



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

www.csusm.edu/soe

Course Number	EDUC 364
Title	The Role of Cultural Diversity in Schooling
CRN Number	40122
Days	Thursdays
Time	5:30 p.m.-8:20 p.m.
Course Location	UNIV 444
Semester / Year	Fall 2019
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Hours	Thursdays 4:15-5:15 p.m., Or By Appointment*

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

**Office Hours are for those with questions, who seek advice, who want to share and/or provide feedback, or just to chat! Office hours are for everyone! We can talk about anything you like: the course, your career choices, letters of recommendation, or anything else that interests you. If you have a scheduling conflict with the stated office hours, just reach out and we can set up another time, or we can Zoom (video conference). This time is your time. I'm here to help! You can also bring a friend or classmate. The more the merrier!*

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Suzi Van Steenbergen, Ed.D., EDUC 364, Fall 2019

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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.

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. 6) 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. 6).

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.

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.

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).

SoEs 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 culturally responsive pedagogy
- understand of gay, lesbian, bisexual and transgender students, teachers and families
- have a greater understanding of diverse students through fieldwork.

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: 978134047232. [This book is available for 2-hour check-out in the library. See the link in Cougar Courses.]

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. [This book is available in full-text online. See the link in Cougar Courses.]

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.

SUPPORT FOR STUDENTS

CSUSM offers a number of resources on campus to help you succeed in your classes and enjoy your time here. Below are just a few options for you to be aware of. There are others! I am happy to give you some more ideas if you would like.

Academic Success Center: The Academic Success Center supports students throughout their learning. We collaborate with faculty and staff across campus to innovate academic programming for all students within the University. Not only do we have study spaces, but we also offer tutoring, workshops, programs, and events to enhance your academic experience. One of our programs, Supplemental Instruction, is also available through the ASC.

Website: www.csusm.edu/asc/

Location: Extended Learning Building (ELB) 286, **Hours:** Monday-Friday 9:00am-5:30pm

Writing Center: The Writing Center's mission is to be a welcoming learning environment where certified student consultants offer constructive guidance to all writers at any stage of the writing process - idea generation, argument development, polishing of sentences and more. FREE drop-in and by-appointment tutoring is available at the Writing Center by certified student consultants. The WC helps you review the prompt and ask guiding questions, as students work to develop compelling texts. The WC is committed to providing non-judgmental feedback. Additional services include assistance with Academic English.

Website: www.csusm.edu/writingcenter

Location: Extended Learning Building (ELB) 273, **Hours:** Monday-Thursday 9:00am-6:00pm, Friday 9:00am-2:00pm

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.

COURSE REQUIREMENTS & GRADING

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/Discussion Preparation/Reflections/Discussion Posts (___ points)
and various in-class activities
- Personal History of Otherness Paper (20 points)
- Nieto & Bode Book Group Reading Facilitation (20 points)
- Analysis of Equity Across High Schools (20 points)
- Final Project (20 points)
- Tutoring Students from Diverse Backgrounds (15 hours min) (15 points)
- Service Learning Reflection (10 points)
- ___ Points (Varies)

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.

To meet the "Attendance, Class Participation, and Professional Disposition" requirement, you may miss **no more than 1 class session**. Sometimes things happen (you might get sick, or have other obligations). Because of this, you can miss **1 class** without penalty to your grade. If you miss more than one session, you cannot earn the 10 points. If you miss more than 2 sessions, you risk not passing the class. *Notification of absence does not warrant an excuse.* In addition, attendance during the **last 2 class sessions** (for class presentations) is mandatory; if you miss one of those sessions, you will have not met the course attendance requirement. *If you know you need to miss one of these 2 classes, notify the instructor in advance, and you will be given an alternate assignment to make up for the missed time.*

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. Readings/Disc. Preparation/In-Class Individual & Collaborative Assignments (Various)

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 discussion preparation as explained by the course instructor. Each week the instructor will provide guidance about what students should bring to class. This assignment meets TPEs 1.1 (initial), 2.1 (initial), and 2.5 (initial) in addition to S&E Foundational TPE – F3. More detailed directions and rubric for grading assignment will be given in class. In addition, students will be asked to complete in-class reflections, assignments and collaborative activities, some of which will be graded.

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. Within each of the eight categories, discuss how important they are to who you are as an individual. Be prepared to discuss your assignment within a larger class dialogue. This assignment will be done in two phases: (1) Early in the course, students will complete a draft of their personal history; then, during the course, students will be given the opportunity to add to and modify their drafts; (2) near the end of the course, students will explore any transformations in thinking about how your identities position you in society. This assignment meets TPE 6.2 (initial). More detailed directions and rubric for grading assignment will be given in class.

4. Nieto & Bode Book Group Reading Facilitation (Nieto & Bode Tex) 20 points

In small groups, students will lead a 20-30 minute discussion of a chapter from the Nieto & Bode 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. More detailed directions and rubric for grading assignment will be given in class. This assignment meets TPE 6.7 (initial) and S&E 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)

- How equitably distributed are special education services and suspensions?
- 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 include: <https://dq.cde.ca.gov/dataquest/>, California School Dashboard, Ed-Data.gov, school websites. You could email the school if there are 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

20 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 4) 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/Fieldwork with 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 the instructor. This fieldwork/tutoring assignment requires **15 hours minimum** of documented hours in the field. Students will be expected to submit a reflection at end of semester. This assignment meets TPEs 1.3 (Initial, Practice), 2.4 (Initial, Practice) and SJE Foundational TPE – F3. **Note: You cannot earn higher than a C if you do not complete the fieldwork requirement.**

Overall Course 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.

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.

COURSE AND UNIVERSITY POLICIES

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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 have extenuating circumstances, they should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

To meet the “Attendance, Class Participation, and Professional Disposition” requirement, you may miss **no more than 1 class session**. Sometimes things happen (you might get sick, or have other obligations). Because of this, you can miss **1 class** without penalty to your grade. If you miss more than one session, you cannot earn the 10 points. If you miss more than 2 sessions, you risk not passing the class. *Notification of absence does not warrant an excuse.* In addition, attendance during the **last 2 class sessions** (for class presentations) is mandatory; if you miss one of those sessions, you will have not met the course attendance requirement. ***If you know you need to miss one of these 2 classes, notify the instructor in advance, and you will be given an alternate assignment to make up for the missed time.***

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.

CSUSM Academic Honesty Policy

Students are 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 must provide credit to the source and be punctuated/cited accordingly.

Students are responsible for honest completion and authentic, original representation of their work. The Course Catalog provides the details of the university ethical standards and penalties for infractions. There is zero tolerance for infractions in this course. 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.

If you have any questions about how to put your best academic foot forward, including using appropriate citations, submitting your own work, etc., please come and see me. I can help.

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. The requirement is met in this class through the assignments described below. The University Writing Center is available for all students free of charge for support and writing skill development.

<https://www.csusm.edu/writingcenter/index.html>.

If you have any questions about any of the written assignments or would like additional writing support, I highly recommend reaching out to the Writing Center. They have dozens of trained writing tutors who can provide one-on-one writing support. There is also an Academic English Support expert if you are working on your academic language skills.

Plagiarism

As an educator, social worker, counselor or in any human service realm, it is expected that each student 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.

Use of Technology

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 own professional portfolio. All assignments will be submitted online, with a final project submitted in hard copy in the form of a presentation poster. Details will be provided in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact me, 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.

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.

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.

COURSE OUTLINE

Note: This course outline is likely to change. In a class as dynamic as this one, adjustments to the schedule sometimes must be made to accommodate guest speakers, student needs, or instructional needs. Always check Cougar Courses for the most updated syllabus and for any other specific announcements.

Readings that are not from the course texts are available in Cougar Courses. Other than the first day of class, students should complete the readings prior to the class session in which they are listed.

Class	Date	Agenda	Assignment(s) & Readings Due
1	August 28	<ul style="list-style-type: none"> <input type="checkbox"/> Course Introduction <input type="checkbox"/> Course Texts <input type="checkbox"/> Primary Assignments <input type="checkbox"/> Service Learning Overview <input type="checkbox"/> Looking at the Data: Gallery Walk & Reflection 	<p>Due (in class): <i>Student Information Survey</i></p> <p>Begin browsing the Service Learning database for your placements.</p>
2	Sept. 5	<ul style="list-style-type: none"> <input type="checkbox"/> Brief History of US Schooling <input type="checkbox"/> What is deculturalization, and why is it important to understand? <input type="checkbox"/> Spring Ch. 1: Discussion <input type="checkbox"/> School Reform: The Messy, Complex Process of Addressing Inequities 	<p>Due: Browse Service Learning database to look for possible sites. Reach out to at least 3 or 4 potential locations.</p> <p>Done in class: In-Class: Gallery Walk Blog Entry</p> <p>Reading(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spring Ch. 1 <p>Submit your Certificate of Clearance and TB Risk Assessment verification to Cougar Courses ASAP. Thank you!</p>
3	Sept. 12	<ul style="list-style-type: none"> <input type="checkbox"/> Understanding the Sociopolitical Context of MCE; What are the goals of MCE? <input type="checkbox"/> Brief History of US schools; Deculturalization up close. <input type="checkbox"/> School Equity Analysis & Presentations (Groups) 	<p>Due: Nieto & Bode Ch. 1 Reading Response; 2 peer responses to others' Gallery Walk blog posts from Week 2.</p> <p>Reading(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Nieto & Bode Ch. 1 <p>Submit your Certificate of Clearance and TB Risk Assessment verification to Cougar Courses ASAP. Thank you!</p>

4	Sept. 19 [ONLINE SESSION]	<p>Note: This class will be held "online." this means you will have reading and work to submit, but we won't meet physically.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Schooling of Native Americans: The role of Schooling in Cultural Genocide <input type="checkbox"/> The Schooling of African Americans: Denial, Segregation, and Resistance 	<p>Due: Spring Ch. 2, 3 Dialectical Journal Blog Entry (by 8:00 p.m. Sept. 19 p.m.); Respond to at least 2 other students (by midnight Sept. 22).</p> <p>Reading(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spring Ch. 2, 3 <p>Submit your Certificate of Clearance and TB Risk Assessment verification to Cougar Courses ASAP. Thank you!</p>
5	Sept. 26	<ul style="list-style-type: none"> <input type="checkbox"/> The Schooling of Latinx Americans: Exclusion & Segregation <input type="checkbox"/> The Schooling of Asian Americans: Exclusion & Segregation <input type="checkbox"/> Digging Deeper into how deculturalization & cultural genocide function <input type="checkbox"/> <i>The Problem We All Live With</i> 	<p>Due: Spring Ch. 4, 5 Dialectical Journal</p> <p>Reading(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spring Ch. 4, 5
6	Oct 3	<ul style="list-style-type: none"> <input type="checkbox"/> Guest Speaker: Maria Al-Shamma from the NCLGBTQ Resource Center <input type="checkbox"/> Socratic Seminar Discussion: The New Culture Wars & Global Corporate Culture; The Sociopolitical Context of Schooling 	<p>Due: Socratic Seminar Preparation Sheet</p> <p>Reading(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Article (TBD) <input type="checkbox"/> Spring Ch. 6, 7 (½ the class reads each chapter)
7	Oct. 10	<ul style="list-style-type: none"> <input type="checkbox"/> Defining MCE for School Reform <input type="checkbox"/> Thinking about Disability (Part I) <input type="checkbox"/> Nieto & Bode Presentation Groups: Get Organized 	<p>Due: Discussion Preparation for Nieto & Bode Ch. 2</p> <p>Reading(s): Nieto & Bode, Ch. 2</p>
8	Oct. 17	<ul style="list-style-type: none"> <input type="checkbox"/> Thinking about Disability (Part I) <input type="checkbox"/> Racism, Discrimination, & Expectations of Student Achievement <input type="checkbox"/> Countering Deficit Narratives 	<p>Due: Discussion Preparation for Nieto & Bode Ch. 3</p> <p>Reading(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Nieto & Bode, 3 <input type="checkbox"/> Come having read your group's

		<input type="checkbox"/> <i>Teach us All</i> Excerpt <input type="checkbox"/> Nieto & Bode Presentation Groups: Meet With Your Groups & Plan <input type="checkbox"/> History of Otherness Paper Overview	assigned Nieto & Bode chapter (so you can plan with your groups). <input type="checkbox"/> Gorski Article (See Cougar Courses)
9	Oct. 24	<input type="checkbox"/> Structural and Organizational Issues in Classrooms <input type="checkbox"/> <i>Adam Ruins the Suburbs</i> <input type="checkbox"/> <i>A Tale of Two Schools</i> <input type="checkbox"/> Culture, Identity & Learning <input type="checkbox"/> Nieto & Bode Presentations, Ch. 4, 5	Due: Discussion Preparation for Nieto & Bode Ch. 4, 5 Reading(s): Nieto & Bode, 4, 5
10	Oct. 31 	<input type="checkbox"/> Linguistic Diversity <input type="checkbox"/> Bilingual Education in the US <input type="checkbox"/> Understanding Learning & Achievement (Asset-Based Pedagogy, Discipline & Restorative Justice). <input type="checkbox"/> Nieto & Bode Presentations, Ch. 6, 7	Due: Discussion Preparation for Nieto & Bode Ch. 6, 7 Reading(s): Nieto & Bode, 6, 7
11	Nov. 7 [Online Class]	<input type="checkbox"/> Service Learning: Lessons, Connections & Insights	Due: Service Learning Reflection; History of Otherness Paper Due Reading(s): <input type="checkbox"/> TBD
12	Nov. 14	<input type="checkbox"/> Final Project Information <input type="checkbox"/> Learning From Students; School Culture <input type="checkbox"/> Adapting Curriculum for Multicultural Classrooms <input type="checkbox"/> Nieto & Bode Presentations, Ch. 8, 9	Due: Discussion Preparation for Nieto & Bode Ch. 8, 9 Reading(s): Nieto & Bode, 8, 9
13	Nov. 21	<input type="checkbox"/> Working with Teachers, Schools, Families & Communities <input type="checkbox"/> Cultural Reciprocity	<input type="checkbox"/> Due: Discussion Preparation for Nieto & Bode Ch. 10 Reading(s):

		<input type="checkbox"/> Nieto & Bode Presentation, Ch. 10 <input type="checkbox"/> Final Project Presentation Work	<input type="checkbox"/> Nieto & Bode, 10
14	Thanksgiving Break No Class 		
15	Dec. 5	<input type="checkbox"/> Final Project Presentations	Due: Final Project Presentations; Attendance Mandatory Reading(s): <input type="checkbox"/> TBD

EDUC 364 General Assignment Rubric

(For Discussion Preparation, Dialectical Journals or Other Written or In-Class Assignments)

Topic	Excellent	Developing/Needs Improvement	Needs Improvement/Non Performance
Evidence of Critical Thinking & Connections to Course Text(s) and Concepts	The author provides clear and consistent evidence of critical thinking, engaging in the ideas thoughtfully and with intention and depth. The author makes clear and convincing connections to course text(s) and concepts, and uses the text(s) to support claims.	The author provides some evidence of critical thinking but it is inconsistent and/or uneven. The author makes only cursory connections to the course text(s) and concepts, or does not use the text(s) to support claims.	The author provides little evidence of critical thinking and/or the thinking is unclear, uneven, or cursory. The author makes little or no references to course text(s) and concepts.
Assignment Requirements	The author met or exceeded all of the requirements for the assignment. The assignment is formatted correctly (per the instructions) and submitted on time.	The author met all of the requirements for the assignment. The assignment is formatted incorrectly (per the instructions) or is not submitted on time.	The author did not meet significant portions of the assignment requirements.

Tuberculin TB Risk Assessment and Certificate of Clearance Contract

Note: 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 the course.

Print name/

Signature

Date