



**EDUC 602**  
**Schooling in a Multicultural Society**  
**CRN #45607**

**Online Course**  
**Fall 2013**

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*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

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

### Course Objectives

The purposes of this course are to:

- enhance and augment students' knowledge about diversity that is a part of today's schools and communities;
- provide opportunities for reflection and discussion of the complex ways in which cultural and linguistic diversity is a part of educational contexts;
- provide support to students who represent national, state, and regional diversity;
- prepare teachers to provide equitable educational opportunities to all students.

### **Required Texts**

I have tried to minimize the cost of textbooks by providing a reference to them on-line, either through the publisher, *Amazon.com*, and/or *discountcampusbooks.com*

All books are available in paperback; most are downloadable to your tablets or iPads. All have used copies available as well. Search for the best prices available. I DID NOT order textbooks from the campus bookstore.

**NOTE:** Electronic downloads tend to be less expensive than paperback or used copies. However, I'm told by knowledgeable colleagues, who have done so that if you rent a textbook, it will disappear from your computer, ipad, or iphone, etc. less than one 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 3-hour 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-keywords=angela+valenzuela&sprefix=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)

### **Authorization to Teach English Learners**

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

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

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

The program develops a broad and deep understanding of contemporary and historical concepts and issues related to culture and cultural diversity in California and the United States. The course addresses concepts and definitions of culture, including universal features of cultures (e.g., ethnocentrism, acculturation, cultural pluralism). The course explores cross-cultural contact and acculturation and how they are affected by power and status, psychological issues, and by social and economic factors. The program requires candidates to develop an understanding of major demographic trends related to linguistic and cultural diversity, as well as current trends and features of migration and immigration in California and in the United States. You will develop a conceptual understanding and an ability to demonstrate applied knowledge of cultural similarities, strategies for fostering positive cross-cultural interactions among culturally diverse students, and challenges involved in cultural contact. The course also requires candidates to analyze how this knowledge can be directly applied to instruction of English Learners in order to support student development and learning.

#### ***Standard 10: Culturally Inclusive Instruction***

The class provides candidates with conceptual understanding of culturally inclusive instruction and the important role that culture plays in schools and classroom settings. The class addresses in-depth knowledge of English learners' home cultures and cultural background. The course requires candidates to examine their own cultural beliefs, attitudes, and assumptions and how they impact student learning and achievement. The class demonstrates how to apply this knowledge to create culturally inclusive learning environments in the classroom and school (e.g., setting high expectations for all students, and respect for cultural and linguistic diversity). Candidates apply knowledge of English learners' cultural backgrounds and experiences to instructional planning and implementation.

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

## **STUDENT LEARNING OUTCOMES**

### **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>

### **Outcomes and Standards**

This course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education. (Note: As of 2002, the CLAD competencies are collectively referred to as an *Authorization to Teach English Learners*.) Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS).

### **Assessment of Professional Dispositions**

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

### **School of Education Attendance Policy**

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

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. There will be a structured beginning and ending for the class. All must complete their work by the end of the semester in which they take the course.

### **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**

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 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. Appeals begin with your Professor.

### **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.

### **All Rights Reserved**

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

## Course Requirements

### **Distance Delivered Instruction**

This is a Distance-delivered class-**ON LINE ONLY**, with modifications as needed to accommodate individual student needs. As you will learn, delivery of instruction is different than traditional face-to-face 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 make individual appointments (as needed) to monitor your progress, check to see that you are understanding the material, and assure that you are in compliance with your major area for the development and implementation of your class project.

### **Professional Disposition & Behavior**

The College of Education Vision Statement and Professional Standards 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", also known as bashing and is **hostile** and 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.*

### **Class Structure**

This course is taught as a **Graduate-Level Distance-Delivered Seminar**. Success in this course is dependent upon your being well prepared for a continuous discussion of what you are reading. My role will be to "facilitate" and to intervene or redirect your discussion(s) as necessary. The purpose of this course is to develop your knowledge base about cultural diversity through the readings, on-line discussions, and assignments.

This section of the class will be taught **ONLY** online. The learning is independent, though you are required to share your thoughts, ideas, and questions by participating with an asynchronous chat (**Cougar Courses**) where you will interact with 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.

## Grading Standards

All required work must be submitted on time if you expect reasonable feedback. All work needs to reflect university level composition. All citations, where appropriate, will use APA format. Consult Library Services for the *Manual of Citation of the American Psychological Association*, or [www.apastyle.org/index.html](http://www.apastyle.org/index.html).

## Performance Assessment

*"The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education." Martin Luther King, Jr.*

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

1. **Asynchronous Discussion-FORUM (450 pts. max)**--Students are required to participate in the class Bulletin Board (Moodle). Your discussions should be **introspective** addressing issues, experiences, ideas, discussions, readings, & current events, related to the class. **NO LESS** than fifteen (15) substantial entries are required for a passing grade (C+) for this assignment. (\*\*Refer to Rubric #1 below). **DUE: On-going**
2. **Analysis of Reading-MODULES (210 pts. max) [7x30pts @ =210 pts.]**--Students will write a total of 7 short papers over the semester. Each will be a **synopsis/analysis\*** of the readings for each consecutive two Modules. (\*\* refer to Wikipedia for definitions). **DUE: As assigned (every two weeks-Modules 3,5,7,9,11,13,& 15).**
3. **Literacy Intervention Plan (300 pts. max)**--Each student will be responsible for submitting Literacy Intervention Plan in a timely manner so that it can be graded and returned. (\*\* Refer to Rubric #2 below) **DUE: December 5<sup>th</sup>.**
4. **A Cultural Description of Self (40 pts. max)**--Students will submit a 2-3 page paper describing themselves culturally. Who Am I? Where do I come from? Who were my forebears? (family, ethnicity, religion, where from). **DUE: September 4<sup>th</sup>.**

### RUBRIC #1

#### \*\*Asynchronous Discussion (450 pts. Max)

Entries Required	Grade Equivalent
*1-15	entries-100 points C+
*16-20	entries-125 points B-
*21-25	entries-150 points B
*26-30	entries-200 points B+
*31-35	entries-225 points A-
*36-44	entries-250 points A
*45+	entries-300 points A+

### RUBRIC #2

#### \*\*A Literacy Intervention Plan (300 pts. max)

**Instructions:** You will each develop a **Literacy Intervention Plan (12-15 pages)** in the context of your major MA Program (Bilingual/Multicultural (CTEL Certification); Special Education (Add On Level I credential); or, the Reading Certificate for Literacy Masters Students.



**\*\*\*Non-declared students enrolled in EDUC 602D will complete an alternative assignment below (See B. Alternative Assignment).**

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

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

- a. Your school's 2010 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.

**\*\*In all cases, you are responsible for consulting with your Chair to determine which program you have enrolled, or will enroll, in.**

**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 (10-12 pages):**

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

1. A description of the students involved in your research, including the data you collected about their cultural and language backgrounds, their families, their testing, their placements, etc.
2. A literacy plan based on the data you collected. What would you do to ensure equal access to grade level curriculum for these children?
3. Adopted materials used to support academic growth? What additional support do these students need? How will you ensure that will happen? What support and accountability will be necessary to ensure equal access and success?
4. A description of how you will communicate your literacy plan to the students' families.
5. A reflection of what you learned about yourself (cultural beliefs, attitudes and assumptions) while developing your literacy plan in regards to the English learners and their families.

<sup>1</sup> Successful completion of this assignment fulfills CTEL requirements for Standards 9 and 10. Students may post this assignment to their CTEL Portfolio as evidence that they have met these standards.

<sup>2</sup> This assignment fulfills the requirement for the "Add On" Level I Mild/Moderate and Moderate/Severe Education Specialist Credential for candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorize the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English.

<sup>3</sup> This assignment fulfills the requirements for Literacy Masters students in who are taking EDUC 602 in lieu of EDUC 627.

**B. ALTERNATIVE ASSIGNMENT- Issues Paper (10-12 pages)\***

**Instructions:** Identify an issue or concern in your school or community. The issue must relate to **diversity, equity or social justice** and must include school-aged children and youth. Your paper should be a minimum of 10 pages, a maximum of 12.

There are four (4) primary parts to this assignment, all which must be documented in your paper:

1. Research the issue in depth (no less than 5 references). Include (as appropriate):
  - a. Why is this issue significant to you?
  - b. What is the impact of this issue on children?
  - c. Is there a historical significance to this issue? What is it?
  - d. Other important information relevant to this issue.
2. Identify community resources such as organizations, foundations or public agencies that address this issue. The focus of this should be as local as possible.
3. What interventions are occurring to mediate your concerns?
4. What might you do to address this issue/concern that is not being done currently?

\* Education MA's **MAY NOT** select this option.

## Modules & Schedule of Topics & Readings

August 27-December 5, 2013

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

**\*\*Discussion-**Each week you are assigned reading. After reading the material carefully, you are to submit a 3-4 pages discussion/analysis of the reading to indicate your understanding of the topic at hand.

### **Week 1. (August 26-30) 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
- c. Post a 2-3 page Bio of yourself

### **Week 2. (September 2-6) 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 9-13) 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 synopsis of *Deculturalization and the Struggle for Equality*.

### **Week 4. (September 16-20) 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> Edition). Chapters 1-3 (pp. 1-62).

- a. Post to Week 4-Discussion

### **Week 5. (September 23-27). 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> Edition). 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*.

**Week 6. (September 30-Oct 4) 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 7-11) 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*.

**Week 8. (October 14-18) 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 21-25) 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*.

**Week 10. (October 28-Nov 1) 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 4-8) 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*.

**Week 12. (November 11-15) 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 18-22) 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.

**Week 14. (November 25-29) 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 2-6) 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 1-5 (Pp. 115-226).*

- a. Post to Week 15-Discussion
- b. Submit a 3-4 page analysis of Shadowed Lives.

**Week 16. (December 9-13) Module 16. Conclusion/Wrap Up**