfamiliar to you – preferably, a person in a culture with which you may be uncomfortable.

Once you introduce yourself to this person, you should try to get to know them better through conversation. When you converse, you should also ask some specific questions. Use the questions provided on the following page. Further instructions are below.

a. Take notes on the conversation in any way you choose or record it for later review.

b. Submit a final report about your interview. Your report should include - in this order:

- A discussion of your discomfort with this culture. What is it really about? How did it develop? Be as reflective and introspective as possible here.
- Who you interviewed (name, culture, age, gender and how you are connected to them [if you are])
- Why you selected this individual.
- Their original reaction to the assignment
- Your original reaction to this assignment
- Where/when you talked with them
- Answers to the interview questions (question and answer format)
- Their reaction to this exercise at the end of the conversation
- A reflection on the experience which includes:
  - Your reaction to this exercise at the end of the conversation,
  - A discussion of the similarities and differences between your interviewee’s culture and your own,
  - A reflection on anything you learned from this experience, and
  - A discussion of what in this experience connects to one or more readings we have had in class (CITE RESOURCES USE APA).

c. Please remember, this person is doing you a favor and it is only human to provide some reciprocity. Take them for a cup of coffee when you grill them, write them a thank you note, or invite them to hang out with you and your friends, heck – make them your friend!

**Yes you should type this, yes you can do it in question/answer format, and no I will not accept it if you say you could not find anyone. Happy friend making!**
Interview Questions:

1. What word or concept best describes your family? Why did you choose that word?
2. What words of wisdom have been passed down to you from your family?
3. What are the beliefs about child rearing in your family?
4. What country, other than the United States, do you identify as a place of origin for you and your family?
5. What word or concept best describes your experience in school? Follow up. Why did they use that word?
6. Who was your most influential teacher? Why so?
7. What do you think about US public school teachers?
8. How do you learn best?
9. How successful do you think US public schools are in addressing the needs of kids from all cultures? (IF they say not very) Which kids aren’t getting what they need and what should be done? (IF they say very) What makes you feel this way?
10. What culture, other than your own, would you like to know more about? Why?
11. Tell me about your most challenging cross-cultural experience.
12. Who are the most important role models or icons of your culture? Explain.
13. Tell me one thing you want people to know about your cultural, racial, or ethnic group.
14. Tell me one thing you never want to hear again about your cultural, racial, or ethnic group and how hearing it makes you feel.
15. How do you like to spend your spare time?
16. Who are you?
17. What is your most valuable trait?
18. What is your concept of beauty?
19. What is a question you would like to ask someone of my cultural, racial, or ethnic group? (Answer it and include your answer in the report.)
20. What movie can you think of that provides the most realistic representation of your culture? Why do you think so?
21. I am studying to be a teacher. What advice can you give me?
22. What global, national, or local issue are you most concerned about and what should be done to address it?
23. Your own question goes here.
Getting to Know You – Pre Interview Form

Prior to beginning your interview assignment, please answer the following questions:

1. What (if any) cultures are you unfamiliar with?
2. What (if any) cultures are you uncomfortable with? Why?
3. What culture(s) do you think you should seek an interview subject from and why do you feel this way?
   a. This interview needs to be with someone you do not know well from another culture – preferably a culture with which you are uncomfortable. Select more than one option in case you are turned down.
4. Who do you think you might interview from this culture? (Honest answers and guesses are fine; you do not have to know names right now.)
5. How do you feel about approaching someone from another culture that you do not know and asking him/her/other for an interview? Why do you feel this way?
6. What can you do to alleviate your discomfort?
7. Which question(s) are you the most afraid/uncomfortable to ask – why?
8. Which question(s) are you the most interested in hearing the answer to – why?
9. What form of reciprocity do you think you could provide for your interview subject?
Appendix C
The Field Experience

The Field Experience is designed to acquaint you with Georgia public school students and to provide you with enough information to make a decision about whether a career in teaching is suitable for you. These experiences will help you understand the dynamics of teaching in a public school setting and assist you in focusing your educational goals. The experience is also designed to introduce you to an unfamiliar culture. This information provides guidelines for both experiences. Field Experiences are a requirement of the Georgia Professional Standards Commission and must be completed for teacher certification. During this course, you must spend 10 or more hours in two field experiences you procure for yourself. You need to begin searching for a placement immediately as many of them require you to complete a training and background check prior to working with youth.

- At least 7 hours of the FE are to be spent in a K-12 school setting OR in any of the following:
  - An Outreach Counselor or In-School Mentor for Homeless Youth at Stand Up for Kids OR
  - Teacher’s aid volunteer for homeless children at the Atlanta Children’s Shelter OR
  - As a Clayton County Library System Youth Volunteer – http://www.claytonpl.org/teens/future/YouthVolunteerApplication.pdf OR
  - Educational Opportunities Through Hands on Atlanta
    - Story Writing Coach VOX Teen Communications. Mentor will work one-on-one with teens supporting writing stories for VOX. Schedule: Flexible. Location: Atlanta.
    - Middle School Tutorial Program: McNair Middle. Schedule: Tuesdays and Thursdays. Preferred times are 8:50 AM - 9:50 AM, 11:10 AM - 12:10 PM, 1:45 PM - 2:45 PM or 2:50 PM - 3:50 PM
    - High School Tutorial Program: West End Academy - The desired time is first period, from 9:05 AM to 10:05 AM. Volunteers are also welcome to stay after this time to serve other students. Volunteers meet with students at least one morning a week for a one-hour session. Day/Time: TBD based on volunteer availability. Minimum fifteen week commitment.
    - Student Mentors: HE Holmes Elementary Schedule: Once Per week Day and time of the week is flexible based on volunteer availability.
    - Parent Outreach Volunteer: Spanish Speaking Cross Keys HS. Atlanta, Schedule: flexible based on volunteer availability. The volunteer will be needed 2-3 hours per week for 2-3 home visits per week.
    - After-School Tutors: Westlake High School, Atlanta, Schedule: Tuesdays and Thursdays from 4-5pm
    - Math Tutors: HE Holmes Elementary, Atlanta, Schedule: Once per week. Day and time of the week is flexible based on volunteer availability

- At least 3 hours are to be spent attending one or more of the following cultural immersion events. The event you select must be based in a culture with which you have little or no familiarity:
  - Cultural Immersion Opportunities 2019 - You should attend an event given by a culture unfamiliar/uncomfortable to you. Be sure to note the dates/times these events take place and participate in them in time enough to complete your portfolio. Also, some events are free and others cost money. Be sure to determine which prior to attending.
• During each field experience, take careful field notes about what you see, hear and think, as you will have to type up and submit this information. I suggest you take a digital recorder for these so you won’t have to write everything you are thinking, won’t have to remember everything people said, and can be more active during the events.

Professionalism:
During your FE, you are expected to maintain the highest standards of ethical behavior as stated in the PSC Code of Ethics. Please remember that you are an emissary of the Teacher Education Department at Clayton State University. Ergo, you are expected to demonstrate professional behaviors such as:
1. Dressing appropriately. You are a role model for the students.
2. Acting professionally on the FE site.
3. Checking in with your supervisor every time you come to your FE.
4. Demonstrating commitment to scheduling agreements.
5. Communicating changes in schedule to supervisor.
6. Being punctual. (Arrive at least 15 minutes early!)
7. Establishing and maintaining effective rapport with your supervisor.
8. Respecting and conforming to the established FE environment.
9. Having constant communication with your supervisor and asking for feedback on your experience.
10. Consistently relating to students in a professional manner.
11. Noting that you should not be left alone with a K-12 class.

To Get the Most Out of Your 7-Hour Field Experience:
1. During the 7-hour experience you are to observe the cultural dynamics and/or the teaching and learning process as well as work with individual students, tutoring, et ct.
2. You must TALK to students if possible. Do they like their school? Why? Do they feel their school meets their cultural needs? Why or why not?
3. Observe how your supervisor interacts with his/her students and how he/she/other establishes groups.
4. Instead of trying to cram all your hours into one session, a weekly schedule with some visits in the morning and others in the afternoon is best because you will observe and participate in different activities.
5. Talk to your mentor/supervisor, ask questions (they have to sign your evaluation anyway), and take notes. How long have they been doing this? Why do they do it? What do they wish to accomplish? What would be their advice about the profession to a pre-service teacher - such as you may become?

To Get the Most Out of Your 3-Hour Field Experience(s):
1. During the 3-hour experience(s) you are to learn as much as possible about the event, the culture, and the individuals sponsoring the event. To do this you must TALK to people there.
2. Also, if possible, talk with any children who appear to be school age about the event. Do they like it? Why? Do they feel their school meets their cultural needs? Why or why not?
3. Don’t just make it a “food and festivals” kind of experience. Talk with people in attendance about the sociopolitical context of education in their community/culture.
4. Talk to the people in charge, ask questions (they have to sign your evaluation anyway), and take notes. How long have they been doing this? Why did it start? What do they wish to accomplish? How does the event affect K-12 students (if it does)?
5. Find some students in attendance (if you can) and talk to them. How do they like the event, what area of town are they from, what school do they go to? What to they think about their school, their teachers? Are their cultural needs being met?

To Get A Grade For The FE You Must Submit the Following Items:

Field Experience Planning Form
This form should provide information about when/where you intend to do your FE's
FE Log: Field Notes
You should submit typed field notes (see below) that will provide information about how your time was spent during each of the two FE s.

- When taking notes, some things you should describe/discuss are:
  - Describe the place you are having your experience/type of experience you are having (i.e. magnet school, traditional school, community center, charter school, festival, etc.).
  - Do you feel comfortable here? Uncomfortable? Why?
  - What is the climate like (not the weather)?
  - Describe any activities you take part in
    - One on one
    - Small group activities
    - Whole group activities
  - What cultures of students/individuals did you work with or see?
  - What culture was your supervisor or the head of the experience?
  - When you talked to people (preferably asking questions like the listed) what did they say??
  - What did you do during the observation? Be specific.
  - What, if any, educational progress did you see a child or children experience? If the event was not educationally based, what role did children play? What were they doing? Saying?
  - What did you learn from this interaction?
  - If appropriate, comment on whether you observed equity and/or equality or the lack thereof.
  - If in a school setting, you could share the following:
    - A conversation you had with a student about school, their classes, or teachers.
    - Explain the layout of the classroom of one of your supervising teachers.
    - Describe the discipline plan of your supervising teacher.
    - Describe a lesson in one of the following subjects: math, science, music, art, drama, PE, language arts, or social studies that demonstrated cultural responsiveness on the part of the teacher.
  - If in a cultural immersion setting you could share the following:
    - Explain your unfamiliarity/discomfort with this culture
    - Find out about the history of the event. Why does it happen? How did it start?
    - Find out how they think they, or their event, could add to instruction in your future classroom.
    - Talk with people in attendance about the sociopolitical context of education in their community/culture.

FE Log: Reflection
Reflect, in writing, on what you learned about the unfamiliar culture and how something(s) you observed, or experienced, related to one or more readings we have had in class. (Use your field notes to refresh your memory.) In your reflection it must be clear and evident that you have attended class. You must make specific references to class discussions, course readings, film screenings, your textbook and your personal experiences. In your references be sure to use APA style for your citations.

FE Log: Supervisor Evaluation Forms
When your FE time commitment is complete, have the supervisor/teacher/event leader fill out your evaluation. You should have an evaluation completed for BOTH experiences. The evaluation forms can be found below.

Submitting Your Log
Please submit both logs.
<table>
<thead>
<tr>
<th>7-Hour K-12 Activity Log Should Include</th>
<th>3-Hour Cultural Immersion Activity Log Should Include</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover Page w/ Picture of you in front of the school/volunteer location.</td>
<td>Cover Page w/ Pictures of you at the event.</td>
</tr>
<tr>
<td>Detailed Field Notes</td>
<td>Flyer(s)/handouts from event</td>
</tr>
<tr>
<td>A reflective statement analyzing how what you have observed connects to something (things) you have read for class (CITE TEXT).</td>
<td>Detailed Field Notes</td>
</tr>
<tr>
<td>Supervisor Evaluation</td>
<td>A reflective statement analyzing your discomfort and how what you have observed connects to something (things) you have read for class (CITE TEXT).</td>
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<tr>
<td></td>
<td>Site Liaison Evaluation</td>
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</tbody>
</table>
**Field Experience Planning Form**

**Name** _______________________________________

This form provides information about when/where you intend to do your seven and three-hour observations.

- List below two places where you might *realistically* be able to do a seven-hour observation and two where you may be able to do a three-hour observation.
- List the name and contact information of a decision maker in each setting. In other words, name the person from whom you have to get permission to observe in each setting. (You may have to do some phone calling or research for this).
- Provide the dates and times you think you will observe. Please remember you have to complete a total of 7 K-12 observation hours and 3 Cultural Immersion observation hours. CI hours must be spent with an unfamiliar culture.

<table>
<thead>
<tr>
<th>Place</th>
<th>Decision-Maker Name/Contact Information</th>
<th>Possible Dates &amp; Times of Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12-School Observation Location #1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-12 School Observation Location #2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Place</th>
<th>Brief Description of Event &amp; Decision Maker/Contact Person</th>
<th>Possible Dates &amp; Times of Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Immersion Location #1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Immersion Location #2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Memo of Introduction

To: Supervising Teachers/Site Liaisons
From: The Clayton State University Department of Teacher Education

Clayton State requires that this student complete a field experience of 7 classroom hours and 3 cultural immersion hours in order to complete EDUC 2120, Exploring Socio-Cultural Perspectives of Diversity in Educational Contexts. The intent of this requirement is to be certain that, prior to committing to a year of professional preparation, the candidates know something about the diverse world of students, schools, and communities. During this experience, the student will serve as a classroom/site volunteer/observer while taking field notes and completing a set of participation expectations.

Your organization’s role in the field experience will be as follows:

Site Liaisons/Supervisors/Mentor Teachers

At the start of the Field Experience --
- Become familiar with the requirements of the Field Experience by meeting with the student

During the experience--
- Provide guidance and suggestions so that the student can become a careful observer and effective volunteer.
- Suggest to the student resources for information such as co-workers, mentor teachers, secretaries, resource teachers, principal, PTA president, parents, school site council, and any printed references that may be available.

At the end of the experience--
- Meet with student for a final interview.
- Complete the brief student evaluation.

Clayton State greatly appreciates the help you have provided us by allowing our students to learn and grow by working with you and your organization. If at any time you have any problems or questions, do not hesitate to e-mail or call the professor for this course (see contact information below).

Respectfully,

Erica K. Dotson, PhD
Associate Professor of Education
ericadotson@clayton.edu
7-Hour Field Experience K-12 Supervisor Evaluation

The Clayton State University student with whom you have been working this semester is earning credit for productive time spent with your organization. Your evaluation of the student’s contribution to your learning environment will help us to determine whether the student has met all requirements of the course. Please complete this form and return to the student.

<table>
<thead>
<tr>
<th>Teacher's Last Name:</th>
<th>Teacher's First Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher's E-Mail:</th>
<th>Contact Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( )</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>Observation time:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student spent</td>
</tr>
<tr>
<td></td>
<td>□ At least 8 hours in my classroom OR □ _________ hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level/Subject Matter:</th>
<th>Student Volunteer's Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First:</td>
</tr>
<tr>
<td></td>
<td>Last:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Ethnicity:</th>
<th>Race:</th>
<th>Gender:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic ☐ Non-Hisp ☐</td>
<td>As. ☐ A.A. ☐ Alaskan Native ☐ Hawaiian Native ☐ Nat. Am ☐ W ☐ Multiracial ☐ Latino/a ☐ Other ☐</td>
<td>M ☐ F ☐ Other ☐</td>
</tr>
</tbody>
</table>

On a scale of 1 – 5, with 1 being the lowest and 5 being the highest, please rate (circle):

<table>
<thead>
<tr>
<th>The student’s attendance and reliability</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student’s ability to take initiative/work independently</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The student’s appropriate appearance/dress</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The student’s communication with you (the teacher)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The student’s communication/work with your students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Narrative remarks are not required but are greatly appreciated since many of the students in this course are considering a career in education. We will also use your feedback to better prepare future students. Please feel free to leave written comments on the back of this sheet.

We would like to extend our deepest thanks to you for taking your time to host a CSU student volunteer. If this was a pleasant experience for you, we hope you will be willing to repeat it! Please check one of the following: I would ☐ would not ☐ be interested in hosting a CSU volunteer in a future semester.

____________________________________  ____________________________
Supervisor signature with valid email address  Date

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### 3-Hour Field Experience Cultural Immersion Evaluation

This Clayton State University student is earning credit for productive time spent with your organization. Your acknowledgement of the student’s experience will help us to determine whether the student has met all requirements of the course. Please complete this form and return it to the student.

<table>
<thead>
<tr>
<th>Site Liaison’s Last Name:</th>
<th>Site Liaison’s First Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact E-Mail:</th>
<th>Contact Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(               )</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Organization:</th>
<th>Observation time:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Student appears to have spent at least 2 hours at my event (if time is different list # of hours here) □ __________ (if you really don’t know or can’t tell check here) □ ______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Event:</th>
<th>Student’s Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First: Last:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Site Liaison’s Ethnicity:</th>
<th>Hispanic □ Non-Hisp □</th>
<th>Race: As. □ A.A. □ Alaskan Native □ Hawaiian Native □ Nat. Am □ W □ Multiracial □ Latino/a □ Other □</th>
<th>Gender: M □ F □ Other □</th>
</tr>
</thead>
</table>

On a scale of 1 – 5, with 1 being the lowest and 5 being the highest, please rate (circle):

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student presented himself/herself/other in a professional manner.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The student asked thoughtful questions about the event and my role in it.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The student’s appearance/dress was appropriate for the event.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

We would like to extend deepest thanks to you for taking your time to host a CSU student volunteer. If this was a pleasant experience for you, we hope you will be willing to repeat it! Please check one of the following: I would □ would not □ be interested in hosting a CSU volunteer in a future endeavor.

_____________________________________________________________  _____________________________________
Supervisor Signature with valid email address                          Date

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Appendix D

Class Participation/Preparedness Rubric

Your participation grade is out of 100 points. I will not keep the mid-term participation grade, and it will not have any bearing on your participation grade at the end of the semester. Instead, the midterm grade serves to give you an indication of where you are and allows you to make changes before the semester closes. Be extremely honest when grading yourself. *If you don’t like what you see, you can always choose to become more active in the class.*

Name ______________________________________________ Letter Grade Deserved _____

<table>
<thead>
<tr>
<th>Category</th>
<th>Unsatisfactory</th>
<th>Needs Development</th>
<th>Strong Work</th>
<th>Excellent!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Present, not disruptive</td>
<td>Sometimes displays lack of interest in comments of others</td>
<td>Respectfully listens to peers and instructor</td>
<td>Actively and respectfully listens to peers and instructor</td>
</tr>
<tr>
<td>Preparation</td>
<td>Tries to respond when called on but does not offer much.</td>
<td>Demonstrates adequate preparation: knows basic reading facts, but does not show strong evidence of trying to interpret or analyze them.</td>
<td>Demonstrates good preparation: knows reading facts well, has thought through implications of reading</td>
<td>Demonstrates excellent preparation: has analyzed reading exceptionally well &amp; verbally relates it to other readings and material (e.g., discussions, experiences, etc.).</td>
</tr>
<tr>
<td>Quality of Contributions</td>
<td>Does not offer to contribute to discussion, but contributes to a moderate degree when called on.</td>
<td>Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class).</td>
<td>Offers interpretations and analysis of reading and course material (more than just facts) to class.</td>
<td>Offers verbal analysis, synthesis, and evaluation of class material, e.g., puts together pieces of the discussion to develop new approaches that take the class further</td>
</tr>
<tr>
<td>Influence in Class Discussions</td>
<td>Comments do not advance the conversation or are actively harmful to it.</td>
<td>Comments sometimes advance the conversation, but sometimes do little to move it forward</td>
<td>Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.</td>
<td>Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.</td>
</tr>
<tr>
<td>Frequency of Participation</td>
<td>Demonstrates very infrequent involvement in discussion.</td>
<td>Inconsistent participation</td>
<td>Demonstrates consistent ongoing involvement.</td>
<td>Actively and consistently participates at appropriate times.</td>
</tr>
<tr>
<td>Presence</td>
<td>About to get kicked out from too many absences/tardys.</td>
<td>Inconsistent presence/timeliness</td>
<td>Has been present and on time for 90% of class meetings</td>
<td>Has been present and on time for all class meetings.</td>
</tr>
</tbody>
</table>

*Class participation deserving of an A grade will be strong in all categories; class participation deserving of a B grade will be strong in most categories; participation that is strong in some categories but needs development in others will receive a grade of C; F work is typically unsatisfactory.*