Course & Section Nos.	**EDUC 364 (05)**
Course Title	**The Role of Cultural Diversity in Schooling**
Class Roster No.	**40941**
Course Day(s)	**Wednesdays**
Time	**5:30pm – 8:20pm**
Course Location	**University Hall 440**
Semester / Year	**Fall 2017**
Instructor	**Francisco M. Solís, M.A.**
Phone	**619-739-1214**
E-Mail	**fsolis@csusm.edu**
Office	**n/a**
Office Hours	**By Appointment; Before/After Class**

WELCOME

It is a pleasure to be part of your journey towards becoming the best educator or model you can be for **ALL** of our students. I am eager to provide professional development and growth within the area of multicultural education both in theory and practice. My hope and expectation is that we create community and a common understanding of our professional responsibilities as educators of and model for diverse students.

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

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COURSE DESCRIPTION

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The Role of Cultural Diversity in Schooling

Principles of first and second language acquisition (e.g. historical and current theories, psychology, sociocultural, political, and pedagogical factors) and issues related to notions of culture, interaction, and communication in school and community contexts (e.g. the nature of culture, manifestations of cultural contact and cultural diversity in the United States and in California) within a theoretical and applied context. Required of all credential candidates. *Also offered as EDSL 364. Students may not receive credit for both.*

Major units include intensive theoretical and practical articulation of culture and cultural pluralism; educational issues of race, class, gender, language, ethnicity, sexual orientation and exceptionality; social, structural, programmatic and curricular issues; and effective teaching for diverse populations.

Strong oral and written communication skills, information literacy, digital literacy, critical discourse, and technology-based instructional delivery are required of professional educators; therefore, these components are emphasized as methods to be used in completing course requirements.

http://www.csusm.edu/catalog/documents/2016-2018/CSUSM-2016-2018-Catalog.pdf

Course Prerequisites

None. Course is a prerequisite for admission into CSUSM School of Education Teacher Credential Program.

Course/Learning Objectives

Candidates completing EDUC 364 will be able to:

1. Develop competencies TPE15: social justice and equity;
2. Understand various concepts of cultural and cultural contact, and their applicability to learning and teaching;
3. Understand cultural diversity in the United States and California;
4. Have general familiarity with cultural responsive pedagogy;
5. Understand gay, lesbian, bisexual, and transgender students, teachers, and families;
6. Understand marginalized student populations;
7. Understand "at-risk" youth;
8. Analyze data and understand empirical educational articles and theoretical frameworks;
9. Deliver content through instructional strategies and practices including the use of technology integration.

Unique Course Requirements: Tutoring Children

A unique aspect of this course is the tutoring of children. All students enrolled in this class **ARE REQUIRED** to tutor children as part of the course requirement. There will be **NO EXCEPTIONS.**

NOTE: Twenty (20) of these hours can be counted towards the 45 student contact hours required for EDUC 350 and entrance into the Teaching Credential program. Students may volunteer to tutor in an AVID classroom, an after school program, A Step Beyond (in the CSUSM database), the literacy project with Dr. Wood (she will visit the class to go over this opportunity), or an appropriate program in CSUSM's Service Learning approved list.https://www.csusm.edu/community/servicelearning/forstudents.html. You will need to get approval from the instructor for the tutoring program you select.

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REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

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Required Texts

There will be two (2) required texts for this course:

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

- Emdin, C. (2016). *For White Folks Who Teach in the Hood...and the Rest of Y'all Too: Reality Pedagogy and Urban Education.* Beacon Press. ISBN 9780807006405

Materials

Any additional or supplemental materials for the course will be available through Cougar Courses https://cc.cscusm.edu under the appropriate class session.

Accounts

There are no accounts required for this course, except access to Cougar Courses https://cc.csusm.edu available through CSUSM homepage.

COURSE LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple or Single Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

TPE 15: Social Justice and Equity: Teacher candidates will be able to identify issues of social justice and equity in the classroom and can apply appropriate instructional strategies to ensure equal outcomes for diverse students. They will be familiar with ideas, definitions, and major theorists in the fields of multicultural education, social reconstruction, and democratic education. Pluralism and divergent perspectives on educating students will be the foundation of designing effective lessons and instructional practices for diverse students.

Candidates will understand when and how to collaborate with others, especially curriculum specialists, community leaders, and parents on preparing relevant and appropriate instructional activities, curricular units, and school structures that would provide equitable outcomes for students from different linguistic, cultural, and social economic backgrounds.

Course Expectations

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

A. SWBAT develop competencies of social justice and equity addressed in TPE 15.

B. SWBAT Understand various concepts of cultural and cultural contact, and their applicability to learning and teaching.

C. SWBAT Understand cultural diversity in the United States and California.

D. SWBAT Have general familiarity with cultural responsive pedagogy.

E. SWBAT Understand gay, lesbian, bisexual, and transgender students, teachers, and families.

F. SWBAT Understand marginalized student populations.

G. SWBAT Understand "at-risk" youth.

H. SWBAT Analyze data and understand empirical educational articles and theoretical frameworks

I. SWBAT Deliver content through instructional strategies and practices including the use of technology integration

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)*

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2017-18 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

Check with your program coordinator to determine which assessment is used for your credential program.

CalTPA

To assist with your successful completion of the CalTPA, 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. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website:
http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:

http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. 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 that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. 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.

TENTATIVE SCHEDULE/COURSE OUTLINE

IMPORTANT: The readings are articles and/or chapters that are available in Cougar Courses, on the internet, or textbook. Additionally, the instructor reserves the rights to alter the instructional timeline, add, delete, and/or change topics and assignments in response to individual and class needs.

Date	Topic	Assignments
Session 1 August 30	**Topic(s)** - Introductions - Course Overview - Syllabus - Groups for Group Reading Facilitation - Twitter - Cultural Terms **Assignment Introduction(s)** - Attendance, Participation, & Professional Disposition - Blog Reflections - Blog Responses	**Download/Print** - Syllabus from Cougar Courses **Readings due:** - n/a **Presentations due:** - n/a **Assignments due:** - n/a
Session 2 September 6	**Topic(s)** - Nieto Chapter 1 – Sociopolitical Context - Beverly Tatum – Complexity of Identity **Assignment Introduction(s)** - Personal History of Otherness – Who Am I? - Service Learning	**Readings due:** - Nieto: Ch. 1 (Sociopolitical) - Tatum: Ch. 2 – "Complexity of Identity" **Presentations due:** - n/a **Assignments due:** - Blog Response #1
Session 3 September 13	**Topic(s)** - Nieto Chapter 2 – School Reform - Personal History of Otherness Gallery Walk **Assignment Introduction(s)** - Book Group Facilitation/Teaching - Create Groups	**Readings due:** - Nieto: Ch. 2 (School Reform) **Presentations due:** - n/a **Assignments due:** - Blog Reflection #1 - Sign up for Book Group Facilitation
Session 4 September 20 **ONLINE SESSION**	**Topic(s)** - Nieto Chapter 4 – Organizational Structures **Assignment Introduction(s)** - n/a	**Readings due:** - Nieto: Ch.4 (School Str./Org) **Presentations due:** - n/a **Assignments due:** - Blog Response #2

Syllabus is subject to change.

Date	Topic	Assignments
Session 5 September 27	**Topic(s)** ▪ Nieto Chapter 3 – Discrimination ▪ Personal History of Otherness – Peer Review ▪ Service Learning Check-in **Assignment Introduction(s)** ▪ n/a	**Readings due:** ▪ Nieto: Ch. 3 (Discrimination) **Presentations due:** ▪ n/a **Assignments due:** ▪ DRAFT – Personal History of Otherness (4-5 pgs. min) ▪ Blog Reflection #2
Session 6 October 4	**Topic(s)** ▪ Nieto Chapter 5 – Culture, Identity, & Learning ▪ Book Group Facilitation/Teaching (2 Groups) **Assignment Introduction(s)** ▪ n/a	**Readings due:** ▪ Nieto: Ch. 5 (Cult. Identity) ▪ Emdin: Ch. 1 & 2 **Presentations due:** ▪ Emdin: Ch. 1 & 2 **Assignments due:** ▪ Group Rdg Fac. PPT ▪ Group Rdg Fac. Reflection ▪ Blog Response #3
Session 7 October 11	**Topic(s)** ▪ Nieto Chapter 6 – Linguistic Diversity ▪ Book Group Facilitation/Teaching (2 Groups) **Assignment Introduction(s)** ▪ n/a	**Readings due:** ▪ Nieto: Ch. 6 (Ling. Diversity) ▪ Emdin: Ch. 3 & 4 **Presentations due:** ▪ Emdin: Ch. 3 & 4 **Assignments due:** ▪ Group Rdg Fac. PPT ▪ Group Rdg Fac. Reflection ▪ Blog Reflection #3

Session 8
October 18
	Topic(s)
	
	▪ Guest Speaker
	   ○ Monica Ruiz, Principal
	   ○ Jane Clark, Principal on Special Assignment
	▪ English Language Learners
	▪ Book Group Facilitation/Teaching (2 Groups)
	▪ Service Learning Check-in
	
	Assignment Introduction(s)
	
	▪ n/a
		Readings due:
		▪ Duncan-Andrade: "Gangstas, Wankstas, & Ridas"
		▪ Emdin: Ch. 5 & 6
		
		Presentations due:
		▪ Emdin: Ch. 5 & 6
		
		Assignments due:
		▪ Group Rdg Fac. PPT
		▪ Group Rdg Fac. Reflection
		▪ FINAL DRAFT – Personal History of Otherness

Syllabus is subject to change.

Date	Topic	Assignments
Session 9 October 25	**Topic(s)** ▪ Nieto Chapter 7 – School Achievement ▪ Book Group Facilitation/Teaching (2 Groups) **Assignment Introduction(s)** ▪ n/a	**Readings due:** ▪ Nieto: Ch. 7 (Sch. Achieve.) ▪ Emdin: Ch. 7 & 8 **Presentations due:** ▪ Emdin: Ch. 7 & 8 **Assignments due:** ▪ Group Rdg Fac. PPT ▪ Group Rdg Fac. Reflection ▪ Blog Response #4
Session 10 November 1	**Topic(s)** ▪ Nieto Chapter 8 – Identity & Learning ▪ Book Group Facilitation/Teaching (2 Groups) **Assignment Introduction(s)** ▪ My Diversity Action Plan	**Readings due:** ▪ Nieto: Ch. 8 (Identity & Learning) ▪ Emdin: Ch. 9 & 10 **Presentations due:** ▪ Emdin: Ch. 9 & 10 **Assignments due:** ▪ Blog Reflection #4
Session 11 November 8	**Topic(s)** ▪ Guest Speaker ○ John Greenwell, Academic Coach ▪ LGBTQ+ ▪ Service Learning Check-in **Assignment Introduction(s)** ▪ Service Learning Reflection	**Readings due:** ▪ Elsbree & Halcon: "50 Ways to Call Your Lover" ▪ Hill & Mays: The Gender Book **Presentations due:** ▪ n/a **Assignments due:** ▪ Blog Response #5
Session 12 November 15	**Topic(s)** ▪ Guest Speaker ○ Jorge Lopez, Doctoral Student & History Teacher ▪ Culturally Responsive Teaching **Assignment Introduction(s)** ▪ n/a	**Readings due:** ▪ Lopez: "Teaching for Social Justice & Community Empowerment) ▪ Gay: "Preparing for Culturally Responsive Teaching" ▪ Ladson-Billings: "Culturally Relevant Teaching" **Presentations due:** ▪ n/a **Assignments due:** ▪ Blog Reflection #5
Session 13 November 22 **ONLINE SESSION**	**Topic(s)** ▪ Nieto Chapter 9 – Adapting Curriculum ▪ TED Talk – Adapting Curriculum	**Readings due:** ▪ Nieto: Ch. 9 (Adapting Curriculum) **Presentations due:** ▪ n/a **Assignments due:** ▪ Forum in Cougar Course

Francisco Solís, EDUC 364 (05)

Syllabus is subject to change.

Date	Topic	Assignments
Session 14 November 29	**Topic(s)** ▪ Guest Speaker ○ Dr. Laura Lemos, Elementary Teacher ▪ Intersectionality of Language, Culture, & Special Needs ▪ Special Education **Assignment Introduction(s)** ▪ n/a	**Readings due:** ▪ National Center for Disabilities: "Executive Functioning 101" **Presentations due:** ▪ n/a **Assignments due:** ▪ Service Learning Reflection ▪ Service Learning Log/Evidence
Session 15 December 6	**Topic(s)** ▪ My Diversity Action Plan Presentations ▪ Course Evaluations **Assignment Introduction(s)** ▪ n/a	**Readings due:** ▪ Nieto: Ch. 10 (Affirming Diversity) **Presentations due:** ▪ My Diversity Action Plan Video **Assignments due:** ▪ My Diversity Action Plan Video ▪ My Diversity Action Plan Write-up
Final Exam Not applicable	**No final exam for this course**	

Syllabus is subject to change.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

This course is a pre-requisite that is part of a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers (and any other profession) to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education. It is expected that work will be turned in on time. **ALL ASSIGNMENTS MUST BE COMPLETED IN ORDER TO PASS THE COURSE; NO EXCEPTION.** Note: The instructor reserves the right to change, add, or delete any material or assignment from the course*.*

Course Assignments

ASSIGNMENTS	POINTS
Attendance, Participation, Professional Disposition (instructor's discretion)	**10**
Blog Reflections (5) @ 2 points per reflection	**10**
Blog Responses (5) @ 2 points per response	**10**
Personal History of Otherness	**20**
Group Reading Facilitation	**16**
Service Learning	**24**
My Diversity Action Plan	**10**
TOTAL	**100**

Grading Standards

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Assignments should be typed and double-spaced. Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. **Points will be deducted if assignments are submitted late and it will also affect your participation grade.** A minimum of a C+ is required to pass this course.

PERCENTAGE GRADE	LETTER GRADE
95 – 100	**A**
90 – 94	**A -**
87 – 89	**B +**
83 – 86	**B**
80 – 82	**B -**
77 – 79 (minimal passing grade)	**C +**
73 – 76	**C**
70 – 72	**C -**

Final Exam Statement

There will be no final examination for this course.

Syllabus is subject to change.

School of Education/Course 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 course: Students missing more than one class session cannot earn an A or A-. Students missing more than two class sessions cannot earn a B or B+. This also applies to tutoring activities during our class sessions that are part of your cohort learning experience. Arriving late or leaving early by more than twenty minutes to class or tutoring counts as an absence. Illness and emergencies are considered on a case-by-case basis. However, notifying the instructor does not constitute an excuse. All assignments must be turned in on due date even in case of an absence. Unless extraordinary circumstances are made known, this is not negotiable.

GENERAL CONSIDERATIONS

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 must 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

For this class: 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 must be punctuated accordingly.

Plagiarism

As an educator or professional, 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.

Syllabus is subject to change.

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.

Credit Hour Policy Statement

Per the University Credit Hour Policy:
This course is primarily delivered in a face-to-face instruction format. Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. For courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class.

All University Writing Requirement

Writing requirements for this class will be met as described in the assignments. Every 3-unit course at the university, including this one, must have a writing requirement of at least 2500 words.

Course Format

This course format is offered in a traditional face-to-face instruction following a 16-week cycle.

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 online 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 online discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater 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 or explain any misunderstanding.

ASSIGNMENT DESCRIPTIONS

Electronic Submissions of Assignments

This course is almost entirely digital. The assignments are to be submitted in Cougar Courses on time and must follow the instructions within the system. Points will be deducted if submitted after the due date, both on the assignment and attendance/participation/professional disposition. Please ensure that your work is in Microsoft Word, Font Size 12, and Font Style Times New Roman/Arial. Resources and/or citations must be noted using APA style available here → https://owl.english.purdue.edu/owl/resource/560/01/

Important: Instructions and rubrics are available on Cougar Courses.

Attendance, Participation, Professional Disposition, & Student Collaboration – 10 points

It is the expectation that you will attend all class sessions prepared to actively participate in class activities, group and individual sharing, and discussions on various topics and assigned readings. Please refer to the guidelines for the School of Education Attendance Policy and the attendance requirements for this course below. Please communicate any attendance issues directly with the instructor.

A. Missing more than one class meeting will result in the reduction of one letter grade;
B. Arriving late/leaving early on more than 2 occasions will be equivalent to an absence;
C. Serious illness and emergency situations will be considered on a case-by-case basis for extenuating circumstances;
D. Student may negotiate to make up to one absence. Please discuss details with instructor if this is the case.

Your professional disposition is related to how you conduct yourself in class in relation to social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life- long learning. Respect, professionalism, and when appropriate, charity, are necessary for a positive, healthy learning environment. All students are entitled to their opinions. Students demonstrating negative attitudes and /or disruptive behavior will not be tolerated under any circumstances and will be referred immediately to the University Dean of Student Affairs and/or the CEHHS Associate Dean. Grades and course credit may be affected by inappropriate professional dispositions and/or behavior.

Please refer to Instructions and Rubrics in Cougar Courses. More information will be provided in class.

Blog Reflections (5 minimum) – 10 points

The purpose of the blog reflections will be to allow you 1) to reflect on your learning throughout the course, 2) to engage students in dialogue and/or commenting, and 3) explore another medium (blogging) versus your traditional paper reflections. In order to have the type of content, discussions, and reflections that this course requires, it is crucial that students read the materials before class and addressed in your blogs. In order to receive full points for the blog reflections, students must 1) create a blog and 2) be active on their sites with reflections of key points (**NO SUMMARIES**) of the week's materials, your personal thoughts/similar experiences, and other material.

Please refer to Instructions and Rubrics in Cougar Courses. More information will be provided in class.

Criteria	Developing (4-5 pts) Will require revision.	Approaching (6-7 pts)	Meets (8-10 pts)
Blog	• **Does not** meet criteria for blog length • **Does not** meet the minimum number of entries (1-2) • **Little or no** completion/follow directions or structure for medium (cannot/difficult to navigate or retrieve) • **Little or no** mention of course readings, videos, discussions, or extensions • **Little or no** attention given to grammar, spelling punctuation, capitalization, formatting, and audience	• Meets **some** criteria for blog length • Meets **some** number of entries (3-4) • **Some** completion/follow through with directions or structure for medium (somewhat easy to navigate or retrieve) • **Some** mention of course readings, videos, discussions, or extensions • **Some** attention given to grammar, spelling punctuation, capitalization, formatting, and audience.	• **Meets** criteria for blog length • **Meets** number of entries (5 or more) • **Meets** completion/follow through with directions or structure for medium (easy to navigate or retrieve) • **Meets** mention of course readings, videos, discussions, or extensions • **Meets** attention given to grammar, spelling punctuation, capitalization, formatting, and audience. • **Incorporates** various blog features • **Includes** creative use of blog as a medium for communication
Social Justice & Equity (TPE 15)	• **Little or no** address course readings, videos, class discussions • **Little or no** provision extensions or application of readings beyond the course material • **Little or no** provision of insights, analysis, connections, perspectives, or critical thought on the topic • **Little or no** connection to role as a future teacher or to the context of education • **Little or no** evidence of new learning	• **Some** address course readings, videos, class discussions • **Some** provision of extensions or application of readings beyond the course material • **Some** insights, analysis, connections, perspectives, or critical thought on the topic • **Some** connection to role as a future teacher or to the context of education • **Some** evidence of new learning	• **Addresses** course readings, videos, class discussions • **Provide** extensions or application of readings beyond the course material • **Provide** insights, analysis, connections, perspectives, or critical thought on the topic • **Connect** reflection to role as a future teacher or to the context of education • **Evidence** of new learning

Blog Responses (5 mínimum) – 10 points

The purpose of the blog responses is to 1) promote classroom engagement, 2) expose students to various questions, vignettes, current events, research, news articles, among other multi-media sources, 3) provide material/resources for classroom discussions, and 4) encourage alternative ways of engagement. Additionally, it is important to use these sources and critically think about them and determine their significance as well as how this relates to education in a pluralistic society.

In order to receive full credit, students must respond to the instructor's blog that will include videos on diverse topics related to our educational system and diversity. Students will be responding in the comment sections by using thoughtful insight and critical thinking of key points presented (**NO SUMMARIES**).

http://profesolis79.weebly.com/csusm---educ-364

Please refer to Instructions and Rubrics in Cougar Courses. More information will be provided in class.

Syllabus is subject to change.

Criteria	Developing (4-5 pts) Will require revision.	Approaching (6-7 pts)	Meets (8-10 pts)
Social Justice & Equity (TPE 15)	• **Little or no** address course readings, videos, class discussions • **Little or no** provision extensions or application of readings beyond the course material • **Little or no** provision of insights, analysis, connections, perspectives, or critical thought on the topic • **Little or no** connection to role as a future teacher or to the context of education • **Little or no** evidence of new learning	• **Some** address course readings, videos, class discussions • **Some** provision of extensions or application of readings beyond the course material • **Some** insights, analysis, connections, perspectives, or critical thought on the topic • **Some** connection to role as a future teacher or to the context of education • **Some** evidence of new learning	• **Addresses** course readings, videos, class discussions • **Provide** extensions or application of readings beyond the course material • **Provide** insights, analysis, connections, perspectives, or critical thought on the topic • **Connect** reflection to role as a future teacher or to the context of education • **Evidence** of new learning
Comments & Discussion	• **Little or no** provision of critical questions for dialogue or discussion • Comments lack **appropriateness**	• **Some** attempt to provide critical questions for dialogue or discussion • **Some** appropriateness in comments	• **Provides** critical questions for dialogue or discussion • Makes a case or challenges in a **professional manner**

Personal History of Otherness "Who am I?" – 20 points

This assignment gives you the chance to analyze your personal history as you see yourself in terms of the eight categories of *otherness*: race/ethnicity, gender, religion, sexual orientation, socioeconomic status, age, physical/mental ability, and language. For this assignment the student will:

- Rank the eight categories from most important/relevant to least important/relevant in regards to who you are as an individual.
- Write one page for each category about your relationship to "otherness." Reflect on your own experiences in terms of your social context, your family background, and other factors determined by your own circumstances and upbringing. Include **SPECIFIC** examples of events and situations that you feel shaped your views on these issues. Be sure to situate your examples in the context of assumptions about schooling and education. To the extent possible, relate your experiences to the theory and praxis in readings, class discussions and activities. Remember, this information will help you learn about yourself as you discover how others view you in our society, how your future students might view you, and how you might view your students from diverse backgrounds.
- Present and discuss your assignment within small group dialogue. This presentation will be done for the purpose of providing feedback and academic writing support.

Please refer to Instructions and Rubrics in Cougar Courses. More information will be provided in class.

Criteria	Developing (10-13 pts) Will require revision.	Approaching (14-17 pts)	Meets (18-20 pts)
Addressing the Categories Otherness (including Social Context & Final Reflection)	• Less than 6 categories completed. Omitted social context and final reflection. • Little or no attempt to address student relationship to otherness in terms of dominant and subordinate • Little or no category organization. • No table of contents.	• Addressed all 8 categories. Missing social context or final reflection. • Attempt to address student relationship to otherness in terms of dominance and subordinate. • Categories listed in order, but importance of ranking not explained. • Table of contents does not reflect ranking order.	• Addressed all 8 categories, ʃ final reflection • Reflection connected to role Future teacher • Clearly defined student relationship to otherness in terms of dominance and subordinate • Categories organized by order of impact in analysis. Stated importance of categories within analysis. • Table of contents demonstrated ranking order.
Depth of Analysis	• Neglects to address each category with clear ideas, specific examples, or details related to the category topic • Lack of effort to see one's self in the theories rooted in the "Complexity of Identity" chapter • Compare & contrast analysis of otherness is lacking. Reads more like a personal narrative. • Supported arguments by using one or no references /quotes from Tatum's theories of identity	• Some attempt to address each category with clear ideas, specific examples, details connected and related to the category topic • Some effort to see one's self in the theories rooted in the "Complexity of Identity" chapter • Compare & contrast analysis of otherness is needs development • Supported arguments by using few references or quotes from Tatum's theories of identity	• Clearly addressed each category with clear ideas, specific examples, details are well connected and related to the category topic • Sincere effort to see one's self in the theories rooted in the "Complexity of Identity" chapter • Compare & contrast analysis of otherness is well defined • Supported arguments by often using references or quotes from Tatum's theories of identity
Format of Paper	• Does not meet criteria for category length • Neglects to follow directions • Little or no attention given to grammar, spelling punctuation, capitalization, and formatting • Incomplete or not submitted on time (**late paper**)	• Less than one page (typed, double-spaced, labeled) for each category, as well as social context and reflection • Some directions followed • Some errors in grammar, spelling, punctuation, capitalization, and formatting • Incomplete paper submitted on time	• At least one page (typed, double-spaced, labeled) for each category, as well as social context (introduction) and reflection (conclusion) • Followed all directions given • Clear attention given to grammar, spelling, punctuation, capitalization, and formatting • Complete paper with all sections submitted on time

Syllabus is subject to change.

Book Group Facilitation – 16 points

The purpose of this assignment is to develop your knowledge of the course content/theme through pertinent literature, as well as to develop communication and engagement skills. You and your group will be responsible to lead a discussion for 20 minute on one of the chapters from *For White Folks Who Teach in the Hood…and for the Rest of Y'all Too* by Christopher Emdin. Discussions should promote critical thinking, varied perspectives and questioning, but always in a safe and caring community where everyone is valued and respected. There should be a connection to our current reality within our schools. The author of our other textbook (Nieto) encourages students to be agents for social change through collaboration, defining students as teachers, and defining the process of teaching and learning as a process for both student and instructor. This assignment is meant to do the same.

Please refer to Instructions and Rubrics in Cougar Courses. More information will be provided in class.

Criteria	Developing (8-11) points	Approaching (12-14) points	Meets (15-16 points)
Group Reading Facilitation & Assignment Guidelines	• Students had **difficulty** prompting critical thinking, allowing varied perspectives, or using questioning techniques. Students had difficulty leading and sustaining discussions. • Student showed **Limited** knowledge about topic or connections to chapter and/or situation in our schools. • Students followed **few** directions on how to structure facilitation (summary, lesson, activity, engagement). • **Lack** of planning and preparation. • **Limited or no** critical response on 2-page reflective paper **(Reflection will require revision)**	• Students prompted **some** critical thinking, allowed for **some** varied perspectives, and **some** questioning techniques. Partially sustained discussions in a democratic, safe, and respectful environment. • **Partial** knowledge about topic or connections to chapter, with **some** connection to our present school situations. • Students followed **some** directions on how to structure facilitation (summary, lesson, activity, engagement). • Evidence of **some** planning and preparation. • **Some** critical response on 2-page reflective paper	• Students prompted **excellent** critical thinking, allowed for varied perspectives, and questioning techniques. Sustained discussions in a democratic, safe, and respectful environment. • Students **very** knowledgeable about topic and made ample connections to the chapter and the present situation in our schools. • Students followed **all** directions on how to structure facilitation (summary, resources, lessons, bibliography). • **Clearly** organized & well-prepared for class. Evidence of **effective** planning. • **Highly** critical response on 2-page reflective paper

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Discussions & Facilitation of Activity	• Students maintained a **limited** level of interest and engagement among the other students during discussions and/or activities. Need to develop presentation skills. • **Inappropriate** use of time & limited resources/materials. • Participation from **few** of the group members. • Few individuals did most of the work.	• Students maintained **some** level of interest and engagement among students during discussions and/or activities. Presenters mostly talked or read material to the class. • **Inconsistent** with use of time & resources/materials with designated time block (too long or too short). • Participation from **some** of the group members. • Inconsistent collaboration from group members regarding workload.	• Students maintained a **high level** of interest and engagement among **all** students during discussions and/or activities. Presenters were animated, knowledgeable, and provided meaningful activities. • **Appropriate** use of time & resources/materials with adherence to designated time block. • Participation from **everyone** in the presentation group. • Equal group & work collaboration.

Service Learning – 24 points

In order to receive full credit, students are required to volunteer twenty (20) hours tutoring/mentoring. The twenty hours can be counted towards the 45 student contact hours required for EDUC 350 and entrance into the Teaching Credential program. Students may volunteer to tutor in an AVID classroom, an after school program, A Step Beyond (in the CSUSM database), the literacy project with Dr. Wood (she will visit the class to go over this opportunity), or an appropriate program in CSUSM's Service Learning approved list.https://www.csusm.edu/community/servicelearning/forstudents.html. You will need to get approval from the instructor for the tutoring program you select.

Additionally, at the completion of your hours, you will submit a **two-page** reflective paper that succinctly describes what you have learned over the duration of the course, specifically in relation to the service learning component. Please include personal connections, explanations as to how and why your perspective as an educator has changed, and what you think your next steps will be in understanding the needs of diverse students. Please focus on social justice and equity.

Please refer to Instructions and Rubrics in Cougar Courses. More information will be provided in class.

Criteria	Developing (2 pts) Will need revision.	Approaching (3 pts)	Meets (4 pts)
Social Justice & Equity (TPE 15)	• **Little or no** address course readings, videos, class discussions • **Little or no** provision extensions or application of readings beyond the course material • **Little or no** provision of insights, analysis, connections, perspectives, or critical thought on the topic • **Little or no** connection to role as a future teacher or to the context of education • **Little or no** evidence of new learning	• **Some** address course readings, videos, class discussions • **Some** provision of extensions or application of readings beyond the course material • **Some** insights, analysis, connections, perspectives, or critical thought on the topic • **Some** connection to role as a future teacher or to the context of education • **Some** evidence of new learning	• **Addresses** course readings, videos, class discussions • **Provide** extensions or application of readings beyond the course material • **Provide** insights, analysis, connections, perspectives, or critical thought on the topic • **Connect** reflection to role as a future teacher or to the context of education • **Evidence** of new learning

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Service Learning Hours	**Completion of 20 hours is required in order to receive full credit. NO EXCEPTIONS.**		

My Diversity Action Plan – 10 points

Students are to create an individual diversity action plan that synthesizes and demonstrates knowledge gained through this course on multicultural education, diversity in schooling, instructional strategies, educational leadership, and self-reflection. This plan will be used to set personal goals for promoting learning for all students and how you'll address the achievement gap with your future students or in your future workplace. This will be done by a written and video component.

Please refer to Instructions and Rubrics in Cougar Courses. More information will be provided in class.

Criteria	Developing (5-6 pts) Will require revisions.	Approaching (7-8 pts)	Meets (9-10 pts)
Reflection and Written Action Plan	• Students create a **written** diversity action plan that demonstrates **none/limited** knowledge gained through this course on multicultural education, diversity in schooling, and self- reflection. The plan set **no/limited** goals and created **no/limited** reference for the classroom. • **Does not meet** length requirements	• Students create a **written** diversity action plan that demonstrates **some** knowledge gained through this course on multicultural education, diversity in schooling, and self-reflection. The plan set **some** goals and created **some** reference for the classroom. • **Some** length requirement met	• Students create a **written** diversity action plan that demonstrates knowledge gained through this course on multicultural education, diversity in schooling, and self-reflection. The plan set goals and created reference for the classroom. • Length requirement **met**
Video	• Students create a diversity action plan **video** that demonstrates **none/limited** knowledge gained through this course on multicultural education, diversity in schooling, and self- reflection. The plan set **no/limited** goals and created **no/limited** reference for the classroom. • **Does not meet** length requirements	• Students create a diversity action plan **video** that demonstrates **some** knowledge gained through this course on multicultural education, diversity in schooling, and self-reflection. The plan set **some** goals and created **some** reference for the classroom. • **Some** length requirement met	• Students create a diversity action plan **video** that demonstrates knowledge gained through this course on multicultural education, diversity in schooling, and self-reflection. The plan set goals and created reference for the classroom. • Length requirement **met**

Francisco Solís, EDUC 364 (05)

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CHECKLIST OF ASSIGNMENTS FOR EDUC 364

Assignments	Points Possible	Points Earned	Submission of Assignments
1. Attendance, participation, & professional disposition	**10 Points**	At instructor's discretion	N/A
2. Blog Reflections (5 @ 2 points each)	**10 Points**		
a. Blog Reflection 1	2 Points		Student Blog
b. Blog Reflection 2	2 Points		Student Blog
c. Blog Reflection 3	2 Points		Student Blog
d. Blog Reflection 4	2 Points		Student Blog
e. Blog Reflection 5	2 Points		Student Blog
3. Blog Responses (5 @ 2 points each)	**10 Points**		
a. Blog Response 1	2 Points		Instructor's Blog
b. Blog Response 2	2 Points		Instructor's Blog
c. Blog Response 3	2 Points		Instructor's Blog
e. Blog Response 4	2 Points		Instructor's Blog
d. Blog Response 5	2 Points		Instructor's Blog
4. Personal History of Otherness	**20 Points**		Cougar Courses
5. Group Reading Facilitation	**16 Points**		Cougar Courses
6. Service Learning	**24 Points**		
• Hours	20 Points		Hour Log
• Reflection	20 Points		Cougar Courses
7. My Diversity Action Plan	**10 Points**		Cougar Courses
Total	**100 points**		

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