

Course Number	Education 364
Course Title	The Role of Cultural Diversity in Schooling
CRN Number	#40686
Days	Wednesdays
Time	5:30 – 8:15
Course Location	University Hall 443
Semester / Year	Fall 2015
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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. 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.

Strong oral and written communication skills, information literacy, and technology are required of professional educators; therefore, these components are emphasized as methods to be used in completing course requirements.

Course Objectives/Student Learning Outcomes (SLOs)

Students completing EDUC 364 will be able to demonstrate:

- developing competencies in TPE 15: Social Justice and Equity (SJE) including
 - identify issues of social justice and (in)equity in public schools (including curricular, pedagogical and structural issues)
 - apply knowledge of SJE to ensure equitable outcomes for students from diverse backgrounds
- understanding of various concepts of culture and cultural contact, and their applicability to learning and teaching;
- understanding of racial and cultural diversity in the United States and California;
- general familiarity with culturally relevant pedagogy;
- understanding of marginalized student populations and their families including those from culturally and linguistically diverse backgrounds, “at-risk” youth, and lesbian, gay, bisexual and transgender youth.
- an ability to analyze data and understand empirical educational articles and theoretical frameworks.

Course Prerequisites

- For all 300-level School of Education courses, upper division standing is a prerequisite.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- All students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning or **a total of at least six hours outside of the classroom each week.**
- This is a hybrid course, with mostly face-to-face sessions and occasional independent on-line work sessions. The combination of these two types of sessions will total at least 45 hours per unit of credit for a total of 135 hours of work for this 3-unit class. See the course schedule for which sessions will be online.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

The required books for this class are listed in order of when they will be used this semester. They are available at the university bookstore for your convenience or online.

NOTE: *THESE TEXTS ARE ON RESERVE AT KELLOGG LIBRARY.

ALL TEXTS/READINGS MUST BE BROUGHT TO EACH APPROPRIATE CLASS SESSION.

1. **Course Reader, Education 364, Dr. McField.* Info on this will be announced in class.
2. *Spring, J. (2009). *Deculturalization and the Struggle for Equity (6th Edition)*. New York, NY: The McGraw-Hill Companies, Inc.
3. *Krashen, S. D. (1999). *Condemned without a trial: Bogus arguments against bilingual education*. Portsmouth, NH: Heinemann. ISBN: 0-325-00129-4

If any additional required readings arise, they will be made available electronically on the course website (Cougar Courses) and/or via email.

AUTHORIZATION TO TEACH ENGLISH LEARNERS

In 1992, the School of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted. As of 2002, the CLAD competencies are collectively referred to as an authorization to teach English Learners.

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 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.

GENERAL CONSIDERATIONS

Professional Disposition and Behavior at All Times

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 CEHHS Associate Dean. Grades and course credit may be affected by inappropriate professional dispositions and/or behavior. **See *Self-Evaluation* for criteria of professional disposition, to be completed at the beginning and end of the semester.**

Outcomes and Standards

This course is aligned with the standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing, and as approved by the faculty of the SCHOOL 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). Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in “seat time”, meeting minimum criteria for assignments, checking off tasks and activities), and how these outcomes correspond to your potential to enhance student learning as a new teacher.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

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

FOR THIS CLASS: 1. If you miss three (3) class sessions or 8 hours of class you cannot receive a passing grade for the class. 2. Do strive for punctuality, and be mindful of late arrivals and early departures. Each tardy or early departure beyond 5 minutes will result in minus 5 points.

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

CSUSM Academic Honesty Policy

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

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

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

Refer to the full Academic Honesty Policy at:

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

Plagiarism

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

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled 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. Students 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

This course meets the All-University Writing Requirement (850 words for a 1-unit course, 1700 words for a 2-unit course, and **2500 words for courses of 3 or more units**). The main papers through which this requirement is met are the Initial and Final Social Justice and Equity papers, and Action Plans.

Course Format

This course uses a hybrid (HY) format.

Necessary Technical Competency Required of Students

Keyboarding skills, familiarity with Cougar Courses or a similar course website / management system, using the World Wide Web, Microsoft Office Suite programs such as Word, PowerPoint and Excel or equivalent (e.g., Pages, Numbers and Keynote by Mac), collaboration via GoogleDrive or similar web-based programs, accessing or publishing video files using YouTube or similar sites.

Contact Information for Technical Support Assistance

For assistance regarding technology, the CSUSM Help Desk can be reached at 760-750-4790.

Use of Technology

Candidates (course participants) 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 in paper and needs to be in 14-point font, due to the professor's visual disability. Only presentation files will be submitted electronically on the course website. Details also 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.

Submission of Assignments

Assignments should be typed in 14-pt font and single-spaced. ALL assignments need to be submitted in paper format. Presentation files such as Readings Discussion presentations and Group Action Plan Guide presentations also need to be submitted electronically online.

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.). 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.

Be sure to use the APA6 Cheat Sheet and the Assignment Checklist to carefully prepare and review each assignment prior to submission.

Grading Standards

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.

Assessment Rubric / Grade Descriptors

A=Exceeds Expectations: The student consistently prepares, participates and performs in an **exemplary** manner. Each assignment reflects in-depth exploration and reflection based on readings and other class materials, and observations, as appropriate. All work is submitted in a professional manner using APA style when appropriate. 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 reflects in-depth exploration and reflection based on readings and other class materials, and observations, as appropriate. Generally, work is submitted in a professional manner using APA style when appropriate. 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 organization, careful proofreading, or use of APA6.

“D” or “F” students fail to meet the minimum requirements of a “C.” The student needs a great deal of guidance. The student is consistently late with work and/or has not met minimum classroom attendance requirements.

Policy on Late/Missed Work

I will allow up to two (maximum) makeup assignments for absences due to unreschedulable 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.

Student Collaboration Policy

Select assignments include student collaboration on a required or optional basis, depending on the assignment. In general, presentations will be collaborative, while select written assignments will allow for candidates to choose whether to collaborate or work independently to complete them.

Class Structure

This course will utilize multiple approaches, methods, and teaching strategies to accommodate various learning styles. Class formats and learning structures will vary and include whole and small group discussion, pair work, presentations by weekly Readings Discussion Leaders, independent and collaborative online work, and lectures. Through the above, my role will be to facilitate your learning by guiding you to critically examine, synthesize, reframe, and evaluate course topics and issues. I will also intervene or redirect class discussions as necessary. You will work to develop your knowledge base through independent and collaborative exploration and reflection of the readings, discussions, presentations and assignments.

Final Exam Statement

There will be no final in-class exam. The 1) Identifying, Social Justice and Equity in Public Schools paper, 2) Reflection on Personal History Narrative, and 3) Outcome Assessment will serve as the final key assignments in the course used to evaluate candidates.

These assignments are due during the final three weeks of semester, as specified in the Schedule. See the tentative Schedule or the Course Grading Standards for more information on these two assignments.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Note: I reserve the right to change, add to, or delete anything in the course and syllabus.

Assignments

1. A. Attendance and Participation (Class Discussions and Activities) **120 points**
B. Digital Concept Maps 8 @ 10 points each **60 points**
2. Weekly Reading Progress Reports (RPRs) x 10 **100 points**
3. Readings Discussion Leader **50 points**
4. Personal History Narrative **50 points**
5. Family Tree / MAP Assignment **80 points**
6. ONLINE / INDEPENDENT Task: Native Americans **25 points**
7. ONLINE / INDEPENDENT Task: Religion Map & Video **25 points**
8. Class: CBEDS/Dataquest **50 points**

CHOOSE ONE CHOICE ASSIGNMENT FROM BELOW

50 points

9. World Languages Assignment (CHOICE)
10. Gender Assignment (CHOICE)
11. Testing and Assessment Assignment (CHOICE)
12. Exceptionality Assignment (CHOICE)
13. Gifted Education (CHOICE)
14. Public Policy and School Policy (CHOICE)
15. Language Education Debate (CHOICE)
16. Multiple Intelligences (CHOICE)

REQUIRED ASSIGNMENTS

17. Identifying Social Justice and Equity In Public Schools **35 points**
18. Reflection on Personal Narrative **35 points**
19. Outcome Assessment **100 points**

ASSIGNMENT SPECIFICATIONS

ASSIGNMENT DIRECTIONS

FOR EACH AND EVERY ASSIGNMENT, BE SURE TO CAREFULLY REFERENCE 3 WRITING RESOURCES:

1) THE GENERIC ASSIGNMENT RUBRIC, AND

2) APA6 CHEAT SHEET;

AND 3) PRINT OUT and COMPLETE THE ASSIGNMENT CHECKLIST

*****ALL ASSIGNMENTS ALSO NEED TO**

4) reference 2 – 5 readings, films, or other resources; and

5) be printed in 14-pt font so the professor can read your work.***

1A. Attendance and Participation. Attendance; ***completing assigned readings prior to class;*** collaboratively preparing digital reading responses (aka Digital Concept Map Responses); as well as active,

engaged discussions and participation in class all fall into this category. **Your Digital Concept Map Responses need to directly quote, reflect on, and analyze your readings and films.** See directions below.

1B. Digital Concept Map Responses - For DIRECTIONS go to:

https://www.youtube.com/watch?v=Xu6hD2TKi_g&feature=youtu.be

Be sure to include brief notes in the NOTES section in the PowerPoint slides that reference your readings (e.g., 1 - 2 phrases or sentences or quotes and authors / sources).

2. Weekly Reading Progress Reports (RPRs). Overview of RPRs: Your reports will include what you accomplished in the past week and plans for what you will do in the coming week, as well as comments, challenges, and questions that you are grappling with. Details of RPR: See the RPR form that includes a daily log, reward / reinforce of choice you are working toward, reflection of issue or question, and summary of progress (required), as well as a snapshot/visual of where you are in the dissertation writing process this week, any automatic thoughts and professional writing narrative. RPRs are to be submitted weekly for 12 weeks over the course of the semester.

3. Self-Evaluation – Beginning and End. Complete the form, **Self-evaluations of Attributes of Effective Teachers.** This provides you with an opportunity to assess yourself and reflect on several key attributes related to becoming an effective teacher. These are graded on a credit / no credit basis. You will not be graded down for scoring yourself lower.

4. Personal History Narrative.

Write a narrative essay about your own life, describing the experiences that have shaped your views of race, culture, and issues of diversity. In your writeup, be sure to answer each of the following below.

A. Reflect on and describe your own experiences in terms of the following:

***your family background;**

***your positionality / membership: i.e., your reference points & identity in terms of gender/sexuality, culture, ethnicity/race, class, language, religion, etc.;**

***your exposure to and interactions with others unlike yourself; and**

***other factors you would like to include, as determined by your unique circumstances and upbringing.**

B. In addition, explore and describe

***your identity as a learner (a confident student; had trouble with writing; etc.)**

***how this may affect your potential as a teacher (will have high expectations of students; etc.)**

Include SPECIFIC examples of events and situations that you feel shaped your views on these issues. Be sure to situate your examples, i.e., provide context and explicitly detail any assumptions about schooling and education. Be sure to relate your experiences to at least two readings; as well as make connections with class discussions to date and anticipated course topics . Be prepared to discuss your assignment with the class (small and/or whole group).

5. Family Tree Assignment.

By researching and studying one's own background, it is possible to gain an appreciation of our unique heritage as an American, and also prepare to discuss the unique heritage and history of other Americans. First, construct a genealogical family 'tree' covering three levels (e.g., grandson to grandfather levels). Second, for each person on the tree, write a few descriptors (bulleted outlines are also acceptable), including as much information as you can gather (e.g., vocation, religious affiliation, ethnicity, culture, language(s), country of origin, education/occupation and any other information that may be of interest and value). Third, write a response to the following questions using Ogbu's terms such as primary and secondary cultural characteristics, voluntary and involuntary immigration, etc.

A. What processes of change and assimilation or acculturation (e.g., adjusting to "mainstream U.S. culture") AND/OR adaptation to diverse cultures (e.g., new immigrant cultures, hybrid cultures, techno-electro-media cultures, etc.) do you notice through the generations in your family's history? For example, do you notice any patterns in terms of religion, residence, education, language, gender roles, etc.?

B. Has your family's status or identity changed over the generations? Why / how?

C. What are some positive and negative experiences your family has had related to your family's role or status in the U.S.?

D. How does your family fit into mainstream U.S. culture?

Format: tree graphic + info on about 10 people in at least three generations + a paragraph for each of the final series of questions above.

6. Online / independent Task: Native Americans. -- REQUIRED

Watch either the film, *Smoke Signals* or *In the White Man's Image*. Then, write a short (one or two paragraphs) response to the following questions:

A. What does this film reveal about the history of race relations between whites and Native Americans?

Be sure to give specific examples from both the film and from the readings.

B. What was the foundation or basis upon which racist policies were crafted that usurped key rights and privileges for Native Americans? (In other words, how did assumptions and racist beliefs fuel the crafting of racist policies?) Cite two or more specific policies and analyze the biased assumptions and beliefs that fueled their creation. **Be sure to give specific examples from both the film and from the readings.**

7. Online / independent Task: Religion. -- REQUIRED

Today's task consists of two activities, a web search on religious institutions in your neighborhood of choice **and** watching a film on a religion that you are unfamiliar with, followed by a writeup of both. **In your writeup, be sure to give specific examples from A. the map, B. the film you watched, and C. and the readings.**

A. Using yahoo or other search engine, map out the various religious buildings and organizations (churches, temples, mosques, etc.) in your neighborhood. The map needs to be done on a regular size sheet of paper, and not on a giant poster board. Yahoo.com will map out the neighborhood religious buildings for you -- you do a search for the terms, "[city of choice] + churches, temples, etc." and hit return, and mapping out your results will be one of your choices. Save the yahoo or similar web page as an html. document and upload. If this does NOT work, do not panic. Just include your religious buildings in your writeup.

B. Watch any film of your choice that addresses a religion that you are not familiar with. The film can be a Hollywood piece or a documentary. There are films on the course website and on reserve at the Media Library, including "Mormons," "Islam Today" and "Inside Islam," for your convenience.

C. Writeup. Respond to the following two questions. You can either outline your responses or compose a paragraph for each question response. ****Be sure to give specific examples from A. the map, B. the film you watched, and C. and the readings.**

** Question 1. Discuss **five or more** ways in which these various religions might effect public education. For example, how might religions impact the school calendar and schedule, menu, curriculum, activities, etc.? On a related note, what can be done if different religions have conflicting views about holidays, schedules, etc.? Give specific examples as much as possible. ****Be sure to give specific examples from A. the map, B. the film you watched, and C. and the readings.** E.g., if you see a Jewish temple on either your website or in the film you chose, you might reflect that Christmas is not celebrated by Jews, and that public schools might teach students about a variety of celebrations such as Hanukkah, Kwaanza, Christmas, and Ramadan; and further, that the winter break be called just that, Winter Break, not Christmas vacation.

Question 2. What is the difference between proselytizing and educating about various religions? To your knowledge and/or in your experience, what types of lessons on religion are reflected in the standards across different content areas, and to what extent are non-Christian religions adequately and fairly represented in the curriculum? **Be sure to give specific examples from A. the map, B. the film you watched, and C. and the readings.**

8. Class: CBEDS / DataQuest Assignment. -- REQUIRED

Look up a school of your choice on the CBEDS or DataQuest web site, located at <http://dq.cde.ca.gov/dataquest/>. First, locate the number of students receiving free / reduced lunches (**factor a**).

Next, examine and analyze FOUR or more of the following factors:

ON THE SAME PAGE AS FREE AND REDUCED LUNCHES:

b) the percentage and number of English Learners languages in the district,

c) # of Students Per Computer Less Than 48 months old

d) Grads completing UC/CSU Classes

e) 1-year dropout rate

f) staff service and experience for teachers

SELECT THESE FACTORS FROM THE MAIN DATAQUEST WEB PAGE:

- g) Number of Classes by Subject (i.e., the types of programs the school offers), or
- h) STAR test scores (NOTE: you have click VIEW REPORT to see the test scores... you can pick any set of test scores since there will be a lot of these).

Then, repeat for another school district with a likely very different socioeconomic status.

HELPFUL HINTS:

1. Be sure to keep each of the data sets for the two school districts handy; do not close out all the windows without printing or saving the first school district before moving onto the next school district.
2. Notice that the data reporting on this website is VERY CLUNKY.
For instance, the data on the number of classes by subject only reports how many classes are offered by subject and does not report on what percentage the numbers reflect for the school district. You may have to explore other links on this web page to get that data.

Remember, to examine or verify socioeconomic status of a particular school or district, go to Create Your Own Report and check Free/Reduced Lunches. ****IMPORTANT!! BE SURE TO INCLUDE YOUR DATA SOURCE IN YOUR COMPLETED ASSIGNMENT AND SUBMISSION.****

WRITEUP: Answer the following multi-part question:

How does class or socioeconomic status (factor a) interact each of the four factors (factors b – e)?

****IMPORTANT!! BE SURE TO INCLUDE YOUR DATA SOURCE IN YOUR COMPLETED ASSIGNMENT AND SUBMISSION.** BE SURE TO GIVE SPECIFIC EXAMPLES FROM BOTH THE DATA AND FROM THE READINGS.**

TIP: You can make a chart with two columns comparing the two school districts.

In each column, you would list the data for the factors you explored (e.g., b, c, d & e above. Then you would be ready to answer the main analysis question above, "How does class or socioeconomic status (factor a) interact each of the four factors (any 4 factors from among b – f)?"

Remember, to examine or verify socioeconomic status of a particular school or district, go to Create Your Own Report and check Free/Reduced Lunches. ****IMPORTANT!! BE SURE TO INCLUDE YOUR DATA SOURCE IN YOUR COMPLETED ASSIGNMENT AND SUBMISSION.** BE SURE TO GIVE SPECIFIC EXAMPLES FROM BOTH THE DATA AND FROM THE READINGS**

9. World Languages TV Assignment – CHOICE ASSIGNMENT

A. Watch an hour of a film in a language that you have no knowledge of. In your WRITEUP describe the following.

(i). How did you feel? (Frustrated, engaged, etc.)

(ii). What helped you comprehend this new language? (Visuals, facial expressions, music, background knowledge – familiar genre or familiar words, etc.)

(iii). Based on part B, consider....what type of instructional strategies can teachers use that English learners might benefit from and make subject matter comprehensible?

B. Connect your experience of reflecting on the needs of an English Learner to services provided in public schools. First, Review the San Diego County Office of Education's World Languages Plan (available in the course reader).

Then, identify and review two resources for learning languages other than English. One example is Mango Languages, made available through public library portals. For example, here is the link through Carlsbad Library. (Note: You need a library card to access this free public resource. All San Diego County libraries should offer Mango Languages, so you can check your local library. You can also try to find a sample tutorial online through a Google or similar search but in order to complete the Extra Credit task, you will need a library card.

<http://www.carlsbadca.gov/services/departments/library/research/Pages/default.aspx>

Try it out in any language and write a paragraph on your experience with the program. You can also locate world language programs at a local public school, at a private academy for extracurricular enrichment, and so on. You can locate these through a search on the Internet, or through local free magazines such as San Diego Parents, etc.

Describe these two resources with details.

10. Gender Assignment – CHOICE ASSIGNMENT

Choose two out of the following three options.

Option 1: Review a curriculum component (textbook, film, or visual work, etc.) that addresses a diverse (i.e., different from mainstream heterosexual) gender / sexuality / family composition perspective.

Then, answer this question thoroughly: **How is the piece inclusive /exclusive of diverse, i.e.,g non heterosexual gender / sexuality / family composition perspectives? Be sure to cite appropriate data.** E.g., You might cite the number of single parent households as the rationale for reviewing a book about a single parent family. See <http://www.census.gov/hhes/income/earnings/earnings.html> for Census data.

Option 2: Using the White Privilege article as a template, **write a list of Heterosexual Privilege.** Include privileges that heterosexuals readily enjoy (e.g., I can read a book required for school and know with certainty that the book will reflect experiences of heterosexual identity.) that students or families with nonheterosexual sexual orientations cannot.

Option 3: **Describe how your 1. life, 2. education, and 3. occupation would be different if you were of a different gender or sexual orientation.** Be sure to fully address all three questions on how your life and educational / occupational choices may differ as a fe/male? ** This needs to be an expository piece with citations. (E.g., If I were male instead of female, I imagine many things would change. For example, I would earn 25% more [Census, 2010])

11. Testing & Assessment -- CHOICE ASSIGNMENT

1. On the CDE website, review general information regarding the state mandatory tests (Smarter Balanced) and their test components and testing schedule. 2. Since these data are not available yet due to the early implementation stages of this statewide testing mandate, select and review the reporting of previous standardized tests (California Standards Tests or CSTs) for your local school district. Google "CDE DataQuest" and find the STAR test reporting system database. Choose two major groups (ethnicity, gender, etc.) to compare test scores for, and examine the data sets to see how they differ or are similar. You will need to decide what test, what grade level, and what subject matter to focus on since there are many sets of testing data available.

WRITEUP: Answer the following questions thoroughly, with supporting evidence. Be sure to cite specific examples of both general trends in the data and exceptions to the trends (i.e., outliers).

A. What do you notice concerning these test scores along major groups (ethnicity, gender, etc.)? Choose at least two groups for your analysis.

B. What in your opinion are the pros and cons of increased testing under No Child Left Behind, the federal legislation enacted by the former administration?

C. What are your views on the Common Core State Standards and/or the Smarter Balanced Assessments? See viewpoints at www.edweek.org and <http://susanohanian.org>.

D. What do you think the initial impact and outcomes of these new tests will be on students, schools, and the future work force?

****IMPORTANT!! BE SURE TO INCLUDE PRINOUTS OF YOUR DATA SOURCE IN YOUR COMPLETED ASSIGNMENT AND SUBMISSION.****

12. Exceptionality -- CHOICE ASSIGNMENT

FOCUS ON SPECIAL EDUCATION CATEGORIES - Go to the state DataQuest website (search under google.com for cde DataQuest and it will show up or go to <http://dq.cde.ca.gov/> dataquest/. Then, investigate and write a thorough response to the following:

1. What categories of special education services are there? Read the various categories of services and consider the following questions. You can also refer to the How Difficult Can This Be? FAT City video for disability categories.

2. What do you think are some pros and cons of mainstreaming (placing students of special education in mainstream classes)?

3. Have you seen any mainstreaming firsthand? What kind of anti-bias education issues might be necessary for both the mainstream students and the students receiving special education services for mainstreaming to be successful?

4. The state has data on special education and ethnicity. Click on this category. Then answer these two questions. 4a. What do you notice about the proportion of particular ethnicities in special education services relative to the proportion of these ethnicities in the general student population? In other words, which groups are “overrepresented”? 4b. Why might these groups be overrepresented?

5. Review two different resources for children with special needs. For each item reviewed, include a full annotated bibliography entry. Here are a couple of links to help you with the formatting of an annotated bibliography:

<https://owl.english.purdue.edu/owl/resource/614/02/>

https://www.e-education.psu.edu/styleforstudents/c6_p7.html

Here are some samples of resources. You can review these or find your own.

Front of the Class - Front of the Class is a 2008 American drama film based on the book by Brad Cohen, Front of the Class: How Tourette Syndrome Made Me the Teacher I Never Had, co-authored by Lisa Wysocky.

Sam and Me – A book about how siblings with and without Autism relate to one another.

<http://www.amazon.com/Sam-And-Me-Dorothy-Potash/dp/1477255850>

****IMPORTANT!! BE SURE TO INCLUDE YOUR DATA SOURCE IN YOUR COMPLETED ASSIGNMENT AND SUBMISSION.** BE SURE TO GIVE SPECIFIC EXAMPLES FROM BOTH THE DATA AND FROM THE READINGS.**

13. Gifted Education -- CHOICE ASSIGNMENT

First, write an outline (preferably in PowerPoint) for one of the articles you read this week on gifted education. A minimum of 5 major points are required for the outline. Then, for each major point in your outline, give an example from any of your collection of readings on gifted education or real life experience (e.g., different methods used to assess students for gifted programs, an innovative approach to identifying and supporting gifted students you have seen, etc.)

Be sure to include the full reference for the article you choose to outline, including the author, year of publication, and title of the article. Also be sure to use full citations (author/source, year, location) for other supporting examples and school practices, etc.

Next, explore a) California Association for the Gifted website (www.cagifted.org) and b) any aspect of gifted education in your local school district / district of choice, and try to answer the following questions through your research. **BE SURE TO GIVE SPECIFIC EXAMPLES FROM BOTH THE RESEARCH / DATA AND FROM THE READINGS.**

A. How are gifted students identified?

B. What kind of programs are offered?

C. Who is enrolled in these programs? (Consider gender and racial/ethnic and class variables.)

D. How are they evaluated for continued program participation?

BE SURE TO GIVE SPECIFIC EXAMPLES FROM BOTH THE DATA AND FROM THE READINGS.

14. Public Policy and School Policy -- CHOICE ASSIGNMENT

SENATE BILL 1174 – A Living Social Justice and Equity Issue

OVERVIEW: This assignment provides an opportunity to analyze a living document that seeks to update the current language policy for California's 1,000 school districts. It was signed by the Governor in September 2014 and will go on the ballot for the public vote in November 2016.

DIRECTIONS: Choose three sections or quotes from the text. Analyze each section or quote by connecting it to the readings on Programs for English Learners (NCELA, San Diego County Office of Ed / World Languages, Krashen & McField, McField), The Bilingual Education Debate (Krashen's book, *Condemned Without a Trial*) and Language Policy (Proposition 227). This activity is similar to the class activity for Proposition 227.

NOTE: Be sure to use the Generic Checklist and Assignment Rubric, and APA Cheat Sheet to make sure your work is ready for submission.

15. Language Education Debate – CHOICE ASSIGNMENT

OVERVIEW: This assignment provides an opportunity to analyze the intersection of public policy and school policy by examining Proposition 227, which is the proposition passed by voters in 1998 and currently governing language education policy for California's 1,000 school districts.

DIRECTIONS: Choose three sections or quotes from the text of Proposition 227. Analyze each section or quote by connecting it to the book, *Bogus Arguments Against Bilingual Education* by Krashen. Optional: You may also include 1 – 2 references to other articles on Programs for English Learners (NCELA, San Diego County Office of Ed / World Languages, Krashen & McField, McField).

NOTE: Be sure to use the Generic Checklist and Assignment Rubric, and APA Cheat Sheet to make sure your work is ready for submission.

16. Multiple Intelligences -- CHOICE ASSIGNMENT

A. Watch the film, "How are Kids Smart?"

B. Take the short questionnaire, "Where Does Your True Intelligence Lie?" and review the reference sheets on "7 Ways of Knowing" and "40 Multi-Intelligence Ways..."

Then, **write a response** to the following three questions:

- i. How would you define intelligence?
- ii. How do you think schools ought to cultivate children's intelligence(s)?
- iii. What are some factors, as well as possibilities and limitations, in cultivating multiple intelligences in the public schools?

17. Identifying Social Justice and Equity In Public Schools -- REQUIRED

Suggested length: 2 pages

A. ASSIGNMENT DESCRIPTION

In this assignment, you will locate a school or an assignment that advances social justice and equity as articulated in Teaching Performance Expectation 15. Then, you will carefully articulate how the school or assignment you chose advances social justice and equity.

B. ASSIGNMENT DIRECTIONS AND CHECKLIST

____ FIRST, review the language regarding TPE 15 in the syllabus (p. 2 and also copied and pasted below).

____ THEN, locate a school or an assignment that seeks to advance social justice and equity, i.e., aims to present **pluralistic and divergent perspectives** or **provide equitable outcomes for students from different linguistic, cultural, and social economic backgrounds**.

____ NEXT, carefully and explicitly write about HOW or IN WHAT WAY(S) the school or assignment you chose advances TPE 15.

___ BE SURE TO directly CITE and QUOTE language from the syllabus for Education 364 syllabus in your writeup.

___ ALSO BE SURE TO USE APA6 TO CITE the SOURCES you used such as the course syllabus (for the TPE 15 language), the URL for the school description, the source of the assignment you chose, and so on. Proper reference formatting for the course syllabus can be found on p. 4 of the APA 6 CHEAT SHEET.

___ BE SURE TO PROOFREAD your paper to ensure that you addressed each step of the assignment; as well as addressed grammar, formatting, and other technical aspects of the paper.

___ BE SURE THE PAPER IS PRINTED IN 14-POINT FONT so that the instructor can read your work.

Notice that through this assignment, you will demonstrate the ability **“to identify issues of social justice and equity in the classroom and apply appropriate instructional strategies to ensure equal outcomes for diverse students”** (TPE 15).

C. ASSIGNMENT CHECKLIST

Review each step of the assignment above.

Place a check mark on the ___ in front of each step that you completed thoroughly.

D. SAMPLE SCHOOL RESPONSE (see course website for this file)

Berkeley High School seeks to **“provide equitable outcomes for students from different linguistic, cultural, and social economic backgrounds”** (CSU San Marcos, 2015, p. 2) by providing a broad range of programs and opportunities for students of diverse backgrounds. The learning communities of Academic Choice, Arts and Humanities Academy, Academy of Medicine and Public Service, Berkeley International High School, Communication Arts and Sciences, Green Academy, and the Berkeley Independent Study Program are all coherent, theme-based or industry-based programs of study that seek to engage and challenge a broad spectrum of students with diverse backgrounds and goals. [Continue to highlight one or two more aspects of the high school that aim to advance equity. It is also a great idea to cite your readings such as Nieto & Bode, Persell, or any of the Spring chapters, for example.]

E. SAMPLE ASSIGNMENT RESPONSE (see course website for this file)

The Columbus Day assignment directly advances **“pluralistic and divergent perspectives”** (CSU San Marcos, 2014, p. 2) regarding the federal Columbus Day holiday. The assignment asks students to critically examine the holiday and its multiple dimensions by analyzing seven different sources and perspectives about the holiday, such as its history, its fallacies, perspectives left out of the celebrated holiday, and its future. By completing this assignment, students learn about, evaluate, synthesize, and ultimately come to a decision about a national holiday that necessarily encompasses and represents multiple perspectives and facets of U.S. history. The assignment **“identif[ies] an issue of social justice and (in)equity in public schools”** (CSU San Marcos, 2015, p. 2) and provides students with an opportunity to address a salient, modern day policy for a living and evolving democracy. Moreover, the assignment prepares students to participate as a citizen of this grand U.S. of A that thrives on shared governance by the people and for the people.

SAMPLE LIST OF REFERENCES

CSU San Marcos. (2015). Education 364: The role of cultural diversity in schooling (Course Syllabus). San

Marcos: Author.

[Nieto & Bode, 2008; Persell, C., 2007; Spring, 2009 or other sources here]

F. TPE 15 LANGUAGE FROM THE COURSE SYLLABUS FOR EDUCATION 364 (2015, p. 2)

Students completing EDUC 364 will be able to demonstrate developing competencies in TPE 15: Social Justice and Equity (SJE) including

- a. identify issues of social justice and (in)equity in public schools (including curricular, pedagogical and structural issues)**

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 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**.

18. Reflection on Personal History Narrative.

Suggested length: 3 pages

Consider your first reflective narrative from the beginning of the semester. Are there any changes you would make to the story? Have you remembered or reinterpreted particular events throughout this semester, or have particular events taken place since the beginning of the term that have led you to reflect on some critical themes in this course? In what ways have your voice and perspective changed? Sometimes, the changes will be subtle, as in choosing to use the terms Asian American or Latino rather than Oriental or Hispanic for specific purposes. Or, the changes may be dramatic. In this assignment, you will document your new reflections concerning your personal narrative, as a result of having critically examined the major issues covered in this course.

*****The narrative needs to DIRECTLY ADDRESS AND QUOTE TPE 15, Social Justice and Equity. See first part of this syllabus for more info on TPE 15.*****

19. Outcome Assessment.

Suggested length: 4 - 5 pages

Describe the following. *YOU NEED TO DIRECTLY ADDRESS AND QUOTE TPE 15, Social Justice and Equity.**

- A. A select few of the most important things you learned in this class;
- B. How you knew you were learning something of significance (assessing your own learning – cite specific readings, discussions, films, activities, community activities, etc.);
- C. How this will shape your attitudes and demonstrated behaviors as a teacher or in future intercultural interaction;
i.e., how you will demonstrate overall “cultural competence” (as this definition is developed in class).

Grading emphasis will be placed on your ability to articulate the select topics of your choice, the depth of reflective analysis, your description of how you knew what you were learning (specific examples from the course: cognitive – facts, knowledge bases, content areas; behavioral – speech and actions; and affective – attitudes), and the connections you make between the topics and plans for your future growth and professional practice.

Other Possible Assignments – Extra Credit or Makeup Work for Emergencies or Catastrophes

Only

Check with the professor re: doing any of the following as an Extra Credit or Makeup Assignment:

Each option is worth about 25 points. The actual points awarded depends on the quality of the extra credit work submitted

Community event or hot topic reviews: Write a critical response to a political / educational hot topic (with approval from the instructor) or a community event you participated in, or provide a video/visual of the event with a brief analysis.

Article reviews: Write a critical response to three current articles related to one topic of your interest covered in this course. This task should fully **augment** your learning about this topic. e.g., Gifted education, DREAM Act, etc.

Focus on White Privilege: Update the following information from *What White (Male) Privilege?* by Sue, D. W. (2003). *Overcoming our racism: The journey to liberation*. San Francisco: Jossey-Bass with current data, preferably 2013 or more current data. (List A.)

In the post-Civil Rights era, White American males constitute

- 33% of the U.S. population, but comprise about
- 80% of tenured positions in higher education;
- 92% of executives or similar CEO-level positions in Forbes 400 companies;
- 80% of the U.S. House of Representatives;
- 84% of the U.S. Senate;
- 99% of owners of sports teams; and
- 100% of U.S. Presidents.

Then, compile a second corresponding list for Whites (both male and female) (List B). ***Be sure to cite your sources for both List A and List B.*** Both lists need to be crafted using PowerPoint.

LIST OF ASSIGNMENTS AND CHECKLIST

A.K.A. What is my grade in this class?
SEE GRADE DESCRIPTORS IN THIS SYLLABUS

Name _____

Course/Section _____

1. A. Attendance & Participation – SEE ATTENDANCE POLICY ABOVE _____ 120 points

Attendance at every session, along with active, engaged, reflective, respectful discussion, is required and expected. (See section on the Attendance Policy for information on consequences of absences.)

I have attended ____/15 sessions total, including in-class and online sessions. For online / independent sessions, I have submitted activity files on time. The online / independent tasks are thoughtful and well done and are worthy of full credit.

Ongoing Digital Concept Map Responses and Reading Progress Reports are required.

REQUIRED ASSIGNMENTS

1. B. Digital Concept Map Responses _____ 8 x 10 = 80 points
(DUE UPON COMPLETION IN CLASS)
2. Reading Progress Reports (DUE WEDS 12 @ 10 points ea) _____ 12 x 10 = 120 points
3. Self-Evaluation (Beginning & End of semester) _____/20 + 20 points
4. Personal History Narrative _____/50 points
5. Family Tree Map Assignment _____/60 points
6. ONLINE / INDEPENDENT Task: Native Americans _____/25 points
7. ONLINE / INDEPENDENT Task: Religion Map & Video _____/25 points
8. Class: CBEDS/Dataquest _____/50 points

CHOOSE ONE CHOICE ASSIGNMENT FROM BELOW _____/50 points

9. World Languages Assignment (CHOICE)
10. Gender Assignment (CHOICE)
11. Testing and Assessment Assignment (CHOICE)
12. Exceptionality Assignment (CHOICE)
13. Gifted Education (CHOICE)
14. Public Policy and School Policy (CHOICE)
15. Language Education Debate (CHOICE)
16. Multiple Intelligences (CHOICE)

REQUIRED ASSIGNMENTS

17. Identifying Social Justice and Equity In Public Schools _____/35 points
18. Reflection on Personal Narrative _____/35 points
19. Outcome Assessment _____/100 points

TOTAL POINTS: I HAVE EARNED _____ 800 TOTAL POSSIBLE POINTS
I WILL LIKELY RECEIVE A(N) _____ (WRITE IN POSSIBLE / LIKELY LETTER GRADE IN THE BLANK) IN THIS COURSE.

ASSESSMENT RUBRIC/ GRADE DESCRIPTORS

A=Exceeds Expectations: The student consistently prepares, participates and performs in an **exemplary** manner. Each assignment reflects in-depth exploration and reflection based on readings and other class materials, and observations, as appropriate. All work is submitted in a professional manner using APA style when appropriate. 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 reflects in-depth exploration and reflection based on readings and other class materials, and observations, as appropriate. Generally, work is submitted in a professional manner using APA style when appropriate. 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 organization, careful proofreading, or use of APA style.

“D” or “F” students fail to meet the minimum requirements of a “C.” The student needs a great deal of guidance. The student is consistently late with work and/or has not met minimum classroom attendance requirements.

SCHEDULE/COURSE OUTLINE

****Note: I reserve the right to modify all course readings and assignments.****

Date	Topic -- Covered <u>IN Class (either face-to-face or online class sessions)</u> * Denotes key articles for the session **VIDEOS are available on the course website at cc.csusm.edu	Notes / Questions / To-do List
Session 1 9/2	<p>TOPIC: Intro to Educ 364 Introduction to course, required books and assignments overview.</p> <p>Introductions, Survey.</p> <p>Begin Self-evaluation.</p>	
Session 2 9/9	<p>TOPIC: Intro to Culture What is culture? Cultural diversity in the U.S. and California, changing demographics.</p> <p>READER: Vedantam: Why Everyone You Know Thinks the Same as You READER: Boyd: First Empty Your Cup READER: U.S. Census Bureau: Population Distribution and Change: 2000 to 2010 READER: U.S. Census Bureau: State and County Quickfacts: 2010</p> <p>TOPIC: Implications of Culture on Schooling How does culture inform education?</p> <p>READER: *Nieto & Bode: Culture, Identity and Learning. (pp. 169-227). READER: *Ogbu: Understanding Cultural Diversity</p> <p>TOPIC: Writing Resources</p> <ol style="list-style-type: none"> 1. APA6 Cheat Sheet 2. Rubric 3. Assignment Checklist <p>DUE: Self-Evaluations – Beginning</p>	

Date	Topic -- Covered <u>IN Class (either face-to-face or online class sessions)</u> * Denotes key articles for the session **VIDEOS are available on the course website at cc.csusm.edu	Notes / Questions / To-do List
Session 3 9/16	<p>TOPIC: Personal / Cultural Identity READER: Table 7.1: External & Internal Ethnic Identity and Their Respective Components *READER: *Nieto & Bode: Terminology (Race & Other Cultural Terminology) READER: Lelyveld: Growing Up, Growing Apart READER: *Nieto & Bode: David Weiss (An Adopted Student's View)</p> <p>OPTIONAL: Bring in 3 things that represent you. IN CLASS: What's in a name? activity What represents YOU? (Name, life philosophy, stage / goal in education, etc.)</p> <p>TOPIC: Identity Models VIDEO: Introduction to Ethnic/Racial Identity Development for Young Adults</p>	
Session 4 9/23 ONLINE CLASS	<p>TOPIC: History of Native Americans in the U.S. BOOK: *Spring, Ch 2 Native Americans READER: McKenna, ERIC, Winona LaDuke articles VIDEO – Smoke Signals OR In the White Man's Image</p> <p>Complete Native Americans Assignment - Be sure to include references to the readings and film you viewed!</p> <p>TOPIC: Religion READER: *Lippy chapter in Banks and Banks book READER: *Hamilton [ENRICHMENT: Bremer: My Accidental Jihad] VIDEO – Mormons OR Islam Today OR Inside Islam OR film of choice on <u>a religion different from your own</u></p> <p>Complete Religion Assignment - Be sure to include references to the readings and film you viewed!</p> <p>TOPIC: <u>PREVIEW FAMILY TREE AND YOUR CHOICE ASSIGNMENT</u> -- ANY QUESTIONS?</p>	

Date	Topic -- Covered <u>IN Class (either face-to-face or online class sessions)</u> * Denotes key articles for the session **VIDEOS are available on the course website at cc.csusm.edu	Notes / Questions / To-do List
Session 5 9/30	<p>TOPIC: History of Anglo-Americans in the U.S. and White Ethnics BOOK: *Spring, Ch. 1 Anglo-Americans VIDEO – The Irish in America</p> <p>TOPIC: History of African Americans in the U.S. BOOK: *Spring, Ch. 3 African Americans [ENRICHMENT: VIDEO - Akeelah and the Bee]</p> <p>DUE: Personal History Narrative</p>	
Session 6 10/7	<p>TOPIC: Race & Ethnicity, Part I READER: *Loewen READER: Lindsay READER: *Nieto & Bode. (2008). Racism, discrimination, and expectations of student achievement. (pp. 65-91).</p> <p>VIDEO (<u>IN CLASS</u>): Race: The Power of an Illusion The allele(s) of race (definition – any of the alternative forms of a gene that may occur at a given locus; e.g., different genes or different expressions of a gene; e.g., genotype vs. phenotype)</p> <p>TOPIC: Race & Ethnicity, Part II READER: *Gay: Preparing for Culturally Responsive Teaching SYLLABUS: TPE 15: Social Justice and Equity</p> <p>DUE: Native Americans and Religion Assignments completed above</p> <p>DUE: Family Tree Assignment</p>	

Date	Topic -- Covered IN Class (either face-to-face or online class sessions) * Denotes key articles for the session **VIDEOS are available on the course website at cc.csusm.edu	Notes / Questions / To-do List
Session 7 10/14	<p>TOPIC: Class (Socioeconomic Status) Growing poverty of children; poverty across ethnic groups; educational implications.</p> <p>READER: *Persell chapter in Banks and Banks book READER: Crenshaw [ENRICHMENT: VIDEO – Akeelah and the Bee]</p> <p>IN CLASS: Begin CBEDS/DataQuest Assignment</p> <p>TOPIC: Hispanic/Latino Americans BOOK: *Spring, Ch. 5 Hispanic/Latino Americans</p> <p>VIDEO – Lemon Grove Incident [ENRICHMENT: VIDEO – If the Mango Tree Could Speak]</p>	
Session 8 10/21	<p>TOPIC: Asian Americans BOOK: *Spring, Ch 4 Asian Americans READER: *Pang: Whole Child</p> <p>TOPIC: Gender & Sexuality VIDEO – Talking about Gay Issues in Schools [OR VIDEO - The Kids are All Right] READER: *Sadker chapter in Banks and Banks book READER: *Nieto & Bode. (2008). Expanding definitions of family. (pp. 384-406). [ENRICHMENT: READER: DeJean: Gay male high school teachers: A taxonomy of fear]</p> <p>DUE: Gender CHOICE Assignment DUE: Class/CBEDS/DataQuest Assignment</p>	

Date	Topic -- Covered <u>IN Class (either face-to-face or online class sessions)</u> * Denotes key articles for the session **VIDEOS are available on the course website at cc.csusm.edu	Notes / Questions / To-do List
Session 9 10/28	<p>TOPIC: Culture and language. Historical and sociocultural context of language education. Language ideologies.</p> <p>READER: *Ricento: A Brief History of Language Restrictionism in the U.S. VIDEO - Arts and Lecture Event: Dr. Stephen Krashen See Course Website for URL and access info!</p> <p>[ENRICHMENT: VIDEO – American Tongues]</p> <p>TOPIC: Programs for English Learners READER: *NCELA: Programs for English Learners READER: *SDCOE: World Languages Plan – CONTINUED – SEE BELOW READER: *Krashen & McField (2005). <i>What Works for English learners? Reviewing the latest evidence.</i> READER: *McField (2008). <i>Proposition 227’s Structured English Immersion mandate: History, practice, and implications.</i></p> <p>DUE: World Language CHOICE Assignment</p> <p>DUE: Class/CBEDS/DataQuest Assignment</p>	

Date	Topic -- Covered <u>IN Class (either face-to-face or online class sessions)</u> * Denotes key articles for the session **VIDEOS are available on the course website at cc.csusm.edu	Notes / Questions / To-do List
Session 10 11/4	<p>TOPIC: Exceptionality VIDEO – *How Difficult Can This Be? FAT City CC: Friend & Bursuck: Students at Risk (pp. 260-269) CC OR Google and read: San Diego Unified School District's CEP-EL: A Comprehensive Evaluation Process for English Learners by Gaviria and Tipton (2012)</p> <p>DUE: Exceptionality CHOICE Assignment -- Be sure to include references to the readings and film you viewed!</p> <p>TOPIC: Gifted Education READER: Lefkowitz: The Gifted Classes READER: *Esquierdo: Gifted Hispanic Bilingual Children READER: *Ford, Grantham, & Whiting: Culturally and Linguistically Diverse Students in Gifted Education</p> <p>DUE: Gifted Education CHOICE Assignment -- Be sure to include references to the readings and website you reviewed!</p> <p>TOPIC: Public Policy and School Policy Part 1 READER: Proposition 227 READER: *Senate Bill 1174: California Education for a Global Economy Initiative READER: *McField: California's Opportunity</p> <p>W – browse www.onenation.org and www.usenglish.org and www.bilingualeducation.org</p> <p>DUE: Public Policy and School Policy CHOICE Assignment</p>	
Session 11 11/11	Veteran's Day - Holiday	

Date	Topic -- Covered <u>IN Class (either face-to-face or online class sessions)</u> * Denotes key articles for the session **VIDEOS are available on the course website at cc.csusm.edu	Notes / Questions / To-do List
Session 12 11/18	<p>TOPIC: White Privilege</p> <p>READER: Lee et. al: McIntosh article. READER: *Brodkin: How Jews Became Whites READER: *AP: White Names READER: *Buck</p> <p>TOPIC: Language Education Debate BOOK: *Krashen: Condemned Without a Trial: Bogus Arguments Against Bilingual Education</p> <p>DUE: Language Education Debate CHOICE Assignment</p>	
Session 13 11/25 ONLINE SESSION	<p>RECOMMENDED FILM (Extra or Makeup Credit): PLAYING NOVEMBER 20, 2015 Reuben H. Fleet Science Center, San Diego Jerusalem (3D IMAX, 2013) See www.jerusalemthemovie.com</p> <p>Preview Final Assignments (DUE in 3 weeks)</p> <ol style="list-style-type: none"> 1. Final Reflection on Personal History Narrative 2. Outcome Assessment 3. Self-Evaluation - End 4. OPTIONAL - Checklist 	
Session 14 12/2	<p>TOPIC: Multiple Intelligences READER: Multiple Intelligences READER: Assessment: Find Your Strengths! VIDEO - *How are Kids Smart?</p> <p>DUE: Multiple Intelligences CHOICE Assignment -- Be sure to include references to the readings and film you viewed!</p> <p>TOPIC: Public Policy and School Policy Part 2 BOOK: *Spring - Ch. 6 Civil Rights to Now READER: *Nieto & Bode. (2008). <i>Transforming pedagogy by detracking math.</i> (pp. 378-384). READER: Ingersoll: Minority teachers <u>IN CLASS: VIDEO - School Colors</u></p>	

Date	Topic -- Covered IN Class (either face-to-face or online class sessions) * Denotes key articles for the session **VIDEOS are available on the course website at cc.csusm.edu	Notes / Questions / To-do List
Session 15 12/2	<p>TOPIC: Identifying Social Justice and Equity In Public Schools READER: *Gay: Preparing for Culturally Responsive Teaching - REVIEW SYLLABUS: TPE 15: Social Justice and Equity -- REVIEW</p> <p>BEGIN IN CLASS: Identifying Social Justice Assignment – Be sure to cite readings and any film or website you reviewed.</p> <p>TOPIC: Go over Final Assignments – review again come prepared with questions next week!! 1. Personal History Narrative, 2. Outcome Assessment, 3. Self-Evaluation, Part 2 & 4. Grades Checklist</p>	
Session 15 12/9	<p>DUE: Identifying Social Justice Assignment – Be sure to cite readings and any film or website you reviewed.</p> <p>TOPIC: Closure & Wrap up What have we learned? Where do we go from here?</p> <p>DUE NEXT WEEK / FINALS WEEK: 1. Final Reflection on Personal History Narrative 2. Outcome Assessment 3. Self-Evaluation - End 4. OPTIONAL - Checklist (p. 7) – What is my grade in this class?</p>	



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WRITING RESOURCES

1. Self-Evaluation
2. Weekly Reading Progress Report (RPR)
3. Education 364 Rubric
4. Generic Assignment Checklist
5. APA6 Cheat Sheet

SELF-EVALUATION OF ATTRIBUTES OF EFFECTIVE TEACHERS

NAME _____

Directions: Highlight / underline areas of strength in BLUE; areas that need attention in YELLOW. Next, choose 3 areas you want to work on. Highlight / underline these in RED.

Generally Accepted Attributes of Highly Effective Teachers *as seen in pre-service programs* (Roberts & Kellough, 2000; Stone, 2002; McEwan, 2002; Baldwin, Keating & Bachman, 2003; Johnson & Johnson, 1994; School of Education Mission Statement, 2013)

The following will be used as a guideline for defining each attribute:

1. **General classroom attendance, promptness, and participation:** is on time; respects time boundaries (breaks, etc.); regularly attends class; and actively participates.
2. **General classroom demeanor:** is professional, creative, kind, sensitive, respectful, has a sense of humor; is supportive of fellow classmates and instructors; recognizes others' perspectives as valid and works to include all "voices" in the classroom; is aware of & responsive to issues & behaviors that might marginalize colleagues in the classroom; does not conduct personal business during class time; uses personal computer appropriately, clearly taking notes when warranted; and computer is closed during discussions so that eye contact can be maintained.
3. **Social and cooperative skills (as illustrated in cooperative projects):** assumes responsibility of one's roles; is open to consensus and mediation; effectively communicates ideas; communicates in respectful manner in online discussion (as noted in electronic communication protocol); attends group meetings; is dependable; respects others' ideas; expects quality work from self and colleagues; manages time effectively; uses organizational skills and leadership skills; is assertive but not aggressive; uses reflection as a means of evaluation; and motivates and offers positive reinforcement to others.
4. **Attention to assignments:** meets time deadlines; produces quality products; responds cooperatively to constructive criticism; uses rubrics or other stipulated criteria to shape an assignment; and appropriately prioritizes tasks and performs/supervises several tasks at once as needed.
5. **Flexibility:** is responsive when reasonable adjustments are made to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena); can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking; "bounces" back easily; and can work calmly under stress.
6. **Attention to classroom discussion protocols:** respects time limitations; recognizes and respects the perspectives of fellow classmates; gives wait time; listens actively; uses non-interruptive skills; mediates disagreements by working to understand others' perspectives & finding common ground; and genuinely encourages all to participate.
7. **Openness to and enthusiasm for learning:** can engage with a variety of educational ideas with an open mind and a sense of exploration; demonstrates passion for and metacognition of learning across the curriculum and within discipline areas; and takes advantage of learning opportunities and seeks out additional opportunities for learning.

Summary of reflections on your self-evaluation:

WEEKLY READING PROGRESS REPORT (RPR)

Hours Spent Reading							Visual or Symbol of Where I am in My Education Journey This Week
M	T	W	Th	F	Sa	Su	
My Reinforcers (Rewards)							
Progress Summary							
Next Step(s) (Short run / Long run timeline)							Automatic Thoughts Old / New
Issue or Question (Include timeline if applicable)							My Personal/Professional Narrative: This Week's Phrase

EDUCATION 364 RUBRIC

Effective Characteristics: 1. Content/Structure (40% of points) 2. Analysis & Application (40% of points) 3. Mechanics (20% of points).

Beginning Level (1) - Weak in all 3 characteristics. Work demonstrates extremely superficial and/or low levels of understanding of the text / topic.

*Content/Structure: The scope and focus of the topic is not very clear. Assignment questions are not fully addressed or are missing altogether. The content does not or very minimally attends to issues related to social justice and equity. The organization or structure does not demonstrate a clear beginning, middle, and end; nor a main idea, good transitions, and conclusion.

*Analysis & Application: There are no quotes from the text or they are not responded to clearly and cogently. The text referenced may be summarized or restated, but barely explored, interpreted, tested or applied to a different context, compared, contrasted, extended or challenged. Evidence from personal experience and discussions are not provided. The writing does not demonstrate insightfulness and reflectiveness.

*Mechanics: Grammar, spelling, punctuation, and use of citations are weak. The tone and level of formality is inappropriate (no colloquialisms, etc.).

Early Intermediate Level (2) - Below standard / inconsistent demonstration of the effective characteristics. Many errors and/or lack of depth or breadth noted.

*Content/Structure: The scope and focus of the topic is somewhat unclear. Assignment questions are not fully addressed or are missing altogether. The content does minimally or somewhat attends to issues related to social justice and equity. The organization or structure does not demonstrate a clear beginning, middle, and end; main idea, good transitions, and conclusion; i.e., these aspects are somewhat fuzzy.

*Analysis & Application: The text may or may not be quoted and may or may not be responded to clearly and cogently. The text referenced is minimally or lightly explored, interpreted, tested or applied to a different context, compared, contrasted, extended or challenged. Evidence from personal experience and discussions may or may not be provided. The writing weakly demonstrates insightfulness and reflectiveness.

*Mechanics: Grammar, spelling, punctuation, and use of citations are frequently weak. The tone and level of formality may be inappropriate (inappropriate use of colloquialisms, etc.). APA 6 format is not included or followed.

Intermediate Level (3) – Partially / moderately meets and demonstrates the effective characteristics. Some errors in the effective characteristics domains were noted.

Early Advanced Level (4) - Sufficiently meets and demonstrates the effective characteristics w/ very few / only occasional errors in the effective characteristics noted.

Advanced Level (5) - Beyond the standard / consistent strength in each of the effective characteristics.

*Content/Structure: The scope and focus of the topic is very clear. Assignment questions are fully addressed. The content directly attends to issues related to social justice and equity. The organization or structure demonstrates a clear beginning, middle, and end; a main idea, good transitions, and conclusion.

*Analysis & Application: The text is quoted and responded to clearly and cogently – the text referenced is explored in more depth, interpreted, tested or applied to a different context, compared, contrasted, extended or challenged. Evidence from personal experience and discussions are provided. The writing demonstrates insightfulness and reflectiveness.

*Mechanics: Grammar, spelling, punctuation, and use of citations are strong. The tone and level of formality are appropriate (no colloquialisms, clear sense of register, etc.). APA 6 format is included and followed correctly.

GENERIC ASSIGNMENT CHECKLIST

NOTE: BE SURE TO INCLUDE THIS CHECKLIST AS PART OF YOUR SUBMISSION.

___ FIRST, review the directions for the assignment in the syllabus.

COPY AND PASTE THE DIRECTIONS INTO YOUR ASSIGNMENT IF YOU NEED TO.

___ THEN, review the readings, film, website or other resource required for the assignment.

___ BE SURE TO directly answer ALL questions included in the ASSIGNMENT directions, MAKING SURE TO GIVE SPECIFIC EXAMPLES FROM THE BOOK, FILM, WEBSITE, or OTHER RESOURCE.

Depending on the assignment, there may be a general reflection and analysis (e.g., compare and contrast, evaluation, analysis of a muddy point in the resource, etc.) rather than a list of specific questions to answer.

EVERY ASSIGNMENT NEEDS TO REFERENCE 2 – 5 READINGS, FILMS, OR OTHER RESOURCES.

___ BE SURE TO USE APA6 TO CITE the SOURCES you used such as the film used, book chapters and articles from the course syllabus, the URL for websites, and so on, as appropriate. Note: APA formatting for the course syllabus can be found on p. 4 of the APA 6 CHEAT SHEET.

___ BE SURE TO PROOFREAD your paper to ensure that you addressed each step of the assignment; as well as addressed grammar, formatting, and other technical aspects of the paper. READ the ASSIGNMENT RUBRIC to help with the review process.

___ BE SURE THE PAPER IS FORMATTED WITH THE FOLLOWING BASIC ASPECTS. ALL WORK IS LABELED:

- ❖ Title
- ❖ Name
- ❖ Course
- ❖ Date

___ THE PAPER IS PRINTED IN 14-POINT FONT so that the instructor can read your work.

EDUCATION 364 EASY AS A-B-C APA 6 CHEAT SHEET
(Samples taken from Online Writing Lab, Purdue University.
Also see www.apa.org)

A. IN-TEXT CITATIONS

- 1. Cite the year IMMEDIATELY after the author is first mentioned.**
- 2. Use “p.” for a single page citation and use “pp.” for multiple page citations.**
- 3. Notice the placement of the “ and ” and final punctuation mark!**

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

She stated, "Students often had difficulty using APA style" (Jones, 1998, p. 199), but she did not offer an explanation as to why.

According to Jones (1998), APA style is a difficult citation format for first-time learners.

Try your own here:

B. COMMON ERRORS

1. Spell out the numbers 1 – 9. Use Arabic numbers (digits) for the number 10 and higher.

2. WHERE TO PLACE THE FINAL PUNCTUATION AFTER A DIRECT QUOTE (THIS IS NOT AN APA 6 ITEM PER SE BUT IT IS INCLUDED HERE FOR YOU TO NOTE):

"It was predicted that marital conflict would predict behavior problems in school-aged children."

3. Run-on sentences

(X) My mom was born in Palm Springs, the city is known for its golf courses.
My mom was born in Palm Springs; the city is known for its golf courses.

4. Possessives

(X) I saw it's eyes and panicked. **I left its paws alone.**

5. Punctuation

(X) I know it's no use, however I will try again.

I know it's no use; however, I will try again.

6. Homophones (homographs or homonyms)

(X) There going to find out anyway. **They're going to find out anyway.**

(X) Their always behind. **They're always behind.**

(X) They're not who you think they are. **They're almost finished.**

7. Capitalization

(X) My Mom's the best writer ever.

My mom's the best writer ever.

(X) I attended the best High School ever.

I attended the best high school ever.

C. FORMATTING REFERENCE LIST ITEMS

See <https://owl.english.purdue.edu/owl/resource/560/05/>

1a. Article in Journal Paginated by Volume

Journals that are paginated by volume begin with page one in issue one, and continue numbering issue two where issue one ended, etc.

Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles. *Journal of Comparative and Physiological Psychology*, 55, 893-896.

1b. Article in Journal Paginated by Issue

Journals paginated by issue begin with page one every issue; therefore, the issue number gets indicated in parentheses after the volume. The parentheses and issue number are not italicized or underlined.

Scruton, R. (1996). The eclipse of listening. *The New Criterion*, 15(3), 5-13.

Ogbu, J. (1992). Understanding cultural diversity and learning. *Educational Researcher* 10(2), 5-13.

Try your own here:

2. Article or Chapter in an Edited Book

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. A. Editor & B. B. Editor (Eds.), *Title of book* (pages of chapter). Location: Publisher.

Spring, J. (2013). The great civil rights movement and the new culture wars. In *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States* (7th ed.) (pages of

chapter). New York, NY: McGraw Hill.

Lippy, C. H. (2007). Christian nation or pluralistic culture: Religion in American life. In J. A. Banks & C. A. Banks (Eds.), *Multicultural education: Issues and perspectives* (pp. 110-131). New Jersey: Wiley.

Try your own here:

3. Motion Picture

Producer, P. P. (Producer), & Director, D. D. (Director). (Date of publication).

Title of motion picture [Motion picture]. Country of origin: Studio or distributor.

Eyre, C. (Director). (1998). *Smoke signals* [Motion picture]. United States: Miramax Home Entertainment.

Try your own here:

4. Data Sets

United States Department of Housing and Urban Development. (2008). *Indiana income limits* [Data file]. Retrieved from http://www.huduser.org/Datasets/IL/IL08/in_fy2008.pdf

California Department of Education. (2014, July 31). 2013-14 Statewide enrollment by ethnicity. In *DataQuest*. Retrieved July 31, 2014.

Try your own here:

5. Websites

Author, A. A., & Author, B. B. (Date of publication). *Title of document*. Retrieved from <http://Web address>

Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., Soderland, L., & Brizee, A. (2010, May 5). *General format*. Retrieved from <http://owl.english.purdue.edu/owl/resource/560/01/>

To cite a *YouTube* video, the APA recommends following the above format.
Try your own here:

6. Government Documents – e.g., Education 364 course reader and syllabus

National Institute of Mental Health. (1990). *Clinical training in serious mental illness* (DHHS Publication No. ADM 90-1679). Washington, DC: U.S. Government Printing Office.

CSU San Marcos. (2014). Study finds the nation's public schools are resegregating by race. *Education 364: The role of cultural diversity in schooling (Course Reader)*. San Marcos: Author.