

<b>Course Number</b>	<b>Education 364</b>
<b>Course Title</b>	<b>The Role of Cultural Diversity in Schooling</b>
<b>CRN Number</b>	<b>21126</b>
<b>Days</b>	<b>Mondays and Wednesdays</b>
<b>Time</b>	<b>2:30PM - 3:45PM</b>
<b>Course Location</b>	<b>University Hall 439</b>
<b>Semester / Year</b>	<b>Spring 2018</b>
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<b>Hours</b>	<b>by appointment</b>

### **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

Required of all K-12 teaching credential candidates. This course explores cultural and linguistic diversity as critical variables in achieving educational equity for all students. 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, and technology are required of professional educators; therefore, these components are emphasized as methods to be used in completing course requirements.

### Course Objectives/Student Learning Outcomes (SLOs)

**Students completing EDUC 364 will be able to demonstrate:**

- developing competencies in the School of Education's Foundational Teaching Performance Expectation (TPE) of Social Justice and Equity, including
  - identify issues of social justice and (in)equity in public schools (including curricular, pedagogical and structural issues)
  - apply knowledge of social justice and equity to ensure equitable outcomes for students from diverse backgrounds
- understanding of various concepts of culture and cultural contact, and their applicability to learning and teaching;
- understanding of racial and cultural diversity in the United States and California;
- general familiarity with culturally relevant pedagogy;
- understanding of marginalized student populations and their families including those from culturally and linguistically diverse backgrounds, "at-risk" youth, and lesbian, gay, bisexual and transgender youth.
- an ability to analyze data and understand empirical educational articles and theoretical frameworks.

### Course Prerequisites

- For all 300-level School of Education courses, upper division standing 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.**

## REQUIRED TEXTS, MATERIALS AND ACCOUNTS

The required books for this class are listed in order of when they will be used this semester. Feel free to purchase or rent e-book versions as long as you have a device you can bring to

class that lets you refer to the text when necessary; such devices will have to be used according to the electronic device policy.

ALL TEXTS/READINGS MUST BE BROUGHT TO EACH APPROPRIATE CLASS SESSION FOR REFERENCE DURING CLASS.

Nieto, S., and Bode, P. (2012). *Affirming diversity: The sociopolitical context of multicultural education*, **sixth edition**. Boston: Pearson Education, Inc.  
ISBN-13: 978-0131367340, ISBN-10: 013136734X

This text is available through the CSUSM bookstore or online (enter the ISBN in a metasearch site like Bookfinder.com to find the best price/shipping). Either ebook or print format will do as long as it is the 6<sup>th</sup> edition. Rentals are perfectly acceptable for this course, but students planning on entering the credential program should consider building a library they can return to for reference during their training and career.

Spring, J. (2016). *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States*, **eighth edition**. New York, NY: The McGraw-Hill Companies, Inc.  
ISBN-13: 978-1138119406, ISBN-10: 1138119407

This text may not be available through the CSUSM bookstore, so feel free to purchase or rent it online. (Enter the ISBN in a metasearch site like Bookfinder.com to find the best price/shipping.)

All additional required readings and video/audio materials will be made available electronically on the course website (Cougar Courses) and/or via email.

### **AUTHORIZATION TO TEACH ENGLISH LEARNERS**

In 1992, the School of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted. As of 2002, the CLAD competencies are collectively referred to as an authorization to teach English Learners.

### **TEACHING PERFORMANCE EXPECTATION (TPE) COMPETENCIES**

This course is designed to help teachers seeking the Multiple or Single Subject(s) Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program 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. The course objectives, assignments, and assessments have been aligned with the CCTC standards for the Multiple and Single Subject(s) Credential. You can incorporate artifacts from this class into your final comprehensive portfolio.

The following TPE is addressed in this course: **CSUSM's Foundational TPE: Social Justice and Equity.**

Teacher candidates **will be able to identify issues of social justice and equity** in the classroom and 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.

## **SCHOOL OF EDUCATION**

### **PROFESSIONAL DISPOSITIONS, OUTCOMES AND STANDARDS**

The California State University San Marcos School of Education fosters the development of the following professional dispositions among our candidates. Candidates increasingly reflect these dispositions in their work with students, families, and communities.

**Social Justice and Equity:** Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support marginalized communities and individuals.

**Collaboration:** Candidates learn and practice the skills of collaboration in their coursework and use them in their professional interactions with students, colleagues, parents, caregivers and those in the wider community.

**Critical Thinking:** Candidates analyze various professional contexts, resulting in more informed decision-making about professional practice.

**Professional Ethics:** Candidates learn to make and act on well-reasoned, principled judgments.

**Reflective Teaching and Learning:** Candidates critically review their professional practice and the impact it has on student success.

**Life-Long Learning:** Candidates are committed to actively seeking new knowledge, skills and experiences throughout their career.

#### **Professional Disposition and Behavior at All Times**

Respect and professionalism are necessary for a positive, healthy learning environment. All students are entitled to their opinions, yet 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. See *Self-Evaluation* for criteria of professional disposition, to be completed at the beginning and end of the semester.

### **Course Ground Rules for Professional Dialogue:**

Equitable participation:

- Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.
- Acknowledge that silence won't protect you; if you have something to say, you should say it.
- Don't dominate the dialog. Allow everyone the chance to speak. Listen actively -- respect others when they are talking.

What to say:

- Emotion is good. Anger and passion are acceptable, but they should be used in a positive manner, not as fuel to create hostility and animosity.
- Criticize discourse, not individuals. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas.
- Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you"). Instead of "you say that X is true" say "the discourse that says X is true."

What not to say:

- No slurs or intentionally hurtful remarks are allowed.
- Avoid blame, speculation, and inflammatory language.
- Avoid assumptions about any member of the class or generalizations about social groups.
- Do not ask individuals to speak for their (perceived) social group.
- Be conscious of body language and nonverbal responses—they can be as disrespectful as words.

### **Outcomes and Standards**

This course is aligned with the standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing, and as approved by the faculty of the SCHOOL OF EDUCATION. (Note: **As of 2002, the CLAD competencies are collectively referred to as an authorization to teach English Learners**. Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS). Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in "seat time", meeting minimum criteria for assignments, checking off tasks and activities), and how these outcomes correspond to your potential to enhance student learning as a new teacher.

## **GENERAL CONSIDERATIONS**

## **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

### **ATTENDANCE POLICY FOR THIS CLASS**

**Absences unavoidably diminish student learning in discussion-based course.** These measures are intended to encourage responsibility for one's own learning in a democratic, collaborative and reciprocal learning environment:

- 1. Students missing more than two class sessions cannot earn an A or A-.** Students missing more than three class sessions cannot earn a B or B+. Students missing more than four class sessions cannot earn higher than a C.
- 2. Students who clear their absences in advance with the professor will be able to reverse the impact of absences on their grade by completing make-up assignments** available through Cougar Courses. These will take approximately the same amount of time to complete as to attend one class session.
- 3. Do strive for punctuality, and be mindful of late arrivals and early departures.** Each tardy or early departure beyond 5 minutes will result in a reduction from 10 to 5 attendance points. Arriving late or leaving early by more than 20 minutes to class counts as an absence and zero attendance points. If you have notified the professor prior to class, the instructor may waive this point reduction at his sole discretion.
- 4. Illness and emergencies are considered on a case-by-case basis for absences and tardiness.** 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.
- 5. Attending class is taken to include attending to the information. Students using a computer or electronic device (or other similar distraction) during class except as a means of taking notes or referring to readings may be marked absent at the sole discretion of the professor.**

## **CSUSM Academic Honesty Policy**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

**Academic Honesty and Integrity:** Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor

reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

[http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

### **Plagiarism**

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

### **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disability Support 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**).

### **Course Format**

This course uses a hybrid (HY) format because of the integration of online work via Cougar Courses.

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

**Students need to regularly monitor their CSUSM email for announcements.** 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**

Use of technology as a distraction in class is not permitted and has consequences spelled out in the attendance policy. Candidates (course participants) are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, 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.

## **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.

Please avoid writing overly brief emails or emails that lack salutations (a greeting and the recipient's name) and farewells (some phrase to indicate goodbye and the sender's name). A phone call or an office visit with these characteristics would clearly be taken as lacking courtesy, which is an aspect of the SOE's professional dispositions for professional communication.

## **Submission of Assignments**

Assignments should be submitted electronically online via Cougar Courses so that work can be archived and submission times can be documented.

## **Grading Emphasis**

All work needs to reflect university level composition. All written assignments will be graded approximately 80% on structure, content and analysis (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use APA format. Consult Library Services for the *Manual of Citation of the American Psychological Association*, or

[www.apastyle.org/index.html](http://www.apastyle.org/index.html). Other sources of information and formatting help include: Education 364 APA6 Cheat Sheet (at the end of the syllabus), Purdue OWL website, APA Generator App, APA.org, CSUSM library APA website, easybib.com, citationmachine.net, zotero.org.

### **Grading Standards**

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

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

### **Assessment Rubric / Grade Descriptors**

**A = Exceeds Expectations:** The student consistently prepares, participates and performs in an **exemplary** manner. Each assignment reflects in-depth exploration and reflection based on readings and other class materials, and observations, as appropriate. All work is submitted in a professional manner using APA style when appropriate. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

**B = Adequately Meets Expectations:** The student meets outcomes expectations in a **satisfactory** manner. Each assignment reflects in-depth exploration and reflection based on readings and other class materials, and observations, as appropriate. Generally, work is submitted in a professional manner using APA style when appropriate. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

**C = Minimal Performance:** The student's skills/effort are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without organization, careful proofreading, or use of APA6.

**“D” or “F” students** fail to meet the minimum requirements of a “C.” The student needs a great deal of guidance. The student is consistently late with work and/or has not met minimum classroom attendance requirements.

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

Work that is late will lose 20% of its value per day it is late, such that after 5 days it will not give the student any credit. I will allow makeup assignments for absences due to unreschedulable professional obligations, illnesses, emergencies, etc. on a case by case basis. Do talk to me at the earliest opportunity to obtain prior permission if you plan to / need to make up absences.

### **Student Collaboration Policy**

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

## **Class Structure**

This course will utilize multiple approaches, methods, and teaching strategies to accommodate various learning styles. Class formats and learning structures will vary and include whole and small group discussion, pair work, presentations by weekly Readings Discussion Co-Leaders, independent and collaborative online work, and lectures. Through the above, my role will be to facilitate your learning by guiding you to critically examine, synthesize, reframe, and evaluate course topics and issues. I will also intervene or redirect class discussions as necessary. You will work to develop your knowledge base through independent and collaborative exploration and reflection of the readings, discussions, presentations and assignments.

## **Final Exam Statement**

There will be no final in-class exam. Two final assignments will serve to summatively evaluate candidates: 1) Presentation: Identifying, Social Justice and Equity in Public Schools and 2) Reflection on Personal History Narrative / Outcome Assessment.

## **COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS**

*Note: I reserve the right to change, add to, or delete anything in the course and syllabus.*

**Attendance at every session, along with active, engaged, reflective, respectful discussion, is required and expected. (See section on the Attendance Policy for information on consequences of absences.)**

## **Assignments**

- |   |                   |
|---|-------------------|
| 1. Attendance and Participation (class discussions and activities, 28 class sessions at 10 points each)                         | <b>280 points</b> |
| 2. Short Reflections and Responses on the Readings/Viewings (SRRR), #1 through #20 (detailed on Cougar Courses, 10 points each) | <b>200 points</b> |
| 3. Self-Evaluation – Beginning and End (15 points each)   | <b>30 points</b>  |
| 4. Personal History Narrative   | <b>50 points</b>  |
| 5. Class/socioeconomic status : CBEDS/Dataquest (pair/trio assignment)  | <b>50 points</b>  |
| 6. Co-lead a Discussion on the Readings (pair assignment)   | <b>30 points</b>  |
| 7. Presentation: Identifying Social Justice and Equity In Public Schools (pair/trio assignment)                                 | <b>50 points</b>  |
| 8. Outcome Assessment/Reflection on Personal History Narrative  | <b>50 points</b>  |
| 9. 20 hours of service learning/tutoring (10 points per hour)   | <b>200 points</b> |

## **ASSIGNMENT SPECIFICATIONS**

See tentative course schedule or Cougar Courses for due dates and Cougar Courses for posted clarifications to student questions that arise on these instructions

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### **Attendance and Participation**

10 points per class session that can become unearned at teacher discretion generally following these guidelines:

- Zero points for non-attendance.
- As stated in attendance policy, late arrivals or early departures of more than 5 minutes will result in a loss of 5 points.
- Students using a computer or electronic device (or other similar distraction) during class except as a means of taking notes or referring to readings may be marked absent at the sole discretion of the professor.
- The total number of absences may also affect the maximum final grade—see attendance policy.

### **Short Reflections and Responses on the Readings/Viewings, #1 through #20.**

20 of the class sessions will have readings assigned in preparation. You will go on Cougar Courses each week and find an assignment to complete to help you reflect on and respond to what you have read. This must be completed by noon on the day of class so that I can quickly peruse everyone's work to help me prepare for your discussion. The nature of the assignments will vary and will be detailed on Cougar Courses.

### **Self-Evaluation – Beginning and End**

Complete the form found on Cougar Courses: **Self-evaluations of Attributes of Effective Teachers**. This provides you with an opportunity to assess yourself and reflect on several key attributes related to becoming an effective teacher. These are graded on a credit / no credit basis. You will not be graded down for scoring yourself lower.

### **Personal History Narrative**

Write a narrative essay about your own life, describing the experiences that have shaped your views of race, culture, and issues of diversity. In your write-up, be sure to answer each of the following below.

A. Reflect on and describe your own experiences in terms of the following:

\*your family background;

\*your positionality / membership: i.e., your reference points & identity in terms of gender/sexuality, culture, ethnicity/race, class, language, religion, etc.;

\*your exposure to and interactions with others unlike yourself; and

\*other factors you would like to include, as determined by your unique circumstances and upbringing.

B. In addition, **explore and describe**

\*your identity as a learner (a confident student; had trouble with writing; etc.)

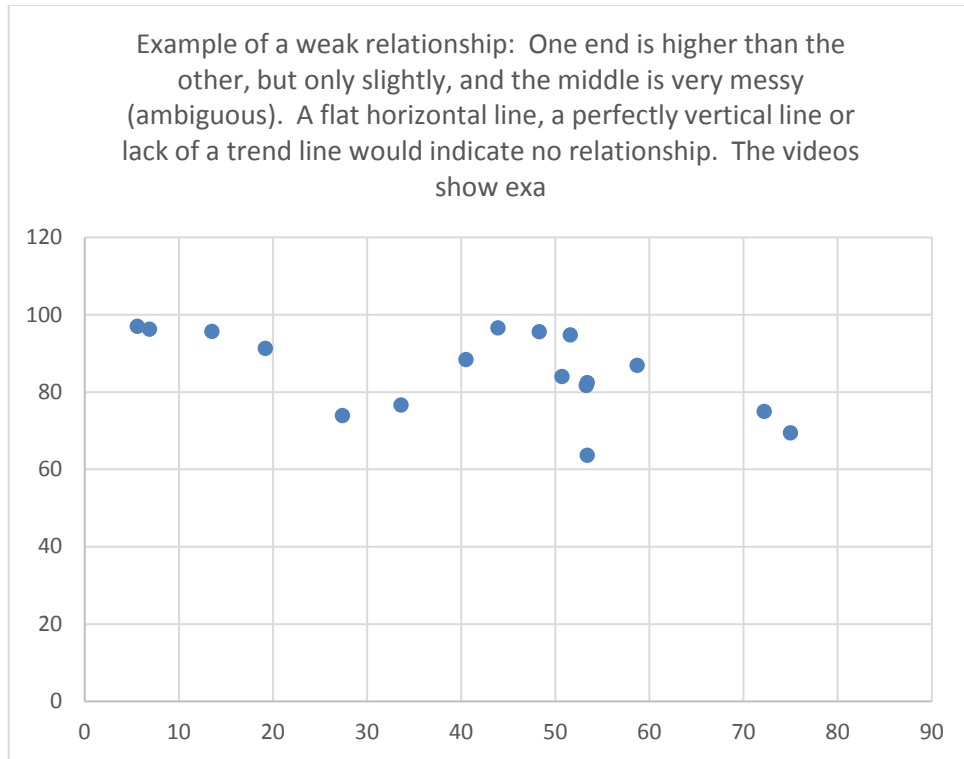
\*how this may affect your potential as a teacher (will have high expectations of students; etc.)

Include SPECIFIC examples of events and situations that you feel shaped your views on these issues. Be sure to situate your examples, i.e., provide context and explicitly detail any assumptions about schooling and education. Be sure to relate your experiences to at least two readings; as well as make connections with class discussions to date and anticipated course topics. Be prepared to discuss your assignment with the class (small and/or whole group).

### **Class / socioeconomic status: Visually analyzing graphed socioeconomic status data**

You will build your skills in

- retrieving specific data from an online database
- graphing or plotting data in spreadsheet software
- analyzing graphed data by
  - estimating trend lines to look for a relationship between two variables
  - describing relationships that emerge for readers to clearly understand a graph, a set of data, and the social justice implications to be drawn from the data



Follow these steps:

1. Read this webpage <http://www.ed-data.k12.ca.us/Pages/Caution%20about%20Comparison.aspx>
2. Reflect on it in 50 words in a Word document or equivalent
3. Watch my 4 screencasts (in order from 1 to 4) and pause as you follow along in order to...
4. Create a spreadsheet that tests the relationship between poverty and other variables as listed below. (Ignore the videos' references to "five" graphs.)
5. Your spreadsheet should have these sheets from left to right:

<ol style="list-style-type: none"> <li>a. <b>SD County districts data</b></li> <li>b. Math</li> <li>c. Language Arts</li> <li>d. % Minority</li> <li>e. Spending per student</li> <li>f. % &lt; 2 years experience</li> <li>g. Graduation rate</li> <li>h. <b>SD Unified school district elementary data</b></li> <li>i. Math</li> </ol>	<ol style="list-style-type: none"> <li>j. Language Arts</li> <li>k. Class size</li> <li>l. % Minority</li> <li>m. % English Learners</li> <li>n. <b>CA charter elementary data</b></li> <li>o. Math</li> <li>p. Language Arts</li> <li>q. Class size</li> <li>r. % Minority</li> <li>s. % English Learners</li> </ol>
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6. In your Word document, add 200 words of reflection on what was new and most interesting for you as you completed this assignment. Then answer these questions:
  - a. What other educational variables does poverty affect and what does it not affect?
  - b. Why?
7. Upload your Excel spreadsheet (.xls) and your Word file to TurnItIn.

Grading Rubric: 5 categories worth 10 points each:

	0-4	5-9	10 Expectations met
Word file	Far from meeting expectations	Partially meets expectations	At least 250 words that address all questions
Spreadsheet			All sheets present and identifiably named; all graphs to the right of the data sheet they come from

Accuracy of analysis			Relationships are correctly interpreted and described, and those with a relationship have a trendline.
Depth of analysis in spreadsheet			The two ends of the trend line are described for the reader to understand the relationship in a compelling way.
Depth of reflection in Word file			Student demonstrates a clear understanding of poverty's impact on education and elaborates compellingly on how the assignment affected their thinking.

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### Co-lead a Discussion on the Readings (pair assignment)

You will be randomly assigned a partner. You and your partner can enter into a (fun) lottery process in the first or second session of class to try to secure the class sessions you would most like to lead. A few days prior to your scheduled class session, meet with your partner in person or virtually—by phone call, Skype or equivalent rather than simply email or text—and formulate a plan to foment to lead a 20 minute discussion that covers some of the key ideas in the readings. Email your plan to the instructor for approval.

1. Formulate at least 10 questions, each with a second or third version in case the first version does not generate participation. Feel free to ask students to reread a paragraph or re-examine a graphic, figure or table in the reading to set up a discussion question.
2. Put what you consider the most important questions first in case time does not allow for all questions.
3. Work to equalize the time both discussion leaders speak, and work to involve students who generally participate less.
4. Call on classmates by name and work to keep a topic going as long as possible by building on what others say and encouraging other students to do so as well.
5. If you are ever unsure, simply ask the instructor directly for advice on how to proceed or use language like this (from <https://teachingcenter.wustl.edu/resources/inclusive-teaching-learning/facilitating-challenging-conversations-in-the-classroom>):
  - a. That is an interesting idea (or a common position). Can you explain that idea further?
  - b. Can anyone else add to our understanding of this idea? For example, what are the assumptions that inform that idea or position? What is the evidence that supports this position? What are the viewpoints or experiences that it leaves out?
  - c. Are there any counter-arguments or weaknesses in this argument? If so, what are they?
  - d. Are there any points of agreement or assumptions in common among these different positions?

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**Presentation: Identifying Social Justice and Equity in Public Schools** (pair/trio assignment) 5 minutes long with APA style citations

#### A. ASSIGNMENT DESCRIPTION

In this assignment, you will locate a school or an assignment that advances social justice and equity as articulated in CSUSM's Foundational Teaching Performance Expectation (including curricular, pedagogical and structural issues). Then, you will carefully articulate how the school or assignment you chose advances social justice and equity. It will take the form of a presentation to the class backed up by a PowerPoint or equivalent multimedia document.

#### B. ASSIGNMENT DIRECTIONS AND CHECKLIST

\_\_\_ FIRST, meet as a group face-to-face or on Google Hangouts (or equivalent) to review the language regarding the Foundational TPE in the syllabus (p. 2).

\_\_\_ THEN, locate a school or an assignment that seeks to advance social justice and equity, i.e., aims to present **pluralistic and divergent perspectives** or **provide equitable outcomes for students from different linguistic, cultural, and social economic backgrounds**.

\_\_\_ NEXT, carefully and explicitly present about HOW or IN WHAT WAY(S) the school or assignment you chose advances the Foundational TPE.

\_\_\_\_ BE SURE TO directly CITE at least 4 sources from the course in addition to the Foundational TPE, whose wording you should QUOTE in your PowerPoint or equivalent. **Yet avoid placing large amounts of text on slides and simply reading them to the audience.**

\_\_\_\_ ALSO BE SURE TO USE APA6 TO CITE the SOURCES you used such as the course syllabus (for quoting the Foundational TPE), the URL for the school description, the source of the assignment you chose, and so on. Proper reference formatting for the course syllabus can be found on p. 4 of the APA 6 CHEAT SHEET.

\_\_\_\_ BE SURE TO PROOFREAD your PowerPoint to ensure that you addressed each step of the assignment; as well as addressed grammar, formatting, and other technical aspects.

\_\_\_\_ PRACTICE AS A GROUP PRIOR TO THE SESSION WHERE YOU WILL PRESENT and be sure to equalize the talk time among the collaborative team.

Notice that through this assignment, you will demonstrate the ability “**to identify issues of social justice and equity in the classroom and apply appropriate instructional strategies to ensure equal outcomes for diverse students**” (Foundational TPE).

C. SAMPLE SCHOOL RESPONSE (see course website for this file)

Berkeley High School seeks to “**provide equitable outcomes for students from different linguistic, cultural, and social economic backgrounds**” (Cal State San Marcos, 2017, p. 2) by providing a broad range of programs and opportunities for students of diverse backgrounds. The learning communities of Academic Choice, Arts and Humanities Academy, Academy of Medicine and Public Service, Berkeley International High School, Communication Arts and Sciences, Green Academy, and the Berkeley Independent Study Program are all coherent, theme-based or industry-based programs of study that seek to engage and challenge a broad spectrum of students with diverse backgrounds and goals. [Continue to highlight one or two more aspects of the high school that aim to advance equity. It is also a great idea to cite your readings such as Nieto & Bode, Persell, or any of the Spring chapters, for example.]

D. SAMPLE ASSIGNMENT RESPONSE (see course website for this file)

The Columbus Day assignment directly advances “**pluralistic and divergent perspectives**” (CSU San Marcos, 2014, p. 2) regarding the federal Columbus Day holiday. The assignment asks students to critically examine the holiday and its multiple dimensions by analyzing seven different sources and perspectives about the holiday, such as its history, its fallacies, perspectives left out of the celebrated holiday, and its future. By completing this assignment, students learn about, evaluate, synthesize, and ultimately come to a decision about a national holiday that necessarily encompasses and represents multiple perspectives and facets of U.S. history. The assignment “**identif[ies] an issue of social justice and (in)equity in public schools**” (CSU San Marcos, 2015, p. 2) and provides students with an opportunity to address a salient, modern day policy for a living and evolving democracy. Moreover, the assignment prepares students to participate as a citizen of this grand U.S. of A that thrives on shared governance by the people and for the people.

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### Outcome Assessment / Reflection on Personal History Narrative

**Suggested length: 4 - 5 pages**

**Describe the following. YOU NEED TO DIRECTLY ADDRESS AND QUOTE the Foundational TPE, Social Justice and Equity.**

- A. A select few of the most important things you learned in this class, including the service learning component;
- B. How you knew you were learning something of significance (assessing your own learning – cite specific readings, discussions, films, activities, community activities, etc.);
- C. How this will shape your attitudes and demonstrated behaviors as a teacher or in future intercultural interaction; i.e., how you will demonstrate overall “cultural competence” (as this definition is developed in class).
- D. Consider your first reflective narrative from the beginning of the semester. Are there any changes you would make to the story? Have you remembered or reinterpreted particular events throughout this semester, or have particular events taken place since the beginning of the term that have led you to reflect on some critical themes in this course? In what ways have your voice and perspective changed? Sometimes, the changes will be subtle, as in choosing to use the terms Asian American or Latino rather than Oriental or Hispanic for specific purposes. Or, the changes may be dramatic. In this

assignment, you will document your new reflections concerning your personal narrative, as a result of having critically examined the major issues covered in this course.

Grading emphasis will be placed on your ability to articulate the select topics of your choice, the depth of reflective analysis, your description of how you knew what you were learning (specific examples from the course: cognitive – facts, knowledge bases, content areas; behavioral – speech and actions; and affective – attitudes), and the connections you make between the topics and plans for your future growth and professional practice.

## TENTATIVE SCHEDULE / COURSE OUTLINE

**\*\*Note: I reserve the right to modify all course readings and assignments.\*\***

Session	Topics	Your preparation work before class (see Cougar Courses for all materials besides Nieto & Bode and Spring)
Week 1: 1/22	<ul style="list-style-type: none"> <li>• Introductions, name tents</li> <li>• Course overview, syllabus, vision for our discourse community</li> <li>• Culture as hybrid, evolving, and much more than just ethnicity</li> <li>• Reintroductions</li> <li>• Partnering and Discussion Leadership Lottery</li> </ul>	
1/24	<ul style="list-style-type: none"> <li>• Multicultural education as educators working toward (cross-)cultural competence/ proficiency/ intelligence</li> <li>• Intro to culture and identity in schooling</li> </ul> <p>Meet Michelle Bailow (last 10 minutes)</p> <ul style="list-style-type: none"> <li>• Michelle meets with anyone yet to get fingerprinted</li> </ul>	<p>(see Cougar Courses for all materials besides Nieto &amp; Bode and Spring)</p> <ul style="list-style-type: none"> <li>• Nieto &amp; Bode chapters 1 &amp; 2</li> <li>• Educators' Rubric for Support of [All] Students and Their Communities</li> </ul> <p><b>DUE by noon:</b> Short Reflections and Responses on the Readings (SRRR) #1</p> <p><b>DUE by midnight Friday 1/26—Beginning</b></p>
Week 2: 1/29	<p>Cultural difference and schooling</p> <p>Multicultural education as meeting CSUSM's Foundational TPE</p> <p>Cultural diversity in the U.S. and California: changing demographics</p>	<ul style="list-style-type: none"> <li>• Nieto &amp; Bode chapter 5</li> <li>• Various items of census data for the U.S. and California</li> </ul> <p><b>DUE by noon: SRRR #2</b></p>



Session	Topics	Your preparation work before class (see Cougar Courses for all materials besides Nieto & Bode and Spring)
1/31	Tutor Connection with Michelle Bailow, 1 of 6	
Week 3: 2/5	<p>Building a learning community: Share from your Personal History Narrative</p> <p>Structural and organizational social justice issues in classrooms and schools</p> <p>From the Civil Rights Movement to the Culture Wars</p>	<ul style="list-style-type: none"> <li>• Nieto &amp; Bode Chapter 4</li> <li>• Spring Chapter 6</li> <li>• Richard Ingersoll &amp; Henry May: The minority teacher shortage: Fact or fable?</li> </ul> <p><b>DUE by noon: SRRR #3</b></p>
2/7	Tutor Connection with Michelle Bailow, 2 of 6	<b>DUE by Friday at midnight: Personal History Narrative</b>
Week 4: 2/12	Intro to ethnicity, race, and racism	<ul style="list-style-type: none"> <li>• Nieto &amp; Bode Chapter 3</li> <li>• Evelyn Alsultany: Los Intersticios: Recasting Moving Selves</li> <li>• Carrie Ching: Personal Voices: Facing Up to Race</li> <li>• Ogbu: Minority Status, Oppositional Culture, &amp; Schooling (Book Review)</li> <li>• Larry Adelman: Race and Gene Studies: What Differences Make a Difference?</li> <li>• Optional: PBS Series: Race: The Power of an Illusion (via CSUSM OneSearch catalog at <a href="http://biblio.csusm.org">biblio.csusm.org</a>)</li> </ul> <p><b>DUE by noon: SRRR #4</b></p>
2/14	Tutor Connection with Michelle Bailow, 3 of 6	
Week 5: 2/19	Whiteness, white privilege, and the invisibility (normalization) of White ethnicity and culture	<ul style="list-style-type: none"> <li>• Spring chapter 1</li> <li>• Tim Wise TED Talk: White Privilege</li> <li>• Heidi McIntosh TED Talk: How Studying Privilege Systems Can Strengthen Compassion</li> <li>• Karen Brodtkin: How Jews Became Whites</li> <li>• Nell Irvin Painter: The History of White People</li> <li>• Pem Davidson Buck: Constructing Race, Creating White Privilege</li> <li>• Ziba Kashef: This Person Doesn't Sound White</li> <li>• Claire King: Invisible No More: Romani Americans are challenging harmful assumptions about Gypsies</li> </ul> <p><b>DUE by noon: SRRR #5</b></p>
2/21	Tutor Connection with Michelle Bailow, 4 of 6	

Session	Topics	Your preparation work before class (see Cougar Courses for all materials besides Nieto & Bode and Spring)
Week 6: 2/26	Native Americans in U.S. schooling	<ul style="list-style-type: none"> <li>• Spring chapter 2</li> <li>• Navajo/Diné language/culture immersion newsclip</li> <li>• Smoke Signals, the first feature film to be written, directed, and co-produced by American Indians, 1998. Minimum requirement: Watch the 12 free clips on youtube</li> <li>• Watch at least minute 19:00 to 34:00 of the documentary Our Spirits Don't Speak English: Indian Boarding Schools, available through CSUSM library.</li> <li>• "Teaching About Native American Issues" by UnderstandingPrejudice.org</li> <li>• Native Culture Should Be Taught Year Round, Kellie Cunningham Bliss</li> <li>• "Water is Life": Teaching for Solidarity with Standing Rock, Editors of Rethinking Schools (Editors' opinion piece)</li> <li>• Optional: Changing the way we see Native Americans   Matika Wilbur   TEDxTeachersCollege</li> </ul> <p><b>DUE by noon: SRRR #6</b></p>
2/28	Tutor Connection with Michelle Bailow, 5 of 6	
Week 7: 3/5	African Americans in U.S. schooling	<ul style="list-style-type: none"> <li>• Spring Chapter 3</li> <li>• Gloria Ladson-Billings: Fighting for our Lives: Preparing Teachers to Teach African American Students.</li> <li>• NPR interview: "A 'Forgotten History' Of How The U.S. Government Segregated America." Read the first four paragraphs then listen to the podcast and/or read the transcript.</li> <li>• Jeffrey Gettleman: The Segregated Classrooms of a Proudly Diverse School</li> <li>• TED talk by principal Nadia Lopez: A Philadelphia principal discusses how she fought low expectations in a segregated, impoverished neighborhood:</li> <li>• Kandice Sumner, TED Talk: How America's public schools keep kids in poverty</li> </ul> <p><b>DUE by noon: SRRR #7</b></p>
3/7	Tutor Connection with Michelle Bailow, 6 of 6	

Session	Topics	Your preparation work before class (see Cougar Courses for all materials besides Nieto & Bode and Spring)
Week 8: 3/12 Daylight savings!	School-to-prison pipeline and prison-industrial complex	<ul style="list-style-type: none"> <li>• Angela Davis: Masked Racism: Reflections on the Prison Industrial Complex</li> <li>• Jonathan Kozol: Still Separate, Still Unequal: America's Educational Apartheid</li> <li>• Watch at least first 11 minutes 40 seconds: "We need to talk about an injustice," TED talk by Bryan Stevenson on injustice in the justice system</li> <li>• TED Talk: A Philadelphia police commissioner on the school-to-prison pipeline</li> </ul>
3/14	Asian Americans and Pacific Islander Americans in U.S. schooling (except Middle Eastern heritage)	<ul style="list-style-type: none"> <li>• Spring chapter 4</li> <li>• Joy L. Lei: Teaching and learning with Asian American and Pacific Islander students</li> <li>• Andrea Bittle: I Am Asian American: Uncover the true diversity beneath the Asian American label</li> <li>• Noy Thrupkaew: The Myth of the Model Minority</li> <li>• News articles on Asian Pacific languages in education</li> <li>• Native Hawaiian language</li> <li>• Dual language (immersion) programs in Minneapolis for less commonly taught languages in the community (Minnesota also has dual language programs for Native American languages)</li> <li>• Corey Mitchell: "Spanish, Arabic, Chinese Are the Top Home Languages for ELLs in U.S. Schools"; "Districts Diversify Languages Offered in Dual-Immersion: Arabic, Vietnamese are latest offerings"</li> </ul> <p><b>DUE by noon: SRRR #8</b></p>
Spring Break Week		
Week 9: 3/26	Schooling and Middle-Eastern & South Asian identities and other ethnic identities often left out of the main categories	<ul style="list-style-type: none"> <li>• Sonia Shah: Asian American?</li> <li>• Caribbean American identities</li> <li>• Americans with more recent African heritage</li> <li>• Indigenous people from Latin America</li> </ul> <p><b>DUE by noon: SRRR #8</b></p>
3/28	<p>Religious diversity in U.S. schooling</p> <p>Countering Islamophobia (and fear/hatred of mis-associated non-Muslim Middle Easterners and South Asians)</p>	<ul style="list-style-type: none"> <li>• Charles Lippy: Christian Nation or Pluralistic Culture: Religion in American Life</li> <li>• <i>The Impact of School Bullying and Discrimination on California Muslim Students</i></li> <li>• Oxford Union debate, "The House Believes Islam is a Religion of Peace" (23rd May 2013)</li> </ul> <p><b>DUE by noon: SRRR #15</b></p>

Session	Topics	Your preparation work before class (see Cougar Courses for all materials besides Nieto & Bode and Spring)
Week 10: 4/2	Latinas/os in U.S. schooling	<ul style="list-style-type: none"> <li>• Spring Chapter 5</li> <li>• News stories on <ul style="list-style-type: none"> <li>○ the conflict over Mexican American Studies in Arizona</li> <li>○ the Mendez Supreme Court decision</li> </ul> </li> <li>• Article on Lemon Grove Incident (and optional video)</li> </ul> <p><b>DUE by noon: SRRR #9</b></p>
4/4	New Americans: Immigrants, refugees, asylum-seekers	<ul style="list-style-type: none"> <li>• Gándara, P., &amp; Rumberger, R. W. (2009). Immigration, language, and education: How does language policy structure opportunity. <i>Read only through page 761.</i></li> <li>• Wozniacka, “Undocumented Immigrants Find Paths to College, Careers”</li> <li>• Portes, Immigration’s Aftermath</li> <li>• Maureen Costello (2011). The Human Face of Immigration: Students challenge stereotypes when they see the people behind the slogans.</li> <li>• Nina Lakhani (2016). Central America's rampant violence fuels an invisible refugee crisis.</li> <li>• Maya Lindberg (2016). Understanding Refugee Crises: A TT staff member reflects on her experience learning about refugee crises during middle and high school—and the implications of those lessons today.</li> </ul> <p><b>DUE by noon: SRRR #10</b></p>
Week 11: 4/9	Linguistic diversity and minoritized language groups	<ul style="list-style-type: none"> <li>• Nieto and Bode chapter 6: Linguistic Diversity in U.S. Classrooms</li> <li>• Ricento: A Brief History of Language Restrictionism in the U.S.</li> <li>• Book Review: Ullman, C. (2014). Forbidden language: English learners and restrictive language policies by Patricia Gándara and Megan Hopkins. <i>Latino Studies</i>, 12(2), 321-323.</li> <li>• TED Talks on variation within English <ul style="list-style-type: none"> <li>○ No such thing as correct English   Kellam Barta</li> <li>○ 3 ways to speak English   Jamila Lyiscott</li> </ul> </li> </ul> <p><b>DUE by noon: SRRR #11</b></p>
4/11	Programs for English Learners  Equity in Dual Language (Immersion) Programs	<ul style="list-style-type: none"> <li>• Wayne Wright: Program Models for English Language Learners</li> <li>• Read selected parts of research articles co-authored by the instructor</li> </ul> <p><b>DUE by noon: SRRR #12</b></p>

Session	Topics	Your preparation work before class (see Cougar Courses for all materials besides Nieto & Bode and Spring)
Week 12: 4/16 ONLINE CLASS	No in-person class. Online assignment due.	<b>DUE by the midnight 4/16: Class / socioeconomic status: <b>CBEDS</b> / DataQuest Assignment</b>
4/18	Social class, socioeconomic status	<ul style="list-style-type: none"> <li>• Spring chapter 7</li> <li>• Caroline Hodges Persell: Social Class and Educational Equality <ul style="list-style-type: none"> <li>○ Gregory Mantsios: Media Magic: Making Class Invisible;</li> <li>○ Optional: Class in America—2012</li> </ul> </li> </ul> <b>DUE by noon: SRRR #16</b>
Week 13: 4/23	Economics and education <ul style="list-style-type: none"> <li>• Privatization and charterization</li> <li>• Culture of unsustainability, environmental racism</li> <li>• Economics as the coded medium for racism: “Good” neighborhoods with “good” schools</li> </ul>	<ul style="list-style-type: none"> <li>• Rizga, Betsy DeVos Wants to Use America’s Schools to Build “God’s Kingdom”: Trump’s education secretary pick has spent a lifetime working to end public education as we know it.</li> <li>• Sut Jhally: Advertizing at the Edge of the Apocalypse</li> <li>• News clips with a focus on the case of Flint, Michigan.</li> </ul> <b>DUE by noon: SRRR #17</b>
4/25	Ableism Disabled or differently abled identities in U.S. schooling	<ul style="list-style-type: none"> <li>• Hehir, T. (2002). Eliminating ableism in education. Harvard educational review, 72(1), 1-33.</li> <li>• Myers, C., &amp; Bersani, H. (2008). 10 quick ways to analyze children’s books for ableism. Rethinking Schools, 23(2), 52-54.</li> <li>• Beth Sonnenstrahl Benedict, Deaf Culture and Community.</li> </ul> <b>DUE by noon: SRRR #14</b>

Session	Topics	Your preparation work before class (see Cougar Courses for all materials besides Nieto & Bode and Spring)
Week 14: 4/30	Binary gender / traditional masculinity and femininity and schooling	<ul style="list-style-type: none"> <li>• David Sadker &amp; Karen R. Zittleman, (2009). "Gender Bias: From Colonial America to Today's Classrooms" in James A. Banks &amp; Cherry A. McGee Banks (eds.) <i>Multicultural Education: Issues and Perspectives 7/e</i> (Hoboken, NJ: John Wiley &amp; Sons, Inc.).</li> <li>• Mass Killings in the U.S.: Masculinity, Masculinity, Masculinity, Ms. Magazine, October 8, 2015 by Soraya Chemaly</li> <li>• Jared Keller, The Sad, Lonely Men Behind America's Mass Shootings: Is the U.S. finally ready to grapple with its toxic masculinity problem?</li> <li>• News article: "Boys will be boys" in U.S., but not in Asia</li> <li>•</li> </ul> <p><b>DUE by noon: SRRR #13</b></p>
5/2	Gender & sexuality (LGBTQ) identities in U.S. schooling  Queer theory, heteronormativity	<ul style="list-style-type: none"> <li>• Meyer, E. 2007. "'But I'm Not Gay': What Straight Teachers Need to Learn about Queer Theory." In <i>Queering Straight Teachers: Discourse and Identity in Education. Complicated Conversation: A Book Series of Curriculum Studies</i>, edited by N.M Rodriguez and W. F. Pinar, pp. 1-17. New York, NY: Peter Lang.</li> <li>• Rebecca Juro: Why Transgender Identity Matters</li> <li>• Richard Kim: Against "Bullying" or On Loving Queer Kids</li> </ul> <p><b>DUE by noon: SRRR #13</b></p>
Week 15: 5/7	Teaching for social justice: Culturally relevant pedagogy and like approaches	<ul style="list-style-type: none"> <li>• Cultural competence according to National Education Association: <a href="http://www.nea.org/home/39783.htm">http://www.nea.org/home/39783.htm</a></li> <li>• Nieto and Bode chapter 8: Learning from Students; Chapter 9: Adapting Curriculum for Multicultural Classrooms</li> <li>• Andrea Ayvazian: Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change</li> </ul> <p><b>DUE by noon: SRRR #18</b></p>
5/9	Final presentations	<b>DUE: Present final presentations</b>
Week 16: Final examination period, May 12-17 (Sat-Thu).	<p>There are no classes or final examinations this week, but two final assignments are due.</p> <p><b>DUE by the midnight on Tuesday, May 15<sup>h</sup>:</b></p> <ul style="list-style-type: none"> <li>• Self-Evaluation—End</li> <li>• Outcome Assessment / Reflection on Personal Narrative</li> </ul>	

## EDUCATION 364 GRADING RUBRIC

### Effective Characteristics: 1. Content/Structure (40% of points) 2. Analysis & Application (40% of points) 3. Mechanics (20% of points).

**Beginning** Level (1) - Weak in all 3 characteristics. Work demonstrates extremely superficial and/or low levels of understanding of the text / topic.

\*Content/Structure: The scope and focus of the topic is not very clear. Assignment questions are not fully addressed or are missing altogether. The content does not or very minimally attends to issues related to social justice and equity. The organization or structure does not demonstrate a clear beginning, middle, and end; nor a main idea, good transitions, and conclusion.

\*Analysis & Application: There are no quotes from the text or they are not responded to clearly and cogently. The text referenced may be summarized or restated, but barely explored, interpreted, tested or applied to a different context, compared, contrasted, extended or challenged. Evidence from personal experience and discussions are not provided. The writing does not demonstrate insightfulness and reflectiveness.

\*Mechanics: Grammar, spelling, punctuation, and use of citations are weak. The tone and level of formality is inappropriate (inappropriate use of colloquialisms, etc.).

**Early Intermediate** Level (2) - Below standard / inconsistent demonstration of the effective characteristics. Many errors and/or lack of depth or breadth noted.

\*Content/Structure: The scope and focus of the topic is somewhat unclear. Assignment questions are not fully addressed or are missing altogether. The content does minimally or somewhat attends to issues related to social justice and equity. The organization or structure does not demonstrate a clear beginning, middle, and end; main idea, good transitions, and conclusion; i.e., these aspects are somewhat fuzzy.

\*Analysis & Application: The text may or may not be quoted and may or may not be responded to clearly and cogently. The text referenced is minimally or lightly explored, interpreted, tested or applied to a different context, compared, contrasted, extended or challenged. Evidence from personal experience and discussions may or may not be provided. The writing weakly demonstrates insightfulness and reflectiveness.

\*Mechanics: Grammar, spelling, punctuation, and use of citations are frequently weak. The tone and level of formality may be inappropriate (inappropriate use of colloquialisms, etc.). APA 6 format is not included or followed.

**Intermediate** Level (3) – Partially / moderately meets and demonstrates the effective characteristics. Some errors in the effective characteristics domains were noted.

**Early Advanced** Level (4) - Sufficiently meets and demonstrates the effective characteristics w/ very few / only occasional errors in the effective characteristics noted.

**Advanced** Level (5) - Beyond the standard / consistent strength in each of the effective characteristics.

\*Content/Structure: The scope and focus of the topic is very clear. Assignment questions are fully addressed. The content directly attends to issues related to social justice and equity. The organization or structure demonstrates a clear beginning, middle, and end; a main idea, good transitions, and conclusion.

\*Analysis & Application: The text is quoted and responded to clearly and cogently – the text referenced is explored in more depth, interpreted, tested or applied to a different context, compared, contrasted, extended or challenged. Evidence from personal experience and discussions are provided. The writing demonstrates insightfulness and reflectiveness.

\*Mechanics: Grammar, spelling, punctuation, and use of citations are strong. The tone and level of formality are appropriate (no colloquialisms, clear sense of register, etc.). APA 6 format is included and followed correctly.

## EDUCATION 364 APA6 CHEAT SHEET

(Samples taken from Online Writing Lab, Purdue University. Also see [www.apa.org](http://www.apa.org).)

### A. IN-TEXT CITATIONS

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

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

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

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

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

### B. COMMON ERRORS

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

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

#### 3. Run-on sentences

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

#### 4. Possessives

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

#### 5. Punctuation

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

#### 6. Homophones (homographs or homonyms)

(X) There going to find out anyway. They're going to find out anyway.  
(X) Their always behind. They're always behind.



## 7. Capitalization

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

(X) I attended the best High School ever. **I attended the best high school ever.**

## C. FORMATTING REFERENCE LIST ITEMS

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

### 1a. Article in Journal Paginated by Volume

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

Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles. *Journal of Comparative and Physiological Psychology*, 55, 893-896.

### 1b. Article in Journal Paginated by Issue

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

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

## 2. Article or Chapter in an Edited Book

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

Lippy, C. H. (2007). Christian nation or pluralistic culture: Religion in American life. In J. A. Banks & C. A. Banks (Eds.), *Multicultural education: Issues and perspectives* (pp. 110-131). New Jersey: Wiley.

## 3. Motion Picture

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

Eyre, C. (Director). (1998). *Smoke signals* [Motion picture]. United States: Miramax Home Entertainment.

## 4. Data Sets

United States Department of Housing and Urban Development. (2008). *Indiana income limits* [Data file].

Retrieved from [http://www.huduser.org/Datasets/IL/IL08/in\\_fy2008.pdf](http://www.huduser.org/Datasets/IL/IL08/in_fy2008.pdf)

California Department of Education. (2014, July 31). 2013-14 Statewide enrollment by ethnicity. In *DataQuest*.

Retrieved July 31, 2014.

## 5. Websites

Author, A. A., & Author, B. B. (Date of publication). *Title of document*. Retrieved from <http://Web address>

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To cite a *YouTube* video, the APA recommends following the above format.

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

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