

*Engaging diverse communities through leading and learning for social justice.*

[www.csusm.edu/soe](http://www.csusm.edu/soe)

<b>Course Number</b>	<b>EDUC 364</b>
<b>Title</b>	The Role of Cultural Diversity in Schooling
<b>CRN Number</b>	<b>40089</b>
<b>Days</b>	<b>Wednesdays</b>
<b>Time</b>	<b>7:30 a.m.-10:20 a.m.</b>
<b>Course Location</b>	<b>N/A</b>
<b>Semester / Year</b>	<b>Fall 2020</b>
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### **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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*Suzi Van Steenbergen, Ed.D. Fall 2020 [Online]*

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## **COURSE DESCRIPTION**

*Required of all credential candidates.* This course explores cultural and linguistic diversity as critical variables in achieving educational equity for all students. Major units include intensive theoretical and practical articulation of culture and cultural pluralism; educational issues of race, class, gender, language, ethnicity, sexual orientation and exceptionality; social, structural, programmatic and curricular issues; and effective teaching for diverse populations.

This course also requires:

### **Fieldwork**

In addition to in-class work, assigned readings and projects, students will participate in fifteen (15) hours of supervised fieldwork assignments in a variety of public school settings. Fieldwork details are found on the Cougar Course site. Documentation of these hours is required to receive a grade in EDUC 364. Cal State San Marcos students are expected to adhere to professional standards in their dress and behavior in the field. Required clearances (Certificate of Clearance/Live Scan, Tuberculin (TB) Risk Assessment) are the responsibility of the student. A letter of recommendation (usually from the classroom teacher where most of the fieldwork is done) is a requirement for admission to the Cal State San Marcos Teacher Credentialing Programs. Students may NOT engage in fieldwork hours until Live Scan and Tuberculin (TB) Risk Assessments are cleared. You will need to provide your instructor with verification of Live Scan clearance. Be prepared to show evidence of Live Scan and TB clearances at school sites.

### **Course Prerequisites**

None

### **Course Objectives**

Students completing EDUC 364 will be able to demonstrate:

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

### **Unique Course Requirements**

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

## REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

### Required Texts

Nieto, S., and Bode, P. (2018). *Affirming diversity: The sociopolitical context of multicultural education*, **seventh edition**. Boston: Pearson Education, Inc.  
ISBN-13: 978-0131367340, ISBN-10: 013136734X [Text available online in Cougar Courses in PDF format for free].

Spring, J. (2016). *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States*, **eighth edition**. New York, NY: The McGraw-Hill Companies, Inc. ISBN-13: 978-1138119406, ISBN-10: 1138119407 [Text available online in Cougar Courses in PDF format for free].

In addition, each module will have additional required materials, including readings, links, and videos.

### Cougar Courses

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

## SUPPORT FOR STUDENTS

**\*\*\*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.--Dr. V.

CSUSM offers a number of resources on campus to help you succeed in your classes and enjoy your time here. Below are just a few options for you to be aware of. There are others! I am happy to give you some more ideas if you would like.

### Technical Support

For questions about or assistance with your campus username/password, your campus email, CougarApps, etc. please contact the CSUSM Student Technology Help Desk

Email: [sth@csusm.edu](mailto:sth@csusm.edu) Phone: 760-750-6505

### Cougar Courses Support

The "Help & Support" tab at the top of your Cougar Courses site has troubleshooting tips and instructions for students for some common tasks such as uploading files, participating in forums, taking

a quiz, etc., as well as other helpful information. If you cannot resolve the problem, please email [cchelp@csusm.edu](mailto:cchelp@csusm.edu) with the course name and number, exact name of resource/activity, and the description of the problem (include screenshots, if possible).

### **Academic Success Center**

The Academic Success Center supports students throughout their learning. We collaborate with faculty and staff across campus to innovate academic programming for all students within the University. Not only do we have study spaces, but we also offer tutoring, workshops, programs, and events to enhance your academic experience. One of our programs, Supplemental Instruction, is also available through the ASC.

**Website:** [www.csusm.edu/asc/](http://www.csusm.edu/asc/)

**Location:** Extended Learning Building (ELB) 286, **Hours:** Monday-Friday 9:00am-5:30pm

### **Writing Center**

The Writing Center's mission is to be a welcoming learning environment where certified student consultants offer constructive guidance to all writers at any stage of the writing process - idea generation, argument development, polishing of sentences and more. FREE drop-in and by-appointment tutoring is available at the Writing Center by certified student consultants. The WC helps you review the prompt and ask guiding questions, as students work to develop compelling texts. The WC is committed to providing non-judgmental feedback. Additional services include assistance with Academic English.

**Website:** [www.csusm.edu/writingcenter](http://www.csusm.edu/writingcenter)

**Location:** Extended Learning Building (ELB) 273, **Hours:** Monday-Thursday 9:00am-6:00pm, Friday 9:00am-2:00pm

### **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.

## **COURSE LEARNING OUTCOMES**

### **Teacher Performance Expectation (TPE) Competencies**

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

- **TPE 1.1** Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

- **TPE 1.2** Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress
- **TPE 1.3** Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
- **TPE 2.1** Promote students' social-emotional growth, development, & individual responsibility using positive interventions & supports, restorative justice, & conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
- **TPE 2.4** Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
- **TPE 2.5** Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
- **TPE 6.2** Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
- **TPE 6.7** Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.
- Foundational Social Justice and Equity TPEs (F1, F2, F3, and F4).

### SOE's FOUNDATIONAL TPEs: SOCIAL JUSTICE AND EQUITY

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

## **PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)**

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

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

## COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

### Course Assignments

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

- Assignments, Deliverables and Discussion Posts (20 pts./module) (160 points)
  - Personal Identity Reflection (40 points)
  - Social Justice and Equity Visual Presentation/Equity Action Plan (100 points)
  - Attendance (75 points)
  - Fieldwork/Service Learning (25 points)
- Total of 400 points (Subject to change)**

### Assignment Descriptions

*Note: Because this course is a prerequisite to a credential program in the SoE, all students are expected to demonstrate behavior consistent with a professional career and adhere to all course policies. This includes engaging in discussion in a respectful manner, keeping up with assignments, asking questions when confused, and being supportive of your colleagues.*

### **Reading Responses and Discussion Posts**

**160 points**

In order to have the type of class discussions that this course requires, it is crucial that students read the material for each module. Discussion posts, assignments and deliverable are designed to empower students to synthesize key points of the module's readings and their personal thoughts/similar experiences/connections to how concepts are practiced (e.g. positive behavior supports, funds of knowledge, restorative justice, high-leverage and evidence-based practices, maintaining high expectations, etc.) in the field and the classroom. The professor may opt to have students post reflections or participate in discussions on Cougar Courses.

### **DISCUSSION POST RUBRIC**

Discussion Board/Blog Criteria	Every module includes a forum with at least 1 discussion question, sometimes 2. Students must respond to two others' posts for each discussion topic. Participants are also expected to actively engage in ongoing conversation with classmates in the discussion threads.
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Criteria	Achievement		
	Meets or Exceeds Expectations	Approaching Expectations	Below Expectations



Initial Response  6/10 pts	Initial post fully addresses the prompt and contributes in a constructive way to the discussion. Initial response demonstrates critical thinking skills and provides examples or details relevant experience to substantiate response. The post refers directly to course materials (lecture, readings, videos, etc.).	Initial post somewhat addresses the prompt. Initial response may lack detail or explanation. Examples or questions raised may require further exploration. The post does not directly refer to course materials (lecture, readings, videos, etc.).	Initial response does not address the prompt or may require significantly more depth. Initial response may be inappropriate for professional context.  Non-performance
Follow-up Responses (2)  4/10 pts	Responses to classmates clearly and constructively build on the existing conversation. Responses elicit robust replies from peers and are supported by examples, relevant experience, and further questioning.	Responses to classmates add ideas, but may not connect to existing conversation or may be inapplicable for professional context. Examples or arguments may require further exploration or detail to appropriately support dialogue.	Response posts are minimal or do not elicit a robust response from peers. Responses may be flat or rhetorical.  No responses to peers.

TPE 1.1 (Introduce), 1.3 (Introduce, Practice) 2.1 (Introduce, Practice) 2.5 (Introduce), Foundational SJE TPE F3 (Initial)

### Personal Identity Reflection

**40 points**

By researching and studying one's relationship to eight categories of identity in U.S. society, it is possible for us to gain an appreciation about ourselves as individuals and our many similarities and differences.

- First, rank the eight categories (race/ethnicity, gender, religion, sexual orientation, class/socioeconomic status, (dis)ability, language, and one other aspect of your identity that has privileged or marginalized you (such as age, personality, nationality, etc.) from most important to least important in regard to who you are as an individual.
- Second, critically reflect on your own values and implicit/explicit biases in terms of your social context, your family background, your relationship to others, your **identity as a learner** (confident, trouble with writing, hated math, etc.), and other factors determined by your own circumstances and upbringing. In this assignment, you are to write one paragraph for each identity category. If you do not identify within a certain category, discuss your positionality with respect to that category.
- Third, discuss how your cultural identity and identity as a learner affect your potential as a teacher (community member, professional in your field).

TPEs 1.3 (Introduce, Practice), 2.4 (Introduce, Practice) TPE 6.2 (Introduce) and SJE Foundational TPE –F2 (Initial, Practice), F3 (Initial, Practice), F4 (Initial, Practice).

### **Social Justice and Equity Visual Presentation or Equity Action Plan**

**100 points**

Identify a systemic inequity and contextualize (historically, politically) a critical analysis of the inequity. Then, craft a visual argument that addresses that inequity. The solutions should discuss how, as future teachers (community members), we can help society reverse its pattern of inequities with regard to the student populations in the service-learning portion of the class.

One way to do this is to locate an assignment, program or school that seeks to advance social justice and equity, i.e., aims to present **pluralistic and divergent perspectives** or **provides equitable outcomes for students from different linguistic, cultural, and social-economic backgrounds**. Then, you are to carefully and explicitly write about HOW or IN WHAT WAY(S) the assignment, program, or school you chose advances social justice and equity.

The Visual Presentation can take a variety of forms (PowerPoint, video, mural, etc.) at the discretion of the instructor.

You may also develop an Equity Action Plan for when you enter the teaching profession. Additional details on both assignments will be available in Cougar Courses.

TPEs 6.7 (Introduce) and Foundational SJE TPE F1 (Initial)

### **Fieldwork/Service Learning**

**25 points**

This course requires completion of 15 hours of Service Learning with students from underrepresented and/or underserved communities. More information about Service Learning in the context of COVID-19 will be provided. Virtual options will be provided.

### **Grading Standards**

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

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

### **Final Exam Statement**

This course does not have a final exam.

### **School of Education/Course Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade

for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

**\*\*\*For EDUC 364 Online**, attendance will be taken at each weekly synchronous meeting. There are 11 mandatory course meetings. Each week you will earn 5 points for attending our live sessions, for a total of 70 points (the last session is worth 15 points). You can miss up to 2 classes with no penalty (except the last class, which is mandatory). After that, missed classes will lose 5 points per absence (unless there are extenuating circumstances--please reach out to me). While I cannot video record the weekly sessions, I will post any materials and presentations after our class meetings so you can catch up.\*\*\*

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

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

### **Student Collaboration Policy**

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

## **GENERAL CONSIDERATIONS**

### **CSUSM Academic Honesty Policy**

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

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

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

Refer to the full Academic Honesty Policy at:

[http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](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.

***If you have any questions about how to put your best academic foot forward, including using appropriate citations, submitting your own work, etc., please come and see me. I can help.***

### **Credit Hour Policy Statement**

Per the University Credit Hour Policy:

- All students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning or a total of at least six hours outside of the classroom each week.

### **Electronic Submissions of Assignments**

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

NOTE: Full assignment guidelines can be found on Cougar Courses. Rubrics for assignments are provided in this syllabus.

### **All University Writing Requirement**

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

***If you have any questions about any of the written assignments or would like additional writing support, I highly recommend reaching out to the Writing Center. They have dozens of trained writing tutors who can provide one-on-one writing support. There is also an Academic English Support expert if you are working on your academic language skills.***

### **Course Format**

This course format is offered in a synchronous online environment.

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

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

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

This may include customer support for software used in the course, please contact the CSUSM Help Desk.

### **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.

## ASSIGNMENT DUE DATES AND COURSE TIMING

For this course, you will work asynchronously on various modules. Within each module, you will have two discussion posts which engage you in thinking about that week’s course concepts. The discussion posts are crucial to your understanding of the class concepts and to your learning in the class. For each discussion post, you will post an initial post, and then two responses to others’ posts. This means each week, you will have two initial discussion posts, and two responses for each post (for a total of 4 responses). The weekly schedule is as follows (I recommend marking your calendars now so you can track due dates):

- **Wednesday:** Synchronous meeting from **7:30 a.m.-10:20 a.m.** via Zoom. We will discuss the previous week’s materials and preview the next module. If you have completed the previous week’s module, you will be well prepared for our class session.
- **Thursday-Tuesday:** Work through the module introduced on Wednesday. You can post your discussion posts and responses anytime.
- **Tuesday by noon:** Post your initial discussion posts no later than noon. This allows time for responses.
- **Tuesday by midnight:** Post your 2 follow up discussion posts to each of the 2 discussion prompts no later than midnight.

### Recording Synchronous Class Meetings


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.

## SCHEDULE/COURSE OUTLINE (FALL 2020)

***Note: A more detailed schedule, including readings, videos, and other materials and assignments, is in Cougar Courses under each Module.***

Module/ Meeting Date	Topic(s)	Assignment(s) Due
<b>Module 1</b> <b>Sept. 2</b>	<b>Course Overview</b> <input type="checkbox"/> Course overview <input type="checkbox"/> Syllabus & Assignment Overview <input type="checkbox"/> Expectations <input type="checkbox"/> How to Get Help! <input type="checkbox"/> Getting To Know You	Review the Course Overview materials in Cougar Courses prior to our first class meeting.
<b>Module 2</b> <b>Sept. 9</b>	<b>Introduction to Schooling in the US: Deculturalization</b> <input type="checkbox"/> The Schooling of Native Americans: The role of Schooling in Cultural Genocide <input type="checkbox"/> Brief History of US Schooling	Blog Post(s): <ul style="list-style-type: none"> <li>● Initial Post Due <b>Tuesday @ Noon</b></li> <li>● Two Follow Up Posts Due <b>Tuesday</b> by Midnight.</li> </ul>

	<input type="checkbox"/> What is deculturalization, and why is it important to understand? <input type="checkbox"/> Looking at the Data: Virtual Gallery Walk & Reflection	
<b>Module 3 Sept. 16</b>	<b>Deculturalization (cont.)</b> <input type="checkbox"/> The Schooling of African Americans: Denial, Segregation, and Resistance <input type="checkbox"/> The Schooling of Latinx Americans: Exclusion & Segregation <input type="checkbox"/> The Schooling of Asian Americans: Exclusion & Segregation	Blog Post(s): <ul style="list-style-type: none"> <li>● Initial Post Due <b>Tuesday @ Noon</b></li> <li>● Two Follow Up Posts Due <b>Tuesday</b> by Midnight.</li> </ul>
<b>Module 4 Sept. 23</b>	<b>Structuring Inequality</b> <input type="checkbox"/> Tracking, redlining, testing, curriculum reforms and other structural forces for inequality <input type="checkbox"/> Racism, discrimination, and teacher expectations <input type="checkbox"/> Countering deficit thinking  <b>The Personal History Paper Introduction</b>	Blog Post(s): <ul style="list-style-type: none"> <li>● Initial Post Due <b>Tuesday @ Noon</b></li> <li>● Two Follow Up Posts Due <b>Tuesday</b> by Midnight.</li> </ul>
<b>Sept. 30</b>	<b>Approaching the Personal History Paper; Why Identity Matters</b>	Prior to class, review the materials in the “Personal History Paper” section. Think about how you identify in each of the categories, and come to class ready to start brainstorming your paper.
<b>Oct. 7 [Online Only-No Synchronous Meeting]</b>	<b>The Personal History Paper Due; Begin Working on Module 5</b>	Continue working on your Personal History Paper. The paper will be due <b>Friday, Oct. 9 by midnight.</b>
<b>Module 5 Oct. 14</b>	<b>The Civil Rights Struggle for Education</b> <input type="checkbox"/> How schools became a center for civil rights struggle <input type="checkbox"/> Supporting LGBTQIA+ students in the classroom <input type="checkbox"/> <i>Teach Us All</i> film	Blog Post(s): <ul style="list-style-type: none"> <li>● Initial Post Due <b>Tuesday @ Noon</b></li> <li>● Two Follow Up Posts Due <b>Tuesday</b> by Midnight.</li> </ul>

<b>Module 6</b> <b>Oct. 21</b>	<b>Language Diversity In the Classroom</b> <input type="checkbox"/> History of Bilingual Education in the US <input type="checkbox"/> Assets that emerging bilingual students bring to the classroom <input type="checkbox"/> The Migrant Education Program	FlipGrid Video Post & 2 Responses
<b>Module 7:</b> <b>Oct. 28</b>	<b>Thinking about Disability</b> <input type="checkbox"/> Understanding the social model of disability <input type="checkbox"/> Countering deficit narratives for students with disabilities <input type="checkbox"/> Creating inclusive classrooms	Blog Post(s): <ul style="list-style-type: none"> <li>● Initial Post Due <b>Tuesday</b> @ Noon</li> <li>● Two Follow Up Posts Due <b>Tuesday</b> by Midnight.</li> </ul>
<b>Module 8</b> <b>Nov. 4</b> <b>[Online Only-No Synchronous Meeting]</b>	<b>Intelligent Lives</b> <input type="checkbox"/> Understanding IQ testing and how it's used in schools; how tracking & segregation by IQ affects disabled students and students of color	Blog Post(s): <ul style="list-style-type: none"> <li>● Initial Post Due <b>Tuesday</b> @ Noon</li> <li>● Two Follow Up Posts Due <b>Tuesday</b> by Midnight.</li> </ul>
<b>Nov. 11</b> <b>Veterans' Day: No Class</b>		
<b>Module 9:</b> <b>Nov. 18</b>	<b>Building Inclusive Classrooms Rooted in Culturally Responsive Practices</b> <input type="checkbox"/> Asset-based approaches to student learning and success <input type="checkbox"/> Building relationships with kids and families <input type="checkbox"/> Enacting Equity Principles <b>Final Project Overview</b>	Blog Post(s): <ul style="list-style-type: none"> <li>● Initial Post Due <b>Tuesday</b> @ Noon</li> <li>● Two Follow Up Posts Due <b>Tuesday</b> by Midnight.</li> </ul> <p>Prior to class, preview the section in Cougar Courses for Module 9: Final Projects. Bring to class any questions you have.</p>
<b>Nov. 25</b> <b>No Class</b> <b>Thanksgiving Week</b> 		
<b>Module 10:</b> <b>Dec. 2</b>	<b>Final Project Check In and Support</b>	Bring to class questions, drafts of your final projects, notes, etc. We will use the session



		to troubleshoot and support each others' efforts.
<b>Module 10 (cont.) Dec. 9</b>	<b>Final Project Symposium (Class Will Meet at 8:00 a.m. on the last day, so mark your calendars!)</b>	<b>Final Projects Due: Monday, Dec. 7 by midnight.</b>  <b>By class on Wednesday, view the projects in your assigned group and prepare at least 1 good question for each of your colleagues.</b>