



SCHOOL OF EDUCATION

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

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<b>Course Number</b>	<b>EDUC 602-01</b>
<b>Course Title</b>	<b>Schooling in a Multicultural Society</b>
<b>CRN Number</b>	<b>20649</b>
<b>Days</b>	<b>On-Line</b>
<b>Time</b>	
<b>Course Location</b>	<b>Distance</b>
<b>Semester / Year</b>	<b>Spring 2016</b>
<hr/>	
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*The California Faculty Association is in the midst of a difficult contract dispute with the CSU system-wide administration. In response to the CSU's stance, it is possible that the faculty union will call a strike or other work stoppage this term. I will inform the class as soon as possible of any disruption to our class schedule. For further information about the issues involved in the strike, please see the resources at [www.calfac.org](http://www.calfac.org), including [http://www.calfac.org/sites/main/files/file-attachments/faculty\\_index\\_final\\_2.pdf](http://www.calfac.org/sites/main/files/file-attachments/faculty_index_final_2.pdf).*

## **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."*

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

## 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.

### **Course Objectives**

Objective should be measurable and tie directly to the assessments (and grades) in the course. In general terms, what should successful candidates know and be able to do by the time the course is completed?

### **Unique Course Requirement**

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).

### **Credit Hour Policy Statement**

Per the University Credit Hour Policy:

- Courses that are entirely on-line must describe the activities that the student will be required to complete as part of the course and indicate the expected minimum time (at least 45 hours for each unit of credit) that students will need to devote to each of these.

## REQUIRED TEXTS, MATERIALS AND ACCOUNTS

### **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 **DO 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 sources 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&srefix=angela+valen%2Cstripbooks%2C167](http://www.amazon.com/s/ref=nb_sb_ss_i_0_12?url=search-alias%3Dstripbooks&field-keywords=angela+valenzuela&srefix=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 Manuel of the American Psychological Association, (6<sup>th</sup> Ed.) 2009. Multiple copies on Amazon.com (\$10.35).

## MA IN EDUCATION PROGRAM STUDENT LEARNING OUTCOMES (PSLO 2)

In the MA in Education Program, PSLO 2 is assessed in a Social Justice Action Plan Assignment in EDUC 602: Schooling in a Multicultural Society using a rubric provided at the end of the EDUC 602 syllabus. Candidates must complete Social Justice Action Plan by week 11 with feedback by week 12. The requirement for PSLO 2 is to score early advanced or advanced criteria on the Social Justice Action Plan Rubric. If necessary, candidates may revise and resubmit their Action Plan by week 13 with feedback from instructor by week 14. Candidates must complete the PSLO 2 requirements before advancing to candidacy and enrolling in EDUC 698.

## GENERAL CONSIDERATIONS

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

Due to the dynamic and interactive nature of courses in the School of Education, all course participants are expected to participate in all discussions actively. Should course participants have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

### **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.**

### **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.

### **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.

## **Course Format**

The Online Instruction Policy lists the following alternatives to face-to-face, traditional (FT) instruction: face-to-face, online (FO); local, online (LO); remote, online (RO); or hybrid (HY).

## **Necessary Technical Competency Required of Students**

A student must have a modicum of computer experience and the skills to access Cougar Courses.

## **Contact Information for Technical Support Assistance**

This is a place for you to ask questions about the course or give suggestions on improving the course. If you are in need of Tech Support, be aware of the following, additional resources:

HELP Desk	(760) 750-4790
Cougar Courses Support	(760) 750-8673
IITS (Instructional & Information Technology)	(760) 750-8673

## **Use of Technology**

Candidates (Course participants) are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Cougar Courses, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class. **NOTE: Keep a digital copy of all assignments for use in your teaching portfolio.**

## **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.

## **Policy on Late/Missed Work**

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).

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 AND GRADED COURSE COMPONENTS**

**Grading Standards**

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

1. **Photo (50pts)**: Students will **POST** a recent photo to their Cougar Course site by week 2. **Due: January 6<sup>th</sup>**.
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 eleven (11) substantial entries are required for a passing grade (B-) for this assignment. **DUE: On-going**

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

Entries Required		Grade Equivalent
*1-10	entries-125 points	C+
<b>*11-15</b>	<b>entries-150 points</b>	<b>B-</b>
*16-21	entries-175 points	B
*22-25	entries-200 points	B+
*26-30	entries-225 points	A-
*31-35	entries-250 points	A
*36+	entries-300 points	A+

3. **Analysis\*\* of Reading MODULES**--Students will write a total of 6 short (5-7 pages) papers over the semester (**6x50pts=300**). Each will be an **analysis\*** of the readings for that week. **DUE: as assigned (at Modules 3,5,7,9,11, &13)**.

***\*\*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 (150 pts.)** Students will develop a 5-7 page **Social justice Action Plan** that specifically addresses your new understanding of social justice in relation to schooling in a multicultural society. Our readings of critical pedagogy will add new ideas, concepts and concerns about your classroom, your students, your school, your district, or your overall professional work.



Based on these questions, develop a **Social Justice Action Plan** that **you might** enact in your classroom. 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. This 5-7 page final paper will discuss this action plan (to be posted on Cougar Courses).

(\*\*Refer to **Rubric #1** below). DUE: **April 9<sup>th</sup>**.

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)- DUE: **May 7<sup>th</sup>**.



## RUBRICS

### **Rubric #1**

### **\*\* Social Justice Action Plan (Total 150 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. 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,” **develop a specific action plan** that you can enact as a professional educator working towards social justice and equity. Your 5-7 page **final paper** will discuss this action plan. Rubric is below.

Program Student Learning Outcome 2-Social Justice Action Plan Rubric

	<b>Advanced</b>	<b>Early Advanced</b>	<b>Intermediate</b>	<b>Early Intermediate</b>	<b>Beginning</b>
<b>Content/Structure and appropriately address Anti-Bias and Social Justice</b>	The scope and focus of the topic is very clear. The content directly attends to issues related to social justice. The organization or structure demonstrates a clear objective, measurable outcome, or appropriateness to the particular grade level and subject and population being taught.	The scope and focus of the topic is clear. The content attends to issues related to social justice. The organization or structure demonstrates an objective, measurable outcome, or appropriateness to the particular grade level and subject and population being taught.	The scope and focus of the topic is somewhat clear. The content attends to issues related to social justice. The organization or structure somewhat demonstrate a clear objective, measurable outcome, or appropriateness to the particular grade level and subject and population being taught.	The scope and focus of the topic is somewhat unclear. The content attends somewhat to issues related to social justice. The organization or structure somewhat demonstrate a clear objective, measurable outcome, or appropriateness to the particular grade level and subject and population being taught.	The scope and focus of the topic is not very clear. The content does not or very minimally attends to issues related to social justice. The organization or structure does not demonstrate a clear objective, measurable outcome, or appropriateness to the particular grade level and subject and population being taught.
<b>Analysis and effectiveness of plan</b>	The sequence of the action plan is very feasible or appropriate to achieve the stated objectives and outcomes. Citations are thoroughly quoted from the course texts and/or are responded to clearly and cogently. Evidence from instruction, personal experience and discussions are provided in a coherent manner. The plan consistently demonstrates <u>remarkable</u> insightfulness, analysis and reflectiveness.	The sequence of the action plan is feasible or appropriate to achieve the stated objectives and outcomes. Citations are quoted from the course texts and/or are responded to clearly and cogently. Evidence from instruction, personal experience and discussions are provided. The plan demonstrates insightfulness and reflectiveness.	The sequence of the action plan is somewhat feasible or appropriate to achieve the stated objectives and outcomes. Citations are quoted from the course texts and/or are responded to clearly and cogently. Evidence from instruction, personal experience and discussions are provided. The plan somewhat demonstrates insightfulness and reflectiveness.	The sequence of the action plan is unfeasible or inappropriate to achieve the stated objectives and outcomes. Citations may or may not be quoted from the course texts and/or are not responded to clearly and cogently. Evidence from instruction, personal experience and discussions may or may not be provided. The plan weakly demonstrates insightfulness and reflectiveness.	The sequence of the action plan is unfeasible or inappropriate to achieve the stated objectives and outcomes. Citations are not quoted from the course texts and/or are not responded to clearly and cogently. Evidence from instruction, personal experience and discussions are not provided. The plan does not demonstrate insightfulness and reflectiveness.
<b>Mechanics</b>	Grammar, spelling, punctuation, and use of citations are strong.	Grammar, spelling, punctuation, and use of citations are good.	Grammar, spelling, punctuation, and use of citations are acceptable.	Grammar, spelling, punctuation, and use of citations are weak.	Grammar, spelling, punctuation, and use of reference texts or citations are frequently weak.

\*\*\*\*\*

**Rubric #2**

**\*\*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 or (2) Special Education (Add-On Level I credential). Further, for **\*\*Non-declared majors enrolled in EDUC 602, you will select one of the above major MA Programs to develop your 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.

**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 or B). Indicate which option you have chosen in the title of your paper.

**A.** 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 that fulfills 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, or.

**B.** The **Bilingual Certificate**<sup>3</sup>, requirements for Bilingual Masters candidates. The purpose for this assignment is for you to look at student achievement over time of culturally and linguistically diverse students in your certificate/credential program 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?

**Step 4.**

**(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. An INTRODUCTION to your paper.
2. 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. **(\*\*Refer to Step #1 above)**
3. A literacy plan based on the data you collected. What would you do to ensure equal access to grade level curriculum for these children?
4. Adopted materials used to support academic growth? What additional support do these students need? How will you ensure that will happen? What support
5. and accountability will be necessary to ensure equal access and success?
6. A description of how you will communicate your literacy plan to the students' parents?
7. A deep 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 #3**

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

Criteria	Developing	Approaching	Meets
<p><b>Student collected and analyzed data on the English learners for whom the plan is written.</b></p>	<p><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).</p>	<p><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).</p>	<p><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).</p>
<p><b>Student’s ELD Literacy Intervention Plan addressed all four language areas (listening, speaking, reading and writing).</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>Student’s ELD Literacy Intervention Plan addressed how ELs will have access to grade level (core) curriculum.</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

## MODULES & SCHEDULE OF TOPICS & READINGS

January 26-May 13, 2016

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

**\*\*Discussion:** After reading the required weekly material carefully, you will submit a 5-7 page analysis\* of the readings for that week.

### **Week 1. (January 26- 29) Module 1. Introduction & Expectations**

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

- a. Post to Week 1-Discussion (Module 1)
- b. Post a recent photo of yourself to Cougar Courses. **DUE: February 4<sup>th</sup>.**

### **Week 2. (February 1- 5) 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 (Module 2)

### **Week 3. (February 8- 12) 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 (Module 3)

**b. Submit a 5-7 page analysis of Deculturalization and the Struggle for Equality. DUE: February 13<sup>th</sup>**

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### **Week 4. (February 15-19) 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 (Module 4)

### **Week 5. (February 22-26 ) 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 (Module 5)

**b. Submit a 5-7 page analysis of We Can't Teach What We Don't Know. DUE: February 27<sup>th</sup>**

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**Week 6. (February 29-March 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 (Module 6)

**Week 7. (March 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 (Module 7)

**b. Submit a 5-7 page analysis of *Other People's Children*. DUE: March 12<sup>th</sup>.**

**Week 8. (March 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 (Module 8)

**Week 9. (March 21-25) SPRING BREAK**

**Week 10 (March 28-April 1) 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 (Module 9)

**b. Submit a 5-7 page analysis of *Funds of Knowledge*. DUE: April 2<sup>nd</sup>.**

**Week 11. (April 4-8) 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 (Module 10)

**Week 12. (April 11-15) 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 (Module 11)

**b. Submit a 5-7 page analysis of *The Best For Our Children*. DUE: April 16<sup>th</sup>.**

**Week 13. (April 18-22) 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 (Module 12)

**Week 14. (April 25-29) 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 (Module 13)

**b. Submit a 5-7 page analysis of Subtractive Schooling. DUE: April 30<sup>th</sup>.**

**Week 15. (May 2-6) 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 (Module 14)

**Week 16. (May 9-13) 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. Final Posts to Week 15-Discussion (Module 15). February 4

b. Literacy Intervention Plan **DUE: May 10th.**

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