

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

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<b>Course Number</b>	<b>EDUC 364</b>
<b>Title</b>	The Role of Cultural Diversity in Schooling (Tutor Connection – Service Learning)
<b>CRN Number</b>	<b>20185</b>
<b>Days</b>	<b>Tuesday</b>
<b>Time</b>	<b>1:00—3:50</b>
<b>Course Location</b>	<b>On-line Synchronous</b>
<b>Semester / Year</b>	<b>Spring 2021</b>
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<b>Hours</b>	<b>M 12:30-1:30</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

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COURSE DESCRIPTION .....	3
Fieldwork .....	<b>Error! Bookmark not defined.</b>
Tutor Connection .....	3
Tuberculin Risk Assessment and Certificate of Clearance.....	3
Tuberculin (TB) Risk Assessment.....	3
Certificate of Clearance .....	<b>Error! Bookmark not defined.</b>
Certificate of Completion .....	6
Tuberculin TB Risk Assessment and Certificate of Clearance Contract. <b>Error! Bookmark not defined.</b>	
Course Prerequisites .....	7
Course Objectives .....	7
Unique Course Requirements.....	7
REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS .....	7
Required Texts .....	7
Cougar Courses .....	8
COURSE LEARNING OUTCOMES .....	8
Teacher Performance Expectation (TPE) Competencies.....	8
PROGRAM STUDENT LEARNING OUTCOMES (PSLOs).....	9
SCHEDULE/COURSE OUTLINE .....	<b>Error! Bookmark not defined.</b>
COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS .....	9
Course Assignments .....	9
Assignment Descriptions .....	10
Grading Standards.....	11
Final Exam Statement.....	11
School of Education/Course Attendance Policy.....	11
Policy on Late/Missed Work.....	11
Student Collaboration Policy .....	11
GENERAL CONSIDERATIONS .....	12
CSUSM Academic Honesty Policy.....	12
Plagiarism .....	12
Credit Hour Policy Statement .....	12
Electronic Submissions of Assignments.....	12
All University Writing Requirement .....	13
Course Format .....	13
Necessary Technical Competency Required of Students .....	13
Contact Information for Technical Support Assistance.....	13
Electronic Communication Protocol .....	13
GRADING RUBRICS.....	<b>Error! Bookmark not defined.</b>

## 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:

### **Tutor Connection**

This course requires Tutor Connection, a unique hands-on experience tutoring a foster youth or a youth experiencing homelessness for 20 hours throughout this semester. In class, you will learn about the needs of this very vulnerable population, and then have the opportunity to work one-on-one with a youth and use the tools you learned to provide academic support. You will tutor 2-3 hours a week throughout the semester. Tutoring takes place at the youth's home, or group home. After passing the background check that San Diego County Office of Education will conduct (LiveScan fingerprinting), you will receive your placement. You will make contact with the caregiver immediately and set up a schedule with them. The schedule will be determined between you and the caregiver..

Michelle Bailow, Tutor Connection Program Supervisor, will assign your placement and set up your background checks. She will also be your support throughout this semester. You will contact her directly with any issues or concerns pertaining to the tutoring experience. Her email is [mbailow@sdcoe.net](mailto:mbailow@sdcoe.net)

Michelle Bailow and I will provide the process you need to follow to be eligible to start the tutoring component.

## **Tuberculin Risk Assessment**

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 **Tuberculin (TB) Risk Assessment** (form provided on p. 2) are cleared. To protect your health information privacy, students enrolled in prerequisite courses, do not need to submit the TB Risk Assessment to the instructor; however, 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.

EDUC 364, Spring 2021; Professor Freeborn

Session	Topics	Readings/ Assignment
Week 1: 1-26	Introductions Communication Course Outline/Syllabus	<b>Read:</b> Syllabus, 8 Keys of Excellence Tutor Connection—Michelle Bailow
Week 2: 2-2	Culture and Identity	<b>Read:</b> Nieto chapter 1 <b>Read:</b> Online- <i>The Silent language of culture</i> <b>Read:</b> (online) <i>Unpacking the invisible knapsack</i> . Tutor Connection—Michelle Bailow <b>Due:</b> Journal #1 (Ch. 1)
Week 3: 2-9	Stereotypes, Prejudice, Discrimination, Oppression	<b>Read:</b> Nieto chapter 2. <b>Read:</b> (Online) <i>Entitlement Culture, Aspects of Culture</i> Posted reading for class: <i>The sacred rac</i> (please have access to this electronically or bring in a hard copy for class, but you do not need to read it before class) <b>Due:</b> Journal #2 (Ch. 2)
Week 4: 2-16	Stereotypes, Prejudice, Discrimination, Oppression	<b>Read:</b> First half of selected literature circle book <b>Due:</b> Journal #3 (Ch. 5) Tutor Connection—Michelle Bailow
Week 5: 2-23	Discrimination, Oppression, Racism, and Student Achievement	<b>Read:</b> Nieto chapter 3, Second half of selected literature circle book <b>Due:</b> Journal #4 (Ch. 3)
Week 6: 3-2	Racism, Systems of Oppression	<b>Due: Literature Circle</b> Tutor Connection—Michelle Bailow
Week 7: 3-9	Gay, Lesbian, Bisexual, Transgendered Youth; Linguistic Diversity Select School Districts	<b>Read:</b> Nieto chapter 6 <b>Due:</b> Journal # 5 (Ch. 6) Tutor Connection—Michelle Bailow
Week 8: 3-16	Literacy Practices and Linguistic Diversity; Identity and Learning	<b>Read:</b> Nieto chapter 8 <b>Read:</b> (online) Various readings about GLBT youth <b>Due:</b> Journal # 6 (Ch. 8); Literature Circles
Spring Break: 3-22-3- 27	No class	

Session	Topics	Readings/ Assignment
Week 9: 3-30	GATE students , Student Learning and School Achievement Literature Presentations	<b>Read:</b> Nieto chapter 7 <b>Due:</b> Journal # 7 (Ch. 7) Tutor Connection—Michelle Bailow,
Week 10: 4-6	Literature Presentations, If necessary Curriculum, Testing and Pedagogy. No class 3-26 Review/work time, Personal History of Otherness	<b>Read:</b> Nieto chapter 4 <b>Due:</b> Journal # 8 (Ch. 4) Tutor Connection—Michelle Bailow
Week 11: 4-13		<b>Read:</b> Nieto chapter 9 Read: (online) <i>Coping with the “A” words &amp; Beware of tourist curriculum</i>
Week 12: 4-20	Diversity and Multicultural Education Project work time	<b>Due 11-23:</b> Final draft, Personal History of Otherness; Journal # 9 (Ch. 9) Tutor Connection—Michelle Bailow,
Week 13: 4-27	Diversity and Multicultural Education	<b>Read:</b> Nieto chapter 10 <b>Due:</b> Journal # 10
Week 14: 5-4	Project work time, project presentations.	Due: Data <b>Due: Reflection</b>
Week 15: 5-11	Project presentations	

**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

### **Course Prerequisites**

None

### **Course Objectives**

Students completing EDUC 364 will be able to demonstrate:

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

### **Unique Course Requirements**

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

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

### **Required Texts**

Nieto, S., and Bode, P. (2012). *Affirming diversity: The sociopolitical context of multicultural education*, ***sixth edition***. Boston: Pearson Education, Inc.  
ISBN-13: 978-0131367340, ISBN-10: 013136734X

One of the following: do not purchase before we discuss in class.

Alexie, Sherman; *The Absolutely True Story of a Part-Time Indian*

Munoz, Pam; *Esperanza Rising*

De la Pena, Matt; *Ball Don't Lie*

Jiminez, Francisco; *The Circuit*

Lewis, John; *March, I, March II, or March III*

Draper, Sharon M.; *Fire From the Rock*

McCormick, Patricia; *Never Fall Down*

Palacio, R.J.; *Wonder*

Takei, George; *They Called Us Enemy*

Do not purchase this book yet. We will discuss in class:

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



- Foundational Social Justice and Equity TPEs (F1, F2, F3, and F4).

### SoE's Foundational TPEs: Social Justice and Equity

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

### PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

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

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

### COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

#### Course Assignments

Teacher education is a professional preparation program. It is expected that teacher candidates will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students 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.

- Attendance, Participation, & Professional Disposition (10 points)
- Reading Responses and Discussions (20 points)
- Personal History of Otherness (20 points)
- Tutor Connection (15 points)
- Literature Circles and Presentations (20 points)
- School Diversity Group Project (10 points)

EDUC 364, Spring 2021; Professor Freeborn

- Final Personal Reflection

( 5 points)

**Total of 100 points**

### **Assignment Descriptions**

#### **1. Attendance, Class Participation, & Professional Disposition**

**10 points**

The purpose is for students to be well prepared for course sessions and participate in activities and assignments. These points are awarded at the instructor's discretion. At a minimum, students must attend more than 80% of class time, or they may not receive a passing grade for the course. Should the student have extenuating circumstances, they should contact the instructor as soon as possible. *Notification of absence does not warrant an excuse.*

#### **2. Readings/Discussions**

**20 points**

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 the assigned journal and your personal thoughts/similar experiences of the featured case studies in the chapters. This assignment meets TPEs 1.1 (initial), 2.1 (initial), and 2.5 (initial) in addition to SJE Foundational TPE – F3. Your journals will be responses in various formats. See the possible formats on Cougar Courses. There are ten prompts. You will write to at least 5, and may duplicate once. There are samples and directions on Cougar Courses.

**3. A final journal entry** differs in format in that this will be a **two page reflective** paper that succinctly describes what you have learned over the duration of the course. Please include personal connections, explanations as to how and why your perspective as an educator has changed, or is changing, and what you think your next steps will be in understanding the needs of diverse students. Please focus on social justice and equity.

**5 points**

#### **4. Personal History of Otherness**

**20 points**

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

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

More specific instructions are on Cougar Courses.

be a PowerPoint, movie, or some other type of creative way to present the information.

#### **5. Literature Circles**

**20 points**

In small groups, students will conduct a literature circle, participating with their selected roles and present a 20-30 minute discussion of their literature selection. This discussion should promote critical

thinking, varied perspectives and an attempt to connect the content and themes to our course content. Students will share additional resources found related to the book.. More detailed directions will be given in class. This assignment meets TPE 6.7 (initial) and SJE Foundational TPE – F4.

### **6. School Diversity Project**

**10 points**

Due to the changing circumstances in schools due to COVID 19, I am currently re-designing this project. I will have complete details of the assignment shortly. It will entail research and a presentation to the class.

### **Grading Standards**

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

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

### **Final Exam Statement**

This course does not have a final exam.

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

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

### **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 student 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 traditional face-to-face or remote instruction depending on the section.

### **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.

### **Writing Center**

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The Online Writing Center (OWC) offers a welcoming digital learning environment where certified student consultants offer constructive guidance at any stage of the writing process--idea generation, argument development, sentence-polishing, and more. The OWC starts with the prompt and asks guiding questions as you work to develop compelling work. Chat, voice, and video sessions are available on Microsoft Teams **by appointment**; Quick Help is available on Teams **on a drop-in basis**; asynchronous feedback is available **by request**. Additional services include Academic English support, **webinars**, and various online resources. Follow us on Instagram **@wccsusm**.

EDUC 364, Spring 2021; Professor Freeborn

Questions? Email [writing@csusm.edu](mailto:writing@csusm.edu)

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

Open Hours: M-Th, 9:00am - 6:00pm; F, 9:00am - 2:00pm

**\*\*Please note all Writing Center services are virtual for Spring 2021**

Director: Evan Smith

Email: [esmith@csusm.edu](mailto:esmith@csusm.edu)