

Course & Section	EDUC 649
Course Title	Practicum in Social Action
Class Roster No.	42617
Course Day(s)	Tuesdays
Time	7:00-9:50 PM
Course Location	University Hall 444
Semester / Year	Fall 2018
Instructor	Joni S. Kolman, Ed.D.
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Office	University Hall 406
Office Hours	Before class and by appointment

WELCOME

MA Candidates engaged in the writing process can expect to have tailored support and peer support throughout the semester. This hybrid course is intended to allow the flexibility needed by candidates for uninterrupted writing time. It is my goal to elevate and support your writing throughout the process!

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

Practicum in Social Action

Explores current research, theories, applications, issues, and perspectives in the fields of multicultural and multilingual education. Students will examine their commitment to social justice and educational equity in their classrooms and schools. Students will consider how they can engage themselves and their students in social action by designing, implementing, and reflecting upon social action projects and curriculum for themselves and/or their students in their classrooms, their schools, and their communities.

Course Prerequisites

Admission to MA in Education Program

Course Objectives

Upon completion of this course, students will:

- Develop an understanding about current research around teaching for equity and social justice in K-12 classrooms
- Collect systematic data from classrooms around issues of equity and social justice
- Reflect upon the intersection of research and classroom data in terms of equity and social justice

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Reading materials are listed below in the week-to-week outline and are available through Cougar Courses. As this course will be responding to the needs of the students, changes may be made and these will be reflected on Cougar Courses so please check it regularly to make sure you have the most up-to-date readings and assignments.

COURSE LEARNING OUTCOMES

MA in Education is a professional preparation program. It is expected that graduate students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Graduate students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for educators to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor.

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

SCHEDULE/COURSE OUTLINE
EDUC 649 PRACTICUM IN SOCIAL ACTION

Session	Focus and Readings	Assignments
<p>WEEK 1 August 28</p> <p>IN PERSON</p>	<p>INTRODUCTION TO EQUITY AND K-12 EDUCATION</p> <p>Readings:</p> <ol style="list-style-type: none"> Chapter 1: Teaching to Change the World (2013) (In CC) Rethinking Schools Introduction to Volume 2: https://www.rethinkingschools.org/static/publication/roc2/ROC2_Introduction.pdf 	<p>Come to class having read the two readings for this week.</p>
<p>WEEK 2 September 4</p> <p>ONLINE</p>	<p>SOCIO-ECONOMIC STATUS AND EDUCATION</p> <p>Readings:</p> <ol style="list-style-type: none"> Jean Anyon: Social Class and the Hidden Curriculum of Work https://www.jstor.org/stable/pdf/42741976.pdf?refreqid=excelsior%3A5c7b1fc067be1e5489624c8cfbdef351 	<p>Research Journal Focus: Record systematic data from your classroom in your research journal related to both the broad perspectives offered by the readings for Week 1 as well specifically about socio-economic status. Then write a journal entry describing what you discovered and relate it to the readings, being sure to cite the authors.</p>
<p>WEEK 3 September 11</p> <p>ONLINE</p>	<p>ABILITY AND EDUCATION</p> <p>Readings:</p> <ol style="list-style-type: none"> Tom Hehir: Eliminating Ableism in Education (in CC) 	<p>Research Journal Focus: Record systematic data from your classroom in your research journal related to ability and education. Then write a journal entry describing what you discovered and relate it to the Hehir reading, and any other readings you have done on the topic.</p>
<p>WEEK 4 September 18</p> <p>ONLINE</p>	<p>GENDER AND EDUCATION</p> <p>Readings:</p> <ol style="list-style-type: none"> Rethinking Schools: https://www.rethinkingschools.org/static/archive/28_03/edit1283.pdf Robinson & Espelage: https://www.jstor.org/stable/pdf/41239204.pdf?casa_token=gWoVnGtNjbsAAAAA:onOKr3z7hSID3fNrry5aXLLJR82lcvTnmAr_w70kF-abkNI86rdRsIW3w-W4kqvU6Gc2_eJAeFM_I8_BV-eKhZ0aalwEgMTNkqPyNF5eJTQPmoKpMpA 	<p>Research Journal Focus: Record systematic data from your classroom in your research journal related to gender and education. Then write a journal entry describing what you discovered and relate it to the reading, and any other readings you have done on the topic.</p>

Session	Focus and Readings	Assignments
<p>WEEK 5 September 25</p> <p>ONLINE</p>	<p>RACE/ETHNICITY AND EDUCATION</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Darling-Hammond—Unequal Opportunity: Race and Education https://www.brookings.edu/article/s/unequal-opportunity-race-and-education/ 2. Huber, Johnson, & Kohli—Naming Racism: A Conceptual Look at Internalized Racism in US Schools https://cloudfront.escholarship.org/dist/prd/content/qt2828k8g3/qt2828k8g3.pdf 	<p>Research Journal Focus: Record systematic data from your classroom in your research journal related to race/ethnicity and education. Then write a journal entry describing what you discovered and relate it to the Darling-Hammond and Huber et al. readings, and any other readings you have done on the topic.</p>
<p>WEEK 6 October 2</p> <p>IN PERSON</p>	<p>LANGUAGE AND EDUCATION</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Flores & Rosa-- Undoing appropriateness: Raciolinguistic ideologies and language diversity in education (in CC) 	<p>Research Journal Focus: Record systematic data from your classroom in your research journal related to language and education. Then write a journal entry describing what you discovered and relate it to the readings, and any other readings you have done on the topic.</p> <p>Bring: Your research journal (we will be discussing in class and these will serve as a good source of information to draw upon)</p>
<p>WEEK 7 October 9</p> <p>ONLINE</p>	<p>CHOOSING A TOPIC OF FOCUS</p> <p>Begin to identify a topic of interest to you (if you are in EDUC 650, this should be the focus of your research project) related to equity, social justice, and education (e.g., SES, ability, gender, race/ethnicity, religion, language). Once you have chosen a topic, enter it on this shared document: https://csusm-my.sharepoint.com/:w/g/personal/jkolman_csusm_edu/EUOz2L4rbx1AqJo7jEtCT-gBifJor2NjlxU_BruFRb7WRQ?e=cd8HFs. Feel free to add a topic that is of interest to you that is not listed.</p>	<p>DUE: Research journal (Share your research journal with me. You can do this in a Google Doc, you can take pictures of a handwritten journal, or any number of other ways. Please speak to me if you have questions).</p>
<p>WEEK 8 October 16</p> <p>ONLINE</p>	<p>METHODS</p> <p>Expect an email from me suggesting a book for you to read on your chosen topic.</p> <p>Begin reading your assigned book</p>	<p>Research Journal Focus: As you read, record in your research journal your general thoughts as well as your thoughts on the methods the author is using to collect data for this book. In addition, describe how what you are reading relates to what you are seeing in your own classroom.</p>

Session	Focus and Readings	Assignments
WEEK 9 October 23 ONLINE	DATA ANALYSIS Continue reading your assigned book	Research Journal Focus: As you read, record in your research journal your general thoughts as well as how the author describes their data analysis . In addition, describe how what you are reading relates to what you are seeing in your own classroom.
WEEK 10 October 30 ONLINE	THINKING DIFFERENTLY ABOUT TEACHING Continue reading your assigned book	Research Journal Focus: Continue reading your assigned book. As you read, record in your research journal your general thoughts as well as how what you are reading makes you think about a problem in your classroom differently .
WEEK 11 November 6 ONLINE	THINKING DIFFERENTLY ABOUT TEACHING Continue reading your assigned book	Research Journal Focus: As you read, record in your research journal your general thoughts as well as how what you are reading makes you think about a problem in your classroom differently .
WEEK 12 November 13 ONLINE	THINKING DIFFERENTLY ABOUT TEACHING Continue reading your assigned book	Research Journal Focus: As you read, record in your research journal your general thoughts as well as how what you are reading makes you think about a problem in your classroom differently .
WEEK 13 November 20 ONLINE	Thanksgiving week—Gobble gobble!	Wrap up your research journal
WEEK 14 November 27 ONLINE		DUE: Research journal (Share your research journal with me. You can do this in a Google Doc, you can take pictures of a handwritten journal, or any number of other ways. Please speak to me if you have questions).
SPECIAL EVENT— November 29	Attend the MA Open House and Poster Session at 5pm. Location TBA.	
WEEK 15 December 4 IN PERSON	EQUITY ROUNDTABLES	DUE: Bring a one-page handout that summarizes the major themes that emerged for you from across your research journal. Be sure to include quotes from your readings and data from your research journal to illustrate these themes (make 5 copies).

This calendar has been thoughtfully planned, but could change to meet student needs.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Research Journal (40 points each time you turn it in x 2= 80 points total): The research journal will serve as the touchstone for this course. In it, you will record the data you collect in your classrooms as well as reflect upon its intersection with the course readings. Each course session has a focus for your research journal. Although research journal assignments are assigned each week, you will only turn it in for grading twice within the semester: **October 9** and **November 27**. In addition, you will bring your research journal to two in-person class meetings (**October 2** and **December 4**) and they will serve as the basis for our discussions.

The emphasis for the research journal assignments is on your capacity to gather data thoughtfully and critically analyze it in terms of the course readings. They are NOT graded on your professor's opinion of your classroom or your values or opinions. Rather, they will be graded on:

- 1) The extent to which the data you collect is systematic and purposeful, providing a reader with a clear view of what is happening in the classroom through both quantitative data and qualitative data collection (be sure to collect vivid examples to fully describe what you are seeing!).
- 2) Your capacity to be reflective in terms of the intersection of the data you are collecting in your classroom and the course readings. Your journal entries should clearly demonstrate that you have read the assigned readings and critically considered the author(s)' point of view in light of your own experiences.

Equity Roundtable (15 points for handout + 5 points for group participation= 20 points): On the final night of class, we will meet in person to debrief on what was learned about equity and social justice in schools and classrooms. Come prepared with a **one-page handout** for a small group (make 5 copies) that outlines the themes that emerge across your research journal, as well as the major takeaways for you from these course experiences. You will receive full credit for the equity roundtable if you engage thoughtfully with the small group and create a handout that effectively outlines themes that emerged from across your research journal, including quotes and data that illustrate these themes.

Grading Standards

A = 93-100	A- = 90-92				
B+ = 87-89	B = 83-86	B- = 80-82			
C+ = 77-79	C = 73-76	C- = 70-72	D = 60-69	F = 59 or lower.	

Final Exam Statement

No final exam in this course.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. As a professional courtesy, I would appreciate an email letting me know when you will be missing class. Should you have extenuating circumstances, please contact me as soon as possible.

Policy on Late/Missed Work

Late work, lack of participation in the Geographical Group Meetings or face-to-Face class meetings count as late work since participation is a part of the scoring of professional dispositions for the course. Please refer to the Cougar Course for details.

Student Collaboration Policy

This course requires students to collaborate on assignments and all students are required to work together. Details regarding these policies and expected behaviors are covered the first night in class during the time geographical groups are formed.

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

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

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

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

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

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

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy, this course includes class time devoted to describing to students how the combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total at least 45 hours per unit of credit.

All University Writing Requirement

All-University Writing Requirement is 850 words for a 1-unit course, 1700 words for a 2-unit course, and 2500 words for courses of 3 or more units. Since this is a writing course, these requirements are satisfied.

Course Format

This is a hybrid course, meeting on campus in class every other week, with cougar course supports and assignments for the independent weeks when candidates meet in geographical groups.

Necessary Technical Competency Required of Students

Fully functional laptop and familiarity with Google drive as cougar courses is a minimum requirement for this course. The use of the MSWord Track Changes tool is advisable.

Contact Information for Technical Support Assistance

- Email: sth@csusm.edu
- Phone: **760-750-6505**
- Location: 2nd floor of Kellogg Library

Monday - Thursday 7:00 am - 7:00 pm, Friday 8:00 - 5:00pm

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.