GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
ADVANCED STUDIES IN TEACHING AND LEARNING PROGRAM

EDUC 606.001
EDUCATION AND CULTURE
3 credits, Spring 2014 (F2F)
CRN 14693

Meeting Days/Times
Jan. 21-May 14, Thursdays 4:30-7:10 pm
Location: Thompson Hall 1020

PROFESSOR
Stephanie Dodman, Ph.D.
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COURSE DESCRIPTION
 Uses cultural inquiry process (CIP) and web site to acquire cultural, social, and language-related perspectives on educational processes; and teaches skills to analyze educational settings and expand strategies to address puzzlements in student's own practice.
 Prerequisites: Admission to the ASTL Program; EDUC 612, EDUC 613, and EDUC 614

LEARNER OUTCOMES/OBJECTIVES
By the completion of EDUC 606, ASTL Core participants will be able to:
 A. Understand the application of research approaches to inquiry and inquiry into practice through the systematic monitoring of student learning *(ASTL Learning Outcome 4)*;
 B. Articulate perspectives (assumptions, theories, principles, and findings) and methods useful for understanding cultural influences and diversity in the educational setting *(ASTL Learning Outcome 6)*;
 C. Apply cultural perspectives and culturally responsive methods in educational settings *(ASTL Learning Outcome 6 and 7)*;
 D. Use cultural perspectives and research literature to help construct and evaluate appropriate interventions for classroom use *(ASTL Learning Outcomes 4 and 6)*;
 E. Explain to colleagues the critical importance of considering multiple perspectives and second language learners' needs *(ASTL Learning Outcomes 5 and 6)*; and
 F. Explore and respect differences in teaching and learning as they relate to cultural diversity and social justice in the field of action research *(ASTL Learning Outcomes 1, 4, 5, and 6)*.

RELATIONSHIP TO PROGRAM GOALS & PROFESSIONAL ORGANIZATION
EDUC 606 is one of the five courses that comprise the ASTL Education Core. Within the ASTL Core, EDUC 606 is carefully aligned with the learning experiences along the Core continuum EDUC 612, EDUC 613, EDUC 614, and concurrent EDUC 615. EDUC 612 (Inquiry into Practice) helped participants develop critical reflective skills and research knowledge for conducting inquiry related to practice. In EDUC 613 (How Students Learn), Core participants were introduced to various factors that influence the individual learner and conducted a case study research of a learner. In EDUC 614, participants looked at new ways to design and assess teaching and learning in their classrooms and researched their teaching practice via video analysis. In EDUC 606, our focus will turn to looking at students and educational settings from various cultural perspectives. The class will introduce you to cultural perspectives and the Cultural Inquiry Process (CIP), a process that guides practitioners through cultural inquiries. You will use this process and the inquiry and research skills began in EDUC 612 and the preceding coursework to conduct an action research study that focuses on cultural influences and is designed to deepen your knowledge about student learning. The focus of your study may range from a group of students to an entire classroom.

EDUC 606 is aligned with the NBPTS propositions, specifically:
- Proposition 1: Teachers are committed to students and their learning;
- Proposition 4: Teachers think systematically about their practice and learn from experience; and
- Proposition 5: Teachers are members of learning communities.

EDUC 606 is aligned with two of the additional principles that guide the ASTL Core:
- Principle 6: Teachers account for the needs of culturally, linguistically, and cognitively diverse learners; and
- Principle 7: Teachers are change agents, teacher leaders, and partners with colleagues

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practices, and social justice. Students are expected to adhere to these principles. EDUC 606 focuses on all five of these core values through promoting culturally based action research that is intentional and committed to social justice, ethical and collaborative research. Through online groups and creative solutions to classroom puzzlements, this course also promotes innovative classroom practices that are data driven and aimed at making a difference for all students and improving instructional decisions.

REQUIRED TEXT
Ballenger, C. (1999). *Teaching other people's children*. New York, NY: Teachers College Press.

We will also use a textbook required for EDU 612:
Falk, B., & Blumenreich, M. (2005). *The power of questions: A guide to teacher and student research.* Portsmouth, NH: Heinemann.

Additional selected readings to be available via Blackboard or through Mason Libraries

Related resources
American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

COURSE REQUIREMENTS AND ASSIGNMENTS
Course Delivery
Mini-lectures, videos, and interactive discussions of readings and ongoing critical reflective practice will support learning experiences throughout the course and will complement your experiences and expose you to the major cultural perspectives, as explored through the cultural inquiry process. Discussions may take place in class or via Blackboard. Your instructor will be available for in-person, phone, or virtual consultations to complement the support from your Critical Friends Groups

- To access our course Blackboard site, go to the MyMason portal login page at https://mymasonportal.gmu.edu. Your GMU email user name is also your MyMason Portal ID and your GMU email password is also your MyMason Portal password. After logging in, click on the COURSES tab at the top of the page to see your list of courses, then select EDUC 606.

General Requirements
A. Class attendance is both important and **required**. If, due to an emergency, you will not be in class, you must *contact your instructor prior to class time*. Learners with more than two absences may drop a letter grade or lose course credit.
B. All assignments are due no later than **11:59 PM EDT** of the date indicated in each week's assignments published in the **COURSE SCHEDULE AND TOPICS** section of this Syllabus. Due dates are also posted on our Bb course site.
   a. **Grades for assignments date-stamped in Blackboard after the due date will be reduced by 10%, unless prior approval from instructor has been granted. No late submissions will be accepted after the course end date.**
   b. Assignments earning less than a passing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed. In fact, because learning is the goal, I may *require* you to redo an assignment that is far below expectations.
C. Please adhere to the assignment submission instructions listed in this syllabus**.** Only assignments submitted as indicated will be graded; incorrect submissions will result in a grade of zero for those assignments.
   a. All assignments submitted should have the filename format LASTNAME-ASSIGNMENT TITLE. Please do not upload written assignments in PDF format. Other editable formats are acceptable (i.e., .doc, .docx, .rtf, .ppt, .pptx, .xlsx, .xlsx). Supporting documents for assignments can be in PDF format.
D. *All written work* should be carefully edited for standard grammar and punctuation, as well as clarity of thought. All submitted work should be prepared through word processing and reflect APA style (6th edition), as well as double-spaced, with 1" margins, and 12-point font (Times New Roman, Calibri, or Arial).

Assignments

	Points
Class Participation *Class and CFG Engagement: 35 points* *Portfolio Reflection Point 3: 5 points*	40
Development of Research Study (incremental journal entries and formal drafts) *Drafts: 4 points each* *Journals: 2 points each*	20
Cultural Inquiry Study and Report (PBA)	40
Total Points	**100**

Class Participation

Class and CFG Engagement

You should come prepared to each class to actively participate in whole class and small group discussions. You will participate in various flexible groups for discussion throughout the semester. In whole class and small group discussions (whether conducted face-to-face or online) each person is expected to listen carefully and actively, raise questions, and encourage one another to think more deeply and more broadly. *Please remember that your responses to others and the expertise you lend to any discussion are as important as what you share about your own work.* You will also be part of a critical friends group that will be comprised of a small group of teachers who are exploring related cultural questions in their major projects. As a critical friend and fellow researcher, you will be expected to provide your own work for review and to provide quality feedback on your group members' work. See Class Participation Rubric in this syllabus for evaluation criteria.

Portfolio Reflection Point 3

As a part of the ASTL Core, participants will continue to build their Professional Portfolio and will add Reflection Point #3 *(see the shaded box below)* at the conclusion of EDUC 606. For additional detailed information about this Reflection Point, as well as the remainder of the Portfolio, please refer to the Portfolio Guidelines posted in the ASTL Core Cohorts 2013-14 Organization site on Blackboard. You will submit Reflection Point 3 to the ASTL Core Cohorts 2013-14 Org site and also upload it to your Professional Portfolio.

Cultural Inquiry Study and Report (The EDUC 606 Performance-Based Assessment)

The purpose of this culturally based action research study is to provide you the opportunity for a hands-on learning experience using cultural perspectives and methods to understand more about persons, students, yourself, or situations in educational settings. It is designed to hone your inquiry and research skills and to help you develop classroom based expertise in designing and monitoring appropriate educational changes to promote culturally responsive pedagogy. See this syllabus for assignment details and rubric.

Development of Research Study (journal entries and formal section drafts)

To facilitate your action research process, work on your study will be incrementally completed throughout the semester. There will be tasks (with resulting deliverables- either journal entries or formal paper drafts) to complete along the way that will aid you in

planning, implementing, and writing the final report of your cultural inquiry. You will engage in these tasks both independently and/or with a group of critical friends who will help you to surface and refine your puzzlements and your resulting plan of action. When you engage in and complete these developmental tasks, you will receive feedback either from your critical friends group or your instructor. It is expected that you use this feedback to further refine your study. You will also give feedback to your critical friends. Evaluation criteria for research study journals and drafts will be based on timely completion.

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PROMPT FOR ASTL PORTFOLIO REFLECTION POINT 3
Teacher as Researcher with a Cultural Perspective
> In this section, you should focus on how coursework, related readings, and products in EDUC 606 have led you to focus more deeply on teachers as researchers with a cultural perspective toward their educational settings. Please reflect on your own learning and your growth and change at this point in the Core and consider your cultural and linguistic perspectives. In your reflection, please address any of the applicable eight program learning outcomes and the ways in which the performance assessments included in this section provide evidence of your knowledge.

Suggested course products to be used as evidence of knowledge:
- Cultural Inquiry Study and Report (EDUC 606)
- Selections from the Reflective Journal about research or cultural knowledge
- Personal reflection on culture/language and its impact on your classroom inquiry (written as a result of the CIP study)
- Other, as selected by individual (be specific)

Guidelines and suggested format for each of the Reflection Points
Length: Aim to limit your response to two well written pages
Focus: Each Reflection Point should include a short description, but will focus on *interpretation* and *analysis* of learning by synthesizing knowledge attained from that learning component of the Core coursework.
Format: Each reflection point *describes*, *interprets*, and *examines* why and how the course product(s) provide evidence of the ASTL principles addressed in that learning module. Here you should also discuss the impact of this course/learning module on your teaching practice *and* its impact on P-12 student learning.

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GRADING SCALE
> | 95-100 =A | 90-94 =A- | 86-89=B+ | 83-85=B | 80-82= B- | 70-79=C | Below 70=F |

TASKSTREAM REQUIREMENTS
Every student registered for EDUC 606, Education and Culture, is required to submit the following assessment, the *Cultural Inquiry Study*, to TaskStream. Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/]

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/]

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experiences and academic performance [See http://caps.gmu.edu/]

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/]

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during the class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/]

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Professional dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core values commitment

The College of Education and Human Development is committed to *Social justice, Innovation, Research-based practice, Ethical leadership, and Collaboration.* Students are expected to adhere to these principles. [See http://cehd.gmu.edu/values]

Graduate school of education

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]

CLASS SCHEDULE EDUC 606: Spring 2014
This schedule may be changed at the discretion of the professor or as needs of the students or the
ASTL Program dictate.

Date	Class Topic	Assignments due for class date
Week 1 **Jan. 23**	***Introduction to EDUC 606: Course requirements and overview of semester*** *Revisit the OKUN Cultural Activity from EDUC 612: We will apply it to your current classroom* How do we define culture? What is the importance of culture in education? The role and importance of culture in teacher research? Why is it important in developing understanding of our students through expanding our global competence?	

Week 2 **Jan. 30**	***Opening the Door to Cultural Assumptions and Puzzlements***
	
	Activity: Collaborative Problem Solving Process for "Ballenger" puzzlement (How does culture fit into the problem solving process?)
	
	CIP Connections
		Read:
		  Ballenger**:** Ch. 1-3
		
		  Hollins: Ch. 2, Deep meaning of culture (BB)
		
		  Read one exemplar study (BB)

Week 3 **Feb. 6**	***Continuation of Cultural Assumptions***
	
	CIP Connections
	Quick review of CIP Culturally-related Action Research Study. Examine specifically CIP Steps 1 & 2: Identifying and refining a "puzzlement" in your classroom - developing a robust focus of inquiry about your puzzlement
	
	Activity: Puzzlement Carousel
		Read:
		  Ballenger: Ch. 4 & 5
		
		  Nieto: Ch. 4, Who does the accommodating? (BB)
		
		  Revisit Falk & Blumenreich: Ch. 3
		
		During Week 3, work with CFG to develop a puzzlement to investigate deeply (CIP steps 1 and 2)

Week 4 **Feb. 13**	***Learning to see one's own culture (as individuals and educators): Focus on cultural assumptions***
	
	CIP Connections
	Framing your study
		Read:
		  Ballenger: Ch. 6 & 7
		
		  Hollins: Ch. 7, Framework for understanding classroom diversity (BB)
		
		DUE to instructor (Journal entry) by Sunday 2/16: Detailing what you will study (your puzzlement), why (rationale), and where (your setting). Journal entry will also identify the potential literature areas relevant to your study (culture and/language AND at least one other context related area).

Week 5 **Feb. 20**	*Learning to see the school's cultures* *CIP Connections* Finalize your question that you have cast. Reflect on CIP Step 3 together.	**Read:** Ballenger: Ch. 8 Gonzalez: The funds of knowledge (BB) Revisit Falk & Blumenreich: Ch. 4 **Gather and read articles related to your puzzlement. Use these articles for your literature review chart due Week 6. <u>BRING at least two of your articles to class this week.</u>**
Week 6 **Feb. 27**	*The School's Cultures and Home/Community Connections* *CIP Connections* Drawing themes from your literature	**Read:** Auerbach OR Ferlazzo OR Zimmerman-Orozco: Circle of Caring (BB) Delpit: Ch. 3, No kinda sense (BB) **BRING your table with at least 5 articles to class this week. We will work on themes in class.** **DUE to instructor (Journal entry) by Sunday 3/2: "Working" table of literature informing your study (at least 5 articles at this point, including 3 external to the course and 3 research articles) and list of emergent themes. Include a list of your references in APA 6th edition format.**
Week 7 **Mar. 6**	*Language, Culture, and the Teacher's Role* *English Language Learners in our Classrooms – Toward a Culturally Responsive Pedagogy* *CIP Connections* Data collection to inform your action plan	**Read:** Fox: The critical role of language (BB) Zwiers: Third language of academic English (BB) Hawley & Nieto: Another inconvenient truth (BB) CIP 3.1 & 3.2 and their sub-descriptions **DUE to instructor (Journal entry) by Sunday 3/9: Plan for informational data collection and analysis (to be used to inform action plan) (CIP step 4)**
Week 8 **Mar. 13**	**Mason Spring Break- No Class Meeting**	**Read:** Revisit Falk & Blumenreich: Ch. 5-6 **Collect and analyze informational data**

Week 9
Mar. 20
	School Influences & Understanding Issues of Cultural Mismatches (CIP 3.3) and Power Imbalances and Peer Responses (CIP 3.4)
	
	In-class video: *Speaking in Tongues*
	  With follow-up discussion of video & article
	
	CIP Connections
	Data Collection for your Study
	Collecting and analyzing information to understand your puzzlement & to identify appropriate action. What data will you collect for your project? Work with CFG to craft your plan.
		Read:
		  Hofstede: Dimensionalizing cultures (BB)
		
		  Delpit: The silenced dialogue (BB)
		
		  CIP 3.3, 3.4, 3.5 and their sub-descriptions
		
		==**DUE to instructor (Journal entry) by Sunday 3/23: Plan your action(s) based on your informational data AND outline data collection and analysis methods that will be used to monitor your action(s) (CIP step 5)**==

Week 10 **Mar. 27**	**Work Day- No Class Meeting**	**Implement first step(s) of action; AND Write your Introducing the Study section (Puzzlement, Setting, Cultural Questions/Dimensions) that is due next week with your Lit Review Draft**
Week 11 **Apr. 3**	**Work Day- No Class Meeting**	**Read:** Revisit Falk & Blumenreich: Ch. 7 (Analyzing Data) **Continue implementing first step(s) of action; AND** ==**DUE to instructor (Section drafts) by Sunday 4/6: Submit your Introducing the Study (Puzzlement, Setting, Cultural Questions/Dimensions) AND Literature Review Drafts**==

Week 12 **Apr. 10**	*ASTL Portfolio Check-in*
	
	Provide executive summary template
	
	CIP Connections
	Data Analysis
		Continue implementing action(s); AND
		DUE to CFG (Section drafts) by Sunday 4/13: Action, Data Collection, Data Analysis Methods Draft
		  ▪ Action Details: Your action
		  ▪ Data Collection: Information concerning how you are collecting data that will serve you in answering your question. A data table is helpful!
		  ▪ Analysis of Data: Information concerning how you interpreted your initial and ongoing data and determined what action(s) to put in place and what next steps to take
		
		*Note: If your Spring Break is next week, this week you will need to continue implementing your action(s) and collecting your 'final' preliminary data.

Week 13 **Apr. 17**	**Work Day- No Class Meeting**	**Continue implementing action(s) and collecting 'final' preliminary data; AND Analyze data**
Week 14 **Apr. 24**	*Final Steps: Writing up your research project to share with others* Review Rubric together Individual and CFG consultations on individual projects	**DUE to CFG (Section drafts) by Sunday, 4/27: All sections of paper REVISED plus Emerging Findings AND Conclusions/Implications Drafts for workshop**
Week 15 **May 1**	*Oral Presentation of CIP Research* **Wrapping it All Up** Final Course Evaluations	**Oral Presentations/Sharing with One-Page Executive Summary (5/1)**
May 4	**Submit FINAL version of CIP paper to Taskstream (with ALL sections revised AND final reflection added)**	
May 6	**Portfolio Reflection Point 3 by May 6, 11:59pm** upload to Blackboard Organization site (ASTL Core Cohorts 2013-2014 Org)	
May 11	**Written Synthesis of Program Learning**	
May 13	**Portfolio Presentations**	

Cultural Inquiry Study and Report (PBA)
Timeline for implementation of the Cultural Inquiry Process, including "deliverables"

Weeks	Tasks to be Accomplished
1-3	Observe your class: What questions are raised for you?; **During Week 3, work with CFG to develop a puzzlement to investigate deeply (CIP steps 1 and 2)**
4	**Consider areas of potential cultural intersection; Select 1-2 cultural questions that will guide your inquiry (CIP step 3)** **DUE to instructor (Journal entry): Detailing what you will study (your puzzlement), why (rationale), and where (your setting). Journal entry will also identify the potential literature areas relevant to your study (culture and/language AND at least one other content related area).**
5	**Gather and read articles related to your puzzlement. Use these articles for your literature review chart due Week 6.**
6	**DUE to instructor (Journal entry): "Working" table of literature informing your study (at least 5 articles at this point, including 3 external to the course and 3 research articles) and list of emergent themes. Include a list of your references in APA 6th edition format.**
7	**DUE to instructor (Journal entry): plan for informational data collection and analysis (to be used to inform action plan) (CIP step 4)**
8	**Collect and analyze informational data**
9	**DUE to instructor (Journal entry): Plan your action(s) based on your informational data AND outline data collection and analysis methods that will be used to monitor your action(s) (CIP step 5)**
10-13	**Implement your action and collect data Weeks 10-13 (beginning CIP step 6) (while implementing and monitoring you'll be putting together your report sections; See below for draft due dates)**
10	**Implement first step(s) of action; AND Write your Introducing the Study section (Puzzlement, Setting, Cultural Questions/Dimensions)**
11	**Continue implementing first step(s) of action; AND DUE to instructor (Section drafts): Submit your Introducing the Study (Puzzlement, Setting, Cultural Questions/Dimensions) AND Literature Review Drafts**

12	**Continue implementing action(s); AND** <mark>**DUE to CFG (Section drafts): Action, Data Collection, Data Analysis Methods Draft**</mark> ▪ <mark>Action Details: Your action</mark> ▪ <mark>Data Collection: Information concerning how you are collecting data that will serve you in answering your question. A data table is helpful!</mark> ▪ <mark>Analysis of Data: Information concerning how you interpreted your initial and ongoing data and determined what action(s) to put in place and what next steps to take</mark> ***Note: If your Spring Break is next week, this week you will need to continue implementing your action(s) and collecting your 'final' preliminary data.**
13	**Continue implementing action(s) and collecting 'final' preliminary data; AND** **Analyze data**
14	<mark>**DUE to CFG (Section drafts): All sections of paper REVISED plus Emerging Findings AND Conclusions/Implications Drafts for workshop**</mark>
15	<mark>**Oral Presentations/Sharing with One-Page Executive Summary (5/1)**</mark>
16	<mark>**Submit FINAL version of CIP paper to Taskstream on May 4 (with ALL sections revised AND final reflection)**</mark>

Cultural Inquiry Process Steps (Jacob, 1999)

1. **Select as your focus one or more students and identify your puzzlement(s) about the student(s).**
2. **Summarize what is already known about the focus individual(s) and the context.**
3. **Consider alternative cultural influences and select one or more of them to explore.**
4. **Gather and analyze relevant information as needed.**
5. **Develop and implement action(s) as needed.**
6. **Monitor the process and results of action(s).**
7. **Write a report of your CIP study.**

*Reference handouts for details regarding the CIP steps.

Special Reminders for Writing the Report of Your Cultural Inquiry Study following the Cultural Inquiry Process (CIP) (Jacob, 1999)

- Your paper should follow APA 6th edition format and include correctly formatted references.

- To protect the anonymity of the people involved, use only pseudonyms for participants and proper names in your discussions and in the report.

- Write your report with your educational colleagues as the audience. Your written report should incorporate the CIP questions.

- Comprehensive evaluation criteria is provided in the rubric and will be discussed in class. We are here to support your work and help whenever we can. For your planning purposes, general criteria include the selection of appropriate topic, use of cultural perspectives, thorough data collection and analysis, connections to at least 8 references (at least 3 of which come from sources outside course readings, at least 3 of which are research studies), clear presentation of findings, thorough discussion, thoughtful reflections, clear organization and writing. This Cultural Inquiry Study builds on the research and data collection plans you followed in completing your 613 Case Study of a Learner.

- The final section is a 1-1.5 pages reflective narrative to be included at the end of the inquiry report-- you and your instructor are the primary audience. In this section, you should relate your project to EDUC 606 course outcomes and discuss what you personally learned from your inquiry. To do this, please respond to the following two prompts:

  - What was your most significant learning with regard to the interrelationship between culture and education?

  - What is the potential impact of this study on your teaching, your learning, and on the learning of the students in your classroom? Explain why.

Criteria for Evaluation: Refer to the PBA rubric.

CULTURAL INQUIRY STUDY AND REPORT (PBA) RUBRIC

	No Evidence *No Evidence*	Beginning *Limited Evidence*	Developing *Clear Evidence*	Accomplished *Clear, Consistent, and Convincing Evidence*
Puzzlement(s) and Background *ASTL Learning Outcome 4*	*States puzzlement(s) only implicitly or the puzzlement may not be culturally related *Presents little about "what is known" OR *Puzzlement is not stated *Information about "What is known" is missing *0 pts.*	*States culturally based puzzlement(s), but not clearly or without supporting details *Information about "what is known" lacks clarity *1 pt.*	*States culturally based puzzlement(s) clearly, but supporting details may be needed *Presents "what is known" clearly, but may not provide supporting details. *1.5 pts.*	*States culturally based puzzlement clearly and thoroughly, with many supporting details *Presents "what is known" clearly and thoroughly, with many supporting details *2 pts.*
Cultural Questions *ASTL Learning Outcome 6*	*States cultural questions only implicitly or no cultural questions are stated *Provides limited or no discussion of relationship between cultural question(s) and puzzlement(s)/what is known and the CIP cultural strands. *Provides minimal or no rationale/support for choice of cultural question(s) *0 pts.*	*States at least 1 cultural question, however *May lack clear logical relationship between cultural question(s) and puzzlement(s)/what is known and the CIP cultural strands. *May provide only partial rationale/support for choice of cultural questions(s) *1 pt.*	*States at least 1-2 cultural questions clearly, with some supporting details provided *Demonstrates logical relationship between cultural question(s) and puzzlement(s)/what is known and the CIP cultural strands. *Provides some rationale/support for choice of cultural question(s) *1.5 pts.*	*States at least 1-2 cultural questions clearly and thoroughly, with many supporting details provided *Thoroughly demonstrates logical relationship between cultural question(s) and puzzlement(s)/what is known and the CIP cultural strands. *Provides clear, consistent, and convincing rationale/support for choice of cultural question(s) *2 pts.*
Reviewed Literature *ASTL Learning Outcome 6*	*Connections to broader literature are not appropriate or are missing *Cites less than 3 sources (and/or less than 2 are not assigned for the course and no research studies)	*Includes appropriate connections to broader literature *Cites 3-5 sources (with 2-3 not assigned for the course and/or 1-2 research studies)	*Includes thoughtful connections to broader cultural and content-based literature; *Cites 6-7 sources (with 3 not assigned for the course and 3 research studies)	*Includes thoughtful and thorough connections to broader cultural and content-based literature; *Clear, consistent, and convincing citation of 8 or more references; at least 3 not

	0 pts.	1-2 pts.	3-4 pts.	assigned for the course; at least 3 are research studies.
				5 pts.
Action *ASTL Learning Outcome 6*	*Does not describe action(s) *Link to cultural questions and data is unclear, assumed, or missing 0 pts.	* Describes the action(s) but description is vague or limited *Link to cultural questions and informational data is vague 1-2 pts.	*Clearly describes the action(s) *Link to cultural questions and informational data is clear with some explanation 3-4 pts.	*Describes the action(s) in a clear, consistent, and convincing manner. Action is very detailed. *Link to cultural questions and informational data is clear and explained in detail 5 pts.
Data Collection and Analysis *ASTL Learning Outcome 4*	*Link to cultural question(s) is unclear, assumed, or missing (there is no supporting explanation) *Presents minimal or no details of data collection and analysis methods *It is not clear how the data are intended to help understand puzzlement(s) from cultural point(s) of view 0 pts.	*Links to cultural question(s), but link with supporting explanation may be vague *Presents some but vague details of data collection and analysis methods, and fails to include how the data will be used to monitor the impact of the action. *It may not be clear how the data are intended to help understand puzzlement(s) from cultural point(s) of view 1-2 pts.	*Links clearly to cultural question(s) with some supporting explanation *Presents clear details of data collection and analysis methods, including how data will be used to monitor the impact of the action. *It may be clear that the data are intended to help understand puzzlement(s) from cultural point(s) of view 3-4 pts.	*Links clearly and completely to cultural question(s) with robust supporting explanation *Presents clear and complete details of data collection and analysis methods, including how data will be used to monitor the impact of the action. *It is clear how the data are intended to help understand puzzlement(s) from cultural point(s) of view 5 pts.
Emerging Findings and Action Plan Monitoring *ASTL Learning Outcome 6*	*Presents no findings related to cultural question(s) *All data presented is unanalyzed. *Presentation of data is unclear or poorly organized *Presents evidence to evaluate action(s) in a poorly organized manner or not at all *Demonstrates little or no	*Presents some data to address cultural question(s), but some data may be raw and unanalyzed. *Presentation of data may lack some clarity or organization *Presents evidence to evaluate action(s) clearly with some lack of clarity or organization *Attempts to understand	*Presents emerging findings that are generally based in collected data. Findings are related to cultural question(s) *Presentation of data is clear and well organized *Presents evidence to evaluate action(s) clearly and in an organized manner *Attempts to understand	*Presents emerging findings that are clearly based in collected data. Findings are clearly and convincingly related to cultural question(s) *Presentation of data is clear, consistent, and convincing *Presents evidence to evaluate action(s) clearly and in a consistent and convincing

	attempt to understand puzzlement(s) from a cultural point of view. *0 pts.*	puzzlement(s) from cultural points of view, but may include some judgments *1-2 pts.*	puzzlement(s) from cultural point of views *3-4 pts.*	manner *Makes clear, consistent, and convincing attempts to understand puzzlement(s) from cultural point(s) of view *5 pts.*
Conclusions and Implications *ASTL Learning Outcome 7*	*Presents minimal or no statement of conclusions in relation to puzzlement(s) *Minimal or no discussion of broader implications (for own practice and/or for other teachers, schools, etc.) *0 pts.*	*Presents statement of conclusions in relation to puzzlement(s), but may lack some clarity *Explicitly discusses broader implications (for own practice and/or for other teachers, schools, etc.) *May link to other research *1-2 pts.*	*Presents clear statement of conclusions in relation to puzzlement(s) *Strong to Extensive discussion of broader implications (for own practice and/or for other teachers, schools, etc.) *Links to other research *3-4 pts.*	*Presents clear, consistent, and convincing statement of conclusions in relation to puzzlement(s) *Explicit and extensive discussion of broader implications (for own practice and/or for other teachers, schools, etc.) *Clear, consistent, and convincing links to other research *5 pts.*
Reflection *ASTL Learning Outcome 4*	*Does not include reflection, or includes a cursory reflection that may be bulleted *0- .5 pts.*	*Includes reflection section *Does not address both prompts, or may lack detail or thoughtful connections *1 pts.*	*Includes reflection section *Addresses the 2 areas thoroughly and thoughtfully *Does not use course readings to support points/thoughts *2 pts.*	*Includes reflection section *Addresses the 2 prompts thoroughly and thoughtfully *Uses course readings to support points/thoughts *3 pts.*
Overall Style *ASTL Learning Outcome 4*	*Poorly organized across sections of report *Inconsistent "voice" used *Poorly written overall with many stylistic or grammatical errors and error patterns *0 pts.*	*Generally well organized across sections, but has some organizational problems *Consistent "voice" used *May have minor problems with clarity of writing overall; stylistic errors or error patterns may be evident *1 pt.*	*Well organized across all or most sections of report *Consistent "voice" used *Clearly written overall; very few errors evident *2 pts.*	*Well organized consistently across all sections of report *Clear and consistent "voice" used *Clearly and convincingly written overall; <u>NO</u> stylistic errors or error patterns *3 pts.*

APA Format ASTL Learning Outcome 4	*No evidence of APA format *May have consistently used another formatting style 0-.5 pts.	*Generally follows APA format for headings, citations, and references, but contains multiple and recurring errors 1 pt.	*Generally follows APA format for headings, citations, and references, but has a few minor errors 1.5 pts.	*Follows APA 6th edition format for headings, citations, and references *NO APA errors 2 pts.
Presentation and Executive Summary ASTL Learning Outcome 5	*Does not have an Executive Summary on day of presentation; *Does not present research to peers/colleagues 0 pts.			*Has an Executive Summary on day of presentation and the summary contains all sections from template; *Presents research to peers/colleagues 3 pts.

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	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**
Class and CFG Engagement	The student is engaged in all classes; is on time; is prepared; follows outlined procedures in case of absence; the student actively participates in small and/or whole group class meetings; AND Consistent participation in critical friend(s) work; Meaningful, detailed, and constructive feedback provided to peer(s) in Critical Friend Groups *35 pts.*	The student is engaged in all classes; is on time; is prepared; follows outlined procedures in case of absence; the student makes active contributions to the learning group and class; AND/OR Sometimes participates in critical friend(s) group work and provides meaningful, detailed, and constructive feedback OR consistently participates in critical friends groups but feedback is not meaningful, detailed, & constructive.	The student may be late or miss class more than once; is prepared for class; participates at least peripherally in group and class discussions; The student is somewhat engaged in all classes; if an absence occurs, the procedure outlined in the syllabus is followed; AND/OR sometimes but not always constructively participates in Critical Friends Groups.	The student is chronically late for class; absences are not documented by following the procedures outlined in the syllabus; The student is not prepared for class; and does not actively participate in discussions. AND/OR rarely participates in Critical Friends Group work. Feedback is not meaningful, detailed, and constructive.
Reflection Point 3	Completely and thoroughly responds to the reflection prompt; Completed on time; submitted to Core Organization site *5 pts.*			May not completely or thoroughly respond to the prompt; May not have been completed on time or at all; may not have been submitted to Core Organization site *0 pts.*