

Eastern Connecticut State University
Education Department
International and Cross-Cultural Education (EDU 357)
Outline, Spring 2016

Instructor: Dr. Hari P. Koirala

Class hours: **Tuesdays, 11:00-12:15 pm & Online**

Office: Webb 151

Classroom: GO 102

Office hours: T; 4-5 pm; W; 9-12 pm & R: 3-4 pm or by an appointment

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Course Description:

From a foundation of surveying the cultural and societal influences on education in the United States, students will compare and contrast their educational experiences with their research about the functions of schooling throughout the world. Students will also examine how variability and heterogeneity within and across cultures influence educational development, examine the dynamic and contested nature of culture and its influence on education, and engage in reflections on how their own culture and identity influence their development as learners, teachers, and engaged citizens. Meets the Tier II Cultural Perspectives requirement of the Liberal Arts program.

Course Objectives:

Upon completion of this course, the students will have:

- 1) Examined how the tools of comparative and international education might be used to understand, assess, and reform schooling.
- 2) Documented their own knowledge, skills, and dispositions to enable them to successfully live in a cross-cultural community and world.
- 3) Developed collaboratively and presented case studies on how diverse nations organize schooling and how variability and heterogeneity within and across cultures influence educational achievement.
- 4) Reflected on their own and their communities' cultural identity and diversity.

From the requirements for the “Tier II Cultural Perspectives objectives

Students must have passed at least one Tier I course in Arts and Humanities, Social Sciences or Historical Perspectives in order to enroll in courses in this category.

Students will draw from interdisciplinary perspectives in order to understand and critically examine culture. Contemporary perspectives on the meaning, content, and processes of cultural production will be explored.

Upon completion of this requirement students will be able to:

1. Examine culture as dynamic and contested;
2. Critically examine paradigm shifts in understanding culture;
3. Analyze variability and heterogeneity within and across cultures; and
4. Engage in reflexivity about their own culture and identity.

From *Philosophy of the Liberal Arts Core Curriculum: Guiding Principles*. Retrieved from <http://nutmeg.easternct.edu/lapc/LACC2006.htm>

This course also fulfills the requirements of Connecticut General Statutes Section 10-145a (b):

“Any candidate in a program of **teacher preparation** leading to professional certification shall be **encouraged** to complete an intergroup relations component which shall be developed with the participation of both sexes, and persons of various ethnic, cultural and economic backgrounds. Such intergroup relations program shall have the following objectives:

- (1) the imparting of an appreciation of the contributions to American civilization of various ethnic, cultural and economic groups comprising American society and an understanding of the lifestyles of such groups;
- (2) the counteracting of biases, discrimination and prejudices; and
- (3) the assurance of respect for human diversity and personal rights.”

**Course Activities and Assessment Aligned to 2013 Unit Conceptual Framework (CF) -
ECSU proficiencies and other goals and competencies for
EDU 357 – International and Cross-cultural Education**

All course goals, objectives, and themes are interconnected with the Education Unit Conceptual Framework Candidate Proficiencies (ECP), Goals of the Liberal Arts Core Curriculum (LACC) at Eastern CSU, Goals of the Tier I Social Sciences (TISS) category, Connecticut Pre-service Teacher Competencies (PTC), and the 2010 Connecticut Common Core of Teaching (CCT). The following table shows the elements of ECP, LACC, TISS, PTC, and CCT.

Eastern Candidate Proficiencies (ECP)	Goals of the Liberal Arts Core Curriculum at Eastern CSU (LACC)	Tier II Cultural Perspectives objectives (TIICP)	Preservice Teacher Competencies (PTC)	Common Core of Teaching (CCT)
1: Content Knowledge (CNK) 2: Pedagogical Knowledge (PDK) 3: Integration of Knowledge (INT) 4: Technology to Transform Teaching (TTT) 5: Diversity (DIV) 6: Professionalism (PRF)	Our goal is to enable students to: 1. Productively engage in multiple modes of thinking; 2. Examine, organize, and synthesize information in ways appropriate to a variety of contexts; 3. Communicate effectively orally, visually and in writing; 4. Use scientific methods and concepts and quantitative skills to solve problems and make informed decisions; 5. Understand how a	Upon completion of this requirement students will be able to: 1. Examine culture as dynamic and contested; 2. Critically examine paradigm shifts in understanding culture; 3. Analyze variability and heterogeneity within and	1: Development and Characteristics of Learners 2: Evidence-based/Standards-based Instruction 3: Evidence-based Classroom and Behavior Management 4: Assessment 5: Professional Behaviors and Responsibilities	Domain 1: Content and Essential Skills Domain 2: Classroom Environment, Student Engagement, and Commitment to Learning Domain 3: Planning for Active Learning Domain 4: Instruction for Active Learning

	<p>person's culture influences his/her view of the world;</p> <p>6. Act in an informed and ethical manner in our global society;</p> <p>7. Understand the human condition from an historical context; and</p> <p>8. Foster curiosity and a passion for learning.</p>	<p>across cultures; and</p> <p>4. Engage in reflexivity about their own culture and identity.</p>		<p>Domain 5: Assessment for Learning</p> <p>Domain 6: Professional Responsibilities and Teacher Leadership</p>
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The following table below provides an outline of how the goals and objectives of this course align with the ECP, LACC, TIICP, PTC, and the CCT program standards for beginning (and practicing) teachers. Also, each goal/objective is associated with a student product that would be completed during the course.

Course Goals/Objectives/ Candidate Proficiencies	Goals, proficiencies, and standards	Assessment
<p>By the end of the course, the student will have:</p> <p>1) Examined how the tools of comparative, cross-cultural, and international education might be used to understand, assess, and reform schooling,</p>	<p>ECP:</p> <p>1: Content Knowledge (CNK) 2: Pedagogical Knowledge (PDK) 3: Integration of Knowledge (INT)</p> <p>LACC:</p> <p>1. Productively engage in multiple modes of thinking; 2. Examine, organize, and synthesize information in ways appropriate to a variety of contexts; 3. Communicate effectively orally, visually and in writing;</p> <p>TIICP:</p> <p>1. Examine culture as dynamic and contested; 2. Critically examine paradigm shifts in understanding culture; 3. Analyze variability and heterogeneity within and across cultures; and 4. Engage in reflexivity about their own culture and identity.</p> <p>PTC:</p> <p>4: Assessment 5: Professional Behaviors and Responsibilities</p> <p>CCT:</p> <p>Domain 1: Content and Essential Skills Domain 2: Classroom Environment, Student Engagement, and Commitment to Learning Domain 3: Planning for Active Learning</p>	<p>Class attendance and threaded discussions on intercultural understanding</p> <p>Essay on intercultural understanding, analyzing the Eurobarometer and other socio-barometer reports.</p> <p>Area study on a nation or ethnic group.</p>

	<p>Domain 4: Instruction for Active Learning Domain 5: Assessment for Learning Domain 6: Professional Responsibilities and Teacher Leadership</p>	
<p>2) Documented their own knowledge, skills, and dispositions to enable them to successfully live in a cross-cultural community and world,</p>	<p>ECP: 5: Diversity (DIV) LACC: 5. Understand how a person’s culture influences his/her view of the world; 6. Act in an informed and ethical manner in our global society; 7. Understand the human condition from an historical context; and 8. Foster curiosity and a passion for learning. TIICP: 1. Examine culture as dynamic and contested; 2. Critically examine paradigm shifts in understanding culture; 3. Analyze variability and heterogeneity within and across cultures; and 4. Engage in reflexivity about their own culture and identity. PTC: 1: Development and Characteristics of Learners CCT: Domain 6: Professional Responsibilities and Teacher Leadership</p>	<p>Reflection on participation in Area Studies project. Reflection on the influences of culture on learning and cross-cultural relations. Individual and project presentations.</p>
<p>3) Developed collaboratively and presented case studies on how diverse nations organize schooling and how variability and heterogeneity within and across cultures influence educational achievement,</p> <p>4) Reflected on their own and their communities’ cultural identity and diversity.</p>	<p>ECP: 1: Content Knowledge (CNK) 2: Pedagogical Knowledge (PDK) 3: Integration of Knowledge (INT) 4: Technology to Transform Teaching (TTT) LACC: 1. productively engage in multiple modes of thinking; 2. examine, organize, and synthesize information in ways appropriate to a variety of contexts; 3. communicate effectively orally, visually and in writing T1SS: 1. Understand the multifaceted and dynamic interactions within and between individuals, social systems, social structures, and social institutions; PTC: 3: Evidence-based Classroom and Behavior Management 4: Assessment CCT: Domain 1: Content and Essential Skills Domain 2: Classroom Environment, Student Engagement, and Commitment to Learning Domain 3: Planning for Active Learning Domain 4: Instruction for Active Learning Domain 5: Assessment for Learning</p>	<p>Participation in threaded discussions. Area studies.</p>

Texts:

Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. New York: The New Press.

Online Texts:

Central Intelligence Agency. (2013). *CIA - The World Factbook*. Retrieved from <https://www.cia.gov/library/publications/the-world-factbook/index.html>

Paul D. Coverdell Worldwide Schools. (2002). *Building bridges [electronic resource]: A Peace Corps classroom guide to cross-cultural understanding*. Washington, DC: National Geographic Education Foundation. Retrieved from <http://permanent.access.gpo.gov/websites/peacecorpsgov/www.peacecorps.gov/wws/bridges/bridges.pdf>.

Sass, E. (2012). *American Educational History: A hypertext timeline*. Retrieved from <http://www.eds-resources.com/educationhistorytimeline.html>.

Additional Web Resources:

Afrobarometer. Retrieved from <http://www.afrobarometer.org/>.

AMS and Nienhuis (2010). *American Montessori Society*. Retrieved from <http://www.amshq.org/>.

Asian Barometer. Retrieved from <http://www.asianbarometer.org/>.

Australian workplace barometer. Retrieved from <http://www.safeworkaustralia.gov.au/sites/swa/about/publications/pages/the-australian-workplace-barometer-report>.

Australian youth challenges barometer. Retrieved from http://www.bsl.org.au/pdfs/BSL_Social_Barometer_youth_challenges.pdf.

Common Core State Standards Initiative. (2010). *Common core state standards*. Retrieved from <http://www.corestandards.org/>.

Compton, B. (Executive Producer) (2008). *The quality of U.S. education: Two million minutes*. Retrieved from <http://www.youtube.com/watch?v=dgz3q6K4GOk>

Connecticut State Department of Education. (2010). *2010 Common Core of Teaching: Foundational Skills*. Retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/educatorstandards/Board_Approved_CCT_2-3-2010.pdf

Dingleburg (2008). *John Dewey Progressive Movie*. Retrieved from <http://www.youtube.com/watch?v=OHYBoWp5yRU>.

European Commission (November, 2013). *Special Eurobarometer 399: Cultural access and participation*. Retrieved from http://ec.europa.eu/public_opinion/archives/ebs/ebs_399_en.pdf.

[Finlandia University's](#) elementary education students (EDU 101, Foundations of Education, Fall '08). *History of American education: From the revolution to the 20th Century*. Retrieved from <http://www.youtube.com/watch?v=60fXUQtWUVU>

Hoeller, S.-C. (2015). *25 common American customs that are considered offensive in other countries*. Retrieved from <http://finance.yahoo.com/news/25-common-american-customs-considered-152401270.html>.

Latin American barometer. Retrieved from <http://www.latinobarometro.org/latino/latinobarometro.jsp>.

Marcjosephespino (2008). Dr. Maria Montessori. Retrieved from <http://www.youtube.com/watch?v=G5ZP9sQj-x0&NR=1&feature=fvwp>

RSA Animate (2010). Changing Education Paradigms. Retrieved from <http://www.youtube.com/watch?v=zDZFcDGpL4U>

Spiegel, A. (2012, Nov. 12). Struggle for Smarts? How Eastern and Western cultures tackle learning. Retrieved from <http://www.npr.org/blogs/health/2012/11/12/164793058/struggle-for-smarts-how-eastern-and-western-cultures-tackle-learning>

Sudbury Valley School (2007). History of compulsory schooling. Retrieved from <http://www.youtube.com/watch?v=uexMYBkfCic&feature=related>

The Gallup Organization (December, 2007). Intercultural dialogue in Europe: Summary. Retrieved from http://ec.europa.eu/public_opinion/flash/fl_217_sum_en.pdf

Grading

Final grades in this course will be determined on total points earned out of 100 in the following way:

95–100 A 90–94 A- 87–89 B+ 84–86 B 80–83 B-
 77–79 C+ 74–76 C 70–73 C- 65–69 D+ 60–64 D Below 60 F

The table below shows how points can be earned.

Assignments	Due Dates	Points Earned
Threaded Discussions	Varies	21 points
Social Barometers	2/9	9 points
Educational Philosophy/History	2/23	9 points
Book Review/Critique	3/8	9 points
Accommodations Plan	4/5	9 points
Cultural Reflection Report	4/19	18 points
Comparative Education PowerPoint	4/26	19 points
Dispositions Reflection	5/3	6 points
Total		100 points

Course Assignments

All writing assignments should be typed and double spaced. At least 1 inch margin on all sides of paper is required. *Note that all written assignments, including any student work, must be submitted through Blackboard Learn.*

Criteria for evaluating all the assignments are attached. See those criteria for details.

Attendance, Participation, Dispositions, and Online Threaded Discussion (TD) [27%]

The main purpose of this course is developing a community that is concerned about culture and education. Each member of the class is essential to the development of a learning community and, as such, regular attendance and participation is expected of all students in classroom and online.

Each student must participate in an online threaded discussion every week (See Blackboard Learn for details). You are expected to check the course website at least two times a week to read and respond to messages. I have posted discussion topics and directions on Blackboard. The topics are related to your textbook and other suggested readings. In each discussion topic, you're expected to read every message and respond to some of them just like you would listen to everybody in a physical class and would respond to questions and comments posed by the instructor and your peers. More specifically, you are required to respond to every single topic/prompt provided by the instructor. In addition to your own original posting on a topic/prompt, you must respond to at least two discussion messages posted by class members under each topic. The postings in online discussion will weigh 21% of the course grade (3% each TD). Your postings will also affect your disposition grade, which carries 6% of the course grade.

Provided below are the discussion topics. Please go to Blackboard Learn for more specific directions and timeline.

1. Please read the WorldFact Book, a Peace Corps Guide for Teaching, An American History Timeline (see the list in the syllabus under "Texts"). After reading please post your comments on how these documents will guide your thinking about international cross-cultural education. You may focus on such questions: What are some of the major cultural differences between a county you have chosen and the United States? How do these differences impact education and schooling in each country?
2. Read the social barometer pages from different countries as recommended in this course under "Additional Web Resources." Describe two things you've learned from these barometers.
3. What are the public purposes of education in the United States? How are education and society related? Describe with examples.
4. What did you learn from Delpit's book (the course text) about culture and education? Can a country educate its people without considering the diversity of its population? Why or why not? Make sure to cite the text with page number in your response.
5. Describe your experience of working or communicating with people from different cultures than your own. What did you learn from that experience?

6. Based on your experience of working with students or other people and course readings, discuss the profile of a student(s) or people with special needs (exceptionalities, race, ethnicity, gender, culture, language, and/or socioeconomic status). What kinds of challenges or opportunities arise because of these needs? What specific kinds of strategies would you use to support the students or people with special needs? If two people have already discussed a particular need, then you must discuss a different kind of needs.
7. This is the final threaded discussion in this course. Over the semester, you were engaged in a variety of activities/issues related to cross-cultural education. Please think for a moment and reflect on what you learned in this course and how that will influence your thinking about American education. What concepts and/or activities were most important for you? Why? Note that your answers may vary from one another.

Dispositions Assessment (6 points)

At the end of this course, you must submit a 1 page reflection describing your strengths and challenges with respect to target or acceptable dispositions as explained in the rubric. Grades will be determined by carefully comparing your reflection with my notes. Although you will write your disposition reflection at the end of the course, you will have opportunities to demonstrate required dispositions throughout this course. If needed, meetings will be conducted with individual student(s) to discuss how dispositions can be improved.

Dispositions Rubric

	Target (3)	Acceptable (2)	Unacceptable (1)
Class participation	Attended every class, always came on time, submitted all assignments by their due dates, was not distracted, and was actively engaged in online as well as on-campus group and whole class activities.	Missed one class or discussion, almost always came on time or only partially participated in online discussions, submitted all assignments by their due dates, was not distracted, and was actively engaged in online and on-campus activities.	Missed more than one class, often came late, and/or was inactive or distracted in group/whole class activities. Did not actively participate in online discussions
Respect	Displayed professional and ethical behavior in all class activities, always paid attention and listened to peers and the instructor of the class with respect, and often responded thoughtfully and appropriately to the ideas of peers and the instructor.	Displayed professional and ethical behavior in all class activities, and always paid attention and listened to peers and the instructor of the class with respect.	Did not display professional and ethical behavior in all class activities and/or did not pay attention to the ideas of peers and the instructor of the class.

Essay on Social Barometers (9 points)

Read the social barometer pages from different countries as recommended in this course. Choose a continent/country to compare it with the United States. In this 500 words essay, you need to identify two cultural aspects that are similar to the United States and two aspects that are different. How do the aspects you've identified impact education of children in these two nations/continents? In this essay you must use at least two references.

Educational Philosophy/History: (9%)

Educational philosophy: Develop a 500 words conceptual analysis of a key concept in education, supported by an introductory statement and five references. Specifically write the purpose of public education in the United States and analyze how cultural issues such as race and ethnicity play an important role in public education.

OR

United States Educational History: Research an intriguing event or a theme from two of the following four centuries (18th, 19th, 20th, and 21st) of US Educational History. Use the university library or its online database to develop two 250-word essays with at least 3 references for each of the centuries.

Book Review/Critique (9 points)

Read Lisa Delpit's "*Other People's Children: Cultural Conflict in the Classroom.*" What are some of the problems/issues/controversies identified in this book? What kinds of problems do children of poor families face in school? How can we address these problems? Make sure to cite the book using the APA formatting. This review should be 750 words.

RUBRIC for Social Barometers, Philosophy/History, and Book Review/Critique Papers

	Target (3)	Acceptable (2)	Unacceptable (1)
Logic and clarity	The statements in the paper are direct, straightforward, and unambiguous. The paper consists of well-defined and clearly developed paragraphs which are consistent and logically connected to each other maintaining the flow of the paper. It is well focused.	The statements in the paper are generally clear but sometimes ambiguous. The paper consists of clearly developed paragraphs which are logically connected to each other maintaining the flow of the paper. It is focused.	The statements in the paper are unclear and ambiguous. The paper does not consist of well-defined and clearly developed paragraphs. It does not maintain the flow of the paper. It is not focused.
Connections to culture	The statements are supported by meaningful examples from diverse cultures and personal experiences.	The statements are supported by examples from diverse cultures and personal experiences.	The statements are not supported by examples from diverse cultures and personal experiences.
Readings, citations, and formatting	The ideas in the paper are based on critical reflection of course readings. The paper follows proper APA formatting consistently.	The ideas in the paper are based on reflection of course readings. The paper follows APA formatting.	The ideas in the paper statements are not based on reflection of course readings. The paper does not follow proper APA formatting.

Accommodations Plan (9 points)

In a 750 word essay, describe how you have adapted (or plan to adapt) your teaching with students, or if you are not an education major, describe your plan for professional interactions with other people, who would benefit from special accommodations for their exceptionalities, race, ethnicity, gender, culture, linguistics and socioeconomic status. You need to have at least 5 scholarly references from the university library's database of articles published after 2007 focusing on the education of (or professional interactions with) at least three different specific groups which may require accommodations.

RUBRIC for Accommodation Plan

	Target (3)	Acceptable (2)	Unacceptable (1)
Addressing Diversity	The report addresses at least three of the followings: exceptionalities, race, ethnicity, gender, culture, linguistics and socioeconomic status (SES).	The report addresses at least one of the followings: exceptionalities, race, ethnicity, gender, culture, linguistics and SES.	The report does not address any of the followings: exceptionalities, race, ethnicity, gender, culture, linguistics and SES.
Accommodation Plan	The accommodation plan is clear, logical, and cogent.	The accommodation plan is clear and logical.	The accommodation plan is not clear or logical.
Organization and Presentation	The essay is well organized and is free of spelling and grammatical errors. The references are cited and listed appropriately using the APA formatting.	The essay is free of spelling and grammatical errors. The references are cited and listed using the APA formatting.	The essay consists of many spelling or grammatical errors. The references are not cited or listed using the APA formatting.

Cultural Reflection Report (18 points)

Interview a person who is of different culture/race than yours. The interview should last between 30 and 45 minutes. Record the interview using your phone or other device. After the interview is over, transcribe the conversation. If this is not possible, take detailed notes immediately after the interview. Your interview transcripts or notes should be at least 3 typed pages single spaced. Analyze the interview and discuss the relationship between culture and education. What did you learn about cross-cultural education from this interview? Your reflection report should be 1000 words. Additionally, you are required to attach the interview transcripts or notes.

This interview can be completed with someone at Eastern face-to-face or other parts of the United States or other countries over Skype or other Internet services. Alternatively, you can initiate international network communities and have an ePal to answer your questions about their culture and education. You can use the following guidelines/questions for your report:

1. Describe briefly the culture of the person you've selected. How is the person's culture different from yours?

2. Are there any significant differences (cultural and educational) between you and the person?
3. Who got better educational opportunity and why?
4. How does your learning from this assignment compare with experiences of minority students and teachers described by Lisa Delpit in her book?
5. How would you use your learning from this assignment to improve educational opportunities for students in the United States?

RUBRIC for Cultural Reflection Report

	Target (3)	Acceptable (2)	Unacceptable (1)
Interview and Transcript	The student conducted the interview and attached meaningful transcript or interview notes in the report.	The student conducted the interview and attached transcript or interview notes in the report.	The student did not conduct the interview or did not attach transcript or notes in the report.
Analysis of interview	The analysis of the interview is directly related to the transcript or interview notes.	The analysis of the interview is peripherally related to the transcript or interview notes.	The analysis of the interview is not related to the transcript or interview notes.
Comparison to Self	The analysis highlights at least two cultural and/or educational differences between you and the interviewee.	The analysis highlights at least one cultural and/or educational difference between you and the interviewee.	There is no analysis of cultural and/or educational differences.
Reflection	The reflection clearly demonstrates the link between culture and education and provides a thoughtful analysis of what you learned from the interview process.	The reflection demonstrates the link between culture and education and provides an analysis of what you learned from the interview process.	The reflection is not clear or thoughtful.
Connections to Delpit's Text	Findings from the interview are compared to Delpit's text.	There is some indication of comparison to the text.	Findings are not compared to the text.
Report	The report is clear, coherent, and cogent. There are no editing and grammatical errors.	The report is clear and coherent and minor editing errors may exist.	The report is not clear or coherent. Or it has several editing or grammatical errors.

Comparative Education PowerPoint and Class Presentation (19 points)

This is the final assignment. Choose a country (or more than one country) and study their culture and education system (PK-12). Illustrate your findings with a 10 to 15 minutes PowerPoint presentation of at least 15 slides, including a bibliography of at least 5 citations, on how one skilled in an academic major might study schools in a nation other than the US, including a comparison and contrasting statement on similarities and differences between education in the nation and the US. **This assignment should be completed in a group of 2-3 people.**

Comparative Education Rubric

	Target (3)	Acceptable (2)	Unacceptable (1)
Quality of PowerPoint	The PowerPoint is well written and has no errors. It has 15-20 slides.	The PowerPoint is adequately well written and has minimal errors. It has 10-15 slides.	The PowerPoint is poorly written or has errors. It has fewer than 10 slides.
PowerPoint Presentation	The PowerPoint is provided to the class. It's attractive, clear, and meaningful.	The PowerPoint is provided to the class. It's clear and adequate	The PowerPoint is not provided to the class or lacks clarity.
Reflection	The overall reflection demonstrates well the relationship between culture and education as well as schooling in the United States.	The overall reflection demonstrates the relationship between culture and education.	The overall reflection does not demonstrate the relationship between culture and education.
Implications to American Education	The presentation clearly demonstrates how American educators can learn from other nations and cultures.	The presentation demonstrates how American educators can learn from other cultures.	The presentation does not demonstrate how American educators can learn from other nations or cultures.
References and Resources	All relevant references and resources are cited using APA formatting consistently (at least 5 citations)	Some relevant references and resources are cited using APA formatting (at least 3 citations)	Does not cite relevant references and resources or does not use APA formatting.
In-class Presentation	The presentation is thoughtful and engages all students in EDU 357 class. There is high level of interactions in class.	The presentation is thoughtful and engages most students in EDU 357 class.	The presentation does not engage students in class.

You'll automatically receive a point by presenting your PowerPoint to EDU 357 class.

Tentative Weekly Calendar

Session	Course readings/Assignments
January 19	Course introduction; What is culture? Sharing cultural backgrounds
January 26	The relationship between culture and education; Becoming a teacher in the United States TD1 begins (Your original response to TD1 due)
February 2	Social Barometers TD1 replies due
February 9	Public Purpose of Education TD2 begins (Your original response to TD2 due) Social Barometers Essay due
February 16	Common Core of Teaching (CCT) in Connecticut: Are there any cultural variables in the CCT? Forming groups for presentations; Conducting and Writing Cultural Reflection TD2 replies due
February 23	Discussion on Lisa Delpit's Book—Introduction and Part 1 TD3 begins (Your original response to TD3 due) Educational Philosophy/History due
March 1	Delpit's Book discussion continued—Part 2 Update on Cultural Reflection TD3 replies due
March 8	Delpit's Book discussion continued—Part 3 TD4 begins (Your original response to TD4 due) Book Review/Critique due
March 15	Culture and Education: International Comparisons TD4 replies due
March 22	<i>Spring Break</i>
March 29	<i>Student PowerPoint Presentations</i> TD5 begins (Your original response to TD5 due)
April 5	<i>Student PowerPoint Presentations</i> TD5 replies due Accommodations Plan due
April 12	<i>Student PowerPoint Presentations</i> TD6 begins (Your original response to TD6 due)
April 19	<i>Student PowerPoint Presentations</i> Cultural Reflection Report due TD6 replies due
April 26	<i>Student PowerPoint Presentations</i> TD7 begins (Your original response to TD7 due) Comparative Education PowerPoint due
May 3	Course wrap up Disposition Reflection due TD7 replies due

Disability Statement: If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at (860) 465-0189. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated.

Classroom Recording by Students: Classroom recording may be an appropriate academic adjustment, auxiliary aid, and/or service for a student with documented permanent and temporary disabilities. Eastern's Office of AccessAbility Services (OAS) determines if classroom recording is appropriate for a student. When that determination is made the following statement is printed on the Letter of Accommodation from OAS that grants a student use of a recording device in the classroom:

“Student understands that faculty members have copyright interest in their class lectures and he/she agrees not to infringe on this right in any way. Student will use these recordings only for personal academic use during this course and will not upload, broadcast, transcribe, share or release all or any part of these recordings, in accordance with federal copyright laws. Student understands that the faculty member and students in the class have privacy rights and agrees he/she will not violate those rights by using the tape recordings for any reason other than that of his/her own personal study. Student agrees to destroy all recordings at the end of the current semester. Failure to comply with recording guidelines may result in disciplinary action.”
A student without documented disabilities may request permission to record classroom activity. The instructor will have the sole discretion to determine if recording will be allowed.

Academic Services Center: Students are encouraged to use the support services offered by the Academic Services Center (ASC) located on the ground floor of the Library. Advising Services and tutoring in math, writing, and other subjects, including supplementary instruction (SI) are available. The ASC also offers assistance in study techniques, time management and understanding learning styles. For further information call 465-4310 or check the ASC website at <http://www.easternct.edu/asc/>.

Academic Misconduct: Students should read and understand Eastern's Academic Misconduct Policy, which can be found in the Eastern Student Handbook or at: <http://www.easternct.edu/judicialaffairs/academicmisconduct/>. All violations will be handled under the procedures established in this policy.

Electronic communication: Effective August 1, 2009, Eastern email has become an official form of correspondence within Connecticut State University System (CSUS). Therefore, it is expected that communications to students sent via email will be received and read in a timely fashion. It is expected that students check their university email at least as often as their class meets, in recognition that certain communications may be time-critical. Students should not assume that email sent from outside providers will be received by their professor.

Writing Center Statement: "The ECSU Writing Center, located in the ASC and staffed by trained peer tutors, is available to help all students with their writing. The Writing Center supports the liberal-arts mission of ECSU by helping students with their writing from any class, at any stage, from brainstorming and drafting to revision to proofreading and editing. We help students do their own work, and do it more comfortably and confidently. Any student can and should use the Writing Center--the process of talking with readers about writing and getting feedback on their writing is something all writers do and can benefit from. Students can either drop into the Center or make an appointment by going to www.rich37.com/easternct and registering online. It's a good idea for students to bring copies of any assignment sheets to the Writing Center, so the tutor knows what is expected of the assignment."

Library Research Guidelines. For library research guidelines, please go to the Education/Curriculum Research Guide in the following website:

<http://easternct.libguides.com/education>

Eastern's Weather Closing Policy: In the event of a delayed opening of the University, any class that would have at least 45 minutes of meeting time remaining after the announced opening time will meet starting at the announced opening time. Any class meeting that would have fewer than 45 minutes of meeting time after the announced opening time will not meet. For example, if opening the campus is delayed until 10 a.m., classes running from 9:30-10:45 a.m. would meet from 10-10:45 a.m. In the event of an early closing of the University, any class that would have at least 45 minutes of meeting time prior to the announced closing time will meet until the announced closing time. Any class meeting that would have fewer than 45 minutes of meeting time before the announced closing time will not meet. For example, if we were to close the University early at 3 p.m., classes running from 2-3:15 p.m. would meet from 2-3 p.m.