



Course Number EDU 52092 KA - Summer 2021

Title – The Curriculum of Popular Culture: The Impact of Media Portrayals of Teachers and Classrooms

Description: Popular culture influences every aspect of our daily lives. We listen to popular music, read magazines and newspapers, watch television, and go to the movies. The images portrayed in these media influence our perspectives of people, places, and cultures. The images of teachers and classrooms through popular media often affect the way the public conceptualizes what educational systems are. On the positive side, “school movies” give us three compelling messages about schools and teaching:

- Schools and teachers have a tremendous impact on their students and society as a whole;
- Everyone is capable of learning;
- If the system isn’t working, do something to change it.

Negative stereotypes and biases about teachers and educational systems, however, abound in movies, television, contemporary music, and even “news” reports. Critically looking at the media’s portrayal of teachers and schools can be a considerably effective exercise in understanding our own attitudes about educational systems. Having a focused opportunity to view films which portray teachers in both negative and positive ways can not only open a dialogue about teachers’ and schools’ images in films, but also encourages us to examine our conscious and unconscious attitudes about the work of educators and educational systems.

Dates and Ending Date: June 1st through July 31st

Attendance: Attendance and participation in forums is an essential part of academic work. It is expected that students submit postings for each focus unit of the course by the last day of each unit. Excessive absences from the forum will result in failure to pass the course.

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Instructor Bio- Dr. Carolyn Doolittle is currently a reading specialist in the Gardner-Edgerton School District, and has also taught in the elementary and secondary ELA classroom. After spending more than twenty years in teacher education programs as adviser, professor, and program director, she felt it was time to return to the world of K-12 teaching, to gain a sense of what the realities of teaching are for the 21st Century teacher. Dr. Doolittle holds an Ed.D. in Curriculum and Instruction, specializing in reading and language arts. She serves on her district’s ELA curriculum committee and as an instructional coach. In order to stay connected to the higher ed. classroom, she continues to adjunct, and present at various conferences and workshops.

Course Prerequisites: none

Course Objectives:

1. investigate various popular media depictions of classroom settings and teachers;
2. participate in critical discussion of the media’s portrayal of teachers;
3. engage in written analyses of the media’s portrayal of teachers, noting biases & stereotypes);
4. note the characteristics of effective and progressive educators;
5. reflect on the experiences of real teachers in real classroom settings;
6. connect the media’s depictions of teachers to personal experiences as teachers and with teachers;
7. contrast and compare the educational system of the U.S. with a select international system;
8. identify a significant problem within our educational system and propose a change to solve it;
9. respond to the problem/solution plans constructed by others; and
10. construct a theoretical framework, grounded in cultural studies and critical analysis, of the popular culture’s beliefs about teachers and classrooms.

Professional Education Program requires the statement
Kansas Education Systems Accreditation Framework: The Five R's Classification for this course is Responsive Culture.

Course Methods and Procedures: Because of the opportunity to have in-depth and interactive discussions with other professionals is integral to the successful development of course concepts, impressions, and ideas, **independent viewing of common films and forum discussions** will be employed in this course. Each participant will be expected to view assigned films* focusing on various aspects of classroom portrayals, early each week, which will be followed by inquiry-driven forum discussions. Discussing topics and issues of the course with peers is essential for learning. Additionally, the class will investigate other forms of media which describe teachers and classrooms (e.g.—popular music, newspapers, etc.), which will be synthesized into the forum discussion. You will be provided with clips of these other media, or be directed to links where these can be viewed. Students will note various themes, biases, and stereotypes found within the films and other media presented. Thoughtful comments relating to the course content, questions, answers, and reactions to others' comments will be made weekly.

As part of forum discussions, students will engage in critical analyses of related individual films, and respond to specific focus questions. They will note the characteristics of effective and progressive educators, connecting and making practical applications to their personal experiences as teachers and with teachers. Readings from the Dalton text and other assigned sources will also allow student to reflect on the experiences of real teachers in real classroom settings. Written analyses should include a synthesis of readings, film viewings, and personal experiences.

Readings and Course Materials:

- Excerpts from chapters in: Dalton, Mary M. (2010). *The Hollywood Curriculum: Teachers in the movies*. New York: Peter Lang; Other related articles in folders of Google Drive.
- Various films with depictions of teachers and classrooms (*provided by your instructor*)
- Participants should have a gmail account to access class materials.

Evaluation/Grading Scale:

Assignments At-A-Glance

Assignment/Activity	Qty.	Points	Total Points
Introduction Assignment	1	20 pts	20 pts
Weekly Forum Responses	8	10 pts	80 pts
Weekly Peer Reactions	8	5 pts	40 pts
Individual Forum Participation Self-Evaluation (see rubric)	1	50 pts	50 pts
Forum Participation Instructor Evaluation	1	50 pts	50 pts
TOTAL POINTS			240 pts.

Grade	Percentage	Points
A	90 to 100%	
B	80 to 89%	
C	70 to 79%	
D	60 to 69%	
F	< 60%	

COURSE OUTLINE:

Introduction	Theme: Teachers in the Movies and Television— A Hollywood Stereotype	Focus Question: “Which TV/Movie Teacher are you most like?”
<i>Complete by 6/5</i>	<p>Course Set-Up: All students must either have or set up a gmail account; access Google Drive folder; view introductory materials; answer focus question</p> <p>View: Orientation Powerpoint</p>	<p>Go to course forum and introduce yourself: Who are you? What do you teach/have you taught? Go to link: Take quiz and tell everyone your answer!</p>

Focus Unit 1	Theme: Teachers in the Movies and Television— A Hollywood Stereotype	Focus Question: “What Stereotypes are Portrayed in the Film?”
<i>Complete by 6/12</i>	<p>Common Films: Blackboard Jungle Dead Poets’ Society</p> <p>TV: Mr. Peepers/Boy Meets World Commercials</p> <p>Readings: <i>In folder #1</i></p>	<p>Suggested Thematically Related Films for Extension of Learning</p> <ul style="list-style-type: none"> ● <i>Class of Nuke ‘Em High</i> ● <i>The Corn is Green</i> ● <i>Summer School</i> ● <i>Ruby Bridges</i> ● <i>School of Life</i> ● <i>Finding Forrester</i> ● <i>A Smile as Big as the Moon</i> ● <i>Teacher’s Pet</i> ● <i>The Ron Clark Story</i> ● <i>The Miracle Worker</i> ● <i>Beautiful Mind</i> ● <i>Conrack</i> ● <i>Donnie Darko</i> ● <i>Never Been Kissed</i> ● <i>Good Will Hunting</i> ● <i>High School High</i> ● <i>Goodbye Mr. Chips</i> ● <i>Pay It Forward</i> ● <i>Front of the Class</i> ● <i>Kindergarten Cop</i>

Focus Unit 2	Theme: The Changing Image of Educators Through Media	Focus Question: “Do you believe the flawed images of teachers and schools in more recent depictions have affected the general public’s opinion of these institutions? Has a media portrayal ever affected your views of schools and teachers?”
<i>Complete by 6/19</i>	<p>Common Films: <i>Teachers; To Sir With Love</i></p> <p>TV: <i>Mr. Novak Room 222</i></p> <p>Readings: <i>In folder #2</i></p>	<p>Suggested Thematically Related Films for Extension of Learning</p> <ul style="list-style-type: none"> ● <i>In and Out</i> ● <i>That’s What I Am</i> ● <i>Speak</i> ● <i>Front of the Class</i> ● <i>Conrack</i> ● <i>School of Rock</i> ● <i>Kindergarten Cop</i> ● <i>Precious</i> ● <i>Larry Crowne</i> ● <i>Mona Lisa Smile</i> ● <i>Finding Forrester</i> ● <i>The Great Debaters</i> ● <i>Pay It Forward</i> ● <i>Dangerous Minds</i> ● <i>Rachel, Rachel</i> ● <i>Detachment</i> ● <i>Half Nelson</i>

Focus Unit 3	Theme: Unethical Educators—Cheating Teachers	<i>Focus Question: “Are Teachers Cheating the System; or Does the System Cheat Teachers?”</i>
<i>Complete by 6/26</i>	<p>Common Film: <i>Cheaters Election</i></p> <p>TV: <i>Breaking Bad</i></p> <p>Readings: <i>In folder #3</i></p>	<p>Suggested Thematically Related Films for Extension of Learning</p> <ul style="list-style-type: none"> ● <i>Class of 1984</i> ● <i>School Daze</i> ● <i>The Faculty</i> ● <i>21</i> ● <i>High School High</i> ● <i>Half Nelson</i> ● <i>Dazed and Confused</i> ● <i>Donnie Darko</i> ● <i>National Lampoon’s Animal House</i> ● <i>Bad Teacher</i> ● <i>Harry Potter/Order of Phoenix</i> ● <i>Porky’s</i> ● <i>Billy Madison</i> ● <i>School for Scoundrels</i> ● <i>The Substitute</i> ● <i>Cheats</i> ● <i>School of Life</i>

Focus Unit 4	Theme: Unethical Educators—Inappropriate Relationships	<i>Focus Question: “What are the subtle steps taken by teachers that lead to inappropriate student-teacher relationships?”</i>
<i>Complete by 7/3</i>	<p>Common Film: <i>Blue Car Notes on a Scandal</i></p> <p>TV: <i>Life as We Know It (Anatomy of a Female Predator)</i> <i>Boston Public—Chapter 9</i> <i>Glee—Rachel Loves Mr. Shue; A Teacher (optional streaming)</i></p> <p>Readings: <i>In folder #4</i></p>	<p>Suggested Thematically Related Films for Extension of Learning</p> <ul style="list-style-type: none"> ● <i>Be My Teacher</i> ● <i>The English Teacher</i> ● <i>Bad Teacher</i> ● <i>The Piano Teacher</i> ● <i>The Wonder Boys</i> ● <i>P.S.</i> ● <i>Porky’s</i> ● <i>Half Nelson</i> ● <i>Day Dream Nation</i> ● <i>Election</i> ● <i>A Teacher</i> ● <i>Dirty Teacher</i> ● <i>Rushmore</i> ● <i>Summer School</i> ● <i>Educating Rita</i> ● <i>Private School</i> ● <i>Wild Things</i> ● <i>Billy Madison</i> ● <i>Pretty Persuasion</i> ● <i>Never Been Kissed</i> ● <i>Devil in the Flesh</i> ● <i>The Squid and the Whale</i>

Focus Unit 5	Theme: The “Gotcha” Teacher	<i>Focus Question: “How does a teacher go from being a good teacher to a “gotcha” teacher?”</i>
<i>Complete by 7/10</i>	<p>Common Films: <i>Teaching Mrs. Tingle 187</i></p> <p>TV: <i>Freaks & Geeks</i> <i>Welcome Back Kotter</i></p> <p>Readings: <i>in folder #5</i></p>	<p>Suggested Thematically Related Films for Extension of Learning</p> <ul style="list-style-type: none"> ● <i>Class of 1984</i> ● <i>The Breakfast Club</i> ● <i>School Daze</i> ● <i>The Faculty</i> ● <i>21</i> ● <i>School of Life</i> ● <i>High School High</i> ● <i>Election</i> ● <i>Donnie Darko</i> ● <i>Fast Times at Ridgemont High</i> ● <i>National Lampoon’s Animal House</i> ● <i>The Substitute</i> ● <i>Dazed and Confused</i> ● <i>Harry Potter/Order of Phoenix</i> ● <i>Porky’s</i> ● <i>Billy Madison</i> ● <i>Mr. Woodcock</i> ● <i>Finding Forrester</i> ● <i>Welcome to the Dollhouse</i>

Focus Unit 6	Focus: The Special Place of the “Specials” Teacher	Focus Question: “What special role can a ‘specials’ teacher play in the life of a child that a classroom teacher cannot?”
Complete by 7/17	Common Films: <i>Coach Carter</i> <i>Mr. Holland’s Opus</i> TV: <i>The White Shadow/Steve Harvey Show/The Bill Cosby Show/ Friday Night Lights/The Goldbergs</i> Readings: <i>in folder #6</i>	Suggested Thematically Related Films for Extension of Learning
		<ul style="list-style-type: none"> ● <i>Hoosiers</i> ● <i>Pride</i> ● <i>“O”</i> ● <i>Radio</i> ● <i>Remember the Titans</i> ● <i>Ladybugs</i> ● <i>Take the Lead</i> ● <i>Fame</i> ● <i>Shine</i> ● <i>Billy Elliot</i> ● <i>Glory Road</i> ● <i>Varsity Blues</i> ● <i>Winning Season</i> ● <i>Balls Out</i> ● <i>Rudy</i> ● <i>Rebound</i> ● <i>Speak</i> ● <i>The Great Debaters</i> ● <i>Art School Confidential</i> ● <i>Friday Night Lights</i> ● <i>Mr. Woodcock</i> ● <i>Facing the Giants</i> ● <i>Gym Teacher</i> ● <i>Lucas</i> ● <i>The Big Green</i> ● <i>Music of the Heart</i> ● <i>School of Rock</i> ● <i>Raise Your Voice</i> ● <i>Win-Win</i>

Focus Unit 7	Theme: The “Principal” of the Matter	Focus Question: “Is the depiction of the principal/administrator an accurate one? Does it match your experience with administrators?”
Complete by 7/24	Common Film: <i>Lean on Me; Chalk</i> TV: <i>Saved by the Bell/Till Death</i> Readings: <i>In folder #7</i>	Suggested Thematically Related Films for Extension of Learning
		<ul style="list-style-type: none"> ● <i>School of Rock</i> ● <i>Charlie Bartlett</i> ● <i>Assassination of a H.S. President</i> ● <i>Rock N’ Roll High School</i> ● <i>Doubt</i> ● <i>Absolution</i> ● <i>The Principal</i> ● <i>Fast Times at Ridgemont High</i> ● <i>The Water is Wide</i> ● <i>Heathers</i> ● <i>American History X</i> ● <i>Matilda</i> ● <i>Ferris Buehler’s Day Off</i> ● <i>High School High</i> ● <i>Pump up the Volume</i> ● <i>The Chocolate War</i> ● <i>The Trouble with Angels</i> ● <i>The Breakfast Club</i> ● <i>Ferris Buehler’s Day Off</i> ● <i>Billy Madison</i> ● <i>Hard Lessons/The George McKenna Story</i>

Unit 8	Theme: School Cultures—Betating or Belonging?	Focus Question: “What Does the Media Tell Us about School Cultures, Student Cliques, and Racial Stereotyping in Schools?”
Complete by 7/31	Common Film: <i>Stand and Deliver</i> <i>The Duff</i> TV: <i>Boston Public—Chapter 37/Everybody Hates Chris/ The Middle (Guidance Counselor)/ Head of the Class</i> Reading: <i>In folder #8</i>	Suggested Thematically Related Films for Extension of Learning
		<ul style="list-style-type: none"> ● <i>Hard Lessons</i> ● <i>Dangerous Minds</i> ● <i>Doubt</i> ● <i>The Water is Wide</i> ● <i>Conrack</i> ● <i>Finding Forrester</i> ● <i>The Mighty</i> ● <i>Drive Me Crazy</i> ● <i>Heathers</i> ● <i>One of the Guys</i> ● <i>Mean Girls</i> ● <i>Half Nelson</i> ● <i>Dazed and Confused</i> ● <i>The Breakfast Club</i> ● <i>In a Class of His Own</i> ● <i>To Sir With Love II</i> ● <i>A Lesson Before Dying</i> ● <i>Ron Clark Story</i> ● <i>American History X</i> ● <i>The Chocolate War</i> ● <i>Glory Road</i> ● <i>Halls of Anger</i> ● <i>Welcome to the Dollhouse</i> ● <i>Ruby Bridges</i> ● <i>Surviving High School</i> ● <i>After School</i> ● <i>Marva Collins’ Story</i>

Individual Forum Participation Rubric

Name _____

Dates: from _____ to _____

You will receive a participation grade at the end of the semester. Your grade is based on your contributions and preparedness while participating on the forum. In the first column, you will evaluate yourself according to the given criteria based upon the time period in question. In the second column, your instructor will evaluate your progress along the same criteria. Should any major discrepancies arise between your evaluation and mine, an individual discussion will be held to discuss the grade.

My evaluation Prof's evaluation

A. Online presence (20 points)

- No absences/present on forum every week (10)
- 1 absence/Missed 1 week's forum discussion (5)
- More than 1 absences/Missed more than 1 forum discussion (0) _____/10 _____/10

B. Timeliness in Participation of Blogging (10 points)

- I always contribute to the forum on time (5)
- I have been late once in posting or responding on the forum (4)
- I posted or responded late on the forum discussion more than once (2)
- I am almost always late in posting on the forum (0) _____/5 _____/5

C. Responsible Participation/Attitude/Active Engagement in Blogging Activities (30 points)

- *I am an active and responsible participant in forum activities, making significant, evocative contributions. I volunteer questions and answers for others on the forum. I always complete my other course assignments on time. I am always enthusiastic toward activities and the forum. (15)*
- I am generally active in forum activities, making important contributions. I often volunteer questions or answers in the forum discussions. I mostly complete my course assignments on time (late once). I generally have a positive attitude toward forum activities. (10)
- I am not very active on forum discussion activities, making a few contributions. I occasionally offer answers in forum discussions. I am sometimes late in completing course assignments. My attitude toward activities and the forum fluctuates between positive and negative. (6)
- I do not participate in forum activities. I make inconsequential comments on the forum. I offer no questions or answers to others' questions on the forum. I am unprepared most weeks. I am always late in submitting course assignments/have incomplete assignments. I have a negative, resistant, or hostile attitude toward activities on the forum. (0)

_____ /15 _____ /15

D. Synthesis of Information from Resources (30 points)

- I always synthesize information from all resources in my forum postings and add other outside sources of information. (15)
- I generally synthesize information from all required resources in my forum postings. (12)
- I sometimes synthesize information from at least 2 resources in my forum postings. (8)
- I mostly speak to one source of information on my forum postings. (0)

_____ /15 _____ /15

E. Respect for others (10 points)

- I always show respect for others members and regularly engage every member of our class. (5)
- I generally respect others in class and online, and sometimes respond to each member of the class. (4)
- Sometimes I reply insensitively to online comments, or often do not respond to everyone consistently (2)
- I respond inappropriately to online comments, or usually do not respond to most members of the class. (0)

_____ /5 _____ /5

Totals: _____ /50 _____ /50

Common Films and Television Forum Participation

Each week, there will be films that are commonly viewed by the whole group, as well as related current and past TV shows and other forms of media. These will be discussed on the e-spire forum. You will need to synthesize the storylines and elements of these media to draw conclusions on the overarching messages being communicated about teachers and classrooms. Don't wait until the last minute to make your forum postings, so that other people can have the opportunity to read your postings and respond to them. Use the graphic organizer below to help you take notes while viewing media:

Name of movie/film/TV show:

Date viewed:

Short Synopsis (Big Ideas):

Evidence of Teacher Stereotyping:

Other Notable Elements:

Your Reactions to the Media:

Elements to Consider When Reviewing a Movie

Subject: What is the film about? What is its plot? Its storyline? What genre does it fall into? What is the value of the subject? How important is it to you?

Theme: What are the big underlying messages and ideas of the film? Are they important messages to society? To you?

Acting: How believable are the actors and actresses? Do they express a wide range of experience and emotion? A depth of realism? Does their timing seem natural? Are the characters they portray believable relative to the situations they're in?

Dialogue: Are the lines spoken by the characters appropriate and natural for the time, place, and situations they're in? (Example—a phrase like “gee whiz” might strike you as corny but would be completely appropriate in a film taking place in 1950). Are lines spoken convincingly? Are they spoken to give the viewer clues about what is happening; that is, would they be spoken if the situation portrayed were happening in real life?

Setting: How are the locations, props, and costumes used to create atmosphere? Are they appropriate to the era in which the film is set? To what level of detail are the settings realistic? How are settings used as devices of character development?

Lighting: How is lighting used to set the tone and atmosphere of a scene? Are shadows or intense contrasts of light and dark used to communicate plot and character development? (For example, a dramatically side-lit face causes one-half of the face to be brightly lit while the other half is hidden in shadow. This often communicates that the character is lying or is deeply confused.) Are such lighting devices overused?

Sound: Does the film's soundtrack rely on sound effects to create drama and emotion, or does it use sound to enhance the drama and emotion created by other means, such as acting and editing? Are the different parts of the soundtrack (dialogue, ambient sound, special effects, and music) mixed at effective volumes so you can hear what you're supposed to hear? How creatively are ambient sound and sound effects used to foreshadow a turn of events or establish the mood of a scene?

Music: How much of a film's score is original and how much is taken from other sources? Is the music used as a crutch? To generate excitement or tension, such as the classic four-note refrain from *Jaws*, or is it used to complement the feel of a scene? How well matched is the music to the action or mood on-screen?

Cinematography: Are camera techniques used only in conventional ways or does the film use any unique visual style? Do shot lengths and angles vary? Is camera movement relied on to create excitement? Is composition used creatively to convey meaning?

Special effects: What purpose do special effects serve in the scene(s) where they're used? If the effects are supposed to be spectacular, are they? If the effects are supposed to be subtle, are they natural and convincing? Are they consistently believable or of uneven quality?

Editing: How does the pace of editing establish the rhythm and momentum of the film? Is it appropriate to the action taking place? (for example, chase scenes typically use fast-paced edits, while calm conversations use longer shots between edits.) Are creative transitions between shots, such as dissolves, used or overused?

Overall direction: Has the film's director skillfully blended all the visual and acoustic elements together? Is the director clearly more comfortable with one element, such as dialogue, at the expense of another, such as creative camera work? Does the technical form of each shot—the distance, angle, and movement—bring out the inner nature of the subject matter the director is filming (for example, many directors slowly zoom in to the face of a character who has just gotten some horrible news; this movement would serve as a metaphor of the character's state of inner shock. The director might also fade away all ambient sound to further indicate the character's momentary mental isolation.) How well did the film achieve its objectives to be funny, exciting, frightening, sad? Did any of the talent rise above their usual abilities?

University Policies and Procedures

University Policies and Procedures: Students are to review the Student Handbook for all policies and procedures. Student Handbooks can be found on the Ottawa University website and on the flash drive you received at orientation.

Academic Dishonesty and Plagiarism: Academic dishonesty will result in failure on a particular assignment or possible failure in the course. Dishonesty includes such actions as cheating on examinations or assignments, turning someone else's work in as if it were your own, and plagiarism. Plagiarism includes failing to adequately cite sources of information, using someone's ideas, information, and/or words as if they were your own, etc.

The Ottawa University Student Handbook states, "The penalty for plagiarism or any other form of academic dishonesty will be failure in the course in which the academic dishonesty occurred."

Instructional Variance: Course content and schedule may vary from outline to meet the needs of a particular group of students. The instructor will explain the rationale for any variance as it occurs.

Homework requirement information: Homework for accelerated courses requires 4-8 hours of independent work each week (outside of class). Some students may conclude homework study in fewer hours and some students may require additional hours beyond this estimate. Careful consideration should be given to this estimate when planning your personal schedule for this course. Online students should also follow this expectation beyond the time he/she spends interacting within the online course.

Information Literacy: Ottawa University supports the information literacy of its faculty and students. Faculty and students will receive ongoing training in the use of academic resources through its library personnel. Faculty members are advised to utilize the Myers' Library online databases for class preparation and student assignments. Students are encouraged to incorporate research materials from the Myers' Library online databases in fulfilling course assignments. Each database in the Myers' Library collection offers a tutorial for its use. Additionally, an online tutorial regarding research for all academic disciplines will be available.

Special Accommodations: If you are a student with a disability that may affect your learning, please contact the campus ADA Coordinator, Denise Haushahn, denise.haushahn@ottawa.edu or 913/266-8805, immediately to evaluate your request and implement any special accommodations required. The following is the procedure for requesting accommodation:

1. Students must declare their disabilities and request related classroom accommodations by: (a) completing an Accommodations Request Form, and (b) submitting recent documentation of a disability.
2. Requests for accommodation, along with documentation, must be received for evaluation at least one to two weeks prior to implementation of accommodations (that is, 1 – 2 weeks prior to the term start).
3. Additional information is available in the "General Policies" section of the Student Handbook at www.ottawa.edu under "General Policies."

Ottawa  University
Mission Statement

The mission of Ottawa University

Building on its foundation as a Christ-inspired community of grace and open inquiry, Ottawa University prepares professional and liberal arts graduates for lifetimes of personal significance, vocational fulfillment, and service to God and humanity.