

Course Number	EDUC 602 (02)
Course Title	Schooling in a Multicultural Society
CRN Number	43697
Days	Tuesdays
Time	5:30 – 8:15 pm
Course Location	University Hall 273
Semester / Year	Fall 2017
Instructor	Carolyn O’Gorman-Fazzolari, Ph.D.
Phone	305-910-5682** Email is the best way to reach me!
E-Mail	cogormanfazz@csusm.edu
Office	University Hall – School of Education
Hours	Tuesdays 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

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 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 both face-to-face sessions and 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

Wink, J. (2011). *Critical pedagogy: Notes from the real world*. 4th Edition. Boston, MA: Pearson / Allyn & Bacon. ISBN 13-978-0-13-702873-3

American Psychological Association (2009). *Publication Manual of the American Psychological Association*. ISBN: 978-1-4338-0561-5

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

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. 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) face-to-face 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.

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 electronically.** 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: Professor reserves the right to change, add to, or delete any material or assignment within the course.

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.

Class Participation and Assignment Points

• Attendance, Participation, & Professional Disposition for F2F and online classes at instructor's discretion	10 points
• Discussion Leader (2 presentations x 7.5 pts.)	15 points
• Online Activities	20 points
• Assign. #1: Multicultural / Social Justice "Hot Topics"	10 points
• Assign. #2: Multicultural Resources / Annotated Bibliographies	20 points
• Assign. #3: Critical Pedagogy/Social Justice Action Plan	25 points

Total 100 points

Grading Standards and Policy on Late/Missed Work

All students are expected to participate in class and online 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 in a Word Document. 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. A minimum of a B- is required to pass this course, because it is a Master of Arts level course (600's).

93 –100 A
90 – 92 A-
87 - 89 B+
83 – 86 B
80 – 82 B- (minimal passing grade)
77 – 79 C+
73 – 76 C
70 – 72 C-

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, and online work.

ASSIGNMENTS, COURSE OUTLINE

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

Attendance and Participation (10 points)

It is expected that you will attend and participate actively in all class sessions (F2F and online) including class discussions, activities, and presentations. Your discussions should be analytical, not just descriptive, and address or include issues, experiences, ideas, discussions, course readings, and current events - related to the weekly readings and topics.

If you miss eight or more hours, you cannot receive a passing grade for the class. (See School of Education Attendance Policy.)

Discussion Leader (Two presentations per student - 15 points)

In pairs or small groups (see sign-up sheet), students will lead a class discussion on assigned readings, choosing the aspects they wish to highlight in the readings for the discussion.

To further explain, each student will have an opportunity to collaborate with a team of colleagues to consider and reconcile the content of the assigned chapter in the Pang text.

Students should design and facilitate an engaging presentation of the course readings. The in-class presentation can also include activities, application exercises and/or other creative ways to discuss and interrogate the chapter content. The presentations will be approximately 30-45 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.”

Assignment #1 - Multicultural / Social Justice “Hot Topics” (10 points)

Individually or in pairs, students will have the opportunity to **investigate and present** a “hot topic” in the area of multicultural education / social justice and equity of their choosing. **You might consider a hot topic that is going on at your school site (for example, the achievement gap, linguistic diversity and languages of instruction, classism, gender identity, religious bias, etc.) and look at what is being said about this topic from multiple perspectives. Information provided in your presentation may help class members clarify the direction of their annotated bibliography or impact their social justice action plans.**

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 (aside from the daily news...and events occurring in your local communities, state and nation-wide):

Deliverables: Please submit a 2 (two) page write-up of you topic to professor in our assignment submission section of our Cougar Course (Assignment #1). Also, please upload your presentation in the Assignment Submission area).

We will have in-class presentations on Tuesday, September 26. Present your hot topic and engage your audience in creative ways.

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
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Education Week www.edweek.com	Inclusive Schools Network http://inclusiveschools.org/category/resources/culturally-responsive-instruction/	TED (Technology, Entertainment and Design) www.ted.com
Rethinking Schools www.rethinkingschools.com	The Washington Post www.washingtonpost.com	Teaching Tolerance www.tolerance.org
Project Look Sharp https://www.projectlooksharp.org/	Teaching for Change http://www.teachingforchange.org/	The Zinn Education Project https://zinnedproject.org/

Assignment #2 - Multicultural Resources / Annotated Bibliographies and Poster Presentation (20 points)

Each student will collect 4 peer-reviewed (minimum) multicultural resources related to your area of emphasis. The multicultural resources you collect can be used as a basis for your thesis or project, or can focus on a specified topic which you can use in your classrooms, schools, and communities. Use reputable educational journal articles of research studies that you will need for the literature review of your MA thesis/project, preferably from peer-reviewed journals.

State topic researched in multicultural education as part of heading for this paper. Students will write an annotated bibliography (approximately half a page each) for each resource using APA-style reference format which includes:

- a) List reference in APA format
- b) Write a brief description of the study
- c) Explain participants, setting and procedures of the study
- d) Describe methods used to collect data
- e) Provide results of the study
- f) Write your analysis of the study

Each student will share his/her annotations with everyone in class via a Poster Presentation on Tuesday, November 7, 2017.

Upload your Annotated Bibliography in one Word Document on CC by Tuesday, Nov. 7. You will also prepare an in class presentation of your work.

Assignment #3 (PSLO 2) - Critical Pedagogy/Social Justice Action Plan (25 Points)

Your final project is to develop an individual professional action plan that specifically addresses your new understandings of critical pedagogy in relation to schooling in a

multicultural society that provides insightful analysis and reflection. Hopefully our readings of critical pedagogy will bring to the table new questions and concerns about your classroom, your students, your school, your district, or your overall professional work.

Based on these questions, develop a specific social justice action plan that you could enact in your professional role that appropriately addresses Anti-Bias and Social Justice.

Our discussions throughout the semester should help you identify issues about your classroom, your students, your school, your district, the community and/or your overall professional work. Based on the issue you “name,” you will develop a specific action plan that you can enact as a professional educator working towards social justice and equity.

Your final paper will consist of a **minimum of a 4-page paper** discussing the issue you have identified (to name), your thoughts, research, discussion on the issue (to reflect critically) and a detailed description of your action plan (to act).

In-class presentation includes a 10-minute PPT or Prezi presentation to the class. Please provide a brief overview of the various sections of the action plan. Your presentation may include artifacts and evidence from your project in which your Action Plan was or will be implemented.

DUE: In class peer review session on Tuesday, November 28 (if necessary). In-class presentations will be on Tuesday, November 28 and December 5. Final paper due on December 14, 2017.

SCHEDULE / COURSE OUTLINE

Date	Topics and Discussions	Assignments
Session August	Introduction and Getting Started <ul style="list-style-type: none"> • Introductions • Course Objectives and Goals • Syllabus Review • Cougar Courses Overview • Assignments Overview • Selecting “Hot Topics: • Sign up for Readings Presentations • Conceptions / Misconceptions of Multicultural Education 	CC = Available on Cougar Courses Get TEXTS! THIS WEEK (8/28-9/3) <ul style="list-style-type: none"> • Complete module activities and readings on Cougar Course (CC): • Read: Wink, Ch. 1 • Plan 6 Weekly Study Hours (every week)
Session Sept. 5	*Deculturalization Topics *Introduction: Welcome to My Real World (Wink) <ul style="list-style-type: none"> • Discuss Wink - Chapter 1 • Funds of Knowledge in Our Communities • Social Justice Standards (Teaching for Tolerance Website) • Deculturalization 	THIS WEEK (9/4-9/10): <ul style="list-style-type: none"> • Complete module activities and readings on Cougar Course (CC) • Plan 6 Weekly Study Hours (every week)
Session 9/11-9/17 ONLINE	ONLINE *Cultural Reflections: Deculturalization of Native Americans *Examining Critical Pedagogy *Precious Knowledge Documentary	THIS WEEK (9/11-9/17) <ul style="list-style-type: none"> • Complete module activities and readings on Cougar Course (CC): • Read: Wink, Ch. 2 • Read: Pang, Ch. 1 • Read: Pang, Ch. 2 • Plan 6 Weekly Study Hours (every week)

Date	Topics and Discussions	Assignments
Session Sept. 19	<p>*Multicultural Education: A Foundation for Schools</p> <p>*The Power of Culture</p> <p>*What in the World is Critical Pedagogy?</p> <ul style="list-style-type: none"> • Presentation: Pang - Chapter 1 • Presentation: Pang - Chapter 2 • Discuss: Wink - Chapter 2 <p>Readings Discussion Leaders: Chapter 1 (Pang)</p> <hr/> <hr/> <hr/> <p>Chapter 2 (Pang)</p> <hr/> <hr/> <hr/>	<p>CC = Available on Cougar Courses</p> <p>THIS WEEK (9/18-9/24)</p> <ul style="list-style-type: none"> • Complete module activities and readings on Cougar Course (CC): • Read: Pang, Ch. 3 • Read: Pang, Ch. 4 • Plan 6 Weekly Study Hours (every week)
Session 5 Sept. 26	<p>*Culturally Relevant Teaching</p> <p>*Race: Historical Oppression</p> <ul style="list-style-type: none"> • Presentation: Pang - Chapter 3 • Presentation: Pang - Chapter 4 <p>Readings Discussion Leaders: Chapter 3 (Pang)</p> <hr/> <hr/> <hr/> <p>Chapter 4 (Pang)</p> <hr/> <hr/> <hr/>	<p>DUE: ASSIGNMENT #1: Upload to CC</p> <p>DUE: In-class “Hot Topics” presentations</p> <p>THIS WEEK (9/25-10/1)</p> <ul style="list-style-type: none"> • Complete module activities and readings on Cougar Course (CC): • Plan 6 Weekly Study Hours (every week)

Date	Topics and Discussions	Assignments
Session 10/2-10/8	*Cultural Reflections: Deculturalization of African Americans *Critical Examination of English Learners	CC = Available on Cougar Courses THIS WEEK (10/2-10/8) <ul style="list-style-type: none"> • Complete module activities and readings on Cougar Course (CC): • Read: Pang, Ch. 5 • Read: Pang, Ch. 6 • Plan 6 Weekly Study Hours (every week)
Session Oct. 10	*Race and the Struggle for Civil Rights *Social Oppression: Classism and Sexism <ul style="list-style-type: none"> • Presentation: Pang - Chapter 5 • Presentation: Pang - Chapter 6 Readings Discussion Leaders: Chapter 5 (Pang) _____ _____ _____ Chapter 6 (Pang) _____ _____ _____	THIS WEEK (10/9-10/15) <ul style="list-style-type: none"> • Complete module activities and readings on Cougar Course (CC): • Read: Pang, Ch. 7 • Read: Wink, Ch. 3 • Plan 6 Weekly Study Hours (every week)
Session Oct. 17	*Human Diversity: Sexual Orientation and Gender Identity *Where in the World Did Critical Pedagogy Come From? <ul style="list-style-type: none"> • Presentation: Pang - Chapter 7 • Discuss: Wink - Chapter 3 Readings Discussion Leaders: Chapter 7 (Pang) _____ _____ _____	THIS WEEK (10/16-10/22) <ul style="list-style-type: none"> • Complete module activities and readings on Cougar Course (CC): • Plan 6 Weekly Study Hours (every week)

Date	Topics and Discussions	Assignments
Session 10/23- ONLINE	<p style="text-align: center;">ONLINE</p> <p>*Cultural Reflections: Deculturalization of Asian Americans</p> <p>*Addressing Culturally and Linguistically Diverse (CLD) Students</p>	<p>CC = Available on Cougar Courses</p> <p>THIS WEEK (10/23-10/29)</p> <ul style="list-style-type: none"> • Complete module activities and readings on Cougar Course (CC): • Plan 6 Weekly Study Hours (every week)
Session 10/30-11/5	<p>*Critical Media Literacy</p> <p>*Cultural Reflections: Deculturalization of Hispanic/Latino Americans</p>	<p>THIS WEEK (10/30-11/5)</p> <ul style="list-style-type: none"> • Complete module activities and readings on Cougar Course (CC): • CC Discussion Forum • Read: Pang, Ch. 8 • Read: Wink, Ch. 4 • Plan 6 Weekly Study Hours (every week)
Session Nov. 7	<p>*Social biases: Discrimination Based on Religion, Immigrant Status, and Exceptionalities</p> <p>*How in the World Do You Do Critical Pedagogy?</p> <ul style="list-style-type: none"> • Presentation: Pang - Chapter 8 • Discuss: Wink - Chapter 4 <p>Readings Discussion Leaders: Chapter 8 (Pang)</p> <hr/> <hr/> <hr/>	<p>DUE: ASSIGNMENT #2: Multicultural Resources / Annotated Bibliography and Presentations</p> <p>THIS WEEK (11/6-11/12)</p> <ul style="list-style-type: none"> • Complete module activities and readings on Cougar Course (CC): • Read: Pang, Ch. 9 • Read: Pang, Ch. 10 • Plan 6 Weekly Study Hours (every week)

Date	Topics and Discussions	Assignments
Session Nov. 14	<p>*Prejudice and Bullying *Language Development and Acquisition</p> <ul style="list-style-type: none"> • Presentation: Pang - Chapter 9 • Presentation: Pang - Chapter 10 <p>Readings Discussion Leaders: Chapter 9 (Pang)</p> <hr/> <hr/> <hr/> <p>Chapter 10 (Pang)</p> <hr/> <hr/> <hr/>	<p>CC = Available on Cougar Courses</p> <p>THIS WEEK (11/13-11/19)</p> <ul style="list-style-type: none"> • Complete module activities and readings on Cougar Course (CC): • Read: Pang, Ch. 11 • Read: Wink, Ch. 5 • Plan 6 Weekly Study Hours (every week)
Session 11/20-11/26	<p>NO CLASS</p>	<p>Happy Thanksgiving Week</p>
Session Nov. 28	<p>*Diversity and the Achievement Gap *Where in the World Do We Go From Here?</p> <ul style="list-style-type: none"> • Presentation: Pang - Chapter 11 • Discuss: Wink - Chapter 5 <p>Readings Discussion Leaders: Chapter 11 (Pang)</p> <hr/> <hr/> <hr/>	<p>DUE: In-class peer review for Assignment #3 (if necessary)</p> <p>DUE: Critical Pedagogy / Social Justice Action Plan Presentations (part one)</p> <p>THIS WEEK (11/27-12/3)</p> <ul style="list-style-type: none"> • Complete module activities and readings on Cougar Course (CC): • Plan 6 Weekly Study Hours (every week)

Date	Topics and Discussions	Assignments
Session Dec. 5	*Final In-class Presentations	<p>CC = Available on Cougar Courses</p> <p>DUE: Critical Pedagogy / Social Justice Action Plan Presentations (part two)</p> <p>THIS WEEK (12/4-12/10)</p> <ul style="list-style-type: none"> • Complete module activities and readings on Cougar Course (CC) • Finish Assignment #3
Final 12/11-	<p style="text-align: center;">ONLINE (No Final)</p> <p>Final papers are DUE electronically on Cougar Courses this week.</p>	<p>DUE: Assignment #3 upload to CC (in a Word doc.) by Wednesday, Dec. 14.</p>