



EDUC 364 Section 2
The Role of Cultural Diversity in Schooling
CRN# 20561
Monday
2:30 pm – 5:15 pm
CSUSM Academic Hall 301 with Moodle Sessions
Spring 2015

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

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School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
 - Promote and foster social justice and educational equity
 - Advance innovative, student-centered practices
 - Inspire reflective teaching and learning
 - Conduct purposeful research
 - Serve the School, College, University, and Community
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Basic Tenets of our Conceptual Framework

- Student centered education
 - Research and theory specific to the program field inform practice
 - Connections and links between coursework and application
 - Strong engagement between faculty and candidates
 - Co-teaching clinical practice
 - Culturally responsive pedagogy and socially just outcomes
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COURSE DESCRIPTION

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 Objectives

Students completing EDUC 364 will be able to demonstrate:

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.

Required Texts

Nieto, S., and Bode, P. (2012). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Boston: Pearson Education, Inc. ISBN: 9780131367340

Spring, J. (2007). *Deculturalization and The Struggle for Equality*. Fifth Edition. New York: The McGraw Hill Companies, Inc. ISBN–10: 0-07-313177-6

Recommended Texts

Villaseñor, V. (2004). *Burro Genius*. Perrenial Library. ISBN: 978-0060526139

Authorization to Teach English Learners

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

Note: CTEL CANDIDATES ONLY: CTEL candidates will need to upload their graded CTEL signature assignment (with passing grade or rubric indicating passing grade) to their **CTEL electronic portfolio** upon completion of this course. CTEL Program Coordinator will then review the candidate’s CTEL standards in their electronic portfolio in order to fulfill their certification requirements for the California State Department. For further clarification, please contact Dr. Ana Hernández, CTEL Program Coordinator, at ahernand@csusm.edu.

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple or Single 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.

California Teacher Performance Assessment (CalTPA)

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

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

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

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

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 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.

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.

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.

Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

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

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

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

Plagiarism

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

Appeals

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

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

There are 100 points possible:

1. Attendance, Participation, and Professional Disposition (12 points)

First is the expectation that you will attend all class sessions prepared to actively participate in class activities, group and individual sharing, and discussions on various topics and assigned reading. Please refer to the guidelines for the School of Education Attendance Policy and the attendance requirements for this course below. 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 of the instructor's choice for a total of 3 hours and a 1 to 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.

DUE: Ongoing throughout the Spring 2015 semester.

Please Note: Class will begin on time, unless otherwise stated or announced.

2. 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:

- a. Rank the eight categories from most important to least important in regards to who you are as an individual.
- b. 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.
- c. 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: Feb. 16 – Completed DRAFT with ½ page for all sections
Mar. 23 – 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.

3. Weekly Reading Reflection (15 points)

- 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. Reading Reflection - Submit a 1 page reflection commenting on the course readings, discussions, and/or films into Moodle. 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. **Please refer to directions for Weekly Reading Reflection handout.**
- c. Discussion – Using your reflection, please be prepared to discuss in class with a group of your peers.

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: Ongoing throughout the Spring 2015 semester.

Please Note: Weekly reading reflections will be submitted through Moodle. There will be a one point deduction in this category for each missed assignment. IMPORTANT: You will not be able to make up a missed reflection submission once it is closed on Moodle.

4. Weekly Discussion Forums (5 points)

- a. Discussion Forum – In order to have additional exposure to current events and research related to the topic pertinent to this course, students will be required to respond and interact with peers using Moodle Forums. These responses and interactions will consist of:
 1. Responding to a question, vignette, news article, current event, research, or video. You may include personal connections, your perspective, and most importantly how it relates to our school system and your future students. The response should be at least 100-150 words in length.
 2. Reply to at least 1 peer entry in our Moodle forums.

DUE: Ongoing throughout the Spring 2015 semester.

Please Note: Weekly Moodle discussion forums will close when the new week's question, vignette, news article, current event, research, or video is posted. There will be ½ point for your entry and ½ point for responding to at least 1 classmate. IMPORTANT: You will not be able to make up a missed discussion forum once it is closed on Moodle.

5. Group Reading Facilitation/Teaching (14 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. Please preview rubric at the end of the syllabus. Directions and rubrics will be available on Moodle.

DUE: March 2; March 9; March 16 (various dates dependent on the day specific groups facilitate)

Please Note: The 2 page summary will be a group activity. Each group member is to submit the summary on Moodle and provide only one hardcopy on the day of your presentation.

6. School Diversity Assessment (20 points)

Students are required to sign up with a group to assess the diversity of three 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 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 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: April 6; April 13; April 20; April 27; May 4 (various dates dependent on sign-up of groups)

Please Note: We'll start with guest lecturers, followed by our School Diversity Assessment Projects. Also, the 2 page summary will be a group activity. Each group member is to submit the summary on Moodle and provide only one hardcopy on the day of your presentation.

7. Diversity Action Plan (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 to 5 page paper outlining the personal diversity action plan that demonstrates knowledge gained through this course on multicultural education, diversity in schooling, and self-reflection.

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: May 4 – Last Day of class!

Please Note: Please submit both through Moodle and bring a hardcopy to class. The last day will be packed with presentations and final reflections. Please be prompt and ready to begin by 5:30pm.

Format for Written Assignments

Please follow the following guidelines when writing your papers and reflections.

- Word-processed (Please use Microsoft Word or a compatible program that can be opened with Word such as Open Office.org which can be downloaded for free) Note: Assignments done in Google docs might not open properly in classroom container. Please convert to pdf/text before uploading anything done with Google docs!
- 1" margins, double-spaced, 12 point in a standard font (Times New Roman or Arial)
- Correct use of grammar, spelling and punctuation
- Submit assignments on time (late submission = one grade reduction for each session)
- Name and date on papers (typed in)
- References and citations in APA format (<https://owl.english.purdue.edu/owl/resource/560/03/> or also available on your "Reference" tab in MS Word)

Electronic Submissions of Assignments

All assignments are to be turned into the Moodle shell (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 MS Word, 12-font, and in Times New Roman or Arial.

Grading Standards

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

It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The assignment's grade will be negatively affected as a result of this oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 6th edition for citation guidance. Or consult the Purdue University Online Writing Lab (OWL). <https://owl.english.purdue.edu/owl/resource/560/01/>

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

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

Attendance, Participation, Professional Disposition	12 points
Personal History of Otherness	24 points
Weekly Reading Reflections	15 points
Weekly Discussion Forums	5 points
Group Reading Facilitation/Teaching	16 points
School Diversity Assessment	18 points
Diversity Action Plan	<u>10 points</u>
	100 points possible

Grading Scale

95 – 100 A	90 – 94 A-
87 – 89 B+	83 – 86 B
80 – 82 B-	77 – 79 C+
73 – 76 C	70 – 72 C-
60 – 69 D	0 – 59 F

Note: Students taking EDUC 364 as a prerequisite for teacher credential and graduate programs are reminded that the SCHOOL OF EDUCATION requires completion of this course with a C+ or higher for these purposes.

Assessment Rubric/ Grade Descriptors

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

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

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

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

TENTATIVE COURSE SCHEDULE

Date	Topics	Readings and Assignments Due by Monday
Session 1 Monday January 19	HOLIDAY	HOLIDAY
Session 2 Monday January 26	<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 Friday Jan 30th: Discussion Forum</u>
Session 3 Monday February 2	<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) <u>Nieto:</u> Ch. 2 (Terminology) <u>Tatum:</u> "The Complexity of Identity" <u>Due: Reflection</u> <u>Due: Discussion Forum</u>
Session 4 Monday February 9	<ul style="list-style-type: none"> • Mult-Cult. Ed. & School Reform • Movie: Shadow of Hate (History of Racism and Discrimination in US) 	<u>Nieto:</u> Ch. 3 (School Reform) <u>Due: Reflection</u> <u>Due: Discussion Forum</u>
Session 5 Monday February 16	<ul style="list-style-type: none"> • Personal History of Otherness Activity • Assignment Introduction: <i>Group Reading Facilitation (Spring Textbook)</i> • Create groups for Spring text facilitation • Framework for Mult-Cult. Ed. • Racism, Discrimination, Expectation of Students' Achievement 	<u>Nieto:</u> Ch. 4 (Discrimination) <u>Due: Reflection</u> <u>Due: Discussion Forum</u> <u>Due: DRAFT - Personal History of Otherness</u>
Session 6 Monday February 23	<ul style="list-style-type: none"> • Spring text groups meet in class • Curriculum, Pedagogy, & Climate 	<u>Nieto:</u> Ch. 5 (School Structure/Org) <u>Spring:</u> Read your group's chapter <u>Due: Reflection</u> <u>Due: Discussion Forum</u>
Session 7 Monday March 2	<ul style="list-style-type: none"> • <u>Spring Text Facilitation:</u> Ch. 1 & 2 • Influence of Culture on Learning • Culturally Relevant Teaching • Assignment Introduction: <i>School Diversity Assessment Project</i> 	<u>Nieto:</u> Ch. 6 (Cultural Identity) <u>Spring:</u> Ch. 1 (Anglo-Am.) <u>Spring:</u> Ch. 2 (Nat. Am.) <u>Due: Reflection</u> <u>Due: Discussion Forum</u> <u>Due: Spring chapter presentation & 2 page summary, if your group facilitates.</u>

<p>Session 8</p> <p>Monday March 9</p>	<ul style="list-style-type: none"> • <u>Spring Text Facilitation</u>: Ch. 3 & 4 • Linguistic Diversity in US Classrooms • Second Language Acquisition Theories • Create groups & decide on topics for School Diversity Assessment Project • School Diversity Assessment Project - <u>groups meet</u> 	<p><u>Nieto</u>: Ch. 7 (ELLs) <u>Spring</u>: Ch. 3 (African Am.) <u>Spring</u>: Ch. 4 (Asian Am.)</p> <p>Due: Reflection Due: Discussion Forum Due: Spring chapter presentation & 2 page summary, if your group facilitates.</p>
<p>Session 9</p> <p>Monday March 16</p>	<ul style="list-style-type: none"> • <u>Spring Text Facilitation</u>: Ch. 5 & 6 • Factors Affecting Academic Achievement for Students of Color • The Immigrant Experience • School Diversity Assess. Project - <u>groups meet</u> 	<p><u>Nieto</u>: Ch. 8 (School Achievement) <u>Spring</u>: Ch. 5 (Hispanic Am.) <u>Spring</u>: Ch. 6 (Civil Rights)</p> <p>Due: Reflection Due: Discussion Forum Due: Spring chapter presentation & 2 page summary, if your group facilitates.</p>
<p>Session 10</p> <p>Monday March 23</p>	<ul style="list-style-type: none"> • Assignment Introduction: <i>My Diversity Action Plan (Class Final)</i> • School Diversity Assess. Project - <u>groups meet</u> • Learning from Students Families & Communities 	<p><u>Nieto</u>: Ch. 9 (Identity & Learning)</p> <p>Due: Reflection Due: Discussion Forum Due: Final Draft - Personal History of Otherness</p>
<p>Spring Break (March 30 – April 4)</p>		
<p>Session 11</p> <p>Monday April 6</p>	<ul style="list-style-type: none"> • Guest Speaker: TBD • <u>Presentation: School Diversity Assess. Project</u> • Gender Biases • Schooling Experiences of Lesbian, Gay, Bisexual and Transgender Youth • Movie: LGBT Youth & Families 	<p><u>Nieto</u>: Ch. 10 (Adapt Curriculum) <u>Elsbree & Halcón</u>: “50 Ways to Call Your Lover”</p> <p>Due: Reflection Due: Discussion Forum Due: School Diversity Assess. presentation & 2 page reflection, if your group presents today.</p>
<p>Session 12</p> <p>Monday April 13</p>	<ul style="list-style-type: none"> • Guest Speaker: Mónica Ruiz – Principal @ Montgomery CVESD • <u>Presentation: School Diversity Assess. Project</u> • Multicultural Education in Practice 	<p><u>Nieto</u>: Ch. 11 (Affirming Diversity)</p> <p>Due: Reflection Due: Discussion Forum Due: School Diversity Assess. presentation & 2 page reflection, if your group presents today.</p>
<p>Session 13</p> <p>Monday April 20</p>	<ul style="list-style-type: none"> • Guest Speaker: Laura Lemos – Assistant Principal @ KIPP: Adelante Preparatory Academy • <u>Presentations: School Diversity Assess. Project</u> • Creating Equitable Learning Environments 	<p><u>Ladson-Billings</u>: “Culturally Relevant Teaching”</p> <p>Due: Reflection Due: Discussion Forum Due: School Diversity Assess. presentation & 2 page reflection, if your group presents today.</p>

<p>Session 14</p> <p>Monday April 27</p>	<ul style="list-style-type: none"> • Guest Speaker: TBD • <u>Presentations: School Diversity Project</u> • Movie: TBD 	<p>TBD:</p> <p>Due: Reflection Due: Discussion Forum Due: School Diversity Assess. presentation & 2 page reflection, if your group presents today.</p>
<p>Session 15</p> <p>Monday May 4</p>	<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 	<p>Due: School Diversity Assessment presentation & 2 page reflection, if your group presents today. Due: My Diversity Action Plans</p>

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 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

WEEKLY READING REFLECTION – GRADING RUBRIC: 15 POINTS

Criteria	Developing – 5 pts	Approaching – 10 pts	Meets – 15 pts
<p align="center">TPE 15 Social Justice & Equity</p> <p>Reflection Guidelines</p>	<p>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.</p> <p>Candidate followed none/limited directions on how to structure and submit reading reflection. Candidate demonstrated none/limited engagement/participation in group</p>	<p>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.</p> <p>Candidate followed some directions on how to structure and submit reading reflection. Candidate demonstrated some engagement/participation in group discussions.</p>	<p>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.</p> <p>Candidate has followed all directions on how to structure and submit reading reflection. Candidate demonstrated full engagement & participation in group discussions.</p>

Adapted from Dr. Hernández

GROUP READING FACILITATION/TEACHING – GRADING RUBRIC: 16 POINTS

Criteria	Developing – 2 points	Approaching – 5 points	Meets – 8 points
<p align="center">Group Reading Facilitation & Assignment Guidelines</p>	<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.
<p align="center">Discussions & Facilitation of Activity</p>	<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 PROJECT – GRADING RUBRIC: 18 POINTS

Criteria	Developing – 2 points	Approaching – 4 points	Meets – 6 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

Diversity Action Plan – 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