

Course & Section Nos.	EDUC 643
Course Title	Critical Ethnography of Education
Class Roster No.	23046
Course Day(s)	Tuesdays
Time	5:30pm – 8:20pm
Course Location	Virtual https://csusm.zoom.us/j/83555233603?pwd=WnQzM09NSnFoNEJbUZGUEZCcUR0UT09
Semester / Year	Spring 2021
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SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the school, college, university, and community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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COURSE DESCRIPTION

This course examines the nature of ethnography as a standard tool of investigation in describing, understanding, and explaining the behavior of individuals. We will use ethnography as a tool to examine and explore public school classrooms and teaching practice from a critical pedagogy perspective. Students will understand the complexity of human learning by making familiar the activities of “other” people and thus, make “strange” our own familiar teaching / learning practices when placed against the “eyes” of other people.

Course Prerequisites

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

Course Objectives

- After reading the assigned readings each week, students will be able to lead and participate in discussions by critically examining issues of educational equity, diversity and social justice.
- After conducting a mini-ethnography individually or with a partner, students will be able to collect and analyze data with their peers to fully examine the culture of the space they observed
- After critically examining an issue of educational equity, diversity or social justice, students will be able to design a research study or project using ethnographic methods

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

Gay, G. (2018). *Culturally Responsive Teaching: Theory, Research and Practice*, 3rd ed. Teachers College Press.

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

Additional required readings are available electronically on the course website (Cougar Courses).

Cougar Courses

You have access to the EDUC 643 Cougar Course when you register for the class

COURSE & PROGRAM STUDENT LEARNING OUTCOMES

Course Learning Outcomes (PSLO)

Upon successful completion of the course, students will be able to:

- Critically examine issues of educational equity, diversity and social justice in peer reviewed research studies
- Conduct a mini-ethnography to collect and analyze data to fully examine the culture of the space they observed
- Design a research study or project using ethnographic methods focused on an issue of educational equity, diversity or social justice

MA in Multilingual & Multicultural Education Program Student Learning Outcomes (PSLO)

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

PSLO 1: Critical Examination of Equity (EDUC 643)

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

PSLO 2: Culturally Responsive Pedagogy (EDUC 647)

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

PSLO 3: Community Engagement (EDUC 644)

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 (EDUC 622)

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

In EDUC 643, students demonstrate they have mastered PSLO 1: Critical Examination of Equity.

Students will present the Methodology chapter of the research study or project using ethnographic methods to understand the culture in which the study or project is situated (i.e. the classroom, school, community). The research study or project will focus on a critical examination of an issue of equity, diversity or social justice that the student has identified. The chapter will include the following sections: Design, Participants, Setting, Instrument(s), Procedures and a Summary. Throughout the semester, students will engage in a critical examination of each section of their methodology chapter to ensure their research study or project addresses the identified issue of equity, diversity or social justice.

Successful completion of the Methodology Chapter - Designing a Research Study or Project assignment demonstrates you mastered PSLO 1: Critical Examination of Equity. Students' work will be assessed on the rubric provided for the assignment.

SCHEDULE / COURSE OUTLINE

Date	Topic	Assignment
Session 1 January 26	What is Ethnography? - Critical Ethnography - Ethnographic Methods - Data Stories: Why are you passionate about your topic?	<i>Before class:</i> Review the syllabus In-class: begin to create a data story for your MA
Session 2 February 2	Identifying Ethnographic Methods Data Stories What is the <i>Design</i> of your MA thesis or project?	<i>Before class, read:</i> Gay - Chapters 1 and 2 Borck – “I Belong Here” Bring an outline of your data story
Session 3 February 9	Asynchronous Post a draft of your <i>Design</i> section and provide feedback to your peers Post your response to the question posed for Gay – Chapter 3	<i>Before class:</i> Post a draft of your <i>Design</i> section Read Gay - Chapter 3 DUE: Peer Feedback DUE: Reading Response
Session 4 February 16	Ethnographies in Education Conducting a Mini Ethnography Who are the <i>Participants</i> in your research study or project?	<i>Before class, read:</i> Paulick, et. al – Lessons for teachers Kim – Elementary ELs’ use of reading strategies Goulette – Heritage language learners in a mixed class DUE: Discussion Leaders
Session 5 February 23	Asynchronous Post a draft of your <i>Participants</i> section and provide feedback to your peers Post your response to the question posed for Gay – Chapter 4	<i>Before class:</i> Post a draft of your <i>Participants</i> section Read Gay - Chapter 4 DUE: Peer Feedback DUE: Reading Response
Session 6 March 2	Ethnographies in Education Conducting a Mini Ethnography – data analysis of observations What is the <i>Setting</i> for your research study or project?	<i>Before class, read:</i> Yull, et. al – Reversing the dehumanization of families of color in schools Clark – The way they care Ernst-Slavit & Morrison – “Unless you were Native American...” DUE: Discussion Leaders DUE: Ethnographic notes for data analysis
Session 7 March 9	Asynchronous Post a draft of your <i>Setting</i> section and provide feedback to your peers Post your response to the question posed for Gay – Chapter 5	<i>Before class:</i> Post a draft of your <i>Setting</i> section Read Gay - Chapter 5 DUE: Peer Feedback DUE: Reading Response DUE: Ethnographic Observation

Date	Topic	Assignment
Session 8 March 16 <i>Spring Break</i> 3/21 – 3/28	Ethnographies in Education What is / are the <i>Instrument(s)</i> for your research study or project?	<i>Before class, read:</i> Gililand – High school teacher perspectives and practices Militello – I am, I am becoming... Henderson & Honan – Digital literacies in two low SES classrooms DUE: Discussion Leaders
Session 9 March 30	Asynchronous Post a draft of your <i>Instrument(s)</i> section and provide feedback to your peers Post your response to the question posed for Gay – Chapter 6	<i>Before class:</i> Post a draft of your <i>Instrument(s)</i> section Read Gay - Chapter 6 DUE: Peer Feedback DUE: Reading Response
Session 10 April 6	Ethnographies in Education What are the <i>Procedures</i> for your research study or project?	<i>Before class, read:</i> Cross – What’s going right? Cun, et. al – “I need child care!” Perez-Felkner – Persistence and resilience... DUE: Discussion Leaders
Session 11 April 13	Asynchronous Post a draft of your <i>Procedures</i> section and provide feedback to your peers Post your response to the question posed for Gay – Chapter 7	<i>Before class:</i> Post a draft of your <i>Procedures</i> section Read Gay - Chapter 7 DUE: Peer Feedback DUE: Reading Response
Session 12 April 20	Ethnographies in Education Discussion of the overall Methodology (Chapter 3) of your research study or project	<i>Before class, read:</i> Gordon – Trusting students’ voices... Gardner & McKinzie – Embodying Inequality Ramirez & Ross – Secondary dual-language learners...intersectionality... DUE: Discussion Leaders
Session 13 April 27	Asynchronous Post a draft of your <i>Methodology</i> chapter and provide feedback to your peers Post your response to the question posed for Gay – Chapter 8	<i>Before class:</i> Post a draft of your <i>Methodology</i> chapter (research design) Read Gay - Chapter 8 DUE: Peer Feedback DUE: Reading Response
Session 14 May 4	Putting it all together Presentations of Methodology chapters	DUE: Methodology Chapter (research design) Small group presentations
Session 15 May 11	Next steps – creating curriculum, workshops / collecting and analyzing data	Review proposals (Chapters 1-3) for Advancement to Candidacy

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

The professor reserves the right to change, add to or delete any material or assignment within this course

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.

Discussion Leader	4 points
Asynchronous Class Activities (Posting Drafts, Reading Responses, Peer Reviews)	36 points
Ethnographic Observation	20 points
Methodology Chapter - Designing a Research Study or Project (PLSO 1: Critical Examination of Equity - Mastered)	40 points

Grading Standards

All students are expected to participate in class and online activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled **before** the class meeting. Assignments should be typed and double-spaced in a Word Document. 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.

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

Assignment Descriptions

Attendance and Participation

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. As a class, we will establish norms in how we will communicate. The class will strive to establish and maintain an environment of open and honest conversations about issues related to multicultural families in schools. **Missing more than one class, in person (synchronous) or online (asynchronous) will result in a lower grade.** Being consistently late and/or leaving class early can also lower your grade. These measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

Discussion Leader

4 points

Each student will lead a discussion on a peer-reviewed study in the field of multicultural / multilingual education using ethnographic methods during synchronous class sessions. Students can choose aspects of the study they wish to focus the discussion upon, and are encouraged to make connections between the studies and their thesis or project. Discussions should be approximately 15 minutes in length.

Asynchronous Class Activities (posting drafts, reading responses, peer reviews)**36 points**

During each asynchronous class session, students will post drafts of required sections of a Methodology chapter, participate in peer reviews of these drafts, and respond to a guiding question on the required text, *Culturally Responsive Teaching: Theory, Research and Practice*. Writing a Methodology chapter is a process, and submitting drafts for peer review and feedback is critical part of this process. It is imperative that all students submit drafts of required sections on the date it is due so everyone has the opportunity to give and receive feedback. You will post a draft and provide peer feedback on the following sections of the Methodology chapter: Design, Participants, Setting, Instrument(s), and Procedures. Additionally, students will provide feedback to one another on the final draft of the chapter (all sections included).

- Reading Responses 2 points each (12 points total)
- Posting Drafts 2 points each (12 points total)
- Peer Review 2 points each (12 points total)

PSLO 1 Critical Examination of Equity - Practiced**Ethnographic Observation****20 points**

Individually or with a partner, you will collect ethnographic data from a location in your community. Examples of locations include a library, park, grocery store, laundromat, coffee shop, community center, gym. Ideally, you will choose a location that is unfamiliar to you so you can minimize bias. Spend a **minimum of an hour** in the space collecting ethnographic data. Take field notes on the space, the people using the space and the interactions of those in the social setting. You will bring the data you collected to a class session for group analysis. We will code the data and identify themes, and then discuss research analysis and findings. Students will decide how to present their mini ethnography including how to represent their data findings.

PSLO 4: Analyze Research - Practiced**Methodology Chapter - Designing a Research Study or Project****PSLO 1: Critical Examination of Equity - Mastered****40 points**

For this assignment, students will present the Methodology chapter of the research study or project using ethnographic methods to understand the culture in which the study or project is situated (i.e. the classroom, school, community). The research study or project will focus on a critical examination of an issue of equity, diversity or social justice that the student has identified. The chapter will include the following sections: Design, Participants, Setting, Instrument(s), Procedures and a Summary. Throughout the semester, students will engage in a critical examination of each section of their methodology chapter to ensure their research study or project addresses the identified issue of equity, diversity or social justice.

Successful completion of the Methodology Chapter - Designing a Research Study or Project assignment demonstrates you mastered PSLO 1: Critical Examination of Equity. Your work will be assessed on the following rubric:

Criteria	Exceeds Credit Range: 35-40 points	Meets Credit Range: 25-34 points	Approaching Credit Range: 16-24 points	Unacceptable Credit Range: 0-15 points
Design	<p>A detailed description of how the research question explicitly addresses an issue of educational equity, diversity and/or social justice is included</p> <p>A detailed description of type of research conducted OR project</p>	<p>A description of how the research question explicitly addresses an issue of educational equity, diversity and/or social justice is included</p> <p>A description of type of research conducted OR project</p>	<p>A brief description of how the research question explicitly addresses an issue of educational equity, diversity and/or social justice is included</p> <p>A brief description of type of research</p>	<p>A description of how the research question explicitly addresses an issue of educational equity, diversity and/or social justice is NOT included</p> <p>A description of type of research</p>

	created is provided including how it is a good match for the research question	created is provided including how it is a good match for the research question	conducted OR project created is provided	conducted OR project created is provided is NOT included
Participants	<p>A detailed description of the participants of the study or project is provided including pertinent demographic information</p> <p>A detailed description of key considerations you kept in mind to meet the needs of the population is included</p>	<p>A description of the participants of the study or project is provided including pertinent demographic information</p> <p>A description of key considerations you kept in mind to meet the needs of the population is included</p>	<p>A brief description of the participants of the study or project is provided including pertinent demographic information</p> <p>A brief description of key considerations you kept in mind to meet the needs of the population is included</p>	<p>A description of the participants of the study or project is NOT provided</p> <p>A description of key considerations you kept in mind to meet the needs of the population is NOT included</p>
Setting	A detailed description of the setting for your study or project including geographic location, political climate, community, school, demographics, and policies/practices that perhaps impede equity and access is provided	A description of the setting for your study or project including geographic location, political climate, community, school, demographics, and policies/practices that perhaps impede equity and access is provided	A brief description of the setting for your study or project including geographic location, political climate, community, school, demographics, and policies/practices that perhaps impede equity and access is provided	A description of the setting for your study or project is NOT provided
Instruments	A detailed description and copies of any tools you will use to create the project or conduct the research study is provided	A description and copies of any tools you will use to create the project or conduct the research study is provided	A brief description and copies of any tools you will use to create the project or conduct the research study is provided	A description and copies of any tools you will use to create the project or conduct the research study is NOT provided
Procedures	<p>A detailed description of the chronological steps you took to conduct the research or create the project is included</p> <p>If you are conducting research, a detailed description of the theoretical lens you will use to analyze your research data as well as the process you will use to make sense of the data is included</p>	<p>A description of the chronological steps you took to conduct the research or create the project is included</p> <p>If you are conducting research a description of the theoretical lens you will use to analyze your research data as well as the process you will use to make sense of the data is included</p>	<p>A brief description of the chronological steps you took to conduct the research or create the project is included</p> <p>If you are conducting research a brief description of the theoretical lens you will use to analyze your research data as well as the process you will use to make sense of the data is included</p>	<p>A description of the chronological steps you took to conduct the research or create the project is NOT included</p> <p>If you are conducting research, a description of the theoretical lens you will use to analyze your research data as well as the process you will use to make sense of the data is NOT</p>

				included
Summary	A summary of the heading topics and transition to the next chapter is included	A summary of the heading topics and transition to the next chapter is included	A summary of the heading topics and transition to the next chapter is included	A summary of the heading topics and transition to the next chapter is NOT included

Final Exam Statement

There is 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).*

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:

- For this Hybrid courses, the combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total 45 hours per unit of credit. Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.

All University Writing Requirement

The All-University Writing Requirement of 2500 words is satisfied in the course across the combined assignments,

Course Format

This course is offered as a hybrid (HY). It includes both face-to-face and online (FO) instruction.

Necessary Technical Competency Required of Students

Candidates (Course participants) are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, 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. Keep a digital copy of all assignments for use in your teaching portfolio. **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.