

Course & Section Nos.	EDUC 644
Course Title	Multicultural Students and Families in Public Schools
Class Roster No.	42828
Course Day(s)	Wednesdays
Time	5:30-8:20pm
Course Location	Virtual
Semester / Year	Fall 2020
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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

TABLE OF CONTENTS

COURSE DESCRIPTION.....	1
Course Prerequisites.....	1
Course Objectives.....	1
REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS.....	1
Required Texts.....	1
Cougar Courses.....	1
COURSE LEARNING OUTCOMES.....	1
PROGRAM STUDENT LEARNING OUTCOMES (PSLOs).....	1
Recording.....	2
COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS.....	2
Course Assignments.....	2
Grading Standards.....	2
Assignment Descriptions.....	3
Final Exam Statement.....	6
School of Education/Course Attendance Policy.....	6
Policy on Late/Missed Work.....	6
Student Collaboration Policy.....	6
GENERAL CONSIDERATIONS.....	6
CSUSM Academic Honesty Policy.....	6
Plagiarism.....	6
Credit Hour Policy Statement.....	7
All University Writing Requirement.....	7
Course Format.....	7
Necessary Technical Competency Required of Students.....	7
Contact Information for Technical Support Assistance.....	7
Electronic Communication Protocol.....	7
SCHEDULE/COURSE OUTLINE.....	8

COURSE DESCRIPTION

Examines subjects which allow students to increase their level of awareness, knowledge, and skills that will render them effective teachers with culturally diverse students and families. Students will understand how families function and interact with schools. Students will consider how mainstream society defines/describes families and the ways families define and describe themselves. Finally, students will consider specific ethnic groups as well as interracial families, and inter-ethnic and intra-ethnic relations.

Course Prerequisites

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

Course Objectives

By the end of the EDUC 644 class, students will be able to:

- Actively participate in all class activities
- Lead a discussion on required readings as well as on how to apply that knowledge to teaching and learning
- Review resources available to families regarding home-school connections and
- Develop a community engagement action plan

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

Herrera, S., Porter, L. & Barko-Alva, K. (2020). *Equity in School-Parent Partnerships: Cultivating Community and Family Trust in Culturally Diverse Classrooms*. Teachers College Press.

Ishimaru, A. (2020). *Just Schools: Building Equitable Collaborations with Families and Communities*. Teachers College Press

Additional REQUIRED readings are available electronically on the EDUC 644 Cougar Course website

American Psychological Association (2020). *Publication Manual of the American Psychological Association, 7th Edition*. American Psychological Association.

Cougar Courses

You have access to the EDUC 644 Cougar Course when you register for the class

COURSE LEARNING OUTCOMES

- After responding to essential questions throughout the semester based on the required texts, students will be able to critically analyze their peers' responses by drawing comparisons across responses
- After researching topics on home-school connections, students will be able to write a paper that critically examines and analyzes resources collected
- After researching the community in which the research is situated, students will be able to create an action plan on an identified issue of social justice and equity that improves engagement for families from culturally and linguistically diverse backgrounds and /or their communities

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

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

PSLO 1: Critical Examination of Equity

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

PSLO 2: Culturally Responsive Pedagogy

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

PSLO 3: Community Engagement

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

PSLO 4: Analyze Research

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

In EDUC 644, students demonstrate they have mastered PSLO 3: Community Engagement.

COVID-19 Statement: You will be taking this course amid a global pandemic, which means you will be juggling this course alongside your other courses, work or family obligations, economic disruptions, and perhaps even sick friends and family. It is important to me that you know that I understand that these are disruptive, unprecedented times, and that I have made every effort to build a course that accounts for and accommodates those disruptions. Still, please do not hesitate to contact me at any time if you need additional time on an assignment, if you need clarification on course concepts or expectations, or if you just need to let someone know you're struggling. You do not need to explain your circumstances unless you wish to. Together, we will get through this tough time. Our class will be a place where we can come each week to learn from each other and find some sense of normalcy despite all that is going on. I look forward to working with and learning from all of you.

Recording

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

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

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

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

Active Participation	10 points
Discussion Leader	20 points
Resource Review – Home-School Connections	30 points
Community Engagement Action Plan	40 points

Grading Standards

It is essential that students are well prepared for class sessions by completing the readings and assignments scheduled **before** the class meeting. Assignments should be typed and double-spaced in a Word Document using APA 7 formatting. Students who wish to revise an assignment must negotiate the requirements of the

revision with the instructor. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. A minimum grade of a B- is required to pass this MA level (600) course.

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

Assignment Descriptions

Active Participation

10 points

This course is intended to be highly interactive and participatory with the expectation that students will be able to have deep conversations that matter about topics related to home-school connections in a multicultural society. To achieve this goal, students are expected to attend each class session prepared, completing all readings and assignments in advance. Each student is expected to take appropriate individual responsibility for one’s own learning in a democratic, collaborative and reciprocal-learning environment. As a class, we will establish norms regarding how we communicate. The class will strive to establish and maintain an environment of open and honest conversations about issues related to multicultural students and families in schools. **Missing more than one class, in person (synchronous) or on-line (asynchronous) will result in a lower grade.**

Discussion Leader

20 points

Students will work collaboratively with a partner to lead a virtual asynchronous discussion on an assigned reading (on a Cougar Course forum. Students (partners) will post 1-2 engaging questions they wish to highlight from the reading to lead their discussion. If applicable, students can use questions or activities outlined by text authors. Discussion leaders should monitor the forum discussion and if applicable, include themes, topics raised in their virtual synchronous activity (described below). Discussion leaders should also ensure that all class members post a response to question(s) AND reference the assigned reading in their response. **(10 points)**

Additionally, students (partners) collaboratively will design and facilitate an activity on their assigned reading during a synchronous class session that connects the reading (theories) to practice. The activity should connect the assigned reading to practices involving multicultural students and families in public schools. Students are encouraged to use their vast array of creative, analytical and engaging instructional strategies to design and facilitate their activity. Your activity should be approximately 15 minutes in length. **(10 points)**

Criteria	Full Credit	Partial Credit	No Credit
Asynchronous Reading Discussion Leader AND Peer Responses 10 points	Worked collaboratively with partner to prepare and post critical question(s) to engage participants in an online discussion about the assigned readings. Worked collaboratively with partner to monitor that all class members posted a response with a reference to the assigned readings.	Worked with a partner to prepare and post question(s) to engage participants in an online discussion about the assigned readings. Worked with partner to monitor that class members posted a response with a reference to the assigned readings.	Contributed minimally or did not work with a partner to prepare and post question(s). Contributed minimally or did not monitor that class members posted a response with a reference to the assigned readings.
Virtual Synchronous Design and	Worked collaboratively with partner to design and facilitate an engaging activity on their assigned	Worked with a partner to design and facilitate an activity on their assigned	Contributed minimally or did not work with partner to design & facilitate an activity

Facilitation of Activity 10 points	readings. The activity clearly connected the assigned reading to practices involving multicultural students and families in public schools.	readings. The activity somewhat connected the assigned reading to practices involving multicultural students and families in public schools.	on their assigned readings. The activity did not connect to the assigned reading or to practices involving multicultural students and families in public schools.
	The activity was approximately 15 minutes in length.	The activity was approximately 15 minutes in length.	The activity was not approximately 15 minutes in length.

PSLO 1: Critical Examination of Equity - Developed, PSLO 3: Community Engagement - Developed

Resource Review – Home-School Connections

30 points

You will critically review a resource available at the school, district, county or state level that is designed for multicultural students and / or their families. You should choose a resource that will have an impact on your educational practice and / or is connected to a topic you are interested in studying for your MA thesis or project. Resources can provide information, guidance or policy on a topic, and can be found in pamphlets, handbooks, reports, etc. on a website and / or in printed form.

Your resource review will be **a minimum of 5-pages and submitted using APA 7 formatting**. Your review should include:

A link, copy or pdf of the resource you have reviewed

A critical examination of the resource. You may use the following questions as a guide:

- Who is the target audience?
- Who is included / excluded in the target audience?
- Is asset-based language used in the resource?
- Is information presented in a format and language that is accessible to the target audience?
- What is included / excluded in the resource?
- How can the resource be improved to meet the needs of target audience?

You will create an Infographic or short PowerPoint presentation (5 slides maximum) on the critical examination of your resource to present to your peers in small groups.

Criteria	Full Credit	Partial Credit	No Credit
Description of the Resource 5 points	A link, copy or pdf of the resource is provided. A detailed description of the resource is provided.	A link, copy or pdf of the resource is provided. A description of the resource is provided.	A link, copy or pdf of the resource is provided. A description of the resource is not provided.
Critical Examination of the Resource 15 points	Your 5-page minimum paper includes a critical examination of the resource that address all or similar questions listed in the assignment description above.	Your 5-page minimum paper includes a critical examination of the resource that address some of the questions listed in the assignment description above.	Your paper does not include a critical examination of the resource.
Presentation 10 points	The infographic or short PowerPoint clearly presents a description and critical examination of the resource.	The infographic or short PowerPoint presents a description and critical examination of the resource.	The infographic or short PowerPoint does not present a description or critical examination of the resource.

PSLO 3: Community Engagement - Developed

Community Engagement Action Plan (PLSO 3: Community Engagement)

40 points

For this assignment, students will develop a professional action plan that support the families of English learners or other students from culturally diverse backgrounds and / or their communities in attaining socially just and equitable educational experiences. Your plan can focus on the families of your students and / or the community to which they belong. Your plan will include an analysis of course readings and research studies you have reviewed that are relevant to your identified issue and will serve as the foundation for your plan. These studies should lead to new questions and concerns about your students, their families, their community, your school, or your overall professional work. Based on these questions, you will develop a specific community engagement action plan that you could enact in your professional role as an educator. Following a critical pedagogy model, you will create an action plan in which you discuss the issue you have identified (to name), your thoughts, research, discussion of the issue (to reflect critically) and a detailed description of your plan with a timeline and attainable goals (to act). Throughout the semester, you will discuss steps of your plan with your peers and revise / enhance your plan accordingly. Your plan can take several forms including an action plan, a grant proposal or a conference presentation.

- An outline of your plan is due on October 28, 2020 **(5 points)**
- A draft of your plan for peer review is due on November 11, 2020 **(5 points)**
- Your final plan is due on December 2, 2020 & presentation is due on December 9, 2020 **(30 points)**

Your work will be assessed on the following rubric:

Criteria	Exceeds Credit Range: 26-30 points	Meets Credit Range: 20-25 points	Approaching Credit Range: 16-20 points	Unacceptable Credit Range: 0-15 points
Context	A detailed description of how the issue identified is related to social justice and / or educational equity A detailed description of the students, family and / or community is included	A description of how the issue identified is related to social justice and / or educational equity A description of the students, family and / or community is included	A brief description of how the issue identified is related to social justice and / or educational equity A brief description of the students family and/ or community is provided	An issue is not clearly identified A description of the students, family and / or community is not provided
Structure of the plan	The structure demonstrates clear objectives, measurable outcomes aligned to the objectives, and appropriateness to the identified students, family and / or community A detailed timeline for each activity of the plan is provided	The structure demonstrates an objective, measurable outcome aligned to the objective, and appropriateness to the identified students, family and / or community A timeline for each activity of the plan is provided	The structure somewhat demonstrates an objective, outcome, and appropriateness to the identified students, family and / or community A timeline of the plan is provided	The structure does not demonstrate an objective, outcome, and appropriateness to the identified students, family and / or community A timeline of the plan is not provided
Analysis of the plan	Relevant research and best practices from course readings and the field is cited using appropriate APA 7 formatting A detailed analysis of how the research cited and best practices clearly serves as a foundation for the plan is provided	Relevant research from course readings and the field is cited using appropriate APA 7 formatting An analysis of how the research cited and best practices serve as the foundation for the plan is provided	Research from course readings is cited A brief analysis of how the research cited serves as the foundation for the plan is provided	Research from course readings and the field is not cited
Assessment of the plan	Formative assessments aligned to each objective as well as a summative	Formative assessment aligned to the objective is provided	Assessment of the plan is provided	Formative and summative assessments are

	assessment of the effectiveness of the plan			not included in the plan
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Successful completion of this assignment demonstrates mastery of PSLO 3: Community Engagement.

Final Exam Statement

There will be no final exam for this course.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Policy on Late/Missed Work

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

Student Collaboration Policy

Select assignments include student collaboration on a required or optional basis, depending on the assignment. In general, presentations will be collaborative, while select written assignments will allow for students to choose whether to collaborate or work independently to complete them.

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

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:

- This is a Hybrid course. A combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total at least 45 hours per unit of credit.

All University Writing Requirement

The writing requirement for this class will be met as described in the assignments. Every course (3 units or more) at the university must have a writing requirement of at least 2500 words.

Course Format

This is a hybrid (HY) course.

Necessary Technical Competency Required of Students

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, course website use, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. **All assignments will be submitted electronically.** Details will be given in class.

Contact Information for Technical Support Assistance

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

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

SCHEDULE/COURSE OUTLINE

Date	Topic	Assignment
Session 1 September 2	Introductions / Welcome Sharing our communities Parent and Family Engagement	<i>Before class, read:</i> PIQE Policy Recommendations https://www.pige.org/policy/
Session 2 September 9	Equitable Collaborations with Families Re-Conceptualizing Partnerships	<i>Before class, read:</i> Introduction & Ch.1: Equity in School-Parent Partnership Introduction & Ch.1: Just Schools
Session 3 September 16 ASYNCHRONOUS	Discussion Leaders / Peer Responses - Equity in School-Parent Partnerships - Just Schools	<i>Before class, read:</i> Chapters 2 & 3: Equity in School-Parent Partnerships Chapter 2: Just Schools DUE: Discussion Leaders / Peer Responses
Session 4 September 23	Discussion Leader Activities - Equity in School-Parent Partnerships - Just Schools Critically Examining Resources	<i>Before class, read:</i> Auerbach – Learning From Latino Families <i>Bring to class</i> Home-School Connections Resource you selected
Session 5 September 30	Critically Examining Resources - Home-School Connections - Peer Review // Discussion Peer-Reviewed Studies Community Engagement Action Plans	<i>Before class, read:</i> Katz & Gonzalez – Community Variations in Low-Income Latino Families' Technology Adoption and Integration <i>Bring to class</i> Home-School Connections Resource you selected Ideas for your Community Engagement Action Plan
Session 6 October 7 ASYNCHRONOUS	Discussion Leaders / Peer Responses - Equity in School-Parent Partnerships - Just Schools	<i>Before class, read:</i> Chapter 4: Equity in School-Parent Partnerships Chapters 3 & 4: Just Schools DUE: Discussion Leaders / Peer Responses
Session 7 October 14	Discussion Leader Activities - Equity in School-Parent Partnerships - Just Schools Resource Review Presentations	DUE: Resource Review – Home-School Connections (paper and presentation)
Session 8 October 21 ASYNCHRONOUS	Discussion Leaders / Peer Responses - Equity in School-Parent Partnerships - Just Schools	<i>Before class, read:</i> Chapters 5 & 6: Equity in School-Parent Partnerships Chapter 5: Just Schools DUE: Discussion Leaders / Peer Responses
Session 9 October 28	Discussion Leader Activities - Equity in School-Parent Partnerships - Just Schools Community Engagement Action Plans	<i>Before class, read:</i> Chapter 7: Equity in School-Parent Partnerships DUE: Outline of your Community Engagement Action Plan (5 points)
Session 10 November 4 ASYNCHRONOUS	Discussion Leaders / Peer Responses - Equity in School-Parent Partnerships - Just Schools	<i>Before class, read:</i> Chapters 6 & 7: Just Schools DUE: Discussion Leaders / Peer Responses

Date	Topic	Assignment
Session 11 November 11 ASYNCHRONOUS	Veteran' Day Community Engagement Action Plans - peer review	DUE: Peer Review of drafts of Community Engagement Action Plan (5 points)
Session 12 November 18	Discussion Leader Activities - Just Schools Community Engagement Action Plans - final peer review and discussion	<i>Before class, read:</i> Yull, et. al – Reversing the Dehumanization of Families of Color in Schools <i>Bring to class</i> Final Draft - Community Engagement Action Plan
Session 13 November 25 ASYNCHRONOUS	Thanksgiving Community Engagement Action Plans - final revisions	Bring to class Finalize your Community Engagement Action Plan - use rubric to self-assess
Session 14 December 2	Community Engagement Action Plans - presentations and discussions	DUE: Community Engagement Action Plan (written) DUE: Community Engagement Action Plan (presentations)
Session 15 December 9	Community Engagement Action Plans - presentations and discussions Theory to Practice – Moving Forward	DUE: Community Engagement Action Plan (presentations)