



EDUC 364 (Section 06)
The Role of Cultural Diversity in Schooling
CRN #46734
Tuesdays and Thursdays
1:00 pm – 2:15 pm
CSUSM University Hall 440 with Moodle Sessions
Fall 2013

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
-

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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COURSE DESCRIPTION

Required of all credential candidates. Principles of first and second language acquisition (e.g., historical and current theories, psychology, sociocultural, political, and pedagogical factors) and issues related to notions of culture, interaction, and communication in school and community contexts (e.g., the nature of culture, manifestations of cultural contact, and cultural diversity in the United States and in California) within a theoretical and applied context.

DIAZ GREENBERG: 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.

Course Objectives

Students completing EDUC 364 will be able to demonstrate:

- Developing competencies TPE15: social justice and equity;
- Understanding of various concepts of culture and cultural contact, and their applicability to learning and teaching, curricular development, and educational reform
- Understanding of cultural diversity in the United States and California;
- Understanding of the historical and contemporary contexts for multicultural education and the relationship existent between multicultural education and bilingual education.
- General familiarity with cultural responsive pedagogy and the various instructional methods and materials appropriate for use in multilingual/multicultural settings.
- Understanding of gay, lesbian, bisexual and transgender students, teachers, and families;
- Understanding of marginalized student populations
- To gain an understanding of “at risk” youth and foster children

Unique Course Requirements

Community Service Learning

Community Service Learning is an integral part of this class. Community Service Learning engages students in active learning experiences that enhance classroom instructional activities, while addressing social, economic, political, health, and environmental needs of people in the community. Students learn while doing and while reflecting on what they do.

Required Texts

- Nieto, S., and Bode, P. (2012). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Boston: Pearson Education, Inc.

Recommended Texts

- Villaseñor, V. (2004). *Burro Genius*

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. (Approved by CCTC in SB 2042 Program Standards, August 02)

NOTE: CTEL CANDIDATES ONLY: CTEL candidates will need to upload their graded CTEL signature assignment (with a passing grade or rubric indicating passing grade) 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 Ana Hernandez, CTEL Program Coordinator, at ahernand@csusm.edu.

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Multiple or Single Subject(s) Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program 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. The course objectives, assignments, and assessments have been aligned with the CCTC standards for the Multiple and Single Subject(s) Credential. You can incorporate artifacts from this class into your final comprehensive portfolio. The following TPE is addressed in this course:

- **TPE 15: Social Justice and Equity**

Teacher candidates will be able to identify issues of social justice and equity in the classroom and can apply appropriate instructional strategies to ensure equal outcomes for diverse students. They will be familiar with ideas, definitions, and major theorists in the fields of multicultural education, social reconstruction, and democratic education. Pluralism and divergent perspectives on educating students will be the foundation of designing effective lessons and instructional practices for diverse students. Candidates will understand when and how to collaborate with others, especially curriculum specialists, community leaders, and parents on preparing relevant and appropriate instructional activities, curricular units, and school structures that would provide equitable outcomes for students from different linguistic, cultural, and social economic backgrounds.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance – *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

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 encouraged and expected to attend all sessions during the course, however, since we all have busy lives, and unforeseeable circumstances sometimes get in the way of our plans, one absence will be excused without penalty. For each additional absence, there will be a reduction of one letter grade in this class (two absences = A, four absences=B.) In regards to partially missed sessions, for every 30 minutes that a student is not in class, their grade in this category will be reduced by 20%. **Missing more than five class sessions, (including late arrivals and departures), will result in not receiving a passing grade.** Please remember to sign in for each class session.

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.

All University Writing Requirement

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

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.

GENERAL CONSIDERATIONS

All rights reserved

As instructor of record, I reserve the right to change, add to, or delete any and all materials.

Classroom Courtesy Rules:

Please turn off or silence your cellular phones

Please refrain from texting and engaging in inappropriate use of a computer during class.

If you choose to bring food, please make sure that it does not interfere with presentations or instruction.

Please refrain from having private conversations during class.

Note: Lack of compliance with the above listed rules will hinder you final grade.

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

Course Assignments

1. Personal History of Otherness	260 points
2. Video/Reading Reflections	140 points
3. Peer Teaching Demonstration	140 points
4. Foster Youth Reflection/Outcome Assessment	140 points
5. Final Project	200 points
6. Attendance, Participation, Professional Disposition	120 points
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	1000 points possible

Personal History of Otherness: Who am I?

260 points

“In order to learn to teach in a society that is increasingly culturally and linguistically diverse, prospective teachers . . . need opportunities to examine much of what is usually unexamined in the tightly braided relationships of language, culture, and power in schools and schooling. This kind of examination inevitably begins with our own histories as human beings and as educators—our own cultural, racial, and linguistic backgrounds and our own experiences as raced, classed, and gendered children, parents, and teachers in the world. It also includes a close look at the tacit assumptions we make about the motivations and behaviors of other children, other parents, and other teachers and about the pedagogies we deem most appropriate for learners who are like us and who are not like us” Cochran-Smith (1993). *Color blindness and basket making are not the answers: Confronting the dilemmas of race, culture, and language diversity in teacher education.*

This assignment gives you the chance to analyze your personal history as you see yourself in terms of the eight categories of otherness: race/ethnicity, gender, religion, sexual orientation, socioeconomic status, age, physical/mental ability, and language. Throughout this analysis you will also provide an overview of your family/social context as well as a final reflection on what you learned during this critical reflection. This information will help you learn about yourself as you discover how others view you in our society, how your future students might view you, and how you might view your students from diverse backgrounds.

This is a two-part assignment consisting of 1) a written outline of who you are and who composes your family tree and 2) a presentation to be shared in class with the rest of the group. This presentation can be done through a Power Point, iMovie, or any other format that fits your needs.

For this assignment you will first write an outline about a) your own life, describing the experiences that have shaped your views of race, culture, and issues of diversity, and b) a family ‘tree’. For part (1) you will need to reflect on your own experiences in terms of your cultural reference, your family background, your interactions with others unlike yourself, and other factors determined by your own circumstances and your upbringing. In this assignment, you will explore within yourself, and commit to written form, (a) your identity as a learner, (b) how this affects your potential as a teacher, (c) and your identity as a member of a particular cultural/racial/ethnic group. Include SPECIFIC examples of events and situations that you feel shaped your views on these issues. Be sure to situate your examples in the context of assumptions about schooling and education. To the extent possible, relate your experiences to the theory and praxis in readings, class discussions and activities.

For part (2) you will need to construct a family ‘tree’ that includes as much information as you can gather about your family background including religious affiliation, ethnicity, culture, language(s), country of origin, education/occupation and any other information you think is of interest and value. By researching and studying one’s own background it is possible to gain an appreciation about ways in which we share many similarities and differences.

Once you have done the outline you will need to find a format to present it to the class. You will present a synopsis of your personal history and family background, accompanied by appropriate visual, aural and or tactile aids. The mode of presentation may include any form of multi-modal presentation. The format you use to present the information is up to you. It can be as formal as genealogical tree or informal as a narrative. Of course the depth of this report is somewhat limited by time constraints, personal resources and any information you may have collected prior to this assignment. Please indicate these limitations on your report. This presentation can only last a maximum of five minutes. You will need to time yourself/the length of your presentation ahead of time to make sure that you do not exceed the time frame assigned in consideration to the other students who are waiting to present. You need to reference readings from the class and/or your research review in your narrative, and can also include class discussions. This assignment is due on Cougar Courses by Sept 26. Class Presentations will be ongoing after this date.

Note: Samples of presentations done for this assignment will be available in class and on CC resources
 This assignment meets the university writing requirement of at least 2500 word paper for the course. Instructions are on Cougar Courses. Due to Cougar Courses on Sept. 26. Presentations will be done in class starting on that date and throughout the course of the semester.

Autobiography Rubric

	Excellent	Good	Fair	Needs Work or below
Autobiography is complete and is a minimum of 5 paragraphs	Autobiography is at least 5 paragraphs	Autobiography is 4 paragraphs	Autobiography is 3 paragraph	Autobiography is 2 or less paragraphs
Autobiography contains the required elements	Autobiography covers the years from birth until present and has at least 5 items of personal data.	Autobiography covers the majority of the elements but not all of them	Autobiography covers 70% of the elements	Autobiography covers less than 70% of the elements
Autobiography is organized and flows effectively	Autobiography is organized and flows effectively	Autobiography is organized somewhat, but could flow better	Autobiography tries to be organized and flow but does not succeed	Autobiography doesn’t attempt to be organized or flow
Autobiography is neat with no spelling or grammar errors	Autobiography is neat and spelling and grammar are correct	Autobiography is neat, but there are 3-5 errors in spelling and grammar	Autobiography is not neat and 5-10 errors in spelling and grammar	Autobiography is not neat and there are more than 10 errors in spelling and grammar
Autobiography is original and creatively compiled	Autobiography is original creatively compiled	Autobiography attempts to be original and creative, but could be better	Autobiography does not attempt to be original or creative	Autobiography wasn’t turned in

1) **Reading Reflections on Videos/ Class Readings**

120 points

Submit four separate reflections commenting on four different course videos and two separate reflections on two course readings. Please include personal connections, explanations as to how and why your perspective as an educator has changed, or is changing, and what you think your next steps will be in understanding the needs of diverse students in relation to the video. Please focus on social justice and equity. Be introspective, addressing issues and experiences from the video that spark your imagination. Three entries are expected. Each submission is worth three points toward your grade. Connections to the course videos are a way to verify that the assigned videos have been viewed and analyzed.

Reflections based on your video/reading assignments are due on the dates listed on your course outline. Hard copies of each of the video/ reading reflections will be brought to class and discussed at the beginning of the session on which they are due. **Late reflections will be marked down.** Reflections **must** include: A written *summary and analysis* of one of the assigned readings that reflects understanding of the key concepts. Length: 1-2 typed pages maximum.

- The reflection must also include *connections* between the topics and teaching English Learners. Relate connections with specific examples from classroom observations, tutoring, volunteer work, or other personal experiences in diverse settings.

Video/Reading Reflections – Scoring Rubric

Criteria	Developing –	Approaching –	Meets –
TPE 15 Social Justice and Equity	Candidate demonstrated none/limited understanding on valuing socially equitable teaching, learning, and schooling in a variety of settings. Candidate integrated none/limited personal thoughts, connections, & questions in achieving new insights.	Candidate demonstrated some understanding on valuing socially equitable teaching, learning, and schooling in a variety of settings. Candidate integrated some personal thoughts, connections, & questions in achieving new insights.	Candidate demonstrated understanding on valuing socially equitable teaching, learning, and schooling in a variety of organizational settings. Candidate integrated personal thoughts, connections, & questions in achieving new insights.
Reflection Guidelines	Candidate followed none/limited directions on how to structure and submit reading reflection. Candidate demonstrated none/limited engagement/participation in group discussions.	Candidate followed some directions on how to structure and submit reading reflection. Candidate demonstrated some engagement/participation in group discussions.	Candidate has followed all directions on how to structure and submit reading reflection. Candidate demonstrated full engagement & participation in group discussions.

2) **Peer Teaching**

140 points

You are required to sign up with a peer-teaching group. Your group will be responsible for teaching your classmates the assigned material in *Affirming Diversity* for one session of the course. Groups will be formed on the second day of class. Each group should have three to five members. All group members are responsible for reading and analyzing a specific chapter of the textbook. Your group will condense the information from your assigned chapter in such a way as to make the content assessable to your classmates. You will provide a 15-20 minute discussion that is interactive and should engage the class and allow us to examine the material in a meaningful way that promotes critical thinking and varied perspectives. You may also share additional resources found related to the topics.

Peer Teaching Rubric

Rubric	No Credit (0 /10 points)	Partial Credit (6 /10 points)	Full Credit (10 /10 points)
Summary	Chapter review did not include a summary of the chapter	Chapter review included a partial summary of the chapter – listener could not fully understand the research	Chapter review included a full summary of the chapter– the listener can fully understand the research
Analysis	Chapter review did not include an analysis of the chapter	Chapter review included a partial analysis of the chapter– the student provided a surface analysis of the significance of the chapter that did not show his/her full understanding of the research	Chapter review included a full analysis of the chapter – the student provided an in-depth analysis of the significance of the chapter

Outcome Assessment

140 points

This is your opportunity to examine your own learning. You will select the most important learning or closely related sets of learning you have acquired during the course Please write a 2 page journal type entry reflection based upon a) what you learned b) how you knew you were learning something of significance (assessing your own learning) c) how this learning will shape your attitudes and demonstrated behaviors as a teacher or in a future intercultural interaction d) how you will demonstrate overall “cultural competence” as this definition is developed in class. Emphasis is placed on your ability to synthesize data around the topic you select, your depth of reflective analysis, your ability to articulate the cognitive, behavioral, and affective domains of your learning, and the relationship of this topic to your future growth and professional practice. This paper is due on the last day of class.

Criteria	Outstanding A	Proficient B	Basic C	Below Expectations D
Content	Reflection conveys extensive evidence of a personal response to the issues raised in the course materials. Student demonstrates personal growth and awareness Reflects well on own work, demonstrates a range of meta-cognitive practices and provides many examples	Reflection conveys evidence of a personal response to the issues raised in the course materials. Student demonstrates that he/she is beginning to develop new ways of reflecting on their world Demonstrates an ability to reflect on own work. Provides examples consistently. Begins to demonstrate good meta-cognition.	Analysis conveys little or some evidence of a personal response to the issues/concepts raised in the course materials. Demonstrates an ability to reflect on own work but provides few examples	No personal response is made to the issues/concepts raised in the course materials. Does not reflect on own work at all and no examples are provided
Text	Is able to make inferences well and comprehends deeper meaning, consistently demonstrating insight and their relevance to the world and society	Is able to make inferences and comprehends deeper meaning on most occasions. Relates texts and issues raised to other texts consistently	Demonstrates some basic comprehension of texts but does not make connections with the bigger picture.	Is not comprehending or reflecting on what is read or viewed

Tasks	Work demonstrates that much effort was made to attempt all tasks set, with some originality and extra initiative	Work demonstrates that some effort was made to attempt all tasks set	Little effort was made to attempt all tasks set	Very little effort was made to attempt all tasks set
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3) Final Project

200 points

Choose one of the following activities. All students will make a **10 minute presentation** and a write up. You may work independently but you are encouraged to work in small groups of three or four students. Groups need to be formed by the third week of class and the names of all group members must be submitted to the instructor via e-mail using the word GROUP as the subject. Presentations are due

A. *Visit the Museum of Tolerance in Los Angeles*: This includes the Simon Wiesenthal Center (<http://www.museumoftolerance.com>) Write a three to four page reflective paper describing the experience and develop a lesson plan for a grade level that you would like to teach or, after visiting the Museum, write a three page reflective paper and prepare a Power Point presentation to be delivered orally in class.

B. *Simulation Game/ Simulation Exercise*: Develop a game or an exercise that increases the awareness of your students in working with culturally diverse groups, or with students with exceptional needs. Your target group should be the age group that you plan on teaching. Please make your game/ exercise complete; that is, it should be ready to function when you present in class. For your presentation you will want to have the objective of the game/exercise, how it functions, the rules, etc. Come to class, briefly tell us about the steps that you took to create it and then let the class use it. Debrief as necessary. Prepare a one and a half to two- page paper describing the who, what, where, how and why of your game/ exercise.

C. *School diversity assessment*: Working with at least two classmates, provide a research-based assessment of three or more schools from the same district. This assessment will be a comparison of academic achievement, staff characteristics, community resources, and parental involvement/outreach programs at the sites. Your final project may take the form of a PowerPoint, movie, poster, or some other type of creative way to present the information. More detailed directions, examples, and a rubric for grading assignment will be given in class.

D. *Self-designed project*: You may design your own project addressing a significant issue related to the course. You may utilize video, computer simulation, art and crafts, theater, etc. Please submit a 3-5 page written description of its design and significance in dealing with individuals from culturally diverse backgrounds. Students that choose this option are required to submit a brief proposal to the instructor no later than session eight outlining what you intend to do as a project, purpose, etc.

Final Project Rubric

Level 1	Level 2	Level 3	Level 4
The majority of the *assignment components are poorly developed. Many of the *assignment components are not adequately addressed, or a few components are poorly developed.	Many of the *assignment components are not adequately addressed, or a few components are poorly developed.	Some *assignment components are not adequately addressed or are omitted, or the assignment is adequate but submitted two weeks late.	All *assignment components are fully addressed, and the assignment is submitted by the due date.

Attendance, Participation, and Professional Disposition

140 points

First is the expectation that you will attend all class sessions prepared to actively participate in class activities, group and individual sharing, and discussions on various topics and assigned reading. Please see the guidelines for the School of Education Attendance Policy and the attendance requirements for this course on page 2 of this syllabus. Please communicate any attendance issues directly with the instructor

Your professional disposition is related to how you conduct yourself in class in relation to social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. Respect, professionalism, and when appropriate, charity, are necessary for a positive, healthy learning environment. All students are entitled to their opinions. Students demonstrating negative attitudes and /or disruptive behavior will not be tolerated under any circumstances and will be referred immediately to the University Dean of Student Affairs and/or the CoEHHS Associate Dean. Grades and course credit may be affected by inappropriate professional dispositions and/or behavior.

Format for written Assignments

- Word-processed (Please use Microsoft Word or a compatible program that can be opened with Word such as Open Office.org which can be downloaded for free) Note: Assignments done in Google docs might not open properly in classroom container. Please convert to pdf/text before uploading anything done with Google docs!
- 1" margins, double-spaced, 12 point in a standard font
- Correct use of grammar, spelling and punctuation.
- Submit assignments on time (late submission = one grade reduction for each session)
- Name and date on papers (typed in)
- References and citations in APA format

Electronic Submission of Assignments

All assignments are to be turned into the Moodle shell (a.k.a. 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. In addition, a hard copy must be given to the instructor on the day the assignment is due.

Grading Standards

Grading Policy

- All required work must be submitted on time.
- One complete grade will be deducted on an assignment for late submission.
- All work must be submitted electronically to class Moodle page. Additionally, a hard-copy of each assignment needs to be given to the instructor.

Grading Scale

Grades will be determined by the total number of points earned (1000 points possible):

A = 900-1000, B = 800-890, C = 700-790, D = 600-690, F = 0-590

Grading Standards

All students will come prepared to class; readings and homework assignments are listed on the dates on which they are due. All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one class session late will be marked down to a "B"). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Exceptions will be handled on a case-by-case basis, as determined by the instructor.

It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The assignment's grade will be negatively affected as a result of this oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5th edition for citation guidance.

Grading will also include a component of “professional demeanor.” Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to:

- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class)

Assessment Rubric/ Grade Descriptors

A=Exceeds Expectations: The student consistently performs and participates in an **exemplary** manner. Each assignment receives in-depth exploration and reflection based upon research, observations and classroom implementation, when possible. All work is submitted in a professional manner using APA style when appropriate. Presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

B=Adequately Meets Expectations: The student meets outcomes expectations in a **satisfactory** manner. Each assignment is based upon research, observations and classroom implementation, when possible. Generally, work is submitted in a professional manner using APA style when appropriate. Generally, presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

C=Minimal Performance: The student’s skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without APA style, thorough proofreading and organization. The student needs a great deal of guidance. The student is consistently late with work and has classroom attendance problems.

“D” or “F” students fail to meet the minimum requirements of a “C.” The specific grade will be determined based on rate of assignment completion, attendance, etc.

Tentative Course Schedule

The professor reserves the right to modify the schedule when deemed appropriate. Items are suggestive, and delivery depends on available time. Furthermore, the instructor reserves the right to change, delete, or add items at any time

Week	Date	Topics	Readings and Assignments Due
Week 1	Topic 1: Tuesday, August 27 Topic 2: Thursday, August 29	Introductions Syllabus What is culture? Video- Race: The Power of an Illusion	Bring a copy of the syllabus to class or have it accessible on a laptop or tablet. Introduction to the concept of culture
Week 2	Topic 3: Tuesday, September 3rd Topic 4: Thursday, September 5th	Multicultural Education Definitions of Culture	Read: Nieto Ch. 1-2 and readings on Cougar Course How is culture defined?
Week 3	Topic 5: Tuesday, September 10 Topic 6: Thursday, September 12*	Peer Teaching: Racism, Discrimination, and Expectations of Students' Achievement Conceptions and misconceptions of culture Cultural Terms	Read: Nieto Ch. 3 and readings on Cougar Course
Week 4	Topic 7: Tuesday, September 17* Topic 8: Thursday, September 19	Cultural Issues in Education and Society Peer Teaching: Structural and Organizational Issues in Classrooms and Schools GATE Students	Read: Nieto Ch. 4 and readings on Cougar Courses
Week 5	Topic 9: Tuesday, September 24 Topic 10: Thursday, September 26	Peer Teaching: Culture, Identity, and Learning; Discrimination Cultural contact, cultural diversity in the US and California. Changing Demographics.	Read: Nieto Ch. 5 and readings on Cougar Course Due: Upload Personal History of Otherness Assignment
Week 6	Topic 11: Tuesday, October 1 Topic 12: Thursday, October 3rd	Peer Teaching: Linguistic Diversity in U.S. Classrooms Peer Teaching: Understanding Student Learning and School Achievement	Read: Nieto Ch. 6 and readings on Cougar Course Read: Nieto chapter 7 and readings on Cougar Course

Week 7	Topic 13: Tuesday, October 8* Topic 14: Thursday, October 10	Cultural Issues in Education and Society On-line	Submit: Video Reflection on A Class Divided
Week 8	Topic 15: Tuesday, October 15 Topic 16: Thursday, October 17*	Peer Teaching: Learning from Students On-line	Read: Nieto chapter 8 and readings on Cougar Course Submit: Reading Reflection Submit: Video Reflection on In the White Man's Image video
Week 9	Topic 17: Tuesday, October 22 Topic 18: Thursday, October 24	Peer Teaching: Adapting Curriculum for Multicultural Classrooms Classism Manifestations of Culture in the Classroom: Working with diverse populations	Read: Nieto chapter 9 and readings on Cougar Course Submit: Reading Reflection
Week 10	Topic 19: Tuesday, October 29 Topic 20: Thursday, October 31st*	Peer Teaching: Affirming Diversity: Implications for Teachers, Schools, Families, and Communities; School Violence Parental Involvement: Working with communities outside the school from a Multicultural perspective	Read: Nieto chapter 10 and readings on Cougar Course
Week 11	Topic 21: Tuesday, November 5 Topic 22: Thursday, November 7	Bullying On-line	Submit: Video Reflection on The Lemon Grove Incident
Week 12	Topic 23: Tuesday, November 12 Topic 24: Thursday, November 14	Stereotypes, Discrimination, and Oppression History of Intolerance in America	Read: Readings on Cougar Course Submit: Video Reflection on The Shadow of Hate
Week 13	Topic 25: Tuesday, November 19 Topic 26: Thursday, November 21	Final Project presentations Final Project presentations	Final Project presentations begin Final Project presentations begin

Week 14	Topic 27: Tuesday, November 26	Students work independently on Reflective Paper	Reflective Paper Assignment
	Topic 28: Thursday, November 28	Thanksgiving holiday	No class meeting today!
Week 15	Topic 29: Tuesday, December 3rd	Final project presentations	Due this week: a) Reflective Paper on working with foster youth
	Topic 30: Thursday, December 5th	Final project presentations/Final Reflections: Where do we go from here?	b) Final project presentations

Final Project/Panel Presentation Evaluation*
EDUC 364

Panel Statement:

1. Was the topic clearly defined?
2. Did all group members have a significant role?
3. Was the presentation convincing? Did it cover the main arguments necessary to persuade the audience of the topic statement?
4. Did the panel presentation demonstrate effective communication strategies?

Group Evaluations

Group #	Points Item 1	Points Item 2	Points Item 3	Points Item 4	Totals
1					
2					
3					
4					
5					
6					

5. Other comments per Group # (Use back of sheet)

*Please print this page and bring it to class