

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

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## EDUC 364 (06) Syllabus – Fall 2020

<b>Course Number</b>	<b>EDUC 364</b>
<b>Title</b>	The Role of Cultural Diversity in Schooling
<b>CRN Number</b>	40105
<b>Days</b>	<b>Tuesdays</b>
<b>Time</b>	<b>5:30 – 8:20 pm</b>
<b>Course Location</b>	<b>Taught ONLINE</b>
<b>Semester / Year</b>	<b>Fall 2020</b>
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<b>Hours</b>	<b>Before and after class / 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

## TABLE OF CONTENTS

---

COURSE DESCRIPTION .....	3
Fieldwork .....	3
Tuberculin Risk Assessment and Certificate of Clearance .....	3
Certificate of Completion .....	4
Course Prerequisites .....	4
Course Objectives .....	4
REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS .....	4
Required Texts .....	4
Cougar Courses .....	6
COURSE LEARNING OUTCOMES .....	6
Teacher Performance Expectation (TPE) Competencies .....	
PROGRAM STUDENT LEARNING OUTCOMES (PSLOs) .....	7
COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS .....	8
Course Assignments .....	8
Assignment Descriptions .....	8
GRADING RUBRICS .....	Next to each Assignment
Grading Standards .....	26
Final Exam Statement .....	26
School of Education/Course Attendance Policy .....	26
Policy on Late/Missed Work .....	26
Student Collaboration Policy .....	26
GENERAL CONSIDERATIONS .....	26
CSUSM Academic Honesty Policy .....	26
Plagiarism .....	26
Credit Hour Policy Statement .....	27
Electronic Submissions of Assignments .....	27
All University Writing Requirement .....	27
Course Format .....	27
Necessary Technical Competency Required of Students .....	27
Contact Information for Technical Support Assistance .....	27
Electronic Communication Protocol .....	27
SCHEDULE/COURSE OUTLINE .....	29

## 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:

### **Service Learning**

Depending on the course section, this course requires a Service Learning Component - either Fieldwork (15 hours) or Tutor Connection (20 hours). During your tutoring you must critically examine issues of inequity, incorporate effective instructional practices, and maintain ongoing communication with all stakeholders (students, families, professor) through in-person and/or digital modes to communication expectations, progress, and to support students and families (TPE 1.2 and Foundational SJE TPE F1, F3, F4).

### **Fieldwork**

**Disregard the sections below on the TB Risk Assessment and Certificate of Clearance.**

#### **Tuberculin Risk Assessment and Certificate of Clearance**

Due to school site regulations and state and federal laws associated with protecting the safety of children, CSUSM students may NOT engage in field experience hours until a **Certificate of Clearance/Live Scan** and a **Tuberculin (TB) Risk Assessment** (form provided on p. 2) are cleared. You will need to provide your instructor with verification of Live Scan clearance. To protect your health information privacy, students enrolled in prerequisite courses, do not need to submit the TB Risk Assessment to the instructor; however, the school at which you complete the early field experience may ask for it, along with the letter of introduction from your instructor, and the Certificate of Clearance. **Be prepared to show evidence of these documents to the school site.** You will be required to sign and submit to your instructor a **Confirmation of TB Risk Assessment Contract** (contract provided on p. 5).

### **Tuberculin (TB) Risk Assessment**

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

### **Certificate of Clearance**

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

**Certificate of Completion**

**Tuberculosis Risk Assessment and/or Examination**

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

**Individual** assessed and/or examined:

\_\_\_\_\_  
Last Name                      First Name                      M.I.                      Student ID number

**Date** of assessment and/or examination: \_\_\_\_\_ (mo/day/yr)

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

\_\_\_\_\_  
Medical Provider (MD, DO, NP or PA) Signature/

\_\_\_\_\_  
Medical Provider Printed Name

\_\_\_\_\_  
CA license number

\_\_\_\_\_  
Office Address: Street

\_\_\_\_\_  
City

\_\_\_\_\_  
State,                      Zip Code

\_\_\_\_\_  
Office phone number/

\_\_\_\_\_  
Office fax number

### **Tuberculin TB Risk Assessment and Certificate of Clearance Contract**

Note: This contract must be submitted to your instructor prior to the add/drop date of the semester.

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

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### **Course Prerequisites**

For all 300-level School of Education courses, upper division standing is a prerequisite.

### **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)

### **REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS**

#### **Required Texts**

Pang, V. O. (2017). *Diversity and Equity in the Classroom*. Boston, MA: Cengage

ISBN-13: 978-1305386471 ISBN-10:

9781305386471

<https://www.amazon.com/Diversity-Equity-Classroom-Valerie-Ooka/dp/1305386477>

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

#### **Cougar Courses**

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

### **COURSE LEARNING OUTCOMES**

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

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

- **TPE 1.1** Apply knowledge of students, including their prior experiences, interests, and socialemotional 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 cultural responsive pedagogy
- understand of gay, lesbian, bisexual and transgender students, teachers and families
- have a greater understanding of diverse students through fieldwork (eg., 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.

1. Participation, & Professional Disposition	50 points
2. *Reading Responses 5 @ 10 points each	50 points
3. *Self-Evaluation – Beginning and End @ 10 points each	20 points
4. **Personal Identity Reflection	30 points
5. **Family Tree	30 points
6. CHOICE TOPIC Assignment and Presentation – GROUP PAPER	40 points
7. Public Policy and School Policy -- IN CLASS GROUP POSTING	10 points
8. APA 6 Quiz -- CANCELLED	0 points
9. Analysis of Equity across High Schools – GROUP PAPER	30 points
10. Social Justice and Equity Assignment -- IN CLASS GROUP POSTING	10 points
11. **Final Personal and Professional Narrative	40 points
TOTAL	310 points

### Assignment Descriptions

#### 1. Class Participation & Professional Disposition

The purpose is for students to be well prepared for course sessions and participate in activities and assignments. ***Completing assigned readings prior to class*** is expected so that you can collaboratively discuss and problem solve educational issues in class. These points are awarded at the instructor's discretion. **At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. Notification of absence does not constitute an excuse.**

Because this course is a prerequisite to a credential program in the SoE, students are expected to demonstrate behavior consistent with a professional career and adhere to the attendance policy.

#### 2. Reading Responses (Reading Progress Reports RPRs)

In order to have the type of class discussions that this course requires, it is crucial that students read the material before class. In order to receive participation points for the week, students must come prepared to class with a completed weekly Reading Progress Report (RPR), which is a synthesis of key points of the week's or session's reading and personal thoughts/similar experiences regarding the featured case studies in the chapters. (TPE 1.1, 1.3, 2.1, 2.5 & Foundational SJE TPE F3)

Here is additional guidance on the sections or boxes of the RPR called the digital concept map. A digital concept map is a digital representation of the main ideas or implications of your readings, with **appropriate caption(s) that include direct quotes from the text and citation of the authors / sources**. For directions in video format, go to:

[https://www.youtube.com/watch?v=Xu6hD2TKI\\_g&feature=youtu.be](https://www.youtube.com/watch?v=Xu6hD2TKI_g&feature=youtu.be). Note that the video demonstrates a PowerPoint format, but that you will be using Word.



Other sections of the RPR form includes a weekly log, reward / reinforcer of choice you are working toward, reflection of issue or question, and summary of progress (required). Any automatic thoughts and issue or question for the professor are optional to be included as needed. RPRs are to be submitted weekly over the course of the semester as noted in class.

	<b>Does not meet expectations</b>	<b>Approaches expectations</b>	<b>Meets expectations</b>
<b>Content</b>	<p>Met few aspects of the assignment.            Little evidence that reading was completed. No key points of the week's reading included.            No personal thoughts/similar experiences included. Well below minimum amount written.            No reference from Educ 364 is included using proper APA format.</p> <p>No points.</p>	<p>Met some aspects of assignment.            Some evidence that reading was completed. Key points of the week's reading included. Personal thoughts/similar experiences included. Minimum amount not written.            One reference from Educ 364 is included using proper APA format.</p> <p>½ total points.</p>	<p>Met all aspects of assignment.            Clear evidence that reading was completed.            Key points of the week's reading included.            Personal thoughts/similar experiences included.            Minimum amount written.            At least two references from Educ 364 are included using proper APA format.</p> <p>Full points.</p>

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

### 3. Self-Evaluation – Beginning and End.

Complete the form, **Self-evaluations of Attributes of Effective Teachers**. This provides you with an opportunity to assess yourself and reflect on several key attributes related to becoming a professional and effective teacher. These are graded on a credit / no credit basis. You will not be graded down for scoring yourself lower, or vice versa.

### 4. Personal Identity Reflection

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. Then, write one paragraph for each identity category, critically reflect on each of these eight dimensions and articulate your own values and implicit/explicit biases in terms of your social context, your family background, your relationship to others, and other factors determined by your own circumstances and upbringing. If you do not identify within a certain category, discuss your positionality with respect to that category. For example, if you do not identify with a particular religion or ethnic group, you can simply explain how or why this is the case. Hint: Reference your readings on culture here.

Second, describe your **identity as a learner** (confident, trouble with writing, hated math, etc.), (TPE 6.2, Introduce). Hint: Reference your readings on culture here.

Third, discuss how your cultural identity and identity as a learner may affect your **potential as a teacher** (community member, professional in your field). Hint: Reference your readings on multicultural education in this section.

Note: This assignment meets **TPE 6.2 (Introduce)**.

- **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.

Be prepared to discuss your assignment within a larger class dialogue.

***IMPORTANT!! EACH ASSIGNMENT NEEDS TO directly cite 3 Educ 364 readings, films, or other resources.***

**FOR EACH ASSIGNMENT, BE SURE TO CAREFULLY REFERENCE THE 3 WRITING RESOURCES:**

1) THE GENERIC ASSIGNMENT RUBRIC, AND

2) APA6 CHEAT SHEET;

AND 3) PRINT OUT and COMPLETE THE ASSIGNMENT CHECKLIST

	<b>Does not meet expectations</b>	<b>Approaches expectations</b>	<b>Meets expectations</b>
<b>Introduction &amp; conclusion</b>	Introduction is missing or fails to orient reader. Conclusion is missing or fails to rank the categories.  No points.	Introduction may be too brief or assume too much knowledge on the part of the reader, and clearly lists but does not rank the eight categories by their importance to the writer's identity. Conclusion either insufficiently summarizes the paper.  2 points.	Introduction is at least ¼ page and explains the coming paragraphs for a reader unfamiliar with the assignment, and clearly lists and ranks the eight categories by their importance to the writer's identity. Conclusion is at least ¼ page and briefly summarizes the paper.  4 points.
<b>8 categories of otherness paragraphs</b>	Selected categories are not treated in enough depth or with enough on-topic reflection. The paragraphs are primarily descriptive, with superficial or no analysis of the reflections.  8 or fewer points.	Either some categories are not discussed for at least 1 paragraph or the reflection veers off from the category being discussed. The paragraphs are primarily descriptive, with superficial or some analysis of the reflections.  12 points.	At least 1 paragraph is written on each of the selected categories and the personal reflection on identity is on topic. <b>Writer's identity is considered in light of course themes and learnings and how that identity positions them in society, with appropriate analysis.</b>  16 points.
<b>identity as a learner + potential as a teacher paragraphs</b>	These two paragraphs are not treated in enough depth or with enough on-topic reflection.  0 points	Either topic is not discussed for at least 1 paragraph or the reflection veers off from the topic being discussed.  2 points	One paragraph is written on each of the two topics and is on topic. <b>Writer's identity is considered in light of course themes and learnings and how that identity positions them in society, with appropriate analysis.</b>  4 points.

<b>Mechanics</b>	Many instances of nonstandard spelling, punctuation, or	Several instances of nonstandard spelling, punctuation, or	Few to no instances of nonstandard spelling or punctuation.
	grammar. Writing often unclear and word choice is often inappropriate. APA formatting is minimally or not followed. One reference from the course is used in the text and listed in the References list using APA format.	grammar. Writing is sometimes unclear or word choice is inappropriate. APA formatting is followed inconsistently. Two references from the course are used in the text and listed in the References list using APA format.	Writing is clear and specific in choice of words. APA formatting is followed consistently. Three or more references from the course are used in the text and listed in the References list using APA format.
	0 points.	3 point.	6 points.

**TPE 6.2 (Introduce)**

**5. Family Tree**

By researching and studying one's own background, it is possible to gain an appreciation of our unique heritage as an American, and also prepare to discuss the unique heritage and history of other Americans.

First, construct a genealogical family 'tree' covering **three levels and about 10 people** (e.g., grandchild to grandparent levels). *Family is to be interpreted broadly as in who you consider to be family, whether biological, adopted, foster, guardian, friend for life, etc.*

Second, for each person on the tree, write a few descriptors (bulleted outlines are also acceptable), including as much information as you can gather (e.g., vocation, religious affiliation, ethnicity, culture, language(s), country of origin or geographic region, education/occupation and any other information that may be of interest and value).

Third, write a response to the following questions using Ogbu's terms such as primary and secondary cultural characteristics, voluntary and involuntary immigration, etc.

- A. What processes of change and assimilation or acculturation (e.g., adjusting to "mainstream U.S. culture") **AND/OR adaptation to diverse cultures (e.g., new immigrant cultures, hybrid cultures,** techno-electro-media cultures, etc.) do you notice through the generations in your family's history? For example, do you notice any patterns in terms of religion, residence, education, language, gender roles, etc.?
- B. Has your family's status or identity changed over the generations? Why / how?
- C. What are some positive and negative experiences your family has had related to your family's role or status in the U.S.?
- D. How does your family fit into U.S. culture – its **history, present and \*\*future\*\***?

**Format:** tree graphic + info on about 10 people in at least three generations + a paragraph for each of the final series of questions above.

**IMPORTANT!! EACH ASSIGNMENT NEEDS TO directly cite 3 Educ 364 readings, films, or other resources.**

**FOR EACH ASSIGNMENT, BE SURE TO CAREFULLY REFERENCE THE 3 WRITING RESOURCES:**

- 1) THE GENERIC ASSIGNMENT RUBRIC, AND
- 2) APA6 CHEAT SHEET;
- AND 3) PRINT OUT and COMPLETE THE ASSIGNMENT CHECKLIST

**6. Group CHOICE TOPIC Social Justice and Equity Assignment and Presentations**

In small groups, students will \*complete a written assignment on a chosen topic and \*\*lead a 20-30minute discussion on a choice topic. \*More detailed directions for each written assignment is provided below. *The research should focus on HOW WELL and IN WHAT WAYS schools are advancing 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.***

\*\*The presentation should include an interactive component that promotes critical thinking, and include varied perspectives and an attempt to connect past practices to implications for present best practices in our schools, with attention to the diverse students served through the service learning component. This assignment meets (TPE 6.7, Introduce, Foundational SJE TPE F1, Initial).

**IMPORTANT!! EACH ASSIGNMENT NEEDS TO directly cite 3 Educ 364 readings, films, or other resources.**

**FOR EACH ASSIGNMENT, BE SURE TO CAREFULLY REFERENCE THE 3 WRITING RESOURCES:**

1) THE GENERIC ASSIGNMENT RUBRIC, AND

2) APA6 CHEAT SHEET:

AND 3) PRINT OUT and COMPLETE THE ASSIGNMENT CHECKLIST

### **6A. World Languages Assignment – CHOICE ASSIGNMENT**

Watch an hour of a film in a language that you have no knowledge of. In your WRITEUP describe the following.

**(i). How did you feel? (Frustrated, engaged, etc.)**

**(ii). What helped you stay engaged and comprehend this new language? (Visuals, facial expressions, music, background knowledge – familiar words, familiar genre or plot, etc.) (iii).**

**What type of instructional programs can schools implement and what strategies can teachers use so that English learners can understand the subject matter and be best supported academically?** For this response, connect your experience to the needs of English Learners and other world language learners (i.e., native English speakers) in public schools. First, review the San Diego County Office of Education's World Languages Plan (available in the course reader).

**(iv). Identify and review two resources for learning languages other than English, connecting it to the readings on this topic.** One example is Mango Languages, made available through public library portals. All San Diego County libraries should offer Mango Languages, for which you will need a SD County library card. Here is the link for Carlsbad Library:

<http://www.carlsbadca.gov/services/departments/library/research/Pages/default.aspx> You can also check your local non-County library or try to find a sample tutorial online through a Google or app store or similar search. Try the language program or app in any language and write a paragraph on your experience with the program.

Another example of identifying a language resource is to locate a world language program at a local public school, at a private academy for extracurricular enrichment, and so on. You can locate these through a search on the Internet, or through local free magazines such as San Diego Parents, etc. Then, write a paragraph on what the program offers, relating it to the readings on this topic.

### **6B. Gender Assignment – CHOICE ASSIGNMENT**

Investigate and answer Item A below. Then, choose one more from options B - D below, one per group member.

Item A: Research the FAIR Act and what the act requires of public schools.

Option B: Review a curricular resource (textbook, book, film, or visual / art / musical work, etc.) that addresses a diverse (i.e., different from mainstream heterosexual) gender / sexuality / family composition perspective.

Then, answer this question thoroughly: **How is the piece inclusive /exclusive of diverse, i.e., non heterosexual gender / sexuality / family composition perspectives? Be sure to cite appropriate**

**data.** E.g., You might cite the number of single parent households as the rationale for reviewing a book about a single parent family. See <http://www.census.gov/hhes/income/earnings/earnings.html> for Census data.

**Option C:** Using the White Privilege article as a template, **write a list of Heterosexual Privilege.** Include privileges that heterosexuals readily enjoy (e.g., I can read a book required for school and know with certainty that the book will reflect experiences of heterosexual identity.) that students or families with nonheterosexual sexual orientations cannot.

**Option D: Describe how your 1. life, 2. education, and 3. occupation would be different if you were of a different gender or sexual orientation.** Be sure to fully address all three questions on how your life and educational / occupational choices may differ as a fe/male? \*\* This needs to be an expository piece with citations. (E.g., If I were male instead of female, I imagine many things would change. For example, I would earn 25% more [Census, 2010])

### **6C. Testing & Assessment -- CHOICE ASSIGNMENT**

On the California Department of Education CDE website, review general information regarding the state mandatory tests (Smarter Balanced) and their test components and testing schedule by grade level and subject matter, etc. 2. Since these data are preliminary at best due to the early implementation stages of this statewide testing policy, select and review the reporting of previous standardized tests (California Standards Tests or CSTs) for your local school district. Google "CDE DataQuest" and find the STAR test reporting system database. Choose two major groups (ethnicity, gender, etc.) to compare test scores for, and examine the data sets to see how they differ or are similar. You will need to decide what test, what grade level, and what subject matter to focus on since there are many sets of testing data available. Here are the websites with California testing data:

- Dataquest <https://dq.cde.ca.gov/dataquest/>
- California School Dashboard: <https://www.caschooldashboard.org/>
- Education Data Partnership: <https://www.ed-data.org>

WRITEUP: Answer the following questions thoroughly, with supporting evidence. Be sure to cite specific examples of both general trends in the data and exceptions to the trends (i.e., outliers).

A. What do you notice concerning test scores for major groups (ethnicity, gender, etc.)? Choose at least two groups for comparative analysis. For example, choose and compare test scores for two or more ethnic groups; for two or more gender groups; two or more socioeconomic groups (on free and reduced lunches or not); for English Learners and English proficient students; for special education vs. mainstream students; etc.

B. What in your opinion were the pros and cons of increased testing under No Child Left Behind (NCLB, 2001-2015), the federal legislation enacted by the Bush Jr. administration? In your view, what is the legacy of NCLB?

C. What are your views on the Common Core State Standards and/or the Smarter Balanced Assessments? See viewpoints at [www.edweek.org](http://www.edweek.org) and <http://susanohanian.org>.

D. What appear to be the initial impact and outcomes of these new tests on students, schools, and the preparation of students to become part of a robust future work force?

### **6D. Exceptionality -- CHOICE ASSIGNMENT**

**FOCUS ON SPECIAL EDUCATION SERVICE CATEGORIES** - Go to the state DataQuest website (search under google.com for "CDE DataQuest" and it will show up or go to <http://data1.cde.ca.gov/dataquest/>). Then, investigate and write a thorough response to the following 4 questions.

1. What categories of special education services are there? Read about the various categories of services and consider the following questions. You can also refer to the How Difficult Can This Be? FAT City video for disability categories.

2. What do you think are some pros and cons of mainstreaming (placing students of special education in mainstream classes)? In your response, note if you have seen any mainstreaming

firsthand. What kind of anti-bias education might be necessary for both the mainstream students and teachers, and the students receiving special education services, for mainstreaming to be successful?

3. The state has data on special education and ethnicity. Click on this category. Then answer these two questions. 3a. What do you notice about the proportion of particular ethnicities in special education services relative to the proportion of these ethnicities in the general student population? In other words, which groups are “overrepresented”? 3b. Why might these groups be overrepresented?

4. Review two different curricular resources for children with special needs. For each item reviewed, include a full annotated bibliography entry. Here are a couple of links to help you with the formatting of an annotated bibliography: <https://owl.english.purdue.edu/owl/resource/614/02/> [https://www.e-education.psu.edu/styleforstudents/c6\\_p7.html](https://www.e-education.psu.edu/styleforstudents/c6_p7.html)

Here are some samples of resources. You can review these or find your own.

Confessions of a former bully / by Trudy Ludwig ; illustrations by Beth Adams., Berkeley :, Tricycle Press, ©2010., 9781582463094, ISBN Kellogg Library Call Number PZ7.L9763 Co 2010

Front of the Class - Front of the Class is a 2008 American drama film based on the book by Brad Cohen, Front of the Class: How Tourette Syndrome Made Me the Teacher I Never Had, co-authored by Lisa Wysocky.

My friend has ADHD / by Amanda Doering Tourville ; illustrated by Kristin Sorra., Minneapolis, Minn. :, Picture Window Books, ©2010., 9781404857490, ISBN Kellogg Library Call Number RJ506.H9 T556 2010

My Friend has Autism / by Amanda Doering Tourville; illustrated by Kristin Sorra, Minneapolis, Minn. :, Picture Window Books, ©2010, 9781404857506, ISBN Kellogg Library Call Number RJ506.A9 T68 2010

My friend has Down syndrome / by Amanda Doering Tourville ; illustrated by Kristin Sorra., Mankato, MN :, Picture Window Books, ©2010., Friends with disabilities, 9781404857513, ISBN Kellogg Library Call Number RC571 .T738 2010

My friend has dyslexia / by Amanda Doering Tourville ; illustrated by Kristin Sorra., Minneapolis :, Picture Window Books, ©2010., 9781404857520, ISBN Kellogg Library Call Number LB1050.5 .T66 2010

Sam and Me – A book about how siblings with and without Autism relate to one another.  
<http://www.amazon.com/Sam-And-Me-Dorothy-Potash/dp/1477255850>

Talking to angels / Esther Watson., San Diego :, Harcourt Brace, ©1996., 0152010777, ISBN Kellogg Library Call Number RJ506.A9 W38 1996

The deaf musicians / story by Pete Seeger and Paul DuBois Jacobs ; illustrations by R. Gregory Christie., New York :, GP Putnam's Sons, ©2006., 039924316X, ISBN Kellogg Library Call Number PZ7.S45153 Dea 2006

[Review a Special Education Local Plan Area \(SELPA\) document to introduce you to rights and responsibilities or schools and parents regarding identification and servicing of children with special needs. Here is one example:](http://www.educateadvocate.com/Documents/RiversideSpecialEducationAssessmentProceduresSELPA.PDF)  
<http://www.educateadvocate.com/Documents/RiversideSpecialEducationAssessmentProceduresSELPA.PDF>

## **6E. Gifted Education -- CHOICE ASSIGNMENT**

**First, write an outline (preferably in PowerPoint) for one of the articles you read this week on gifted education.** A minimum of 5 major points are required for the outline. Then, for each major

point in your outline, give an example from any of your collection of readings on gifted education or real life experience (e.g., different methods used to assess students for gifted programs, an innovative approach to identifying and supporting gifted students you have seen, etc.)

Be sure to include the full reference for the article you choose to outline, including the author, year of publication, and title of the article. Also be sure to use full citations (author/source, year, location) for other supporting examples and school practices, etc.

Next, explore a) the California Association for the Gifted website ([www.cagifted.org](http://www.cagifted.org)) and b) any aspect of gifted education in your local school district / district of choice, and try to answer the following questions through your research. **BE SURE TO GIVE SPECIFIC EXAMPLES FROM BOTH THE RESEARCH / DATA AND FROM THE READINGS.**

A. How are gifted students identified?



- B. What kind of programs are offered?
- C. Who is enrolled in these programs? (Consider gender and racial/ethnic and class variables.)
- D. How are they evaluated for continued program participation?

**BE SURE TO GIVE SPECIFIC EXAMPLES FROM BOTH THE DATA AND FROM THE READINGS.**

#### **6F. Art and Music Education – CHOICE ASSIGNMENT**

- A. Identify 2 articles or resources that support music and art education for educational and developmental purposes, whether for students who are gifted, typical or have special / exceptional needs. Try to identify one research article and one music center whether private or public or nonprofit, which serves children in public schools.
- B. Review and identify how art and music education is part of a school of your choice in the 21<sup>st</sup> century.

#### **6G. Language Education Debate – CHOICE ASSIGNMENT**

OVERVIEW: This assignment provides an opportunity to analyze the intersection of language attitudes and language education policy. You will focus on historical and present day attitudes toward language and examine how these various attitudes are reflected in public policy and school policy. You are to examine at least 3 different documents or policies such as the U.S. English movement, Proposition 227 (the proposition passed by California voters in 1998 and supplanted in 2016); as well as Proposition 58, the currently governing language education policy voters approved in November 2016 for California's 1,000 school districts.

NOTE: Another assignment examines the text of Proposition 58 and its implementation closely. If you choose to examine Proposition 58, the focus should be on the underlying language attitudes about English such as English Plus and English Only.

DIRECTIONS: Choose three sections or quotes from the text of Proposition 227 (1998) and Proposition 58 (2016) (AKA Senate Bill 1174) **that describe language attitudes or assumptions about language education programs**. Analyze each section or quote by connecting it to the articles from the topic, Programs for English Learners (authors NCELA, San Diego County Office of Ed / World Languages, Krashen & McField, McField, or similar from the course readings). The Bilingual Education Debate (Krashen's book, *Condemned Without a Trial*) may also be cited; a few copies of this book is on reserve at the library's front desk.

#### **7. Public Policy and School Policy -- REQUIRED GROUP ASSIGNMENT and PRESENTATION** SENATE BILL 1174 – A Living Social Justice and Equity Issue

OVERVIEW: This assignment provides an opportunity to analyze a living document that seeks to update the current language policy for California's 1,000 school districts. It was signed by the Governor in September 2014 and was voted on as Proposition 58 in November 2016.

DIRECTIONS: Choose two sections or quotes from the text. Analyze each section or quote by connecting it to the readings on Programs for English Learners (NCELA, San Diego County Office of Ed / World Languages, Krashen & McField, McField), and Language Policy (Proposition 227). This assignment is similar to the assignment / activity for Proposition 227. The Presentation portion of this assignment is simply a 10-15 minute presentation of the two points selected. The group will lead a detailed discussion of the two passages under focus and analysis. Application to real life examples and settings is highly encouraged in preparing the presentation.

**IMPORTANT!! Be sure to use the Generic Checklist and Assignment Rubric, and APA Cheat Sheet to make sure your work is ready for submission.**

Syllabus is subject to change.

**EACH ASSIGNMENT NEEDS TO directly cite 3 Educ 364 readings, films, or other resources.**

15

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

- 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 & Equity 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

## 8. APA 6 Quiz

Part of the quiz will be done in group and part individually. The grade will be issued individually.

## 9. Analysis of Equity across High Schools

In small groups, students will present a research-based comparison of two Southern California high schools that are within a few miles of each other but differ significantly in the average socioeconomic status of their students.

You will first examine **input factors** at the two schools. For example, what does the data say about whether students at both schools are receiving equitable educational opportunities? When possible, compare data across the schools' demographics by all available student groupings: race/ethnicity, free/reduced lunch qualifying, EL status, migrant status, foster care status, etc.

- What are the academic program choices for parents and students (e.g., dual language education, visual and performing arts, science and technology, English Language Development, etc.)
- How equitably distributed are special education services and suspensions/expulsions?
- Are there differences in qualifications of the faculty (e.g., advanced degrees, years of experience)?
- What differences in course offerings are there? AP, Spanish for Heritage Speakers, GATE, dual language, etc.
- Are there differences in extra-curricular programs: clubs, sports, etc.?
- What do the websites suggest about differences in community resources and parental involvement opportunities?
- What do the school websites seem to indicate about whether the schools find equity important? about whether they are being culturally responsive? Are there resources in languages other than English?

You will then examine **output factors** at the two schools: academic achievement across student groups (e.g., test scores, dropout rates, graduation rates, college going rates, etc.)

To help you critically analyze the context, structure, governance, and school finance you may use some of these resources (**TPE 6.7, Introduce**):

- Dataquest <https://dq.cde.ca.gov/dataquest/>
- California School Dashboard: <https://www.caschooldashboard.org/>
- Education Data Partnership: <https://www.ed-data.org>
- School websites
- Educational timelines (historical, political)

18

- You could email the school if there any additional questions you have

The final project could be a PowerPoint, movie, or some other type of creative way to present the information. More detailed directions, examples, and rubric for grading assignment will be given in class. This assignment meets TPE 6.2 (initial) and SJE Foundational TPE – F1.

**IMPORTANT!! Be sure to use the Generic Checklist and Assignment Rubric, and APA Cheat Sheet to make sure your work is ready for submission.**

**EACH ASSIGNMENT NEEDS TO directly cite 3 Educ 364 readings, films, or other resources.**

	Does not meet expectations	Approaches expectations	Meets expectations
<b>Introduction &amp; conclusion</b>	Introduction missing or fails to orient reader. Conclusion missing or fails to rank the categories.  No points.	Introduction may be too brief or assume too much knowledge on the part of the reader. Conclusion may rank categories but without sufficient context.  2 points.	Introduction is at least ¼ page that explains the coming paragraphs for a reader unfamiliar with the assignment. Orients the reader to the input and output factors that will be examined and analyzed. Conclusion is at least ¼ page that briefly summarizes the paper and the input and output factors discussed in the paper.  4 points.
<b>Thoroughness of research</b>	Several instructions not followed and data analysis incomplete.  No points.	Either some data types and questions listed in the instructions were missing or some of the analysis lacked detail.  4 points.	All data types and questions listed in the instructions were addressed with detailed analysis. Both the socioeconomic indicator plus one factor at each of the two schools per student is analyzed.  8 points.
<b>Connections to big ideas from course</b>	Few connections to big ideas from the course in the analysis.  No points.	Some connections to big ideas from the course in the analysis. One or two references from the course are used appropriately in the analysis.  3 points.	Many connections to big ideas from the course in the analysis. Three or more references from the course are used appropriately in the analysis.  6 points.
<b>Presentation</b>	Poor evidence of paper and each paragraph organized & clearly written. Poor evidence of outlining and flow of the different factors discussed.  No points.	Partial evidence of paper and each paragraph organized & clearly written. Partial evidence of outlining and flow of the different factors discussed.  3 points.	Paper and each paragraph organized & clearly written. Evidence of effective outlining and flow of the different factors discussed.  6 points.

<b>Mechanics</b>	Many instances of nonstandard spelling or punctuation. Writing often unclear and word choice often lacks specificity.	Several instances of nonstandard spelling or punctuation. Writing is sometimes unclear, or word choice sometimes lacks specificity. One or two references from the course	Few instances of non-standard spelling or punctuation. Writing is clear and specific in choice of words. Three or more references from the course are
	No points.	are used in the text and listed in the References list using APA format.	used in the text and listed in the References list using APA format.
	Participation from <b>few</b> of the group	2 points. Participation from <b>some</b> of the group	4 points. Participation from <b>everyone</b> in
<b>Equitable</b>	group. Equal individuals did most of members regarding the work.	members. Inconsistent members. Few collaboration from group group & work collaboration. workload.	the presentation <b>group work</b>
	No points.	1 point.	2 points.

TPE 2.5, 6.2, and 6.7 (Introduce)

- 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.

## 10. Identifying Social Justice and Equity -- Final Exam Practice In-Class Assignment

As a way to synthesize readings and core concepts with the service-learning component of this course, students will identify a systemic inequity that they observed during their service experience. Then, using the course readings (at least 3 text references plus any additional video or presentation resources, equal to at least one reference per group member), students will prepare a presentation that addresses that inequity and the proposed solutions to address that inequity. Suggested Outline:

Slide 1 - make a statement about the issue,

Slides 2 – 3 - situate the issue within the class themes,

Slides 4 – 5 - propose solutions or steps to address the issue. The solutions should discuss how, as future teachers, other professionals, or community members, we can help society reverse its pattern of inequities that face students in the service-learning portion of the class.

Slide 6 – References

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 **provide equitable outcomes for students from different linguistic, cultural, and social economic backgrounds**. Then next, you are to carefully and explicitly write about HOW or IN WHAT WAY(S) the school or assignment you chose advances social justice and equity.

*The presentation should include a reference list of 3 readings, films, presentation files from this course, using APA6. More detailed directions and rubric for grading assignment will be given in class. This assignment will be completed in groups (up to 5 people).*

This assignment meets TPEs 2.1 (initial), 2.5 (initial) and SJE Foundational TPE – F2 as follows:

- **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 2.5** Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
- **School of Education Foundational TPEs: Social Justice and Equity**
- **TPE F2** - Understand how to apply theories and principles of multicultural education including critical pedagogy and culturally relevant teaching into practice
- 
- **IMPORTANT!! Be sure to use the Generic Checklist and Assignment Rubric, and APA Cheat Sheet to make sure your work is ready for submission.**
- **EACH ASSIGNMENT NEEDS TO directly cite 3 Educ 364 readings, films, or other resources.**

Components/ Criteria	No Credit	Partial Credit	Full Credit
<b>To Name</b> 2 points	The presentation names issues in schooling that affect all including diverse students (e.g., students tutored).	The presentation names issues in schooling that affect all including diverse students (e.g., students tutored).	The presentation identifies both the individual struggles of the students we have studied individually and in different program categories and the larger societal patterns around them (including schooling practices).
<b>To Reflect Critically</b> 3 points	The presentation does not include a critical reflection on how the identified issue surfaced during their course / tutoring experience; and also makes 1 reference to course readings or discussions that highlight the intersectionality of the identified issue.	The presentation includes a critical reflection on the identified issues and the course / tutoring experience; and also makes 2 references to course readings or discussions that highlight the intersectionality of the identified issue.	The presentation describes, reflects and analyzes the named educational issue or program; and also makes 3 or more references to course readings or discussions that highlight the intersectionality of the identified issue.

<p><b>To Act</b> 3 points</p>	<p>An appropriate action plan or call for solutions for how teachers and community members can work to resolve the identified issues is not included.</p>	<p>An appropriate action plan or call for solutions is included, with some reference to research and best practices.</p>	<p>The presentation suggests or proposes research-based and impactful solutions for the named issue, outlining specific steps or activities that demonstrates how social justice &amp; equity can be addressed.</p> <p><i>In other words, the presentation research should focus on HOW WELL and IN WHAT WAYS schools are advancing social justice and equity, and posit multiple possible solutions, i.e., the presentation aims to present <b>pluralistic and divergent</b></i></p>
			<p><i><b>perspectives or provides approaches to promote equitable outcomes for students from different linguistic, cultural, and social economic backgrounds.</b></i></p>
<p><b>To Write Academically</b> 2 points</p>	<p>Candidate does not follow the writing conventions of APA style.</p>	<p>Candidate strays from the writing conventions of APA style in ways that distract the reader.</p>	<p>Candidate follows most of the writing conventions of APA style including grammar, spelling, punctuation, and formatting of both in-text citations and references in the References list.</p>

## 11. Final Personal and Professional Narrative

This assignment has two parts.

**Part 1. Personal Narrative - In Part 1, you will choose three aspects of your personal identity to document that have changed from the beginning to the end of semester. (TPE 2.1)** Begin by reviewing and reflecting on your first personal history and identity narrative from the beginning of the semester. You will document your new reflections and interpretations and analyses of your personal (identity) narrative. **How has your perspective changed?** Your individual personal story from the beginning of the semester now needs to be rerepresented in the context of broader patterns in historical, social, psychological, sociological, political, economic, religious, and other cultural trends, patterns or cycles. **OR consider a cultural issue from a perspective different from your own.**

You may note that your **interpretation, understanding and critical perspective of your personal history and identity narrative has shifted in small or great ways.**

Reflect on your development of thinking about culture and identity:

- How has your ideology/perspective changed? Your individual personal story from the beginning of the semester now needs to be re-represented in the context of broader patterns in historical, social, psychological, sociological, political, economic, religious, and other cultural trends, patterns, or cycles and interventions you have learned about. Perhaps you have a better

understanding of the **sociopolitical and historical context** in which your family or you were given or not given particular educational or life opportunities. Your view on race/ethnicity, gender equity or religion may have been sharpened due to the election year raising certain issues.

- Have you remembered, reinterpreted, or encountered particular personal, local, national, or other media events that have taken place since the beginning of the term that have led you to reflect on some critical themes in this course and your interpretation of them? Can you tie these shifts in perspective to the racial identity development model?
- **In what ways have your voice and perspective changed?** Sometimes, the changes will be subtle, as in choosing to use the terms Asian American or Latino rather than Oriental or Hispanic for specific purposes. Or, the changes may be otherwise significant or even dramatic. What are your views on multicultural education, renaming schools, the crafting of a new flag for the state of Mississippi, and so on?

**Part 2. Professional Narrative** – In Part 2, reflect on and describe three major things you learned in this class related to educational issues or programs. For each of the three things, describe **how** you knew you were learning something of significance (assessing your own learning – cite specific readings, discussions, films, activities, community activities, etc.).

- What did you learn about special education, language education, gifted education, etc.?
- Describe instructional approaches that effectively supported your students (e.g. multicultural education, critical pedagogy, critical race theory) **(Foundational SJE TPE F2, F3)**
- Describe how the course experience (service learning experience) informed your future role as a teacher or community member
- Describe any approaches that could help provide (helped provide) active learning (e.g. engage student’s interest, support motivation, extend learning) **(TPE 1.3)** • Describe your ability to access resources to support students **(TPE 2.4)**
- Describe how you collaborated with stakeholders (e.g., teacher or tutoring coordinator) to ensure equitable outcomes for students **(Foundational SJE TPE F4)**

Also describe how each of these three things will shape your attitudes and demonstrated behaviors as a teacher or in future intercultural interactions; i.e., how you will demonstrate overall “cultural competence” as a teacher or even in your personal life.

Grading emphasis will be placed on your ability to articulate the three plus three topics of your choice, the depth of reflective analysis, your description of what was influencing your views evolving (specific examples from the course: cognitive – i.e., facts, knowledge bases, content areas; behavioral – speech and actions; and affective – i.e., attitudes), and the connections you make between the topics and plans for your future growth and professional practice.

Be sure to include reflections about the **service learning** experience as one of your three topics.

- Provide evidence and examples of how you were successful in your field experience.
- Describe what you feel you might have improved.
- Describe your learnings and the significance of this experience.
- How will the experience inform your future role as a teacher or community member?

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

**IMPORTANT!! Be sure to use the Generic Checklist and Assignment Rubric, and APA Cheat Sheet to make sure your work is ready for submission.**

***EACH ASSIGNMENT NEEDS TO directly cite 3 Educ 364 readings, films, or other resources.***

- 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.

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

### Grading Rubric

	<b>Does not meet expectations</b>	<b>Approaches expectations</b>	<b>Meets expectations</b>
<b>Introduction &amp; conclusion</b>	<p>Introduction is missing or fails to orient reader.</p> <p>Conclusion is missing or fails to summarize the categories.</p> <p>No points.</p>	<p>Introduction may be too brief or assume too much knowledge on the part of the reader, and clearly lists but does not fully address the 3 personal and 3 professional topics by their importance to the writer's identity.</p> <p>Conclusion partly summarizes the paper.</p> <p>3 points.</p>	<p>Introduction is at least ¼ page and explains the ensuing paragraphs for a reader unfamiliar with the assignment, and clearly lists and fully addresses the 3 personal and 3 professional topics by their importance to the writer's identity.</p> <p>Conclusion is at least ¼ page and briefly summarizes the paper.</p> <p>6 points.</p>



<p><b>3 personal and 3 professional identity paragraphs</b></p>	<p>Selected topics are not treated in enough depth or with enough on-topic reflection. The paragraphs are primarily descriptive, with superficial or no analysis of the reflections.</p> <p>8 or fewer points.</p>	<p>Either some topics are not discussed for at least 1 paragraph or the reflection veers off from the topic being discussed. The paragraphs are primarily descriptive, with superficial or some analysis of the reflections.</p> <p><b>The paper partly addresses how these aspects of identity positions them in society (personal reflections) or in the teaching profession (professional reflections).</b></p> <p>12-18 points.</p>	<p>At least 1 paragraph is written on each of the 3 personal and 3 professional reflections on identity and each is on topic. <b>Writer's identity is considered in light of course themes and learnings and analyzes (summarizes, compares, contrasts, extends, challenges, etc.) how that identity positions them in society (personal reflections) or in the teaching profession (professional reflections), with appropriate analysis.</b></p> <p>26 points.</p>
<p><b>Mechanics</b></p>	<p>Many instances of nonstandard spelling, punctuation, or grammar. Writing often unclear and word choice is often inappropriate. APA</p>	<p>Several instances of non-standard spelling, punctuation, or grammar. Writing is sometimes unclear or word choice is inappropriate. APA</p>	<p>Few to no instances of nonstandard spelling or punctuation. Writing is clear and specific in choice of words. APA formatting is followed consistently.</p>
	<p>formatting is minimally or not followed.</p> <p>One or no references from the course are used in the text and listed in the References list using APA format.</p> <p>2 points.</p>	<p>formatting is followed inconsistently.</p> <p>Two references from the course are used in the text and listed in the References list using APA format.</p> <p>5 points.</p>	<p>Three or more references from the course are used in the text and listed in the References list using APA format.</p> <p>8 points.</p>

## 12. Service Learning - Tutoring Students from Diverse Backgrounds

As a requirement for this course, you will tutor students from diverse backgrounds. More information will be provided in class by the instructor. This fieldwork/tutoring assignment requires 15 documented hours in the field (log). (This assignment meets TPE 1.2 and 1.2, 2.4 (Initial) and Foundational SJE TPE F1, F3, F4).

## **Grading Standards**

93 – 100	A
90 – 92	A-
88 – 89	B+
83 – 87	B
80 – 82	B-
78 – 79	C+ (minimal passing grade)
73 – 77	C
70 – 72	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 in-class exam. There is a take home final reflection paper.

## **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 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.

### **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours. Alternatively, in order to ensure confidentiality, in a more private setting.

### **Credit Hour Policy Statement**

Per the University Credit Hour Policy:

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

### **Electronic Submissions of Assignments**

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

NOTE: Full assignment guidelines can be found on Cougar Courses. Rubrics for assignments and checklist are at end of 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.

### **Course Format**

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

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

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

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

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.

**SCHEDULE/COURSE OUTLINE**

<b>Date</b>	<b>Topics (2 – 3 per session)</b> KEY: Spring = Joel Spring book Pang = Valerie Pang book CC = Cougar Courses / course website * = most important	<b>Assignment(s) DUE</b>	
Session 1 9/1	<b>TOPIC: INTRODUCTIONS</b>  Intro to Others and to Course / Syllabus  Service Learning	CC: Make a Cultural Profile	
Session 2 9/8 Labor Day Holiday No Virtual Session  ----- Session 3 9/15	<b>Attend Service-Learning Orientation</b>  <b>A Ste Beyond</b> <b>Time TBD</b>  ----- <b>TOPIC: CULTURE and PERSONAL CULTURAL IDENTITY</b>  <b>TOPIC: MULTICULTURAL EDUCATION</b> Pang, Ch. 1 Multicultural Education: A Foundation for Schools  <b>TOPIC: ASIAN AMERICANS</b> Spring Chapter – Asian Americans  CHOOSE ONE FROM BELOW: See CC 1 – Pang. Educating the Whole Child 2 – Vyas. Am I Indian, American, or Indian American? Studying the Home and School Experiences of Indian Bicultural Adolescents 3 – Segal. The Asian Indian American Family 4 – Ibrahim et al. Asian American Identity Development: A Culture Specific Model for South Asian Americans	----- <b>Self Evaluation</b> <b>Part 1-Start in class together</b>  <b>Go over Sample Reading Responses - 5 @ 10 points each DUE ANY 5 WEEKS OF YOUR CHOICE</b>	
Session 4 9/22	<b>TOPIC: CULTURE</b> Pang, Ch. 2 The Power of Culture  <b>TOPIC: WHITE ETHNICS</b> Spring Chapter - Anglo Americans CC: Film – The Irish Americans CC: Film – Liberty Heights  <b>TOPIC: AFRICAN AMERICANS</b> Spring Chapter – African Americans In Class – Clips from This is America (Childish Gambino), Django, Akeelah and the Bee	<b>DUE: Personal Identity Reflection</b>  SIGN UP FOR GROUP PRESENTATIONS on GoogleDocs (5-6 people maximum per group)	

<b>Date</b>	<b>Topics (2 – 3 per session)</b> <b>KEY: Spring = Joel Spring book</b> <b>Pang = Valerie Pang book</b> <b>CC = Cougar Courses / course website</b> <b>* = most important</b>	<b>Assignment(s) DUE</b>	
Session 5 9/29  7:00 – 8:20 pm <b>PARTLY ONLINE**</b> <b>**ONLINE -- DISCUSSION FORUM POSTINGS or marked ABSENT For second half of class</b>	<b>TOPIC: RACE</b> Pang, Ch. 4 Race: Historical Oppression CC: Film – Race: The Power of an Illusion  <b>TOPIC: NATIVE AMERICANS</b> Spring Chapter - Native Americans  CC: Proudfit & Gregor – The State of American Indian and Alaska Native Education in California in 2016  CC: Film – Smoke Signals OR In the White Man’s Image	<b>**ONLINE -- DISCUSSION FORUM POSTINGS or marked ABSENT For second half of class</b>	

Session 6 10/6          Session 7 10/13	<b>TOPIC: HISPANIC AMERICANS</b> Spring Chapter – Hispanic Americans  CC: Film – Lemon Grove Incident [Enrichment: VIDEO – If the Mango Tree Could Speak]  <b>TOPIC: CULTURE AND TEACHING</b> Pang, Ch. 3 Culturally Relevant Teaching CC: Ogbu. Understanding Cultural Diversity  <b>TOPIC: PUBLIC POLICY PART 1</b> Pang, Ch. 5 Race and the Struggle for Civil Rights  <b>TOPIC: RELIGIOUS DIVERSITY</b> Pang, Ch. 8 pp. 241-251 Religion section only  SEE CC: *Hamdy (n.d.). Arab and Muslim Americans: An Introduction for Educators. Sherif-Trask. The Muslim American Family. *Hamilton. Holiday Decorations. Author. Comparing Christianity and Islam to Hinduism Film – *Islam Today OR The Muslim Americans (PBS) OR Inside Islam OR film of choice on a religion different from your own	<b>DUE: Family Tree</b>          <b>DUE ON DISCUSSION FORUM POSTING IN CLASS: Religion Assignment – Be sure to include references to the readings and film you viewed!</b>	
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Date	<p align="center"><b>Topics (2 – 3 per session)</b>  <b>KEY: Spring = Joel Spring book</b>  <b>Pang = Valerie Pang book</b>  <b>CC = Cougar Courses / course website</b></p>	Assignment(s) DUE	
Session 8 10/20	<p><b>TOPIC: TESTING &amp; ASSESSMENT</b>            Pang, Ch. 11 pp. 336 - 351 Diversity and the Achievement Gap</p> <p><b>TOPIC: CLASS / SOCIOECONOMIC STATUS</b>            Pang, Ch. 6 Classism pp. 174-191</p>	<p><b>GROUP PRESENTATION</b></p> <p><b>BEGIN IN CLASS -- Analysis of Equity across High Schools</b>  <b>**GROUP ASSIGNMENT DUE NEXT WEEK**</b></p>	

Session 9 10/27 <b>NO VIRTUAL SESSION</b>	<p><b>TOPIC: CULTURE AND LANGUAGE. -- SEE CC</b>            Historical and sociocultural context of language education. Language ideologies.            *Ricento. A Brief History of Language Restrictionism in the U.S.            CC: Film - *Arts and Lecture Event: Dr. Stephen Krashen            [Enrichment: CC: Film – American Tongues]</p> <p><b>TOPIC: WORK ON GROUP PRESENTATION AND SERVICE LEARNING</b></p>		
Session 10 11/3	<p><b>TOPIC: EXCEPTIONALITY</b>            Pang, Ch. 8 pp. 259-276 Disabilities section only</p> <p>CC: Film – How Difficult Can This Be? FAT City</p> <p>CC: San Diego Unified School District’s <b>CEP-EL: A Comprehensive Evaluation Process for English Learners</b> by Gaviria and Tipton (2012)</p> <p><b>TOPIC: GIFTED EDUCATION – SEE CC</b>            Lefkowitz. The Gifted Classes.            Esquierdo. Gifted Hispanic Bilingual Children.            *Ford, Grantham, &amp; Whiting: Culturally and Linguistically Diverse Students in Gifted Education.            *Henfield. To be or Not to be Gifted.</p>	<p><b>GROUP PRESENTATION</b></p> <p><b>GROUP PRESENTATION</b></p>	

Date	<b>Topics (2 – 3 per session)</b> KEY: Spring = Joel Spring book Pang = Valerie Pang book CC = Cougar Courses / course website * = most important	Assignment(s) DUE	
Session 11 11/10	<b>TOPIC: GENDER AND SEXUAL IDENTITY</b> Pang, Ch. 6 pp. 192-213 Social Oppression: Sexism section only  Pang, Ch. 7 Human Diversity: Sexual Orientation and Gender Identity  ENRICHMENT: See CC: DeJean. White Male High School Teacher Kadi. Food for Our Grandmothers: Writings by Arab-American and Arab-Canadian Feminists]	<b>GROUP PRESENTATION</b>  <b>Analysis of Equity across High Schools</b> <b>**GROUP ASSIGNMENT DUE**</b>	
Session 12 11/17	<b>TOPIC: ART AND MUSIC EDUCATION</b> CC: The Arts and After School Programs: A Research Synthesis. US Dept of Education CC: California Visual and Performing Arts Standards  <b>TOPIC: WHITE PRIVILEGE – START TOPIC</b> <b>SEE CC:</b> *Brodkin. How Jews Became Whites. *AP. White Names. *Buck. Constructing Race, Creating White Privilege. *Tales from the Thousand and One Nights. The Dream. Bayoumi. White with Rage. *Wingfield and Karaman. Arab Stereotypes and American Educators. *You Already Know Arabic  <b>TOPIC: SOCIAL JUSTICE AND EQUITY</b> Pang, Ch. 11 pp. 352 – 362 Student-centered, Culture-centered, Caring Schools	<b>BEGIN IN CLASS - Identifying Social Justice and Equity in Public Schools</b> <b>*GROUP ASSIGNMENT</b>	



<b>Date</b>	<b>Topics (2 – 3 per session)</b> KEY: Spring = Joel Spring book Pang = Valerie Pang book CC = Cougar Courses / course website * = most important	<b>Assignment(s) DUE</b>	
Session 13 11/24 NO VIRTUAL CLASS MEETING WORK ON SERVICE LEARNING	<b>TOPIC: WORK ON SERVICE LEARNING OR GROUP PRESENTATIONS</b>		
Session 14 12/1	<p><b>TOPIC: LANGUAGE PROGRAMS</b> Pang, Ch. 10 Language Development and Acquisition</p> <p>Pang, Ch. 10 pp. 326-335 Bilingual Education Programs</p> <p><b>SEE CC:</b> NCELA - Programs for English Learners SDCOE - World Languages Plan Krashen &amp; McField - What Works for English learners? Reviewing the latest evidence. McField - Proposition 227's Structured English Immersion mandate: History, practice, and implications.</p> <p><b>TOPIC: CALIFORNIA'S LANGUAGE POLICY (IS THE LANGUAGE EDUCATION DEBATE DEAD OR ALIVE?)</b></p> <p><b>SEE CC:</b> Proposition 227 *PROPOSITION 58 / Senate Bill 1174 - California Education for a Global Economy Initiative. *McField - California's Opportunity</p>	<p><b>GROUP PRESENTATION</b></p> <p><b>Public Policy and School Policy</b> <b>*ALL CLASS GROUP ASSIGNMENT</b></p>	

<p>Session 15 12/8</p>	<p><b>TOPIC: WHITE PRIVILEGE – FINISH TOPIC</b> <b>SEE CC:</b> *Brodkin. How Jews Became Whites. *AP. White Names. *Buck. Constructing Race, Creating White Privilege. *Tales from the Thousand and One Nights. The Dream. Bayoumi. White with Rage. *Wingfield and Karaman. Arab Stereotypes and American Educators. *You Already Know Arabic</p> <p>Pang, Ch. 9 – Prejudice and Bullying (White Privilege)</p> <p><b>TOPIC: PUBLIC POLICY PART 2</b> Spring, Ch. 6 Civil Rights to Now</p> <p>Pang, Ch. 8 pp.252-258 – Discrimination Based on...Immigrant Status</p> <p>NEA &amp; NSBA. Legal Issues for School Districts Related to the Education of Undocumented Children</p> <p><b>TOPIC: Preview Final Assignments and Outline DRAFT</b></p>	<p><b>DUE: Self Evaluation Part 2</b></p> <p><b>DUE: Identifying Social Justice and Equity in Public Schools *GROUP ASSIGNMENT</b></p>	
<p><b>Date</b></p>	<p><b>Topics (2 – 3 per session)</b> KEY: Spring = Joel Spring book Pang = Valerie Pang book CC = Cougar Courses / course website</p>	<p><b>Assignment(s) DUE</b></p>	
<p><b>FINAL = ONLINE SUBMISSION</b>  <b>DUE FRIDAY 12/11 – MONDAY 12/14</b></p>		<p><b>Final Paper: <u>Personal and Professional Narrative</u></b></p>	