FYSE 138 - 03  
Another Brick in the Wall: Exploring the Representation of Education in Pop Culture

Course Instructor: Reid Adams, Ph.D  
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Office Hours: M (11-12) (12:30-1:45) Wed (11-12)
Meeting Location: EDCTR 218

Course Description

This course begins with the suggestion that popular culture representations of teachers, teaching and schools are powerful influences on public educational debates, arguably more powerful than educational research. As such, it is essential to think critically about these images, how they have evolved over time, the meanings they convey, and how they structure the ways we think about educational issues. We will view a carefully selected sample of some of the most influential films about schools, teachers, and teaching that have appeared over the last fifty years. We will read selected essays and articles that will help us think critically about these films. And we will discuss the images presented in the films in reference to the class readings and our own experiences as students and educators.

Course Materials

There are no conventional textbooks for the course. The films are our main texts, supplemented by readings distributed each week that are linked to the films scheduled for viewing. All of the readings will be available in OAKS. There are, of course, many more materials relevant to these films, the books some of them began as, reviews, commentaries, and the like, available in libraries and on the web. The class assignments will ask you to identify and critically analyze a selection of these additional materials. You are required to bring a digital device (laptop, tablet, etc.) to class. If you do not have one please check with the library for rental and loan options.

FYE Learning Objectives

By the completion of the First-Year Experience, a student will be able to...
- Identify and use the appropriate academic resources and student support services at College of Charleston. These would include the Addleston library, information technology, the Center for Student Learning, the Career Center, and other appropriate academic resources, student support services, and cultural resources.

By the completion of the First-Year Experience, a student will be able to...
- Use appropriate tools and search strategies for identifying particular types of information specific to the discipline
- Evaluate the relevance, quality, and appropriateness of different sources of information
- Recognize and classify the information contained within a bibliographic citation
- Access and use information ethically and legally

Faculty will use writing, speech, or media in innovative ways to achieve integrative learning by students. By the completion on the first-year, a student will be able to...
- Use appropriate critical thinking skills and problem-solving techniques in appropriate disciplinary contexts
- Make connections across disciplines and/or relevant experiences

**Course Requirements**

1. **BYOD Personalized Learning:** During class, we will designate a 15-20 minute block of time will be for personalized learning. Each student will search for a representation of schooling/education online and write a brief critical analysis of what they found. The professor may assign a specific area of popular culture to explore
   - On a mobile device (laptop, iPad, smart phone, etc.) explore one representation of schooling in popular culture.
   - Write a brief synopsis (2-3 paragraphs) of the representation along with at least one critical question. Identify an “issue/topic” found in the representation.
   - At the end of the semester students will turn in an annotated bibliography of the representations explored.

2. **Critical Response Paper:** The focus of the course is on popular culture images of teachers, teaching, schools and education. We will concentrate on popular culture films and other artifacts (music, news media, etc.) and try to focus specifically on images of resistance and reproduction, with particular attention to the ways in which categories of difference (e.g. race, class, and gender) shape and color these images. Each class member will write a series of critical, reflective response papers, analyzing and commenting on the films and their depictions of images of teaching, teachers, and schools. Each response paper must include two “articulations” from class readings. In other words, find at least two quotes from the readings and draw a direct connection to scenes and/or topics found in the film or other relevant pop culture text (song, cartoon, etc.). Due dates will be announced in class and on the course calendar. Each journal entry should be 1-2 pages. You must use APA guidelines regarding in-text citations.

3. **Multimedia Project:** There are more films, images, songs, and popular culture texts about teachers, teaching, and schools. Each class member will choose a topic (urban schools, school sports, sexuality, masculinity, gender, etc.) related to the representation of schooling in pop culture and prepare a multimedia presentation that analyzes that topic through the use of visual images (pictures, video clips, etc.) Your multimedia product must also include audio. You will also submit a 5-7-page paper that critically analyzes the topic you have chosen in relation to
the multimedia product you construct. Your paper must include at least four (4) references from peer-reviewed scholarly journals. Your paper must be formatted using APA guidelines.

4. **Pop Quizzes:** There will be up to 7 unannounced "pop" quizzes throughout the semester. Quizzes will be worth 20 points each. These will serve to ensure that you are keeping up with the reading and with the material presented in lectures. Pop quizzes will be "open note," but not "open book." You may take notes on laptops or other digital devices. **YOU MAY NOT DIRECTLY ACCESS THE READINGS DURING POP QUIZZES** if you are using a laptop or digital device to access your notes. If you are using a laptop or device I reserve the right to view the device during the quiz to ensure you are not accessing the readings. Pop quizzes will be based on weekly reading assignments and previous class discussions. **Your lowest pop quiz grade will be dropped.**

**Letter Grades and Percentage Range**

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**College of Charleston Honor Code and Academic Integrity**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.
Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Disability Services

Students approved for SNAP Services are instructed to meet with each of their professors during the first two weeks of classes or as soon as they are approved for services to discuss accommodations and present a copy of their SNAP-issued Professor Notification Letter (PNL). Though it is the student’s responsibility to initiate discussion regarding accommodations that may be needed, an announcement on your syllabus or in class encouraging them to do so would be helpful. Students will feel more comfortable about identifying themselves as having a disability if they are approaching someone they believe to be receptive to the discussion. Such an invitation can go a long way toward encouraging students with a disability to approach the instructor early in the course.

Sample Syllabus Statements:

- The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsibility for notifying me as soon as possible and for contacting me one week before accommodation is needed.
- If there is a student in the class who has a documented disability and has been approved to receive accommodations through the Center for Disability Services / SNAP, please come and discuss this with me during my office hours.
- Any student eligible for and needing accommodations because of a disability is requested to speak with me during my office hours.

Email Statement

I typically check my e-mail daily and do my best to respond quickly, but please do not expect an immediate response or send me last minute questions the day before or the day of the class meeting with the expectations of a prompt reply. Questions regarding class assignments are better addressed in person, but feel free to email me far enough in advance for me to properly address your issue. Due to the confidentiality of grades, I will not distribute grades via e-mail.

Center for Student Learning

I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become
more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843)953-5635.

**Attendance Policy**
Attendance will be taken at every class meeting. Three absences, excused or unexcused, will be granted, although each unexcused absence will result in a five-point deduction from your class participation grade. Four absences, excused or unexcused, will result in a W/F for the course. If you know you are going to be absent, please notify the instructor. Tardy is more than ten minutes late. Two tardies equals an absence.