

Updated 8/29/2020 PM

Course & Section Nos.	<b>EDUC 602</b>
Course Title	<b>Schooling in a Multicultural Society</b>
Class Roster No.	<b>40300</b>
Course Day(s)	<b>Tuesdays</b>
Time	<b>5:30 – 8:20pm</b>
Course Location	<b>Synchronous Virtual Instruction - Zoom</b> <a href="https://csusm.zoom.us/j/97624068849">https://csusm.zoom.us/j/97624068849</a>
Semester / Year	<b>Fall 2020</b>
Instructor	<b>Ana Hernández, Ed.D.</b>
Phone	<b>760.750.8507</b>
E-Mail	<b>ahernand@csusm.edu</b>
Office	<b>UH 400</b>
Office Hours	<b>by appointment (phone or Zoom)</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

## 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 (PSLO 1)
- 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 (PSLO 2 & 3)
- 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 (PSLO 4)
- 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 a chapter 1 draft of their intended research study or project (PSLO 4)

## 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 – Introduced & Developed**

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

### **PSLO 2: Culturally Responsive Pedagogy – Introduced & Developed**

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

### **PSLO 3: Community Engagement – Introduced**

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 – Introduced & Developed**

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

All PSLOs are introduced in EDUC 602.

## REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

**Continuous link for our class on Tuesdays via ZOOM <https://csusm.zoom.us/j/97624068849>**

We will meet for **synchronous virtual instruction** weekly, except for asynchronous meetings. On asynchronous days you will respond to reading forums, and work on assignments independently or with your group(s).

- [Sep 1, 2020](#), 5:30-8:20 PM
- [Sep 8, 2020](#), 5:30-8:20 PM
- [Sep 15, 2020](#) (asynchronous)
- [Sep 22, 2020](#), 5:30-8:20 PM
- [Sep 29, 2020](#), 5:30-8:20 PM
- [Oct 6, 2020](#) (asynchronous)
- [Oct 13, 2020](#), 5:30-8:20 PM
- [Oct 20, 2020](#) (asynchronous)
- [Oct 27, 2020](#), 5:30-8:20 PM
- [Nov 3, 2020](#) (asynchronous)
- [Nov 10, 2020](#) (asynchronous)
- [Nov 17, 2020](#), 5:30-8:20 PM
- [Nov 24, 2020](#) (asynchronous)
- [Dec 1, 2020](#), 5:30-8:20 PM
- [Dec 8, 2020](#), 5:30-8:20 PM

### **Required Texts**

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

Howard, T. (2019). *Why race and culture matter in schools*. NY, NY: Teachers College Press.  
ISBN 978-0-8077-6309-4

American Psychological Association (2020). *Publication Manual of the American Psychological Association*.  
7<sup>th</sup> Edition. Print ISBN: 9781433832154, eText ISBN: 9781433832185

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 online course, the combination of face-to-face time (synchronous) and online self-paced work (asynchronous) will total 45 hours per unit of credit (this class is equivalent to 3 units for 135 hours). 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 asynchronous virtual instruction, however we will do both asynchronous and synchronous instruction.

### **COVID-19 Statement**

You will be taking this course amid a global pandemic, which means you will be juggling this course alongside your other courses, work or family obligations, economic disruptions, and perhaps even sick friends and family. It is important to me that you know that I understand that these are disruptive, unprecedented times, and that I have made every effort to build a course that accounts for and accommodates those disruptions. Still, please do not hesitate to contact me at any time if you need additional time on an assignment, if you need clarification on course concepts or expectations, or if you just need to let someone know you're struggling. You do not need to explain your circumstances unless you wish to. Together, we will get through this tough time. Our class will be a place where we can come each week to learn from each other and find some sense of normalcy despite all that is going on. I look forward to working with and learning from all of you.

### **Recording**

To ensure the free and open discussion of ideas, students may not record class activities without the advance written permission of the instructor and all participants. If you are interested in recording a class session as a tool for understanding the content, please make an appointment with the instructor for alternative supports.

## **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, Zoom, Google, and/or multimedia presentations). Specific requirements for course assignments regarding technology are at the discretion of the instructor. Keep a digital copy of all assignments. **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 in synchronous and asynchronous virtual instruction.** You must participate in forums/discussion boards and activities to be counted as present. Professor will take attendance and monitor participation at each class. 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 course: Students missing more than one class session cannot earn an A or A-. Students missing more than two class sessions cannot earn a B or B+. Arriving late, leaving early, and missing online class activities (small or large group) will affect your grade and could constitute as an absence, unless you have notified the professor prior to class. Illness and emergencies are considered on a case-by-case basis for absences, tardiness or missing portions of class. However, notifying the instructor does not constitute an excuse. All assignments must be turned in on due date even in case of an absence. Unless extenuating circumstances are made known, this is not negotiable. **I will not be recording live sessions with students as to protect the integrity of the conversations, group activities, and privacy issues. If you miss class, please get notes from other students and review all content posted on Cougar Course.**

**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 (professor’s discretion)	10 points
My Autobiography of Racial Consciousness	15 points
Discussion Leader (online discussion & presentation)	20 points
Multicultural / Social Justice “Hot Topics” (presentation)	15 points
Multicultural Resources / Annotated Bibliography	20 points
Chapter 1 Draft - Intended Research Study or Project	20 points

Total 100 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 synchronous or asynchronous virtual class sessions (online) including 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 online class (synchronous or asynchronous) will result in a lower grade for class.** 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. Please note that our virtual instruction may look different each week due to activities, lectures, seminars, discussions, flipped instruction, and platforms. Points earned for attendance and participation are awarded at end of semester based on professor's discretion of your professional disposition.

### **Discussion Leader - 20 points**

#### **PSLO 1 (Critical Examination of Equity) & PSLO 2 (Culturally Responsive Pedagogy) – Introduced**

- 1) Each student will lead a virtual asynchronous forum on assigned readings, choosing the aspects they wish to highlight in the readings by posting 1-2 engaging questions on a Cougar Course forum. You may use the questions or activities outlined by text authors, if you wish. All chapter forum discussions will occur online to preview the material and issues prior to the virtual synchronous seminar. Peers will post a response to question(s) and provide a comment to one other classmate before class. Leader will monitor forum and engage with classmates on discussions (**10 pts**).
- 2) Additionally, students will design and facilitate an engaging virtual synchronous seminar focused on connecting their assigned course readings to practice. The seminar 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 and current topics in education. The seminar will be approximately 20 minutes in length (**10 points**). See rubric below.

<b>RUBRIC Discussion Leader (20 pts.)</b>			
<b>Criteria</b>	<b>Credit Range Developing, 0-14 pts.</b>	<b>Credit Range Approaching, 15-17 pts.</b>	<b>Credit Range Meets 18-20 pts.</b>
<b>Online Asynchronous Reading Discussion Cougar Course Forum</b> Comprehensiveness of scope and discussion of reading(s) <b>(10 points)</b>	<b>Leader - Online Discussion - unprepared</b> or minimal effort to engage participants in discussions. Leader <b>lacked</b> monitoring of discussion and engaged peers in <b>limited</b> connections or analytical dialogue.	<b>Leader - Online Discussion</b> - prepared & implemented <b>adequate</b> questions for online discussions about assigned readings. Leader <b>adequately</b> monitored discussion & engaged peers in <b>some</b> connections or analytical dialogue.	<b>Leader - Online Discussion</b> - prepared & implemented <b>excellent</b> questions to engage participants in online discussions about readings. Leader monitored discussion, engaged peers in <b>insightful &amp; excellent</b> connections or analytical dialogue.
<b>Virtual Synchronous Facilitation during class</b> Examination of chapter that propels insightful connections to the field/practice <b>(10 points)</b>	<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. Limit of 20 mins.	<b>Leader Class Facilitation - Adequately</b> engaged participants during class presentation that <b>partially</b> connected course readings to practice (activities, application to teaching students from diverse backgrounds). Provided <b>moderate</b> interactions for examining hot topics & interrogate chapter(s). Presentation may or may not have been delivered per instructions. Limit of 20 mins.	<b>Leader Class Facilitation - Engaged</b> participants during in-class virtual presentation that connected course readings to practice (activities, application to teaching students from diverse backgrounds). Provided <b>excellent</b> interactions for examining issues (hot topics) and interrogate chapter(s). Presentation delivered per instructions and time limit of 20 minutes.



**My Autobiography of Racial Consciousness - 15 points**  
**PSLO 1 (Critical Examination of Equity) – Developed**

Race plays a significant role in racial identity development and institutional racism in our society. Institutionalized racism persists in American culture and its educational systems due to educators' inactions and actions that are considered harmful to students of color. How much is your life impacted by race – emotionally, relationally, intellectually and morally?

In this paper, you will reflect on how you have experienced race in your life. This is an opportunity for you to explore “where you are at” in understanding how race has impacted your personal life and professional growth as an educator, you should describe: 1) How you became aware of race in your life through the messages you received from your family and/or friends? 2) What ideologies and pedagogies in school shaped the way you perceive race today? How did that influence the way you view yourself and others through racial consciousness or unconsciousness? 3) How is your perception of race influenced by day-to-day factors such as movies/television, news medias, social networks, music, neighborhood, workplace, books, colleagues, etc.? 4) What is your most important image, encounter or experience with race that challenges the racial consciousness or unconsciousness about your students, curriculum, and role as an educator? 5) Reflect upon what actions you can take at this time to address race through the lens of equity. Your assignment should be 3-4 pages, double-spaced. You can support statements with your readings. See rubric below.

<b>My Autobiography of Racial Consciousness (15 pts.)</b>			
<b>Criteria</b>	<b>Credit Range Developing, 0-10 pts.</b>	<b>Credit Range Approaching, 11-13 pts.</b>	<b>Credit Range Meets 14-15 pts.</b>
<b>Analysis where “you were at” in ideological stance on race</b> (4 points)	<b>Limited</b> reflection explores “where you were at” in your definition or ideological stance regarding racial consciousness or unconsciousness in relation to self and others.	<b>Moderate</b> reflection explores “where you were at” in your definition or ideological stance regarding racial consciousness or unconsciousness in relation to self and others.	<b>Excellent</b> reflection explores “where you were at” in your definition or ideological stance regarding racial consciousness or unconsciousness in relation to self and others.
<b>Connections to experiences that challenge racial bias</b> (4 points)	<b>Limited or lacking</b> description of an important image, encounter or experience with race that challenges the racial consciousness or unconsciousness about your students, curriculum and your personal/professional life.	<b>Moderate</b> description of an important image, encounter or experience with race that challenges the racial consciousness or unconsciousness about your students, curriculum and your personal/professional life.	<b>Excellent</b> description of an important image, encounter or experience with race that challenges the racial consciousness or unconsciousness about your students, curriculum and your personal/professional life.
<b>Comprehensiveness in addressing racial consciousness and actions</b> (4 points)	<b>Limited</b> examination of how race has impacted the personal life and professional growth and development as an educator. <b>Limited</b> reflection on actions at this time to address race through the lens of equity.	<b>Moderate</b> examination of how race has impacted the personal life and professional growth and development as an educator. <b>Moderate</b> reflection on actions at this time to address race through the lens of equity.	<b>Excellent</b> examination of how race has impacted the personal life and professional growth and development as an educator. <b>Excellent</b> reflection on actions at this time to address race through the lens of equity.
<b>Writing conventions aligned to APA 7 and followed submission directions</b> (3 points)	<b>Limited</b> development of ideas. Paper APA 7 may or may not meet minimal requirements (3-4 pages, double-spaced) and may include several errors. Late or not submitted according to guidelines.	<b>Moderate</b> paper APA 7 development (3-4 pages, double-spaced) well written with some errors. Submitted according to guidelines.	<b>Excellent</b> paper APA 7 development (3-4 pages, double-spaced) well-written with minimal errors and followed all instructions. Submitted according to guidelines. Readings referenced.



**Multicultural / Social Justice “Hot Topics” (oral) - 10 points**

**PSLO 1 (Critical Examination of Equity) & PSLO 2 (Culturally Responsive Pedagogy) - Introduced & Developed**

Individually or in pairs, students will have the opportunity to investigate and present a “hot topic” of their choosing in the area of multicultural education / social justice and equity. All “hot topic” presentations will occur during our virtual synchronous instruction to evoke deep discussion. You might consider a “hot topic” that is prevalent at your district, school or community related to education (for example, the achievement gap, linguistic diversity, language status, bilingual ed., classism, gender identity, religious bias, immigration/immigrants, online/technology issues, gentrification, physical and social emotional wellbeing, systemic racism, etc.) and look at what is being said about this topic from multiple perspectives in society and education. Information provided in your presentation may help class members clarify the direction of their annotated bibliography or impact their project/thesis topic. You are encouraged to make connections between the readings, discussions, and current issues or “hot topics.” You will post your “hot topic” on Cougar Course. See rubric below.

This is an **oral presentation**, not a paper. Upload your presentation to Cougar Course. 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/>

<b>RUBRIC Oral Presentation - Multicultural / Social Justice “Hot Topics” (10 pts.)</b>			
<b>Criteria</b>	<b>Credit Range Developing, 0-5 pts.</b>	<b>Credit Range Approaching, 6-7 pts.</b>	<b>Credit Range Meets 8-10 pts.</b>
<b>Comprehensiveness of presentation</b> (2 points)	Prepared and presented a <b>poor/unrelated</b> hot topic for class discussion. <b>Lacked</b> relevance to current educational issues.	Prepared and presented a <b>satisfactory</b> hot topic for class discussion. <b>Moderate</b> relevance to current educational issues.	Prepared and presented <b>excellent</b> hot topics for class discussion. <b>Strong</b> relevance to current educational issues.
<b>Analysis of Hot Topic</b> (4 points)	<b>Poor</b> analysis of Hot topic. Presentation <b>lacked</b> a comprehensive analysis of the hot topic with connections to class readings and field.	<b>Satisfactory</b> analysis of Hot topic. Presentation included a <b>moderate</b> analysis of the hot topic with connections to class readings and field.	<b>Excellent</b> analysis of Hot topic. Presentation included a <b>comprehensive</b> analysis of the hot topic with connections to class readings and field.
<b>Insightful connections to practice</b> (2 points)	<b>No or poor</b> connections made between the hot topic(s) and the students’ experiences.	<b>Satisfactory</b> connections made between the hot topic(s) and the student’s experiences demonstrated <b>some</b> understanding of the material presented.	<b>Excellent</b> connections made between the hot topic(s) and the student’s experiences which demonstrated <b>strong</b> application to practice.
<b>Conventions &amp; directions</b> (2 points)	Candidate followed <b>none/limited</b> directions. Candidate demonstrated none/limited engagement & participation of peers. discussions.	Candidate followed <b>some</b> directions. Candidate demonstrated <b>some</b> engagement & participation of peers. discussions.	Candidate has followed <b>all</b> directions. Candidate demonstrated <b>full</b> engagement & participation of peers. discussions.

**Multicultural Resources / Annotated Bibliographies - 20 points**  
**PSLO 4 (Analyze Research) - Introduced & Developed**

Each student will collect 4 peer-reviewed (minimum) multicultural resources related to their area of emphasis. The multicultural resources collected for this assignment can be used as part of your literature review (Chapter 2) of your thesis/project that is focused on a specified topic associated with your classrooms, schools, and communities. Use reputable **educational journal articles of research studies** (NOT newspapers, magazines, editorials, media) required for the MA thesis/project (literature review). State topic researched in multicultural education as part of the title for this paper. See rubric below.

Students will write an annotated bibliography (approximately half a page each) for each resource using APA 7 format which includes:

- a. List reference in APA 7 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
- g. Select a quote from study and provide pg.#. You may want to cite quote later in your MA chapters.

<b>RUBRIC Multicultural Resources / Annotated Bibliographies (20 points)</b>			
<b>Criteria</b>	<b>Credit Range Developing, 14 pts. &amp; below</b>	<b>Credit Range Approaching, 15-17 points</b>	<b>Credit Range Meets, 18-20 points</b>
<b>Content &amp; scope of annotated bibliography</b> (5 points)	Evidence of research of a multicultural education topic <b>lacks depth. Narrow</b> examination with <b>little/no evidence</b> met for AB.	<b>Some</b> evidence indicating <b>some</b> research of multicultural resources in education for topic selection. Criteria met at <b>moderate</b> level for AB.	<b>In depth</b> evidence, <b>extensive</b> research of resources related to a multicultural topic in education. <b>Substantial</b> criteria met for AB.
<b>Described studies, results and analyses</b> (8 points)	<b>Little or no</b> evidence indicating <b>minimal or no</b> descriptions of the study: participants, setting and procedures, methods to collect data; results; and analysis. <b>Little or no evidence</b> of criteria 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, participants, setting and procedures, methods used to collect data, results, and analysis. <b>Substantial</b> evidence has been met.
<b>APA 7 format for annotated bibliography</b> (4 points)	<b>Little or no</b> provision of an APA 7 aligned annotated bibliography of 2-4 peer-reviewed sources. <b>Little or no evidence</b> of criteria being met. No quotes.	APA 7 aligned annotated bibliography of no fewer than 3-4 peer-reviewed sources. Criteria met at <b>moderate</b> level. Selected quote from study.	APA 7 annotated bibliography of no fewer than 4 <b>highly regarded</b> peer-reviewed sources. <b>Substantial</b> evidence has been met. Selected quote from study.
<b>Presentation of annotated bibliography</b> (3 points)	Presentation of AB to peers <b>lacks depth. Narrow</b> examination with <b>little or no evidence</b> .	<b>Some</b> evidence of <b>adequate presentation</b> of AB to peers. Criteria met <b>moderate</b> level.	<b>In depth</b> evidence. <b>Excellent</b> presentation of AB to peers. <b>Substantial</b> evidence has been met - APA 7.

**Chapter 1 DRAFT of Intended Research Study or Project - 20 Points**  
**PSLO 4 – (Analyze Research) – Developed**

Your final project is to start developing the sections for your chapter 1 as the introduction to your project or thesis. Your research study or project needs to address an issue of educational equity, diversity and/or social justice. Your paper should include all the sections/headings for your chapter 1, but you will only begin to develop the following ones:


- **Statement of the Problem** - an introduction of the issue you have identified substantiated by citing readings about the topic
- **Purpose of Project** – an explanation of your thesis or project
- **Research Question** - a question that guides your research study or project
- **Preview of the Literature** – just list this heading and leave section blank (a place holder for later). You will complete this section as you progress in the MA program.
- **Preview of the Methodology** – just list this heading and leave section blank (a place holder for later). You will complete this section as you progress in the MA program.
- **Significance to Field** - an explanation of why you feel your research study or project is significant/important and how it will impact or contribute to the field of education
- **Conclusion** – just list this heading and leave section blank (a place holder for later). You will complete this section as you progress in the MA program.
- **Terms & Definitions** – list critical terms readers may encounter in your thesis or project that should be explain or given a definition. Please provide a source/article for a citation (Author & date). Where did you find the definition?

Throughout the semester, you will work with your peers to share your ideas and continually refine your draft of chapter 1. A format for presenting your final project will be determined by the class. See rubric below.






**Chapter 1 DRAFT of Research or Project (20 Points)**



<b>Criteria</b>	<b>Credit Range Developing, 0-13 pts.</b>	<b>Credit Range Approaching, 14-17 pts</b>	<b>Credit Range Meets, 18-20 points</b>
<b>Strong introduction and statement of problem</b> (5 points)	<b>Limited</b> scope and focus about the thesis or project. The statement of the problem <b>lacks</b> issues of equity and clear topic.	<b>Moderate</b> scope and focus about the thesis or project. The statement of the problem <b>somewhat</b> attends to issues of equity and topic.	<b>Excellent</b> scope and focus about the thesis or project. The statement of the problem directly attends to issues of equity and topic.
<b>Purpose supports issues presented in introduction</b> (5 points)	<b>Limited &amp; narrowed</b> purpose of project/thesis that presents ways to problematize the issues identified in the statement of the problem and field of multicultural and / or multilingual education.	<b>Moderate</b> purpose of project/thesis that presents ways to problematize the issues identified in the statement of the problem and field of multicultural and / or multilingual education.	<b>Excellent</b> purpose of project/thesis that presents ways to problematize the issues identified in the statement of the problem and field of multicultural and / or multilingual education.
<b>Research question(s) address the proposed thesis or project</b> 2 points)	<b>Limited</b> research question(s) related to the topic, project/thesis. Too broad or narrow in scope. <b>Not</b> measurable or developed through a project.	<b>Moderate</b> research question(s) related to the topic, project/thesis. <b>Somewhat</b> broad or narrow in scope. Can be measurable or developed through a project.	<b>Excellent</b> research question(s) related to the topic, project/thesis. Not too broad or narrow in scope. Can be measurable or developed through a project.
<b>Significance of thesis or project and field impact</b> (4 points)	<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>Terms &amp; Definitions</b> (2 points)	<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> list of critical terms readers may encounter in thesis or project that need explanation or definition. Provided source/article for a citation.
<b>Paper conventions &amp; APA 7</b> (2 points)	Grammar, spelling, punctuation, and references are <b>below satisfactory</b> . <b>Did not</b> followed instructions or submitted according to guidelines and APA 7.	Grammar, spelling, punctuation, and references are <b>satisfactory</b> . Followed all instructions. Submitted according to guidelines and APA 7.	Grammar, spelling, punctuation, and references are <b>strong</b> . Followed all instructions. Submitted according to guidelines and APA 7.

**EDUC 602 - SCHEDULE/COURSE OUTLINE (TENTATIVE)**

Date	Topic	Assignment
<b>Session 1</b> Sept 1 Zoom	<ul style="list-style-type: none"> <li>• Conceptions / Misconceptions of Culture &amp; Multicultural Ed.</li> <li>• Debate &amp; Challenges of MC Ed</li> <li>• What is Critical Pedagogy?</li> <li>• Identities - "Where Am I At"</li> <li>• Courageous Conversations Compass (Singleton)</li> <li>• Dr. Hernandez will lead reading discussions tonight</li> <li>• Sign-up for presentations</li> </ul>	<b>Review Syllabus &amp; Cougar Courses</b>  <b>Read: See Cougar Course</b> Banks (2019): Ch 1 <i>White Privilege</i> (McIntosh, 1990) and <i>Critical Pedagogy</i> (Wink, 2011, p.45-67)
<b>Session 2</b> September 8 Zoom	<b>MA Program of Study Plans</b> <ul style="list-style-type: none"> <li>• Exploring Biases &amp; Oppression</li> <li>• Critical Pedagogy continued...</li> <li>• Critical Race Theory</li> <li>• Role of Race in Learning</li> <li>• Dr. Hernandez will lead reading discussions tonight</li> </ul>	<b>Read:</b> Howard (2020) - Chapter 5 <b>see Cougar Course</b> <i>Critical Pedagogy</i> (Wink, 2011, p.68-89), And <i>Pedagogy of the Oppressed</i> (Freire, 1993)  <b>DUE:</b> <a href="#">Hot Topics in Education (assigned grp or individual)</a>
<b>Session 3</b> September 15 Asynchronous 	<ul style="list-style-type: none"> <li>• Cultural Competence &amp; Racial Awareness in Teachers</li> <li>• Critical Self-reflection on Race &amp; Culture</li> <li>• Racial Autobiography</li> <li>• Dr. Hernandez will lead reading discussions tonight</li> </ul>	<b>Read:</b> Howard (2020) – Chapter 6 <b>See Cougar Course</b> for Ch 3, Why Race? (Singleton, 2015, pp. 35-64) and Luis Versalles' Racial Autobiography (Singleton, 2015, p.185)  Work on your Autobiography of Racial Consciousness
<b>Session 4</b> September 22 Zoom	<ul style="list-style-type: none"> <li>• Defining Multicultural Schools</li> <li>• Curriculum Transformation</li> <li>• Framework for Social Justice</li> <li>• Multicultural Issues in Education</li> <li>• Leaders begin chapter discussions &amp; related activities</li> </ul>	<b>Read:</b> Banks – Chapters 3 & 4  Work on Autobiography of Racial Consciousness  <b>DUE:</b> <a href="#">Discussion Leaders &amp; Participation (all)</a> <b>DUE:</b> <a href="#">Hot Topics in Educ. (assigned grp/indiv.)</a>
<b>Session 5</b> September 29 Zoom	<ul style="list-style-type: none"> <li>• The Achievement Gap</li> <li>• How well are we preparing our students to meet their dreams?</li> <li>• Share aspects of your autobiography with peers</li> <li>• Leader chapter discussions &amp; related activities</li> </ul>	<b>Read:</b> Howard (2020) – Chapter 1, and <i>The Opportunity Myth</i> (TNTP) <a href="https://tntp.org/assets/documents/TNTP_Opportunity-Myth_Executive-Summary_WEB.pdf">https://tntp.org/assets/documents/TNTP_Opportunity-Myth_Executive-Summary_WEB.pdf</a>  <b>DUE:</b> <a href="#">Discussion Leaders &amp; Participation (all)</a> <b>DUE:</b> <a href="#">Hot Topics in Educ. (assigned grp/indiv.)</a> <b>DUE:</b> <a href="#">Autobiography of Racial Consciousness (Sun., 9/27)</a>



Date	Topic	Assignment
<b>Session 6</b> October 6 Asynchronous 	<ul style="list-style-type: none"> <li>Educational Equity</li> <li>Knowledge &amp; Curriculum Reform</li> <li>Critical Pedagogy</li> <li>Socially Just Actions</li> <li>Leader chapter discussions &amp; related activities</li> </ul>	<b>Read:</b> Banks – Chapters 5 & 6  Work on Annotated Bibliography  <b>DUE:</b> Discussion Leaders & Participation (all)
<b>Session 7</b> October 13 Zoom	<ul style="list-style-type: none"> <li>Changing Demographics</li> <li>Culture, Race &amp; Ethnicity</li> <li>Sociocultural Theory</li> <li>Leader chapter discussions &amp; related activities</li> </ul>	<b>Read:</b> Howard (2020) – Chapters 2 & 3  Work on Annotated Bibliography  <b>DUE:</b> Discussion Leaders & Participation (all) <b>DUE:</b> Hot Topics in Educ. (assigned grp/indiv.)
<b>Session 8</b> October 20 Asynchronous 	<ul style="list-style-type: none"> <li>Teaching with Powerful Ideas</li> <li>School Reform &amp; Intergroup Educ.</li> <li>Leader chapter discussions &amp; related activities</li> </ul>	<b>Read:</b> Banks – Chapters 7 & 8  Work on Annotated Bibliography  <b>DUE:</b> Discussion Leaders & Participation (all)
<b>Session 9</b> October 27 Zoom	<ul style="list-style-type: none"> <li>Culturally Responsive Pedagogy</li> <li>Sharing Bibliographies</li> <li>Leader chapter discussions &amp; related activities</li> </ul>	<b>Read:</b> Howard (2020) – Chapter 4, and <b>see Cougar Course for <i>Equity Literacy for All</i></b> (Gurski & Swalwell, 2015)  <b>DUE:</b> Discussion Leaders & Participation (all) <b>DUE:</b> Hot Topics in Educ. (assigned grp/indiv.) (last day to present hot topics) <b>DUE:</b> Annotated Bibliography (Sun., 10/25)
<b>Session 10</b> November 3 Asynchronous 	<ul style="list-style-type: none"> <li>Election Night</li> <li>Begin work on your Chapter 1 draft this week.</li> <li>Be prepared to vote – See CSUSM Election Guide website <a href="https://www.csusm.edu/election2020/">https://www.csusm.edu/election2020/</a></li> </ul>	
<b>Session 11</b> November 10 Asynchronous 	<ul style="list-style-type: none"> <li>Families – Valuing Assets, Funds of Knowledge</li> <li>School Engagement</li> <li>Leader chapter discussions &amp; related activities</li> </ul>	<b>Read: see Cougar Course</b> Empowering Parents of MC Background (Hensley, 2005); & Transformational Paradigm of Parent Involvement (Olivos & Ochoa, 2006)  Work on your Chapter 1 draft  <b>DUE:</b> Discussion Leaders & Participation (all)

Date	Topic	Assignment
<b>Session 12</b> November 17 <b>Zoom</b>	<ul style="list-style-type: none"> <li>Teaching for Social Justice &amp; Equity through Critical Consciousness</li> <li>Issues of equity in Dual Language Education</li> <li>Dr. Hernandez will lead reading discussions tonight</li> </ul>	<b>Read: see Cougar Course for</b> Ideology, Pedagogy, Access & Equity: Critical Examination for DLE (Alfaro & Hernández, 2016), and browse through <a href="#">Confronting the Equity Issues in Dual Language Immersion Programs</a> (Spencer Report, UCLA, 2018)  Work on your Chapter 1 draft
<b>Session 13</b> November 24  <b>Asynchronous</b>	Finalize your MA Chapter 1 & Presentation And prepare for next week's readings and discussions <b>Happy Thanksgiving</b> – Nov. 26	
<b>Session 14</b> December 1 <b>Zoom</b>	<ul style="list-style-type: none"> <li>Teaching for Social Justice &amp; Equity</li> <li>MA in MME presentations – invited speakers</li> <li>Leader chapter discussions &amp; related activities</li> </ul>	<b>Read: see Cougar Course</b> <i>Achieving Excellent through Equity for Every Student</i> (Blankstein & Noguera, 2015) and <i>Avoiding Racial</i> (Gurski, 2019)  <b>DUE: Discussion Leaders &amp; Participation (all)</b>  <b>DUE: Chapter 1 &amp; Presentations</b>
<b>Session 15</b> December 8 <b>Zoom</b>	<ul style="list-style-type: none"> <li>Final Reflections</li> <li>Course evaluations</li> <li>Dr. Hernandez will lead reading discussions tonight</li> <li></li> </ul>	<b>Read: See Cougar Course</b> Teaching for Critical Consciousness (Arellano et al., 2016)  <b>DUE: Chapter 1 &amp; Presentations</b> <b>Submit your final MA Chapter 1 – no later than Thurs. Dec. 10</b>
<b>Session 16</b> <b>No Class</b>		<b>No final exam</b>