



EDUC 602 (Section 2)
Schooling in a Multicultural Society
CRN #45815
Tuesdays
5:30 pm – 8:15 pm
CSUSM University Hall 440
Fall 2013

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

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Hours:	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
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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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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.

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Course Prerequisites

(For School of Education courses, admission to the program is considered a prerequisite. If any other courses are prerequisites or recommended sequencing is important, as in a sequence of successful completion of 511 prior to 512, please include. This should not differ from the catalog)

Course Objectives

The objectives of this course are fourfold:

- Expand and nuance students' knowledge about the diversity represented in today's schools and the communities in which we live;
- Provide a safe environment for reflection on, and discussion of, the complex ways in which pluralism is a part of educational contexts;
- Prepare educators to provide equitable educational opportunities to all students;
- Provide support to all students who represent national, state, and regional diversity.

Unique Course Requirements

This course has an on-line component. Some sessions will take place on-line in Moodle: <http://cc.csusm.edu/> more information will be provided during the semester. Assignments will be due online during the week of each class. The majority of all assignments posted online require peer review and response.

Required Texts

ALL TEXTS ARE AVAILABLE ONLINE. I recommend you purchase them online, as all are older editions which are very inexpensive. . They are available at Amazon, half.com etc.

- Corwin, M. (2000). *And Still They Rise: The Trials and Triumphs of Twelve Gifted Inner-City Students..* New York, NY. Harper-Collins. ISBN: 0-380-79829-9
- Bigelow, B. (Editor) *Rethinking Our Classrooms: Teaching For Equity and Justice - Volume 2.* Milwaukee, WI. Rethinking Schools. ISBN-10: 0942961277, ISBN-13: 978-0942961270

(THIS TEXT WILL BE USED FOR DISCUSSION LEADER GROUPS WEEKS 10-15.)

- Lee, E. Menkart, D.& Okazawa-Rey, M. (1998). *Beyond Heroes and Holidays: A Practical Guide to K-12 Antiracist, Multicultural Education and Staff Development.* Washington, DC: Network of Educators on the Americas. ISBN-10: 1878554174, ISBN-13: 978-1878554178

(THIS TEXT WILL BE USED AS THE BASIS OF CLASS DISCUSSIONS WEEK 3-9. PLEASE BE AWARE THAT ANY STUDENT CAN BE ASKED TO LEAD A DISCUSSION ON ONE OF THE ARTICLES COVERED IN THAT CLASS PERIOD.)

Required of all Master's courses:

- American Psychological Association (2009) *Publication Manual of the American Psychological Association, Sixth Edition.* ISBN-10: 1433805618 ISBN-13: 978-1433805615

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)

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

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

The program develops both broad and deep understanding of contemporary and historical concepts, issues, and perspectives related to culture and cultural diversity in California and the United States. The coursework addresses concepts and definitions of culture, including universal features of cultures (e.g., ethnocentrism, acculturation, cultural pluralism and congruence, intragroup and intergroup differences, impact of geography on cultural forms and practices). The coursework requires candidates to explore how cross-cultural contact and acculturation are affected by issues of power and status, psychological and social-emotional 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. The coursework teaches candidates to develop conceptual understanding and requires them to demonstrate applied knowledge of cultural similarities and differences in communication styles, strategies for fostering positive cross-cultural interactions among culturally diverse students, and challenges involved in cultural contact. The coursework 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 program provides candidates with conceptual understanding of culturally inclusive instruction and the important role that culture plays in school and classroom settings, and teaches candidates strategies on how to acquire in-depth knowledge of English learners' home cultures and cultural experiences. The program requires candidates to examine their own cultural beliefs, attitudes, and assumptions and how this assumptions impact student learning and achievement. The coursework has candidates demonstrate how to apply this knowledge to create culturally inclusive learning environments in the classroom and school (e.g., setting high expectations for all students, having high levels of respect for cultural and linguistic diversity). The program teaches candidates how to apply culturally responsive practices that involve families and the community in decision-making processes and in students' learning. The program requires candidates to demonstrate understanding of the features, goals, and outcomes of different approaches to multicultural curriculum and how to implement strategies that reflect an inclusive approach with regard to students cultural and language backgrounds. Candidates are taught how to apply knowledge of culturally influenced learning styles and to apply knowledge of English learners' cultural backgrounds and experiences to instructional planning and implementation.

STUDENT LEARNING OUTCOMES

The context for, and scope of this course is aligned with standards for the California Teachers of English Learners program, leading to the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing (CCTC), 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).

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*).

CLASS: 1. If you miss three (3) class sessions or 8 hours you cannot receive a passing grade for the class. 2. I will allow up to two (maximum) makeup assignments for absences due to unavoidable professional obligations, illnesses, emergencies, etc. on a case by case basis. Do talk to me at the earliest opportunity if you plan to / need to make up absences. 3. Do strive for punctuality, and be mindful of late arrivals and early departures.

These measures are intended to encourage responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.
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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.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's students, to be completed before Advancement to Candidacy can be approved. A student may satisfy the graduate writing requirement in one of two ways: an acceptable standardized test score, or a paper that receives a passing score as described in the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the rules of style (for writing and format style) detailed in the Publication Manual of the American Psychological Association, 6th Ed. (2009). This is a required textbook for all CSUSM SOE graduate courses.

Excerpt of Graduate Writing Requirements:

V. If a student is satisfying the graduate writing requirement through a submission of a paper(s), the student's writing should demonstrate graduate level skills in:

- style and format
- mechanics
- content and organization
- integration and critical analysis.

VI. The paper(s) will be scored using a rubric (1 - 4) in each of four areas: "I. Style and Format", "II. Mechanics", "III. Content and Organization", and "IV. Integration and Critical Analysis". The minimal acceptable combined score from all of the four (I-IV) sections is 10 points, with no scores of "1" on any section, resulting in a minimum of a 2.5 average for all sections. A master's program may establish a higher minimum average score for passing.

If I find grammatical, citation or spelling errors on the first page of any assignment it will be returned to you for correction and resubmission. Any paper that is resubmitted will automatically be lowered by one letter grade. All resubmitted assignments will be due no later than the following class session.

All University Writing Requirement

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.

Student Responsibilities:

A. Students are responsible for knowing and understanding the rules of Academic Honesty as outlined in the university catalog, to include fabricating information and data, cheating, facilitating academic dishonesty, and plagiarizing.

B. Students are responsible for communicating with the professor if they do not understand how the policy applies to a particular class or assignment. Students are responsible for utilizing the library resources (e.g. the plagiarism tutorial, consulting a librarian, or referring to a style guide) on academic honesty and plagiarism to fully understand the differences between a citation, giving credit, original writing, and plagiarism. The entire Academic Honesty Policy is available at the following URL:

http://www.csusm.edu/policies/active/documents/academic_honesty.html **EDUC 602 3**

All assignments will be turned in via TURNIT IN on Moodle and in hard copy on the date due in class.

Appeals:

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult the Interim Director, School of Education.

Ability:

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special needs. Students are reminded 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 students.

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

This course is structured as a graduate-level seminar. The success of a seminar is dependent upon each and every participant being prepared. My role will be to “**facilitate**” and to intervene as necessary to prompt a topic. **I do not intend to lecture each week**, or to be the focus of the class. You will work to develop **your knowledge base** through the readings, discussions and presentations.

Grading Standards and Considerations

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

Grading Scale:

Percentage required: A=93+, A- =92-90, B+=89-88, B = 87-83, B- = 82 – 80, C+=79-78, C=77-73, C-=72-70, D+=69-68, D=67-63, D-=62-60, F=59 or lower.

Students must receive a C+ or higher in all coursework in order to be eligible for or remain in Education programs.

Submission of Assignments.

Assignments should be typed in 12-pt font and follow APA formatting requirements including 1 inch margins. . All assignments need to be submitted electronically on Moodle and handed in (hard copy) in class. <http://cc.csusm.edu/> All assignments will also need to be submitted in hard copy.

All students enroll in university courses on a voluntary basis. All students are expected to manage professional and personal responsibilities accordingly. All required work needs to be submitted on time. Work submitted late, but within

one week of the due date will be accepted, but lose 10% of earned credit per day. *Work received over one week late receives no credit.*

Grading Emphasis.

All work needs to reflect university level composition. All written assignments will be graded approximately 80% on structure, content and analysis (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). Please proof all of your work prior to submission. 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. **All papers will be screened thru TURNITIN and originality of work will be verified.**

DESCRIPTION OF ASSIGNMENTS

1. Attendance and Class Participation **20 points**

You are expected to attend all class sessions and participate actively in discussions and activities both on-line and in-class. In order to do so, you are expected to complete all required readings by the assigned date. ***Missing more than one class requires a lowering of your grade.*** Being consistently late and/or leaving class early can also lower your grade. These measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

2. Discussion Leader **20 points**

In small groups, students will lead the class in a discussion on assigned readings in *Rethinking Our Classrooms: Teaching For Equity and Justice - Volume 2.* Sections will be assigned the first night of class. This is not intended to be a summary of the entire section. The role of the presenters is to pull out themes in the readings, compare and contrast opinions presented and increase the level of awareness and understand of the entire class. The entire class is responsible for the material in the assigned section. The discussion leaders will provide the area of focus for the class discussion. Discussions can include small group work, written prompts, exercises or Q & A. etc. It is not recommended that students create power points unless they are used to prompt conversation. **This assignment is not designed to be fulfilled in a didactic format.**

DUE: Weeks 10-15, to be determined on the first night of class.

3. Reflection Papers-And Still We Rise: **20 points**

Using the text as well as other readings, current events, and your own observations, write a paper that responds to 3 of the 5 prompts below. This paper should be 3-5 pages in length and follow APA format including references as appropriate.

1. Discuss the micro forces that influence the students in the book and how they compare to the micro forces that influence mainstream America. Include discussion of the impact of the individual student's race/ethnicity.

Definition: Micro= Individual (biological, physical, emotional)

2. Discuss the mezzo forces that influence the students in the book and how they compare to the mezzo forces that influence mainstream America. Include discussion of the student's socioeconomic forces that influence the student's family's etc.

Definition: Mezzo=small groups (includes family, work groups, school groups)

3. Discuss the macro forces that influence the students in the book and how they compare to the macro forces that influence mainstream America. Include discussion of the larger political forces that influence the student's educational options.

Definition: Macro=Community (social, environmental, political systems)

4. Discuss the adults in the school and critique the positive contributions they made to the students' school experience. How did they demonstrate their belief in the students worth and potential?

5. Discuss the adults in the school and critique the negative contributions they made to the students' school experience. How did their action/inaction, personal beliefs, values, judgments or issues interfere with the student's success?

4. Literacy Intervention Plan

20 Points

You will each develop a **Literacy Intervention Plan (10-12 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.

CTEL Candidates will need to upload their graded CTET signature assignment (with a passing grade or rubric indicating passing grade) to their CTET electronic portfolio upon completion of this course. CTET Program Coordinator will then review the candidate's CTET 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, CTET Program Coordinator, at ahernand@Cusm.edu.

*****In the unlikely event that there is a non-declared student enrolled in EDUC 602D, there is an alternative assignment below (See B. Alternative Assignment).**

YOU MUST LET ME KNOW BY WEEK 3 OF THE SEMESTER WHICH ASSIGNMENT YOU WILL BE COMPLETING either 4a or 4b. Both are worth 20 points. You will only complete one of these assignments.

To begin, complete Step #1 below.

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 2011 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. That completed, your Literacy Intervention Plan will evolve from one of the options below (Pick either A, B or C below). Identify the MA program you are a part of, and select that program.

- A. The CTET (California Teachers of English Learners) **Program**¹, leading to CLAD certification, or**
- B An "Add On" Level I Mild/Moderate and Moderate/Severe Education Specialist Credential², 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.

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.

¹ Successful completion of this assignment fulfills CTET requirements for Standards 9 and 10. Students may post this assignment to their CTET 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.

2) **Data collection:** Consider the following and include it in your paper:

- 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?

(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.

DUE Session #11

5. Critical Pedagogy/Social Justice Action Plan

20 Points

Your final project is to develop an individual professional action plan that specifically addresses your new understandings of critical pedagogy in relation to schooling in a multicultural society. Hopefully our readings of critical pedagogy will bring to the table new questions and concerns about your classroom, your students, your school, your district, or your overall professional work. Based on these questions, develop a specific action plan that you could enact in your professional role. Our discussions throughout the semester should help you identify issues about your classroom, your students, your school, your district, the community and/or your overall professional work. Based on the issue you "name," you will develop a specific action plan that you can enact as a professional educator working towards social justice and equity. The 2-3 page **final paper** will discuss this action plan. Our final session will consist of presentations of these action plans.

DUE: Session #15

WEEKLY READINGS / TOPICS

NOTE: Assigned readings MUST be brought to ALL class sessions.

Session #1	8/27/12	ONLINE
<p>Please download the syllabus from the SOE Website or Moodle or your email. Complete the written assignment: <i>Due next class: Corwin And Still They Rise</i> Introduction, Prologue, Parts 1 and 2</p>		
Session #2	9/3/12	Beginnings...
<p>Introductions / Review Syllabus Overview/Course Expectations/COE Mission Statement Learning styles exercise Conceptions / Community Norms and Expectations Signups for Discussion Leader groups and assignments Quick write exercise in class</p>		
Session #3	9/10/12	Multicultural Education and Identity Exploration and White Privilege
<p>Readings to Discuss: Corwin <i>And Still They Rise</i> Prologue, Parts 1 through 4 Misconceptions of Culture and Multicultural Education Identity Exploration White Privilege: In class reading and response activity. Bring Beyond Heroes and Holidays to class with you. Due for Next Class Heroes and Holidays: School Staff, Family and Community Development Pages 1-122</p>		
Session #4	9/17/12	Marginalized/At-Risk Student Populations
<p>Turn in Reflection Papers-And Still We Rise Readings to Discuss: Heroes and Holidays: School Staff, Family and Community Development Pages 1-122 Protecting LGBT Youth in our Schools Exploring Our Own Biases Prejudices and Stereotypes Due for Next Class: Heroes and Holidays: Reading Between the Lines: Critical Literacy and Language-Pages 123-187</p>		
Session #5	9/24/12	Power, Privilege and Racism
<p>Readings to Discuss: Bigalow: Heroes and Holidays: Reading Between the Lines: Critical Literacy and Language-Pages 123-187 Homeless Education Foster Care-The educational impact of trauma, abuse and neglect How to Teach for Social Justice Racism, Anti-Racism and Cultural Proficiency Due for Next Class: Heroes and Holidays: Lessons from the Classroom- Pages 191-329</p>		
Session #6	10/1/12	Social Justice in Public Education
<p>Readings to Discuss online on Moodle: Heroes and Holidays: Lessons from the Classroom- Pages 191-329 Please post (On Moodle) your thoughts about the section and what ideas, concepts etc you could put into practice in your own classroom. Print out your response for in class activity next week. Due for Next Class Heroes and Holidays: Technology-Pages 331-351</p>		
Session #7	10/8/12	ONLINE CLASS
<p>Readings to Discuss: Heroes and Holidays: Technology-Pages 331-351 ONLINE class activity using last week's reflections. Due for Next Class: Heroes and Holidays: School wide Activities-Pages 361-368</p>		

Session #8	10/15/12	School Culture and Community
Readings to Discuss: Heroes and Holidays: School wide Activities-Pages 361-368 Waiting for Superman Video and class discussion EDUC 602 13 Due for Next Class: Heroes and Holidays: Holidays and Heritage and Talking Back-Pages 373-409		
Session #9	10/22/12	Respect vs. Tolerance
Readings to Discuss: Heroes and Holidays: Holidays and Heritage and Talking Back-Pages 373-409 Going deeper: what does tolerance mean? To us? To our children? Due for Next Class Discussion Leader Group 1: The Power of Words		
Session # 10	10/29/12	Assessment Bias/Achievement Gap
Discussion Leader Group 1: The Power of Words Schools, Assessment and Children of Poverty Social Justice in an unjust world Due for Next Class: 4 Week ELD Literacy Intervention Or Analysis of an Issue Discussion Leader Discussion Leader Group 2: The Power of the Past		
Session # 11	11/5/12	The Power of a School Community
Turn in 4 Week ELD Literacy Intervention or Analysis of an Issue Discussion Leader Group 2: The Power of the Past Waiting for Superman Video and class discussion Due for Next Class: Assigned readings on Bi-Lingual Education Discussion Leader Group 3: The Power of Critique		
Sessions #12	11/12/12	Bi-Lingual Education
Discussion Leader Group 3: The Power of Critique Assigned readings and discussion Due for Next Class: Discussion Leader Group 4: The Power of Social Action Discussion Leader Group 5: Rethinking School Culture EDUC 602 14 Critical Pedagogy / Social Justice Action Plans		
Session #13	11/19/12	ELL/Culturally Relevant Curriculum
Discussion Leader Group 4: The Power of Social Action Discussion Leader Group 5: Rethinking School Culture		
Session #14	11/26/12	HAPPY THANKSGIVING
No Class Critical Pedagogy / Social Justice Action Plans		
Session #15	12/3/12	
Discussion Leader Group 6: Rethinking Assessment Semester wrap up. Semester evaluations Critical Pedagogy / Social Justice Action Plan Due Course Evaluations		