



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course Number	EDUC 364 (06)
Title	The Role of Cultural Diversity in Schooling
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Days	Thursdays
Time	6:00 PM - 8:45 PM
Course Location	University Hall 441
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

The Role of Cultural Diversity in Schooling

Principles of first and second language acquisition (e.g. historical and current theories, psychology, sociocultural, political, and pedagogical factors) and issues related to notions of culture, interaction, and communication in school and community contexts (e.g. the nature of culture, manifestations of cultural contact and cultural diversity in the United States and in California) within a theoretical and applied context. Required of all credential candidates. *Also offered as EDSL 364. Students may not receive credit for both.*

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 Prerequisites

Required of all credential candidates.

Course Objectives

1. Developing competencies TPE15: social justice and equity;
2. Understanding of various concepts of culture and cultural contact, and their applicability to learning and teaching;
3. Understanding of cultural diversity in the United States and California;
4. General familiarity with cultural responsive pedagogy;
5. Understanding of gay, lesbian, bisexual and transgender students, teachers, and families;
6. Understanding of marginalized student populations;
7. An understanding of "at risk" youth;
8. An ability to analyze data and understand empirical educational articles and theoretical frameworks.

Unique Course Requirements

Students will be required to do classroom observations in schools and have access to elementary students to conduct some class assignments.

Credit Hour Policy Statement

This course is delivered in a face-to-face instruction. Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. For courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

Nieto, S., and Bode, P. (2012). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Boston: Pearson Education, Inc. ISBN 9780131367140

Spring, J. (2006). *Deculturalization and the Struggle for Equality*. Fifth Edition. New York. The McGraw Hill Companies, Inc. ISBN-10: 0-07-313177-6

Links Posted on Cougar Course

Free Download 2012 English Language Development Standards for California Public Schools K-12 from the CDE website at <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

Free Download Appendices A-D and Glossary from 2012 ELD Standards at <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

Free Download Adopted *ELA/ELD Framework* Chapters at <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

Free Download CA Common Core State Standard, California Department of Education Common Core at www.cde.a.gov/re/cc

Recommended Texts (optional – not required)

eStandards – Free California Common Core and ELD State Standards app

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to (SWBAT):

- SWBAT to explain the basic terms, philosophies, goals, problems, issues, history, research, theoretical frameworks, and practices related to the education of language minority students, program design and educational achievement in California and the US through reading reflections and TPE 15 – Action Plan / Reflective Statement.
- SWBAT to demonstrate understanding of existing student identification, assessment, and language re-designation requirements for the state of California through reading reflections.
- SWBAT to demonstrate understanding of models of multicultural intercultural education and their implications for curriculum, instruction, and educational policy through ????????
- SWBAT to become cognizant of the fact that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community through ??????
- SWBAT to demonstrate knowledge of the transferability between primary and target language with the
- SWBAT to promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy and understanding of the family as a primary language and cultural resource through TPE 15 Action Plan / Reflective Statement.

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*)

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

TPE 15: Social Justice and Equity

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

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

Check with your program coordinator to determine which assessment is used for your credential program.

CalTPA

To assist with your successful completion of the CalTPA, 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. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:

http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

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.

GENERAL CONSIDERATIONS

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*).

Instructor application of attendance policy: Students are encouraged and expected to attend all sessions during the course, however, since we all have unforeseeable circumstances, one absence will be excused without penalty.

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

For this class: 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.

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.

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 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. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

Writing requirements for this class will be met as described in the assignments. Every 3-unit course at the university, including this one, must have a writing requirement of at least 2500 words.

Course Format

This course format is offered in a traditional face-to-face instruction following a 16-week cycle.

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.

Classroom Courtesy Rules

Please turn off or silence your cellular phones.

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

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

Please refrain from having private conversations during class.

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

All Rights Reserved

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

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education. It is expected that work will be turned in on time. Note: Professor reserves the right to change, add to, or delete any material or assignment from the course.

- Attendance, Participation, & Professional Disposition 10 points
- Personal History of Otherness 24 points
- Weekly Reading Reflections and Discussion Forums on Moodle 20points
- Peer teaching (Spring Text Book) 12 points
- School Diversity Assessment 24 points
- My Diversity Action Plan (Class Final) 10 points

Total 100 points

Grading Standards and Policy on Late/Missed Work

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Assignments should be typed and double-spaced. Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. **Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).** A minimum of a C+ is required to pass this course.

95 – 100	A	90 – 94	A-
87 - 89	B+	83 – 86	B
80 – 82	B-	77 – 79	C+ (minimal passing grade)
73 – 76	C	70 – 72	C-

ASSIGNMENT DESCRIPTIONS

Electronic Submissions of Assignments

This course is mostly paperless. Assignments are to be turned to Cougar Course on time. Points will be deducted for late submissions, as the work you do is essential to the discussions conducted in this course. Make sure you turn in the assignments in Word, 12 font, in Times New Roman. Resources and/or citations will be referenced using APA format.

NOTE: Full assignment guidelines can be found on Cougar Courses. Rubrics for assignments and checklist are at end of this syllabus.

Attendance, Participation, Professional Disposition, & Student Collaboration - 10 points

First is the expectation that you will attend all class sessions prepared to actively participate in class activities, group and individual sharing, cooperative learning structures, and discussions on various topics and assigned reading. Please see the guidelines for the School of Education Attendance Policy and the attendance requirements for this course on syllabus.

Professional, credentialed educators are evaluated on “performance of non-instructional duties and responsibilities” by their administrators. Punctuality, attendance, collaboration with colleagues, and professionalism fall under this category. Your professional disposition is related to how you conduct yourself in class and at a school site. Please communicate any attendance issues directly with the instructor. Please communicate any attendance issues directly with the instructor.

- a. Missing more than one class meeting will result in the reduction of one letter grade;
- b. Arriving late/leaving early on more than 2 occasions will be equivalent to an absence;
- c. Serious illness and emergency situations will be considered on a case-by-case basis for extenuating circumstances.
- d. Student may negotiate to make up one absence. (This can be made-up by shadowing/volunteering with an assigned professional educator or administrator for a total of 3 hours and a 1-2 page reflection on the shadowing/volunteer experience.)

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

Weekly Reading Reflections and Discussion Forums on Moodle - 20points

- a. Weekly Reading – In order to have the type of discussions that this course requires, it is crucial that students read the material before class. In order to receive participation points for the week, students must come prepared to class with a synthesis of key points of the week’s reading and your personal thoughts/similar experiences of the featured case studies in the chapters.
- b. Reflection - Submit a reflection (between 150 and 300 words) commenting on the course readings, discussions, and/or films into Moodle Forums. Please include personal connections, explanations as to how and why your perspective as an educator has changed, or is changing, and what you think your next steps will be in understanding the needs of diverse students in relation to the readings. Please focus on social justice and equity. Be introspective, addressing issues and experiences from the readings or class discussions that spark your imagination. These reflections will be submitted after our weekly course sessions.
- c. Discussion - Additionally, the students will respond to at least 2 peer entries in our Moodle forums.

More detailed directions and rubric for grading assignment will be given in class.

Please Note: Weekly Moodle forums will close when the new week’s questions are posted. There will be one point for your entry and one point for responding to 2 or more classmates. IMPORTANT: You will not be able to make up a missed discussion board once it is closed.

Weekly Reading Reflection – Grading Rubric: 12 points

Criteria	Developing – 4 pts	Approaching – 8 pts	Meets – 12 pts
TPE 15 Social Justice & Equity	Candidate demonstrated none/limited understanding on valuing socially equitable teaching, learning, and schooling in a variety of settings. Candidate integrated none/limited personal thoughts, connections, & questions in achieving new insights.	Candidate demonstrated some understanding on valuing socially equitable teaching, learning, and schooling in a variety of settings. Candidate integrated some personal thoughts, connections, & questions in achieving new insights.	Candidate demonstrated understanding on valuing socially equitable teaching, learning, and schooling in a variety of organizational settings. Candidate integrated personal thoughts, connections, & questions in achieving new insights.
Reflection Guidelines	Candidate followed none/limited directions on how to structure and submit reading reflection. Candidate demonstrated none/limited engagement/participation in group	Candidate followed some directions on how to structure and submit reading reflection. Candidate demonstrated some engagement/participation in group discussions.	Candidate has followed all directions on how to structure and submit reading reflection. Candidate demonstrated full engagement & participation in group discussions.

Adapted from Dr. Hernández

Personal History of Otherness: Who am I? - 24 points

This assignment gives you the chance to analyze your personal history as you see yourself in terms of the eight categories of *otherness*: race/ethnicity, gender, religion, sexual orientation, socioeconomic status, age, physical/mental ability, and language. For this assignment the student will:

- Rank the eight categories from most important to least important in regards to who you are as an individual.
- Write one page for each category about your relationship to “otherness.” Reflect on your own experiences in terms of your social context, your family background, and other factors determined by your own circumstances and upbringing. Include SPECIFIC examples of events and situations that you feel shaped your views on these issues. Be sure to situate your examples in the context of assumptions about schooling and education. To the extent possible, relate your experiences to the theory and praxis in readings, class discussions and activities. Remember, this information will help you learn about yourself as you discover how others view you in our society, how your future students might view you, and how you might view your students from diverse backgrounds.
- Present and discuss your assignment within a larger class dialogue. This presentation can be done through a Power Point, iMovie, Prezi, or any other multimedia format that fits your needs.

More detailed directions and rubric for grading assignment will be given in class. Please preview rubric at the end of the syllabus. Directions and rubrics will be available on Moodle.

**DUE: Oct. 01 – Completed DRAFT with ½ page for all sections
Nov. 05 – FINAL Draft**

Please Note: This assignment meets the university writing requirement of at least 2500 word paper for the course. Instructions will be available on Cougar Courses.

Please submit both through Moodle and bring a hardcopy to class for both due dates.

Personal History of Otherness: Who Am I? – Grading Rubric: 24 points

Criteria	Developing – 4 pts	Approaching – 6 pts	Meets – 8 pts
Addressing the Categories Otherness (including Social Context & Final Reflection)	<ul style="list-style-type: none"> Less than 6 categories completed. Omitted social context and final reflection. Little or no attempt to address student relationship to otherness in terms of dominant and subordinate Little or no category organization. No table of contents. 	<ul style="list-style-type: none"> Addressed all 8 categories. Missing social context or final reflection. Attempt to address student relationship to otherness in terms of dominance and subordinate. Categories listed in order, but importance of ranking not explained. Table of contents does not reflect ranking order. 	<ul style="list-style-type: none"> Addressed all 8 categories, social context and final reflection Reflection connected to role as a Future teacher Clearly defined student relationship to otherness in terms of dominance and subordinate Categories organized by order of impact in analysis. Stated importance of categories within analysis. Table of contents demonstrated ranking order.
Depth of Analysis	<ul style="list-style-type: none"> Neglects to address each category with clear ideas, specific examples, or details related to the category topic Lack of effort to see one's self in the theories rooted in the "Complexity of Identity" chapter Compare & contrast analysis of otherness is lacking. Reads more like a personal narrative. Supported arguments by using one or no references /quotes from Tatum's theories of identity 	<ul style="list-style-type: none"> Some attempt to address each category with clear ideas, specific examples, details connected and related to the category topic Some effort to see one's self in the theories rooted in the "Complexity of Identity" chapter Compare & contrast analysis of otherness is needs development Supported arguments by using few references or quotes from Tatum's theories of identity 	<ul style="list-style-type: none"> Clearly addressed each category with clear ideas, specific examples, details are well connected and related to the category topic Sincere effort to see one's self in the theories rooted in the "Complexity of Identity" chapter Compare & contrast analysis of otherness is well defined Supported arguments by often using references or quotes from Tatum's theories of identity
Format of Paper	<ul style="list-style-type: none"> Does not meet criteria for category length Neglects to follow directions Little or no attention given to grammar, spelling punctuation, capitalization, and formatting Incomplete or not submitted on time (late paper) 	<ul style="list-style-type: none"> Less than one page (typed, double-spaced, labeled) for each category, as well as social context and reflection Some directions followed Some errors in grammar, spelling, punctuation, capitalization, and formatting Incomplete paper submitted on time 	<ul style="list-style-type: none"> At least one page (typed, double-spaced, labeled) for each category, as well as social context (introduction) and reflection (conclusion) Followed all directions given Clear attention given to grammar, spelling, punctuation, capitalization, and formatting Complete paper with all sections submitted on time

Adapted from Dr. Hernández

Peer teaching (Spring Text Book) - 12 points

Students are required to sign up with a peer-teaching group. Your group will be responsible for teaching your classmates the assigned material in Joel Spring's *Deculturalization and the Struggle for Equality* for one session of the course. Groups will be formed on fourth session. Each group should have three to five members. Your **group** will:

- a. Condense the information from your assigned chapter in such a way as to make the content accessible to your classmates;
- b. Attempt to utilize creative instructional strategies that should be inclusive of all members in the class;
- c. Provide a 20-30 minute discussion that is interactive and should engage the class and allow us to examine the material in a meaningful way that promotes critical thinking and varied perspectives;
- d. Facilitate a discussion where the past is connected/found relevant to the present in our schools;
- e. Create a presentation using multi-media formats that fit your needs;
- f. Write a 2-page summary of the chapter highlights and how the group worked together to accomplish the task.

You are encouraged to add additional resources and current events related to the topics.

More detailed directions and rubric for grading assignment will be given in class.

Peer Teaching (Spring Text Book) – Grading Rubric: 12 Points

Criteria	Developing – 2 points	Approaching – 4 points	Meets – 6 points
Group Reading Facilitation & Assignment Guidelines	<ul style="list-style-type: none"> • Students had difficulty prompting critical thinking, allowing varied perspectives, or using questioning techniques. Students had difficulty leading and sustaining discussions. • Student showed Limited knowledge about topic or connections to chapter and/or situation in our schools. • Students followed few directions on how to structure facilitation (summary, resources, lessons, bibliography). • Lack of planning and preparation. 	<ul style="list-style-type: none"> • Students prompted some critical thinking, allowed for some varied perspectives, and some questioning techniques. Partially sustained discussions in a democratic, safe, and respectful environment. • Partial knowledge about topic or connections to chapter, with some connection to our present school situations. • Students followed some directions on how to structure facilitation (summary, resources, lessons, bibliography). • Evidence of some planning and preparation. 	<ul style="list-style-type: none"> • Students prompted excellent critical thinking, allowed for varied perspectives, and questioning techniques. Sustained discussions in a democratic, safe, and respectful environment. • Students very knowledgeable about topic and made ample connections to the chapter and the present situation in our schools. • Students followed all directions on how to structure facilitation (summary, resources, lessons, bibliography). • Clearly organized & well-prepared for class. Evidence of effective planning.

Criteria	Developing – 2 points	Approaching – 4 points	Meets – 6 points
Discussions & Facilitation of Activity	<ul style="list-style-type: none"> Students maintained a limited level of interest and engagement among the other students during discussions and/or activities. Need to develop presentation skills. Inappropriate use of time & limited resources/materials. Did not include handout and/or bibliography, or had brief notes as a handout. Neglected APA style. Did not include all resources in the bibliography. Participation from few of the group members. Few individuals did most of the work. 	<ul style="list-style-type: none"> Students maintained some level of interest and engagement among students during discussions and/or activities. Presenters mostly talked or read material to the class. Inconsistent with use of time & resources/materials with designated time block (too long or too short). Included a partial handout with some of the resources listed (APA). Participation from some of the group members. Inconsistent collaboration from group members regarding workload. 	<ul style="list-style-type: none"> Students maintained a high level of interest and engagement among all students during discussions and/or activities. Presenters were animated, knowledgeable, and provided meaningful activities. Appropriate use of time & resources/materials with adherence to designated time block. Included 2 page handout with bibliography of resources (APA). Participation from everyone in the presentation group. Equal group & work collaboration.

Adapted from Dr. Hernández

School Diversity Assessment - 24 points

Students are required to sign up with a group to assess the diversity of three or more schools from the same district and grade span. This will be a comparison of factors such as academic achievement, qualified staff, community resources, and parental involvement at the sites. Your **group** will:

- a. Compare and analyze different factors affecting school diversity;
- b. Provide a 20-30 minute presentation that is interactive and should engage the class and allow us to examine the data in a meaningful way that promotes critical thinking and varied perspectives;
- c. Create a presentation using multi-media formats that fit your needs;
- d. Write a 2 page reflection summarizing:
 - i. A brief description of school demographics;
 - ii. Analysis, assumptions, questions, or wonderings;
 - iii. How the group worked together to accomplish the task.

More detailed directions, examples, and rubric for grading assignment will be given in class.

School Diversity Assessment – Grading Rubric: 24 points

Criteria	Developing – 2 points	Approaching – 5 points	Meets – 8 points
<p>Addressing the Categories and Required Items for Data Table: School, staff, and community for 3 schools within the same/nearby district & grade range</p>	<ul style="list-style-type: none"> • Few or some required categories are clearly defined for all 3 schools, staffs & communities on the data table. • No additional data included. • Limited or no statement about the conclusion of assessment. 	<ul style="list-style-type: none"> • All required categories are clearly defined for all 3 schools, staffs & communities on the data table. • No additional data included. • Some statement about the conclusion of assessment. 	<ul style="list-style-type: none"> • All required categories are clearly defined for all 3 schools, staffs & communities on the data table. • Table includes other additional data provided for each of the schools in all categories. • Conclusion of assessment is clearly stated and correlates with data presented.
<p>Video/Photography Captured images to compare & contrast schools and their surrounding communities</p>	<ul style="list-style-type: none"> • Focus on comparing & contrasting few images of like to like of playgrounds, façades, classrooms/physical structure, landscaping, maintenance, marquis, community, etc. of some of the schools and communities through video or photography. 	<ul style="list-style-type: none"> • Focus on comparing & contrasting images of some like to like of playgrounds, façades, classrooms/physical structure, landscaping, maintenance, marquis, community, etc. of all 3 schools and communities through video or photography. 	<ul style="list-style-type: none"> • Focus on comparing & contrasting in depth and clear images of numerous like to like of playgrounds, façades, classrooms/physical structure, landscaping, maintenance, marquis, community, etc. of all 3 schools and communities through video or photography.
<p>Presentation Findings presented through short movie/multimedia, PowerPoint, poster session, etc.</p>	<ul style="list-style-type: none"> • Demonstrates lack of confidence and focus. • Lacks audience attention throughout presentation. • Lacks focus and preparation. • No or limited visual elements that had little meaning. • The presentation does not adhere to the time limit (either too long or too short). 	<ul style="list-style-type: none"> • Demonstrates confidence most of the time during a focused presentation. • Captures the attention of the audience most of the time during the presentation. May have a factual, straightforward approach. Could lack an opening or closure. • The visual element adds meaning to the presentation, but could have been enhanced in some way. • The presentation stay close to the time limit (a bit long or short). 	<ul style="list-style-type: none"> • Demonstrates all aspects of the assignment in an outstanding way with confidence and a well-prepared/focused presentation. • Captures the attention of the audience immediately and sustains interest through a creative and unique approach or style. • The visual element is of excellent quality, colorful, well organized, excellent pacing with titles/labels or perhaps a narration that is meaningful to the presentation. • The presentation adheres to the time limit (20-30 minutes).

Adapted from Dr. Hernández

My Diversity Action Plan (Class Final) - 10 points

As a way to synthesize all of the information that has been learned in the semester, students will create a personal diversity action plan that will discuss how each future teacher will personal address the achievement gap and promote learning for all students. Plans will be shared during the last class. The individual student will:

- a. Deliver a 5-7 minute presentation of personal diversity action plan using any multi-media format the student desires;
- b. Write a 3 page (no more than 5 pages) outlining the personal diversity action plan which should include:
 - i. Diversity action plan;
 - ii. Connection of discussions, readings, and other resources to your plan;
 - iii. How has this course aided you as you commence your journey as an educator?

More detailed directions and rubric for grading assignment will be given in class.

DUE: Dec. 10 – Last Day of class!

Please note: The last day will be packed with presentations and final reflections. Please be prompt and ready to begin by 5:30pm.

My Diversity Action Plan (Class Final) – Grading Rubric: 10 points

Criteria	Developing – 4pts	Approaching – 7pts	Meets – 10pts
Reflection Guidelines	Students create a diversity action plan that demonstrates none/limited knowledge gained through this course on multicultural education, diversity in schooling, and self-reflection. The plan set no/limited goals and created no/limited reference for the classroom.	Students create a diversity action plan that demonstrates some knowledge gained through this course on multicultural education, diversity in schooling, and self-reflection. The plan set some goals and created some reference for the classroom.	Students create a diversity action plan that demonstrates knowledge gained through this course on multicultural education, diversity in schooling, and self-reflection. The plan set goals and created reference for the classroom.

Adapted from Dr. Hernández

Detailed information on assignments will be shared in class. Students will have the opportunity to share their assignments in class. All drafts and final lesson plans will be submitted to Cougar Course. Please keep a record of your assignments.

CHECKLIST FOR ASSIGNMENTS: EDMS 555B

Assignments	Points	Points Earned	Submit assignments
Attendance, Participation & Personal Disposition	10 points	Professor's discretion	N/A
Weekly Reading Reflections and Discussion Forums	2 points		Cougar Course
Weekly Reading Reflections and Discussion Forums	2 points		Cougar Course
Weekly Reading Reflections and Discussion Forums	2 points		Cougar Course
Weekly Reading Reflections and Discussion Forums	2 points		Cougar Course
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Weekly Reading Reflections and Discussion Forums	2 points		Cougar Course
Weekly Reading Reflections and Discussion Forums	2 points		Cougar Course
Weekly Reading Reflections and Discussion Forums	2 points		Cougar Course
Weekly Reading Reflections and Discussion Forums	2 points		Cougar Course
Weekly Reading Reflections and Discussion Forums	2 points		Cougar Course
Weekly Reading Reflections and Discussion Forums	2 points		Cougar Course
Personal History of Otherness	24 points		Cougar Course
Peer teaching (Spring Text Book)	12 points		Cougar Course
School Diversity Assessment	24 points		Cougar Course
My Diversity Action Plan (Class Final)	10 points		Cougar Course
Total	100 points		

My Notes:

TENTATIVE SCHEDULE/COURSE OUTLINE

The instructor reserves the rights to alter the instructional timeline, add, delete, and/or change topics and assignments in response to individual and class needs.

Date	Topic	Readings & Assignments Due
Week 1 Session 1 Thursday 9/3/15	<ul style="list-style-type: none"> • Introductions / Syllabus Overview • Reflection Formats & Discussion Forums • Conceptions/Misconceptions of Culture • Sociopolitical Context of MC Education • Cultural Issues in Education and Society 	*Bring copy of syllabus <u>Due: Reflection & Discussion Moodle Forum (by Thur. @ 11:55pm)</u>
Week 2 Session 2 Thursday 9/10/15	<ul style="list-style-type: none"> • Cultural Terms • Complexity of Identity • Assignment Introduction: <i>Personal History of Otherness</i> 	<u>Nieto:</u> Ch. 1 (Sociopolitical, Terminology) <u>Nieto:</u> Ch. 2 (School Reform) <u>Tatum:</u> "The Complexity of Identity" <u>Due: Reflection & Discussion Moodle Forum</u>
Week 3 Session 3 Thursday 9/17/15	<ul style="list-style-type: none"> • Racism, Discrimination, Expectation of Students' Achievement • Movie: Shadow of Hate (History of Racism and Discrimination in US) 	<u>Nieto:</u> Ch. 3 (Racism, Discrimination) <u>Due: Reflection & Discussion Moodle Forum</u>
Week 4 Session 4 Thursday 9/24/15	<ul style="list-style-type: none"> • Curriculum, Pedagogy, & Climate • Framework for Mult-Cult. Ed. • Personal History of Otherness Activity • Assignment Introduction: <i>Group Reading Facilitation (Spring Textbook)</i> • Create groups for Spring text facilitation 	<u>Nieto:</u> Ch. 4 (School Structure/Org) <u>Due: Reflection & Discussion Moodle Forum</u> <u>Due: DRAFT - Personal History of Otherness</u>
Week 5 Session 5 Thursday 10/1/15	<ul style="list-style-type: none"> • Spring text groups meet in class • Influence of Culture on Learning • Culturally Relevant Teaching 	<u>Nieto:</u> Ch. 5 (Cultural Identity) <u>Spring:</u> Read your group's chapter <u>Due: Reflection & Discussion Moodle Forum</u>
Week 6 Session 6 Thursday 10/8/15	<ul style="list-style-type: none"> • <u>Spring Text Facilitation:</u> Ch. 1 & 2 • Linguistic Diversity in US Classrooms • Second Language Acquisition Theories • Assignment Introduction: <i>School Diversity Assessment Project</i> 	<u>Nieto:</u> Ch. 6 (ELLs) <u>Spring:</u> Ch. 1 (Anglo-Am.) <u>Spring:</u> Ch. 2 (Nat. Am.) <u>Due: Reflection & Discussion Moodle Forum</u> <u>Due: Spring chapter presentation & 2-page summary, if your group facilitates.</u>
Week 7 Session 7 Thursday 10/15/15	<ul style="list-style-type: none"> • <u>Spring Text Facilitation:</u> Ch. 3 & 4 • Factors Affecting Academic Achievement for Students of Color • Create groups & decide on topics for School Diversity Assessment Project • School Diversity Assessment Project - <u>groups meet</u> 	<u>Nieto:</u> Ch. 7 (School Achievement) <u>Spring:</u> Ch. 3 (African Am.) <u>Spring:</u> Ch. 4 (Asian Am.) <u>Due: Reflection & Discussion Moodle Forum</u> <u>Due: Spring chapter presentation & 2-page summary, if your group facilitates.</u>

Date	Topic	Readings & Assignments Due
Week 8 Session 8 Thursday 10/22/15	<ul style="list-style-type: none"> Learning from Students Families & Communities <u>Spring Text Facilitation</u>: Ch. 5 & 6 The Immigrant Experience School Diversity Assess. Project - <i>groups meet</i> 	<u>Nieto</u> : Ch. 8 (Identity & Learning) <u>Spring</u> : Ch. 5 (Hispanic Am.) <u>Spring</u> : Ch. 6 (Civil Rights) <u>Due</u>: Reflection & Discussion Moodle Forum <u>Due</u>: Spring chapter presentation & 2-page summary, if your group facilitates.
Week 9 Session 9 Thursday 10/29/15	<ul style="list-style-type: none"> Computer Lab (TBA): Continue research & data collection for School Diversity Assessment Project 	<u>Due</u>: Data tables for your project due after lab session
Week 10 Session 10 Thursday 11/5/15	<ul style="list-style-type: none"> Multicultural Education in Practice Assignment Introduction: <i>My Diversity Action Plan (Class Final)</i> School Diversity Assess. Project - <i>groups meet</i> 	<u>Nieto</u> : Ch. 9 (Multicultural Classrooms) <u>Due</u>: Reflection & Discussion Moodle Forum <u>Due</u>: Final Draft - Personal History of Otherness
Week 11 Session 11 Thursday 11/12/15	<ul style="list-style-type: none"> Guest Speaker: TBD <u>Presentation: School Diversity Assess. Project</u> Learning from Students Families & Communities 	<u>Nieto</u> : Ch. 10 (Affirming Diversity) <u>Due</u>: Reflection & Discussion Moodle Forum <u>Due</u>: School Diversity Assess. Presentation & 2 page reflection, if your group presents today.
Week 12 Session 12 Thursday 11/19/15	<ul style="list-style-type: none"> Guest Speaker: TBD <u>Presentations: School Diversity Assess. Project</u> Creating Equitable Learning Environments 	<u>Ladson-Billings</u> : "Culturally Relevant Teaching" <u>Due</u>: Reflection & Discussion Moodle Forum <u>Due</u>: School Diversity Assess. Presentation & 2 page reflection, if your group presents today.
Week 13 Thursday 11/26/15	<u>THANKSGIVING HOLIDAY</u>	
Week 14 Session 14 Thursday 12/3/15	<ul style="list-style-type: none"> Guest Speaker: TBD <u>Presentations: School Diversity Project</u> Movie & discussion: <i>So They May Speak</i> 	TBD: <u>Due</u>: Reflection & Discussion Moodle Forum <u>Due</u>: School Diversity Assess. Presentation & 2 page reflection, if your group presents today.
Week 15 Session 15 Thursday 12/10/15	<ul style="list-style-type: none"> <u>Presentations: School Diversity Project</u> Be prepared to share your Diversity Action Plan – Final for class Course Evaluations 	<u>Due</u>: School Diversity Project, if your group presents today. <u>Due</u>: My Diversity Action Plans
Final	There will be no final exam for this course.	<u>N/A</u>