



**EDUC 602 Section 2
Schooling in a Multicultural Society
CRN #27728
Online Course
Spring 2014**

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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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
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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
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*"The function of education is to teach one to think intensively and to think critically.
Intelligence plus character - that is the goal of true education." Martin Luther King, Jr.*

COURSE DESCRIPTION

An introduction to issues of schooling in a multicultural society. Includes an overview of multicultural education and address areas of study such as: culture and cognition, diversity and exceptionality, intercultural communication, cross-cultural competence, the psychology of personal prejudice, and curriculum and teaching in multicultural contexts.

Halcon: This course focuses on **Schooling in a Multicultural Society**. The class addresses culture and cognition, prejudice, racism, exceptionality, intercultural communications, immigration and immigrant students, and teaching English learners and the culturally different. The class also has a strong focus on present day curriculum, classroom environments, and teaching English Learners (EL's), and in multicultural contexts.

On-Line Instruction

This is a Distance-delivered class-**ON-LINE ONLY**, with modifications as needed to accommodate individual students. Delivery of instruction is different, more time consuming, and requires more discipline from the learner than traditional face-to-face (f2f) instruction.

The **ON-LINE ONLY** platform requires more attention to the work at hand on the part of the student. All modules are designed to allow students to work independently with adequate time to prepare for a robust class discussion through Cougar Courses, CSUSM's Moodle platform. Robust discussion and interaction with each other, **ON-LINE**, is the heart of the class.

I will be available for personal support and guidance. I expect that each student will have read the course material thoroughly and be prepared to discuss class readings with their peers, and me. As the semester progresses, I will monitor your progress, check to see that you are understanding the material, and assure that you are in compliance with your major area for the development of your class project (refer to Rubric #2).

Course Objectives

The purposes of this course are to:

- enhance and augment students' knowledge about diversity that is a part of today's schools and communities;
- provide opportunities for reflection and discussion of the complex ways in which cultural and linguistic diversity is a part of educational contexts;
- provide support to students who represent national, state, local and regional diversity;
- prepare teachers to provide equitable educational opportunities to all students.

This course is aligned to the following standard for the California Teachers of English Learners (CTEL) Program leading to CTEL (formerly CLAD) certification:

Standard 9: Culture and Cultural Diversity and Their Relationship to Academic Achievement

The program develops a broad and deep understanding of contemporary and historical concepts and issues related to culture and cultural diversity in California and the United States. The course addresses concepts and definitions of culture, including universal features of cultures (e.g., ethnocentrism, acculturation, cultural pluralism). The course explores cross-cultural contact and acculturation and how they are affected by power and status, psychological issues, and by social and economic factors. The program requires candidates to develop an understanding of major demographic trends related to linguistic and cultural diversity, as well as current trends and features of migration and immigration in California and in the United States. You will develop a conceptual understanding and an ability to demonstrate applied knowledge of cultural similarities, strategies for fostering positive cross-cultural interactions among culturally diverse students, and challenges involved in cultural contact. The course also requires candidates to analyze how this knowledge can be directly applied to instruction of English Learners in order to support student development and learning.

Standard 10: Culturally Inclusive Instruction

The class provides candidates with conceptual understanding of culturally inclusive instruction and the important role that culture plays in schools and classroom settings. The class addresses in-depth knowledge of English learners' home cultures and cultural background. The course requires candidates to examine their own cultural beliefs, attitudes, and assumptions and how they impact student learning and achievement. The class demonstrates how to apply this knowledge to create culturally inclusive learning environments in the classroom and school (e.g., setting high expectations for all students, and respect for cultural and linguistic diversity). Candidates apply knowledge of English learners' cultural backgrounds and experiences to instructional planning and implementation.

NOTE: *CTEL candidates will need to upload their graded CTEL signature assignment (with a passing grade or rubric indicating passing grade for assignment) to their **CTEL electronic portfolio** upon completion of this course. CTEL Program Coordinator will then review the candidate's CTEL standards in their electronic portfolio in order to fulfill their certification requirements for the California State Department of Education. For further clarification, please contact Dr. Ana Hernandez, CTEL Program Coordinator, at ahernand@csusm.edu.*

GENERAL CONSIDERATIONS

Professional Disposition & Behavior

The College of Education Vision Statement and Professional Standards are the driving force behind all readings and activity related to this class. This course **WILL** address sensitive and controversial topics. We will explore these topics together and strive to expand our understanding as we consider the diverse lenses through which we view educational issues.

All students are expected to behave professionally at all times. Professional behavior is defined herein as one that *consistently* demonstrates integrity, responsibility, tolerance, and respect for self and others. All students are expected to listen to different opinions, consider and reflect on other points of view, and deal proactively with constructive criticism. Unprofessional behavior is grounds for review of the candidate's continued participation in this course and/or program progress.

NOTE: Since this is an ON LINE ONLY course, **FLAMING** of students will not be tolerated. “Flaming”--“the act of posting deliberately hostile messages on the Internet”-(Wikipedia, 2013), also known as *bashing*, and is *hostile* and/or an insulting interaction between Internet users, often involving the use of profanity.

Flaming usually occurs in the social context of an Internet forum by email and on video-sharing websites. It is frequently the result of the discussion of heated real-world issues such as politics, religion, and philosophy, or of issues that polarize subpopulations, but can also be provoked by seemingly trivial differences.

Outcomes and Standards

This course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education. (Note: As of 2002, the CLAD competencies are collectively referred to as an *Authorization to Teach English Learners*.) Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS).

All University Writing Requirement

Every course at the university must fulfill the university’s writing requirement of at least 2,500 words. In this course, this is accomplished through the following written assignments: Service Learning Plan (in the unit of study), Literature Connection, Unit Plan, and reflections on selected readings.

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 written work and oral presentation assignments must be original work. All ideas/materials 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 with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no 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.

Plagiarism:

As an educator, it is expected that each candidate 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.

Appeals

Every student has the right for redress of grievances incurred in the context of any class. Disputes may be resolved informally with your Professor, or, should you not be satisfied with the resolution proposed, through a formal appeal process. For the latter, consult the Dean, SOE, Associate Dean, or Program Director. **Note:** **Appeals begin with your Professor.**

Ability

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, DOCUMENTED learning challenges, or first language/English as a second language) are reminded that every effort will be made to accommodate special needs and of the availability of **Disabled Student Services**, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

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, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

This course: Students are expected to participate actively in their own learning. Since this is a **Distance Delivered Course**, students must be proactive about communicating with the instructor and their peers. All must complete their work by the end of the semester in which they take the course, unless otherwise given permission to extend.

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 teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

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.

COURSE REQUIREMENTS

Class Structure

This course is taught as a **Graduate-Level Seminar, albeit, wholly On-line**. Success in this course is dependent upon your being well prepared for a continuous discussion of what you are reading. My role will be to “facilitate” and to intervene or redirect your discussion(s) as necessary. I WILL read every post! This course is intended to develop your knowledge base about cultural diversity through the readings, on-line discussions, and assignments.

The learning is independent, though you are required to share your thoughts, ideas, and questions by participating with an asynchronous chat (**Cougar Courses**) where you will interact with those enrolled in the class.

Technology is integrated into all instruction and assessment components of this course. You are expected to use **Cougar Courses**, a Moodle platform. Technology support is available in the Kellogg Library (ground floor) at the Academic Technology Help Desk @ 750-6505.

Purchasing Required Text(s)

I have tried to minimize the cost of textbooks by providing a reference to them on-line, through *Amazon.com*. Because of the expense, I purposely DID NOT order textbooks from the campus bookstore.

All assigned books are available in paperback; *most* are downloadable to your tablets or iPads. Amazon offers used copies of each as well. Search for the best prices available.

(NOTE: *Electronic downloads tend to be less expensive than paperback or used copies. However, I'm told by knowledgeable colleagues, who have done so that if you rent a textbook, it will disappear from your computer, ipad, or iphone, etc. less than one week after the class ends.*)

HINT: purchase the book you will be reading about two weeks in advance to insure that you receive them on time or to make plans for other sources in the event they are not available from Amazon. I will have a complete set available in Kellogg library for 3-hour check out should you find this convenient, or necessary.

**1. Spring, Joel (2010)-*Deculturalization and the struggle for equality: A brief history of dominated cultures in the United States (6th Edition)*. McGraw-Hill. Boston. http://www.amazon.com/Deculturalization-Struggle-Equality-sixth-Text/dp/B005GWUVK6/ref=sr_1_4?s=books&ie=UTF8&qid=1357341555&sr=1-4&keywords=Deculturalization+and+the+Struggle+for+Equality

**2. Howard, G. (2006). *We can't teach what we don't know: White teachers, multiracial schools*. 2nd Edition. Teachers College Press. New York. <http://www.amazon.com/Cant-Teach-What-Dont-Know/dp/0807746657>

**3. Delpit, L. (1993). *Other people's children: Cultural conflict in the classroom*. 2nd Edition. The New Press. New York. http://thenewpress.com/index.php?option=com_title&task=view_title&metaproductid=1179

**4. González, N., L. Moll & C. Amanti (2009). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Routledge. New York. http://www.amazon.com/Funds-Knowledge-Theorizing-Communities-ebook/dp/B0020BUXC2/ref=sr_1_2?ie=UTF8&qid=1357341062&sr=8-2&keywords=funds+of+knowledge+theorizing+practices+in+households

**5. Reyes, M. & J. Halcón (2001). *The best for our children: Critical perspectives on literacy for latino students*. Teachers College Press. New York. http://www.amazon.com/The-Best-Our-Children-Perspectives/dp/0807740063/ref=sr_1_1?ie=UTF8&qid=1357341364&sr=8-1&keywords=The+Best+for+our+children

**6. Valenzuela, Angela (1999). Subtractive Schooling: US Mexican Youth and the Politics of Caring. <http://www.amazon.com/Subtractive-Schooling-U-S--Mexican->
http://www.amazon.com/s/ref=nb_sb_ss_i_0_12?url=search-alias%3Dstripbooks&field-keywords=angela+valenzuela&srefix=angela+valen%2Cstripbooks%2C167

**7. Chavez, Leo R. (2012). Shadowed Lives: Undocumented Immigrants in American Society (Case Studies in Cultural Anthropology). http://www.amazon.com/gp/offer-listing/113358845X/ref=dp_olp_all_mbc?ie=UTF8&condition=all

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I reserve the right to change, add to, or delete any material or assignment from the course at any time.

GRADING POLICY

All required work must be submitted on time. All work needs to reflect university level composition. All citations, where appropriate, will use APA format. Consult Library Services for the *Manual of Citation of the American Psychological Association*, or www.apastyle.org/index.html.

Performance Assessment

There are 1000 points possible. Your performance in class will be assessed along the following criteria:

1. **Asynchronous Discussion-FORUM (100 pts. X 3=300max)**--Students are required to participate in the class Bulletin Board (Moodle). Your discussions should be introspective addressing issues, experiences, ideas, discussions, readings, & current events, related to the class.

The Discussion Forum is divided into 3 sections, each worth a total of 100 points. Your progress will be evaluated every five (5) weeks. I will comment on your Discussion/Posting progress week 5 & Week 10.
2. **NO LESS** than twenty (20) substantial entries are required for a passing grade (C+) for this assignment. (**Refer to Rubric #1 below). **DUE: On-going**
3. **Photo + Fill out form (50pts)** Students will post a recent photo to their Cougar Courses site by week 2. (**Due: Jan. 30th**). Additionally, they will fill out a BIO form for me to learn a bit about you
4. **Analysis of Reading MODULES-Students will write a total of 7 short (4-6 pages) papers over the semester (7x50pts=350)**. Each will be an **analysis*** of the readings for that week. **DUE: as assigned (every two weeks-Modules 3,5,7,9,11,13, & 15)**.
5. **Literacy Intervention Plan (200 pts. max)**-Each student will be responsible for submitting Literacy Intervention Plan, or an Alternative Assignment, in a timely manner. (** Refer to Rubric #2 below for specific instructions) **DUE: May 2nd**.
6. **A Cultural Description of Self (100 pts. max)**. You will submit a 5-7 page Cultural Self-Description describing yourself and your family culturally. Who Am I? Where do I come from, etc.? Who were my forebears? (Family, ethnicity, religion, where from, etc.)-One side of family, or both-your choice. **DUE: Feb 13th**.

****Analysis** is the process of breaking a complex topic or substance into smaller parts to gain a better understanding of it (Wikipedia, 2013).

Rubrics

Rubric # 1

****Asynchronous Discussion (300 pts. Max)**

Entries Required		Grade Equivalent
*1-20	entries-125 points	C+
*21-29	entries-150 points	B-
*30-34	entries-175 points	B
*35-39	entries-200 points	B+
*40-44	entries-225 points	A-
*45-49	entries-250 points	A
*50+	entries-300 points	A+

Rubric #2

****A Literacy Intervention Plan (300 pts. max)**

Instructions: You will each develop a **Literacy Intervention Plan (12-15 pages)** in the context of your major MA Program (Bilingual/Multicultural (CTEL Certification); Special Education (Add On Level I credential); or, the Reading Certificate for Literacy Masters Students.

***Non-declared students enrolled in EDUC 602D will complete an alternative assignment below (See B. Alternative Assignment).

A. To begin, complete Step #1 below. This will serve as an Introduction to your final paper.

Step 1. Begin with: Go to the California Department of Education Website and retrieve the following information about your school. Use the following link <http://dq.cde.ca.gov/dataquest/>

- a. Your school's 2010 Academic Performance Index (API) Growth Report
- b. The number of socioeconomically disadvantaged learners at your site
- c. The number of English learners at your site
- d. The number of students with disabilities at your site
- e. The number of any other numerically significant subgroups at your school (for whom there are data provided---e.g.; Hispanic or Latino)

Step 2. Identify the MA program you are a part of, and select that program. Your Literacy Intervention Plan will evolve from one of the options below (Pick one below, either A, B or C). Indicate which option you have chosen in the title of your paper.

A. The CTEL (California Teachers of English Learners) Program¹, leading to CLAD certification, or

B An “Add On” **Level I Mild/Moderate and Moderate/Severe Education Specialist Credential**², for candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorized the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English, or.

C. The Reading Certificate³, requirements for Literacy Masters students.

NOTE: The purpose for this assignment is for you to look at student achievement of culturally and linguistically diverse students in your certificate/credential program over time to determine what happens to students within a system. The purpose is not to examine and criticize any school district. It is to look at opportunities made available to or denied children who are culturally and linguistically diverse.

****In all cases, you are responsible for consulting with your Chair to determine which program you have enrolled, or will enroll, in.**

Step 3. (a.) Components of the Literacy Intervention Plan (you MUST address each of these):

1). *Population:* Select a small group (no more than 5) of ethnically and/or linguistically diverse students in a grade level who have attended your school for at least three years. Do a review of their school history and success or lack of success.

2) *Data collection:* Consider the following:

- What do you know about the students’ cultural and language backgrounds? Are there any social, economic and/or political factors you can identify that may impact the students’ instruction?
- Testing process when the students entered school. Were they tested? Which test was used? Tested in their primary Language? In English? What were the scores? What do the scores mean?
- Placement issues. Where were the students placed? What kinds of classrooms?
- Services received: What kind of services did the students receive? Were any referred to Special Education? Why? Are any in the SST process? Why? How many have been placed in special education?
- Re-classification: Were the students ever re-classified? What process was followed and is typically followed in your district?
- Look at the grades the students received over three years and look for patterns in terms of achievement. Match the history of each student with his/her present achievement. Are there differences? What growth occurred? Have their CELDT scores increased? Plateaued?
- Analyze the data that you have collected and discuss how these students have progressed through the system.
- Factors of retention: Were these students retained? How many? Why?

¹ Successful completion of this assignment fulfills CTEL requirements for Standards 9 and 10. Students may post this assignment to their CTEL Portfolio as evidence that they have met these standards.

² This assignment fulfills the requirement for the “Add On” Level I Mild/Moderate and Moderate/Severe Education Specialist Credential for candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorized the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English.

³ This assignment fulfills the requirements for Literacy Masters students in who are taking EDUC 602 in lieu of EDUC 627.

(b.) Writing Assignment (10-12 pages)

Develop a literacy plan (listening, speaking, reading and writing) for these students. Your literacy plan should include the following information:

1. A description of the students involved in your research, including the data you collected about their cultural and language backgrounds, their families, their testing, their placements, etc.
 2. A literacy plan based on the data you collected. What would you do to ensure equal access to grade level curriculum for these children?
 3. Adopted materials used to support academic growth? What additional support do these students need? How will you ensure that will happen? What support and accountability will be necessary to ensure equal access and success?
 4. A description of how you will communicate your literacy plan to the students' families.
 5. A reflection of what you learned about yourself (cultural beliefs, attitudes and assumptions) while developing your literacy plan in regards to the English learners and their families.
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B. ALTERNATIVE ASSIGNMENT- Issues Paper (10-12 pages)*

Instructions: Identify an issue or concern in your school or community. The issue must relate to **diversity, equity or social justice** and must include school-aged children and youth. Your paper should be a minimum of 10 pages, a maximum of 12.

There are four (4) primary parts to this assignment, all which must be documented in your paper:

1. Research the issue in depth (no less than 5 references). Include (as appropriate):
 - a. Why is this issue significant to you?
 - b. What is the impact of this issue on children?
 - c. Is there a historical significance to this issue? What is it?
 - d. Other important information relevant to this issue.
2. Identify community resources such as organizations, foundations or public agencies that address this issue. The focus of this should be as local as possible.
3. What interventions are occurring to mediate your concerns?
4. What might you do to address this issue/concern that is not being done currently?

* Education MA's **MAY NOT** select this option.

MODULES AND SCHEDULE OF TOPICS & READINGS

January 21-May 9, 2014

Note: Refer to specific weekly assignments on Cougar Courses

****Discussion-Each week you are assigned reading. After reading the material carefully, you are to submit a 3-4 pages analysis* of the reading to indicate your understanding of the topic at hand.**

Week	Module	Topics / Readings
Week 1. (January 21-24)	1	<i>Introduction & Expectations</i>
<p><i>Intro to Class/Expectations/Discussion</i></p> <p>a. Post to Week 1-Discussion</p> <p>b. Post a recent photo of yourself to Cougar Courses</p>		
Week 2. (January 27-31)	2	<i>The Struggle for Equality (Part I).</i>
<p>***Read: <i>Joel Spring, Deculturalization and the struggle for equality: A brief history of dominated cultures in the United States (6th Edition). Chapters 1-3 (Pp. 1-81).</i></p> <p>a. Post to Week 2-Discussion</p>		
Week 3. (February 3-7)	3	<i>The Struggle for Equality (Part II).</i>
<p>***Read: <i>Joel Spring, Deculturalization and the struggle for equality: A brief history of dominated cultures in the United States (6th Edition). Chapters 3-7 (pp. 84-156).</i></p> <p>a. Post to Week 3-Discussion</p> <p>b. Submit a 3-4 page analysis of <i>Deculturalization and the Struggle for Equality.</i></p>		
Week 4. (February 10-14)	4	<i>We Can't Teach What We Don't Know (Part I)</i>
<p>***Read: <i>Gary Howard (2008). We Can't Teach What We Don't Know (2nd Edition). Chapters 1-3 (pp. 1-62).</i></p> <p>a. Post to Week 4-Discussion</p> <p>b. Post a 5-7 page Cultural Self-Description DUE: Feb 13th.</p>		
Week 5. (February 17-21)	5	<i>We Can't Teach What We Don't Know (Part II)</i>
<p>*** Read: <i>Gary Howard (2008). We Can't Teach What We Don't Know (2nd Edition). Chapters 4-7 (pp. 65-121).</i></p> <p>a. Post to Week 5-Discussion</p> <p>b. Submit a 3-4 page analysis of <i>We Can't Teach What We Don't Know.</i></p>		
Week 6. (February 24-28)	6	<i>Other People's Children (Part I)</i>
<p>***Read: <i>Lisa Delpit (2006). Other People's Children: Cultural Conflict in the Classroom (2nd Edition). (Chapters 1-5 (pp. 1-91).</i></p> <p>a. Post to Week 6-Discussion</p>		

Week	Module	Topics / Readings
Week 7. (March 3-7)	7	<i>Other People's Children (Part II)</i>
<p>***Read: <i>Lisa Delpit (2006). Other People's Children: Cultural Conflict in the Classroom (2nd Edition). Chapters 6-9 (pp. 104-199).</i></p> <p>a. Post to Week 7-Discussion</p> <p>b. Submit a 3-4 page analysis of <i>Other People's Children</i>.</p>		
Week 8. (March 10-14)	8	<i>Funds of Knowledge (Part I)</i>
<p>***Read: <i>N. Gonzalez, L. Moll, & C. Amanti (2005). Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms. Chapters 1-8 (pp. 1-152).</i></p> <p>a. Post to Week 8-Discussion</p>		
Week 9. (March 17-21)	9	<i>Funds of Knowledge (Part II)</i>
<p>***Read: <i>N. Gonzalez, L. Moll, & C. Amanti (2005). Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms. Chapters 9-16 (pp. 152-287).</i></p> <p>a. Post to Week 9-Discussion</p> <p>b. Submit a 3-4 page analysis of <i>Funds of Knowledge</i>.</p>		
Week 10. (March 24-28)	10	<i>The Best For Our Children (Part I)</i>
<p>***Read: <i>Maria Reyes & John Halcón (2000). The Best For Our Children: Critical Perspectives on Literacy for Latino Students. Chapters 1-8 (Pp. 1-142).</i></p> <p>a. Post to Week 10-Discussion</p>		
Week 11. (March 31-April 4)	11	<i>The Best For Our Children (Part II)</i>
<p>***Read: <i>Maria Reyes & John Halcón (2000). The Best For Our Children: Critical Perspectives on Literacy for Latino Students. Chapters 1-8 (Pp. 142-247).</i></p> <p>a. Post to Week 11-Discussion</p> <p>b. Submit a 3-4 page analysis of <i>The Best For Our Children</i>.</p>		
Week 12. (April 7-11)	12	<i>Subtractive Schooling (Part I)</i>
<p>***Read: <i>Angela Valenzuela (1999). Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring. Chapters 1-3 (Pp. 1-114).</i></p> <p>a. Post to Week 12-Discussion</p>		
Week 13. (April 14-18)	13	<i>Subtractive Schooling (Part II)</i>
<p>***Read: <i>Angela Valenzuela (1999). Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring. Chapters 4-6 (Pp. 114-271).</i></p> <p>a. Post to Week 13-Discussion</p> <p>b. Submit a 3-4 page analysis of <i>Subtractive Schooling</i>.</p>		

Week	Module	Topics / Readings
Week 14. (April 21-25)	14	<i>Shadowed Lives: Undocumented Immigrants in American Society. (Part I)</i>
<p>***Read: <u>Chavez, Leo (2011). <i>Shadowed Lives: Undocumented Immigrants in American Society (Case Studies in Cultural Anthropology. Chapters 1-5 (Pp. 1-114).</i></u></p> <p>a. Post to Week 14-Discussion</p>		
Week 15. (April 28-May 2)	15	<i>Shadowed Lives: Undocumented Immigrants in American Society. (Part II)</i>
<p>***Read: <u>Chavez, Leo (2011). <i>Shadowed Lives: Undocumented Immigrants in American Society (Case Studies in Cultural Anthropology. Chapters 1-5 (Pp. 115-226).</i></u></p> <p>a. Post to Week 15-Discussion</p> <p>b. Submit a 3-4 page analysis of <i>Shadowed Lives</i>.</p> <p>c. Literacy Intervention Plan DUE: May 2nd</p>		
Week 16. (May 5-9)	16	<i>Conclusion/Wrap Up</i>

****Analysis** is the process of breaking a complex topic or substance into smaller parts to gain a better understanding of it (Wikipedia, 2013).