Engaging diverse communities through leading and learning for social justice.

Course & Section Nos.	**EDUC 364, Section 6**
Course Title	**The Role of Diversity in Schooling**
Class Roster No.	**40992**
Course Day(s)	**T/TH**
Time	**1:00-2:15**
Course Location	**UH 440**
Semester / Year	**Fall 2017**
Instructor	**Sherry Freeborn, M.A.**
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E-Mail	**sfreebor@csusm.edu**
Office	**UH Cubicles**
Office Hours	**After class and 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

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COURSE DESCRIPTION

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 SLP 364. Students may not receive credit for both.

Course Prerequisites

Required of all credential candidates.

Course Objectives

Students completing EDUC 364 will be able to demonstrate:

1. developing competencies in TPE: Social Justice and Equity;
2. understanding of various concepts of culture and cultural contact, and their applicability to learning and teaching;
3. understanding of cultural diversity in the United States and California;
4. general familiarity with cultural responsive pedagogy;
5. understanding of gay, lesbian, bisexual and transgender students, teachers, and families;
6. understanding of marginalized student populations including foster children.

Unique Course Requirements

All students are required to participate in Tutor Connection, tutoring a foster youth for a minimum of 20 hours. If enrolled concurrently in EDUC 350, students may receive credit for 20 of the required 45 hours of observations in that class. See the 350 instructor for the paperwork.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Nieto, S., and Bode, P. (2012). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*, Sixth Edition, Boston: Pearson Education, Inc.
Recommended: Rothenberg, Paula S., (2016), White Privilege*. Essential Readings on the Other Side of Racism,* Fifth Edition, New York, Worth Publishers.

One of the following: do not purchase before we discuss in class.
> Alexie, Sherman;*The Absolutely True Story of a Part-Time Indian*
> Crutcher, Chris; *Athletic Shorts*
> De la Pena, Matt; *Ball Don't Lie*
> Lewis, John; *March, I, March II, or March III*
> Draper, Sharon M.; *Fire From the Rock*
> McCormick, Patricia; *Never Fall Down*

COURSE LEARNING OUTCOMES

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

- SWBAT to explain the basic terms, philosophies, goals, problems, issues, history, research, theoretical frameworks, and practices related to the education of language minority students, program design and educational achievement in California and the US through reading reflections and TPE 15 – Action Plan / Reflective Statement.
- SWBAT to demonstrate understanding of existing student identification, assessment, and language re-designation requirements for the state of California through reading reflections.
- SWBAT to demonstrate understanding of models of multicultural intercultural education and their implications for curriculum, instruction, and educational policy.
- SWBAT to become cognizant of the fact that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community.
- SWBAT to demonstrate knowledge of the transferability between primary and target language with the
- SWBAT to promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy and understanding of the family as a primary language and cultural resource through TPE 15 Action Plan / Reflective Statement.

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for a (Single Subject, Multiple Subject, Special Education, etc.) 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:

TPE1. Engaging and Supporting All Students in Learning. Beginning teachers:

1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2: Creating and Maintaining Effective Environments for Student Learning. Beginning teachers:

2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers

2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding and Organizing Subject Matter for Student Learning. Beginning teachers:

3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security

TPE 4: Planning Instruction and Designing Learning Experiences for All Students. Beginning teachers:

4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

TPE 6: Developing as a Professional Educator. Beginning teachers:

6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and Preliminary Multiple and Single Subject Credential Program Standards – Adopted December 2015 14 Teaching Performance Expectations (TPEs) – Adopted June 2016 tools.

6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

SCHEDULE/COURSE OUTLINE

COURSE CALENDAR:

Please know that assignments, due dates, and topics may change

Session	Topics	Readings/ Assignment
Week 1: 8/29, 8/31	Introductions Communication Course Outline/Syllabus	**Read:** Syllabus, 8 Keys of Excellence
Week 2: 9/5, 9/7	Culture and Identity Tour of Virginia Hansen Curriculum Center	**Read**: Nieto chapters 1 & 2 Read: Online- *The Silent language of culture* Read: (online) *Unpacking the invisible knapsack.* Tutor Connection—Michelle Bailow
Week 3: 9/12, 9/14	Stereotypes, Prejudice, Discrimination, Oppression	**Read:** Nieto chapter 5 **Read:** (Online) *Entitlement* Culture, Aspects of Culture Posted reading for class: *The sacred rac (*please have access to this electronically or bring in a hard copy for class, but you do not need to read it before class) **Due:** Journal #1 (Ch. 1 and 2) Tutor Connection—Michelle Bailow,
Week 4: 9/19, 9/21	Stereotypes, Prejudice, Discrimination, Oppression	**Read:** First half of selected literature circle book **Due**: Journal #2 (Ch. 5) Tutor Connection—Michelle Bailow
Week 5: 9/26, 9/28	Discrimination, Oppression, Racism, and Student Achievement	R**ead:** Nieto chapter 3, Second half of selected literature circle book **Due:** Journal #3 (Ch. 3) Tutor Connection—Michelle Bailow
Week 6: 10/3, 10/5	Racism, Systems of Oppression	**Due: 10/5:** First draft, Personal History of Otherness Tutor Connection—Michelle Bailow,
Week 7: 10/10, 10/12	Gay, Lesbian, Bisexual, Transgendered Youth; Linguistic Diversity	**Read**: Nieto chapter 6 **Due:** Journal # 4 (Ch. 6)
Week 8: 10/17, 10/19	Literacy Practices and Linguistic Diversity ; Identity and Learning	**Read:** Nieto chapter 8 **Read:** (online) Various readings about GLBT youth Tutor Connection—Michelle Bailow, **Due:** Journal # 5 (Ch. 8**)**
Week 9 3/20, 3/22	GATE students , Student Learning and School Achievement	**Read:** Nieto chapter 7 **Due**: Journal # 6 (Ch. 7); Literature Circle

Session	Topics	Readings/ Assignment
Week 10: 10/31, 11/2	Curriculum, Testing and Pedagogy	**Read:** Nieto chapter 4 **Due**: Journal # 7 (Ch. 4) Tutor Connection—Michelle Bailow
Week 11: 11/7, 11/9		**Read:** Nieto chapter 9 Read: (online) *Coping with the "A" words & Beware of tourist curriculum* **Due 11/9:** Final draft, Personal History of Otherness; Journal # 8 (Ch. 9) Tutor Connection—Michelle Bailow,
Week 12: 11/14, 11/16	Diversity and Multicultural Education Project work time	**Read:** Nieto chapter 10 **Due**: Journal # 9 (Ch. 10)
Week 13: 11/21, 11/23	Thanksgiving Week—No classes	Prepare summative projects
Week 14: 11/28, 11/30	Summative Project Presentations	
Week 15: 11/28, 11/30	Summative project presentations	
Week 16: 12/5, 12/7	Summative project presentations	**Due:** Final Reflective Journal

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

PERSONAL HISTORY OF OTHERNESS: Who am I?

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. Throughout this analysis you will also provide an overview of your family/social context as well as a final reflection on what you learned during this critical reflection. 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. This assignment meets the university writing requirement of at least 2500 word paper for the course. Instructions are on Cougar Courses.

REFLECTIVE JOURNAL:

Your journals will be responses in various formats. See the possible formats on Cougar Courses. There are ten prompts. You will write to at least 5, and may duplicate once. There are samples and directions on Cougar Courses.

****The final journal entry differs in format in that this will be a **two page reflective** paper that succinctly describes what you have learned over the duration of the course. Please include personal connections, explanations as to how and why your perspective as an educator has changed, or is changing, and what you think your next steps will be in understanding the needs of diverse students. Please focus on social justice and equity.

FINAL PROJECT:

    School diversity assessment:
- Working with 1-2 classmates, provide a research-based assessment of three or more schools of varying grade-levels from the same district. This assessment will be a comparison of academic achievement, staff characteristics, community resources, and parental involvement/outreach programs at the sites. Your final project may take the form of a PowerPoint, movie, poster, or some other type of creative way to present the information. More detailed directions, examples, and a rubric for grading assignment will be given in class.

    All students will present to the class. 10 points of your final project grade will be based on your presentation that you give.

FORMAT FOR WRITTEN ASSIGNMENTS:
- Word–processed
- 1" margins, double-spaced, 12 point in a standard font
- Correct use of grammar, spelling and punctuation.
- Submit assignments on time (late submission = one grade reduction for each session
- Name and date on papers (typed in)
- References and citations in MLA format

COURSE REQUIREMENTS AND GRADE DISTRIBUTION:

Personal History of Otherness	**20 points**
Reflective Journals	**30 points**
Contribution to Literature Circle	**15 points**
Summative Project	**25 points**
In class Presentation	10 points
Paper/Project	15 points
Attendance and Participation	**10 points**
	100%

Grading and Expectations:

It is expected 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 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 college of education. It is expected that work will be turned in on time; late work will affect the grade. Please discuss individual issues with the instructor.

- Note: Students taking EDUC 364 as a prerequisite for teacher credential and graduate programs must maintain a B average (3.0 GPA), with all grades at a C+ or better.
- Late assignments will be accepted only under extenuating circumstances. Consult the instructor in advance if an assignment will be turned in late.

A	94-100 points	A-	90-93 points
B+	88-89 points	B	83-87 points
B-	80-82 points	C+	78-79 points
C	73-77 points	C-	70-72 points
D	60-69 points	F	59- Below

Final Exam Statement

There will be no final exam.

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).*

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 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.

Credit Hour Policy Statement

Per the University Credit Hour Policy: Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that 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

The university writing requirement of 2500 words is satisfied by course assignments: Personal History of Otherness, a Reflective Journal, and an extensive Literature study.

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.

EDUC 364, Section 6, Freeborn, Fall 2017