



SCHOOL OF EDUCATION

*Engaging diverse communities through leading and learning for social justice.*

333 South Twin Oaks Valley Road, University Hall 468  
 San Marcos, California 92096-0001  
 760.750.4300  
[www.csusm.edu/education](http://www.csusm.edu/education)

<b>Course Number</b>	<b>EDUC 602-02</b>
<b>Course Title</b>	<b><i>Schooling in a Multicultural Society</i></b>
<b>CRN</b>	<b>42358</b>
<b>Course Location</b>	<b>Online</b>
<b>Semester / Year</b>	<b>Fall 2015</b>
<b>Instructor</b>	<b>John J. Halcón</b>
<b>Phone</b>	<b>(760) 750-4278</b>
<b>E-Mail</b>	<b><a href="mailto:jhalcon@csusm.edu">jhalcon@csusm.edu</a></b>
<b>Office</b>	<b>420 University Hall</b>
<b>Hours</b>	<b>By appointment only</b>

**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

*"The function of education is to teach one to think intensively and to think critically."*

**Table of Contents**

---

ON-LINE INSTRUCTION .....	3
COURSE DESCRIPTION.....	3
Course Prerequisites .....	3
Credit Hour Policy Statement .....	3
PROGRAM STUDENT LEARNING OUTCOMES (PSLO)1 AND 2:.....	3
PSLO 1: Professional Dispositions.....	3
PSLO 2: Leadership Skills.....	3
GENERAL CONSIDERATIONS .....	4
Assessment of Professional Dispositions.....	4
Graduate Writing Requirement.....	4
Professional Behavior.....	4
CSUSM Academic Honesty Policy .....	5
Plagiarism .....	5
Appeals.....	5
Students with Disabilities Requiring Reasonable Accommodations .....	5
Attendance/Participation Policy .....	5
Course Format.....	5
COURSE REQUIREMENTS .....	6
Class Structure .....	6
Purchasing Required Text(s).....	6
All Rights Reserved .....	7
Grading Policy .....	7
PERFORMANCE ASSESSMENT .....	7
RUBRICS.....	9
MODULES & SCHEDULE OF TOPICS & READINGS .....	12

*"Intelligence plus character - that is the goal of true education." Martin Luther King, Jr.*

---

### ON-LINE INSTRUCTION

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

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

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

---

### COURSE DESCRIPTION

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

#### **Course Prerequisites**

(For School of Education courses, admission to the program is considered a prerequisite).

#### **Credit Hour Policy Statement**

Per the University Credit Hour Policy:

- Students enrolled in courses that are entirely on-line, may expect a minimum time of at least 45 hours for each unit of credit.

---

### PROGRAM STUDENT LEARNING OUTCOMES (PSLO)1 AND 2:

#### **PSLO 1: Professional Dispositions**

*Demonstrate interaction and communication skills that reflect professional dispositions and ethics, such as respect for diversity, educational equity, collaboration, and social justice.* In the General Option MA Program PSLO 1 is assessed using a Professional Disposition Rubric. The General Option Master of Arts Program assesses candidates' professional dispositions six times over the course of the program (in EDUC 602, 622 and prior to enrollment in EDUC 698). The assessments include self-assessment as well and course instructor ratings. Candidates must complete this PSLO before advancing to candidacy and enrolling in EDUC 698. See instructions in syllabus.

#### **PSLO 2: Leadership Skills**

*Apply leadership skills to advance the profession.* In the General Option MA Program, PSLO 2 is assessed in EDUC 602's Social Justice Action Plan Assignment using a rubric provided in the course syllabus.

---

## GENERAL CONSIDERATIONS

### 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 four levels of performance at the Master's level - *unacceptable*, *approaches target*, *meets target*, and *advanced target*. The description and rubric for the four 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 self-assessments by the candidate. The dispositions and rubric are presented, explained and assessed in at least two designated courses (EDUC 602 and 622) in the General Option Master of Arts in Education Program and again prior to advancement to candidacy and enrollment in EDUC 698. Based upon assessment feedback, candidates will compose a reflection and an action plan for improvement. Candidates are expected to meet the level of *advanced target*. Candidates who have fulfilled or will fulfill the Professional Disposition requirement as part of Education Specialist or Administrative Services credential coursework are exempt from the assessment of professional dispositions EDUC 602 and EDUC 622. For these candidates, verification of this requirement will still be required prior to advancement to candidacy. EDUC 602 addresses

### Graduate Writing Requirement

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

### Professional Behavior

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

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

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

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

## **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](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.

### **Appeals**

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

### **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.

### **Attendance/Participation Policy**

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

### **Course Format**

Remote, online (RO)

---

## COURSE REQUIREMENTS

### Class Structure

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

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

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

### Purchasing Required Text(s)

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

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

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

**HINT: purchase the book you will be reading about two weeks in advance to insure that you receive them on time or to make plans for other sources in the event they are not available from Amazon.** I will have a complete set available in Kellogg library for 1 Day check out should you find this convenient, or necessary.

\*\*1. Spring, Joel (2010)-*Deculturalization and the struggle for equality: A brief history of dominated cultures in the United States (6<sup>th</sup> Edition)*. McGraw-Hill. Boston. [http://www.amazon.com/Deculturalization-Struggle-Equality-sixth-Text/dp/B005GWUVK6/ref=sr\\_1\\_4?s=books&ie=UTF8&qid=1357341555&sr=1-4&keywords=Deculturalization+and+the+Struggle+for+Equality](http://www.amazon.com/Deculturalization-Struggle-Equality-sixth-Text/dp/B005GWUVK6/ref=sr_1_4?s=books&ie=UTF8&qid=1357341555&sr=1-4&keywords=Deculturalization+and+the+Struggle+for+Equality)

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

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

\*\*4. González, N., L. Moll & C. Amanti (2009). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Routledge. New York. [http://www.amazon.com/Funds-Knowledge-Theorizing-Communities-ebook/dp/B0020BUXC2/ref=sr\\_1\\_2?ie=UTF8&qid=1357341062&sr=8-2&keywords=funds+of+knowledge+theorizing+practices+in+households](http://www.amazon.com/Funds-Knowledge-Theorizing-Communities-ebook/dp/B0020BUXC2/ref=sr_1_2?ie=UTF8&qid=1357341062&sr=8-2&keywords=funds+of+knowledge+theorizing+practices+in+households)

\*\*5. Reyes, M. & J. Halcón (2001). *The best for our children: Critical perspectives on literacy for latino students*. Teachers College Press. New York. [http://www.amazon.com/The-Best-Our-Children-Perspectives/dp/0807740063/ref=sr\\_1\\_1?ie=UTF8&qid=1357341364&sr=8-1&keywords=The+Best+for+our+children](http://www.amazon.com/The-Best-Our-Children-Perspectives/dp/0807740063/ref=sr_1_1?ie=UTF8&qid=1357341364&sr=8-1&keywords=The+Best+for+our+children)

\*\*6. Valenzuela, Angela (1999). Subtractive Schooling: US Mexican Youth and the Politics of Caring.  
<http://www.amazon.com/Subtractive-Schooling-U-S--Mexican->  
[http://www.amazon.com/s/ref=nb\\_sb\\_ss\\_i\\_0\\_12?url=search-alias%3Dstripbooks&field-keywords=angela+valenzuela&prefix=angela+valen%2Cstripbooks%2C167](http://www.amazon.com/s/ref=nb_sb_ss_i_0_12?url=search-alias%3Dstripbooks&field-keywords=angela+valenzuela&prefix=angela+valen%2Cstripbooks%2C167)

\*\*7. Chavez, Leo R. (2012). Shadowed Lives: Undocumented Immigrants in American Society (Case Studies in Cultural Anthropology).

[http://www.amazon.com/gp/offer-listing/113358845X/ref=dp\\_olp\\_all\\_mbc?ie=UTF8&condition=all](http://www.amazon.com/gp/offer-listing/113358845X/ref=dp_olp_all_mbc?ie=UTF8&condition=all)

\*\*8. **Required of all CSUSM-SOE Graduate Students.** Publication Manual of the American Psychological Association, (6<sup>th</sup> Ed.) 2009. Multiple copies on Amazon.com (\$10.35).

### **All Rights Reserved**

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

### **Grading Policy**

All required work must be submitted on time. All work needs to reflect university level composition. All citations, where appropriate, will use APA format. Consult Library Services for the *Publication Manual of the American Psychological Association* (6<sup>th</sup> Ed.) [www.apastyle.org/index.html](http://www.apastyle.org/index.html).

---

## **PERFORMANCE ASSESSMENT**

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

1. **Photo + Fill out form (50pts):** Students will post a recent photo to their Cougar Courses site by week 2. Additionally, they will fill out a BIO form for me to learn a bit about you (**Due: September 3rd**).
2. **Asynchronous Discussion-FORUM (100 pts. X 3=300max)**--Students are required to participate in the class Discussion Forum (Cougar Courses). Your discussions should be introspective addressing issues, experiences, ideas, discussions, readings, & current events, related to the class.

**NO LESS** than twenty-one (21) substantial entries are required for a passing grade (C+) for this assignment. (\*\*Refer to **Rubric #1** below). **DUE: On-going**

3. **Analysis\*\* of Reading MODULES**--Students will write a total of 7 short (3-4 pages) papers over the semester (**7x50pts=350**). Each will be an *analysis*\* of the readings for that week. **DUE: as assigned (at Modules 3,5,7,9,11,13, & 15)**.

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

4. **A Social Justice Action Plan (100 pts.)** Students will develop a 4-5 pages **Social justice Action Plan** that specifically addresses your new understanding of critical pedagogy in relation to schooling in a multicultural society. Our readings of critical pedagogy will bring to the table new questions and concerns about your classroom, your students, your school, your district, or your overall professional work. Based on these questions, develop a specific action plan that **you might** enact in your professional role. Our discussions throughout the semester should help you identify issues about diversity in your classroom, among your students, your school, your district, the community and/or your overall professional work. Based on the issue you "name," you will develop a specific action plan that you can enact as a professional educator working towards social justice and equity. The 4-5 page final paper will discuss this action plan (to be posted on Cougar Courses). **DUE: Dec 1.**

5. **Literacy Intervention Plan (200 pts. max)**-Students will be responsible for submitting an individual Literacy Intervention Plan in a timely manner. (\*\* Refer to Rubric #3 below for specific instructions) DUE: Dec. 1.

6. **MA Professional Self-Assessment (no points)**- This is a Program requirement. All students will self-assess their progress in EDUC 602 twice during the semester-Additional details to follow (more on this as we get into the class).

\*\*\*\*\*

---

## RUBRICS

### **Rubric # 1**

### **\*\*Asynchronous Discussion on Cougar Courses (Total 300 pts.)**

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

\*\*\*\*\*

### **Rubric #2**

### **\*\*Critical Pedagogy/Social Justice Action Plan (Total 100 pts.)**

Your final project is to develop an individual professional action plan that specifically addresses your new understandings of critical pedagogy in relation to schooling in a multicultural society. Hopefully our readings of critical pedagogy will bring to the table new questions and concerns about your classroom, your students, your school, your district, or your overall professional work. Based on these questions, develop a specific action plan that you could enact in your professional role. Our discussions throughout the semester should help you identify issues about your classroom, your students, your school, your district, the community and/or your overall professional work. Based on the issue you "name," you will develop a specific action plan that you can enact as a professional educator working towards social justice and equity. The 3-4 page **final paper** will discuss this action plan. Our final session will consist of presentations of these action plans.

\*\*\*\*\*

### **Rubric #3**

### **\*\*A Literacy Intervention Plan (200 pts. max)**

**Instructions:** You will each develop a **Literacy Intervention Plan (12-15 pages)** in the context of your major MA Program (1) Bilingual/Multicultural (CTEL Certification), (2) Special Education (Add On Level I credential), or, the (3.) the Reading Certificate for Literacy Masters Students. [\\*\\*Non-declared majors enrolled in EDUC 602 will select one of the above major MA Programs to develop their plan.](#) In all cases, you are responsible for consulting with your Program Chair to determine which program you have enrolled, or will enroll, in.

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

**Step 1.** Select a school site to conduct your study. Go to the California Department of Education Website and retrieve the following information about your school. Use the following link <http://dq.cde.ca.gov/dataquest/>

- a. Your school's 2014 Academic Performance Index (API) Growth Report.
- b. The number of socioeconomically disadvantaged learners at your site.
- c. The number of English learners at your site.
- d. The number of students with disabilities at your site.
- e. The number of any other numerically significant subgroups at your school (for whom there are data provided--e.g. Hispanic or Latino)

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

- A. **The CTEL** (California Teachers of English Learners) **Program**<sup>1</sup>, leading to CLAD certification, or
- B. An “Add On” **Level I Mild/Moderate and Moderate/Severe Education Specialist Credential**<sup>2</sup>, for candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorized the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English, or.
- C. The **Reading Certificate**<sup>3</sup>, requirements for Literacy Masters students.

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

**\*\*Students enrolled in EDUC 602, but NOT enrolled in an MA Program will select one of the above major MA Programs to develop their plan.**

### Step 3.

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

- 1). **Population:** Select a small group (no more than 5) of ethnically and/or linguistically diverse students in a grade level who have attended your school for at least three years. Do a review of their school history and success or lack of success.
- 2) **Data collection:** Consider the following:
  - What do you know about the students’ cultural and language backgrounds? Are there any social, economic and/or political factors you can identify that may impact the students’ instruction?
  - Testing process when the students entered school. Were they tested? Which test was used? Tested in their primary Language? In English? What were the scores? What do the scores mean?
  - Placement issues. Where were the students placed? What kinds of classrooms?
  - Services received: What kind of services did the students receive? Were any referred to Special Education? Why? Are any in the SST process? Why? How many have been placed in special education?
  - Re-classification: Were the students ever re-classified? What process was followed and is typically followed in your district?
  - Look at the grades the students received over three years and look for patterns in terms of achievement. Match the history of each student with his/her present achievement. Are there differences? What growth occurred? Have their CELDT scores increased? Plateaued?
  - Analyze the data that you have collected and discuss how these students have progressed through the system.
  - Factors of retention: Were these students retained? How many? Why?

#### (b.) Writing Assignment (12-15 pages)

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

1. A description of the students involved in your research, including the data you collected about their cultural and language backgrounds, their families, their testing, their placements, etc.
2. A literacy plan based on the data you collected. What would you do to ensure equal access to grade level curriculum for these children?
3. Adopted materials used to support academic growth? What additional support do these students need? How will you ensure that will happen? What support
4. and accountability will be necessary to ensure equal access and success?

5. A description of how you will communicate your literacy plan to the students'
6. A reflection of what you learned about yourself (cultural beliefs, attitudes and assumptions) while developing your literacy plan in regards to the English learners and their families.

\*\*\*\*\*

**Rubric #4**

**\*\*Rubric Scale for Grading ELD Literacy Intervention Plan**

Criteria	Developing	Approaching	Meets
<b>Student provided information on the population of English learners addressed in the plan.</b>	<b>Lack of</b> information provided on the students' backgrounds – academic and personal. <b>Little or no</b> information provided to indicate the students' EL proficiency level(s) in the language areas, specific academic needs, and other factors impacting the students' learning.	<b>Some</b> information provided on the students' backgrounds – academic and personal. <b>Some</b> information provided to indicate the students' EL proficiency level(s) in the language areas, specific academic needs, and other factors impacting the students' learning.	<b>Extensive</b> information provided on the students' backgrounds – academic and personal. <b>Extensive</b> information provided to indicate the students' EL proficiency level(s) in the language areas, specific academic needs, and other factors impacting the students' learning.
<b>Student collected and analyzed data on the English learners for whom the plan is written.</b>	<b>Little or no</b> data was collected on the English learners regarding; testing process, placement issues, services received, re-classification (if applicable), retention (if applicable), achievement data including test (CELDT, CST, etc.) scores and grades. <b>Little or no</b> analysis of the data provided to inform the literacy intervention plan(s).	<b>Some</b> data was collected on the English learners regarding; testing process, placement issues, services received, re-classification (if applicable), retention (if applicable), achievement data including test (CELDT, CST, etc.) scores and grades. <b>Some</b> analysis of the data provided to inform the literacy intervention plan(s).	<b>Extensive</b> data was collected on the English learners regarding; testing process, placement issues, services received, re-classification (if applicable), retention (if applicable), achievement data including test (CELDT, CST, etc.) scores and grades. <b>In depth</b> analysis of the data provided to inform the literacy intervention plan(s).
<b>Student's ELD Literacy Intervention Plan addressed all four language areas (listening, speaking, reading and writing).</b>	The literacy intervention plan(s) contain <b>little or no</b> discussion or presentation of how it addresses the students' specific listening, speaking, reading and writing proficiency development. <b>Little or no</b> presentation of instructional strategies and student activities that address students' needs in all four language areas.	The literacy intervention plan(s) contain <b>some</b> discussion or presentation of how it addresses the students' specific listening, speaking, reading and writing proficiency development. <b>Some</b> presentation of instructional strategies and student activities that address students' needs in all four language areas.	The literacy intervention plan(s) contain <b>extensive</b> discussion or presentation of how it addresses the students' specific listening, speaking, reading and writing proficiency development. <b>Extensive</b> presentation of instructional strategies and student activities that address students' needs in all four language areas.
<b>Student's ELD Literacy Intervention Plan addressed how ELs will have access to grade level (core) curriculum.</b>	The literacy intervention plan(s) contain <b>little or no</b> discussion or presentation of how ELs have equitable access to grade level, state-adopted curriculum. There is <b>little or no</b> evidence that state-adopted materials and/or supplemental materials are used in the plan to support ELs' academic growth.	The literacy intervention plan(s) contain <b>some</b> discussion or presentation of how ELs have equitable access to grade level, state-adopted curriculum. There is <b>some</b> evidence that state-adopted materials and/or supplemental materials are used in the plan to support ELs' academic growth.	The literacy intervention plan(s) contain <b>extensive</b> discussion or presentation of how ELs have equitable access to grade level, state-adopted curriculum. There is <b>extensive</b> evidence that state-adopted materials and/or supplemental materials are used in the plan to support ELs' academic growth.

---

## MODULES & SCHEDULE OF TOPICS & READINGS

September 1-December 12, 2015

**Note:** Refer to specific weekly assignments on Cougar Courses

**\*\*Discussion:** After reading the required weekly material carefully, you will submit a 3-4 page analysis\* of the readings for that week.

### **Week 1.** (August 31-September 4) **Module 1. Introduction & Expectations**

#### ***Intro to Class/Expectations/Discussion***

- a. Post to Week 1-Discussion
- b. Post a recent photo of yourself to Cougar Courses. **DUE: September 3<sup>rd</sup>.**

### **Week 2.** (September 7-11) **Module 2. The Struggle for Equality (Part I).**

\*\*\*Read: Joel Spring, *Deculturalization and the struggle for equality: A brief history of dominated cultures in the United States* (6<sup>th</sup> Edition). Chapters 1-3 (Pp. 1-81).

- a. Post to Week 2-Discussion

### **Week 3.** (September 14-18) **Module 3. The Struggle for Equality (Part II).**

\*\*\*Read: Joel Spring, *Deculturalization and the struggle for equality: A brief history of dominated cultures in the United States* (6<sup>th</sup> Edition). Chapters 3-7 (pp. 84-156).

- a. Post to Week 3-Discussion
- b. Submit a 3-4 page analysis of *Deculturalization and the Struggle for Equality*. **DUE: September 11<sup>th</sup>.**

### **Week 4.** (September 21-25) **Module 4. We Can't Teach What We Don't Know (Part I)**

\*\*\*Read: Gary Howard (2008). *We Can't Teach What We Don't Know* (2<sup>nd</sup> Ed.). Chapters 1-3 (pp. 1-62).

- a. Post to Week 4-Discussion

### **Week 5.** (September 28-October 2). **Module 5. We Can't Teach What We Don't Know (Part II)**

\*\*\* Read: Gary Howard (2008). *We Can't Teach What We Don't Know* (2<sup>nd</sup> Ed.). Chapters 4-7 (pp. 65-121).

- a. Post to Week 5-Discussion
- b. Submit a 3-4 page analysis of *We Can't Teach What We Don't Know*. **DUE: October 2<sup>nd</sup>.**

**Week 6. (October 5-10) Module 6. *Other People's Children (Part I)***

\*\*\*Read: Lisa Delpit (2006). *Other People's Children: Cultural Conflict in the Classroom* (2<sup>nd</sup> Edition). Chapters 1-5 (pp. 1-91).

a. Post to Week 6-Discussion

**Week 7. (October 12-16) Module 7. *Other People's Children (Part II)***

\*\*\*Read: Lisa Delpit (2006). *Other People's Children: Cultural Conflict in the Classroom* (2<sup>nd</sup> Edition). Chapters 6-9 (pp. 104-199).

a. Post to Week 7-Discussion

b. Submit a 3-4 page analysis of *Other People's Children*. **DUE: October 16<sup>th</sup>**.

**Week 8. (October 19-23) Module 8. *Funds of Knowledge (Part I)***

\*\*\*Read: N. Gonzalez, L. Moll, & C. Amanti (2005). *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms*. Chapters 1-8 (pp. 1-152).

a. Post to Week 8-Discussion

**Week 9. (October 26-30) Module 9. *Funds of Knowledge (Part II)***

\*\*\*Read: N. Gonzalez, L. Moll, & C. Amanti (2005). *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms*. Chapters 9-16 (pp. 152-287).

a. Post to Week 9-Discussion

b. Submit a 3-4 page analysis of *Funds of Knowledge*. **DUE: October 30<sup>th</sup>**.

**Week 10. (November 2-6) Module 10. *The Best For Our Children (Part I)***

\*\*\*Read: Maria Reyes & John Halcón (2000). *The Best For Our Children: Critical Perspectives on Literacy for Latino Students*, Chapters 1-8 (Pp. 1-142).

a. Post to Week 10-Discussion

**Week 11. (November 9-13) Module 11. *The Best For Our Children (Part II)***

\*\*\*Read: Maria Reyes & John Halcón (2000). *The Best For Our Children: Critical Perspectives on Literacy for Latino Students*, Chapters 1-8 (Pp 142-247).

a. Post to Week 11-Discussion

b. Submit a 3-4 page analysis of *The Best For Our Children*. **DUE: November 13<sup>th</sup>**.

**Week 12. (November 16-20) Module 12. *Subtractive Schooling (Part I)***

\*\*\*Read: Angela Valenzuela (1999). *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*. Chapters 1-3 (Pp. 1-114).

a. Post to Week 12-Discussion

**Week 13. (November 23-27) Module 13. Subtractive Schooling (Part II)**

\*\*\*Read: Angela Valenzuela (1999). *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring. Chapters 4-6 (Pp. 114-271).*

- a. Post to Week 13-Discussion
- b. Submit a 3-4 page analysis of *Subtractive Schooling*. **DUE: November 27<sup>th</sup>.**

**Week 14. (November 30-December 4) Module 14. Shadowed Lives: Undocumented Immigrants in American Society. (Part I)**

\*\*\*Read: Chavez, Leo (2011). *Shadowed Lives: Undocumented Immigrants in American Society (Case Studies in Cultural Anthropology. Chapters 1-5 (Pp. 1-114).*

- a. Post to Week 14-Discussion

**Week 15. (December 7-11) Module 15. Shadowed Lives: Undocumented Immigrants in American Society. (Part II)**

\*\*\*Read: Chavez, Leo (2011). *Shadowed Lives: Undocumented Immigrants in American Society (Case Studies in Cultural Anthropology. Chapters 6-10 (Pp. 115-226).*

- a. Post to Week 15-Discussion
- b. Submit a 3-4 page analysis of *Shadowed Lives*. **DUE: December 11<sup>th</sup>.**
- c. Literacy Intervention Plan **DUE: December 11<sup>th</sup>.**

\*\*\*\*\*

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