

Course Number	EDUC 364	
Title	The Role of Cultural Diversity in Schooling	
CRN Number	40005	40011
Days	Tuesdays and Thursdays	Tuesdays and Thursdays
Time	9:00AM - 10:15AM	1:00PM-2:15PM
Course Location	University Hall 444	University Hall 441
Semester / Year	Fall 2018	
Professor	Dr. M. Garrett Delavan	
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Hours	By appointment, please email to schedule	

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 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.

This course also requires:

Tutor Connection

This course requires Tutor Connection, which is a unique hands on experience tutoring a foster youth or a youth experiencing homelessness for 20 hours throughout this semester. In class, you will learn about the needs of this very vulnerable population, and then have the opportunity to work one-on-one with a youth and use the tools you learned to provide academic support. You will tutor 2-3 hours a week throughout the semester. Tutoring takes place at the youth's home, group home or school setting. After passing the background check that Health and Human Services will conduct, you will receive your placement. You will make contact with the caregiver immediately and set up a schedule with them. The schedule must be consistent to meet the needs of the youth and their foster families. You will be required to travel to the site once you have set up the schedule with the family.

Michelle Bailow, Tutor Connection Program Supervisor, will assign your placement and set up your background checks. She will also be your support throughout this semester. You will contact her directly with any issues or concerns pertaining to the tutoring experience. Her cell phone number is 858-337-1616. Please know you will not be without support.

Tuberculin Risk Assessment and Certificate of Clearance

Due to school site regulations and state and federal laws associated with protecting the safety of children, CSUSM students may NOT engage in field experience hours until a Certificate of Clearance/Live Scan and a Tuberculin (TB) Risk Assessment (form provided on p. 2) are cleared. You will need to provide your instructor with verification of Live Scan clearance. To protect your health information privacy, students enrolled in prerequisite courses, do not need to submit the TB Risk Assessment to the instructor; however, the school at which you complete the early field experience may ask for it, along with the letter of introduction from your instructor, and the Certificate of Clearance. Be prepared to show evidence of these documents to the school site. You will be required to sign and submit to your instructor a Confirmation of TB Risk Assessment Contract (contract provided on p. 3).

Tuberculin (TB) Risk Assessment

The TB Risk Assessment is achieved through submitting to a TB Risk Assessment visit with your medical provider. Additional information regarding tuberculosis risk assessment can be found [here](#). TB risk assessment is valid according to the findings of your risk assessment and must remain valid throughout all early Field Experiences and Clinical Practice (student teaching). The clearance may be obtained at a private health care provider's office, the County Health Department or the CSU San Marcos Student Health and Counseling Center. Current CSUSM students can obtain an appointment at the Student Health Center by calling 760-750-4915. Please note the tuberculin clearance is separate from the immunization clearance required for University admission.

Certificate of Clearance

A Certificate of Clearance is issued by the Commission on Teacher Credentialing (CTC) to credential program candidates. Title 5 regulations require that an application for Certificate of Clearance be filed to determine whether or not a candidate meets the state standards for character and fitness to teach in California's public schools. A Certificate of Clearance is valid for five years. Additional information about the Certificate may be obtained [here](#). You are required to submit documentation of the Certificate of Clearance to your instructor.

Certificate of Completion

Tuberculosis Risk Assessment and/or Examination

This form is to satisfy **job/school-related requirements** in the California Education Code, Sections 49406 and 87408.6 and the California Health and Safety Code, Sections 1597.005, 121525, 121545 and 121555.

Individual assessed and/or examined:

Last Name First Name M.I. Student ID number

Date of assessment and/or examination: _____ (mo/day/yr)

The above named individual has submitted to a tuberculosis risk assessment. This individual does not have risk factors, or if tuberculosis risk factors were identified, this individual has been examined and determined to be free of infectious tuberculosis. *(Must be signed by the health care provider completing the risk assessment and/or examination)*

Medical Provider (MD, DO, NP or PA) Signature

Medical Provider Printed Name

CA license number

Office Address: Street

City

State

Zip Code

Office phone number

Office fax number

Tuberculin TB Risk Assessment and Certificate of Clearance Contract

Note: This contract must be submitted to your instructor prior to the add/drop date of the semester. I confirm that I have secured Tuberculin (TB) Risk Assessment and a Certificate of Clearance/Scan. I will take the TB Risk Assessment, Certificate of Clearance, and introductory letter from my instructor to early field placement sites to be available upon request. I understand that if fraudulent information is submitted to my instructor or an early field placement site there could be academic consequences. The field experience component of the course is integral to successfully completing the course; therefore, I also understand that failure to secure a TB Risk Assessment and Certificate of Clearance prior to the add/drop date of the semester will result in my instructor administratively dropping me from the course.

print name

signature

Date

Course Prerequisites

None

Course Objectives

Students completing EDUC 364 will be able to demonstrate:

- developing competencies in the Foundational Social Justice and Equity TPE
- understanding of various concepts of culture and cultural contact, and their applicability to learning and teaching
- understanding of cultural diversity in the United States and California
- general familiarity with culturally responsive pedagogy
- understanding of gay, lesbian, bisexual and transgender students, teachers and families
- participating in 15 hours of fieldwork or 20 hours of Tutor Connection (depending on course section)

Unique Course Requirements

Students will be required to do 15 hours of fieldwork or 20 hours of Tutor Connection – depending on course section.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

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

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

Cougar Courses

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

COURSE LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

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

- **TPE 1.1** Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
- **TPE 1.3** Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

- **TPE 2.1** Promote students' social-emotional growth, development, & individual responsibility using positive interventions & supports, restorative justice, & conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
- **TPE 2.4** Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
- **TPE 2.5** Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
- **TPE 6.2** Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
- **TPE 6.7** Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.
- Foundational Social Justice and Equity TPEs (F1, F2, F3, and F4).

SoE's Foundational TPEs: Social Justice and Equity

Foundational TPEs
F1 – Engage in the problem posing process - identify (name) issues of inequity, critically reflect on possible solutions, create and enact social justice and equitable action plans
F2 – Understand how to apply theories and principles of multicultural education including critical pedagogy and culturally relevant teaching into practice
F3 – Incorporate effective instructional practices into the curriculum to ensure equitable outcomes for students from diverse backgrounds - taking into consideration language, culture, socio-economic status, <i>perceived</i> competence/ability (pick one or use both), neurodiversity, ethnicity, language, race, socioeconomic level, faith, gender, sexual orientation, and immigrant status of students and their families
F4 – Collaborate with colleagues, students and families to address issues of social justice, equity and all forms of diversity (including neurodiversity) in the curriculum, school activities, school structure, and home-school relations to ensure equitable outcomes for all students

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

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

- develop competencies in the Foundational Social Justice and Equity TPE
- understand various concepts of culture and cultural contact in learning and teaching
- understand cultural diversity in the United States and California
- be familiar with culturally responsive pedagogy
- understand gay, lesbian, bisexual and transgender students, teachers and families
- have a greater understanding of diverse students through fieldwork or Tutor Connection

SCHEDULE/COURSE OUTLINE

Session	Topics	Your preparation work before class (see Cougar Courses for all materials besides the two textbooks: Nieto & Bode and Spring)
Week 1: 8/28	<ul style="list-style-type: none"> • Course overview, syllabus, vision for our discourse community • Lottery to create groups for <ul style="list-style-type: none"> ○ the Spring textbook chapters for the Spring Book Group Reading Facilitation assignment ○ the School Diversity Assessment assignment • Concepts of culture and cultural contact, and their applicability to learning and teaching • Culture as hybrid, evolving, and much more than just ethnicity <p>Meet Michelle Bailow (last 10 minutes)</p> <ul style="list-style-type: none"> • Michelle meets with anyone yet to get fingerprinted 	
8/30	<ul style="list-style-type: none"> • Introduction to the sociopolitical contexts of schooling • Further class community building • Explanation of Personal History of Otherness assignment 	(see Cougar Courses for all materials besides Nieto & Bode and Spring) <ul style="list-style-type: none"> • Nieto & Bode chapter 1 <p>DUE by start of class (submit via Cougar Courses): Reading Response #1</p>
Week 2: 9/4	Tutor Connection with Michelle Bailow, 1 of 6	
9/6	<ul style="list-style-type: none"> • Multicultural education and culturally responsive pedagogy 	<ul style="list-style-type: none"> • Nieto & Bode chapter 2 • Short video by Teaching for Tolerance • Culturally Responsive Pedagogy: Some Key Features, Sonia Nieto <p>DUE by start of class: Reading Response #2</p> <p>DUE Sunday 9/9 at midnight: Personal History of Otherness (Phase I)</p>
Week 3: 9/11	Tutor Connection with Michelle Bailow, 2 of 6	

Session	Topics	Your preparation work before class (see Cougar Courses for all materials besides the two textbooks: Nieto & Bode and Spring)
9/13 SOE	<p>Building a learning community: Share from your Personal History of Otherness (Phase I)</p> <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"> • Nieto & Bode chapter 5 • Various items of census data for the U.S. and California <p>DUE by start of class: Reading Response #3</p>
Week 4: 9/18	<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"> • Nieto & Bode Chapter 4 • Spring Chapter 6 • Richard Ingersoll & Henry May: The minority teacher shortage: Fact or fable? • Jeffrey Gettleman: The Segregated Classrooms of a Proudly Diverse School <p>DUE by start of class: Reading Response #4</p>
9/20 MS	Tutor Connection with Michelle Bailow, 3 of 6	
Week 5: 9/25	<p>Intro to ethnicity, race, and racism</p> <p>Whiteness, White privilege, and the invisibility (normalization) of White ethnicity and culture</p>	<ul style="list-style-type: none"> • Nieto & Bode Chapter 3 • Larry Adelman: Race and Gene Studies: What Differences Make a Difference? • Spring chapter 1 • Tim Wise TED Talk: White Privilege • Nell Irvin Painter: The History of White People <p>DUE by start of class: Reading Response #5</p>

Session	Topics	Your preparation work before class (see Cougar Courses for all materials besides the two textbooks: Nieto & Bode and Spring)
9/27	Native Americans in U.S. schooling	<ul style="list-style-type: none"> • Spring chapter 2 • Navajo/Diné language/culture immersion newsclip • 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 • 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. • "Teaching About Native American Issues" by UnderstandingPrejudice.org • Native Culture Should Be Taught Year Round, Kellie Cunningham Bliss <p>DUE by start of class: Reading Response #6</p>
Week 6: 10/2	Tutor Connection with Michelle Bailow, 4 of 6	
10/4	African Americans in U.S. schooling	<ul style="list-style-type: none"> • Spring Chapter 3 • Gloria Ladson-Billings: Fighting for our Lives: Preparing Teachers to Teach African American Students. • NPR interview: "A 'Forgotten History' Of How The U.S. Government Segregated America." Read the first four paragraphs then listen to <i>at least the first 6 minutes 40 seconds</i> of the podcast and/or read the transcript. • TED talk by principal Nadia Lopez: A Philadelphia principal discusses how she fought low expectations in a segregated, impoverished, African-American neighborhood. • <i>Optional:</i> Kandice Sumner, TED Talk: How America's public schools keep kids in poverty <p>DUE by start of class: Reading Response #7</p>
Week 7: 10/9	Tutor Connection with Michelle Bailow, 5 of 6	

Session	Topics	Your preparation work before class (see Cougar Courses for all materials besides the two textbooks: Nieto & Bode and Spring)
10/11 SOE	Asian Americans and Pacific Islander Americans in U.S. schooling	<ul style="list-style-type: none"> • Spring chapter 4 • Joy L. Lei: Teaching and learning with Asian American and Pacific Islander students • Andrea Bittle: I Am Asian American: Uncover the true diversity beneath the Asian American label • Noy Thrupkaew: The Myth of the Model Minority • News articles on Asian Pacific languages in education <ul style="list-style-type: none"> ○ Native Hawaiian language ○ Dual language (immersion) programs in Minneapolis for less commonly taught languages in the community ○ 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” <p>DUE by start of class: Reading Response #8</p>
Week 8: 10/16	Tutor Connection with Michelle Bailow, 6 of 6	
10/18 MS CCTE	Latinas/os in U.S. schooling	<ul style="list-style-type: none"> • Spring Chapter 5 • News stories on <ul style="list-style-type: none"> ○ the conflict over Mexican American Studies in Arizona ○ the Mendez Supreme Court decision • Article on Lemon Grove Incident (and optional video) <p>DUE by start of class: Reading Response #9</p>
Week 9: 10/23	Racial/ethnic category-bending identities: Schooling and Middle-Eastern & South Asian identities and other ethnic identities often left out of the main categories	<ul style="list-style-type: none"> • South Asian identities • Middle Eastern identities • Caribbean / West Indian American identities • Americans with recent African heritage • Indigenous people from Latin America • Roma (formerly known as Gypsies) <p>DUE by start of class: Reading Response #10a</p>

Session	Topics	Your preparation work before class (see Cougar Courses for all materials besides the two textbooks: Nieto & Bode and Spring)
10/25	Ableism Disabled or differently abled identities in U.S. schooling	<ul style="list-style-type: none"> • Hehir, T. (2002). Eliminating ableism in education. • Myers, C., & Bersani, H. (2008). 10 quick ways to analyze children's books for ableism. • Beth Sonnenstrahl Benedict, Deaf Culture and Community. • Testimony of disability-activist Youtubers <p>DUE by start of class: Reading Response #10b</p>
Week 10: 10/30	Binary gender / traditional masculinity and femininity and schooling	<ul style="list-style-type: none"> • David Sadker & Karen R. Zittleman, (2009). "Gender Bias: From Colonial America to Today's Classrooms" • Research summary: "Boys will be boys" in U.S., but not in Asia <p>DUE by start of class: Reading Response #11a</p>
11/1	Gender & sexuality (LGBTQ) identities in U.S. schooling Heteronormativity	<ul style="list-style-type: none"> • Chris Mayo, LGBTQ youth and education: Policies and practices, Ch. 2 • Beyond the Gender Binary Dr. Margaret Nichols TEDxJerseyCity • Testimonies of homeless LGBTQ youth <p>DUE by start of class: Reading Response #11b</p> <ul style="list-style-type: none"> • Optional: Meyer, E. 2007. "'But I'm Not Gay': What Straight Teachers Need to Learn about Queer Theory."

Session	Topics	Your preparation work before class (see Cougar Courses for all materials besides the two textbooks: Nieto & Bode and Spring)
Week 11: 11/6	<p>Linguistic diversity and minoritized language groups</p> <p>Programs for English Learners</p> <p>Equity in Dual Language (Immersion) Programs</p>	<ul style="list-style-type: none"> • Nieto and Bode chapter 6: Linguistic Diversity in U.S. Classrooms • Ricento: A Brief History of Language Restrictionism in the U.S. • 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. • TED Talks on variation within English <ul style="list-style-type: none"> ○ No such thing as correct English Kellam Barta ○ 3 ways to speak English Jamila Lyiscott • Wayne Wright: Program Models for English Language Learners (excerpt) <p>DUE by start of class: Reading Response #12a</p>
11/8	<p>ONLINE ASSIGNMENT RATHER THAN FACE-TO-FACE CLASS: INSTRUCTOR AT CONFERENCE</p> <p>A New Americans: Immigrants, refugees, asylum-seekers</p> <p>B Religious diversity in U.S. schooling. Countering Islamophobia (and fear/hatred of mis-associated non-Muslim Middle Eastern and South Asian identities).</p>	<p>Topic A</p> <ul style="list-style-type: none"> • Maureen Costello (2011). The Human Face of Immigration: Students challenge stereotypes when they see the people behind the slogans. • Nina Lakhani (2016). Central America's rampant violence fuels an invisible refugee crisis. • Maya Lindberg (2016). Understanding Refugee Crises. <p>Topic B</p> <ul style="list-style-type: none"> • Charles Lippy: Christian Nation or Pluralistic Culture: Religion in American Life • <i>The Impact of School Bullying and Discrimination on California Muslim Students</i> <p>DUE INSTEAD of class attendance: recorded oral response to the readings</p>
Week 12: 11/13 MS	<p>Social class, socioeconomic status</p> <p>Open source materials movement</p>	<ul style="list-style-type: none"> • Caroline Hodges Persell: Social Class and Educational Equality • Gregory Mantsios: Media Magic: Making Class Invisible • Norton & Airely 2011 building a better America one wealth quintile at a time • Harold Meyerson, The 40-Year Slump, <p>DUE by start of class: Reading Response #12b</p>

Session	Topics	Your preparation work before class (see Cougar Courses for all materials besides the two textbooks: Nieto & Bode and Spring)
11/15	Economics, environment and education <ul style="list-style-type: none"> • Privatization and charterization • Culture of unsustainability, environmental racism • Corporate globalization versus sustainable globalization 	<ul style="list-style-type: none"> • Spring chapter 7 • Short videos on the charter school and privatization debates • News clips on environmental racism and the racial and ethnic diversity of environmental activism • Introduction to: Martusewicz, R. A., Edmundson, J., & Lupinacci, J. (2014). Ecojustice education: Toward diverse, democratic, and sustainable communities. DUE by start of class: Reading Response #13a
Week 13: 11/20	School-to-prison pipeline and prison-industrial complex	<ul style="list-style-type: none"> • Angela Davis: Masked Racism: Reflections on the Prison Industrial Complex • Jonathan Kozol: Still Separate, Still Unequal: America's Educational Apartheid • 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 DUE by start of class: Reading Response #13b
11/22	THANKSGIVING BREAK!	
Week 14: 11/27	Returning to questions of how to affirm diversity through teaching	<ul style="list-style-type: none"> • Nieto & Bode 7: Understanding Student Learning and School Achievement • Nieto & Bode chapter 8: Learning from Students DUE by start of class: Reading Response #14a
11/29	Returning to questions of how to affirm diversity through teaching In-class workshop with presentation group	<ul style="list-style-type: none"> • Nieto & Bode chapter 9: Adapting Curriculum for Multicultural Classrooms DUE by start of class: Reading Response #14b

Session	Topics	Your preparation work before class (see Cougar Courses for all materials besides the two textbooks: Nieto & Bode and Spring)
Week 15: 12/4	Teaching for social justice: Crystalizing our understanding of culturally relevant pedagogy and like approaches Final presentations	<ul style="list-style-type: none"> Nieto & Bode chapter 10: Implications for Teachers, Schools, Families and Communities Andrea Ayvazian: Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change DUE by start of class: Reading Response #15 DUE: Present School Diversity Assessments
12/6	Final presentations and celebration	DUE: Present School Diversity Assessments
Week 16: Final exam period, December 10-15 (Mon-Sat).	There are no classes or final examinations this week, but two final assignments are due via Cougar Courses. DUE by midnight on December 9th <ul style="list-style-type: none"> Personal History of Otherness (Phase II) DUE by midnight on December 15th: <ul style="list-style-type: none"> Social Justice & Equity Action Plan 	

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

Teacher education is a professional preparation program. It is expected that teacher candidates will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Teacher candidates are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education.

- | | |
|---|---|
| <ul style="list-style-type: none"> • Attendance, Participation, & Professional Disposition • Reading Responses • Personal History of Otherness • Spring Book Group Reading Facilitation • School Diversity Assessment • Social Justice & Equity Action Plan • Tutoring Students from Diverse Backgrounds | 10 points
15 points
20 points
10 points
20 points
10 points
15 points
(100 points) |
|---|---|

Assignment Descriptions

1. Attendance, Class Participation & Professional Disposition 10 points

The purpose is for students to be well prepared for course sessions and participate in activities and assignments. These points are awarded at the instructor's discretion. At a minimum, students must

attend more than 80% of class time, or s/he may not receive a passing grade for the course. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *Notification of absence does not warrant an excuse.*

Because this course is a prerequisite to a credential program in the SoE, students are expected to demonstrate behavior consistent with a professional career and adhere to attendance policy. To meet TPE 2.5 (initial) students must do a pre and post self-assessment of their Social Justice and Equity Disposition (Foundational TPE – F1) using the rubric that will be provided in class.

For this section of EDUC 364:

Students will receive a score below 10/10 proportional to how far they are from meeting *all* of these expectations.

- Complete the pre- and post- self-assessments of TPE 2.5 and TPE F1.
 - Attend 90% of class sessions (no more than 3 absences)
 - With instructor approval of the legitimacy of an absence reason, it will be possible to complete sufficient make-up assignments equivalent to the learning time missed.
 - Students who attend less than 80% (more than 6 absences) will be unable to pass the course unless legitimately unforeseen problems occur (that the instructor recognizes as legitimate) and make-up assignments are completed equivalent to the learning time missed.
 - Be on time to and stay through the end of 90% of class sessions (3 of these permitted without penalty).
 - Participate frequently in class discussions.
 - Participate professionally and ethically in class and incorporate feedback from others on respectful/disrespectful ways of discussing identities and sociopolitical issues.
- A score of 0/10 could result from an especially irresponsible performance of just one of the expectations on this list.

2. Reading Responses**15 points**

In order to have the type of class discussions that this course requires, it is crucial that students read the material before class. In order to receive participation points for the week, students must come prepared to class with a synthesis of key points of the week's reading and your personal thoughts/similar experiences of the featured case studies in the chapters. Professor may opt to post discussions on Cougar Course. This assignment meets TPEs 1.1 (initial), 2.1 (initial), and 2.5 (initial) in addition to SJE Foundational TPE – F3. More detailed directions and rubric for grading assignment will be given in class.

3. Personal History of Otherness**20 points**

By researching and studying one's relationship to the eight categories of typical "otherness" in U.S. society, it is possible for us to gain an appreciation about ourselves as individuals and our many similarities and differences. In this assignment you are to write one page for each category about your relationship to "otherness" in terms of race, gender, religion, sexual orientation, socioeconomic status, age, physical or mental ability, and language. Reflect on your own experiences in terms of your social context, your family background, and other factors determined by your own circumstances and upbringing. Rank the eight categories from most important to least important in regards to who you are as an individual. Be prepared to discuss your assignment within a larger class dialogue. This assignment meets TPE 6.2 (initial). More detailed directions and rubric for grading assignment will be given in class.

For this section of EDUC 364, the Personal History of Otherness assignment will be submitted in two phases:

- **Phase I** (10 points) will consist of ½ page on each topic specified and will be due early in the course.
- **Phase II** (10 points) will be due at the end of the course, and students will complete the second ½ page for each category by deepening their reflection based on course understandings and considering how their relationship to and understanding of that form of "otherness" may have evolved during the course.

4. Spring Book Group Reading Facilitation (Spring Textbook)**10 points**

In small groups, students will lead a 20-30 minute discussion of a chapter (or half of a chapter) from the Spring textbook. This discussion should promote critical thinking, varied perspectives and an attempt to connect the past to the present in our schools. Students will share additional resources found related to the chapter. Group provides a one-page summary of the chapter highlights to the class. More detailed directions and rubric for grading assignment will be given in class. This assignment meets TPE 6.7 (initial) and SJE Foundational TPE – F4.

5. School Diversity Assessment**20 points**

In small groups, students will provide a research-based assessment of three or more schools from the same district and grade span. This will be a comparison of academic achievement, qualified staff, community resources, and parental involvement at the sites. The final project could be a PowerPoint, movie, poster, or some other type of creative way to present the information. More detailed directions, examples, and rubric for grading assignment will be given in class. This assignment meets TPE 6.2 (initial) and SJE Foundational TPE – F1.

6. Social Justice and Equity Action Plan**10 points**

As a way to synthesize all of the information that has been learned in the semester, students will create a personal diversity action plan that will discuss how each future teacher or as a community member, you can address the achievement gap and promote learning for all students. Plans will be shared in class, if time permits. More detailed directions and rubric for grading assignment will be given in class. This assignment meets TPEs 2.1 (initial), 2.5 (initial) and SJE Foundational TPE – F2.

7. Tutoring Students from Diverse Backgrounds

15 points

As a requirement for this course, you will tutor students from diverse backgrounds. More information will be provided in class by instructor. This fieldwork/tutoring assignment requires a number of hours in the field. Students will be expected to submit a reflection at end of semester. This assignment meets TPEs 1.3 (Initial, Practice), 2.4 (Initial, Practice) and SJE Foundational TPE – F3.

For this section of EDUC 364, you will earn 0.75 points for each hour of tutoring documented through Tutor Connections

Grading Standards

92 – 100 A	90 – 91 A-
88 – 89 B+	82 – 87 B
80 – 81 B-	78 – 79 C+ (minimal passing grade for credential)
72 – 77 C	70 – 71 C-

Note: Students taking EDUC 364 as a prerequisite for teacher credential and graduate programs are reminded that the School of Education requires completion of this course with a grade of C+ or higher.

Final Exam Statement

This course does not have a final exam.

School of Education/Course Attendance Policy

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

For this section of EDUC 364:

As stated above, Attendance, Class Participation & Professional Disposition assignment points will be lowered from 10/10 proportionally to the degree these attendance expectations are not met.

- Attend 90% of class sessions (no more than 3 absences)
 - With instructor approval of the legitimacy of an absence reason, it will be possible to complete sufficient make-up assignments equivalent to the learning time missed.
 - Students who attend less than 80% (more than 6 absences) will be unable to pass the course unless legitimately unforeseen problems occur (that the instructor recognizes as legitimate) and make-up assignments are completed equivalent to the learning time missed.
- Be on time to and stay through the end of 90% of class sessions (3 of these permitted without penalty).
- Attending the class implies attending to the activities or the person speaking. If asked to put away distracting devices or activities, please do so or you may be marked as not in attendance.

See Attendance, Class Participation & Professional Disposition assignment description above.

Policy on Late/Missed Work

No credit will be given if you miss an in class assignment or required presentation. If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements.

For this section of EDUC 364: Work that does not occur in class (independent student work or assignments) can be submitted late but will lose 20% of its value for each day it is late.

Student Collaboration Policy

Due to the nature of the course, students will be asked to collaborate and actively interact with one another during class activities.

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 seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, in order to ensure confidentiality, in a more private setting.

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.

Electronic Submissions of Assignments

This course is mostly paperless. Assignments are to be turned to Cougar Course on time. Points will be deducted for late submissions as the work you do is essential to the discussions conducted in this course. Make sure you turn in the assignments in Word, 12 font, in Times New Roman. Resources and/or citations will be referenced using APA format.

NOTE: Full assignment guidelines can be found on Cougar Courses.

For this section of EDUC 364, rubrics for assignments will be available on Cougar Courses for both the student and the instructor to use to evaluate the work. Students will submit a copy of the assignment rubric with their self-evaluation of each major assignment submitted.

All University Writing Requirement

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

Course Format

This course format is offered in a traditional face-to-face instruction.

Necessary Technical Competency Required of Students

Candidates 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. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Contact Information for Technical Support Assistance

The Student Technology Help Desk is located on the 2nd floor of Kellogg Library. They are open 56 hours a week during the regular semester. You are welcome to email them at sth@csusm.edu or call them at (760) 750-6505 during business hours for your technology-related questions.

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.