

Course Number	EDUC 602
Course Title	Schooling in a Multicultural Society
CRN Number	20482
Days	Tuesdays
Time	5:30 – 8:15
Course Location	Markstein Hall 210
Semester / Year	Spring 2017
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Hours	Tues. or Thurs. by Appointment

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

TABLE OF CONTENTS

COURSE DESCRIPTION.....	3
Course Objectives	3
Credit Hour Policy Statement	3
REQUIRED TEXTS, MATERIALS AND ACCOUNTS	3
COURSE LEARNING OUTCOMES	4
MA IN EDUCATION PROGRAM STUDENT LEARNING OUTCOMES (PSLO)	4
GENERAL CONSIDERATIONS	4
School of Education Attendance Policy	4
CSUSM Academic Honesty Policy	Error! Bookmark not defined.
Plagiarism.....	Error! Bookmark not defined.
Students with Disabilities Requiring Reasonable Accommodations	5
All University Writing Requirement	6
Course Format	6
Necessary Technical Competency Required of Students.....	6
Contact Information for Technical Support Assistance	6
Use of Technology	6
Electronic Communication Protocol.....	6
COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS.....	7
Grading Standards	11
Policy on Late/Missed Work	11
Student Collaboration Policy	11
Class Structure	11
Final Exam Statement	11
SCHEDULE/COURSE OUTLINE	20

COURSE DESCRIPTION

Schooling in a Multicultural Society

This course focuses on an introduction to issues of schooling in a multicultural society. It includes an overview of multicultural education and addresses areas of study such as culture and cognition, the psychology of personal prejudice, diversity and exceptionality, intercultural communication, cross-cultural competence, and curriculum and teaching in multicultural contexts.

Course Objectives

The objectives of this course are to:

- Expand and nuance students' knowledge about the diversity represented in today's schools and the communities in which we live;
- Provide a safe environment for reflection on, and discussion of, the complex ways in which pluralism is a part of educational contexts;
- Prepare educators to provide equitable educational opportunities to all students;
- Provide support to all students who represent national, state, and regional diversity.

Course Prerequisites

- For all 600-level School of Education courses, admission to the MA program or a specific certificate program is a prerequisite.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- All students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning or **a total of at least six hours outside of the classroom each week.**
- This is a hybrid course, with mostly face-to-face sessions and occasional independent on-line work sessions. The combination of these two types of sessions will total at least 45 hours per unit of credit for a total of 135 hours of work for this 3-unit class. See the course schedule for which sessions will be online.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

The required books for this class are listed in order of when they will be used this semester. The material marked with a ** is available at the university bookstore for your convenience. All books are available for purchase online. The main textbook by Pang has an e-option as well.

**Pang, V. O. (2018). *Diversity and Equity in the Classroom*. Boston, MA: Cengage Learning. ISBN 9781305386471

Additional required readings will be made available electronically on the course website (Cougar Courses).

Recommended -- Taylor, L. S. & Whittaker, C. (2009). *Bridging multiple worlds: Case studies of diverse educational communities*. New York: Pearson.

COURSE LEARNING OUTCOMES

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

- Identify issues of social justice related to students' social, cultural, and linguistic diversity that impact students' opportunities to develop and learn in school, classroom, home and community contexts;
- Collaborate with key stakeholders to advocate for and advance differentiated learning, home-school partnerships, and initiatives that build on all students' and parents' funds of knowledge.

MA IN EDUCATION PROGRAM STUDENT LEARNING OUTCOMES (PSLO)

The Master of Arts in Education Program assesses four (4) Program Student Learning Outcomes (PSLO).

PSLO 1: Professional Dispositions (EDUC 622 & prior to enrollment in EDUC 698)

PSLO 2: Leadership Skills (EDUC 602)

PSLO 3: Analyze Research (EDUC 622)

PSLO 4: Integrate Research (EDUC 698)

EDUC 602 addresses Program Student Learning Outcome 2:

PSLO 2: Leadership Skills

Apply leadership skills to advance the profession.

In the MA in Education Program, PSLO 2 is assessed in 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 the instructor by week 14. Candidates must complete the PSLO 2 requirements before advancing to candidacy and enrolling in EDUC 698. Note due dates will change to reflect schedule for summer or intersession courses.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

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

FOR THIS CLASS: 1. If you miss three (3) class sessions or 8 hours of class you cannot receive a passing grade for the class. 2. Do strive for punctuality, and be mindful of late arrivals and early departures. Each tardy or early departure beyond 5 minutes will result in minus 5 points.

These measures are intended to encourage responsibility for one's own learning in a democratic, collaborative and reciprocal learning environment.

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

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.

All University Writing Requirement

This course meets the All-University Writing Requirement (850 words for a 1-unit course, 1700 words for a 2-unit course, and **2500 words for courses of 3 or more units**). The main papers through which this requirement is met are the Initial and Final Social Justice and Equity papers, and Action Plans.

Course Format

This course uses a hybrid (HY) format.

Necessary Technical Competency Required of Students

Keyboarding skills, familiarity with Cougar Courses or a similar course website / management system, using the World Wide Web, Microsoft Office Suite programs such as Word, PowerPoint and Excel or equivalent (e.g., Pages, Numbers and Keynote by Mac), collaboration via GoogleDrive or similar web-based programs, accessing or publishing video files using YouTube or similar sites.

Contact Information for Technical Support Assistance

For assistance regarding technology, the CSUSM Help Desk can be reached at 760-750-4790.

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, course website use, 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 in paper and needs to be in 14-point font, due to the professor's visual disability. Only presentation files will be submitted electronically on the course website. 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.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Note: I reserve the right to change, add to, or delete any material or assignment from the course.

ASSIGNMENTS (825 - 900 points total possible)

1. Attendance and Participation (Discussions and Activities)	150 points
2. Glossary Profile	25 points
3. APA6 Quiz	25 points
4. Weekly Reading Progress Reports (RPRs) x 10	100 points
5. Readings Discussion Leader	50 points
6. Initial Social Justice Reflection	50 points
7. Multicultural Resources / Annotated Bibliography	100 points
8. Individual Action Plan No. 1*	75 points
9. Individual Action Plan No. 2* (optional)	75 points
10. Group Action Plan Guide	100 points
11. Group Action Plan Guide Presentation	50 points
12. Final Social Justice Reflection	100 points

1. Attendance and Participation (150 points)

It is expected that you will attend and participate actively in all class sessions including class discussions and activities. Your discussions should be analytical, not just descriptive, and address or include issues, experiences, ideas, discussions, readings, and current events, related to the weekly readings and topics.

Each absence equals minus 40 points. *If you miss eight or more hours, you cannot receive a passing grade for the class. (See School of Education Attendance Policy.)*

2. Glossary Profile (25 points)

See sample profile and profile template on course website.

3. APA6 Quiz (25 points)

Be sure to use the APA6 Cheat Sheet on a regular basis and to prepare for this quiz!

4. Weekly Reading Progress Reports (RPRs) x 10 - 100 points

Overview of RPRs: Your reports will include what you accomplished in the past week and plans for what you will do in the coming week, as well as comments, challenges, and questions that you are grappling with.

Details of RPR: See the RPR form that includes a daily log, reward / reinforcer of choice you are working toward, reflection of issue or question, and **summary of progress (required)**, as well as a snapshot/visual of where you are in the course and/or MA program this week, any automatic thoughts, and a professional writing narrative snapshot.

DUE: Weekly RPRs are to be submitted any 10 weeks of student choice beginning week 2.

3. Readings Discussion Leader - 50 points

Individually or in pairs, you will have an opportunity to consider and reconcile others' diverse points and viewpoints on topic readings and facilitate further exploration of the topics. The in-class discussion can include an activity, presentation, and related discussion and application exercises. The discussions will be approximately 30 minutes in length.

Note: You are welcome to use the questions or activities outlined by the text authors if you wish.

You are encouraged to make connections between the readings, discussions, and current issues or "hot topics." Some ideas for identifying hot topics include the following websites:

California Department of Education www.cde.ca.gov	New York Times www.nytimes.com	CSUSM College of Education, Health and Human Services blog https://coehhs.wordpress.com
Education Week www.edweek.com	The Economist www.economist.com	TED (Technology, Entertainment and Design) www.ted.com
Rethinking Schools www.rethinkingschools.com	The Washington Post www.washingtonpost.com	Teaching Tolerance www.tolerance.org

DUE: Throughout the semester per signups.

4. Initial Social Justice Personal Reflection - 50 points

In the initial paper, reflect on what social justice means to you.

A. Describe your past experience with issues of diversity, highlighting one positive and one challenging experience you have encountered in your personal or professional life.

B. Reflect on social justice as articulated in the **course description** and **course objectives** above, and reflect on what you hope to get out of this class. Be sure to address each of the 4 objectives.

The recommended length of a Personal Reflection is 4 - 5 pages, double spaced, 14-pt font. You may use a narrative or matrix format. The matrix format will be modeled in class.

5. Multicultural Resources / Annotated Bibliography - 100 points

You will work individually or in pairs to collect multicultural resources related to your area of emphasis. The multicultural resources you collect can be used as a basis for your MA thesis or project, or explore a specified topic for use in your classrooms, schools, and communities.

You will write an annotated bibliography for 5 resources (minimum), using APA-style reference format, and include a brief summary for each reference. Be sure to use diverse resources including professional journal articles, government / public education sources, general newspapers, videos, or professional conference presentations.

You will prepare a 15-minute poster presentation for the class based on the selected resources, and share the bibliography with everyone in the class (either electronically or in paper copy format).

6. and 7. Individual Action Plan No. 1* and No. 2* (optional) - 75 points

You will have the opportunity to develop an individual social justice action plan that specifically addresses your new understanding of critical pedagogy in relation to schooling in a multicultural society. 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.

You will submit an Action Plan on any one or two topics covered in this course. You may include artifacts from your teaching such as samples of student writing, tests, etc. as applicable. Sample action plans may be available in class.

See Schedule for ideas on Action Plan topics.

Example: You may document your process of selecting anti-bias materials for your classroom (*see Anti-Bias Curriculum, p. 15*).

Example: You may develop and implement anti-bias stories or videos for use in particular content areas for the classroom (*see Anti-Bias Curriculum, pp. 18-19*).

Example: You may plan for and coordinate a parent literacy night at your school or community setting.

8. Group Action Plan Guide - 100 points

You will work in groups of about four to five members.

The purpose of this assignment is threefold:

- A) to have you reflect on the action plan(s) you have prepared during this semester;
- B) to allow for the study, reflection, and discussion of your own and your colleagues' action plans with attention to application and review of implementation components; and
- C) to facilitate the implementation of additional action plans in the future.

Be sure to include the following sections in your Action Plan Guide:

A) a rationale, B) purpose, C) goals and D) overview for the Action Plan that describes the populations and issues addressed in the set of action plans.

Each member will contribute at least one action plan of his/her choice from previous individual action plans. The group members need to 1. sequence; 2. combine and extend; 3. format; 4. edit and revise individual action plans into one streamlined and final Anti-Bias Action Plan Guide.

Final product: Your group Action Plan Guide needs to include at least three different major topics from the semester. The # of group members needs to equal at least the # of Action Plans in the Guide.

For samples, see paper samples circulated in class. Limited or select samples may also be available on the course website, but will vary by semester.

You will share these guides with the class as a presentation.

9. Group Action Plan Guide Presentation - 50 points

Your group will prepare a 20 to 30-minute PowerPoint presentation for the class. The group will provide a brief overview of the various action plans in your group plan, but just pick one to present in depth. The group will present with appropriate visual guides for the audience.

Your group's presentation may include artifacts and evidence from the classroom in which an Action Plan was or will be implemented, if applicable.

All groups agree to distribute the PowerPoint outline of their Comprehensive Action Plan on the course website for access by all members of the class, and by educators at large, pursuant to review and approval for dissemination by the professor.

Note: all authors will be given appropriate credit unless anonymity is expressly requested.

10. Final Social Justice Personal Reflection - 100 points

In the final social justice reflection paper, focus on the impact of the course on your personal and/or professional identity and work, with attention to the role and responsibility you have in facilitating social justice in the classroom (or beyond). You need to include the following two sections:

A. Address explicitly how you met the four course objectives. Include what you learned about each topic, and explicitly state what led to your learning (e.g., a particular reading, event, discussion, reflection writing, assignment, etc.).

B. Address how you incorporate culturally relevant principles (see Pang, p. 357-8). It may also be helpful to refer to Table 11.1, Characteristics of a Successful Student and Successful Teacher in a Caring-Centered, Culture-Centered, and Relationship-Centered Multicultural School (Pang, p. 353).

****YOUR GRADED INITIAL REFLECTION NEEDS TO BE SUBMITTED TOGETHER WITH YOUR FINAL REFLECTION.**

Final reflections will be turned in at the end of the semester and will not be returned, so do keep copies of all your work.

Submission of Assignments Assignments should be typed in 14-pt font and single-spaced. ALL assignments need to be submitted in paper format. Presentation files such as Readings Discussion presentations and Group Action Plan Guide presentations also need to be submitted electronically online.

Grading Emphasis All work needs to reflect university level composition. All written assignments will be graded approximately 80% on structure, content and analysis (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 APA format. Consult Library Services for the *Manual of Citation of the American Psychological Association*, or www.apastyle.org/index.html.

Be sure to use the APA6 Cheat Sheet and the Assignment Checklist to carefully prepare and review each assignment prior to submission.

Grading Standards

A=93+, A- =92-90, B+=89-88, B = 87-83, B- = 82 – 80, C+=79-78, C=77-73, C-=72-70, D+=69-68, D=67-63, D-=62-60, F=59 or lower.

Students must receive a C+ or higher in all coursework in order to be eligible for or remain in Education programs.

Policy on Late/Missed Work

I will allow up to two (maximum) makeup assignments for absences due to unreschedulable professional obligations, illnesses, emergencies, etc. on a case by case basis. Do talk to me at the earliest opportunity if you plan to / need to make up absences.

Student Collaboration Policy

Select assignments include student collaboration on a required or optional basis, depending on the assignment. In general, presentations will be collaborative, while select written assignments will allow for candidates to choose whether to collaborate or work independently to complete them.

Class Structure

This course is structured as a graduate-level seminar. The success of a seminar course is dependent upon each and every participant being well prepared. My role will be to “facilitate” and to intervene or redirect class discussions as necessary, rather than to exclusively lecture on a weekly basis, or be the main focus of the class. You will work to develop your knowledge base through the readings, discussions, presentations and assignments.

Multiple approaches, methods, and teaching experiences are necessary strategies to accommodate various learning styles. Class formats and learning structures will vary and include whole and small group discussion, pair work (e.g., weekly Readings Discussion Leader(s)), and online work.

Final Exam Statement

There will be no final in-class exam. The 1) Individual Action Plans, and 2) the Final Social Justice Reflection will serve as the final key assignments in the course used to evaluate candidates. These two assignments are due during the final four weeks of semester, as

specified in the Schedule. See the tentative Schedule (item 10) or the Course Grading Standards (item 11) for more information on these two assignments.

PROGRAM STUDENT LEARNING OUTCOME 2: LEADERSHIP - SOCIAL JUSTICE ACTION PLAN RUBRIC

	Advanced	Early Advanced	Intermediate	Early Intermediate	Beginning
Content/Structure and appropriately address Anti-Bias and Social Justice	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.
Analysis and effectiveness of plan	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.
Mechanics	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.

EASY AS A-B-C APA 6 CHEAT SHEET
(Samples taken from Online Writing Lab, Purdue University.
Also see www.apa.org)

A. IN-TEXT CITATIONS

- 1. Cite the year IMMEDIATELY after the author is first mentioned.**
- 2. Use “p.” for a single page citation and use “pp.” for multiple page citations.**
- 3. Notice the placement of the “ and ” and final punctuation mark!**

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

She stated, "Students often had difficulty using APA style" (Jones, 1998, p. 199), but she did not offer an explanation as to why.

According to Jones (1998), APA style is a difficult citation format for first-time learners.

Try your own here:

B. COMMON ERRORS

- 1. Spell out the numbers 1 – 9. Use Arabic numbers (digits) for the number 10 and higher.**
- 2. WHERE TO PLACE THE FINAL PUNCTUATION AFTER A DIRECT QUOTE (THIS IS NOT AN APA 6 ITEM PER SE BUT IT IS INCLUDED HERE FOR YOU TO NOTE):**

"It was predicted that marital conflict would predict behavior problems in school-aged children."

3. Run-on sentences

(X) My mom was born in Palm Springs, the city is known for its golf courses.
My mom was born in Palm Springs; the city is known for its golf courses.

4. Possessives

(X) I saw it's eyes and panicked. **I left its paws alone.**

5. Punctuation

(X) I know it's no use, however I will try again.

I know it's no use; however, I will try again.

6. Homophones (homographs or homonyms)

(X) There going to find out anyway. **They're going to find out anyway.**

(X) Their always behind. **They're always behind.**

(X) They're not who you think they are. **They're almost finished.**

7. Capitalization

(X) My Mom's the best writer ever.

My mom's the best writer ever.

(X) I attended the best High School ever.

I attended the best high school ever.

C. FORMATTING REFERENCE LIST ITEMS

See <https://owl.english.purdue.edu/owl/resource/560/05/>

1a. Article in Journal Paginated by Volume

Journals that are paginated by volume begin with page one in issue one, and continue numbering issue two where issue one ended, etc.

Winebrenner, S. (2003 January). Teaching strategies for twice-exceptional students. *Intervention in School and Clinic, 38*(3), 131-137.

1b. Article in Journal Paginated by Issue

Journals paginated by issue begin with page one every issue; therefore, the issue number gets indicated in parentheses after the volume. The parentheses and issue number are not italicized or underlined.

Ogbu, J. (1992). Understanding cultural diversity and learning. *Educational Researcher, 10*(2), 5-13.

Try your own here:

2. Article or Chapter in an Edited Book

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. A. Editor & B. B. Editor (Eds.), *Title of book* (pages of chapter). Location: Publisher.

Friend, M. & Bursuck, W. (2002). Characteristics and needs of students at risk. In *Including students with special needs: A practical guide for*

- classroom teachers*. (3rd ed.) (pp. 260-269). Boston, MA: Allyn & Bacon.
- Lahiri, J. (2003). Chapter 1. In *The namesake* (pp 1-21). New York, NY: Houghton Mifflin Company.
- Pang, V. O. (2018). Prejudice and bullying. In *Diversity and equity in the classroom* (1st ed.) (pp. 277-306). Boston, MA: Cengage Learning.
- Segal, U. A. (2012). The Asian Indian American family. In R. Wright, C. H. Mindel, T. V. Tran, & R. W. Habenstein (Eds.), *Ethnic families in America: Patterns and variations* (5th ed.) (pp. 298-317). Boston, MA: Pearson.
- Sherif-Trask, B. (2012). The Muslim American family. In R. Wright, C. H. Mindel, T. V. Tran, & R. W. Habenstein (Eds.), *Ethnic families in America: Patterns and variations* (5th ed.) (pp. 487-500). Boston, MA: Pearson.

Try your own here:

3. Motion Picture

Producer, P. P. (Producer), & Director, D. D. (Director). (Date of publication).
Title of motion picture [Motion picture]. Country of origin: Studio or distributor.

Nair, M. (Director). (2006). *The namesake* [Motion picture]. United States: Fox Searchlight Pictures.

Try your own here:

4. Data Sets

United States Department of Housing and Urban Development. (2008).

Indiana income limits [Data file]. Retrieved from

http://www.huduser.org/Datasets/IL/IL08/in_fy2008.pdf

California Department of Education. (2015, July 31). 2013-14 Statewide enrollment by ethnicity. In *DataQuest*. Retrieved July 31, 2015.

Try your own here:

5. Websites

Author, A. A., & Author, B. B. (Date of publication). *Title of document*.

Retrieved from <http://Web address>

Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., Soderland, L., &

Brizee, A. (2010, May 5). *General format*. Retrieved from

<http://owl.english.purdue.edu/owl/resource/560/01/>

Dennis, M. J. (2007, March 29). *Mira Nair - Namesake interview*. Retrieved

from <https://www.youtube.com/watch?v=Kjl2mfWKd4w>

To cite a *YouTube* video, the APA recommends following the above format.
Try your own here:

6. Government Documents – e.g., Education 364 course reader and syllabus

CSU San Marcos. (2017). *Education 602: Schooling in a multicultural society* (Course Syllabus). San Marcos: Author.

National Institute of Mental Health. (1990). *Clinical training in serious mental illness* (DHHS Publication No. ADM 90-1679). Washington, DC: U.S. Government Printing Office.

7. Conference Presentations

Moore, L. C. (2012, May). *Double schooling in northern Cameroon and central Ohio*. Paper presented at the conference Learning In and Out of School: Education across the Globe, Notre Dame, IN. Retrieved from <http://kellogg.nd.edu/learning/Moore.pdf>

Try your own here:

SCHEDULE/COURSE OUTLINE

Weekly Reading Progress Reports (RPRs) are DUE any 10 weeks of your choice

****Major assignments are DUE Weeks 5, 9, 11, 15. Final papers are DUE Week 16.****

Date	Topic	Assignments – Prepare BEFORE that course session (X for week 1) Author - Title CC = Available on Cougar Courses
Session 1 1/24	Introduction to Course <ul style="list-style-type: none"> • Course Objectives and Goals • CLOs • PSLOs Introduction to Colleagues Cougar Courses Overview Glossary Profiles	Get books! Read articles for next week. Plan 6 Weekly Study Hours Try the Weekly Reading Progress Report (RPR) Make a Glossary Profile Entry
Session 2 1/31	Current Status of Our Multicultural Communities and Schools Application / Resource Idea: CDE DataQuest and Census data, ARCGIS data	Pang, Ch. 1 – Multicultural Education: A Foundation for Schools CC: Ogbu – Understanding Cultural Diversity and Learning Readings Discussion Leader(s) <hr/>

Date	Topic	Assignments – Prepare BEFORE that course session (X for week 1) Author - Title CC = Available on Cougar Courses
Session 3 2/7	Cultural Connections Case Study -- Syrian Americans Funds of Knowledge in Our Communities	Pang, Ch. 2 –The Power of Culture. Readings Discussion Leader(s) <hr/> CC: Women's Empowerment in Syria Readings Discussion Leader(s) <hr/> CC: Rodriguez-Valls - Coexisting Languages: Reading Bilingual Books with Biliterate Eyes CC: Rodriguez-Valls, Kofford & Morales - Graffiti Walls: Migrant Students and the Art of Communicative Languages Readings Discussion Leader(s) <hr/>
Session 4 2/14 Online Session	Parental Partnerships Application Idea -- Local Control Accountability Plan status in your school district	CC: McREL International - Partnerships with Diverse Families and Communities CC: Friend & Bursuck – How can you Work Effectively with Parents? CC: A Report on Year One LCAPs Readings Discussion Leader(s) <hr/>

Date	Topic	Assignments – Prepare BEFORE that course session (X for week 1) Author - Title CC = Available on Cougar Courses
Session 5 2/21	Culturally Relevant Teaching Case Study -- The Muslim American Family	Pang, Ch. 3 - Culturally Relevant Teaching Readings Discussion Leader(s) <hr/> CC: Sherif-Trask - The Muslim American Family Readings Discussion Leader(s) <hr/> DUE: INITIAL SOCIAL JUSTICE REFLECTION
Session 6 2/28	Race, Ethnicity, and Racialization in Society and Schools: Then and Now Case Study -- Arab American Communities	Pang, Ch. 4 – Race: Historical Oppression Racial Identity Models Readings Discussion Leader(s) <hr/> CC: Moore - Double Schooling in Northern Cameroon and Somali Americans in Central Ohio (Arabic cultural capital) Readings Discussion Leader(s) <hr/>

Date	Topic	Assignments – Prepare BEFORE that course session (X for week 1) Author - Title CC = Available on Cougar Courses
Session 7 3/7	Realizing Equity for All Students and Communities Case Study – South Asian Communities Profile – Director Mira Nair (South Asian – Indian)	Pang, Ch. 5 – Race and the Struggle for Civil Rights Readings Discussion Leader(s) <hr/> CC: Segal - The Asian Indian American Family CC: Namesake Interview with Mira Nair (video) Readings Discussion Leader(s) <hr/>
Session 8 3/14	Lab Session – Multicultural Resources and Action Plans	CC: Spradley – The Ethnographic Interview CC: Sample Topic Ideas <ul style="list-style-type: none"> • Art and Music Education • Fun Language Apps • Exploring a New Community / Language
3/21	HAPPY SPRING BREAK!	

Date	Topic	Assignments – Prepare BEFORE that course session (X for week 1) Author - Title CC = Available on Cougar Courses
Session 9 3/28	Class and Gender in the Community and the Classroom Identifying and Supporting Students at Risk Focus -- Middle East and North Africa	Pang, Ch. 6 -- Social Oppression: Classism and Sexism Readings Discussion Leader(s) <hr/> CC: Friend & Bursuck – Characteristics and Needs of Students at Risk Readings Discussion Leader(s) <hr/> CC: Rethinking the Region – Gender Roles in the Middle East and North Africa Readings Discussion Leader(s) <hr/> DUE: Multicultural Resources / Annotated Bibliography and Poster Session
Session 10 4/4	Gender and Sexual Orientation Bias Application Idea: FAIR Act Profile: Nobel Laureate writer Naguib Mahfouz (Egypt)	Pang, Ch. 7 – Human Diversity: Sexual Orientation and Gender Identity Readings Discussion Leader(s) <hr/> CC: The AUC Press documentary on Naguib Mahfouz (video) CC: Rare Interview with Naguib Mahfouz (video)

Date	Topic	Assignments – Prepare BEFORE that course session (X for week 1) Author - Title CC = Available on Cougar Courses
Session 12 4/18	Exceptional Students, Exceptional Programs	<p>Pang, Ch. 8 – Social Biases: Discrimination Based on Religion, Immigrant Status and Exceptionalities (CONT'D)</p> <p>Required: CC: Lefkowitz CC: Esquierdo</p> <p>Choose One Article: CC: Baum – E2 Gifted Students with Disabilities, a case study program CC: Winebrenner – E2 Gifted Students with Disabilities CC: Idaho School District E2 Handbook CC: Henfield – To be or Not to be Gifted CC: Choate – Instructional Management CC: Choate – Behavioral Management</p> <p>Readings Discussion Leader(s)</p> <p>1. _____ 2. _____ 3. _____ 4. _____</p>

Date	Topic	Assignments – Prepare BEFORE that course session (X for week 1) Author - Title CC = Available on Cougar Courses
Session 13 4/25	Language Outside and Inside the Classroom Language in Math, Social Studies and Science Ebonics (African American Vernacular English) The California Dialect Language and Mexican American Identity Arabic and English Interlanguage Issues	Pang, Ch. 10 – Language Development and Acquisition Readings Discussion Leader(s) <hr/> Choose One: CC: Rickford - African American Vernacular English in Rickford, J. (1999). <i>African American English: Features, Evolution, Educational Implications</i> . Malden, MA: Blackwell. CC: Fought - California Dialect CC: Fought – Language as a Representation of Mexican American Identity CC: Alfouiam - The Arabic Language CC: Frankfurt International School (FIS) – The Differences Between English and Arabic CC: ESL Teachers Board – How is Arabic Different from English? CC: LiveLingua – Defense Language Institute report on Contrastive Study of English and Arabic CC: TBD - Hindi English Interlanguage article Enrichment (Optional): CC: TedTalk - How Language Shapes Thinking CC: TedTalk – Could Your Language Affect Your Ability to Save Money? Readings Discussion Leader(s) 1. _____ 2. _____ 3. _____ 4. _____

