Engaging diverse communities through leading and learning for social justice.

Course Number	EDUC 364
Title	The Role of Cultural Diversity in Schooling (Service Learning)
CRN Number	20187
Days	Thursdays
Time	2:30pm-5:20pm
Course Location	Synchronous Virtual Instruction https://csusm.zoom.us/j/89964354057
Semester / Year	Spring 2021
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Hours	ZOOM, by appointment

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School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

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

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.

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

"Leaders who do not act dialogically, but insist on imposing their decisions, do not organize the people--they manipulate them. They do not liberate, nor are they liberated: they oppress."
-Paulo Freire, Leading Advocate of Critical Pedagogy

Archey Statement: In this course, we are re-socializing how we come to learn by positioning ourselves as educators in the search for liberation, both in thought and expression, in order to awaken to a new dimension of knowing, of thinking, of being human. We engage content with a critical eye and a caring heart, with courage and patience, and with the understanding that teaching is learning and that there are changes and contradictions in every classroom. To accomplish this, we will engage in teaching and learning through dialogue, theory and praxis, responsibility, imagination, and yes, love for our work as educators and for others as worthy human beings.

Course Description
Required of all credential candidates. This course explores cultural and linguistic diversity as critical variables in achieving educational equity for all students. Major units include intensive theoretical and practical articulation of culture and cultural pluralism; educational issues of race, class, gender, language, ethnicity, sexual orientation, and ability; social, structural, programmatic, and curricular issues; and effective teaching for diverse populations.

This course also requires:

Service Learning
Depending on the course section, this course requires a Service Learning Component - either Fieldwork (15 hours) or Tutor Connection (20 hours). To receive a grade in the course, you must complete the service learning component. During your tutoring you must critically examine issues of inequity, incorporate effective instructional practices, and maintain ongoing communication with all stakeholders (students, families, professor) through in-

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Fieldwork

In addition to in-class work, assigned readings and projects, students will participate in fifteen (15) hours of supervised fieldwork assignments in a variety of public school settings. Fieldwork details are found on the Cougar Course site. Documentation of these hours is required to receive a grade in EDUC 364. Cal State San Marcos students are expected to adhere to professional standards in their dress and behavior in the field. Required clearances (Certificate of Clearance/Live Scan, Tuberculin (TB) Risk Assessment) are the responsibility of the student. Students may NOT engage in fieldwork hours until Certificate of Clearance/Live Scan and Tuberculin (TB) Risk Assessments are cleared. You will need to provide your instructor with verification that you have completed you Certificate of Clearance and TB Risk Assessment. Also, be prepared to show evidence of these at school sites.

<div align="center">OR</div>

Tutor Connection

If this course requires Tutor Connection, it is a unique hands-on experience tutoring a foster youth or a youth experiencing homelessness for 20 hours throughout this semester. In class, you will learn about the needs of this very vulnerable population, and then have the opportunity to work one-on-one with a youth and use the tools you learned to provide academic support. You will tutor 2-3 hours a week throughout the semester. Tutoring takes place at the youth's home, group home or school setting. After passing the background check that Health and Human Services will conduct, you will receive your placement. You will make contact with the caregiver immediately and set up a schedule with them. The schedule must be consistent to meet the needs of the youth and their foster families. You will be required to travel to the site once you have set up the schedule with the family.

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

Sections of the course that involve Tutor Connection will receive their background checks through a separate process, so the next section's requirements will not apply in the same way. Your instructor will provide the process you need to follow to be eligible to start the tutoring component.

<div align="center">

Certificate of Clearance and Tuberculin Risk Assessment

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Due to school site regulations and state and federal laws associated with protecting the safety of children, CSUSM students may NOT engage in field experience hours until a **Certificate of Clearance/Live Scan** and a **Tuberculin (TB) Risk Assessment** (form provided on p. 2) are cleared. To protect your health information privacy, students enrolled in prerequisite courses, do not need to submit the TB Risk Assessment to the instructor; however, the school at which you complete the early field experience may ask for it, along with the letter of introduction from your instructor, and the Certificate of Clearance. **Be prepared to show evidence of these documents to the school site.** You will be required to sign and submit to your instructor a **Confirmation of TB Risk Assessment Contract.**

Tuberculin (TB) Risk Assessment

The TB risk assessment must be valid according to the findings of your risk assessment and must remain valid throughout all early Field Experiences and Clinical Practice (student teaching). This may be obtained at a private health care provider's office, the County Health Department or the CSU San Marcos Student Health and Counseling Center. Current CSUSM students can obtain an appointment at the Student Health Center by calling 760-750-4915. Please note the TB risk assessment clearance is separate from the immunization clearance required for University admission and resembles a questionnaire. Additional information regarding tuberculosis risk assessment can be found here.

Certificate of Clearance
A Certificate of Clearance is issued by the Commission on Teacher Credentialing (CTC) to credential program candidates. Title 5 regulations require that an application for Certificate of Clearance be filed to determine whether or not a candidate meets the state standards for character and fitness to teach in California's public schools. A Certificate of Clearance is valid for five years. Additional information about the Certificate may be obtained here. You are required to submit documentation of the Certificate of Clearance to your instructor.

Tuberculosis Risk Assessment and/or Examination

This form is to satisfy **job/school-related requirements** in the California Education Code, Sections 49406 and 87408.6 and the California Health and Safety Code, Sections 1597.005, 121525, 121545 and 121555.

Individual assessed and/or examined:

_____   _____ ____   _____   _____
Last Name   First Name   M.I.   Student ID number

Date of assessment and/or examination: _____ (mo/day/yr)

The above named individual has submitted to a tuberculosis risk assessment. This individual does not have risk factors, or if tuberculosis risk factors were identified, this individual has been examined and determined to be free of infectious tuberculosis. (*Must be signed by the health care provider completing the risk assessment and/or examination*)

_____   _____
Medical Provider (MD, DO, NP or PA) Signature/   Medical Provider Printed Name

_____
CA license number

_____   _____
Office Address: Street   City

_____   _____
State,   Zip Code

_____   _____
Office phone number/   Office fax number

_____

Tuberculin TB Risk Assessment and Certificate of Clearance Contract

Note: This contract must be submitted to your instructor prior to the add/drop date of the semester.

I confirm that I have secured Tuberculin (TB) Risk Assessment and a Certificate of Clearance. I will take the TB Risk Assessment, Certificate of Clearance, and introductory letter from my instructor to early field placement sites to be available upon request. I understand that if fraudulent information is submitted to my instructor or an early field placement site there could be academic consequences. The field experience component of the course is integral to successfully completing the course; therefore, I also understand that failure to secure a TB Risk Assessment and Certificate of Clearance prior to the add/drop date of the semester will result in my instructor administratively dropping me from the course. <mark>Add/drop period without penalty for Spring 2020 is Jan 21 - Feb 3.</mark>

_____   _____
print name/   signature

_____
Date

Required Texts, Materials, and/or Accounts

Required Texts

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

Spring, J. (2016). *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States, <u>eighth edition</u>.* The McGraw-Hill Companies, Inc. ISBN-13: 978-1138119406, ISBN-10: 1138119407

Cougar Courses

All additional required readings and video/audio materials will be made available electronically on the course website (Cougar Courses) and/or via email.

Course Learning Outcomes

<u>Teacher Performance Expectation (TPE) Competencies</u>
The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following CSUSM local TPE in this course:

- TPE 1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
- TPE 1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress
- TPE 1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
- TPE 2.1 Promote students' social-emotional growth, development, & individual responsibility using positive interventions & supports, restorative justice, & conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
- TPE 2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
- TPE 2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
- TPE 6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
- TPE 6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

Foundational Social Justice & Equity TPEs

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

Program Student Learning Outcomes (PSLOs)

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

Course Objectives

Students completing EDUC 364 will be able to demonstrate:
- developing competencies in the Foundational Social Justice and Equity TPE
- understanding of various concepts of culture and cultural contact, and their applicability to learning and teaching
- understanding of cultural diversity in the United States and California
- general familiarity with culturally responsive pedagogy
- understanding of gay, lesbian, bisexual and transgender students, teachers and families
- participating in 15 hours of fieldwork or 20 hours of Tutor Connection (depending on course section)
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(NOTE - This document contains an embedded section break so that the course schedule stands alone.)

Schedule/Course Outline

Date	Topic	Readings / Assignments
Session 1 Jan 28	*"The purpose of education is to enable human beings to develop to their full potential, intellectually and spiritually. That means that students have to be empowered to pursue self-knowledge and the skills that will help them be of service to their fellow human beings. Education should encourage people to develop their curiosity about life; above all, it should not trivialize either the students or their lives."* -Michael N. Nagler, Peace Activist **Compelling Questions:** What is the purpose of education? How are societal values enacted in educational policy? • Introductions – We are from poems • Course overview • The social and political goals of education	**Read:** ☐ Nieto & Bode (2017) Ch.1 pp 1-12: Understanding the Sociopolitical Context of Schooling. ☐ Nieto & Bode (2017) Ch.4: Structural and Organizational Issues in Classrooms and Schools **Watch:** ☐ Diane Ravitch https://www.youtube.com/watch?v=fcaG9d9GISU **Complete by session 2 @ 11:59pm:** ☐ Reading Response 1 submit on CC
Session 2 February 4	*"It is always women who are marginalized. It is the young, it is the interns, it is the immigrant, it is the trans. They are always most at risk because society listens to them the least."* *-Alexandria Ocasio-Cortez, U.S. Representative* **Compelling Question:** Are cultural genocide, deculturalization, linguistic domination, ability segregation through tracking, etc. issues of the past? • Underserved students: Who are they? How do they experience learning?	**Read:** ☐ Spring (2016) Ch.1 selected section: *Globalization and Culture: Cultural Genocide, Deculturalization, Assimilation, Cultural Pluralism, Denial of Education, and Hybridization* **Watch (Deeper Dives):** ☐ Whitewashed: Unmasking the World of Whiteness https://topdocumentaryfilms.com/whitewashed-unmasking-world-whiteness/ **Complete by session 3 @ 11:59pm:** ☐ Reading Response 2

Date	Topic	Readings / Assignments
Session 3 February 11	*"I am a teacher who favors the permanent struggle against every form of bigotry and against the economic domination of individuals and social classes."* -Paulo Freire, Educator & Philosopher **Compelling Question**: What pieces of deficit, atavism, meritocracy, assimilation, and/or grit ideology have I adopted? ☐ Dominant ideologies in education	**Read:** ☐ Gorski, P. (2010). Five Shifts of Consciousness for Multicultural Educators. http://cdn.fldoe.org/core/fileparse.php/7690/urlt/ParadigmShifts-17.pdf Deeper Dives (Optional): ☐ Freire, P. 1985). The Politics of Education: Ch. 4 Cultural Action and Agrarian Reform. **Watch**: ☐ Kevin Kumashiro – Four approaches to social justice education https://www.youtube.com/watch?v=GN-yhlSqfz0 **Complete by session 4 @ 11:59pm:** ☐ Reading Response 3 submit on CC
Session 4 February 18	*"The opposite of Othering is not "saming," it is belonging. And belonging does not insist that we are all the same. It means we recognize and celebrate our differences in a society where "we the people" includes all the people."* -John A. Powell, Director of the Haas Institute **Compelling Question**: What are the implications of othering? ☐ Intersectionality ☐ The Mechanics of *othering*	**Read:** Deeper Dives (Optional): ☐ VanderPyl, T. (2018). Incarcerated DisCrit: The intersection of disproportionality in race, disability, and juvenile justice. *Justice Policy Journal, 15*(1), 1-19. **Watch:** ☐ Paul Herczeg Human Rights Tool: https://youtu.be/HbphHinIbvQ ☐ Othering: Fostering Belonging In Our Society: https://www.youtube.com/watch?v=N5TH5aZI4dw **Complete by session 5 @ 11:59pm:** ☐ Personal Identity Reflection
Session 5 February 25	*"America preaches integration and practices segregation."* - Malcolm X, minister and human rights activist **Compelling Question**: Is segregation a thing of the past? • School Desegregation & Re-segregation	**Read**: ☐ Spring (2016) Ch.6 selected sections: *Globalization: The Great Civil Rights Movement and Wars of Liberation, School Desegregation.* ☐ Spring (2016) Ch.7 selected section: *School Resegregation* **Watch:** ☐ Miss Buchanan's Period Of Adjustment https://www.youtube.com/watch?v=YkIAU3kXKT8

Date	Topic	Readings / Assignments
Session 6 March 4	*"To tap into imagination is to become able to break with what is supposedly fixed and finished, objectively and independently real."* *–Maxine Greene, social activist and teacher* **Compelling Question:** Think about the following statement and then determine how it relates to schools and pluralistic cultures: In college and careers, no one cares how you feel (David Liben, former NY City teacher). ☐ Segregation, Standards, and Soft Skills ☐ Human and Educational Rights	**Read**: ☐ Spring, J. (2016). Ch.1 Selected sections: *Education and Creation of the Anglo-American Culture and Schools and the Anglo-Saxon Culture, Schools and Anglo-Saxon Culture* ☐ Spring (2016) Ch.7 selected sections: Corporate Cultural: Race to the Top and the Common Core State Standards, What is Lost or Changes in a Corporate Culture? Deeper Dives (Optional): ☐ Yosso, T., J. (2005). Whose culture has capital? *Race Ethnicity and Education,* 8, 69-91. **Watch**: ☐ Gloria Ladson-Billing (1994). What we can learn from Multicultural Education. http://www.ascd.org/publications/educational-leadership/may94/vol51/num08/What-We-Can-Learn-from-Multicultural-Education-Research.aspx
Session 7 March 11	*"No need to hear your voice. Only tell me about your pain. I want to know your story. And then I will tell it back to you in a new way."* *-hooks, professor, feminist, and social activist* **Compelling Question**: What role does education play in social reproduction? ☐ Schools as factors in social reproduction	**Read**: ☐ Spring, J. (2018). American Education. Ch. 3 selected section: *Are schools contributing to the rich getting richer and the poor getting poorer?* **Watch:** ☐ Race: The Power of an Illusion Excerpt https://vimeo.com/133506632 **Complete by session 8 @ 11:59pm**: ☐ Analysis of Equity across HS present in class & submit on CC
Session 8 March 18	☐ Analysis of Equity across HS present in groups	
Session 9 March 25		

Archey

Syllabus is subject to change.

Date	Topic	Readings / Assignments
Session 10 April 1	*"It is easier to build strong children, than to repair broken men."* –Frederick Douglass, social reformer and abolitionist **Compelling Question**: Think about yourself as a teacher, learner, community member, and/or professional in your field – what are your discretionary spaces and how do you present yourself in them? ☐ The History & Political Goals of Public Education: *Race* ☐ Why Race and Culture Matter in the Classroom	**Read**: ☐ Spring, J. (2016) Ch. 3 African Americans: Globalization and the African Diaspora ☐ Spring, J. (2016). Ch. 1 selected sections: *Globalization: The Meaning of "Uncivilized" and "Pagan," Anglo-Saxon Concepts of Cultural and Religious Superiority* Deeper Dives (Optional): ☐ Kohl (2008). Topsy-Turvies: Teacher Talk and Student Talk in L. Delpit, The Skin that we Speak ☐ Tatum (2017). Why are all the Black Kids Sitting Together in the Cafeteria? Selected chapter TBD **Watch:** ☐ My Mama Said: https://www.youtube.com/watch?v=bndCdOeMO3Y ☐ Switching Schools: https://www.youtube.com/watch?v=nkHcy2GPQ6I
Session 11 April 8	*"The limits of my language mean the limits of my world."* – Ludwig Wittgenstein, Philosopher of Math & Language **Compelling Question:** Should public schools consciously attempt to eradicate or attempt to preserve the home languages of ELs? ☐ The History & Political Goals of Public Education: *Language* ☐ What's in a name? Intersectionality of language, disability, and race, statistics, typology, designation & reclassification of English Learners? ☐ Bilingualism: Theory & practice	**Read:** ☐ Nieto & Bode (2017) Ch.6: *Linguistic Diversity in U.S. Classrooms* ☐ Spring (2016) Ch. 2 selected section: Language and Native American Cultures ☐ Spring (2016) Ch. 6 selected section: *Asian Americans: Language and the Continued Struggle for Equal Educational Opportunity, Hispanic/Latino Americans, Bilingual Education: Language and Culture Wars Continued* Deeper Dives (optional): ☐ Reyes, S. A. & Crawford, J. (2012). Diary of a Bilingual School. Making sense of the words-and the world. Ch. 1 selected section: *Origins of Dual Immersion* ☐ Ibrahim, F., Ohnishi, H., & Sandhu, D.S. (2011). Asian American identity development: A culture specific model for South Asian Americans. *Journal of Multicultural Counseling and Development.* **Watch:** ☐ Immersion Film https://ca.pbslearningmedia.org/resource/midlit11.soc.ush.immerse/a-language-immersion-story/ ☐ Our Spirits don't Speak English https://www.youtube.com/watch?v=qDshQTBh5d4 ☐ American Tongues https://www.youtube.com/watch?v=k5IUmHVj-H8

Date	Topic	Readings / Assignments
Session 12 April 15	*"When someone with the authority of a teacher, say, describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked in the mirror and saw nothing."* -- Hamann, Zuñiga, and Garcia, Educational Scholars **Compelling Question:** In what ways do schools indoctrinate ways of being/thinking/learning/existing? • Teaching as a political act, featuring *the hidden curriculum* and the *equity literacy framework*	**Read:** Deeper Dives (Optional): ☐ Emdin (2016). For White Folks who Teach in the Hood. Ch. 2 Courage: Teaching without Fear. ☐ Arellano, Cintron, Flores, & Berta-Avila (2016). Teaching for Critical Consciousness in A. Valenzuela, *Growing Critically Conscious Teachers* ☐ Darder (2011). Teaching as an Act of Love: Reflections on Paulo Freire and His Contributions to our Lives and our Work. In A. Darder, A Dissident Voice **Watch:** ☐ The Danger of a Single Story: https://youtu.be/D9Ihs241zeg
Session 13 April 22	*"There is no greater disability in society, than the inability to see a person as more"* - Robert M. Hensel, World Record Holder **Compelling Questions:** What are specific barriers that students with (dis)abilities face in schools? How can those barriers be re-imagined as opportunities? • The History & Political Goals of Public Education: *(Dis)Ability* • What's in a label? Disability categories and definitions, statistics, mandates & safeguards	**Read:** Deeper Dives (optional): ☐ Does Accountability Matter in Special Education? Chapter TBD ☐ Archey (2019). The living document of intentionality: Critically transforming access and equity for English Learners with special needs. *California Association for Bilingual Education*. ☐ Kanner (1964). The History of the Care and Study of the *Mentally Retarded* (deficit term). **Watch:** ☐ Crip Camp: A Disability Revolution https://www.youtube.com/watch?v=OFS8SpwioZ4
Session 14 April 29	*"All students learn when the curriculum is meaningful, comprehensible, and relevant to students' lives."* - Elsbree, Hernández, and Daoud, Professors of Education **Compelling Question:** What are some ways I can enact the call to action? • Teaching as a political act, featuring *curriculum makeover*	**Read**: Deeper Dives (Optional): ☐ Moll, et al. (1992). Funds of Knowledge for Teaching. ☐ Gorski, P. (2019). Equity Literacy for Educators: Definition and Abilities **Watch:** ☐ African American English (or Ebonics) in the classroom: https://www.youtube.com/watch?v=xX1-FgkfWo8 ☐ Three Ways to Speak English: https://www.youtube.com/watch?v=k9fmJ5xQ_mc **Complete by session 15 @ 11:59pm:** ☐ SJE Visual Presentations in class & submit on CC
Session 15 May 6	☐ SJE Presentations	**Complete by session 16 @ 11:59pm:** ☐ Final Personal and Professional Narrative submit on CC

Date	Topic	Readings / Assignments
Session 16 May 13	• **No Final is given for this class**: No class meeting	

<p style="text-align:center">Course Requirements and Graded Course Components</p>

Course Assignments

Teacher education is a professional preparation program. It is expected that teacher candidates will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Teacher candidates are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education.

Assignments	Points	Due Week
Attendance, Participation, & Professional Disposition	10	Continuous
Reading Responses and Discussions	15	Sessions 2, 3, 4
Personal Identity Reflection	20	Session 5
Analysis of Equity across High Schools	20	Session 8
Social Justice and Equity Visual Presentation	20	Sessions 15
Final Personal and Professional Narrative	15	Session 16

Assignment Descriptions

1. Attendance, Class Participation, & Professional Disposition   **10 points**
   The purpose is for students to be well prepared for course sessions and participate in activities and assignments. These points are awarded at the instructor's discretion. At a minimum, students must attend more than 80% of class time, or they may not receive a passing grade for the course. Should the student have extenuating circumstances, they should contact the instructor as soon as possible. *Notification of absence does not warrant an excuse.*
   Because this course is a prerequisite to a credential program in the SoE, students are expected to demonstrate behavior consistent with a professional career and adhere to attendance policy.

2. Reading Responses and Discussions   **15 points**
   In order to have the type of class discussions that this course requires. It is crucial that students read the material before class. Students must come prepared to class with a synthesis of key points of the week's readings and their personal thoughts/similar experiences/connections to how concepts were practiced (positive behavior supports, funds of knowledge, restorative justice, high-leverage and evidence-based practices, maintaining high expectations, etc.) (TPE 1.1, 1.3, 2.1, 2.5 & Foundational SJE TPE F3) with students they are tutoring. Professor may opt to have students post reflections or participate in discussions on Cougar Course.

	Does not meet expectations	Approaches expectations	Meets expectations
Content	Met few aspects of the assignment. Little evidence that reading was completed. No key points of the week's reading	Met some aspects of assignment. Some evidence that reading was completed. Key points of the week's	Met all aspects of assignment. Clear evidence that reading was completed. Key points of the week's reading included. Personal

included. No personal thoughts/similar experiences included. Well below minimum amount not written.

No points. | reading included. Personal thoughts/similar experiences included. Minimum amount not written.

½ point. | thoughts/similar experiences included. Minimum amount written.

1 point. |

3. Personal Identity Reflection   20 points

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

First, rank the eight categories (race/ethnicity, gender, religion, sexual orientation, class/socioeconomic status, (dis)ability, language, and one other aspect of your identity that has privileged or marginalized you (such as age, personality, nationality, etc.) from most important to least important in regard to who you are as an individual. In this assignment, you are to write one paragraph for each identity category. Second, critically reflect on your own values and implicit/explicit biases in terms of your social context, your family background, your relationship to others, your **identity as a learner** (confident, trouble with writing, hated math, etc.), and other factors determined by your own circumstances and upbringing (TPE 6.2, Introduce). If you do not identify within a certain category, discuss your positionality with respect to that category. Third, discuss how your cultural identity and identity as a learner affect your **potential as a teacher** (community member, professional in your field).

	Does not meet expectations	Approaches expectations	Meets expectations
Introduction & conclusion	Introduction missing or fails to orient reader. Conclusion missing or fails to rank the categories.

No points. | Introduction may be too brief or assume too much knowledge on the part of the reader. Conclusion may rank categories but without sufficient context.

1 point. | Introduction is at least ¼ page that explains the coming paragraphs for a reader unfamiliar with the assignment. Conclusion is at least ¼ page that briefly summarizes the paper and ranks the eight categories by their importance to the writer's identity.

2 points. |
| **8 categories of otherness** | Selected categories are not treated in enough depth or with enough on-topic reflection.

8 or fewer points. | Either some categories are not discussed for at least 1 paragraph or the reflection veers off from the category being discussed.

12 points. | At least 1 paragraph is written on each of the selected categories and the personal reflection on identity is pertinent to the category. **Writer's identity is considered in light of course themes and learnings and how that identity positions them in society.**

16 points. |
| **Mechanics** | Many instances of non-standard spelling or punctuation. Writing often unclear and word choice often lacks specificity.

No points. | Several instances of non-standard spelling or punctuation. Writing is sometimes unclear or word choice sometimes lacks specificity.

1 point. | Few instances of non-standard spelling or punctuation. Writing is clear and specific in choice of words.

2 points. |

Archey

Syllabus is subject to change.

4. **Analysis of Equity across High Schools**   **20 points**

In small groups, students will present a research-based comparison of two Southern California high schools that are within a few miles of each other but differ significantly in the average socioeconomic status (SES) of their students.

First examine **input factors** at the two schools. For example, what does the data say about whether students at both schools are receiving equitable educational opportunities? When possible, compare data across the schools' demographics by all available student groupings: race/ethnicity, free/reduced lunch qualifying, EL status, migrant status, foster care status, etc.

- What are the academic program choices for parents and students (e.g., dual language education, visual and performing arts, science and technology, English Language Development, etc.)
- How equitably distributed are special education services and suspensions/expulsions?
- Are there differences in qualifications of the faculty (e.g., advanced degrees, years of experience)?
- What differences in course offerings are there? AP, Spanish for Heritage Speakers, GATE, dual language, etc.
- Are there differences in extra-curricular programs: clubs, sports, etc.?
- What do the websites suggest about differences in community resources and parental involvement opportunities?
- What do the school websites seem to indicate about whether the schools find equity important? about whether they are being culturally responsive? Are there resources in languages other than English?

Then examine **output factors** at the two schools: academic achievement across student groups (e.g., test scores, dropout rates, graduation rates, college going rates, etc.)

To help you critically analyze the context, structure, governance, and school finance you may use some of these resources (TPE 6.7, Introduce):
- Dataquest https://dq.cde.ca.gov/dataquest/
- California School Dashboard: https://www.caschooldashboard.org/
- Education Data Partnership: https://www.ed-data.org
- School websites
- Educational timelines (historical, political)
- You could email the school if there any additional questions you have

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

	Does not meet expectations	Approaches expectations	Meets expectations
Thoroughness of research	Several instructions not followed and data analysis incomplete. No points.	Either some data types and questions li sted in the instructions were missing or some of the analysis lacked detail. 3 points.	All data types and questions listed in the instructions were addressed with detailed analysis. 6 points.
Connections to big ideas from course	Few connections to big ideas from the course in the analysis. No points.	Some connections to big ideas from the course in the analysis. 2 points.	Many connections to big ideas from the course in the analysis. 4 points.

Presentation	Lack of planning and preparation. Time not managed well. 8 or fewer points.	Evidence of **some** planning and preparation. Time managed fairly well. 3 points.	**Clearly** organized & well-prepared for class. Evidence of **effective** planning. Time well managed. 6 points.
Mechanics	Many instances of non-standard spelling or punctuation. Writing often unclear and word choice often lacks specificity. No points.	Several instances of non-standard spelling or punctuation. Writing is sometimes unclear, or word choice sometimes lacks specificity. 1 point.	Few instances of non-standard spelling or punctuation. Writing is clear and specific in choice of words. 2 points.
Equitable group work	Participation from **few** of the group members. Few individuals did most of the work. No points.	Participation from **some** of the group members. Inconsistent collaboration from group members regarding workload. 1 point.	Participation from **everyone** in the presentation group. Equal group & work collaboration. 2 points.

<mark>TPE 6.7 (Introduce)</mark>

5. **Social Justice and Equity Visual Presentation**   **20 points**

Individually or in small groups, identity a systemic inequity and contextualize (historically, politically) a critical analyses of the inequity <mark>(TPE 6.7, Introduce, Foundational SJE TPE F1, Initial)</mark>. Then, craft a *visual Presentation* that addresses that inequity. The solutions should discuss how, as future teachers (community members), we can help society reverse its pattern of inequities with regard to the student populations in the service-learning portion of the class <mark>(Foundational SJE TPE F1, Initial)</mark>.

One way to do this is to locate an assignment, program, or school that seeks to advance social justice and equity, i.e., aims to present **pluralistic and divergent perspectives** or **provides equitable outcomes for students from different linguistic, cultural, racial, and social economic backgrounds**. Then, you are to carefully and explicitly write about HOW or IN WHAT WAY(S) the assignment, program, or school you chose advances social justice and equity.

The V*isual Presentation* can take a variety of forms (PowerPoint, video, mural, etc.) at the discretion of the instructor.

Components/ Criteria	No Credit	Partial Credit	Full Credit
To Name 2 points	Issues in schooling that affect students like those tutored are not named in the Visual Presentation.	Issues in schooling that affect students like those tutored are named in the Visual Presentation.	*and* the Presentation names both the individual struggles of the students tutored and the larger societal patterns around them (including schooling practices).
To Reflect Critically 3 points	The Visual Presentation does not include a critical reflection on how the identified issue surfaced during their experience.	The Visual Presentation includes a critical reflection on the identified issues and the experience of tutoring.	*and* the plan includes 3 or more references to course readings or discussions that highlight the identified issue.
To Act 3 points	An appropriate action plan or call for solutions for how teachers and community	An appropriate action plan or call for solutions is included.	*and* the solutions contain the following: specific steps or activities that demonstrates how

	members can work to resolve the identified issues is not included.		social justice & equity can be addressed.
To Write Academically (Annotated Bibliography) 2 points	Candidate does not follow the writing conventions of APA style.	Candidate strays from the writing conventions of APA style in ways that distract the reader.	Candidate follows most of the writing conventions of APA style.

TPEs 6.7 (Introduce) and Foundational SJE TPE F1 (Initial).

6. Final Personal and Professional Narrative   15 points
This culminating written narrative will have two sections, the Personal Narrative and the Professional Narrative. Connect readings, films, assignments, activities, and discussions to your tutoring experience with at-risk/diverse students to help augment your knowledge and understanding of subject matter (TPE 1.3).

Personal Narrative -- Reflect on your development of thinking about identity.
- How has your ideology/perspective changed? Your individual personal story from the beginning of the semester now needs to be re-represented in the context of broader patterns in historical, social, psychological, sociological, political, economic, religious, and other cultural trends, patterns, or cycles and interventions you have learned about.
- Have you remembered, reinterpreted, or encountered particular personal, local, national, or other media events taken place since the beginning of the term that have led you to reflect on some critical themes in this course and your interpretation of them?

Professional Narrative --Reflect on and describe what you learned in this class related to educational issues or programs.
- What did you learn about special education, language education, etc.?
- Describe instructional approaches that efficaciously supported your students (e.g. multicultural education, critical pedagogy, critical race theory) (Foundational SJE TPE F2, F3)
- Describe how the service learning experience informed your future role as a teacher or community member
- → Describe any approaches that helped provide active learning (e.g. engage student's interest, support motivation, extend learning) (TPE 1.3)
- → Describe your ability to access resources to support students (TPE 2.4)
- → Describe how you collaborated with stakeholders to ensure equitable outcomes for students (Foundational SJE TPE F4)

	Does not meet expectations	Approaches expectations	Meets expectations
Written reflection	Most questions are not treated in enough depth or with enough on-topic reflection. No points.	Either some questions are not discussed at all, the overall length is below the minimum, or there are major issues with writing conventions. 1 point.	All questions addressed with reflective depth, total length meets minimum expectation, and there are no major issues with writing conventions. 2 points.

TPEs 1.3 (Introduce, Practice), 2.4 (Introduce, Practice) and SJE Foundational TPE –F2 (Initial, Practice), F3 (Initial, Practice), F4 (Initial, Practice).

Grading Standards
          92 – 100 A

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

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

Final Exam Statement
This course does not have a final exam.

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

Policy on Late/Missed Work
No credit will be given if you miss an in class assignment or required presentation. If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

Student Collaboration Policy
Due to the nature of the course, students will be asked to collaborate and actively interact with one another during class activities.

General Considerations

CSUSM Academic Honesty Policy
Students are 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

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Syllabus is subject to change.

are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations
Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours. Alternatively, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement
Per the University Credit Hour Policy:
- All students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning or a total of at least six hours outside of the classroom each week.

Electronic Submissions of Assignments
This course is mostly paperless. Assignments are to be turned to Cougar Course on time. Points will be deducted for late submissions as the work you do is essential to the discussions conducted in this course. Make sure you turn in the assignments in Word, 12 font, in Times New Roman. Resources and/or citations will be referenced using APA format.
NOTE: Full assignment guidelines are found on Cougar Courses. Rubrics for assignments and checklist are at end of this syllabus.

All University Writing Requirement
Writing requirements for this class are met as described in the assignments. Every 3-unit course at the university, including this one, must have a writing requirement of at least 2500 words.

Course Format
This course format is offered in traditional face-to-face or remote instruction depending on the section.

Necessary Technical Competency Required of Students
Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Contact Information for Technical Support Assistance
This may include customer support for software used in the course, please contact the CSUSM Help Desk.

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

Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?

- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

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