

CAL POLY SCHOOL OF EDUCATION (SOE) Course Syllabus

Basis of SOE Conceptual Framework:

- ❖ Learning for (purpose)
- ❖ Learning through (process)
- ❖ Learning about (content)

Course Number & Title: Education 412: Access to Learning in a Pluralistic Society		Term & Year: Fall 2017			
Instructor: Dr. Oscar Navarro	Class Location: 02-214	Phone: (805) 756-6553			
Class Date & Time: EDUC 412-01 MF 10am-12pm EDUC 412-02 M 8-10am & W 10am-12pm EDUC 412-04 WF 8-10am	Office Hours & Location: MWF 12:30pm-2:00pm & by appointment 02-135	Email: osnavarr@calpoly.edu			
Course Description: EDUC 412 is an inquiry into the role of race, social class, gender, sexuality, and other identities that impact public schooling. The course will prepare credential candidates to make their classrooms inclusive for a diverse student body. More specifically, teaching candidates will be required to develop a culturally responsive classroom management plan.					
COURSE LEARNING OUTCOMES. Candidates will know, understand, and be able to:		Assessment	SOE Learning Outcome	University Learning Objective	University Diversity Learning Objectives
1. Explore her or his racial identification and cultural biases.		Racial autobiography, class discussion, and activities.	EngagED TransformED	1, 7	1, 2, 3
2. Understand the ways that inequality operates within U.S. schools and impact youth.		Class discussion and activities.	EngagED	1	1, 2, 3
3. Facilitate and participate in course discussions that merge social justice theories and pedagogies with classroom practice.		Lead a small group discussion and participate in class discussion.	InformED EmpowerED EngagED	1, 2	1, 2, 3
4. Utilize an asset-based approach to develop a culturally responsive classroom.		Inclusive classroom project, class discussions, and activities.	EngagED ConnectED	4	2
5. Create a classroom management plan that is inclusive for a diverse student body.		Culturally responsive classroom management plan, class discussion, and activities.	EmpowerED EngagED	5	1, 2, 3, 4
6. Develop culturally responsive strategies for a secondary classroom.		Inclusive classroom project and culturally responsive classroom management plan.	EmpowerED EngagED ConnectED	5	1, 2, 3, 4
SOE Learning Themes: 1. InformED: Advancing Disciplinary Knowledge 2. EmpowerED: Responding to Diverse Learning Needs 3. EngagED: Building Cultural Responsiveness 4. ConnectED: Drawing on Knowledge and Partnerships across Disciplines & Communities 5. GroundED: Demonstrating Professionalism 6. TransformED: Encouraging Continuous Growth and Reflection		University Learning Objectives*: 1. Think critically and creatively 2. Communicate effectively 3. Demonstrate expertise in scholarly discipline in relation to world of arts, sciences, and technology 4. Work productively as individual and in groups 5. Use knowledge/skills to make positive contribution to society 6. Make reasoned decision based on understanding of ethics, respect for diversity, and awareness of sustainability issues 7. Engage in lifelong learning		University Diversity Learning Objectives*: 1. See relationships among diversity, inequality, and social, economic, and political power 2. Know contributions from diverse/under-represented groups 3. Consider views of diverse groups when making decisions 4. Live/work with others who differ	

REQUIRED TEXTS

Weinstein, C. S. & Novodvorsky, I. (2014). *Middle and Secondary Classroom Management: Lessons from Research and Practice. 5th Edition*. McGraw-Hill-Education. Available at the University Store and also at the Kennedy Library Course Reserves Circulation Desk.

CLASS PARTICIPATION & COURSE EXPECTATIONS

Humanizing classroom culture

This class is meant for students to examine critical issues in education. At times, conversations may be uncomfortable or challenging—this is part of the learning process. Students are required to be honest, respectful, and open-minded as they discuss with their peers. Remember, our views and experiences on issues such as race, class, culture, language, gender, and sexuality may or may not be similar. However, this course will demand that students wrestle with complex issues in a humanizing manner.

Student accountability groups

Throughout the course, students will be organized in an accountability group of 3-4 people to support their understanding of course material and develop the skills necessary to be successful in the course. All students are expected to participate in accountability groups. As a member of an accountability group, each student will be asked to facilitate and participate in the course reading discussions. Also, the accountability groups will serve as a support system for students to balance course assignments and student teaching.

Accountability group facilitator

The facilitator will: 1) provide a brief summary of texts and major concepts (5-10 min); and also 2) facilitate a text and practice based discussion (25-30). In preparation for the conversation, each facilitator will develop at least four discussion questions to spur a conversation.

Meeting with the professor

This course highly recommends that students meet with the professor (at least once) to discuss the course and/or final paper project. Students can sign up for a 20-minute office-hour appointment in person or via email. Additional meetings dates and times may be requested. Meetings are meant to support student progress in the course.

Attendance and participation

Class attendance and participation are required for a student to master the course material and develop the skills necessary to complete the final. *If a student must miss class, she or he is responsible for contacting the professor as well as obtaining any class handouts and materials.*

Policy on late assignments

All written assignments must be submitted on time (see below). Make-up assignments and extensions must be requested from the instructor in writing. It is important to note, not all make-up and extensions requests will be granted.

ASSIGNMENTS

Racial Autobiography (Personal Narrative)

Students will develop a racial autobiography that describes the experiences that inform her or his racial identification. The assignment requires for students to explore the moments, lessons, people, and other influences that shape the way they identify racially and understand race, color, culture, and ethnicity. Students are also asked to consider the ways that gender, social class, and sexuality intersect with their racial identity. Also, the assignment requires for students to reflect on the moments that race or racism played a role in their education. This assignment is a personal narrative that may conjure feelings of discrimination, invisibility, or privilege. The purpose of this activity is to examine one's own racial and cultural lens and also biases before developing social justice teaching approaches with a culturally diverse student body.

Comment [VM1]: Assessment of 6.2

Inclusive Classroom Project (Midterm)

Teacher candidates will engage in a field-based project and write an analytical paper to develop an inclusive classroom. The purpose of the activity is to learn about inclusive classroom practices from the perspective of diverse students. The assignment will require for candidates to interview students, summarize and analyze interview data, and also develop classroom strategies. The activity will prepare students to develop a classroom that is culturally responsive and also informs their final project.

Comment [VM2]: Assessment of 2.1, 2.2, 2.3

Culturally Responsive Classroom Management Plan (Final)

The final is intended for students to build off of the course concepts, texts, activities, and assessments to put together a thoughtfully crafted classroom management plan. Students will create a culturally responsive classroom management (CRCM) plan to establish a positive and caring environment that supports learning for all students. The plan should include the elements of culturally responsive teaching and culturally responsive classroom management. More specifically, the CRCM plan will be in a syllabus format and include three parts: a teaching philosophy, classroom expectations and routines, and a progressive discipline plan. Following the syllabus, detailed rationales will be included to explain the contents of the plan. Lastly, the final should contain works cited page.

Comment [VM3]: Assessment of 2.2, 2.3, 2.5, 2.6

GRADING

The final grade is calculated based on the following assignments:

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| • Class participation and course expectations | 10% | |
| • Racial autobiography and presentation | 20% | Due Week 2 – 9/25 |
| • Inclusive classroom project | 30% | Due Week 6 – 10/27 |
| • Culturally responsive classroom management plan | 40% | Due Finals Week – 12/6 |

*All Assignments must be uploaded to PolyLearn in PDF format.

Social and Cultural Foundations of Education

DAY/DATE	TOPIC (Subject to change)	ACTIVITIES (Subject to change)	READINGS (Subject to change)	ASSIGNMENT DUE/ BRING TO CLASS (Subject to change)	COURSE LEARNING OUTCOME	SOE DISPOSITION	TPE
Week 0 9/15	Course Overview	-Introduction to course -Why Teach			2	1.2, 3.2	2
Week 1.1 9/18-20	Social Class & Social Justice Teaching	-Teaching Philosophy -Social class activity -Racial Autobiography Instructions	Anyon, J. (1981). Social-Class and School Knowledge. <i>Curriculum Inquiry</i> , 11(1), 3-42. Hackman, H. W. (2005). Five Essential Components for Social Justice Education. pp. 103-109.	Bring a draft of teaching philosophy & course syllabus	2	1.2, 3.2	2
Week 1.2 9/20-22	Race, Culture, & Ethnicity	-Toy Story Dilemma -Lecture on Race, Culture, & Ethnicity -Inclusive Terms & Concepts	Tatum, B. (1997). <i>"Why Are All the Black Kids Sitting Together in the Cafeteria?" and Other Conversations About Race</i> . Chapter 1. (pp. 3-17). New York: BasicBooks. <i>Rodriguez, M. T. & Lamm, A. J.</i> (2016). Identifying student cultural awareness and perceptions of different <i>cultures</i> . <i>Journal of Agricultural Education</i> , 57(2), 106-118.		1, 2	2.1, 3.2	2
Week 2.1 9/25-27	The Complexity of Identity	-Racial Autobiography -Race & Multiple Identities	Tatum, B. (1997). <i>"Why Are All the Black Kids Sitting Together in the Cafeteria?" and Other Conversations About Race</i> . Chapter 2. (pp. 18-33).	Racial Autobiography Due & Oral Presentation	1, 2	2.1, 3.2	2
Week 2.2 9/27-29	Identifying the Achievement Gap	-Racial Autobiography -Educational pipeline simulation and discussion	Howard, T. C. (2010). Achievement Gap: Contextualizing the Problem. In <i>Why Race and Culture Matter in Schools: Closing the Achievement Gap in America's Classrooms</i> (pp. 9-34).	Racial Autobiography Oral Presentation	1, 2	2.1, 3.2	2
Week 3.1 10/2-4	Racial Inequality in Schools	-Historical analysis of the schooling of students of Color in the U.S. -Jigsaw and Poster Activity	Spring, J. (2013). Deculturalization and the Claim of Racial and Cultural Superiority by Anglo Americans. In <i>Deculturalization and the Struggle for Equality</i> (pp. 1-19). Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in US schools. <i>Educational researcher</i> , 35(7), 3-12.		2	2.1, 3.2	2
Week 3.2 10/4-6	Privilege & Intersectionality	-Video: "White Like Me" -Privilege tally and talk	McIntosh, P. (1989). White Privilege: Unpacking the Invisible Knapsack & Some Notes for Educators Lorde, A. (1984). Age, Race, Class, & Sex: Women Redefining Difference. In <i>Sister Outsider: Essays and Speeches</i> (pp. 114-123). Crossing Press.	Accountability Group Facilitator Name: _____	1, 2, 3	1.2, 2.1, 3.2	2

Comment [VM4]: Beginning of Racial Autobiography project and introduction of skills related to recognizing own values and implicit and explicit biases.

Comment [VM5]: Continued Introduction (readings and class presentations) and Practice (discussions and activities) around 6.2

Comment [VM6]: Introduction (readings and class presentations) and Practice (discussions and activities) around 1.1 and 6.2

Comment [VM7]: Introduction (readings and class presentations) and Practice (discussions and activities) around 1.1 and 6.2

Comment [VM8]: Continued introduction (readings and class presentations) and Practice (discussions and activities) around 1.1

Comment [VM9]: Continued Introduction (readings and video viewing) and Practice (discussions and activities) around 6.2

Social Justice Pedagogies

DAY/DATE	TOPIC (Subject to change)	ACTIVITIES (Subject to change)	READINGS (Subject to change)	ASSIGNMENT DUE/ BRING TO CLASS (Subject to change)	COURSE LEARNING OUTCOME	SOE DISPOSITION	TPE
Week 4.1 10/9-11	Culturally Responsive Teaching	-Culturally Responsive Teaching: Theory and Practice	Gay, G. (2000). Power Pedagogy Through Cultural Responsiveness. In <i>Culturally Responsive Teaching: Theory, Research, and Practice</i> (pp. 21-44). NYU. (2008). Culturally Responsive Classroom Management Strategies (pp. 1-10). Metropolitan Center for Urban Education		2, 4	2.1, 3.2	2
Week 4.2 10/11-13	Culturally Responsive Classroom Management	-Rethinking Classroom Management.	Required Text: <i>Managing Classrooms to Nurture Students, Build Self-Discipline, and Promote Learning</i> (pp. 1-23). Weinstein, C., Curran, M., & Tomlinson-Clarke, S. (2003). <i>Culturally Responsive Classroom Management: Awareness into Action</i> (pp. 269-276).		3, 6	2.1, 3.2	2
Week 5.1 10/16-18	Feminism & Feminist Pedagogy	-Critical Media Analysis of Feminism: Beyoncé & bell hooks -Accountability Group	hooks, b. (2015). <i>Feminism is for Everybody: Passionate Politics</i> . Introduction, Ch1-4 (vii-24) Shrewsbury, C. M. (1987). What is feminist pedagogy? (pp. 6-14).	Accountability Group Facilitator Name: _____	2, 3, 6	2.1, 3.2	2
Week 5.2 10/18-20	Supporting Undocumented Students	-Undocu-Ally Training	Figueroa, A.M. (2017). Speech or Silence: Undocumented Students Decision to Disclose or Disguise Their Citizenship Status in School		4,6	1.2, 2.1	2
Week 6.1 10/23-25	Queer Theory & Pedagogy	-Video: "Tough Guise" -Queering the Curriculum: Feminism & Queer Theory Unit	Schools, R. (2014, Spring). <i>Queering Schools. Rethinking Schools</i> , 28.	Midterm Due	2, 5, 6	2.1, 3.2	2
Week 6.2 10/25-27	Designing an Inclusive Classroom	-Designing a Queerly Responsive Classroom -Accountability Group	Brockenbrough, E. (2014). <i>Becoming Queerly Responsive Culturally Responsive Pedagogy for Black and Latino Urban Queer Youth</i> . Required Text: <i>Designing the Physical Environment</i> (pp. 27-46).	Accountability Group Facilitator Name: _____	2, 3, 4, 5, 6	1.2, 2.1, 3.2	2

Comment [VM10]: Introduction (through readings and class presentations) and Practice (through discussions and class activities) of skills for creating and maintaining effective and inclusive learning environments – 2.2, 2.3, 2.5
Candidates also introduce and practice the skills of reflective practitioners – 6.1

Comment [VM11]: Introduction (through readings and class presentations) and Practice (through discussions and class activities) of skills for creating and maintaining effective and inclusive learning environments – 2.1, 2.2, 2.3, 2.5

Comment [VM12]: Introduction (through readings and class presentations) and Practice (through discussions and class activities) of skills for creating and maintaining effective and inclusive learning environments – 2.2, 2.3
Candidates also introduce and practice the skills of reflective practitioners – 6.1

Comment [VM13]: Introduction (through readings and class presentations) and Practice (through discussions and class activities) of skills for creating and maintaining effective and inclusive learning environments – 2.2, 2.3
Candidates are exposed to topic of accessing resources to support traditionally underrepresented students – 2.4

Comment [VM14]: Introduction (through readings and video) and Practice (through discussions and class activities) of skills for creating and maintaining effective and inclusive learning environments – 2.2, 2.3
Candidates also introduce and practice the skills of reflective practitioners – 6.1

Comment [VM15]: Introduction (through readings and class presentations) and Practice (through discussions and class activities) of skills for creating and maintaining effective and inclusive learning environments – 2.2, 2.3
Candidates also introduce and practice the skills of reflective practitioners – 6.3

Culturally Responsive Classroom Management Strategies

DAY/DATE	TOPIC (Subject to change)	ACTIVITIES (Subject to change)	READINGS (Subject to change)	ASSIGNMENT DUE/ BRING TO CLASS (Subject to change)	COURSE LEARNING OUTCOME	SOE DISPOSITION	TPE
Week 7.1 10/30-11/1	Restorative Justice	-Restorative Justice Training by Guest Facilitator	Morrison, B.E. & Vaandering, D. (2012) Restorative Justice: Pedagogy, Praxis, and Discipline, (pp 138-155) Schools, R. (2016). Restorative Justice: What it is and is not		4, 5, 6	1.2, 2.1, 3.2	2
Week 7.2 11/1-3	Culturally Caring & Teacher-Student Relationships	-What's in a name? -The power of caring -Teacher-student rapport and relationships	Gay, G. (2000). The Power of Caring. In <i>Culturally Responsive Teaching: Theory, Research, and Practice</i> (pp. 45-76). Required Text: Developing Positive Teacher-Student Relationships (pp. 49-72).	Accountability Group Facilitator Name:	3,5	1.2, 2.1	2
Week 8.1 11/6-8	Culturally Caring Classrooms	-What's the scenario? Discussing caring practice -Inclusive classroom procedures	Ware, F. (2006). Warm Demander Pedagogy Culturally Responsive Teaching that Supports a Culture of Achievement for African American Students. <i>Urban Education</i> , 41(4), 427-456. Required Text: Fostering Positive Peer Relationships (pp. 75-92).		3,5	1.2, 2.1	2
Week 8.2	No Class – Veterans Day Observed						
Week 9.1 11/13-15	Culturally Responsive Expectations & Routines	-Culturally responsive expectations & routines for class-running, lesson running, and interaction -Accountability Group	Required Text: Establishing Expectations for Behavior (pp. 94-112). Required Text: Making the Most of Classroom Time (pp. 178-197).		5, 6	1.2, 2.1, 3.2	2
Week 9.2 11/15-17	Rethinking Classroom Management	-Rethinking school discipline/consequences -Responding to minor, serious, and chronic misbehavior	Yang, K. W. (2009). Discipline or Punish? Some Suggestions for School Policy and Teacher Practice Required Text: Responding Effectively to Inappropriate Behavior (pp. 296-335).	Bring Rough-Rough Draft to Class	4, 5, 6	1.2, 2.1, 3.2	2
Week 10.1 11/27-29	Critical Hope	-Roses in Concrete Activity -Closing Procedure	Duncan-Andrade, J. M.R (2009). Note to Educators: Hope Required when Growing Roses in Concrete. pp.181-194	Bring Rough Draft to Class	5, 6	1.2, 3.2	2
Week 10.2	No Class – EDUC 414 Presentation						
Finals Week	No Class - Culturally Responsive Classroom Management Plan Due						

Comment [VM16]: Introduction (through readings and class presentations) and Practice (through discussions and class activities) of skills for creating and maintaining effective and inclusive learning environments – 2.1, 2.2, 2.3, 2.6
Candidates are exposed to topic of accessing community resources to support traditionally underrepresented students – 2.4

Comment [VM17]: Introduction (through readings and class presentations) and Practice (through discussions and class activities) of skills for creating and maintaining effective and inclusive learning environments – 2.1, 2.2, 2.3, 2.5, 2.6

Comment [VM18]: Introduction (through readings and class presentations) and Practice (through discussions and class activities) of skills for creating and maintaining effective and inclusive learning environments – 2.1, 2.2, 2.3, 2.5, 2.6
Candidates also introduce and practice the skills of reflective practitioners – 6.3

Comment [VM19]: Introduction (through readings and class presentations) and Practice (through discussions and class activities) of skills for creating and maintaining effective and inclusive learning environments – 2.2, 2.5, 2.6
Candidates also introduce and practice the skills of reflective practitioners – 6.3

Comment [VM20]: Introduction (through readings and class presentations) and Practice (through discussions and class activities) of skills for creating and maintaining effective and inclusive learning environments – 2.2, 2.5, 2.6

Comment [VM21]: Candidates conclude the course by reflecting and goal setting for the future – 6.1, 6.3

SCHOOL OF EDUCATION

VISION	MISSION
<p>The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.</p>	<p>The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education.</p> <p>School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.</p>

LEARNING OUTCOMES

- InformED – Advancing Disciplinary Knowledge**
InformED educators are scholars of education, demonstrating mastery and application of educational theories, pedagogies and content knowledge.
- EmpowerED – Responding To Diverse Learning Needs**
EmpowerED educators are equipped to support all students to learn, calling upon appropriate strategies when serving students varying levels of support, including: students who receive special education, students who are emergent bilingual, first generation students, students with trauma, and students in poverty.
- EngagED – Building Cultural Responsiveness**
EngagED educators support cultural sustainability, demonstrating appropriate strategies and approaches to support diversity, inclusion, multiculturalism, and social justice.
- ConnectED – Drawing on Knowledge and Partnerships Across Disciplines and Communities**
ConnectED educators build partnerships across communities and draw upon knowledge from other disciplines. ConnectED educators demonstrate appropriate strategies for working with families and community partners, being an agent for change, participating in advocacy, and capacity building.
- GroundED – Demonstrating Professionalism**
GroundED educators are professionals, demonstrating ethics, integrity, legality, teamwork, and professional communication skills. GroundED educators are leaders, either overtly or by example.
- TransformED – Encouraging Continuous Growth & Reflection**
TransformED educators are continuously reflecting and improving. They participate in action research and professional development as part of their commitment to lifelong professional learning. They engage in assessment and reflection as an intentional part of a broader commitment to inquiry and improvement.

SOE DISPOSITIONS

- Professionalism**
- 1.1 **Responsibility and Accountability** — Acts ethically, responsibly, and with integrity, and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.
 - 1.2 **Creating Positive Climate** — Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and on-going. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.
- Ethical Practice**
- 2.1 **Cultural and Community Responsivity** — Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.
 - 2.2 **Collaboration** — Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.
- Shaping Change**
- 3.1 **Inquiry and Innovation** — Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.
 - 3.2 **Social Justice** — Seeks to understand the way that privilege and inequity operate in education at the individual, school, and societal level. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.

CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS (TPEs)

TPE 1: Engaging and Supporting All Learners in Learning
TPE 2: Creating and Maintaining Effective Environments for Student Learning
TPE 3: Understanding and Organizing Subject Matter for Student Learning
TPE 4: Planning Instruction and Designing Learning Experiences for All Students
TPE 5: Assessing Student Learning
TPE 6: Developing as a Professional Educator