

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School Mary Lou Fulton Teachers College Department/School Division of Teacher Preparation

Prefix: **TEL** Number: **340** Title: Families, Communities, and Cultures: Cultivating Networks of Culturally Responsive Relationships Units: 3

Course description: **This course will help prospective educators develop both an understanding of the role that families and communities play in schooling practices and skills to cultivate culturally responsive practices.**

Is this a cross-listed course? _____ If yes, please identify course(s): _____

Is this a shared course? _____ If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? **No**

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: **SB**

Mandatory Review:

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

[Literacy and Critical Inquiry core courses \(L\)](#)

[Mathematics core courses \(MA\)](#)

[Computer/statistics/quantitative applications core courses \(CS\)](#)

[Humanities, Arts and Design core courses \(HU\)](#)

[Social-Behavioral Sciences core courses \(SB\)](#)

[Natural Sciences core courses \(SQ/SG\)](#)

[Cultural Diversity in the United States courses \(C\)](#)

[Global Awareness courses \(G\)](#)

[Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Tammy Riethmann E-mail tamera.riethmann@asu.edu Phone 480-510-7866

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nicole Thompson Date: November 10, 2020

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO			Identify Documentation Submitted	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.		Syllabus, assigned supplemental text list in syllabus; viewings in modules	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in:	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Anthropology and cultural geography	Syllabus, assigned supplemental text list in syllabus, assignment: Community Exploration, Examination and Analysis; assignment: Critical Sociocultural Self Reflection
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes:		Syllabus, assigned supplemental text list in syllabus, assignment: Community Exploration, Examination and Analysis	
		a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.		Syllabus, assigned supplemental text list in syllabus, assignment: Critical Sociocultural Self Reflection, assignment: Community, Exploration, Examination and Analysis	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		• Courses with primarily arts, humanities, literary or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

Course Prefix	Number	Title	General Studies Designation
TEL	340	Families, Communities, and Cultures: Cultivating Networks of Culturally Responsive Relationships	SB

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1 Course is designed to advance basic understanding and knowledge about human interactions	<p>In this course, students will advance their understanding of the relationships amongst families, schools, and communities with the goal of developing culturally responsible relationships.</p> <p>The first three weeks (module 1) of the course focuses on the students critically analyzing their own intersectional identities and how their identities influence their interactions with students, families and community members.</p>	<p>Syllabus: Course overview - Prospective educators will develop an understanding of the role of families, communities, and cultures in shaping schools and schooling practices. This understanding will entail a critical self-reflection of their own identities, an ethnographic exploration of diversity among families and school communities, as well as a critical examination of the ways resources within families and communities are valued, incorporated, and built upon or marginalized within school settings.</p> <p>They will develop the skills to cultivate culturally responsive practices by connecting schools, families, communities, and organizational partners in order to enhance learning landscapes for all students including those with exceptionalities.</p> <p>Course objectives: Engage in school-related activities to build culturally responsive relationships with students, parents, and community members.</p> <p>Syllabus: SLO1 - Self-reflect and assess personal knowledge and experiences related to culturally responsive family and community engagement. SLO3 - Critically examine the ways schools and classroom settings incorporate, value, and build upon or marginalize families and communities.</p> <p>Syllabus: SLO1 - Self-reflect and assess personal knowledge and experiences related to culturally responsive family and community engagement.</p> <p>Syllabus: Supplemental text reading list: Smith & Glenn (2016)</p>

	<p>Weeks 5-8 (module 2) of the course focuses on relationships and social interactions in context. Students will explore and examine interactions in the contexts of home, classroom, school, and community.</p> <p>Week 9-12 (module 3) of the course focuses on developing culturally responsible relationships with students, families, and community members.</p>	<p>Syllabus: Viewings: Intersectionality: Season 1, Episode 2; Bell (2016) Teaching at the Intersections: Honor and teach about your students' multiple identities.</p> <p>Syllabus: Week 1: Intersectionality, Sociocultural Markers Week 2: Social Identity Spectrum Week 3: Intersectionality and Impact/Implications on Student Learning</p> <p>Syllabus: Supplemental text reading list: Lopez, B. (2001), Heath (1982), Amanti (2006)</p> <p>Syllabus: Week 5 and 6: Explore and Examine: Home Environment Week 7: Explore and Examine: Classroom & School Context Week 8: Explore & Examine: Community Context</p> <p>Syllabus: SLO4 - Develop skills to cultivate culturally responsive relationships by connecting schools, families, communities, and organizational partners in order to enhance learning landscapes for students, including those with exceptionalities.</p> <p>Syllabus: Supplemental text reading list: Uitto et al. (2018), Torres & Hurtado-Vivas (2011), Goodman, K., & Hooks, L. (2016)</p> <p>Syllabus: Week 9: Strengthening Teacher to Student Relationships Week 10: Building Teacher to Parent/Family Relationships Week 11: Cultivating School-based Relationships Week 12: Incorporating Community Relationships</p>
<p>2 Course content emphasizes the study of social behavior such as that found in anthropology and cultural geography</p>	<p>Cultural Geography: Students will be reading, discussing, and analyzing cultures of the families including those that surround the school in which they are student teaching.</p> <p>Students will engage in a critical self-inquiry, reflecting on sociocultural</p>	<p>Syllabus: SLO2 - Acknowledge, explore, and analyze diversity among families and their personal histories, local communities, and the cultural contexts of schools.</p> <p>Syllabus: Supplemental text reading list: López, G. (2001), Heath (1982), Amanti (2006), Sandoval-Taylor (2006).</p> <p>Syllabus: Assignment: Community Exploration, Examination, and Analysis</p> <p>Syllabus: Course objectives - Examine at least five sociocultural identity markers.;</p>

	<p>markers that have shaped their identity and discuss how the intersectionality of these markers have influenced their educational experiences.</p> <p>Students will collect data about their school's neighborhood through an ethnographic exploration by conducting a community walk/drive to observe the neighborhood in which their student teaching placement school is embedded. They will use online resources to complement information collected first-hand through the community walk/drive.</p> <p>Anthropology: A foundational assignment in this course, the Community Exploration, Examination, and Analysis, is an ethnographic observation of a community that the student is or will be participating in as an educator. This activity will be the basis of later course assignments; as such, most assignments in the course derive from this cultural study. In this assignment, students will use techniques originated in cultural anthropology to study a community and the interaction of various cultural groups in order to interrogate the habitus at hand. They will rely on field notes from participant observation, interviews, cultural artifacts, and</p>	<p>Determine the intersectionality of the sociocultural markers and its impact on their educational experiences</p> <p>Syllabus: Supplemental text reading list: Smith & Glenn (2016), Bell (2016)</p> <p>Syllabus: Viewings: Intersectionality: Season 1, Episode 2</p> <p>Syllabus: Assignment: Critical Sociocultural Self Reflection</p> <p>Syllabus: Course overview - Prospective educators will develop an understanding of the role of families, communities, and cultures in shaping schools and schooling practices. This understanding will entail a critical self-reflection of their own identities, an ethnographic exploration of diversity among families and school communities, as well as a critical examination of the ways resources within families and communities are valued, incorporated, and built upon or marginalized within school settings.</p> <p>They will develop the skills to cultivate culturally responsive practices by connecting schools, families, communities, and organizational partners in order to enhance learning landscapes for all students including those with exceptionalities.</p> <p>Syllabus: Course objectives - Examine collected data to determine the extent to which the school incorporates or marginalizes family and community wealth .</p> <p>Syllabus: SL02 - Acknowledge, explore, and analyze diversity among families and their personal histories, local communities, and the cultural contexts of schools.</p> <p>Syllabus: Assignment: Community Exploration, Examination, and Analysis</p> <p>Syllabus: SLO 2 - Acknowledge, explore, and analyze diversity among families and their own personal histories, local communities, and the cultural contexts of schools. SLO 3 - Critically examine the ways schools and classroom settings incorporate, value, and build upon or marginalize families and communities. SLO 4 - Develop skills to cultivate culturally responsive relationships by connecting schools,</p>
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	<p>demographic data to present the culture of their school site and community.</p>	<p>families, communities, and organizational partners in order to enhance learning landscapes for students, including those with exceptionalities.</p> <p>All three of the above SLOs rely on understanding the local culture and the agency of different sociocultural groups. Analyzing the diversity of communities is a hallmark of both anthropology and this course.</p> <p>Syllabus: Supplemental text reading list: Epstein, J. L. (1995); Hensley, M. (2006), López, G. (2001), Souto-Manning, M., & Swick, K. J. (2006), Torres, M. N., & Hurtado-Vivas, R. (2011), Warren, M. R., Hong, S., Rubin, C. L., & Uy, P. S. (2009)</p> <p>Syllabus: Viewings: Making Connections - The Power of Oral Storytelling Trent Hohaia TEDxUOA</p>
<p>3 Course emphasizes: the distinct method of inquiry of the social and behavioral sciences</p>	<p>Students will be completing two assignments that focus on inquiry of the social and behavioral sciences. The first assignment, Critical Sociocultural Self Reflection, has the students engaging in a critical self-inquiry, reflecting on sociocultural markers that have shaped their identity and discuss how the intersectionality of these markers have influenced their educational experiences.</p> <p>The second assignment, Community Exploration, Examination, and Analysis, has the students conducting an ethnographic exploration of the school community to identify the roles, interactions, and influences of students, families, and communities on the classroom environment.</p> <p>Additionally, course sessions will support and enhance the inquiry process by having discussions and readings that highlight individual, family, school, and community differences.</p>	<p>Syllabus: Course overview - Prospective educators will develop an understanding of the role of families, communities, and cultures in shaping schools and schooling practices. This understanding will entail a critical self-reflection of their own identities, an ethnographic exploration of diversity among families and school communities, as well as a critical examination of the ways resources within families and communities are valued, incorporated, and built upon or marginalized within school settings.</p> <p>They will develop the skills to cultivate culturally responsive practices by connecting schools, families, communities, and organizational partners in order to enhance learning landscapes for all students including those with exceptionalities.</p> <p>Syllabus: Course objectives -Examine at least five sociocultural identity markers., Determine the intersectionality of the sociocultural markers and its impact on their educational experiences., Identify the roles, interactions, and influences of classrooms, socool environment, and the local community on students' education experiences., Examine collected data to determine the extent to which the school incorporates or marginalizes family and community wealth.</p> <p>Syllabus: SL01 - Self-reflect and assess personal knowledge and experiences related to culturally responsive family and community engagement.; SL02 - Acknowledge, explore, and analyze diversity among families and their personal</p>

		<p>histories, local communities, and the cultural contexts of schools., SL03 - Critically examine the ways schools and classroom settings incorporate, value, and build upon or marginalize families and communities.</p> <p>Syllabus: Supplemental text reading list: Amanti, C. (2006), Bell (2016), Epstein, J. L. (1995), Heath, S. B. (1982), Sandoval-Taylor, P. (2006), Torres, M. N., & Hurtado-Vivas, R. (2011).</p> <p>Syllabus: Week 1: Intersectionality, Sociocultural Markers Week 2: Social Identity Spectrum Week 3: Intersectionality and Impact/Implications on Student Learning Week 5 and 6: Explore and Examine: Home Environment Week 7: Explore and Examine: Classroom & School Context Week 8: Explore & Examine: Community Context</p> <p>Syllabus: Assignment: Critical Sociocultural Self Reflection; Assignment: Community Exploration, Examination and Analysis</p>
<p>4 Course illustrates use of social and behavioral science perspective and data</p>	<p>The students will use social science perspectives to advance their understanding of human behavior in the present and past at three different levels of social structure: familial, cultural, and societal.</p>	<p>Individual level: Syllabus: Objectives - Examine at least five sociocultural identity markers.; Determine the intersectionality of the sociocultural markers and its impact on their educational experiences.</p> <p>Syllabus: Supplemental text reading list: Bell (2016), Smith, M. D., & Glenn, T. L. (2016)</p> <p>Syllabus: Week 1: Intersectionality, Sociocultural Markers Week 2: Social Identity Spectrum Week 3: Intersectionality and Impact/Implications on Student Learning</p> <p>Syllabus: Assignment: Critical Sociocultural Self Reflection</p> <p>Cultural & Societal levels: Syllabus: Objectives - Identify the roles, interactions, and influences of classrooms, school environment, and the local community., Examine collected data to determine the extent to which the school incorporates or marginalizes family and community wealth.</p>

		<p>Syllabus: Supplemental text reading list: Epstein, J. L. (1995), Warren, M. R., Hong, S., Rubin, C. L., & Uy, P. S. (2009), Uitto et al. (2018)</p> <p>Syllabus: Week 5 and 6: Explore and Examine: Home Environment Week 7: Explore and Examine: Classroom & School Context Week 8: Explore & Examine: Community Context</p> <p>Syllabus: Assignment: Community Exploration, Examination, and Analysis</p>
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TEL 340- Families, Communities, and Cultures: Cultivating Networks of Culturally Responsive Relationships

Schedule line #

Credit Hours 3

Instructor Information:

Dates of classes: [Click here to enter a date.](#) - [Click here to enter a date.](#)
Instructor Name: [Click here to enter text.](#)
Email: [Click here to enter text.](#)
Work Phone: [Click here to enter text.](#)
Office Hours: [Click here to enter text.](#)
Office Location: [Click here to enter text.](#)

Course Information:

Catalog Description

This course will help prospective educators develop an understanding of the role that families and communities play in schooling practices and the skills to cultivate culturally responsive practices.

Course Overview

Prospective educators will develop an understanding of the role of families, communities, and cultures in shaping schools and schooling practices. This understanding will entail a critical self-reflection of their own identities, an ethnographic exploration of diversity among families and school communities, as well as a critical examination of the ways resources within families and communities are valued, incorporated, and built upon or marginalized within school settings.

They will develop the skills to cultivate culturally responsive practices by connecting schools, families, communities, and organizational partners in order to enhance learning landscapes for all students including those with exceptionalities.

Course Objectives

The objectives of this course are to provide opportunities for prospective educators to:

- Examine at least five sociocultural identity markers.
- Determine the intersectionality of the sociocultural markers and its impact on their educational experiences.
- Identify the roles, interactions, and influences of classrooms, school environment, and the local community on students' education experiences.
- Examine collected data to determine the extent to which the school incorporates or marginalizes family and community wealth.
- Engage in school-related activities to build culturally responsive relationships with all students, parents, and community members.

Enrollment Requirements

In order to successfully complete assignments in this course, prospective educators will need access (through volunteering or a work setting) to children.

Course Format

Lecture-Discussion

General Education Designation

N/A

Required Course Texts, Materials and Resources:

Required Text

- There is no required textbook for this course

Supplemental Text

- Amanti, C. (2005). Beyond a beads and feathers approach. In N. González, L.C. Moll, & C. Amanti (Eds.), *Funds of knowledge: Theorizing practices in households, communities, and classrooms* (pp. 131-142). Routledge.
- Bell, M.K. (2016). *Teaching at the intersections: Honor and teach about your students' multiple identities*. Teaching Tolerance. <https://www.tolerance.org/magazine/summer-2016/teaching-at-the-intersections>
- Epstein, J. L. (1995). School/Family/Community partnerships: Caring for the children we share. *Phi Delta Kappan*, 76(9), 701–712.
- Goodman, K., & Hooks, L. (2016). Encouraging family involvement through culturally relevant pedagogy. *SRATE Journal*, 25(2), 33-41.
- Heath, S. B. (1982). What no bedtime story means: Narrative skills at home and school. *Language in Society*, 49-76.
- Hensley, M. (2005). Empowering parents of multicultural backgrounds. In N. González, L. C. Moll & C. Amanti (Eds.), *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. (pp. 155-164). Routledge.
- López, G. (2001). The value of hard work: Lessons on parent involvement from an (im)migrant household. *Harvard Educational Review*, 71(3), 416-438.
- Rimm-Kaufman, S., & Sandilos, L. (2010, April 19). Improving students' relationships with teachers. *American Psychological Association*. <http://www.apa.org/education/k12/relationships>
- Sandoval-Taylor, P. (2005). Home is where the heart is: Planning a funds of knowledge-based curriculum module. In N. González, L. C. Moll & C. Amanti (Eds.), *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. (pp. 153-165). Routledge.
- Smith, M. D., & Glenn, T. L. (2016). "Reflecting on the reflection...": Exploring teacher candidates' assumptions of self and others through facilitated reflection. *The Teacher Educator*, 51(4), 314-334.
- Souto-Manning, M., & Swick, K. J. (2006). Teachers' beliefs about parent and family involvement: Rethinking our family involvement paradigm. *Early Childhood Education Journal*, 34(2), 187–193.
- Stefanski, A., Valli, L., & Jacobson, R. (2016). Beyond involvement and engagement: The role of the family in school-community partnerships. *School Community Journal*, 26(2), 135-160.
- Torres, M. N., & Hurtado-Vivas, R. (2011). Playing fair with Latino parents as parents, not teachers: Beyond family literacy as assisting homework. *Journal of Latinos and Education*, 10(3), 223-244.
- Uitto, M., Lutovac, S., Jokikokko, K., & Kaasila, R. (2018). Recalling life-changing teachers: Positive memories of teacher-student relationships and the emotions involved. *International Journal of Educational Research*, 87, 47-56.
- Warren, M. R., Hong, S., Rubin, C. L., & Uy, P. S. (2009). Beyond the bake sale: A community-based relational approach to parent engagement in schools. *Teachers College Record*, 111(9), 2209-2254.

Additional Required Readings provided in Canvas

- Readings will be aligned to the prospective educator's professional pathway (e.g., Special Education, MLE, Early Childhood).
- Additional readings may be assigned at the course instructor's discretion.

Required Materials

None

Provided Materials

- ASU Canvas Course Management Website at <http://myasucourses.asu.edu> (All ASU students have FREE access to this web resource)

Student Learning Outcomes

Upon completion of this course the student should be able to:

Student Learning Outcomes	PLO	EML	ECD	SPE
1. Self-reflect and assess personal knowledge and experiences related to culturally responsive family and community engagement.	GLAE3	TESOL 2e, 5c	NAEYC 4d	
2. Acknowledge, explore, and analyze diversity among families, local communities, and the cultural contexts of schools.	ESK1, DDM4	TESOL 1c, 2a, 2d	NAEYC 2a, 1b	CEC 1.2, 6.3
3. Critically examine how families and communities are engaged, valued, or marginalized in schools and classroom settings.	GLAE5, ESK2, DDM6		NAEYC 2a, 2c	CEC1.2, 6.3
4. Develop skills to cultivate culturally responsive and collegial relationships by connecting educators, schools, families, communities, and organizational partners in order to enhance learning landscapes for all students, including those with exceptionalities.	DDM3, DDM5, ESK2		NAEYC 2b, 2c	CEC 1.2, 7.2, 7.3

Program learning outcomes are aligned to the following professional standards: InTASC Standards

(<https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>),

ISTE Standards (<https://www.iste.org/standards/for-educators>), and relevant professional association standards.

Tentative Course Calendar

Module	Weeks	Topics	Readings and/or Media	Assignment(s)
Module 1: Critical Self-Reflection (SLO 1)	Week 1	Introduction to course topics, syllabus and course expectations Intersectionality, Sociocultural Markers	Podcasts: <ul style="list-style-type: none"> Intersectionality: Season 1, Episode 2 Also accessible through Apple Podcasts and Spotify Interactive Resources: <ul style="list-style-type: none"> Sanford Inspire Module: Affirming Differences & Valuing Background Knowledge 	Discussion Forum 1
	Week 2	Social Identity Spectrum	Articles: <ul style="list-style-type: none"> Smith & Glenn (2016) Websites/Activities <ul style="list-style-type: none"> Social Identity Wheel Work Style Preference 	Sanford Module Certificate
	Week 3	Intersectionality and Impact/Implications on Student Learning	Interactive Resources: <ul style="list-style-type: none"> Bell (2016) Videos: <ul style="list-style-type: none"> Kimberlé Crenshaw: What is Intersectionality? 	Discussion Forum 2
Module 2: Community Exploration and Examination (SLO 2)	Week 4	Introduction to Family and Community Engagement	Articles: <ul style="list-style-type: none"> Epstein (1995) Stefanski et al. (2016) 	Critical Sociocultural Self-Reflection
	Week 5	Explore and Examine: Home Environment	Articles: <ul style="list-style-type: none"> López (2001) Interactive Resources: <ul style="list-style-type: none"> Making Connections - The Power of Oral Storytelling Trent Hohaia TEDxUOA 	Discussion Forum 3
	Week 6	Explore and Examine: Home Environment	Articles: <ul style="list-style-type: none"> Heath (1982) Amanti (2005) 	
	Week 7	Explore and Examine: Classroom & School Context	Videos: <ul style="list-style-type: none"> Building relationships between parents and teachers: Megan Olivia Hall at TEDxBurnsvilleED Interactive Resources: <ul style="list-style-type: none"> Sanford Inspire Module: The Importance of Working With Parents 	Discussion Forum 4 Sanford Module Certificate
	Week 8	Explore & Examine: Community Context	Articles: <ul style="list-style-type: none"> Warren et al. (2009) 	Exploration, Examination and Analysis Assignment

				Part I Check-In
Module 3: Cultivating Culturally Responsive Relationships	Week 9	Strengthening Teacher to Student Relationships	Articles: <ul style="list-style-type: none"> • Utitto et al. (2018) Interactive Resource: <ul style="list-style-type: none"> • Rimm-Kaufman & Sandilos (2010) Improving Students' Relationships with Teachers to Provide Essential Supports for Learning 	Discussion Forum 5 Exploration, Examination and Analysis Assignment Part I
	Week 10	Building Teacher to Parent/Family Relationships	Articles: <ul style="list-style-type: none"> • Torres & Hurtado-Vivas (2011) Interactive Resources: <ul style="list-style-type: none"> • Sanford Inspire Module: Strategies for Communicating with Parents • Collaborating with Families IRIS Module Websites: <ul style="list-style-type: none"> • https://www.ed.gov/parent-and-family-engagement • https://www.safeatschool.ca/plm/parents-and-guardians-partners-in-prevention/alliance-building Video: <ul style="list-style-type: none"> • The IEP Team Process: Introduction to the IEP Video and IEP Team Process Video 	Sanford Module Certificate
	Week 11	Cultivating School-based Relationships	Articles: <ul style="list-style-type: none"> • Goodman & Hooks (2016) • Souto-Manning & Swick (2006) • Capizzi & Fonte (2012) Websites: <ul style="list-style-type: none"> • Collaboration and coteaching http://www.ascd.org/publications/educational-leadership/feb07/vol64/num05/A-Model-for-Collaboration.aspx • http://www.nea.org/tools/6-steps-to-successful-co-teaching.html • https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/collaborative-team-teaching-what-you-need-to-know 	Discussion Forum 6

			https://highleveragepractices.org/wp-content/uploads/2017/06/Collaborationshort.pdf <ul style="list-style-type: none"> • Parent tips to support at home https://improvingliteracy.org/family https://iris.peabody.vanderbilt.edu/module/c19/#content https://cedar.education.ufl.edu/wp-content/uploads/2020/05/CEEDAR-Family-Guide.pdf	
	Week 12	Incorporating Community Relationships	Guest Speaker: <ul style="list-style-type: none"> • Highlighting Community Organization Member(s) Websites: <ul style="list-style-type: none"> • https://www.ed.gov/parent-and-family-engagement • https://raisingspecialkids.org/ 	
Module 4: Community Analysis	Week 13	Showcase Breakout Sessions		Cultivating Relationships Showcase
	Week 14	Transforming Family and Community Engagement	Articles: <ul style="list-style-type: none"> • Sandoval-Taylor (2005) • Hensley (2005) Interactive Resources: <ul style="list-style-type: none"> • Sanford Inspire Module: Strategies for Engaging Parents 	Sanford Module Certificate
	Week 15	Course Closure/Final Analysis/Course Evaluations		Community Exploration, Examination and Analysis Assignment Part 2

Course Assignments

Faculty note: Assignments with an asterisk are common assignments that are used for internal and external program evaluations and therefore cannot be modified. These assignments are listed on the program matrix.

Assignment and Description	Due Date	Student Learning Outcome	Score/Points
Critical Sociocultural Self Reflection* Prospective educators will engage in a critical self-inquiry, reflecting on sociocultural markers that have shaped their identity and discuss how the intersectionality of these markers have influenced their educational experiences.	Week 4	SLO1	50 Points
Community Exploration, Examination, and Analysis* Prospective educators will conduct a study of the school community to identify the roles, interactions, and influences of all students, families, and communities on the classroom environment.	Part 1: Week 9 Part 2: Week 15	SLO2, SLO3	Part 1: 25 Points Part 2: 100 Points
Cultivating Relationships Showcase* Prospective educators will select from a menu of engagement opportunities in order to develop skills that cultivate relationships within their school and community.	Week 13	SLO4	50 Points
Discussion Forums Prospective educators will engage in asynchronous discussions with their classmates through discussion forums. Students are expected to provide a thorough and complete response to the initial prompt and give a meaningful response to peers.	Week 1 Week 3 Week 5 Week 7 Week 9 Week 11	SLO1, SLO2, SLO3, SLO4	6 @10 Points each = 60 Points
Sanford Modules Prospective educators will complete on-demand modules related to the course content and submit the certificate of completion.	Week 2 Week 7 Week 10 Week 14	SLO1, SLO2, SLO3, SLO4	4 @ 10 Points each = 40 Points

Grading Scale

A	93%-100%
B	83%-92%
C	73%-82%
D	63%-72%
E	62% and below
EN	Fail, Never participated
EU	Fail, Did not complete

The grading scale does not include pluses or minuses.

COURSE/INSTRUCTOR EVALUATION

Course/instructor evaluations are conducted online during the 14 days prior to the last official day of classes each session. Watch for an email to your official ASU email address, with "ASU Course/Instructor Evaluation" in the subject heading. Please be certain to complete the evaluation for your assigned instructor/academic associate.

Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is important and appreciated. The evaluations are used to: (1) help faculty improve their instruction; (2) help administrators evaluate instructional quality; (3) ensure high standards of teaching; and (4) ultimately improve instruction and student learning over time.

Responses to the course/instructor evaluation are anonymous and will not be returned to your instructor until after grades have been submitted. You can check this online at the following URL: <http://www.asu.edu/emailsignup>.

UNIVERSITY/MARY LOU FULTON TEACHERS COLLEGE POLICIES

ACADEMIC INTEGRITY/PLAGIARISM

Students are expected to act with honesty and adhere to the university's [Student Academic Integrity Policy](#). Failure to do so may result in sanctions, such as grade penalties, suspension, or expulsion from the university. Violations of academic integrity include, but are not limited to, such actions as cheating; plagiarizing; fabricating or falsifying information; or assisting with such activities.

SELF-PLAGIARISM

Self-plagiarism is defined as the reuse of one's identical or nearly identical section or subsection of work without prior permission granted by the course professor of record and any coauthor with whom a prior work may have been written, and without explicit acknowledgement (e.g., a citation of the original work). Self-plagiarism is strictly prohibited and will be treated as a violation of the university's Student Academic Integrity Policy. Please see the Academic Integrity/Plagiarism section for more information.

COPYRIGHT NOTICE

Copyright law may protect some course materials available through the Learning Management System. This material is only for the use of students enrolled in the specific course(s) and must be used in accordance with the United States Copyright Act, Title 17 of the U.S. Code. Protected materials on the course site may not be retained on the student's computer or other electronic storage device for longer than the duration of the specific class for which they are assigned, nor further disseminated by the student to any other persons. Furthermore, a student must refrain from uploading to any course site, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless first complying with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

ACCOMMODATION FOR RELIGIOUS PRACTICES

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time. <http://www.asu.edu/aad/manuals/acd/acd304-04.html>

ATTENDANCE AND PARTICIPATION

In this course, we expect student participation and engagement on a regular, substantive, and reflective basis. Some students will participate synchronously (occurring at the same time) at the scheduled time of class, through planned activities. Other times students may participate and engage asynchronously (occurring on your own time), through planned activities. This is one of the structured elements of the course that we will all need

to have some flexibility around, and it is important to keep in mind the purpose of your participation and engagement: learning is most effective when it is active, conducted in a social setting, and structured so that you connect concepts in important ways.

If you cannot physically be on campus due to professional or personal reasons, you will be able to attend your classes via ASU Sync. Please contact me to make arrangements.

Accommodations, whenever possible, will be made to support and encourage student learning and engagement. Students who experience a technical issue during class and are unable to connect or reconnect via a computer are encouraged to [join via phone](#). Please contact me as soon as possible if you are unable to connect to our class due to a technology issue so we can discuss available options.

CELL PHONE POLICY

Please refrain from using technology unless it directly relates to the class activity. In case of emergencies, please go outside the classroom to reply to texts or answer phone calls.

ELECTRONIC COMMUNICATION

Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (<http://www.asu.edu/aad/manuals/usi/usi104-01.html>) and in the University's Computer, Internet, and Electronic Communications Policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>).

GRADE APPEALS

The official ASU grade record resides in My ASU, not on the course site. At the culmination of each course, you should verify your current student record and final course grades through My ASU. If you see a discrepancy between the grade posted on the course site and in My ASU, please notify your instructor immediately so that the discrepancy can be addressed in your official record.

The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth for the undergraduate and graduate programs are available at <https://education.asu.edu/student-forms-policies>

HANDLING DISRUPTIVE, THREATENING, OR VIOLENT INDIVIDUALS ON CAMPUS

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>.

PROHIBITION AGAINST DISCRIMINATION, HARASSMENT, AND RETALIATION

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits [discrimination](#), [harassment](#), and [retaliation](#) by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information. Inappropriate conduct need not rise to the level of a violation of federal or state law to constitute a violation of this policy and to warrant disciplinary action/sanctions. All individuals identified in the [Applicability](#) section of this policy are

responsible for participating in and assisting with creating and maintaining an environment at ASU free from all forms of prohibited discrimination, including harassment and retaliation. All individuals identified in the Applicability section of this policy are required to cooperate with any investigation of allegations of violations of this policy. Providing false or misleading information or failure to cooperate may result in disciplinary action. <https://www.asu.edu/aad/manuals/acd/acd401.html>

LATE AND MISSING ASSIGNMENTS

Students are expected to finish and submit assignments by the time/date stated in the course schedule. Should circumstances arise that prohibit you from completing and submitting assignments on time, please contact me as soon as possible so we can discuss potential accommodations.

MILITARY PERSONNEL STATEMENT

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request a complete or partial administrative unrestricted withdrawal or incomplete depending on the timing of the activation. For further information, please visit ASU's policy on [Military Activation of Students](#).

MISSED CLASSES DUE TO UNIVERSITY-SANCTIONED ACTIVITIES

[Students](#) who participate in university-sanctioned activities that require classes to be missed, shall be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. The provost of the university or designee shall determine, for the purposes of this policy, whether a particular event qualifies as a university-sanctioned activity.

Students should inform their instructors early in the semester of required class absences. Instructors should attempt to provide opportunities for equivalent work, either before or after the class absence, in accordance with any academic unit or college requirements, which may apply. For further information, please visit ASU's policy on [Missed Classes Due to University-Sanctioned Activities](#).

STUDENT CONDUCT and PROFESSIONAL BEHAVIOR

Appropriate behavior is defined by the instructor and includes all in-person and electronic communication in the course. It is expected that students exhibit professional behavior in all settings, including clinical placements and working with other students. If at any time a student's behavior does not meet the standards delineated in the class syllabus, [Mary Lou Fulton Satisfactory Academic Progress and Professional Conduct Policy](#), or university policies, the instructor may refer the student for academic probation or to the ASU Dean of Students.

If at any time your behavior is 'unprofessional', the instructor may refer the student to the Office of Student Services (OSS) by submitting a Notice of Concern, <https://education.asu.edu/faculty-staff-resources>

TITLE IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any educational program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex are prohibited. An individual who believes that he or she has been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or has been sexually assaulted, you can find information and resources at [Sexual Violence Awareness and Response](#).

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. [ASU Counseling Services](#) is available if you wish to discuss any concerns confidentially and privately.

UNIVERSITY SERVICES

DISABILITY ACCOMMODATIONS FOR STUDENTS

Mary Lou Fulton Teachers College is committed to student success and ensures an inclusive learning environment for all students. Students with disabilities or disabling health conditions who need accommodations are required to document their condition with the [Disability Resource Center](https://eoss.asu.edu/drc) <https://eoss.asu.edu/drc>. The Mary Lou Fulton Teachers College encourages admitted students with disabilities or disabling health conditions who believe that they may need an accommodation to register with the DRC prior to enrolling in the program. That way, all reasonable accommodations can be in place at the beginning of the program. Students who are registered with DRC will be key participants in establishing reasonable and appropriate accommodations with course instructors.

SI (SUPPLEMENTAL INSTRUCTION)

SI seeks to help students process material presented in class through group facilitated discussion led by a trained peer (SI Leader) who has already successfully completed the course. More information will be available on Canvas under the SI Study Group. Students can receive tutoring for various courses through [University Academic Success Programs \(UASP\)](https://tutoring.asu.edu/student-services/studygroups). For additional information see <https://tutoring.asu.edu/student-services/studygroups>

TECHNOLOGICAL SERVICES AND SUPPORT

The Mary Lou Fulton Teachers College encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some school sites. The following support services are available to support student-computing needs.

Student Purchases:

Discounted pricing for students purchasing laptop or desktop computers is available at through the ASU bookstore or online. <https://www.bkstr.com/arizonastatestore>

ASU Campus Classroom Connectivity:

In-class use of laptops is encouraged by the Mary Lou Fulton Teachers College. In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor. For collaborative work, social networking tools are provided to ASU students through a Google partnership, including Google docs, spreadsheets, presentations, forms, and sites.

Hardware and Software Support:

ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software, operating systems, security, networking, etc. <https://uto.asu.edu/services/campus-it-resources/techstudio>

TUTORING

Tutoring is available on all ASU campuses and Online for a variety of courses in small groups on a walk-in/drop-in basis. Appointments are not taken. For a full list of sites and courses, visit <https://tutoring.asu.edu>. [MyApps](#) provides free software tools including free virus scan software, online applications, and information about discounted software for purchase.

WRITING CENTERS

One Center, Many Places: The Writing Center, located on all four ASU campuses and online, offers free tutoring for all enrolled students. All writers—all ASU undergraduate or graduate students—can benefit from visiting the Writing Center to:

- explore, plan, and develop ideas;
- organize and structure a paper;
- integrate and cite sources; and
- write, revise, edit, and proofread.

For more information about ASU's Writing Centers, including how to make an appointment, please visit our website at <https://tutoring.asu.edu/student-services/writing-centers> .

This syllabus is subject to change at the discretion of the instructor and/or college. Every effort will be made to avoid changes to the syllabus or course schedule, but the possibility exists that unforeseen events will make modifications necessary. If so, changes will be communicated via ASU email and/or the course site.

Continued enrollment in this course assumes that you have read and understand the information outlined in the syllabus.

Community Exploration, Examination, and Analysis Assignment

Assignment Introduction:

Teaching is a relational activity that is enacted in unique neighborhood spaces. Teachers do their work with and for particular communities. Schools and teachers are part of a network of relationships among people and organizations that together create opportunities and hazards for the children. Thus, it is important that teachers can identify and navigate this network of relationships to the benefit of their students. In this assignment, you will collect data about your school's neighborhood by conducting a community walk/drive to observe the neighborhood in which your intern placement school is embedded. You will refer to online resources such as Google earth, Arizona Department of Education, City Planning, and Census Data to complement information you collect first-hand through a community walk/drive. Finally, you will interpret and synthesize your data with your experiential knowledge in order to reflect on how relational systems among classrooms, schools, and communities contribute to and constrain opportunities for teaching and learning.

Learning Objectives

- Teacher Candidates will understand their students individually and socially; the ways in which students' socioemotional, cognitive, linguistic, and physical development embedded in family and community activities contribute to and constrain opportunities for teaching and learning.
- Teacher Candidates will understand the communities in which their practice is embedded; the ways in which the organization, resources, and interactions within classrooms, schools and other communities (from local to global) contribute to and constrain opportunities for teaching and learning.

Assignment Description:

You have two options for this assignment. You can either:

- 1) Write a narrative using the information you have gathered to describe the school, community, and students in the context of your professional experience, **or**
- 2) Create a presentation of the information you have gathered to describe the school, community, and students in the context of your professional experience in the form of a short movie, Prezi, blogpost.

Please note that regardless of the format you choose, you are required to meet the criteria on the rubric. Additionally, you are required to add informative pictures, maps, interview responses, artifacts, and even videos to enrich your description (please see the artifact section in the end).

Include the following in the assignment:

Classroom Context:

Describe the classroom context of your professional practice. Include the following:

1. Demographics of the classroom. Include:
2. Number of students
 - a. Students' gender
 - b. Ethnicity and race
 - c. Socio-economic status
 - d. Professions of parents in the class
 - e. Languages spoken
3. What percentage of the students are receiving services for
 - a. special education?
 - b. gifted?
 - c. EML?
4. How are families involved in the classroom?*
5. How is the community involved in the classroom?***

* Please refer to the sample observation protocol as guidance for your observations for questions 3 and 4.

*** Please refer to the course readings on different models of family and community engagement when responding to questions 3 and 4. Your responses to these questions should reflect your knowledge about these models.

School Context:

Describe the school in which you are doing your professional experience. Include the following:

1. Overall description and geographic location
2. Type of school/program in which you teach, (e.g., elementary/middle school, themed magnet, Dual language, or charter school)
3. Your class as a part of the school (e.g., third grade self-contained, SEI, EML)
4. Degree of ability grouping or tracking, if any (within the school, within the classroom)
5. Answer the following questions about the school in which you are teaching:
 - a. What is the ethnic and racial demographic of
 - i. the student body in the school?
 - ii. faculty in the school?
 - b. What percentage of students are on free and reduced lunch? What does this tell you about the socio-economic status of students at the school?
 - c. What percentage of the students are receiving services for
 - i. special education?
 - ii. gifted?
 - iii. EML?
 - d. How are families involved in the school? What is their level of engagement?
 - e. How is the community involved in the school? What is the level of engagement?

Community Context:

Describe the community demographics in which the school is placed. Include the following:

1. Socio-economic status (SES) -- housing prices, median incomes, employment figures
2. List of resources and organizations with addresses, for example:
 - a. Libraries
 - b. Hospitals
 - c. Gyms, after-school clubs
 - d. Recreational facilities: parks, swimming pools, playgrounds
 - e. Supplementary educational services
 - f. Businesses, restaurants
 - g. Community non-profit organizations, social organizations, social clubs
 - h. Sources of community pride (festivals, celebrations, non-profit efforts, murals, art, landmarks)

Note: You can refer to online resources such as Google earth, Arizona Department of Education, City Planning, and Census Data to complement the information you collect first-hand through a community walk/drive.

Artifacts

Add at least 5 informative pictures, maps, interview responses, artifacts, and even videos of the community landscape to enrich your narrative and presentation.

Artifacts and photographs that you may want to include:

- a. Different housing (apartments, single-family homes, government-funded housing)
- b. Community events
- c. Characteristics of local business (store signs in different languages, restaurants, food stands, etc)
- d. Historical landmarks

Synthesize Your Data

Synthesize the data you collected, along with your informal observations/experiential knowledge of your classroom, school, and neighborhood up to this point. Your synthesis should help you describe and reflect on how relational systems among classrooms, schools, and communities contribute to and constrain opportunities for teaching and learning. Sample Observation Protocol. These are sample questions. You are encouraged to change them as needed. This self-assessment checklist may give you some ideas on additional questions:

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity/cultural-competence/self-assessment-checklist>

Specific questions you are examining**:	Pure Observation Notes (What qualitative and quantitative data you are gathering to answer this question)	Your interpretation

How do the school and classroom settings incorporate, value, build upon, or sustain the community cultural and linguistic wealth of the families and community?		
How do instructional materials (books, videos, etc) incorporate, value, build upon, or sustain the community cultural and linguistic wealth of the families and community?		
How do instructional practices within classrooms incorporate, value, build upon, or sustain the community cultural and linguistic wealth of the families and community?		
How are the families and communities engaged in everyday classroom and school activities?		
What is promoting family-school-community connections?		
What is hindering family-school-community connections?		
Are there any connections between formal educational settings (i.e., classrooms and school) and informal learning organizations (i.e., boys & girls clubs, Science Centers, Church/Mosque/synagogue, Heritage language schools, etc...) within the immediate neighborhood, district/county, or the city?		

TBD questions		
TBD questions		

* This Observation Protocol was initially designed by Dr. Melanie Bertrand. She has kindly allowed us to adapt it for this course.

Critical Sociocultural Self Reflection

Assignment Introductions:

Teaching is a unique profession, one that calls for us to identify, encourage and guide what makes each of our students special. But in order to do this good work, we first and foremost, need to do pause and identify our own biases. We need to breakdown our own journey to this profession's doorstep, so we can help ourselves reach our full protentional, to in turn, help our students to do the same. In this assignment, you will engage in a critical self-inquiry, reflecting on sociocultural markers that have shaped your identity and discuss how the intersectionality of these markers have influenced your educational experiences.

Learning Objectives:

- Teacher Candidates will identify five sociocultural markers.
- Teacher Candidates will discuss how the sociocultural markers intersect and if there are simultaneous impacts.
- Teacher Candidates will discuss how sociocultural markers influenced their educational experiences.

Assignment:

You can choose one of the following two options to complete this assignment:

- Create a 5-10 minute video response
- Submit a written, two-page reflection

Read article: <https://drive.google.com/drive/u/0/folders/1jLgB8pf0xyaPJa439RdlqDnUKtlCr00t>

Watch podcast: <https://www.toteandpears.com/podcast-blog/2intersectionality>

Regardless of your choice, **respond to EACH of the following:**

1. Identify at least 5 of your sociocultural markers (e.g., race, linguistic origin, educational level, geographic/regional origin, socioeconomic status, class, citizenship, ethnicity, gender identification, sexuality, religion, nationality, immigration status, dis/ability, et al.).
2. Discuss how these sociocultural markers influenced your educational experiences.
3. Do any of your sociocultural markers intersect? If so, are there simultaneous impacts?

In class, you will share your responses with a peer. Please make sure you feel comfortable sharing at least five of the sociocultural markers. Preferably, your partner should be a peer who is completing their internship in the same school, classroom, or district.

Writing Expectation for Assignment (if a written reflection is submitted)

This course upholds the expectation that all submitted contributions will be of professional quality. Unless specifically stated, all assignments should conform to the APA Style, including the use of a 12-point font, in-text citations, and a reference list. APA Style information can be found at [ASU Library Citation Styles \(Links to an external site.\)](#) or [Purdue Online Writing Lab \(OWL\) \(Links to an external site.\)](#). The [ASU Writing Center \(Links to an external site.\)](#) also provides both online and on-site tutors to help students increase their confidence as writers and improve their writing skills free of charge. When a student schedules a tutoring appointment for writing assistance, the tutor will need to see the assignment details for the paper for which he/she will be providing assistance.