

Course & Section Nos.	EDUC 620
Course Title	Curriculum Innovation and Application
Class Roster No.	#
Course Day(s)	Thursday
Time	4-6:50 pm
Course Location	zoom link provided in cougar course
Semester / Year	Spring 2021
Instructor	Anne René Elsbree, Ph.D.
Phone	(760) 750-4384
E-Mail	aelsbree@csusm.edu
Office	UH 414 – email for an appointment
Office Hours	Before or after class, and/or by appointment

WELCOME

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	2
Course Prerequisites	2
Course Objectives	2
REQUIRED TEXTS, MATERIALS, AND/OR ACCOUNTS	2
Required Text for Program	2
Required Textbooks for Course	2
Cougar Courses	2
Optional Readings - You can read and provide a report on one book to make up for an absence.	2
COURSE LEARNING OUTCOMES	2
PROGRAM STUDENT LEARNING OUTCOMES (PSLOs).....	3
SCHEDULE/COURSE OUTLINE	3
#1 Jan 28th Introduction to Curriculum Innovation and Application Course.....	3
BEFORE CLASS.....	3
IN CLASS	3
#2 Feb 4th Ruts, Vectors, & Awakenings in Schooling	4
BEFORE CLASS.....	4
IN CLASS	4
#3 Feb 11th Unflattening Student Activity Presentation 30 points possible	4
BEFORE CLASS.....	4
IN CLASS	4
#4 Feb 18th Antiracism Book Group Work	5
BEFORE CLASS.....	5
IN CLASS	5
#5 Feb 25th Antiracism Book Group Work	5
BEFORE CLASS.....	5
IN CLASS	5
#6 March 4th Antiracism Book Presentations (PSLO #2) 30 points possible.....	5
BEFORE CLASS.....	5
IN CLASS	5
ANTI-RACIST/OPPRESSIVE PEDAGOGY RUBRIC 40 points.....	6
#8 March 18th Anti-Racism/Oppression Pedagogy Presentations 40 points possible	6
BEFORE CLASS.....	6
IN CLASS	6
#9 March 21-27 CSUSM SPRING BREAK – NO CLASS	6
#10 April 1st Independent Thesis Writing – ASYNCRONOUS CLASS.....	6
#11 April 8th Independent Thesis Writing – ASYNCRONOUS CLASS	6
#12 April 15th Thesis/Presentation Preparation.....	7
#13 April 20th Thesis Presentations.....	7
#14 April 29th Thesis Revisions - ASYNCRONOUS CLASS	7
#15 May 6th Thesis Submission	7
#16 May 13th Celebration & Course Evaluations	7
COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS	7
Grading Standards	7
Course Assignment Overview.....	7
Unflattening Lesson/Activity Plan & Video Observation 30 points – Post Feb 8 & Present Feb 11	8
Student Activity Instructions	8
Graphic Organizer.....	8
Rationale	8
Unflattening Student Activity Rubric 30 points.....	8
Anti-Racist/Oppression Book Infographic & Presentation 30 points – Post March 1 & Present March 4	9
Reading and Group Processing.....	9
Infographic.....	13
Presentation.....	13
ANTI-RACISM/OPPRESSIVE PEDAGOGY 40 points possible.....	13
RATIONALE	13

ANTI-RACIST/OPPRESSIVE PEDAGOGY RUBRIC 40 points.....	14
Final Exam Statement	14
School of Education/Course Attendance Policy.....	14
The 2-3 minutes (book/event) video review will be shared with class.....	14
January 19th -20th 9am-12pm.....	15
Design Project-Based Learning for All! with Dr. John Spencer January 23rd 9 am – 12 noon	15
Policy on Late/Missed Work.....	15
Student Collaboration Policy	15
GENERAL CONSIDERATIONS	15
CSUSM Academic Honesty Policy.....	15
Plagiarism	15
Students with Disabilities Requiring Reasonable Accommodations	15
Credit Hour Policy Statement.....	15
Course Format	16
Necessary Technical Competency Required of Students	16
Contact Information for Technical Support Assistance.....	16
Electronic Communication Protocol.....	16

COURSE DESCRIPTION

This course critically examines innovations in curriculum, and studies some impacts that result from implementation of said innovations.

<http://www.csusm.edu/catalog/documents/2016-2018/CSUSM-2016-2018-Catalog.pdf>

Course Prerequisites

Admission to the Master of Arts in Education program is considered a prerequisite.

Course Objectives

Upon completion of this course, MA in Ed candidates will be able to:

1. Analyze and evaluate curriculum and instruction that addresses issues of equity, access, and social justice (PSLO #1 Anti-Racism Book Infographic Presentation)
2. Explain how curriculum and instruction can address inequities in schools (PSLO #2 Anti-Racist/Oppression Pedagogy).

REQUIRED TEXTS, MATERIALS, AND/OR ACCOUNTS

Required Text for Program

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). Washington, D.C.: Author. (\$30 or less.)

Required Textbooks for Course

Required Text (Everyone in class will read this book. It is available as a CSU Interlibrary loan.)

Sousanis, Nick. (2015). *Unflattering*. Cambridge, MA: Harvard University Press.
\$29. ISBN: 978-0-674-74443-1

Choice Texts (Each student will be assigned one of these texts to read as a group.)

1. Jewell, Tiffany. (2020). *This Book is Anti-Racist: 20 Lessons on how to wake up, take action, and do the work*. Quatro Publishing.
2. Tatum, Beverly Daniel. (1997). *Why Are All the Black Students Sitting Together in the Cafeteria?* Basic Books.
3. Kendi, Ibram X. (2019). *How to Be an Antiracist*. One World.
4. Reynolds, Jason. & Kendi, Ibram X. (2020). *Stamped: Racism, Antiracism, and You*. Little Brown and Company.
5. Olou, Ijeomo. (2018). *So, You Want to Talk About Race*. Seal Press.
6. Dyson, Michael Eric. (2017). *Tears We Cannot Stop*. St. Martin's Press.
7. Khan-Cullors, Patrisse. & Bandele, Asha. (2018). *When They Call You a Terrorist*. St. Martin's Press.

Cougar Courses

Electronic readings will be provided on cougar course: <https://cc.csusm.edu/course/view.php?id=27097>

Optional Readings - You can read and provide a report on one book to make up for an absence.

Khan-Cullors, Patrisse. & Bandele, Asha. (2018). *When They Call You a Terrorist*. St. Martin's Press.

Picower, Bree. (2010). *Practice what you teach: Social justice education in the classroom and the streets*. New York, NY: Routledge. (\$41.95 ISBN-13: 978-0415895392; ISBN-10: 9780415895392.)

COURSE LEARNING OUTCOMES

Upon completion of this course, MA in Curriculum and Instruction candidates will be able to:

1. Analyze and evaluate curriculum and instruction that addresses issues of equity, access, and social justice (PSLO #1 Anti-Racism Book Infographic & Presentation)

2. Explain how curriculum and instruction can address inequities in schools (PSLO #2 Anti-Racist/Oppression Pedagogy).

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

This course will review the PSLOs and provide opportunities for practice and master for PSLO # 1 & 2.

PSLO #1: Analyze and evaluate curriculum and instruction that addresses issues of equity, access, and social justice

PSLO #2: Explain how curriculum and instruction can address inequities in schools.

PSLO #3: Design, conduct, and communicate research to address issues in curriculum and instruction.

SCHEDULE/COURSE OUTLINE

#1 Jan 28th Introduction to Curriculum Innovation and Application Course

BEFORE CLASS

Read Nick Sousanis' (2015) *Unflattening* Chapters 1-5 and notes pp. 1-97 & 160-166

- Chapter 1 Flatness
- Chapter 2 The Importance of Seeing Double and Then Some
- Chapter 3 The Shape of our Thoughts
- Chapter 4 Our Bodies in Motion
- Chapter 5 The Fifth-Dimension

IN CLASS

1. **Redefine** Curriculum & Instruction on Google Doc Notes
2. **Introduce** *Unflattening* by Nick Sousanis Use google doc notes to document conversation about: What is different about reading a graphic novel? How does the different reading process impact you? Draw a picture of your reading and sense making process of this book? What does “unflattening” mean?
3. **Brainstorm**, using a T-Chart on Google doc notes, ways schooling is flattening and how educators can unflatten the schooling process
4. **Jamboard** a Recap of Chapters 1-5 p. 1-97 & notes
 - Chapter 1 Flatness
 - Chapter 2 The Importance of Seeing Double and Then Some
 - Chapter 3 The Shape of our Thoughts
 - Chapter 4 Our Bodies in Motion
 - Chapter 5 The Fifth-Dimension
5. **Preview** Unflattening Student Activity Assignment **Due Week 3 – 30 points**

INSTRUCTION VIDEO 0-10 points	GRAPHIC ORGANIZER(S) 0-10 points	RATIONALE 0-10 points
1. Video of student activity instructions must minimize text/language and maximize visuals and/or art. 2. Student activity requires students to construct <i>Unflattened</i> knowledge by drawing or creating some form of art.	1. Different <i>Unflattened</i> graphic organizers are modeled for students to maximize a focus on visuals and a minimization of text/language. 2. Blank graphic organizers are provided for students such as a story board, partially created image, T-Chart, Venn Diagram, infographic template, etc.	Articulate a rationale of how student activity addresses a chapter &/or concept in Nick Sousanis' 2015 <i>Unflattening</i> book. <ol style="list-style-type: none"> 1. Flatness 2. Seeing Double Vision+ 3. The Shape of Our Thoughts 4. Bodies in Motion 5. The 5th Dimension 6. Ruts & Strings Attached 7. Vectors 8. Awakening

6. **Art Finder Activity:** 1. Take a picture of something with your phone. 2. What do you see in the photo. 3. Now try to draw what is in the view finder – the photo. 4. Draw it upside down. 5. What was the process like? 6. What did you learn?
7. **Ponder** "The act of making (drawing) changes how they (students) think and changes where they go with their work." Nick Sousanis, Lecture at National Gallery of Art, June 12, 2016, 31:45+ minutes. Retrieved from <https://www.nga.gov/audio-video/audio/sousanis-unflattening.html>
8. **Preview** the Infographic Presentation of Choice Book on Anti-Racism – Let teams set meeting times.
9. **Preview** Antiracism Pedagogy Assignment
10. **Review** EDUC 620 Syllabus
 - Attendance – One free absence, each additional absence, tardy, or early departure reduces grade by one whole grade. Attendance Make Up Options to read either book below or attend a Virginia Hansen event and prepare a video review to share with class:
 - Khan-Cullors, Patrisse. & Bandele, Asha. (2018). *When They Call You a Terrorist*. St. Martin's Press.
 - OR
 - Picower, Bree. (2010). *Practice what you teach: Social justice education in the classroom and the streets*. New York, NY: Routledge.
 - OR
 - Virginia Hansen Events: <https://www.csusm.edu/soe/collaborationandoutreach/virginiahansen.html>
 - Mark your calendar for synchronous zoom sessions, asynchronous sessions, or group sessions.
11. **Preview** Homework - See Week 2 Before Class.
12. **Office Hours** – You are welcome to stay if you have individual questions or comments.

#2 Feb 4th Ruts, Vectors, & Awakenings in Schooling

BEFORE CLASS

1. **Read** Nick Sousanis' *Unflattening* Chapter 6-8 p. 99-152 & notes p. 167-169
 - a. Chapter 6 Ruts & Interlude: Strings Attached
 - b. Chapter 7 Vectors
 - c. Chapter 8 Awakening
2. **Draw** how one approach in chapters 6-8 could benefit students, educators, and learning.
3. **Bring** an idea for Unflattening Student Activity and page/chapter inspiration for activity.

IN CLASS

1. **Watch clip** "The act of making (drawing) changes how they (students) think and changes where they go with their work." Nick Sousanis, Lecture at National Gallery of Art, June 12, 2016, 31:45+ minutes. Retrieved from <https://www.nga.gov/audio-video/audio/sousanis-unflattening.html>
2. **Share** drawing of how an approach in chapters 6-8 could benefit students, educators, and learning.
3. **Discuss** How did the act of drawing impact your thinking process?
4. **Review** Unflattening Student Activity Expectations: Instructions, Graphic Organizers, & Rationales
5. **Evaluate samples** Unflattening Student Activity: [Twitter video &](#)
6. **Present/Feedback** Unflattening Student Activity idea & provide feedback to others
7. **Preview Homework**
 - **Prepare & Post** Unflattening Student Activity Instructions, Graphic Organizers, & Rationale
 - **Read** choice book
 - **Meet with your book team** to prepare infographic

#3 Feb 11th Unflattening Student Activity Presentation 30 points possible

BEFORE CLASS

Post Unflattening Student Activity Instructions & Materials by **Monday, February 8 to Unflattening Forum & Unflattening Assignment.**

IN CLASS

1. **Presentations Thursday, February 11**
2. **Feedback**
3. **Preview Week 4-6.** Group Antiracist Book Infographic. Choose 2-3 dates to meet with group.

4. Preview Antiracist Book Infographic Rubric

Antiracism Book Infographic Rubric **30 points**

Infographic Components	1-5 points
1. Infographic visuals represent the antiracist concepts from the book	
2. Articulate how the antiracist practices presented in the book relate to teaching and learning	
3. Critique of Book with Pros & Cons	
4. Tools, Materials, and Resources for applying the antiracism practices presented in book	
5. 3+ quotations use APA format citation & references	
6. Group Process – Individual Self-Reflections	

#4 Feb 18th Antiracism Book Group Work

BEFORE CLASS

1. **Apply** for graduation, if you are finishing MA this semester. Go to www.my.csusm.edu account.
2. **Identify 2-3 group book meeting dates** to debrief the key concepts from the book and how those ideas can inform teaching & learning – curriculum and instruction.

IN CLASS

Meet with book group to:

1. **Debrief** the key concepts from the book and how those ideas can inform teaching & learning – curriculum and instruction.
2. **Design** an infographic to represent the ideas from the book.
3. **Meet** with instructor for feedback on infographic.
4. **Prepare** a book presentation.

#5 Feb 25th Antiracism Book Group Work

BEFORE CLASS

1. **Apply** for graduation, if you are finishing MA this semester. Go to www.my.csusm.edu account.
2. **Identify 2-3 group book meeting dates** to debrief the key concepts from the book and how those ideas can inform teaching & learning – curriculum and instruction.

IN CLASS

Meet with book group to:

1. **Debrief** the key concepts from the book and how those ideas can inform teaching & learning – curriculum and instruction.
2. **Design** an infographic to represent the ideas from the book.
3. **Meet** with instructor for feedback on infographic.
4. **Prepare** a book presentation.

#6 March 4th Antiracism Book Presentations (PSLO #2) **30 points possible**

BEFORE CLASS

Post infographic to Infographic Forum & Infographic Assignment by **Monday, March 1.**

IN CLASS

1. **Presentations Thursday, March 4.**
2. **Feedback**
3. **Preview HW & Review** Anti-Racism/Oppression Pedagogy Rubric

ANTI-RACIST/OPPRESSIVE PEDAGOGY RUBRIC 40 points

PEDAGOGY	Score 1-5
1.Create a teaching and learning activity that teaches students how to be antiracist &/or anti-oppressive.	
2. Must include Teaching Tolerance Social Justice & CA standards, objectives, assessments, and all materials.	
3.Use art to help student process learning	
4.Social-Emotional Support a. Takes into consideration where students are at and builds off of that b. Provides debrief and follow up supports	
RATIONALE 1-3 written pages or minutes video	
1.Inspiration for Anti-racist/oppressive Pedagogy	
2.Techniques and Materials Used	
3.Provide context for how this would be used. a. Identify what comes before and after this activity. b. Explain how the sequence of activities will set the students up for success and provide UDL supports.	
4.APA citations/references	

#7 March 11th Prepare Anti-Racism/Oppression Pedagogy Curriculum & Presentation

BEFORE CLASS

Create a lesson or unit to teach anti-racism & anti-oppression to your students. Use Teaching Tolerance Social Justice Standard(s). See assignment description for details.

IN CLASS - Meet with instructor to provide an update on your anti-racism/oppression pedagogy assignment.

#8 March 18th Anti-Racism/Oppression Pedagogy Presentations 40 points possible

BEFORE CLASS

Create and post Anti-Racism/Oppression Pedagogy Forum & Anti-Racism/Oppression Pedagogy Assignment by Monday, March 15.

IN CLASS

1. **Present** Anti-Racism/Oppression Pedagogy in class **Thursday, March 18.**
2. **Discuss** what you learned from class, how it has changed what you think about teaching and learning, and how it changes your curriculum and instruction.
3. **Identify your next steps** to change your curriculum and instruction based on course.
4. **Preview** Weeks 9-16

#9 March 21-27 CSUSM SPRING BREAK – NO CLASS

#10 April 1st Independent Thesis Writing – ASYNCHRONOUS CLASS

Use this time to analyze your research data and write up your chapter 4 & 5.

#11 April 8th Independent Thesis Writing – ASYNCHRONOUS CLASS

Send your thesis committee chairperson a word document draft of your thesis and a copy of your thesis presentation (ppt/slides, jamboard, video, screencast) by **Tuesday, April 6th.**

#12 April 15th Thesis/Presentation Preparation

1. No official class session agenda, but class will meet to address any thesis completion activities.
2. This time is provided to:
 - a. Prepare thesis presentation.
 - b. Finish your thesis submission based on feedback received.
3. Schedule a facetime, zoom, or phone call meeting with your thesis committee chairperson.

#13 April 20th Thesis Presentations

Meet to present your thesis and review peer thesis, **Tuesday, April 20th.**

#14 April 29th Thesis Revisions - **ASYNCRONOUS CLASS**

1. Finish revising thesis based on chair and presentation feedback.
2. Request an individual meeting if you need assistance with thesis submission.

#15 May 6th Thesis Submission

1. See electronic thesis submission instructions <https://biblio.csusm.edu/thesis-submission>
2. Submit your thesis electronically. **Thesis Due: Thursday, May 13, 2020 at noon.**
3. Identify what you still need assistance with for electronic thesis submission.

#16 May 13th Celebration & Course Evaluations

1. See electronic thesis submission instruction <https://biblio.csusm.edu/thesis-submission>
2. Submit your thesis electronically.
3. **Meet for Celebration Thursday, May 13th at 6-7:30 pm, time will be confirmed in week 14-15.**
4. See CSUSM email to complete the course evaluations electronically.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Grading Standards

A = 93-100
A- = 90-92
B+ = 87-89
B = 83-86
B- = 80-82*
C+ = 77-79*
C = 73-76*
C- = 70-72*
D = 60-69*
F = 0-59*

*** A student will be placed on academic probation if, during any academic term, the student fails to maintain a cumulative grade point average (GPA) of at least 3.0 in all units attempted subsequent to admission to the program.**

Course Assignment Overview

Unflattening Student Activity & Presentation
Antiracist Book Infographic & Presentation
Antiracist Pedagogy & Presentation

30 points - Post Feb 8 & Present Feb 11
30 points - Post March 1 & Present March 4
40 points - Post March 15 & Present 18

Total Points Possible = 100 points

Note one absence is provided with no consequence. Any additional absence, late arrival, or early departure will warrant a 10-point reduction in grade. Students may make up an absence by reading an approved book or attending an approved event and creating a 2-3 minutes video review of the book or event to be shared with the class. The video review should present the key ideas and how the book/event informs education.

Unflattening Lesson/Activity Plan & Video Observation 30 points – Post Feb 8 & Present Feb 11

Graduate students will apply their understanding of Nick Sousanis' 2015 *Unflattening* to a student activity. The student activity must minimize text and language and maximize visuals and/or art. The assignment includes a video of instructions, graphic organizer(s) to guide student work, and a written rationale to articulate how the student activity addresses a chapter or concept from Nick Sousanis' *Unflattening* book.

Student Activity Instructions

Design a student activity that minimizes text and language in an effort to maximize visuals and art as a way to communicate information and ideas and to construct knowledge. Identify in the instruction video the standard(s), objective(s), graphic organizer(s), and assessment(s).

1. Video of student activity instructions must minimize text/language and maximize visuals and/or art students can use to construct knowledge.
2. Student activity requires students to construct *Unflattened* knowledge by drawing or creating some form of art.
3. Provide a link to video of the student activity instructions.

Graphic Organizer

Provide a copy of the completed graphic organizer (ppt or other visuals) you will model for students, as well as provide a copy of the blank graphic organizer that will be provided to guide student learning. The graphic organizer can be a story board, partially created image, T-Chart, Venn Diagram, etc. The graphic organizer may be created or borrowed with citations provided to honor the creators.

1. Different *Unflattened* graphic organizers are modeled for students to maximize a focus on visuals and a minimization of text/language.
2. Blank graphic organizers are provided for students such as a story board, partially created image, T-Chart, Venn Diagram, infographic template, etc.

Rationale

Articulate a rationale of how student activity addresses a chapter &/or concept in Nick Sousanis' 2015 *Unflattening* book.

1. Flatness
2. Seeing Double Vision+
3. The Shape of Our Thoughts
4. Bodies in Motion
5. The 5th Dimension
6. Ruts & Strings Attached
7. Vectors
8. Awakening

Identify the chapter or page number that inspired the student activity.

The Unflattening Student Activity Video, Graphic Organizer(s) and Rationale must be posted to Unflattening Student Activity Forum & Unflattening Student Activity Assignment by Monday, February 8 and then presented in class Thursday, February 11.

Unflattening Student Activity Rubric 30 points

INSTRUCTION VIDEO 0-10 points	GRAPHIC ORGANIZER(S) 0-10 points	RATIONALE 0-10 points
1. Video of student activity instructions must minimize text/language and maximize visuals and/or art. 2. Student activity requires students to	1. Different <i>Unflattened</i> graphic organizers are modeled for students to maximize a focus on visuals and a minimization of text/language. 2. Blank graphic organizers are provided for students such as a	Articulate a rationale of how student activity addresses a chapter &/or concept in Nick Sousanis' 2015 <i>Unflattening</i> book. 1. Flatness 2. Seeing Double Vision+ 3. The Shape of Our Thoughts 4. Bodies in Motion

construct <i>Unflattened</i> knowledge by drawing or creating some form of art.	story board, partially created image, T-Chart, Venn Diagram, infographic template, etc.	5. The 5 th Dimension 6. Ruts & Strings Attached 7. Vectors 8. Awakening
---	---	--

Anti-Racist/Oppression Book Infographic & Presentation 30 points – Post March 1 & Present March 4

This assignment addresses Program Student Learning Outcome - PSLO #1. Analyze and evaluate curriculum and instruction that addresses issues of equity, access, and social justice.

This assignment includes three tasks:

1. Reading an assigned book and Literature Circle Group Processing
2. Creating an infographic to represent the key information in the book, and
3. Presenting the infographic to the class.

Reading and Group Processing

Follow Harvey Daniels' (2001) Literature Circle process for collaborating as a group to read your book. While reading, you should keep a series of notes (quotes, margin notes/annotations, post-it notes in the book, separate paper notes, etc.) that you can use for later discussion with your colleagues who have read the same book. You will turn these notes into Literature Circle Artifacts for your group discussions as well as contributions to design your infographic.

Class time is provided to allow you to work on this assignment with your group. Schedule 2-3 dates to meet (**Week 4 & 5**). Plan on meeting for 6-10 hours total. Preparation for group meetings includes posting the following literature circle tasks/artifacts to the Anti-Racist Book Forum.

At the first meeting you will review the literature circle tasks/artifacts as a way to debrief the key information from the book and to brainstorm what to include in your infographic. You may use any artifact in your infographic. If an artifact is not designed by you, please cite the author/illustrator to honor their work.

Literature Circle Tasks/Artifacts

1. **Discussion Starters:** Your job is to develop a list of **three** questions that your group might want to discuss about this part of the book. Don't worry about small details, your job is to help people discuss big ideas in reading and to share their individual reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read the book. *Write out a list of **three** discussion questions in advance.*
2. **Illustration(s):** Your job is to draw some kind of picture(s) related to the reading. The picture(s) can be a drawing, cartoon, diagram, chart, or scene. Your picture(s) can be of a scene in the book, or it can be of something the book reminded you of. The picture(s) can show feelings, include quotations like a one-pager, or it can have labeled parts. You should let your group study your picture(s) quietly and ask them for comments before you explain any part of it to them.
3. **Literary Luminary:** Your job is to locate **three** special sections of the text that you will re-read with your group. The idea is to help people remember some interesting, powerful, funny, puzzling, or important sections of the text. You must decide in advance what sections are to be read and decide *how* they are to be read: you might read them, someone else could read, read silently and discuss, read like a conversation, etc. Have a list of the parts ready for your group--page numbers and location on the page.
4. **Connector:** Your job is to find connections between the book your group is reading and the world outside. This means connecting the reading to your own life, to happenings at school or in the community, to similar events at other times and places, to other people or problems that you are reminded of. You might also see connections between this book and other writing on the same topic, or by another author. There are no right answers for this task--you are using your brain to connect meaningful ideas! Have a list of **three** connections that you have found in this reading and explain them. Have the other people in your group add their own ideas and connections.

5. **Vocabulary Enricher:** Your job is to be on the lookout for **three** new vocabulary words in the reading before your group meeting. If you find words that are new or puzzling or unfamiliar, mark them with a post-it note or bookmark. 1) Copy the sentence with the word in it and *list the page number in the book*; 2) Look up the word; 3) Find the correct definition; 4) You need to figure a way to teach these words to your group, perhaps through a game, context clues, dictionary search.

The meetings are to debrief the book, identify the key information from the book, and to create an infographic to demonstrate the key information from the book and how it relates to teaching and learning – curriculum and instruction. *At the beginning of each meeting, identify what your goals are and who will be responsible for each task.* It is recommended to review the 5 Literature Circle Tasks/Artifacts at the first meeting then begin to design the infographic based on the literature circle artifacts and conversations. You will be able to consult with instructor as a team during one of these preparation weeks.

At each meeting the group will take 10-20 minutes to debrief the group process. Individually teammates will complete the *Group Processing Graphic Organizer*. This tool is designed to help each teammate reflect on the interactions with 7 prompts. This document will not be seen by others. It is private and designed to guide the reflection and help prepare teammates to participate in a conversation about the group processing. Then the teammates will take turns leading the discussion on the *individual contributions (# 1-2), challenges (# 3-4), solution finding process (# 5), lessons (#6), and willingness to volunteer with team again (#7)*. Each teammate can choose what to share from their graphic organizer notes. The purpose of this group discussion is to acknowledge what is working well and what may need attention so that the group can work effectively. After the team completes their infographic and presents their book, there will be an *Individual Self-Reflection* about the group process. This *Individual Self-Reflection* will be submitted privately to the instructor.

Group Processing Graphic Organizer

This sheet is designed to help you process your group work before having a group conversation. You will complete this at the end of each of your group meetings (Week 4 & 5). You will not be turning this organizer in and you will choose what to share with your teammates.

1. Identify 1 thing that each of your teammates did to contribute to the team process and product. Consider if each teammate was present for all meetings? Did each teammate use good *time management and act responsibly*? Did each teammate contribute to *assignment*? Did each teammate use *creativity-originality* to address assignment tasks? Did each teammate use effective *communication skills*? Did each teammate assist others and their work? Did each teammate provide *technical assistance*? Did each teammate use your *editorial skills*? Did each teammate contribute to an *engaging climate*?

Teammate 1

Teammate 2

2. Identify your contributions. Consider if you *attended* all meetings? Did you use good *time management and act responsibly*? Did you contribute to *assignment*? Did you use *creativity-originality* to address assignment tasks? Did you use effective *communication skills*? Did you assist others and their work? Did you provide *technical assistance*? Did you use your *editorial skills*? Did you contribute to an *engaging climate*?
3. What was/were your challenge(s)?
4. How did you contribute to the challenge(s)?
5. How did you productively address the challenges to find a solution?
6. What would you do differently and why? What lessons did you learn from this group activity?
7. Who would you volunteer to work with again and why?

After individually completing the above graphic organizer, take turns leading a discussion for each prompt: individual contributions (# 1-2), challenges (# 3-4), solution finding process (# 5), lessons (#6), and willingness to volunteer with team again (#7).

Individual Self-Reflection on Lit Circle Book Group Process

You will complete this at the end of week 6 class and submit privately. Your peers will not read this.

Your Name _____

Book _____

Teammate Names:

1. Did you discuss teamwork expectations prior to beginning your group work?
If so, what did you do?
2. How did you work as a group?
3. How were decisions made?
4. How were tasks assigned?
5. How were conflicts resolved?
6. What did you contribute to the preparation and presentation?

On a scale of 1-10 evaluate your group contributions with 1 being poor and 10 being excellent and provide evidence for each score. For example, #8. *Tech Skills* +10 Sarah taught us how to use *Infogr.am* app.

GROUP CONTRIBUTIONS	Name Yourself:	Name Teammate 1:	Name Teammate 2:
1. ATTENDANCE Attends meetings regularly and on time, never misses one minute of group work.	Score 1-10: Evidence:	Score 1-10: Evidence:	Score 1-10: Evidence:
2. TIME MANAGEMENT & RESPONSIBILITY Accepts fair share of work and reliably completes it by the required time.	Score 1-10: Evidence:	Score 1-10: Evidence:	Score 1-10: Evidence:
3. ADHERING TO ASSIGNMENT Understands and follows agreed upon procedures and roles for group work and completes assignment correctly.	Score 1-10: Evidence:	Score 1-10: Evidence:	Score 1-10: Evidence:
4. ADAPTABILITY Displays or tries to develop a wide range of skills in service of the project, readily accepts changed approach or constructive criticism. Relieve stress for others	Score 1-10: Evidence:	Score 1-10: Evidence:	Score 1-10: Evidence:
5. CREATIVITY-ORIGINALITY Problem-solves when faced with impasses or challenges, originates new ideas, initiates team decisions.	Score 1-10: Evidence:	Score 1-10: Evidence:	Score 1-10: Evidence:
6. COMMUNICATION SKILLS Effective in discussions, good listener, does not talk too much, capable presenter, proficient at diagramming, representing, and documenting work.	Score 1-10: Evidence:	Score 1-10: Evidence:	Score 1-10: Evidence:
7. COOPERATIVE TEAM SKILLS Positive attitude, encourages and motivates team, supports team decisions, helps team stay on topic, accomplish goal, reach consensus, helps resolve conflicts in the group.	Score 1-10: Evidence:	Score 1-10: Evidence:	Score 1-10: Evidence:
8. TECHNICAL SKILLS Ability to create and develop materials on own initiative and provides technical solutions to problems.	Score 1-10: Evidence:	Score 1-10: Evidence:	Score 1-10: Evidence:
9. EDITORIAL SKILLS Takes responsibility to review the group products to assure that it meets each criterion and makes any necessary changes.	Score 1-10: Evidence:	Score 1-10: Evidence:	Score 1-10: Evidence:
10. ENGAGING CLIMATE Ability to create a fun and engaging climate for the group, so that teammates want to work with this person.	Score 1-10: Evidence:	Score 1-10: Evidence:	Score 1-10: Evidence:

Infographic

An infographic will be the initial product of this assignment to demonstrate the key concepts of the book. The intention is to share the knowledge of the book with the other class mates. A rubric will be used to guide the development of the infographic. **The infographic must be posted to the Infographic Forum & Infographic Assignment by Monday, March 1.**

Presentation

The third part of this assignment is the 5-10 minutes presentation, where the infographic is explained to help classmates understand the book and how the book's ideas contribute to the field of teaching and learning - curriculum and instruction. The presentation must provide an explanation of the infographic and time for questions and answers. **The presentation will take place week 6, Thursday, March 4.**

This assignment must be done as a team.

Antiracism Book Infographic Rubric 30 points

Infographic Components	1-5 points
1. Infographic visuals represent the antiracist concepts from the book	
2. Articulate how the antiracist practices presented in the book relate to teaching and learning	
3. Critique of Book with Pros & Cons	
4. Tools, Materials, and Resources for applying the antiracism practices presented in book	
5. 3+ quotations use APA format citation & references	
6. Group Process – Individual Self-Reflections	

ANTI-RACISM/OPPRESSIVE PEDAGOGY 40 points possible

The purpose of this assignment is to teach K-12 students how to be an anti-racist or anti-oppressivist in an effort to make education more socially just. Create a lesson or unit to teach anti-racism & anti-oppression to your students. Use Teaching Tolerance Social Justice Standard(s). Must include standards, objectives, assessments, and all materials. The assignment can be done individually or in a small group. The format is open: written, video, ppt, etc.

You will be evaluated on two parts: the pedagogy and the rationale.

PEDAGOGY

1. Create a teaching and learning activity that teaches students how to be antiracist or anti-oppressive.
2. Must include Teaching Tolerance Social Justice & CA standards, objectives, assessments, and all materials.
3. Use art to help student process learning
4. Social-Emotional Support
 - a. Takes into consideration where students are at and builds off of that
 - b. Provides a debrief with follow up supports

RATIONALE

Describe rationale with a 1-3 pages or 1-3 minutes video by addressing the following:

1. Inspiration for Anti-racist/oppressive Pedagogy
2. Techniques and Materials Used
3. Provide context for how assignment would be used.
 - a. Identify what comes before and after this activity.
 - b. Explain how the sequence of activities set the students up for success & provide UDL supports.

4. APA citations/references

Due Dates: Post on cougar courses Anti-Racism Pedagogy Forum and Anti-Racism Pedagogy Assignment by Monday, March 15 & Present Thursday, March 18.

ANTI-RACIST/OPPRESSIVE PEDAGOGY RUBRIC 40 points

PEDAGOGY	Score 1-5
1.Create a teaching and learning activity that teaches students how to be antiracist &/or anti-oppressive.	
2. Must include Teaching Tolerance Social Justice & CA standards, objectives, assessments, and all materials.	
3.Use art to help student process learning	
4.Social-Emotional Support c. Takes into consideration where students are at and builds off of that d. Provides debrief and follow up supports	
RATIONALE 1-3 written pages or minutes video	
1.Inspiration for Anti-racist/oppressive Pedagogy	
2.Techniques and Materials Used	
3.Provide context for how this would be used. a. Identify what comes before and after this activity. b. Explain how the sequence of activities will set the students up for success and provide UDL supports.	
4.APA citations/references	

Final Exam Statement

There will not be a 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 (12 out of 15 sessions), or s/he may not receive a passing grade (B for MA program) 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 College of Education Governance Community, December 1997).

Graduate students may have one free absence with no penalty. Any other absences, tardies, or early departures will need to be discussed with the instructor to determine an appropriate assignment to make up for absence. Please contact the instructor prior to absence to identify expectations. To earn credit/attendance for online classes students must complete all online assignments for the session by the deadline. Absences with no make up assignment will reduce grade by a whole letter grade, 10 points.

Make Up Options

1. Read an additional book approved by the instructor and make a 2-3 minutes video book report identifying the key ideas and how it informs educational practices.
2. Attend a Virginia Hansen School of Education Event and make a 2-3 minutes video report identifying the key ideas and how it informs educational practices. See event options at: <https://www.csusm.edu/soe/collaborationandoutreach/virginiahansen.html> **RSVP for each event.**

The 2-3 minutes (book/event) video review will be shared with class.

Spring Kick Off: Start the year off right with a free, 2-day, online event with [Alex Kajitani](#), the rapping mathematician and Steve Bruecker, our physical education teacher of the year!

January 19th -20th 9am-12pm

Design Project-Based Learning for All! with [Dr. John Spencer](#) January 23rd 9 am – 12 noon

Project Based Learning can seem daunting when you have time constraints, standards, and a curriculum map. Often, the push for better test scores and “basic skills” means certain students (English Language Learners, Special Education students) fail to have access to these projects. However, PBL can work for all students and in this workshop Dr. Spencer lays out the blueprint for making this a reality.

Policy on Late/Missed Work

No assignments will be accepted if late. Contact instructor if you need assistance.

Student Collaboration Policy

You will be required to collaborate on one assignment for this course: Antiracism Book Infographic & Presentation.

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 4200, 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 or, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- Hybrid courses: Students are expected to spend a minimum of 6 hours per week in class or online for instruction, plus 6-12 hours a week outside of the classroom engaged in learning activities. Each unit of credit corresponds to an 'hour' of class-time (45 hours total for semester) and two hours of student learning outside of class (90 hours total for semester). Expect to spend 135 hours total to complete this course.

Course Format

This course is a Hybrid - Blended online course, the course will meet face-to-face synchronously on zoom the majority of the sessions, but there will be some asynchronous sessions where individuals and/or teams work on assignments.

Blended online course: Students will attend 12 synchronous session on zoom Thursdays 4-6:50 pm (Week 1-8, 12, 13, 15 and 16 asynchronous sessions (week 10, 11, & 14: April 1, 8, & 29). The synchronous sessions will meet on zoom. The asynchronous sessions will allow students to complete the assigned tasks by the provided deadline of the week. These asynchronous sessions were designed to accommodate the multiple spring break sessions of K-12 schools where the graduate students in the course work. There is no class week 9 for CSUSM Spring Break. The instructor is available for individual or small group meetings during the asynchronous sessions.

Necessary Technical Competency Required of Students

Collaboration with Google documents, Zoom, and cougar course forums.

Contact Information for Technical Support Assistance

For assistance contact CSUSM Help Desk (760) 750-6505, sth@csusm.edu, or <http://www.csusm.edu/sth/>

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.