

Course Number	EDUC 364-05
Title	The Role of Cultural Diversity in Schooling
CRN Number	40101
Days	Wednesday
Time	5:30-8:20
Course Location	University Hall 273
Semester / Year	Fall 2019
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Hours	By appointment, please email to schedule

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

TABLE OF CONTENTS

COURSE DESCRIPTION	2
Fieldwork	3
Tutor Connection.....	3
Tuberculin Risk Assessment and Certificate of Clearance	3
Tuberculin (TB) Risk Assessment.....	3
Certificate of Clearance.....	4
Certificate of Completion.....	5
Tuberculin TB Risk Assessment and Certificate of Clearance Contract.....	6
Course Prerequisites	7
Course Objectives.....	7
Unique Course Requirements.....	7
REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS	7
Required Texts	7
Cougar Courses	7
COURSE LEARNING OUTCOMES.....	7
Teacher Performance Expectation (TPE) Competencies.....	7
PROGRAM STUDENT LEARNING OUTCOMES (PSLOs).....	8
SCHEDULE/COURSE OUTLINE	9
COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS	16
Course Assignments.....	16
Assignment Descriptions	16
Grading Standards.....	18
Final Exam Statement.....	18
School of Education/Course Attendance Policy.....	18
Policy on Late/Missed Work	19
Student Collaboration Policy	19
GENERAL CONSIDERATIONS	19
CSUSM Academic Honesty Policy.....	19
Plagiarism.....	19
Credit Hour Policy Statement.....	20
Electronic Submissions of Assignments.....	20
All University Writing Requirement.....	20
Course Format.....	20
Necessary Technical Competency Required of Students.....	20
Contact Information for Technical Support Assistance	20
Electronic Communication Protocol	20
GRADING RUBRICS.....	21

COURSE DESCRIPTION

Required of all credential candidates. This course explores cultural and linguistic diversity as critical variables in achieving educational equity for all students. Major units include intensive theoretical and practical articulation of culture and cultural pluralism; educational issues of race, class, gender, language, ethnicity, sexual orientation and exceptionality; social, structural, programmatic and curricular issues; and effective teaching for diverse populations.

This course also requires:

Fieldwork

In addition to in-class work, assigned readings and projects, students will participate in fifteen (15) hours of supervised fieldwork assignments in a variety of public school settings. Fieldwork details are found on the Cougar Course site. Documentation of these hours is required to receive a grade in EDUC 364. Cal State San Marcos students are expected to adhere to professional standards in their dress and behavior in the field. Required clearances (Certificate of Clearance/Live Scan, Tuberculin (TB) Risk Assessment) are the responsibility of the student. A letter of recommendation (usually from the classroom teacher where most of the fieldwork is done) is a requirement for admission to the Cal State San Marcos Teacher Credentialing Programs. Students may NOT engage in fieldwork hours until Live Scan and Tuberculin (TB) Risk Assessments are cleared. You will need to provide your instructor with verification of Live Scan clearance. Be prepared to show evidence of Live Scan and TB clearances at school sites.

Tutor Connection

If this course requires Tutor Connection, it is a unique hands-on experience tutoring a foster youth or a youth experiencing homelessness for 20 hours throughout this semester. In class, you will learn about the needs of this very vulnerable population, and then have the opportunity to work one-on-one with a youth and use the tools you learned to provide academic support. You will tutor 2-3 hours a week throughout the semester. Tutoring takes place at the youth's home, group home or school setting. After passing the background check that Health and Human Services will conduct, you will receive your placement. You will make contact with the caregiver immediately and set up a schedule with them. The schedule must be consistent to meet the needs of the youth and their foster families. You will be required to travel to the site once you have set up the schedule with the family.

Michelle Bailow, Tutor Connection Program Supervisor, will assign your placement and set up your background checks. She will also be your support throughout this semester. You will contact her directly with any issues or concerns pertaining to the tutoring experience. Her cell phone number is 858-337-1616. Please know you will not be without support.

Sections of the course that involve Tutor Connection will receive their Certificate of Clearance through a separate process, so the next section's requirements will not apply in the same way. Your instructor and Michelle Bailow will provide the process you need to follow to be eligible to start the tutoring component.

Tuberculin Risk Assessment and Certificate of Clearance

Due to school site regulations and state and federal laws associated with protecting the safety of children, CSUSM students may NOT engage in field experience hours until a **Certificate of Clearance/Live Scan** and a **Tuberculin (TB) Risk Assessment** (form provided on p. 2) are cleared. You will need to provide your instructor with verification of Live Scan clearance. To protect your health information privacy, students enrolled in prerequisite courses, do not need to submit the TB Risk Assessment to the instructor; however, the school at which you complete the early field experience may ask for it, along with the letter of introduction from your instructor, and the Certificate of Clearance. **Be prepared to show evidence of these documents to the school site.** You will be required to sign and submit to your instructor a **Confirmation of TB Risk Assessment Contract** (contract provided on p. 5).

Tuberculin (TB) Risk Assessment

The TB Risk Assessment is achieved through submitting to a TB Risk Assessment visit with your medical provider. Additional information regarding tuberculosis risk assessment can be found [here](#). TB risk assessment is valid according to the findings of your risk assessment and must remain valid throughout all early Field Experiences and Clinical Practice (student teaching). The clearance may be obtained at a private health care provider's office, the County Health Department or the CSU San Marcos Student Health and Counseling Center. Current CSUSM students can obtain an appointment at the

Student Health Center by calling 760-750-4915. Please note the tuberculin clearance is separate from the immunization clearance required for University admission.

Certificate of Clearance

A Certificate of Clearance is issued by the Commission on Teacher Credentialing (CTC) to credential program candidates. Title 5 regulations require that an application for Certificate of Clearance be filed to determine whether or not a candidate meets the state standards for character and fitness to teach in California's public schools. A Certificate of Clearance is valid for five years. Additional information about the Certificate may be obtained [here](#). You are required to submit documentation of the Certificate of Clearance to your instructor.

Certificate of Completion

Tuberculosis Risk Assessment and/or Examination

This form is to satisfy **job/school-related requirements** in the California Education Code, Sections 49406 and 87408.6 and the California Health and Safety Code, Sections 1597.005, 121525, 121545 and 121555.

Individual assessed and/or examined:

Last Name First Name M.I. Student ID number

Date of assessment and/or examination: _____ (mo/day/yr)

The above named individual has submitted to a tuberculosis risk assessment. This individual does not have risk factors, or if tuberculosis risk factors were identified, this individual has been examined and determined to be free of infectious tuberculosis. *(Must be signed by the health care provider completing the risk assessment and/or examination)*

Medical Provider (MD, DO, NP or PA) Signature/

Medical Provider Printed Name

CA license number

Office Address: Street

City

State,

Zip Code

Office phone number/

Office fax number

Tuberculin TB Risk Assessment and Certificate of Clearance Contract

Note: This contract must be submitted to your instructor prior to the add/drop date of the semester.

I confirm that I have secured Tuberculin (TB) Risk Assessment and a Certificate of Clearance/Scan. I will take the TB Risk Assessment, Certificate of Clearance, and introductory letter from my instructor to early field placement sites to be available upon request. I understand that if fraudulent information is submitted to my instructor or an early field placement site there could be academic consequences. The field experience component of the course is integral to successfully completing the course; therefore, I also understand that failure to secure a TB Risk Assessment and Certificate of Clearance prior to the add/drop date of the semester will result in my instructor administratively dropping me from.

print name/

signature

Date

Course Prerequisites

None

Course Objectives

Students completing EDUC 364 will be able to demonstrate:

- developing competencies in the Foundational Social Justice and Equity TPE
- understanding of various concepts of culture and cultural contact, and their applicability to learning and teaching
- understanding of cultural diversity in the United States and California
- general familiarity with culturally responsive pedagogy
- understanding of gay, lesbian, bisexual and transgender students, teachers and families
- participating in 15 hours of fieldwork or 20 hours of Tutor Connection (depending on course section)

Unique Course Requirements

Students will be required to do 15 hours of fieldwork or 20 hours of Tutor Connection – depending on course section.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

Nieto, S., and Bode, P. (2018). *Affirming diversity: The sociopolitical context of multicultural education, seventh edition*. Boston: Pearson Education, Inc. ISBN-13: 978-0134047232, ISBN-10: 9780134047232

Spring, J. (2016). *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States, eighth edition*. New York, NY: The McGraw-Hill Companies, Inc. ISBN-13: 978-1138119406, ISBN-10: 1138119407

Cougar Courses

All additional required readings and video/audio materials will be made available electronically on the course website (Cougar Courses) and/or via email.

COURSE LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following CSUSM local TPE in this course:

- **TPE 1.1** Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
- **TPE 1.3** Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

- **TPE 2.1** Promote students' social-emotional growth, development, & individual responsibility using positive interventions & supports, restorative justice, & conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
- **TPE 2.4** Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
- **TPE 2.5** Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
- **TPE 6.2** Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
- **TPE 6.7** Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.
- Foundational Social Justice and Equity TPEs (F1, F2, F3, and F4).

SoE's Foundational TPEs: Social Justice and Equity

Foundational TPEs
F1 – Engage in the problem posing process - identify (name) issues of inequity, critically reflect on possible solutions, create and enact social justice and equitable action plans
F2 - Understand how to apply theories and principles of multicultural education including critical pedagogy and culturally relevant teaching into practice
F3 -Incorporate effective instructional practices into the curriculum to ensure equitable outcomes for students from diverse backgrounds - taking into consideration language, culture, socio-economic status, <i>perceived</i> competence/ability (pick one or use both), neurodiversity, ethnicity, language, race, socioeconomic level, faith, gender, sexual orientation, and immigrant status of students and their families
F4 - Collaborate with colleagues, students and families to address issues of social justice, equity and all forms of diversity (including neurodiversity) in the curriculum, school activities, school structure, and home-school relations to ensure equitable outcomes for all students

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

Upon successful completion of this course, students will (be able to):

- develop competencies in the Foundational Social Justice and Equity TPE
- understand of various concepts of culture and cultural contact in learning and teaching
- understand cultural diversity in the United States and California
- be familiar with cultural responsive pedagogy
- understand of gay, lesbian, bisexual and transgender students, teachers and families
- have a greater understanding of diverse students through fieldwork or Tutor Connection

TENTATIVE SCHEDULE/COURSE OUTLINE

Session	Topics	Your preparation work before class (see Cougar Courses for all materials besides the two textbooks: Nieto & Bode and Spring)
Week 1: 8/28	<ul style="list-style-type: none"> • Course overview, syllabus, vision for our learning community • Lottery to create groups for <ul style="list-style-type: none"> ○ the Spring textbook chapters for the Group Reading Facilitation of the <i>Deculturalization</i> Book • Concepts of culture and cultural contact, and their applicability to learning and teaching • Meet Michelle Bailow (first 10 minutes) 	
Week 2: 9/4	Tutor Connection with Michelle Bailow Theme: Boundaries/ Developing a plan	
9/4	<ul style="list-style-type: none"> • Introduction to the sociopolitical contexts of schooling • Further class community building Explanation of Personal History of Otherness assignment	(see Cougar Courses for all materials besides Nieto & Bode and Spring) <ul style="list-style-type: none"> • Nieto & Bode chapter 1 <p>DUE by start of class (submit via Cougar Courses): Reading Response #1</p> <p>DUE Sunday Sept. 8 at 11:59pm: Personal History of Otherness (Draft phase)</p>
Week 3: 9/11	Tutor Connection with Michelle Bailow Theme: Intro to Child Welfare system	DUE Sunday Sept. 8 at 11:59pm: Personal History of Otherness (Draft phase)
9/11	Multicultural education and culturally responsive pedagogy	<ul style="list-style-type: none"> • Nieto & Bode chapter 2 • Short video by Teaching for Tolerance • Culturally Responsive Pedagogy: Some Key Features, Sonia Nieto <p>DUE by start of class: Reading Response #2</p>
Week 4: 9/18	<ul style="list-style-type: none"> • Cultural difference and schooling: Multicultural education as meeting CSUSM's Foundational TPE • Cultural diversity in the U.S. and California: changing demographics From the Civil Rights Movement to the Culture Wars	<ul style="list-style-type: none"> • Spring Chapter 6 • Nieto & Bode chapter 5 • Various items of census data for the U.S. and California <p>DUE by start of class: Reading Response #3</p>

Session	Topics	Your preparation work before class (see Cougar Courses for all materials besides the two textbooks: Nieto & Bode and Spring)
9/18	<p>Structural and organizational social justice issues in classrooms and schools</p> <p>School-to-prison pipeline and prison-industrial complex; Success stories of restorative justice in schools</p> <p>In-class work on Analysis of Equity across High Schools Assignment</p>	<ul style="list-style-type: none"> • Nieto & Bode Chapter 4 • Richard Ingersoll & Henry May: The minority teacher shortage: Fact or fable? • Jeffrey Gettleman: The Segregated Classrooms of a Proudly Diverse School • Angela Davis: Masked Racism: Reflections on the Prison Industrial Complex • TED Talk: A Philadelphia police commissioner on the school-to-prison pipeline <p>DUE by start of class: Reading Response #4</p>
Week 5: 9/25	<p>Tutor Connection with Michelle Bailow</p> <p>Theme: Behavior Management & Assessment</p>	<ul style="list-style-type: none"> • Nieto & Bode chapter 8: Learning from Students <p>DUE by start of class: Reading Response #5</p>
Week 6: 10/2	<p>Understanding Student Learning and School Achievement</p> <p>In-class work on Analysis of Equity across High Schools Assignment</p>	<ul style="list-style-type: none"> • Nieto & Bode 7: Understanding Student Learning and School Achievement <p>DUE by start of class: Reading Response #6</p>
10/2	<p>Intro to ethnicity, race, racism, and racial microaggressions</p> <p>Whiteness, White privilege, and the invisibility (normalization) of White ethnicity and culture</p>	<ul style="list-style-type: none"> • Spring chapter 1 • Selection from Nieto & Bode Chapter 3. • Larry Adelman: Race and Gene Studies: What Differences Make a Difference? • Tim Wise TED Talk: White Privilege • Nell Irvin Painter: The History of White People • Familiarity with the Romani ethnicity <p>DUE by start of class: Reading Response #7</p>

Session	Topics	Your preparation work before class (see Cougar Courses for all materials besides the two textbooks: Nieto & Bode and Spring)
Week 7: 10/9	Native Americans in U.S. schooling Due: Presentations of Analysis of Equity across High Schools Assignment	<ul style="list-style-type: none"> • Spring chapter 2 • Navajo/Diné language/culture immersion newsclip • Watch at least minute 19:00 to 34:00 of the documentary <i>Our Spirits Don't Speak English: Indian Boarding Schools</i>, available through CSUSM library. • "Teaching About Native American Issues" by UnderstandingPrejudice.org • Native Culture Should Be Taught Year Round, Kellie Cunningham Bliss
10/9	U.S. schooling and <ul style="list-style-type: none"> • African Americans • Caribbean / West Indian American identities • Americans with recent African heritage 	<ul style="list-style-type: none"> • Spring Chapter 3 • Gloria Ladson-Billings: <i>Fighting for our Lives: Preparing Teachers to Teach African American Students.</i> • NPR interview: "A 'Forgotten History' Of How The U.S. Government Segregated America." Read the first four paragraphs then listen to <i>at least the first 6 minutes 40 seconds</i> of the podcast and/or read the transcript. • TED talk by principal Nadia Lopez: A Philadelphia principal discusses how she fought low expectations in a segregated, impoverished, African-American neighborhood. • <i>Optional:</i> Kandice Sumner, TED Talk: How America's public schools keep kids in poverty DUE by start of class: Reading Response #8
Week 8: 10/16	U.S. schooling and <ul style="list-style-type: none"> • Asian Americans • Pacific Islander Americans Due: Presentations of Analysis of Equity across High Schools Assignment	<ul style="list-style-type: none"> • Spring chapter 4 • National Education Association: <i>A Report on the Status of Asian Americans and Pacific Islanders in Education: Beyond the "Model Minority" Stereotype</i> • News articles on Asian Pacific languages in education
10/16	Americans with Middle Eastern and South Asian ethnic identities	Wingfield, M. (2006). Arab Americans: Into the multicultural mainstream. <i>Equity & Excellence in Education</i> , 39(3), 253-266. Videos covering other ethnicities DUE by start of class: Reading Response #9

Session	Topics	Your preparation work before class (see Cougar Courses for all materials besides the two textbooks: Nieto & Bode and Spring)
Week 9: 10/23	U.S. schooling for Latinas/os and Americans with roots in indigenous communities in Latin America	<ul style="list-style-type: none"> • Spring Chapter 5 • News stories on <ul style="list-style-type: none"> ◦ the conflict over Mexican American Studies in Arizona ◦ the Mendez Supreme Court decision • Article on Lemon Grove Incident (and optional video) • Information on indigenous Latin Americans
10/23	Ableism and U.S. schools Social-emotional ableism and bullying	<ul style="list-style-type: none"> • Beth Sonnenstrahl Benedict, Deaf Culture and Community. • Testimony of disability-activist Youtubers • Hehir, T. (2002). Eliminating ableism in education. • Myers, C., & Bersani, H. (2008). 10 quick ways to analyze children's books for ableism. • https://www.stopbullying.gov/at-risk/index.html • https://www.gse.harvard.edu/news/uk/17/03/schoolwide-sel-prevent-bullying <p>DUE by start of class: Reading Response #10</p>
Week 10: 10/30	Binary gender / traditional, heterosexual masculinity and femininity and schooling	<ul style="list-style-type: none"> • David Sadker & Karen R. Zittleman, (2009). "Gender Bias: From Colonial America to Today's Classrooms" • Research summary: "Boys will be boys" in U.S., but not in Asia
10/30	Diverse gender & sexuality (LGBTQIA+) identities in U.S. schooling Heteronormativity	<ul style="list-style-type: none"> • Chris Mayo, LGBTQ youth and education: Policies and practices, Ch. 2 • Beyond the Gender Binary Dr. Margaret Nichols TEDxJerseyCity • Testimonies of homeless LGBTQ youth <p>DUE by start of class: Reading Response #11</p>

Session	Topics	Your preparation work before class (see Cougar Courses for all materials besides the two textbooks: Nieto & Bode and Spring)
Week 11: 11/6	<p>A New Americans: Immigrants, refugees, asylum-seekers</p> <p>B Religious diversity in U.S. schooling. Countering Islamophobia (and fear/hatred of mis-associated non-Muslim Middle Eastern and South Asian identities).</p>	<p>Topic A</p> <ul style="list-style-type: none"> Maureen Costello (2011). The Human Face of Immigration: Students challenge stereotypes when they see the people behind the slogans. Nina Lakhani (2016). Central America's rampant violence fuels an invisible refugee crisis. Maya Lindberg (2016). Understanding Refugee Crises. <p>Topic B</p> <ul style="list-style-type: none"> Charles Lippy: Christian Nation or Pluralistic Culture: Religion in American Life <i>The Impact of School Bullying and Discrimination on California Muslim Students</i>
11/6	<p>Linguistic diversity and minoritized language groups</p> <p>Programs for English Learners</p> <p>Equity in Dual Language (Immersion) Programs</p>	<ul style="list-style-type: none"> Nieto and Bode chapter 6 Ricento: A Brief History of Language Restrictionism in the U.S. TED Talks on variation within English <ul style="list-style-type: none"> No such thing as correct English Kellam Barta 3 ways to speak English Jamila Lyiscott Wayne Wright: Program Models for English Language Learners (excerpt) <p>DUE by start of class: Reading Response #12</p>
Week 12: 11/13	<p>Tutor Connection with Michelle Bailow</p> <p>Topic:</p> <ul style="list-style-type: none"> Abuse Homelessness in schools 	<ul style="list-style-type: none"> Nieto & Bode chapter 9: Adapting Curriculum for Multicultural Classrooms <p>DUE by start of class: Reading Response #13</p>
Week 13: 11/20	<p>Social class, socioeconomic status</p> <p>Open source materials movement</p>	<ul style="list-style-type: none"> Caroline Hodges Persell: Social Class and Educational Equality Gregory Mantsios: Media Magic: Making Class Invisible Norton & Airely 2011 building a better America one wealth quintile at a time <p>DUE by start of class:</p> <ul style="list-style-type: none"> Reading Response #11a

Session	Topics	Your preparation work before class (see Cougar Courses for all materials besides the two textbooks: Nieto & Bode and Spring)
11/20	Economics, environment and education <ul style="list-style-type: none"> • Privatization and charterization • Culture of unsustainability, environmental racism • Corporate globalization versus sustainable globalization 	<ul style="list-style-type: none"> • Spring chapter 7 • Short videos on the charter school and privatization debates • News clips on environmental racism and the cultural diversity of environmental activism • Introduction to: Martusewicz, R. A., Edmundson, J., & Lupinacci, J. (2014). Ecojustice education: Toward diverse, democratic, and sustainable communities. DUE by start of class: Reading Response #14
Week 14: 11/27 Thanksgiving Week	Returning to questions of how to affirm diversity through teaching In-class workshop with presentation group	<ul style="list-style-type: none"> • Nieto & Bode chapter 10: Implications for Teachers, Schools, Families and Communities • Andrea Ayvazian: Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change DUE by start of class: Reading Response #15
Week 15: 12/4	Tutor Connection with Michelle Bailow Topic: Wrap-up collect logs, receive certificates, saying goodbye Teaching for social justice: Crystalizing our understanding of culturally relevant pedagogy and like approaches Final presentations and celebration	DUE: Present Visual Arguments
Week 16: Final exam period, Dec. 9-14 (Mon-Sat)	There are no classes or final examinations this week, but two final assignments are due via Cougar Courses. DUE by 11:59 pm on December 13th <ul style="list-style-type: none"> • Personal History of Otherness (Phase II) DUE by 11:59 pm on December 14th <ul style="list-style-type: none"> • Final Reflection on Tutoring Experience 	

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

Teacher education is a professional preparation program. It is expected that teacher candidates will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Teacher candidates are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education.

- Attendance, Participation, & Professional Disposition (10 points)
 - Reading Responses (15 points)
 - Personal History of Otherness (20 points)
 - Group Reading Facilitation of the *Deculturalization* Book (10 points)
 - Analysis of Equity across High Schools (20 points)
 - Social Justice and Equity Visual Argument (10 points)
 - Tutoring Students from Diverse Backgrounds (15 points)
- Total of 100 points

Assignment Descriptions

1. Attendance, Class Participation & Professional Disposition 10 points

The purpose is for students to be well prepared for course sessions and participate in activities and assignments. These points are awarded at the instructor's discretion. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *Notification of absence does not warrant an excuse.*

Because this course is a prerequisite to a credential program in the SoE, students are expected to demonstrate behavior consistent with a professional career and adhere to attendance policy.

2. Reading Responses 15 points

In order to have the type of class discussions that this course requires, it is crucial that students read the material before class. In order to receive participation points for the week, students must come prepared to class with a synthesis of key points of the week's or session's reading and their personal thoughts/similar experiences regarding the featured case studies in the chapters. Professor may opt to have students post reflections or participate in discussions on Cougar Course. This assignment meets TPEs 1.1 (initial), 2.1 (initial), and 2.5 (initial) in addition to SJE Foundational TPE – F3. More detailed directions and rubric for grading assignment will be given in class.

3. Personal History of Otherness 20 points

By researching and studying one's relationship to the eight categories of typical "otherness" in U.S. society, it is possible for us to gain an appreciation about ourselves as individuals and our many similarities and differences. In this assignment, you are to write one page for each category about your relationship to "otherness" in terms of race/ethnicity, gender, religion, sexual orientation, class/socioeconomic status, physical or mental ability, language, and one other aspect of your identity that has privileged or marginalized you (such as age, personality, nationality, subculture, etc.). Reflect on your own experiences in terms of your social context, your family background, and other factors determined by your own circumstances and upbringing. Rank the eight categories from most important to least important in regard to who you are as an individual. Be prepared to discuss your assignment within a larger class dialogue. Instructor may divide this assignment into two phases: (1) Early in the course, students will complete half the writing on each category (working draft); (2) near the end of the course, students will complete the second half of the writing and explore any transformations in thinking about how their identities position them in society (final copy). This

assignment meets TPE 6.2 (initial). More detailed directions and rubric for grading assignment will be given in class.

4. Group Reading Facilitation of *Deculturalization* Book

10 points

In small groups, students will lead a 20-30-minute (partially online) discussion and engagement of a chapter from the Joel Spring book. This discussion should promote critical thinking, varied perspectives and an attempt to connect the past to the present in our schools. Students will share additional resources found related to the chapter. Group provides a 1-page summary of the chapter highlights to the class. More detailed directions and rubric for grading assignment will be given in class. This assignment meets TPE 6.7 (initial) and SJE Foundational TPE – F4.

5. Analysis of Equity across High Schools

20 points

In small groups, students will present a research-based comparison of two Southern California high schools that are within a few miles of each other but differ significantly in the average socioeconomic status of their students. What does the data say about whether students at both schools are receiving equitable educational opportunities? When possible, compare data across the schools' demographics by all available student groupings: race/ethnicity, free/reduced lunch qualifying, EL status, migrant status, foster care status, etc. Instructor will specify how many of these or additional themes you should present on:

- Academic achievement across student groups (e.g., test scores, graduation rates)
- What are the academic program choices for parents and students (e.g., dual language education, visual and performing arts, science and technology, English Language Development, etc.)
- How equitably distributed are special education services and suspensions/expulsions?
- Are there differences in qualifications of the faculty (e.g., advanced degrees, years of experience)?
- What differences in course offerings are there? AP, Spanish for Heritage Speakers, GATE, dual language, etc.
- Are there differences in extra-curricular programs: clubs, sports, etc.?
- What do the websites suggest about differences in community resources and parental involvement opportunities?
- What do the school websites seem to indicate about whether the schools find equity important? about whether they are being culturally responsive? Are there resources in languages other than English?

Data sources: <https://dq.cde.ca.gov/dataquest/>, California School Dashboard, Ed-Data.gov, school websites. You could email the school if there any additional questions you have. The final project could be a PowerPoint, movie, or some other type of creative way to present the information. More detailed directions, examples, and rubric for grading assignment will be given in class. This assignment meets TPE 6.2 (initial) and SJE Foundational TPE – F1.

6. Social Justice and Equity Visual Argument

10 points

As a way to synthesize readings and core concepts with the service-learning component of this course, students will identify a systemic inequity that they observed during their service experience. Then, using the course readings (at least 3 clear references), students will craft a *visual argument* that addresses that inequity. The argument should make a claim about the issue, situate the issue within the class themes, and propose solutions or steps to address the issue. The solutions should discuss how, as future teachers or as community members, we can help society reverse its pattern of inequities with regard to the student populations in the service-learning portion of the class. The *visual argument* can take a variety of forms (PowerPoint, video, mural, etc.) at the discretion of the instructor. Students will submit an annotated bibliography that explains how they used the readings and course themes in the visual argument. More detailed directions and rubric for grading assignment will be given in class. This assignment may be done individually or in groups (up to 4) at the discretion of the instructor. This assignment meets TPEs 2.1 (initial), 2.5 (initial) and SJE Foundational TPE – F2.

7. Tutoring Students from Diverse Backgrounds

15 points

As a requirement for this course, you will tutor students from diverse backgrounds. More information will be provided in class by instructor. This fieldwork/tutoring assignment requires 20 hours of documented tutoring (log). Students will be expected to submit a reflection and log at end of semester. Your reflection should address each of these questions:

- Provide evidence and examples of how you were successful in your field experience.
- Describe what you feel you might have improved.
- Describe your learnings and the significance of this experience.
- How will the experience inform your future role as a teacher or community member?

This assignment meets TPEs 1.3 (Initial, Practice), 2.4 (Initial, Practice) and SJE Foundational TPE – F3.

Grading Standards

92 – 100	A
90 – 91	A-
88 – 89	B+
82 – 87	B
80 – 81	B-
78 – 79	C+ (minimal passing grade)
72 – 77	C
70 – 71	C-

Note: Students taking EDUC 364 as a prerequisite for teacher credential and graduate programs are reminded that the School of Education requires completion of this course with a grade of C+ or higher.

Final Exam Statement

This course does not have a final exam.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

For this section of EDUC 364:

Students will receive a score below 10/10 proportional to how far they are from meeting *all* of these expectations.

- Attend 90% of class sessions (no more than 3 absences for biweekly classes, 2 for once weekly)
 - With instructor approval of the legitimacy of an absence reason, it will be possible to complete make-up assignments equivalent to the learning time missed for a maximum of 2 absences.
 - For every absence (or 3 tardies/early departures) past these minimums students' final grade will be lowered one level on the grading scale, for example, from B- to C.
 - Students who attend less than 80% (more than 6 absences for biweekly classes, 4 for once-weekly) will be unable to pass the course unless legitimately unforeseen problems occur (that the instructor recognizes as legitimate) and make-up assignments are completed equivalent to the learning time missed.

- Be on time to and stay through the end of 90% of class sessions (3 of these permitted without penalty in biweekly classes, 2 in once-weekly).
- Participate frequently in class discussions.
- Participate professionally and ethically in class and incorporate feedback from others on respectful/disrespectful ways of discussing identities and sociopolitical issues.

A score of 0/10 could result from an especially irresponsible performance of just one of the expectations on this list.

Policy on Late/Missed Work

No credit will be given if you miss an in class assignment or required presentation. If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

Student Collaboration Policy

Due to the nature of the course, students will be asked to collaborate and actively interact with one another during class activities.

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at (760) 750-4905. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or make an appointment.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- All students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning or a total of at least six hours outside of the classroom each week.

Electronic Submissions of Assignments

This course is mostly paperless. Assignments are to be turned to Cougar Course on time. Points will be deducted for late submissions as the work you do is essential to the discussions conducted in this course. Make sure you turn in the assignments in Word, 12 font, in Times New Roman. Resources and/or citations will be referenced using APA format.

NOTE: Full assignment guidelines can be found on Cougar Courses. Rubrics for assignments and checklist are at end of this syllabus.

All University Writing Requirement

Writing requirements for this class will be met as described in the assignments. Every 3-unit course at the university, including this one, must have a writing requirement of at least 2500 words.

Course Format

This course format is offered in a traditional face-to-face instruction.

Necessary Technical Competency Required of Students

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Contact Information for Technical Support Assistance

This may include customer support for software used in the course, please contact the CSUSM Help Desk.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

GRADING RUBRICS

Grading Rubric for Reading Responses

	Does not meet expectations	Approaches expectations	Meets expectations
Content	Met few aspects of the assignment. Little evidence that reading was completed. No key points of the week's reading included. No personal thoughts/similar experiences included. Well below minimum amount not written. No points.	Met some aspects of assignment. Some evidence that reading was completed. Key points of the week's reading included. Personal thoughts/similar experiences included. Minimum amount not written. ½ point.	Met all aspects of assignment. Clear evidence that reading was completed. Key points of the week's reading included. Personal thoughts/similar experiences included. Minimum amount written. 1 point.

Grading Rubric for Working Draft of Personal History of Otherness

	Does not meet expectations	Approaches expectations	Meets expectations
Introduction & conclusion	<p>Introduction missing or fails to orient reader. Conclusion missing or fails to rank the categories.</p> <p>No points.</p>	<p>Introduction may be too brief or assume too much knowledge on the part of the reader. Conclusion may rank categories but without sufficient context.</p> <p>½ point.</p>	<p>Introduction is at least ¼ page that explains the coming paragraphs for a reader unfamiliar with the assignment. Conclusion is at least ¼ page that briefly summarizes the paper and ranks the eight categories by their importance to the writer's identity.</p> <p>1 point.</p>
8 categories of otherness	<p>Most categories are not treated in enough depth or with enough on-topic reflection.</p> <p>4 or fewer points.</p>	<p>Either some categories are not discussed for at least ½ page or the reflection veers off from the category being discussed.</p> <p>6 points.</p>	<p>At least ½ page is written on each category listed in the instructions and the personal reflection on identity is pertinent to the category. All directions to orient reflection were followed.</p> <p>8 points.</p>
Mechanics	<p>Many instances of non-standard spelling or punctuation. Writing often unclear and word choice often lacks specificity.</p> <p>No points.</p>	<p>Several instances of non-standard spelling or punctuation. Writing is sometimes unclear or word choice sometimes lacks specificity.</p> <p>½ point.</p>	<p>Few instances of non-standard spelling or punctuation. Writing is clear and specific in choice of words.</p> <p>1 point.</p>

Grading Rubric for Final Copy of Personal History of Otherness

	Does not meet expectations	Approaches expectations	Meets expectations
Introduction & conclusion	<p>Introduction missing or fails to orient reader. Conclusion missing or fails to rank the categories.</p> <p>No points.</p>	<p>Introduction may be too brief or assume too much knowledge on the part of the reader. Conclusion may rank categories but without sufficient context.</p> <p>1 point.</p>	<p>Introduction is at least ¼ page that explains the coming paragraphs for a reader unfamiliar with the assignment. Conclusion is at least ¼ page that briefly summarizes the paper and ranks the eight categories by their importance to the writer's identity.</p> <p>2 points.</p>
8 categories of otherness	<p>Most categories are not treated in enough depth or with enough on-topic reflection.</p> <p>8 or fewer points.</p>	<p>Either some categories are not discussed for at least 1 page or the reflection veers off from the category being discussed.</p> <p>12 points.</p>	<p>At least 1 page is written on each category listed in the instructions and the personal reflection on identity is pertinent to the category. Writer's identity is considered in light of course themes and learnings and how that identity positions them in society.</p> <p>16 points.</p>
Mechanics	<p>Many instances of non-standard spelling or punctuation. Writing often unclear and word choice often lacks specificity.</p> <p>No points.</p>	<p>Several instances of non-standard spelling or punctuation. Writing is sometimes unclear or word choice sometimes lacks specificity.</p> <p>1 point.</p>	<p>Few instances of non-standard spelling or punctuation. Writing is clear and specific in choice of words.</p> <p>2 points.</p>

Grading Rubric for Group Reading Facilitation of *Deculturalization Book*

Criteria	Developing – 2 points	Approaching – 3.5 points	Meets – 5 points
Group Reading Facilitation & Assignment Guidelines	Students had difficulty prompting critical thinking, allowing varied perspectives, or using questioning techniques. Had difficulty leading and sustaining discussions. Limited knowledge about topic or connections to chapter and/or situation in our schools. Students followed few directions on how to structure facilitation (summary, resources, lessons, bibliography). Lack of planning and preparation.	Students prompted some critical thinking, allowed for some varied perspectives, and some questioning techniques. Partially sustained discussions in a democratic, safe, and respectful environment. Partial knowledge about topic or connections to chapter, with some connection to our present school situations. Students followed some directions on how to structure facilitation (summary, resources, lessons, bibliography). Evidence of some planning and preparation.	Students prompted excellent critical thinking, allowed for varied perspectives, and questioning techniques. Sustained discussions in a democratic, safe, and respectful environment. Students very knowledgeable about topic and made ample connections to the chapter and the present situation in our schools. Students followed all directions on how to structure facilitation (summary, resources, lessons, bibliography). Clearly organized & well-prepared for class. Evidence of effective planning.
Discussions & Facilitation of Activity	Students maintained a limited level of interest and engagement among the other students during discussions and/or activities. Need to develop presentation skills. Inappropriate use of time & limited resources/materials. Did not include handout and/or bibliography or had brief notes as a handout. Neglected APA style. Did not include all resources in the bibliography. Participation from few of the group members. Few individuals did most of the work.	Students maintained some level of interest and engagement among students during discussions and/or activities. Presenters mostly talked or read material to the class. Inconsistent with use of time & resources/materials with designated time block (too long or too short). Included a partial handout with some of the resources listed (APA). Participation from some of the group members. Inconsistent collaboration from group members regarding workload.	Students maintained a high level of interest and engagement among all students during discussions and/or activities. Presenters were animated, knowledgeable, and provided meaningful activities. Appropriate use of time & resources/materials with adherence to designated time block. Included 1-page handout with bibliography of resources (APA). Participation from everyone in the presentation group. Equal group & work collaboration.

Grading Rubric for Analysis of Equity across High Schools

	Does not meet expectations	Approaches expectations	Meets expectations
Thoroughness of research	Several instructions not followed and data analysis incomplete. No points.	Either some data types and questions listed in the instructions were missing or some of the analysis lacked detail. 3 points.	All data types and questions listed in the instructions were addressed with detailed analysis. 6 points.
Connections to big ideas from course	Few connections to big ideas from the course in the analysis. No points.	Some connections to big ideas from the course in the analysis. 2 points.	Many connections to big ideas from the course in the analysis. 4 points.
Presentation	Lack of planning and preparation. Time not managed well. 8 or fewer points.	Evidence of some planning and preparation. Time managed fairly well. 3 points.	Clearly organized & well-prepared for class. Evidence of effective planning. Time well managed. 6 points.
Mechanics	Many instances of non-standard spelling or punctuation. Writing often unclear and word choice often lacks specificity. No points.	Several instances of non-standard spelling or punctuation. Writing is sometimes unclear, or word choice sometimes lacks specificity. 1 point.	Few instances of non-standard spelling or punctuation. Writing is clear and specific in choice of words. 2 points.
Equitable group work	Participation from few of the group members. Few individuals did most of the work. No points.	Participation from some of the group members. Inconsistent collaboration from group members regarding workload. 1 point.	Participation from everyone in the presentation group. Equal group & work collaboration. 2 points.

Grading Rubric for Social Justice and Equity Visual Argument

Components/ Criteria	No Credit	Partial Credit	Full Credit
To Name 2 points	Issues in schooling that affect students like those tutored are not named in the Visual Argument.	Issues in schooling that affect students like those tutored are named in the Visual Argument.	<i>and</i> the argument names both the individual struggles of the students tutored and the larger societal patterns around them (including schooling practices).
To Reflect Critically 2 points	The Visual Argument does not include a critical reflection on how the identified issue surfaced during their experience.	The Visual Argument includes a critical reflection on the identified issues and the experience of tutoring.	<i>and</i> the plan includes 3 or more references to course readings or discussions that highlight the identified issue.
To Act 2 points	An appropriate action plan or call for solutions for how teachers and community members can work to resolve the identified issues is not included.	An appropriate action plan or call for solutions is included.	<i>and</i> the solutions contain the following: specific steps or activities that demonstrates how social justice & equity can be addressed.
To Present Effectively 2 points	The presentation of the Visual Argument was underprepared, did not match the allotted time, or was not delivered professionally.	The presentation of the Visual Argument was appropriately prepared, well timed, and delivered professionally.	<i>and</i> the audience was engaged with discussion leadership.
To Write Academically (Annotated Bibliography) 2 points	Candidate does not follow the writing conventions of APA style.	Candidate strays from the writing conventions of APA style in ways that distract the reader.	Candidate follows most of the writing conventions of APA style.

Grading Rubric for Tutoring Student from Diverse Backgrounds

	Does not meet expectations	Approaches expectations	Meets expectations
Tutoring hours completed	No tutoring hours documented. No points.	Only a portion of required tutoring hours documented. Same portion/percentage of 13 points.	All required hours documented. 13 points.
Written reflection	Most questions are not treated in enough depth or with enough on-topic reflection. No points.	Either some questions are not discussed at all, the overall length is below the minimum, or there are major issues with writing conventions. 1 point.	All questions addressed with reflective depth, total length meets minimum expectation, and there are no major issues with writing conventions. 2 points.