

George Mason University
College of Education and Human Development
PROGRAM: ASTL - Advanced Studies in Teaching and Learning
EDUC 606 (section 633): EDUCATION AND CULTURE
Fall 2004

Instructor

Diane DeMott Painter, Ph.D.
Work Tel: 703-802-5031 (Deer Park Elementary School)
Home Tel: 703-378-7545
E-mail: dpainter@gmu.edu

Dates and Times: October 12-Dec. 14, 2004 (Tuesdays) in PW-1 room 203 from 4:30-8:30 PM.

[Note: *denotes on-line class session via Blackboard on your own or with a partner]

I. COURSE DESCRIPTION

This course uses the Cultural Inquiry Process (CIP) and CIP Web site to help educational practitioners acquire cultural, social, and language-related perspectives on educational processes, learn skills for analyzing educational settings, and expand strategies to improve educational practice. Participants will use the CIP to address puzzlements from their own practice.

Prerequisites: Admission to Graduate School and the ASTL Program.

II. COURSE GOALS AND PROCESS

A primary goal of this course is for participants to learn the knowledge and skills needed to develop an appreciation for cultural perspectives that influence the learning of all students. The course will increase participants' understanding of cultural perspectives and educational processes for all students. The Cultural Inquiry Process (CIP) and the CIP Web site provide a framework for achieving these goals.

STUDENT LEARNING OUTCOMES - By the completion of EDUC 606, participants should be able to:

- A. Identify and understand different approaches to inquiry and inquiry into practice;
- B. Understand and articulate perspectives (assumptions, theories, principles, and findings) and methods useful for understanding cultural influences on education;
- C. Apply cultural perspectives and methods in educational settings;
- D. Use cultural perspectives to help construct and evaluate appropriate interventions for classroom use;
- E. Explain the critical importance of considering multiple perspectives; and
- F. Respect and celebrate teaching and learning related to cultural diversity in the field of action research.

The class is organized as a scaffolded inquiry process. There are several scaffolds provided in the course. The Cultural Inquiry Process (CIP) Web site provides a scaffold throughout the course by providing a process and supporting information (e.g., cultural questions and related

EDUC 606/ Fall 2004 Diane Painter, instructor Page 1

text in Step 3, Success Stories, and CIP studies). Analyses of studies provide a scaffold for learning to use the CIP Web site and for developing cultural perspectives on educational practice.

Experiential learning is also a central feature of the course. Building on our work in analyzing cases, we move to using the CIP to address puzzlements you have identified in your own practice. Throughout the course, discussions will provide support, alternative ideas and approaches, and critical challenge to your ongoing work. You will choose one puzzlement from your practice to be the focus of an action research project, which comprises the major product for this course.

Some mini-lecturettes throughout the course will complement your experiences and expose you to the major cultural perspectives explored in the CIP. As part of a dynamic learning community, you will also participate in different small groups based on your professional interests or on a particular cultural question. Discussions may take place in class, via email, chat rooms, or our electronic Blackboard. The instructor will also be available for in-person or phone consultations.

III. RELATIONSHIP OF EDUC 606 TO ASTL Core AND NBPTS PROPOSITIONS

EDUC 606 is part of the ASTL Core. Within the ASTL Core, EDUC 606 is carefully aligned with the learning experiences along the Core continuum EDUC 613, EDUC 612, EDUC 614, and EDUC 615. In EDUC 613 (How Students Learn), Core participants were introduced to various factors that influence the individual learner; EDUC 612 (Inquiry into Practice) helped participants develop skills and knowledge for conducting inquiry related to practice. In EDUC 606, our focus will turn to looking at students and educational settings from cultural perspectives. The class will introduce you to cultural perspectives and the CIP, a process that guides practitioners through cultural inquiries. You will use this process and the inquiry skills developed in EDUC 612 to conduct an action research project that focuses on cultural influences and to deepen your knowledge about student learning. The focus of your project may be an individual student, or an entire classroom.

EDUC 606 is aligned with the NBPTS propositions, specifically with

- Proposition I: Teachers are committed to students and their learning;
- Proposition IV: Teachers think systematically about their practice and learn from experience; and
- Proposition V: Teachers are members of learning communities.

EDUC 606 is also aligned with the additional three propositions that guide the ASTL Core:

- Teachers account for the needs of culturally, linguistically, and cognitively diverse learners;
- Teachers are change agents, teacher leaders, and partners with colleagues; and
- Teachers use technology to facilitate student learning and their own professional development.

IV. REQUIRED RESOURCES

The Cultural Inquiry Process Web site (<http://classweb.gmu.edu/classweb/cip/index.htm>) is a
EDUC 606/ Fall 2004 Diane Painter, instructor

core text for this course. Students will need to have frequent access to the Web outside of class.

Some readings are required for all students. In addition to the required books, there is a readings set that may be accessed on line via our GMU Fenwick Library web site (e-Reserves). You will also be asked to find and read different original sources related to the particular cultural questions that you explore for practice cases and your own major project.

For the graded individual response to a case (see below), you will read at least one additional research-based study related to the cultural question(s) you explore.

Required Books

Ballenger, C. (1999). *Teaching other people's children*. New York: Teachers College Press. You will need to order this book online at www.tcpres.com.

Davidson, A. L. (1996). *Making and molding identity in schools: Student narratives of race, gender, and academic engagement*. Albany: SUNY Press. This book will be purchased in class.

Other Required Readings

(The following are posted in the Electronic Reserve located on-line through the GMU Fenwick Library and are presented in order of appearance in the syllabus)

Abi-Nadr, J. (1990). A house for my mother: Motivating Hispanic high school students. *Anthropology Education Quarterly*, 21, 41-58.

Cooper, P. (2003). Effective white teachers of black children. *Journal of Teacher Education*, 54(5), 413-427.

Gonzalez, N. (1995). The funds of knowledge for teaching project. *Practicing Anthropology*, 17(3), 3-6.

Goto, S. G. & Abe-Kim, J. (1998). Asian Americans and the model minority myth. In Theodore Singelis (Ed.), *Teaching about culture, ethnicity, and diversity* (pp. 151- 157). Sage Publications.

Gutierrez, K., & Rogoff, B. (2003). Cultural ways of learning: Individual traits of repertoires of practice. *Educational Researcher*, 32(5), 19-25.

Heath, S.B. (1982). Questioning at home and at school: A comparative study. In George Spindler (Ed.), *Doing the ethnography of schooling: Educational anthropology in action* (pp. 102-131). New York: Holt, Rinehart & Winston.

Lee, C. (2003). Why we need to re-think race and ethnicity in educational research. *Educational Researcher*, 32(5), 3-5.

Lee, C., Spencer, M., & Harpalani, V. (2003). "Every shut eye ain't sleep": Studying how
EDUC 606/ Fall 2004 Diane Painter, instructor

people live culturally. *Educational Researcher*, 32 (5), 6-13.

Moll, L. C. (1992). Bilingual classroom studies and community analysis: Some recent trends. *Educational Researcher*, 21(2), 20-24.

Nasir, N. S., & Saxe, G. (2003). Ethnic and academic identities: A cultural practice perspective on emerging tensions and their management in the lives of minority students. *Educational Researcher*, 32(5), 14-18.

Ogbu, J. & Simons, H. D. (1998). Voluntary and involuntary minorities: A cultural-ecological theory of school performance with some implications for education. *Anthropology and Education Quarterly*, 29(2), 155-188.

Phelan, P., Davidson, A. L., & Yu, H. C. (1998). Chapter 1. In *Adolescents' worlds: Negotiating family, peers, and school* (pp. 1-23). New York: Teachers College Press.

Tapia, J. (1998). The schooling of Puerto Ricans: Philadelphia's most impoverished community. *Anthropology and Education Quarterly*, 29(3), 297-323.

(The following are found on the CIP Web site)

Jacob, E., Johnson, B., Finley, J., Gurski, J., & Lavine, R. (1996). One student at a time: The cultural inquiry process. *Middle School Journal*, 27(4), 29-35.

Seifried, S. (1999). *The application of the Cultural Inquiry Process to puzzlements in music education: A case study.*

Supplemental Reading

Mills, G. (2002). *Action research: A guide for the teacher researcher.* Upper Saddle River, NJ: Merrill/ Prentice-Hall.

V. GEORGE MASON UNIVERSITY INFORMATION

George Mason University Honor Code:

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or Website at www.gmu.edu. Code in the University catalog can be found online at <http://www.gmu.edu/facstaff/handbook/aD.html>.

EDUC 606/ Fall 2004 Diane Painter, instructor

Page 4

George Mason University Policy on Disabilities:

This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has a disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474). The Disability Resource Center website is at <http://www.gmu.edu/student/drc/>

General Requirements

1. Class attendance is both important and required. If, due to an emergency, you will not be in class, you must contact the instructor via phone or email. Students with more than two absences may drop a letter grade or lose course credit.
2. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, please speak to the instructor in a timely fashion.
3. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is critical for you to keep up with the readings and to participate in class.
4. According to university policy, all beepers and cell phones should be turned off before class begins.

VI. COURSE DELIVERY

The delivery of EDUC 612 is through experiential learning activities, in-class collaborative work groups, and mini-lectures to accomplish the course objectives.

VII. COURSE REQUIREMENTS, ASSIGNMENTS, AND EVALUATION CRITERIA

1. Class Participation - 20%

Class Discussions and Reports. You should come prepared to each class to actively participate in whole class and small group discussions. You will participate in a base group for class discussions that will be created based on your current teaching assignments. Later in the course, participants will form similarity groups that will be comprised of fellow students who are exploring similar cultural questions in their major projects. In whole class and small group discussions (whether conducted face-to-face or electronically) each person is expected to listen carefully, raise questions, and encourage one another to think more deeply and more broadly. Your responses to others are as important as what you share about your own work.

Blackboard. We will use Blackboard to communicate regularly in this class. You will be asked to post assignments, read others' postings, and actively participate in discussions. E-mail and Blackboard's Discussion Strand will also be a primary vehicle for discussing ongoing work on your major project with group members.

Criteria for Evaluation: Evidence of careful reading of relevant material, analytical consideration and application of the material, thoughtfulness of questions raised, detailed sharing of your own work, relevance of remarks to subjects under discussion, demonstration of understanding of cultural influences, and constructive criticism supporting others' use of the CIP.

2. Trio Group Responses to Mario Case Study - 15% (Due at Class 4)

This assignment is designed to help you use the Cultural Inquiry Process to understand and intervene in educational situations. After reading the assigned case carefully and thinking about it, you and your group are going to write a 2 - 3 page "response" to that case. You should consider this more of a bulleted exercise than a prose/ narrative. The focus here is on considering perspectives and your response to and understanding of the questions, listed below, rather than on writing a "paper."

In the analysis/response to your case, please consider the full range of cultural questions found in Step 3 of CIP before selecting one or more to explore. You will then meet and discuss your individual responses with two other class members (a trio). You and your fellow group members will also need to read and incorporate one research-based source related to the question you choose to explore. You should cite the CIP Web site and any other sources, as appropriate.

1. Who (individual student or group) is a "puzzlement" to the educator in the case? What is his or her puzzlement? Are there any other issues in this case that you think are puzzlements? If so, what are they?

2. What is already known about the focus student/group, the other students, the teacher, and the context that might be relevant for understanding the puzzling situation?

3. What questions does the educator in the case raise as issues that might be contributing to the puzzling situation? What other issues, especially those raised by cultural questions, might be contributing to the puzzling situation? Which of the various questions do you think are most likely to provide useful insight into the situation? Why?

4. What information would you gather to answer the question(s) you selected? How would you gather the information?

5. For the question(s) you identified in #4 above, what do you think you would find as a possible answer (or answers) to your question(s)? For at least one possible answer, what intervention(s) might you try? Why?

6. For the intervention(s) you selected in #5, how would you monitor the influence of your intervention(s)? Why?

Criteria for Evaluation: Appropriate identification of focus student or groups and a puzzlement(s) stated in objective language; clear discussion of relevant culturally-based ways to frame the situation; identification of relevant issues and information; and clear and appropriate plan of action and rationale. (Outcomes A & B)

3. Portfolio Reflection Point #3 -- (5%) (Due at Class 11)

As a part of the ASTL Professional Portfolio, participants will update their emergent portfolio by adding Reflection Points #2 and #3. You may use the "Self-Reflective Appendix" of the CIP Research Project as the core of your Reflection Point #3 and expand on your thoughts to include the following areas, as stated in the ASTL Portfolio Guidelines. (For additional detailed information about the remainder of the Portfolio, please refer to the Guidelines.)

Reflection Point 3:

Focus on how coursework, related readings, and products in the EDUC 612 and 606 have led candidates to focus more deeply on teachers as researchers with a cultural perspective.

Candidates, you will reflect on the ways in which you are thinking more systematically about your practice and its impact on student learning, the needs of your students, and how your practice meets the needs of the diverse learners in your classrooms. You should show how your knowledge and use of educational research and scholarship have contributed to a broader and deeper understanding of cultural and social contexts. Through self-analysis, show how you are meeting the needs of all learners and the impact on your teaching of being a member of a learning community. Your reflections should address one or more of the following principles and show how your course products provide evidence of your knowledge:

- 1) commitment to student learning*
- 2) systematic inquiry of practice*

- 3) *members of learning communities*
- 4) *meeting the needs of diverse learners*

Suggested course products to be used as evidence of knowledge:

1. Draft of Proposed Action Research Project as included in the Multigenre Paper (EDUC 612)
2. Teacher/Action Research Report (EDUC 606)
3. Selections from the Reflective Journal
4. Other (be specific)

Criteria for Evaluation: Timely submission of the Reflection Points #2 and #3 for placement in the Portfolio; electronic copy sent to instructor for course file. The reflection will include: thoughtful analysis of content, relevance to course content, and clear organization and writing. (Outcomes A, B, C, D, E, & F)

4. Research Project - 60% (Total) (Due Session 11 on December 14, 2004)

(Each section carries a different weight and a different due date for draft of sections that will be then adjusted for inclusion in the final project. Please consult the rubric and the additional details provided below.)

The purpose of this project is to provide you the opportunity of a project-based, hands-on learning experience using cultural perspectives and methods to understand more about persons or situations in educational settings and to develop expertise in designing an appropriate intervention or interventions, if needed.

If you are currently an educational practitioner, you will conduct a research project in which you use the CIP to address an educational puzzlement from your own practice. If you are not currently working in an educational situation, you need to discuss an alternative assignment with the instructor.

Note: To facilitate your action research process, ongoing work on the major research project (as exhibited in Blackboard/email discussions and discussions during class) will be completed along the continuum of the semester, using the time line, as follows. You are asked to hand in drafts of each section on the dates listed below. When you hand in your drafts, they will first be noted as having been submitted; you will then receive feedback, which will serve to guide you in your ongoing thinking about your puzzlement and in the writing of your final research project. The percentage noted at the end of each draft item denotes the percent that this item will represent in the final research project submission.

Draft Due to Instructor (Beginning of session 7): This will be a 3-5 page description draft of the setting and your "puzzlement" (Background information). Assumptions, researcher's role, rationale, importance or relevance to the larger body of knowledge. **(10% of final project)**

Draft Due to Instructor (Beginning of session 8): Framing the Issue – This 3-5 page section will be a discussion of how you framed the issue. **(10%)**

Draft Due to Instructor (Drop into Electronic Mailbox of Blackboard no later than

Midnight on Saturday Nov. 20): This 8-10 page draft needs to include two parts:
Data Collection - Information you are collecting and finding to answer your question. (10%) and your **proposed action, intervention, or "solution."** (10%)

Entire Draft Due: Class 10 – Round one and round two *Critical Friend Review* of your of project to Cohort - (5%) It is strongly suggested that you include the cover sheet and references so your critical friends can check the APA style.

The Completed CIP Project and Oral Presentations: Class 11 on December 14, 2004. With all its components (cover, references, paper, discussion section, reflection) the paper should be 18-24 pages.

REMINDER: Please remember to include:

A discussion of what you see as the implications of your project. 5%

References (APA Style) that show a thorough investigation into your topic. 5%

Reflection. 5%

Write your report with your colleagues as the audience. Your written report should incorporate the 7 Steps of the CIP (These are also on the CIP web site):

- (1) A description of the setting and your role/assumptions/perspectives as they relate to the puzzlement; your "puzzlement," why it is important to you and your rationale for choosing it;
- (2) What information you knew, or thought you knew, prior to your research and how this relates to other current research;
- (3) What cultural question/s you considered and on which you chose to focus;
- (4) What information you needed and how you collected your data;
- (5) Your findings and your interventions; what resulted from your action; and
- (6) How you will monitor the results; a discussion of what you see as the implications of your project.

You must include at least 3 other original sources, i.e. not ones listed on the course bibliography, that are related to the cultural perspective(s) examined or to your selection of interventions. Your paper must be in APA format and include correctly formatted references.

(7) **Writing Your CIP Study** – special reminders and help for completing your study write-up.

To protect the anonymity of the people involved, use only pseudonyms for proper names in your discussions and in the report. Comprehensive evaluation criteria will be provided nearer the time when you will be writing your findings. However, general criteria include the selection of appropriate topic, use of cultural perspectives, thorough data collection and analysis, connections to **5 research references** (at least 3 original plus 2 may come from course readings), clear presentation of findings, thorough discussion, thoughtful reactions, clear organization and writing.

You must also write a short Reflection at the end of the report, for which you and your instructor are the primary audience. In this appendix, please relate your project to class materials and discuss what you personally learned from the project (beyond what you discussed in the implications above). What is the potential impact of this project on your learning and on that of the students in your classroom? Please share any results you find significant and explain why. (This reflection may be used as part of your ASTL Portfolio Reflection Point #3)

After the class is over, several reports that meet selection criteria for the CIP Web site may be posted on the CIP site. If you would be willing to have your project posted, would you please grant permission for it to be a part of the site for use by future classes? State your permission in the reflection section, please. Thank you!

Criteria for Evaluation: Refer to attached rubric. (Outcomes A, B, C, D, E, & F)

Grading Scale:	A+	98 -100
	A	94 - 97
	A-	90-93
	B+	85-89
	B	80-84
	C	70-79
	F	Did not Meet Course Requirements

VIII. PROPOSED CLASS SCHEDULE AND COURSE ASSIGNMENTS

Note: Because we will try to respond to the particular needs of the class, there may be some changes in the syllabus. Any changes will be discussed in class and/or shared via email.

DATE	TOPIC	ASSIGNMENT to be read or that is DUE for this class
<p>Session 1 Oct. 12</p>	<p><i>Introduction to EDUC 606 – course requirements</i> Activity One - Discovering Our Cultural Connections Drop Everything And Reflect: Who am I, culturally speaking? Activity Two - Establishing our Emergent Definition of Culture Whole Group discussion - Define culture. How would you define “culture” in an educational setting? Activity Three—Discussion of Ballenger We will go over the reading guide and share our responses. Activity Four—Introduction to CIP Website Instructor will demonstrate the Web site: (look in docs for the flow chart)</p>	<p>Homework:</p> <p>Read the two articles:</p> <ol style="list-style-type: none"> 1) Lee (2003). Why we need to re-think race and ethnicity in educational research? 2) Nasir & Saxe (2003). Ethnic and academic identities: A cultural perspective on emerging tensions and their management in the lives of minority students. 3) Be prepared to discuss these two articles in session 3.
<p>Session 2 (anytime the week of Oct. 13-18)</p>	<p><i>*This class is done with a partner online. Schedule a time to meet prior to the third session on Oct. 19.</i></p> <ol style="list-style-type: none"> 1) Learning to see one’s own culture(s) Go to http://classweb.gmu.edu/cip Using the CIP Web Quest guide, complete the activities. 2) Complete the forum response: <i>As you read the assignments for this class and the literature related to your own topic, please revisit the definitions of culture we discussed in session one, and let us know how your thinking about culture is evolving by posting your comments on this discussion strand.</i> 	<p>Continue to get acquainted with the CIP website .</p> <p>Read: Jacob, Johnson, Finley, Gurski, & Lavine. (1996). One student at a time: The cultural inquiry process.</p> <p>Review: Mills, Ch. 2 (pp.22-45)</p>
<p>Session 3</p>	<p>Discussion of “Culture”</p> <ul style="list-style-type: none"> • BBd postings • Lee article 	<p>1) Read the handout on the Mario case with two other people from class. Refer to pages 6-7 of the</p>

<p>Oct. 19</p>	<ul style="list-style-type: none"> Nasir and Saxe article <p>DEARreflect—Using the Okun handout as a prompt on cultural influences.</p> <p>Casting the Question</p> <ul style="list-style-type: none"> Freewrite about cultural aspects of your classroom that are of puzzlements to you. Share your puzzlements with the group using the protocol from <i>Reflection is at the Heart of Practice</i> that we first used in EDUC 612. Narrow down a possible question based on the exercise. <p>CIP Steps 1-3 (a visit to the public computer lab on campus or go home and do this on your own)</p> <p>-Focus on 3.1 and 3.2</p> <p>(What is meant by “Beliefs and values “and “school culture” as related to your possible research question.)</p>	<p>syllabus and collaborate to complete a response using the CIP guidelines outlined in the syllabus. Bring this 2-3 page word-processed paper to the next class session. Be sure all three names in your group are included on the paper.</p> <p>2) Each person post a forum response to indicate your thinking on beliefs and values and school culture related to the project you think you would like to do.</p>
<p>Session 4</p> <p>Oct. 26</p>	<p>Discussion of Mario case study</p> <ul style="list-style-type: none"> Share out: Trio questions and interventions Read: Final page of the actual case study <p>Video: <i>Preschool in Three Cultures</i></p> <ul style="list-style-type: none"> Debrief: How do the three cultures in the video handle issues of freedom, conformity, creativity, cooperation, and discipline? <p>Discuss the setting and puzzlements draft that will be due on November 2 (session 5). Refer to the syllabus p. 9, and the rubric and CIP step 1 to write this 3-5 page draft.</p>	<p>Homework: 1) Read Moll (1992). <i>Bilingual classroom studies and community analysis: Some recent trends</i>. Think about the video; how do they help you in your continuing quest to learn to see your own and other cultures? 2) Write the draft for your project paper about setting and puzzlements and bring to the next class session (5).</p>
<p>Session 5</p> <p>Nov. 2</p>	<p>1) Form and meet in critical friend’s groups to go over the setting and puzzlement draft. Incorporate ideas from your critical friend into the draft as homework for tonight.</p> <p>2) Talk about the Moll article and the video from previous session; how do they help you in your continuing quest to learn to see your own and other cultures?</p> <p>3) Play the BARNGA Cultural Simulation Game: <i>BARNGA Debrief- discuss the impact on cultural assumptions and how they impacted</i></p>	<p>Homework: Read the two articles by Heath (1982) and Ogbu & Simons (1998.) Take notes on these articles by using the study guides and bring those notes and articles to session 7 on Nov. 9.</p> <p>Check: Did you incorporate the ideas from your critical friend’s group into your setting and puzzlement draft?</p>

	<p><i>the flow of the game (give and take, who is adamant and who is flexible and why?)</i></p> <p>3. DEAReflect: Writing reflection in your journal- <i>How/what did you feel as you participated in BARNGA?</i></p> <p>Share out DEAR</p>	
<p>Session 6 (ONLINE) *This Online Session must be done on your own or with a study partner between Nov. 3- Nov. 8)</p>	<p>1) Frame the issue by casting and recasting a question that will drive your research. Refer to e-Reserves, the CIP web site, ERIC and do Google searches for at least five articles that pertain to your topic of study. Think about how you will be collecting data based on this question. Refer to syllabus p. 9 and 10 and the rubric in the syllabus for guidance in drafting a 3-5 page framing the issue draft. Bring this draft to session 7.</p> <p>2) Post a forum response to this “framing the issue” prompt: <i>What cultural question(s) related to your puzzlement are you considering investigating? How does this question(s) relate to research already done on this topic? What do you think you already know about this topic prior to investigating it in your own setting?</i></p>	<p>Check, have you:</p> <ol style="list-style-type: none"> 1) Printed out the 5 articles to bring to session 7? 2) Revised setting and puzzlement draft ready to hand in to the instructor? 3) Drafted a 3-5 page “framing the issue” to share with your group? 4) Completed the forum response?
<p>Session 7 Nov. 9</p>	<p>1) Setting and puzzlement drafts are due to the instructor.</p> <p>2) Meet in critical friends groups to share your “Framing the issue” drafts. Incorporate ideas and suggestions for change in your draft and be prepared to hand in the revised draft to your instructor in session 8.</p> <p>3) Power Imbalances and Peer Responses</p> <ul style="list-style-type: none"> • Video: A Class Divided • DEAR: Your reaction to the issues raised in the video • Small group discussion: Identify cultural issues brought out in the video/Share your own reflections • Share out from small groups <p>4. Cultural Mismatches: Whole group discussion of Heath, Ogbu and Simons articles</p>	<p>Homework: 1) Access the CIP strand that refers to data collection and your cultural question. This will be found in steps 3 and 4. Then refer to the syllabus pages 9-10 (step 4) on the data collecting process. Write a 2-3 page draft about the data you have already collected and are planning to continue to collect in order to answer your questions. Bring this draft to session 8 for critical friends review.</p> <p>2) Read the introduction and chapter 1 in Davidson. Next week you will be asked to read an assigned chapter and the epilogue.</p>
<p>Session 8</p>	<p>1) Turn in the revised the “Framing the issue” draft to the instructor.</p> <p>2) Meet with Critical Friends groups to obtain</p>	<p>Homework: 1) Revise your data collection draft and incorporate into it your ideas for developing</p>

Nov. 16	<p>suggestions and feedback to the data collecting drafts. Discuss possible interventions that you can implement and revise the drafts as homework to include those interventions.</p> <p>3) Discussion</p> <ul style="list-style-type: none"> • What is your reaction to Davidson, Chapter 1? • Small group discussion of Davidson, Chapter 1 • Share out with whole group • Sign up for Davidson Chapters 2-8 about students. <p>4) In the public computer lab or on your own at home, access CIP step 5 on developing interventions, triangulation of data, and relationship of steps 4 and 5 to your original puzzlement.</p>	<p>interventions, proposed actions or a solution. Drop the draft into the electronic mailbox of Blackboard by midnight on Nov. 20. Refer to pages 9-10 of the syllabus and the rubric for guidance in writing this draft. 2) Read your assigned chapter in Davidson and then summarize the relationship between the featured person in the chapter (ethnic/racial identity and academic engagement).</p>
<p>Session 9</p> <p>Nov. 30</p>	<p>1) Meet with critical friends to discuss action/intervention drafts based on the data and the interventions that you have collected and implemented so far and feedback you have received from the instructor. Based on ideas from your critical friends, revise your paper and continue interventions, actions or implementation of solution in your classroom.</p> <p>2) Cultural Differences: Additional connections through the Davidson text</p> <ul style="list-style-type: none"> • Chapter summaries • What connections might be made between Moll (funds of knowledge), Ogbu (voluntary versus involuntary minorities), and the ideas and theories put forth in the Davidson text? <p>DEAR: How might these chapters/stories connect to my own area of research? What “aha” did I experience reading my own chapter? In listening to the presentations of the other chapters?</p>	<p>Homework: For session 10, bring a full draft of your project and discuss your project thus far and obtain ideas for implications for the future (refer to pages 9-10 in syllabus, the rubric and step 6 in the CIP web site.)</p>
<p>Session 10</p> <p>Dec. 7</p>	<p>Round One: Pair with someone to summarize, read and review the data and interventions, conclusions and implications sections of both your papers. Refer to the rubrics to guide your discussions.</p> <p>Round Two: Pair with someone else to re-state what you discussed in round one and</p>	<p>Homework: Revise your paper based on the feedback. Be sure to add the Reflection at the end of the project. This reflection may be used as part of the ASTL portfolio Reflection Point #3.</p> <p>Add a final page, written as a</p>

	obtain further ideas for the data and interventions, conclusions and implications sections of both your papers.	personal note to the instructor, stating what you personally gained from completing this project and if you are willing to share your project, if chosen as an exemplar, on the CIP web site. Write your reflection Point #3
Session 11 Dec. 14	In this class you will need to bring the following: <ol style="list-style-type: none"> 1. Reflection Point #3 (see pgs. 7-8 of syllabus) 2. Final, revised project paper. 3. Executive summary page (one page word processed- see examples from session one) Each person will be given a 20 minutes to present her project at a round table presentation. Then each person will attend 3 other presentations during the course of the evening. Each time you attend a round table, you will be asked to leave a ticket-out reaction for the presenter. Course evaluation and final fare well.	

Comment: Process:
(1) Fill out phone tree/speciality lists.
(2) Get acquainted. Do "Warm Ups"
(3) Do Cindy's yarn activity: See separate sheet of instructions, put shared things on board and use as springboard to discuss culture;
(4) In Small Groups - read 4 cases (Cindy's and one from MTQ). Discuss why taking a cultural perspective is important and what is meant by "culture."
Reference Ballenger book to frame reading next week.
(5) Review syllabus. Talk about the goals of the class: Not to teach particular strategies - but to provide them with tools that will allow them to develop new strategies that are culturally sensitive, and to improve their skills as teacher researchers.
(6) Hand out case for next class. Instruct to simply read ahead of time - not to spend a lot of time with it.

10/22 . Introduction to the course.
Overview of approaches to culture.
Importance of culture in education.

Assignment for 10/29:
(1) Read: