

<b>Course &amp; Section Nos.</b>	<b>EDUC 602 (01)</b>
<b>Course Title</b>	<b>Schooling in a Multicultural Society</b>
<b>Class Roster No.</b>	<b>40297</b>
<b>Course Day(s)</b>	<b>Tuesdays</b>
<b>Time</b>	<b>5:30 – 8:20pm</b>
<b>Course Location</b>	<b>UH 444</b>
<b>Semester / Year</b>	<b>Fall 2018</b>
<b>Instructor</b>	<b>Annette M. Daoud, Ph.D.</b>
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<b>Office Hours</b>	<b>Tuesdays before class &amp; 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

This course focuses on an introduction to issues of schooling in a multicultural society. It includes an overview of multicultural education and addresses areas of study such as culture and cognition, the psychology of personal prejudice, diversity and exceptionality, intercultural communication, cross-cultural competence, and curriculum and teaching in multicultural contexts.

### Course Prerequisites

For all 600-level School of Education courses, admission to the MA program or specific certificate program is a prerequisite.

### Course Objectives

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

- Lead a discussion among her/his peer by critically analyzing assigned readings.
- Identify current multicultural/social justice topics and discuss their relevance to the education of diverse students.
- Select peer-reviewed multicultural resources and create an annotated bibliography based on them.
- Apply tenets of Critical Pedagogy by designing a Social Justice & Equity Action Plan that can be executed at her/ his school site (PSLO #2).

## REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

### Required Texts

Pang, V. O. (2018). *Diversity and Equity in the Classroom*. Boston, MA: Cengage Learning. ISBN 9781305386471

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

American Psychological Association (2010). *Publication Manual of the American Psychological Association*. 6<sup>th</sup> Edition. ISBN: 978-1-4338-0561-5

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

### Cougar Courses

You have access to the EDUC 602 Cougar Course when you register for the class

## COURSE LEARNING OUTCOMES

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

- Identify issues of social justice related to students' social, cultural, and linguistic diversity that impact students' opportunities to develop and learn in school, classroom, home and community contexts;
- Collaborate with key stakeholders to advocate for and advance differentiated learning, home-school partnerships, and initiatives that build on all students' and parents' funds of knowledge.

## PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

The Master of Arts in Education Program assesses four (4) Program Student Learning Outcomes (PSLO).

**PSLO 1: Professional Dispositions** (EDUC 622 & prior to enrollment in EDUC 698)

**PSLO 2: Leadership Skills** (EDUC 602)

**PSLO 3: Analyze Research** (EDUC 622)

**PSLO 4: Integrate Research** (EDUC 698)

EDUC 602 addresses Program Student Learning Outcome 2:

**PSLO 2: Leadership Skills**

*Apply leadership skills to advance the profession.*

In the MA in Education Program, PSLO 2 is assessed in Social Justice Action Plan Assignment in EDUC 602: Schooling in a Multicultural Society using a rubric provided at the end of the EDUC 602 syllabus. Candidates must complete a Social Justice Action Plan by week 12 with feedback by week 13. The requirement for PSLO 2 is to score early advanced or advanced criteria on the Social Justice Action Plan Rubric. If necessary, candidates may revise and resubmit their Action Plan by week 14 with feedback from the instructor by week 15. Candidates must complete the PSLO 2 requirements before advancing to candidacy and enrolling in EDUC 698. Note due dates will change to reflect schedule for summer or intersession courses.

**GENERAL CONSIDERATIONS**

**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 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. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or make an appointment.

**Credit Hour Policy Statement**

Per the University Credit Hour Policy:

- For this Hybrid courses, the combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total 45 hours per unit of credit. Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.

## **All University Writing Requirement**

The All-University Writing Requirement of 2500 words is satisfied in the course across the combined assignments,

## **Course Format**

This course is offered as a hybrid (HY). It includes both face-to-face and online (FO) instruction.

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

Candidates (Course participants) are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, course website use, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. **All assignments will be submitted electronically.** Details will be given in class.

## **Contact Information for Technical Support Assistance**

For assistance regarding technology, the CSUSM Student Technology Help Desk can be reached at 760.750.6505 or on their webpage: <https://www.csusm.edu/sth/support/index.html>

## **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.

## **Final Exam Statement**

EDUC 602 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*).

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

No credit will be given if you miss an in-class assignment. Assignments submitted late will not receive full credit. If extenuating circumstances exist, you should contact the instructor as soon as possible to make appropriate arrangements.

## 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.

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

*The professor reserves the right to change, add to or delete any material or assignment within this course*

### Course Assignments

This course is structured as a graduate-level seminar. The success of a seminar is dependent upon each participant being well prepared. My role will be to “facilitate” and to intervene or redirect class discussions as necessary, rather than to exclusively lecture on a weekly basis, or be the main focus of the class. You will work to develop your knowledge base through the readings, discussions, presentations and assignments.

Multiple approaches, methods, and teaching experiences are necessary strategies to accommodate various learning styles. Class formats and learning structures will vary and include whole and small group discussion, pair work, and online work.

*NOTE: This is a hybrid course with face-to-face and online sessions.*

Attendance and Participation	10 points
Social Justice & Equity Personal Reflection	10 points
Discussion Leader	15 points
Multicultural / Social Justice “Hot Topics”	10 points
Multicultural Resources / Annotated Bibliography	20 points
Critical Pedagogy / Social Justice & Equity Action Plan (PSLO #2)	35 points

### Grading Standards

All students are expected to participate in class and online activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled **before** the class meeting. Assignments should be typed and double-spaced in a Word Document. Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. A minimum grade of a B- is required to pass this MA level (600) course.

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

### Assignment Descriptions

#### **Attendance and Participation**

**10 points**

It is expected that you will attend and participate actively in all class sessions (F2F and online) including class discussions, activities, and presentations. Your discussions should be analytical, not just descriptive, and address or include issues, experiences, ideas, discussions, course readings, and current events - related to the weekly readings and topics. **Missing more than one class, in person or on-line will result in a lower grade.** Being consistently late and/or leaving class early can also lower your grade. These measures should be viewed as taking appropriate individual responsibility for one’s own learning in a democratic, collaborative and reciprocal-learning environment.

**Discussion Leader****15 points**

Each student will lead a class discussion on assigned readings, choosing the aspects they wish to highlight in the readings for the discussion (**7 points**). All discussions will occur online. Additionally, students will design and facilitate an engaging in-class presentation focused on connecting their assigned course readings to practice. The in-class presentation can include activities, application exercises and/or other creative ways to interrogate the chapter content and its application to teaching students from diverse backgrounds (including current issues in education and/or “hot topics”). The presentations will be approximately 20 minutes in length (**8 points**).

Note: You are welcome to use the questions or activities outlined by the text authors if you wish.

**Social Justice & Equity Personal Reflection****10 points**

In this paper, you will reflect on what social justice means to you. This initial reflection is an opportunity for you to explore “where you are at” towards the beginning of the semester (reflections will be revisited at the end of the semester). In your reflection, you should: 1) Describe your past experience with issues of diversity and / or equity, highlighting one positive and one challenging experience you have encountered in your personal or professional life; 2) Reflect upon what actions you are able to take at this time to address the issue you described or another issue you plan to identify for your Social Justice and Equity Action Plan. Your Personal Reflection should be 3-4 pages, double-spaced.

**Multicultural / Social Justice “Hot Topics”****10 points**

Individually or in pairs, students will have the opportunity to **investigate and present** a “hot topic” in the area of multicultural education / social justice and equity of their choosing. All “hot topic” presentations will occur online. You might consider a “hot topic” that is going on at your school site (for example, the achievement gap, linguistic diversity and languages of instruction, classism, gender identity, religious bias, etc.) and look at what is being said about this topic from multiple perspectives. Information provided in your presentation may help class members clarify the direction of their annotated bibliography or impact their social justice and equity action plans. You are encouraged to make connections between the readings, discussions, and current issues or “hot topics.” Some ideas for identifying hot topics include the following websites (aside from the daily news...and events occurring in your local communities, state and nation-wide):

Teaching Tolerance <https://www.tolerance.org/>  
Rethinking Schools <https://www.rethinkingschools.org/>  
Teaching for Change <http://www.teachingforchange.org/>  
Education Week <https://www.edweek.org/>

“You will post your “hot topic” along with questions to guide a discussion on the Cougar Course site.

**Multicultural Resources / Annotated Bibliographies****20 points**

Each student will collect 4 peer-reviewed (minimum) multicultural resources related to your area of emphasis. The multicultural resources you collect can be used as a basis for your thesis/project, your social justice and equity action plan, or can focus on a specified topic which you can use in your classrooms, schools, and communities. Use reputable educational journal articles of research studies that you will need for the literature review of your MA thesis/project. State topic researched in multicultural education as part of heading for this paper. Students will write an annotated bibliography (approximately half a page each) for each resource using APA-style reference format which includes:

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

**Critical Pedagogy/Social Justice and Equity Action Plan (PSLO 2)****35 Points**

Your final project is to develop an individual professional action plan that specifically addresses your new understandings of critical pedagogy in relation to schooling in a multicultural society that provides insightful analysis and reflection. Hopefully our readings of critical pedagogy will bring to the table new questions and concerns about your classroom, your students, your school, your district, or your overall professional work.

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

Following a critical pedagogy model, your final paper will consist of a minimum 5-page paper (**25 points**) discussing the issue you have identified (to name), your thoughts, research, discussion on the issue (to reflect critically) and a detailed description of your action plan with a timeline and attainable goals (to act). Throughout the semester, you will discuss steps of your plan with your peers.

In-class presentation includes a 15-minute PPT or Prezi presentation to the class. Please provide a brief overview of the various sections of the action plan. Your presentation may include artifacts and evidence from your project in which your Action Plan was or will be implemented. (**10 points**)

### Program Student Learning Outcome 2: Leadership - Social Justice Action Plan Rubric

	Advanced	Early Advanced	Intermediate	Early Intermediate	Beginning
<b>Content/Structure and appropriately address Anti-Bias and Social Justice</b>	The scope and focus of the topic is very clear. The content directly attends to issues related to social justice. The organization or structure demonstrates a clear objective, measurable outcome, or appropriateness to the particular grade level and subject and population being taught.	The scope and focus of the topic is clear. The content attends to issues related to social justice. The organization or structure demonstrates an objective, measurable outcome, or appropriateness to the particular grade level and subject and population being taught.	The scope and focus of the topic is somewhat clear. The content attends to issues related to social justice. The organization or structure somewhat demonstrate a clear objective, measurable outcome, or appropriateness to the particular grade level and subject and population being taught.	The scope and focus of the topic is somewhat unclear. The content attends somewhat to issues related to social justice. The organization or structure somewhat demonstrate a clear objective, measurable outcome, or appropriateness to the particular grade level and subject and population being taught.	The scope and focus of the topic is not very clear. The content does not or very minimally attends to issues related to social justice. The organization or structure does not demonstrate a clear objective, measurable outcome, or appropriateness to the particular grade level and subject and population being taught.
<b>Analysis and effectiveness of plan</b>	The sequence of the action plan is very feasible or appropriate to achieve the stated objectives and outcomes. Citations are thoroughly quoted from the course texts and/or are responded to clearly and cogently. Evidence from instruction, personal experience and discussions are provided in a coherent manner. The plan consistently demonstrates <u>remarkable</u> insightfulness, analysis and reflectiveness.	The sequence of the action plan is feasible or appropriate to achieve the stated objectives and outcomes. Citations are quoted from the course texts and/or are responded to clearly and cogently. Evidence from instruction, personal experience and discussions are provided. The plan demonstrates insightfulness and reflectiveness.	The sequence of the action plan is somewhat feasible or appropriate to achieve the stated objectives and outcomes. Citations are quoted from the course texts and/or are responded to clearly and cogently. Evidence from instruction, personal experience and discussions are provided. The plan somewhat demonstrates insightfulness and reflectiveness.	The sequence of the action plan is unfeasible or inappropriate to achieve the stated objectives and outcomes. Citations may or may not be quoted from the course texts and/or are not responded to clearly and cogently. Evidence from instruction, personal experience and discussions may or may not be provided. The plan weakly demonstrates insightfulness and reflectiveness.	The sequence of the action plan is unfeasible or inappropriate to achieve the stated objectives and outcomes. Citations are not quoted from the course texts and/or are not responded to clearly and cogently. Evidence from instruction, personal experience and discussions are not provided. The plan does not demonstrate insightfulness and reflectiveness.
<b>Mechanics</b>	Grammar, spelling, punctuation, and use of citations are strong.	Grammar, spelling, punctuation, and use of citations are good.	Grammar, spelling, punctuation, and use of citations are acceptable.	Grammar, spelling, punctuation, and use of citations are weak.	Grammar, spelling, punctuation, and use of reference texts or citations are frequently weak.

## SCHEDULE/COURSE OUTLINE

Timeline subject to change due to “teachable moments”

Date	Topic	Assignment
<b>Session 1</b> August 28	Conceptions / Misconceptions of Culture and Multicultural Education  Identities - “Where Am I At”	Review the syllabus
<b>Session 2</b> September 4	Identity Exploration - Exploring Biases  Multicultural Education	<b>Read:</b> Pang - Chapter 1 McIntosh – White Privilege  <b>DUE:</b> Social Justice & Equity Personal Reflection
<b>Session 3</b> September 11  ONLINE	Culture  Culturally Relevant Teaching  Multicultural Issues in Education	<b>Read:</b> Pang – Chapters 2 & 3  <b>DUE:</b> Discussion Leaders & Participation (all)  <b>DUE:</b> MCE / SJE Hot Topics in Education Discussion Leaders & Participation (all)
<b>Session 4</b> September 18	A Framework for Social Justice  Moving towards Action	<b>Read:</b> Wink – Chapters 1 & 2  <b>DUE:</b> Discussion Leader Presentations
<b>Session 5</b> September 25  ONLINE	Critical Pedagogy  Race, Oppression & Civil Rights  Multicultural Issues in Education	<b>Read:</b> Pang – Chapters 4 & 5 Wink – Chapter 3  <b>DUE:</b> Discussion Leaders & Participation (all)  <b>DUE:</b> MCE / SJE Hot Topics in Education Discussion Leaders & Participation (all)
<b>Session 6</b> October 2	Educational Equity  Critical Pedagogy  Socially Just Actions	<b>Read:</b> Wink – Chapter 4 Blankstein & Nogura – Achieving Excellence Through Equity for Every Student  <b>DUE:</b> Discussion Leader Presentations
<b>Session 7</b> October 9  ONLINE	Classism, Sexism  Sexual Orientation, Gender Identity  Origins of Critical Pedagogy  Multicultural Issues in Education	<b>Read:</b> Pang – Chapters 6 & 7  <b>DUE:</b> Discussion Leaders & Participation (all)  <b>DUE:</b> MCE / SJE Hot Topics in Education Discussion Leaders & Participation (all)
<b>Session 8</b> October 16	Critical Pedagogy  Critical Consciousness  Socially Just Actions	<b>Read:</b> Wink – Chapter 5 Arellano, et., al – Teaching for Critical Consciousness  <b>DUE:</b> Discussion Leader Presentations
<b>Session 9</b> October 23  ONLINE	Families – Valuing Assets and Funds of Knowledge  Social Biases, Prejudice & Bullying  Multicultural Issues in Education	<b>Read:</b> Pang – Chapters 8 & 9  <b>DUE:</b> Discussion Leaders & Participation (all)  <b>DUE:</b> MCE / SJE Hot Topics in Education Discussion Leaders & Participation (all)

Date	Topic	Assignment
<b>Session 10</b> October 30	Sharing Multicultural Resources Taking Socially Just Actions	<b>DUE:</b> Multicultural Resources / Annotated Bibliographies <b>DUE:</b> Discussion Leader Presentations
<b>Session 11</b> November 6  ONLINE	Positioning the Critical Work of Teachers  Equity Issues for English Learners Addressing the Achievement Gap  Multicultural Issues in Education	<b>Read:</b> Pang – Chapters 10 & 11 <b>DUE:</b> Discussion Leaders & Participation (all) <b>DUE:</b> MCE / SJE Hot Topics in Education Discussion Leaders & Participation (all)
<b>Session 12</b> November 13	Educational Equity for All Students	<b>DUE:</b> Social Justice & Equity Action Plans <b>DUE:</b> Discussion Leader Presentations
<b>Session 13</b> November 20  ONLINE	Teaching for Social Justice & Equity	Work on your Social Justice & Equity Presentations
<b>Session 14</b> November 27	Teaching for Social Justice & Equity Sharing Plans for Taking Action	<b>DUE:</b> Social Justice & Equity Presentations
<b>Session 15</b> December 4	Teaching for Social Justice & Equity Sharing Plans for Taking Action  Final Reflections	<b>DUE:</b> Social Justice & Equity Presentations