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|----------------------------------|---|
| <b>Course &amp; Section Nos.</b> | <b>EDUC 602</b>                                   |
| <b>Course Title</b>              | <b>Schooling in a Multicultural Society</b>       |
| <b>Class Roster No.</b>          | <b>40293</b>                                      |
| <b>Course Day(s)</b>             | <b>Tuesdays</b>                                   |
| <b>Time</b>                      | <b>5:30 – 8:20pm</b>                              |
| <b>Course Location</b>           | <b>MARK 310</b>                                   |
| <b>Semester / Year</b>           | <b>Fall 2019</b>                                  |
| <b>Instructor</b>                | <b>Ana Hernández, Ed.D.</b>                       |
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| <b>E-Mail</b>                    | <b>ahernand@csusm.edu</b>                         |
| <b>Office</b>                    | <b>UH 400</b>                                     |
| <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 LEARNING OUTCOMES

- After reading the required texts, students will be able to lead a discussion among her/his peer by critically analyzing assigned readings
- After identifying a critical issue of equity, diversity or social justice in multicultural education, students will be able to lead a discussion on the relevance of the topic to the education of students and their families from culturally and linguistically diverse backgrounds
- After selecting and reviewing peer-reviewed research in the fields of multilingual and multicultural education, students will create an annotated bibliography on research related to their thesis or project
- After an overview of the core research and evidence-based practices in the field of multicultural and multilingual education, students will be able to write an outline of their intended research study or project

## PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

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

### **PSLO 1: Critical Examination of Equity**

Critically examine issues of educational equity, diversity and social justice in the fields of multicultural and multilingual education.

### **PSLO 2: Culturally Responsive Pedagogy**

Design culturally responsive pedagogy that addresses the needs of students from culturally and linguistically diverse backgrounds.

### **PSLO 3: Community Engagement**

Design socially just and equitable educational action plans that improve engagement for families from culturally and linguistically diverse backgrounds and /or their communities.

### **PSLO 4: Analyze Research**

Analyze and synthesize research and evidence-based practices in the field of multicultural and multilingual education.

All PSLOs are introduced in EDUC 602, and students demonstrate they have developed proficiencies for PSLO 1: Critical Examination of Equity.

## REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

### **Required Texts**

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

Banks, J. A. (2018). *An introduction to multicultural education*. (6th Ed.). NY: Pearson.  
ISBN 13-978-0-13-480036-3

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

## **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, 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:

- 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.

|   |           |
|---|-----------|
| Attendance and Participation  | 10 points |
| Social Justice & Equity Personal Reflection                                   | 10 points |
| Discussion Leader (online & in-class)   | 15 points |
| Multicultural / Social Justice “Hot Topics” (oral)                            | 10 points |
| Multicultural Resources / Annotated Bibliography                              | 20 points |
| Outline of Research Study or Project (PSLO 1: Critical Examination of Equity) | 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 / online 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**). See rubric below.

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

| <b>RUBRIC Discussion Leader (15 pts.)</b>  |  |   |   |
|--|--|---|---|
| <b>Criteria</b>  | <b>Credit Range<br/>Minimal or None<br/>0-9 pts.</b>   | <b>Credit Range<br/>Approaching, 10-12 pts.</b>   | <b>Credit Range<br/>Meets 13-15 pts.</b>  |
| <p><b>Online Reading Discussion –</b><br/>Comprehensiveness of scope and discussion of reading(s) through online forum interactions.<br/><b>(7 points)</b></p>                                 | <p><b>Leader Online Reading Discussion - unprepared</b> or minimal effort to engage participants in discussions.</p> <p>Leader <b>lacked</b> monitoring of discussion and engaged peers in <b>limited</b> connections or analytical dialogue.</p>  | <p><b>Leader Online Reading Discussion - prepared</b> and implemented <b>adequate</b> questions to engage participants in online discussions about assigned readings.</p> <p>Leader <b>adequately</b> monitored discussion and engaged peers in <b>some</b> connections or analytical dialogue.</p>   | <p><b>Leader Online Reading Discussion - prepared</b> and implemented <b>excellent</b> questions to engage participants in online discussions about assigned readings.</p> <p>Leader monitored discussion and engaged peers in <b>insightful and excellent</b> connections or analytical dialogue.</p>  |
| <p><b>Class Facilitation</b><br/>In-class analysis and examination of chapter that propels a deeper understanding of issues and insightful connections to the field.<br/><b>(8 points)</b></p> | <p><b>Leader Class Facilitation Unprepared</b> to engage participants during in-class presentation with <b>minimal</b> connections to course readings and practice (e.g., activities, application to teaching students from diverse backgrounds). Provided <b>minimal</b> interactions for examining issues (hot topics) and interrogate chapter(s). Presentation did not follow instructions and/or time limit of 20 minutes.</p> | <p><b>Leader Class Facilitation Adequately</b> engaged participants during in-class presentation that <b>partially</b> connected course readings to practice (e.g., activities, application to teaching students from diverse backgrounds). Provided <b>moderate</b> interactions for examining issues (hot topics) and interrogate chapter(s). Presentation may or may not have been delivered per instructions and/or time limit of 20 minutes.</p> | <p><b>Leader Class Facilitation</b><br/>Engaged participants during in-class presentation that connected course readings to practice (e.g., activities, application to teaching students from diverse backgrounds). Provided excellent interactions for examining issues (hot topics) and interrogate chapter(s). Presentation delivered per instructions and time limit of 20 minutes.</p> |

**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 Critical Examination of Equity. Your Personal Reflection should be 3-4 pages, double-spaced. See rubric below.

| <b>Social Justice &amp; Equity Personal Reflection (10 pts.)</b> |  |  |   |
|--|--|--|---|
| <b>Criteria</b>  | <b>Credit Range Minimal or None 0-5 pts.</b>   | <b>Credit Range Approaching, 6-7 pts.</b>  | <b>Credit Range Meets 8-10 pts.</b>   |
| <b>Comprehensiveness (2 points)</b>                              | <b>Limited</b> examination of what social justice and equity means to you. Paper may or may not meet minimal requirements (3-4 pages, double-spaced) and may include <b>several</b> errors.                                  | <b>Moderate</b> examination of what social justice and equity means to you. Paper (3-4 pages, double-spaced) well written with <b>some</b> errors.   | <b>Excellent</b> examination of what social justice and equity means to you. <b>Excellent</b> paper (3-4 pages, double-spaced) well-written with minimal errors.  |
| <b>Analysis (3 points)</b>                                       | <b>Limited</b> reflection explores “where you were at” at beginning of course and any changes in your definition or ideological stance regarding social justice and equity by end of course.                                 | <b>Moderate</b> reflection explores “where you were at” at beginning of course and any changes in your definition or ideological stance regarding social justice and equity by end of course.                      | <b>Excellent</b> reflection explores “where you were at” at beginning of course and any changes in your definition or ideological stance regarding social justice and equity by end of course.                      |
| <b>Insightful Connections to Past Experiences (3 points)</b>     | <b>Limited or lacking</b> description of 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. | <b>Moderate</b> description of 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. | <b>Excellent</b> description of 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. |
| <b>Actions you are Able to Take (2 points)</b>                   | <b>Limited or lacking</b> reflection on actions you are able to take at this time to address the issue you described or another issue you plan to identify for your Critical Examination of Equity.                          | <b>Moderate</b> reflection on actions you are able to take at this time to address the issue you described or another issue you plan to identify for your Critical Examination of Equity.                          | <b>Excellent</b> reflection on actions you are able to take at this time to address the issue you described or another issue you plan to identify for your Critical Examination of Equity.                          |

**Multicultural / Social Justice “Hot Topics” - oral**

**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 in-class to evoke deep discussion. You might consider a “hot topic” that is going on at your school site (for example, the achievement gap, linguistic diversity, language status, bilingual ed., classism, gender identity, religious bias, immigration/immigrants, gentrification, 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 Critical Examination of Equity. You are encouraged to make connections between the readings, discussions, and current issues or “hot topics.” See rubric below.

This is an oral presentation, not a paper. 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/>
- Courageous Conversations <https://courageousconversation.com/>
- GLSEN (LGBTQ) <https://www.glsen.org/>
- Latinos in Action <https://latinosinaction.org/about-lia/>
- PEW Hispanic <https://www.pewhispanic.org/>
- Civil Rights Project, UCLA <https://www.civilrightsproject.ucla.edu/>

“You will post your “hot topic” on Cougar Course site.

| <b>RUBRIC Oral Presentation - Multicultural / Social Justice “Hot Topics” (10 pts.)</b> |  |  |  |
|---|--|--|--|
| <b>Criteria</b>   | <b>Credit Range Minimal or None 0-5 pts.</b>   | <b>Credit Range Approaching, 6-7 pts.</b>  | <b>Credit Range Meets 8-10 pts.</b>  |
| <b>Comprehensiveness (2 point)</b>  | Prepared and presented poor or unrelated hot topics for class discussion. Response lacked reference to the required readings.    | Prepared and presented adequate hot topics for class discussion. Response referenced some of the required readings.                | Prepared and presented excellent hot topics for class discussion. Response to hot topics referenced required readings and other class connections. |
| <b>Analysis (4 points)</b>  | Hot topic inappropriate for analysis. Response lacked an analysis of the readings.   | Hot topic adequate for analysis. Response included a partial analysis of the hot topics.   | Hot topic excellent for analysis. Responses included a comprehensive analysis of the hot topic with connections to class readings and topics.      |
| <b>Insightful Connections (2 point)</b>   | No connections made between the hot topic(s) and the candidate’s experiences.  | Connections made between the hot topic(s) and the student’s experiences demonstrated some understanding of the material presented. | Connections were made between the hot topic(s) and the student’s experiences demonstrating application to practice.                                |
| <b>Conventions (2 point)</b>  | Candidate followed none/limited directions. Candidate demonstrated none/limited engagement & participation in group discussions. | Candidate followed directions. Candidate demonstrated some engagement & participation in group discussions.                        | Candidate has followed all directions. Candidate demonstrated full engagement & participation in group discussions.                                |



**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 or project, and can focus on a specified topic that you can use in your classrooms, schools, and communities. Use reputable **educational journal articles of research studies** (not newspapers, magazines, editorials, media) that you will need for the literature review of your MA thesis/project. State topic researched in multicultural education as part of the heading for this paper. See rubric below. 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

| <b>RUBRIC Multicultural Resources / Annotated Bibliographies (20 points)</b>  |  |   |   |
|---|--|---|---|
| <b>Criteria</b>   | <b>Credit Range<br/>Developing, 14 pts. &amp; below</b>  | <b>Credit Range<br/>Approaching, 15-17 points</b>   | <b>Credit Range<br/>Meets, 18-20 points</b>   |
| Content scope of the assignment with regard to producing an annotated bibliography <b>(3 points)</b>  | Evidence of research of a multicultural education topic <b>lacks depth. Narrow examination with little or no evidence</b> of criteria being met for the annotated bibliography.  | <b>Some</b> evidence indicating <b>some</b> research of multicultural resources in education for topic selection. Criteria met at <b>moderate</b> level through annotated bibliography.   | <b>In depth</b> evidence indicating <b>extensive</b> research of resources related to a multicultural topic in education. <b>Substantial</b> evidence criteria met through annotated bibliography.  |
| descriptions of the study: brief description of the study; participants, setting and procedures; methods used to collect data; results; and analysis. <b>(8 points)</b> | <b>Little or no</b> evidence indicating <b>minimal or no</b> descriptions of the study: brief description of the study; participants, setting and procedures; methods used to collect data; results; and analysis. <b>Little or no evidence</b> of criteria being met. | <b>Some</b> evidence indicating <b>some explicit</b> descriptions of the study: brief description of the study; participants, setting and procedures; methods used to collect data; results; and analysis. Criteria met at <b>moderate</b> level. | <b>In depth</b> evidence indicating <b>extensive and explicit</b> descriptions of the study: brief description of the study; participants, setting and procedures; methods used to collect data; results; and analysis. <b>Substantial</b> evidence has been met. |
| APA format for annotated bibliography <b>(5 points)</b>   | <b>Little or no</b> provision of an APA aligned annotated bibliography of 2-4 peer-reviewed sources. <b>Little or no evidence</b> of criteria being met.   | APA aligned annotated bibliography of no fewer than 3-4 peer-reviewed sources. Criteria met at <b>moderate</b> level.   | APA annotated bibliography of no fewer than 4 <b>highly regarded</b> peer-reviewed sources. <b>Substantial</b> evidence has been met.   |
| Presentation of annotated bibliography <b>(4 points)</b>  | Presentation of annotated bibliography to peers <b>lacks depth. Narrow</b> examination with <b>little or no evidence</b> of criteria being met.  | <b>Some</b> evidence indicating <b>adequate presentation</b> of annotated bibliography to peers. Criteria met at <b>moderate</b> level.   | <b>In depth</b> evidence indicating <b>excellent presentation</b> of annotated bibliography to peers. <b>Substantial</b> evidence has been met.   |

**Outline of Intended Research Study or Project (PSLO 1: Critical Examination of Equity) 35 Points**

Your final project is to develop an outline of your research study or project that addresses an issue of educational equity, diversity and/or social justice. Your outline should include the following components:




- an introduction of the issue you have identified and a question that guides your research study or project
- a preview of the literature you identified in the field of multicultural and / or multilingual education that supports the identified issue (perhaps identify some main themes from the literature)
- a preview of the methodology you plan to use to address the identified issue (qualitative or quantitative methods; scope and sequence of project)
- an explanation of why you feel your research study or project is significant and how it adds to the field
- a conclusion that summarizes your intended research study or project




Throughout the semester, you will work with your peers to share your ideas and continually refine your outline. A format for presenting your final project will be determined by the class. See rubric below.

**RUBRIC for PSLO 1: Critical Examination of Equity – Outline of Research or Project (35 Points)**

| <b>Criteria</b>  | <b>Credit Range<br/>Developing, 24 pts. &amp; below</b>  | <b>Credit Range<br/>Approaching, 25-30 pts</b>  | <b>Credit Range<br/>Meets, 30-35 points</b>   |
|--|--|---|---|
| <b>Outline presents a strong introduction to topic (5 points)</b>                      | <b>Limited</b> scope and focus about the thesis or project outline. The introduction <b>lacks</b> attention to issues of equity and/or questions related to the topic.   | <b>Moderate</b> scope and focus about the thesis or project outline. The introduction <b>somewhat</b> attends to issues of equity and/or questions related to the topic.  | <b>Excellent</b> scope and focus about the thesis or project outline. The introduction <b>directly</b> attends to issues of equity and/or questions related to the topic.   |
| <b>Preview of the literature supports issues presented in introduction (10 points)</b> | <b>Limited</b> preview of the literature that <b>narrowly</b> presents issues identified in the field of multicultural and / or multilingual education. Outline <b>limited</b> in identifying main themes from the literature. | <b>Moderate</b> preview of the literature that presents issues identified in the field of multicultural and / or multilingual education. Outline <b>somewhat</b> identifies relevant main themes from the literature.                           | <b>Excellent</b> preview of the literature that presents issues identified in the field of multicultural and / or multilingual education. Outline identifies <b>relevant</b> main themes from the literature.                               |
| <b>Preview of the methodology aligns to the proposed thesis or project (10 points)</b> | <b>Limited</b> preview of the methodology you plan to use to address the identified issue(s), <b>missing</b> the mention of qualitative or quantitative methods for a thesis; or scope and sequence of potential project.      | <b>Moderate</b> preview of the methodology you plan to use to address the identified issue(s), could include a <b>moderate/partial</b> outline of qualitative or quantitative methods for a thesis; or scope and sequence of potential project. | <b>Excellent</b> preview of the methodology you plan to use to address the identified issue(s), could include <b>well-proposed</b> outline of qualitative or quantitative methods for a thesis; or scope and sequence of potential project. |
| <b>Significance of thesis or project and impact for the field (5 points)</b>           | <b>Limited</b> explanation of why you feel your thesis or project is significant. <b>Not clear/vague</b> statement on how it informs the field of multicultural and / or multilingual education.                               | <b>Moderate</b> explanation of why you feel your thesis or project is significant and how it informs the field of multicultural and / or multilingual education.  | <b>Excellent</b> explanation of why you feel your thesis or project is significant and how it <b>clearly</b> informs the field of multicultural and / or multilingual education.  |
| <b>Conclusion summarizes the intended thesis or project (5 points)</b>                 | <b>Narrow</b> conclusion summarizes the thesis or project. Grammar, spelling, punctuation, and references are <b>inconsistent</b> .  | <b>Moderate</b> conclusion that summarizes the intended thesis or project. Grammar, spelling, punctuation, and references are <b>acceptable</b> .   | <b>Excellent</b> conclusion that <b>clearly</b> summarizes the intended thesis or project. Grammar, spelling, punctuation, and references are <b>strong</b> .   |

## EDUC 602 - SCHEDULE/COURSE OUTLINE

| Date   | Topic   | Assignment  |
|--|---|---|
| <b>Session 1</b><br>August 27  | Conceptions / Misconceptions of Culture and Multicultural Education<br>Debate and Challenges of MC Ed<br>What is Critical Pedagogy?<br>Identities - "Where Am I At"   | Review Syllabus<br><b>Read:</b> Banks (2019): Ch 1<br>McIntosh (1990) White Privilege<br>Wink (2011) Critical Pedagogy (pp. 45-67)  |
| <b>Session 2</b><br>September 3  | <b>MA Program of Study Plans</b><br>Exploring Biases and Oppression<br>Critical Pedagogy continued...<br>Models & Theories of Multicultural Education<br>Social Justice and Equity<br>Multicultural Issues in Education | <b>Read:</b> Pang (2018) - Chapter 1<br>Wink (2011) Critical Pedagogy (pp. 68-89)<br>Freire (1993) Pedagogy of the Oppressed<br><b>DUE:</b> <a href="#">DRAFT/Version 1: Social Justice &amp; Equity Personal Reflection</a><br><b>DUE:</b> <a href="#">MCE / SJE Hot Topics in Education</a> |
| <b>Session 3</b><br>September 10<br><b>ONLINE</b><br> | Defining the Power of Culture<br>Culturally Relevant Teaching   | <b>Read:</b> Pang – Chapters 2 & 3<br><b>DUE:</b> <a href="#">Discussion Leader &amp; Participation (all)</a><br><br>Work on Annotated Bibliographies   |
| <b>Session 4</b><br>September 17   | Defining Multicultural Schools<br>Curriculum transformation<br>A Framework for Social Justice<br>Multicultural Issues in Education  | <b>Read:</b> Banks – Chapters 3 & 4<br><b>DUE:</b> <a href="#">Discussion Leader &amp; Participation (all)</a><br><b>DUE:</b> <a href="#">MCE / SJE Hot Topics in Education</a>   |
| <b>Session 5</b><br>September 24   | Critical Pedagogy<br>Racial Oppression & Civil Rights<br>Multicultural Issues in Education  | <b>Read:</b> Pang – Chapters 4 & 5<br><b>DUE:</b> <a href="#">Discussion Leader &amp; Participation (all)</a><br><b>DUE:</b> <a href="#">MCE / SJE Hot Topics in Education</a>  |
| <b>Session 6</b><br>October 1<br><b>ONLINE</b><br>  | Educational Equity<br>Knowledge & Curriculum Reform<br>Critical Pedagogy<br>Socially Just Actions   | <b>Read:</b> Banks – Chapters 5 & 6<br><b>DUE:</b> <a href="#">Discussion Leader &amp; Participation (all)</a><br><br>Work on Annotated Bibliographies  |
| <b>Session 7</b><br>October 8  | Social Oppression – Classism,<br>Sexism & Poverty<br>Human Diversity - Sexual<br>Orientation, Gender Identity<br>Multicultural Issues in Education  | <b>Read:</b> Pang – Chapters 6 & 7<br><b>DUE:</b> <a href="#">Discussion Leader &amp; Participation (all)</a><br><b>DUE:</b> <a href="#">MCE / SJE Hot Topics in Education</a>  |
| <b>Session 8</b><br>October 15<br><b>ONLINE</b><br> | Teaching with Powerful Ideas<br>School Reform & Intergroup Educ.  | <b>Read:</b> Banks – Chapters 7 & 8<br><b>DUE:</b> <a href="#">Discussion Leader &amp; Participation (all)</a><br><br>Work on Annotated Bibliographies  |
| <b>Session 9</b><br>October 22   | Social Biases – Prejudice, Bullying,<br>Immigrants, Stereotyping &<br>Exceptionalities<br>Sharing Multicultural Resources /<br>Bibliographies   | <b>Read:</b> Pang – Chapters 8 & 9<br><b>DUE:</b> <a href="#">Discussion Leader &amp; Participation (all)</a><br><b>DUE:</b> <a href="#">Multicultural Resources / Annotated Bibliographies</a>   |

| Date  | Topic  | Assignment  |
|---|--|---|
| <b>Session 10</b><br>October 29<br>ONLINE<br>    | How research informs our work  | Work on your Critical Examination of Equity Outline & Presentation  |
| <b>Session 11</b><br>November 5   | Language Development & Acquisition, Bilingual Ed.<br>Equity Issues for English Learners<br>Addressing the Achievement Gap<br>Multicultural Issues in Education | <b>Read:</b> Pang – Chapters 10 & 11<br><b>DUE:</b> Discussion Leader & Participation (all)<br><b>DUE:</b> MCE / SJE Hot Topics in Education  |
| <b>Session 12</b><br>November 12<br>ONLINE<br>   | Taking Socially Just Actions<br>Educational Equity for All Students  | Finalize your Critical Examination of Equity Outline & Presentation   |
| <b>Session 13</b><br>November 19  | Families – Valuing Assets, Funds of Knowledge & School Engagement<br>Sharing Plans for Taking Action   | <b>Read:</b> Hensley (2005) – Empowering Parents of MC Background; & Olivos & Ochoa – Transformational Paradigm of Parent Involvement<br><b>DUE:</b> Discussion Leader & Participation (all)<br><b>DUE:</b> Outline of Intended Research/Project – (PSLO 1) - Critical Examination of Equity Outline & Presentations  |
| <b>Session 14</b><br>November 26<br>ONLINE<br> | Positioning the Critical Work of Teachers<br>Teaching for Social Justice & Equity  | <b>Read:</b> Palmer (2018) – Teacher Leadership for Social Change in Bilingual/Bicultural Ed.; & Arellano, et. al (2016) – Teaching for Critical Consciousness<br><b>DUE:</b> Discussion Leader & Participation (all)<br><br>Work on revisions to your Social Justice & Equity Personal Reflection  |
| <b>Session 15</b><br>December 3   | Teaching for Social Justice & Equity - Critical Consciousness<br>Sharing Plans for Taking Action<br>Final Reflections  | <b>Read:</b> Alfaro & Hernández (2016) – Ideology, Pedagogy, Access & Equity: Critical Examination for DLE and <a href="#">Confronting the Equity Issues in Dual Language Immersion Programs</a> (Spencer Report, UCLA, 2018)<br><b>DUE:</b> Outline of Intended Research/Project – (PSLO 1) - Critical Examination of Equity Outline & Presentations<br><b>DUE:</b> Revised/Version 2: Social Justice & Equity Personal Reflection |
| <b>Session 16</b><br>No Class   |  | <b>No final exam</b>  |