

California State University, Northridge (CSUN)  
Department of Educational Leadership and Policy Studies (ELPS)  
ELPS 417: Equity and Diversity in Schools

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*This syllabus is subject to revision per the professors' discretion.*

**EDUCATIONAL PHILOSOPHY**

Students will be asked to consider issues of race/ethnicity, class, sexual orientation, immigrant status and language. Also, students will be asked to assess how these differences impact the issues of equity, diversity and educational justice in schools. Students will examine institutional racism, economic disparity and bias. Students in this class also will contemplate how structural inequalities marginalize the multiracial and multicultural fabric of this nation — and what teachers can do to make a difference!

The goal of this class is that you will develop into culturally responsive and relevant educators. As a future educator you will encourage students to challenge the educational and social inequities that may exist within the classroom and in the community. We hope that you will leave this course fully committed to confronting and addressing the educational inequities, economic disparities, racial inequalities and social injustice that exist in our schools. In this light, we will do all that we can to make this class meaningful for you. We will diligently plan for class by preparing comprehensive and interactive lectures, designing cooperative group activities, inviting guest speakers, and selecting films of interest to you.

We ask that you participate fully in the class by faithfully attending class, completing assignments, sharing your thoughts and feelings and working cooperatively with your colleagues on class activities.

We believe that each of us must demonstrate mutual respect towards one another. We define respect as paying attention in class, arriving on time, reading the assigned articles and chapters and turning off cell phones when in class (If you must have your cell phone, change the ringer to vibrate and exit the class to answer your call).

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~~This is a child-centered classroom, if you have children in need of care while you are in class, we would much rather have them with us than to have you miss class.~~

### **Michael D. Eisner College of Education**

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The Michael B. Eisner College of Education as a professional school is committed to advancing learning, teaching and student success. This is accomplished using a developmental approach to promote reflection, critical thinking, and excellent in an inclusive learning community. Its graduates are well educated, highly skilled and caring persons who are lifelong learners prepared to practice in an ever changing, multicultural world. They are committed to promoting achievement of all students as a primary measure of successful educational practice. Graduates assume service and leadership roles in public and private educational, health, and social programs and institutions. The College establishes and maintains productive partnerships throughout campus and with community schools and agencies. The faculty is committed to excellence in teaching, scholarship, service and collaboration with the community and professionals. The values for faculty and students that form the foundation of this Conceptual Framework include the following:

We value high standards in the acquisition and application of professional knowledge and skills in subject matter, pedagogy, and technology.

We value the achievement of students at all levels and advance their success in accordance with national, state, and national standards.

We value an inclusive learning community.

We value creative, critical and reflective thinking and practice.

We value ethical practice by caring professionals.

**Theme: Advancing learning, teaching, and student success**

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### **ELPS Department Mission Statement**

Our mission is to prepare and inspire educators to maximize student learning and access, link theory to best practice, support collaborative partnerships, and promote culturally responsive and relevant teaching in a diverse learning environment.

### **Catalogue Description ELPS 417: Equity and Diversity in Schools**

Prepares teacher candidates to examine principles of educational equity, diversity, and the implementation of

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curriculum content and school practices for elementary/secondary students. The course focuses on the history and culture of a specific ethnic experience and a comparative analysis will be made with other ethnic groups in California. Also, This course will engage students to examine, critique, and reflect on their personal biases regarding children of color. (Cross-listed with ARMN 417, AAS 417, CHS 417, PAS 417.)

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### **Course Objective**

This course introduces students to the structure, processes, and functioning of PK-12 education in California while centering issues related to diversity, equity and multiculturalism. The course is designed to survey a broad range of historical and contemporary themes related to underrepresented groups in education including, but not limited to: race and racism, deficit thinking, privilege, critical race theory (CRT), immigration, gender, class, and social justice. In particular, we will be operationalizing these issues through a critical framework. In addition to engaging scholarship, students will discuss and critically analyze implications associated with race and education, utilize class-related learning activities to develop professional skills, facilitate reading discussions, and further their academic writing skills.

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### **STUDENT LEARNING OBJECTIVES AND TPE STANDARDS**

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1. Students will examine their own cultural/racial beliefs, attitude, assumptions, identity, societal positionality, and personal experiences with racism, sexism and other forms of oppression. Students will articulate how their identity and positionality does/does not affect their educational philosophy and pedagogical practices. TPE 1.1, 1.3,1.5, 2.5 6.2, 6.3, 6.4
2. Students will identify the cultural/linguistic background, funds of knowledge, community cultural wealth, prior experiences, interests, socio-economic background of an individual who is racially/linguistically difference than they are. Students will also describe how they would to design a culturally responsive learning experience for this student and others like them. TPE 1.1,1.2,1.3,1.4,1.8
3. Students will understand the concepts and definitions of culture, including concepts like ethnocentrism, cultural congruence, intragroup and intergroup differences, etc.
4. Students will understand how cross-cultural contact, educational inequity and institutional racism are affected by issues of power and status. Students will describe practices that emanate from the concepts listed above, and articulate how they impact the education of culturally and linguistically diverse students.
5. Students will develop an understanding and demonstrate knowledge of current theories, policies and practices related to the instruction of English Learners, including the historical, legal and legislative foundations of instructional programs and the philosophies and assumptions behind them.
6. Students will discuss what educators should do and/or do to affirm the cultural and linguistic knowledge of marginalized students and improve the quality of public education for these students. TPE1.2,1.5,1.6,2.2, 2.3,2.5,2.6,6.1, 6.2,6.4

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<u>Autobiography: My Journey Towards Culturally Relevant and Responsive Teaching</u>	<u>10 points</u>
<u>Due Final Week</u>	<u>Total 100 points</u>

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**Student Learning Objectives and Educational TPE's**

1. Students will examine their cultural/racial beliefs, attitude, assumptions, identity, societal positionality, and personal experiences with racism, sexism and other forms of oppression. Students will articulate how their identity and positionality does/does not affect their educational philosophy and pedagogical practices. TPE 1.1, TPE 6.3
2. Students will identify the cultural/linguistic background, funds of knowledge, community cultural wealth, prior experiences, interests, socio-economic background of an individual who is racially/linguistically different than they are. Students will also describe how they would design a culturally responsive learning experience for this student and others like them. TPE 1.1, 1.2, 1.3, 1.4
3. Students will discuss what teachers/educators should do and/or do to affirm the racial, cultural, and linguistic knowledge of marginalized students and improve the quality of public education for these students. TPE 1.2, 1.5, 1.6, TPE 2.2, 2.3, 2.5, 2.6, TPE 6.1, 6.2, 6.4
3. Students will analyze the context, structure and issues facing teachers and students of color in K-12 urban schools and seek solutions to the complex challenges of teaching and learning. TPE 6.4, 6.5, 6.7, TPE 6.6
4. Students will be introduced to various multicultural curricular strategies/practices and demonstrate how this knowledge can be applied to a culturally responsive classroom and community. TPE 2.2, TPE 2.3, TPE 2.4, TPE 2.5
5. Students will understand the concepts and definitions of culture, including concepts like ethnocentrism, cultural congruence, intragroup and intergroup differences, etc.
6. Students will understand how cross-cultural contact, educational inequity and institutional racism are affected by issues of power and status. Students will describe practices that emanate from the concepts listed above, and articulate how they impact the education of racial, cultural, and linguistic diverse student populations
7. Candidates possess a broad and deep understanding of contemporary and historical concepts, issues, and perspectives related to culture and cultural diversity in California and the United States.
8. Students will demonstrate an understanding of the demographic trends and sociopolitical climate that racially, culturally, and linguistically diverse student populations negotiate (migration and immigration, school to prison pipeline & restorative justice practices, improving parental involvement, establishment of community schools, racism) and its impact on students' self-worth and

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the struggle for racial/cultural/linguistic preservation) and describe how educators can develop affirmative responses to these and other complex problems. TPE 2.4, 2.3.2.3.2.5, 2.6 TPE 3.4, 3.5

**Basis for Final Grades**

<b>Participation</b>	<b>15 pts.</b>
<b>Reading Facilitation</b>	<b>15 pts.</b>
<b>Autoethnobiography</b>	<b>20 pts.</b>
<b>Neighborhood Walk</b>	<b>25 pts.</b>
<b>Pedagogy in Action</b>	<b>25 pts.</b>
<b>Total 100 pts.</b>	

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**Grading Scale**

(100-93) = A	(92-90) = A-
(89-87) = B+	(86-83) = B
(82-80) = B-	(79-77) = C+
(76-73) = C	(72-70) = C-
(69-67) = D+	(66-60) = D
(59 or below) = F	

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**Required Text**

⌘ American Psychological Association (2009). Publication manual of the American Psychological Association. (6th ed.). Washington, D.C.: American Psychological Association.

*I generally recommend the spiral edition of the APA handbook for student use.*

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**Au. W. Rethinking Multicultural Education: Teaching for Racial and Cultural Justice, Second Edition. Rethinking Schools. Columbus, OH.**

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De La Torre, Wm., Montano, T., Hughes, J. (2014). *Transforming Practices in Urban Education*. Dubuque, Iowa Kendall/Hunt, Publishing Company.

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**Nieto, S. (2010). *The Light of Their Eyes: Creating Multicultural Learning Communities*, 10th Anniversary edition.**

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Articles also will be assigned for class readings. Students will access digital articles not in the textbook through Moodle.

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**Syllabus revision:** The instructor, as needed during the course, may revise the syllabus. Revisions may address both the schedule and the content of the material presented. Students will receive written notice of any revision.

## INTERNET RESOURCES

- Rethinking Schools On-Line: <http://www.rethinkingschools.org/>
- edchange: <http://www.edchange.org>
- National Association For Multicultural Education: <http://www.nameorg.org>
- Global Exchange: <http://www.globalexchange.org/>
- Rouge Forum: [http://www.pipeline.com/~rgibson/rouge\\_forum/](http://www.pipeline.com/~rgibson/rouge_forum/)
- Fair Test: <http://www.fairtest.org>
- Education Watch: [http://www.thirdworldtraveler.com/Education/Education\\_watch.html](http://www.thirdworldtraveler.com/Education/Education_watch.html)
- Teaching Tolerance: <http://www.tolerance.org>
- Gay, Lesbian, Straight, Education Network: <http://www.glsen.org>
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## Classroom Engagement

This course is designed to inform students of historical and contemporary issues related the study of K-12 schools. Students in this course will engage in a space of open discussion, inquiry, and discovery. The success of the course rests on the free and uninhibited intellectual and emotional engagement of all participants. Effective participation and learning requires that students attend each class session, read class material, reflect on the readings, and come to class prepared to share their ideas with classmates.

## Classroom Activities

1. The class lectures are design to be interactive and as way to initiate critical intergroup dialogue. Critical intergroup dialogue is a teaching strategy that aims to encourage student to develop their voice drawing from their lived experiences. Also, Critical intergroup dialogue promotes high level of critical and creative thinking. Using readings, lecture, the posing of meaningful questions, and inquiry students will engage in a dialogue on their educational experience of public school students.

2.

### 3. Classroom Civility

4.

5. Civility is to pursue the ability to disagree productively with others, respecting their sincerity and decency. By civility it does not mean agreement. Civility is about agreeing to disagree when discussing controversial issues, such as racism, immigration, segregation, and white privilege. This course engages students in Race Talk (Hooks, 2003). Race Talk for teacher candidates is important for their personal and

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professional development as they prepare to teach P-12 racially, culturally, and linguistically diverse students populations (Michaels, A. 2015). Glen Singleton and Curtis Linton (2005) have defined *Courageous Conversation* as they say, “help create the conditions for safe explorations and profound learning for all” in conversations about race (p.4). They present four agreements for having a Courageous Conversations. The agreements are:

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~~6. —~~  
~~7.~~

~~8.~~ 1. Stay engaged

2. Speak the truth

~~9.~~ 3. Listen

~~10.~~ 4. Expect to experience discomfort

~~11.~~ 4. Expect and accept the lack of closure

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I expect students to adhere to the above four agreements as we engage in critical intergroup conversations.

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**Strategies for Reading:**

~~*It is expected that you read all the readings for class. To get the most out of course readings, you will need to read analytically—that is, to focus your reading on the arguments in assigned readings. This means identifying a thesis/main point(s), attending to the reasoning and/or evidence deployed in each piece, and also drawing connections among the readings and your experiences. As you read please prepare one question per reading (to be typed and brought as a hard copy) to raise in class. These questions need to be rooted in the text and refer to main concepts/themes within your readings. In addition, it is encouraged that you highlight passages to discuss more closely and make note of ideas or terms that you would like to explore further. It is required that you bring all reading materials to class, either in hard copy or via your laptop, iPad, electronic reading device, etc.*~~

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**Academic Honesty Policy:** Cheating, plagiarism, submitting another person’s material as one’s own, or doing work for another person, who will receive academic credit are all impermissible. The ELPS Department expects all credential, Masters, and doctoral candidates, and other students in ELPS classes, to adhere to the accepted norms of intellectual honesty in their academic work. Any form of cheating, plagiarism, dishonesty, or collusion in another individual's dishonesty is a fundamental violation of these norms and will face consequences. Cheating is the use or attempted use of unauthorized aids in any exam or other academic exercise submitted for evaluation. Student should do all written work independently unless otherwise authorized by the instructor (ELPS, 2007).

**Syllabus revision:** The instructor, as needed during the course, may revise the syllabus. Revisions may address both the schedule and the content of the material presented. Students will receive written notice of any revision.

The maintenance of academic integrity and quality education is the responsibility of each student within the California State University system. Cheating or plagiarism in connection with an academic program at a campus is listed in Section 41301, Title 5, California Code of Regulations, as an offense for which a student may be expelled, suspended, or given a less severe disciplinary sanction. Academic dishonesty is an especially serious offense and diminishes the quality of scholarship and defrauds those who depend upon the integrity of the campus programs (CSUN, 2012).

**Grading Policies:**

Students must receive C average in their overall teacher preparation program courses. Incompletes will only be issued when students facing a major illness or emergency have completed 50% of the work with a passing grade for the course and submitted a request for an incomplete before the last class, per CSUN policy.

**Late Work:** Late work will be accepted up to 5 weekdays after the assignment is due. Assignments turned in late will be assessed a penalty: a half-letter grade if it is one day late, a full-letter grade for 3 days late.

**Attendance Policy:**

Class attendance is required and is included in the class participation grade. However, students may occasionally need to be absent from class meetings for reasons of illness, family, or work. Advance notice of absence is required in the form of an email message or phone call prior to the class session. Please contact a fellow student as soon as possible after class to learn of any assignments, announcements, discussion topics, etc.

In fairness to students who attend and participate in every class session, you will only be allowed 2 absences per semester. Each absence after the second absence will be a five (5) point deduction per class missed (of total for all assignments). For example, if you miss one session after your second absence, but are otherwise present, on time, and actively contributing, you could receive 10 of 15 possible points for attendance and participation (out of the 100 total points for the course). For the purposes of this policy, being late to class or leaving early for any reason constitutes partial absence and will result in a 2 point reduction in accumulated points toward your final grade.

Students may be absent from class to observe a religious holiday; to serve jury duty, or serve military duty is allowed by university policy. Also, extended hospitalization is an exception to the above policy. If you anticipate being absent for any of these reasons, please make arrangements with me in advance and there will be no deduction in your grade.

**Professionalism Regarding Use of Electronics:**

**Syllabus revision:** The instructor, as needed during the course, may revise the syllabus. Revisions may address both the schedule and the content of the material presented. Students will receive written notice of any revision.

Per classroom etiquette **cell phones must be silenced** during all classroom sessions. Please remove any headphones/bluetooth devices when entering the room. Do not take/make calls or text message during class. You are welcome to bring your laptop to take notes, however please do not surf the internet, send email, instant message, engage in social networking sites, or otherwise work on activities not related to class. **You will be asked to discontinue the use of your laptop if it is obvious you are not using it for classroom purposes.**

### Presentation of Written Materials

The ELPS department has adopted the American Psychological Association (APA) style of citations, references, and editorial style for use by our students to create uniformity in the written materials submitted over the course of the program. Information about the “APA Style” can be obtained through the Oviatt Library at the following website: <http://library.csun.edu/Guides/ResearchStrategies/CitationStyleGuides>.

Another excellent website for APA guidance is: <http://owl.english.purdue.edu/owl/resource/560/01/>.

You can find the ELPS Department Writing Standards and the ELPS Department Writing Rubric at: [http://www.csun.edu/education/elps/docs/ELPS\\_StudentWritingRubric\\_2011.pdf](http://www.csun.edu/education/elps/docs/ELPS_StudentWritingRubric_2011.pdf).

The ELPS Department also encourages students to contact the CSUN Writing Center and Lab (818.677.2033), located in the Learning Resources Center in Bayramian Hall 408, for help with academic writing, research papers, and/or note taking techniques.

### E-mail Etiquette

Technology provides great opportunities for communication and collaboration. The Michael D. Eisner College of Education embraces the innovative use of technology to promote professional communication, enhance the student experience, and to further our impact in the field. California State University, Northridge faculty strive to respond to student email correspondence within 48 hours during business days when the University is open for classes. Unless otherwise directed, all email correspondence should be via the official University email, and not via personal email.

### Assignments:

All written assignments should be submitted electronically through Moodle as well as turning in a hard

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copy in class. Be sure to include your name and course number in the title of your document when uploading to Moodle. Your assignments should have a cover page that includes your name, date, assignment title, and course information. All assignments should be typed, double spaced, in Times New Roman 12 pt. font, with 1-inch margins, and formatted to APA 6th ed. citation style. In addition, don't forget to conduct a spell check and grammar check of all assignments.

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### **Critical Student Reflections**

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*It is expected that you read all the readings for class. To get the most out of course readings, you will need to read analytically—that is, to focus your reading on the arguments in assigned readings. This means identifying a thesis/main point(s), attending to the reasoning and/or evidence deployed in each piece, and also drawing connections among the readings and your experiences. In addition, it is encouraged that you highlight passages to discuss more closely and make note of ideas or terms that you would like to explore further. It is required that you bring all reading materials to class, either in hard copy or via your laptop, iPad, electronic reading device, etc.*

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Each week, the interactive lecture will conclude with a question or questions posed to each of you related to the lecture, readings, films or guest speakers. Students will be required to complete a critical reflection paper on the questions posed.

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Critical Student Reflections will be evaluated according to the following:

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- **Voice and ownership: thoughtful reflection, depth and breathe, original thoughts and insights and level of personal sharing.**
- Content knowledge: Reflects familiarity and understanding of the concepts and ideas contained in the reading, lecture, or film.
- Application: Reflects and connects to student learning experiences, the creation of inclusive classrooms and the demographic and sociocultural realities our students negotiate. **11E 2.2.61**
- Evidence: Use of supporting information contained in the readings, films, lectures or class dialogues.
- The quality of the writing: completeness, well organized, writing mechanics, tight writing, clear message and sentence fluency.
- Timeliness of submission

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Thoughtful reflections serve several purposes: (1) they demonstrate not only that you are reading the material, but that you are preparing for class, (2) they provide a mechanism to explore ideas that are not necessarily covered in class or that you may be hesitant to assert verbally and (3) they allow you to engage in the process of experiencing the harmony or dissonance between the perspectives described in the readings and your own.

**Syllabus revision:** The instructor, as needed during the course, may revise the syllabus. Revisions may address both the schedule and the content of the material presented. Students will receive written notice of any revision.

Each thoughtful reflection should be 1-2 pages typed. Each thoughtful reflection is worth 1-3 points.

Assignments:

All written assignments should be submitted electronically through Moodle as well as turning in a hard copy in class. Be sure to include your name and course number in the title of your document when uploading to Moodle. Your assignments should have a cover page that includes your name, date, assignment title, and course information. All assignments should be typed, double spaced, in Times New Roman 12 pt. font, with 1 inch margins, and formatted to APA 6th ed. citation style. In addition, don't forget to conduct a spell check and grammar check of all assignments.

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**1. Reading Facilitation, 15 points, to be scheduled**

Each student in the course will serve as a facilitator of class readings during one of our class meetings, and will be required to assist in leading the class discussion on that day. Students will be put into dyads for this assignment. You will present for 30 to 40 minutes as a pair or team, prepare a one page critical summary of the readings for that week, and plan a short activity to help us engage with the readings. A guideline to help you prepare, frame, and lead the discussion is provided at the end of this syllabus.

**2. Educator Autoethnography, 20 points (please see Moodle for more detailed information 1/26)**

**Due: February 23**

Similar to ethnography and its focus on the study of experience, an autoethnography includes observation of daily behavior, unearthing of local beliefs, and recording of life history. Rather than a portrait of the "Other" (person, group, or culture), the difference is that the researcher is constructing a portrait of the self. An autoethnography includes research, writing, story, and method that connects the autobiographical and personal to the cultural, social, and political.

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**3. Neighborhood Walk, 25 points 5-6 pgs. (Please see Moodle for more detailed information 1/26)**

**Due: April 5**

Students will choose a school with a diverse student population. They will come to know the community in which the school population is located by conducting a neighborhood walk with someone who knows the community well.

**4. Pedagogy in Action paper, 25 points, 6-7 pgs. (Please see Moodle for more detailed information)**

**Due: May 18**

You will learn to observe and listen closely to teachers through observation and interviews with the goal of better understanding how equity and diversity plays out in schools.

For this assignment you will select a teacher who you think exemplifies critical pedagogical approaches and who, to the best of your knowledge, reflects the values of diversity and equity we are discussing in

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class and in text. You may find it more informative to interview/observe someone you do not immediately work with; this person could be from another school/district, a former educator that you once had, and/or a colleague's cooperating teacher.

The interview will serve as the basis for a narrative paper regarding the teacher you have chosen. The narrative will be similar to the type you might prepare when doing field research for a larger project. You will want to write the narrative in a way that reflects the richness of qualitative research and provides insight to this instructor. Your grade for this assignment will be based upon quality of interview results and your ability to correlate data to readings and class discussions to what you have observed.

### **Dialogue, Interactive Class Activities and Work Sessions**

Class time will be spent in whole and small group dialogues, instructor and student-led presentations, interactive class activities and work sessions. Therefore, your individual growth and learning, as well as that of your classmates, is inextricably linked to your engagement in class. There will be many opportunities for you to show your "engagement" with the course issues, in different ways, throughout the course. Punctuality, attendance and participation are **mandatory**.

Expectations for class preparation and participation in critical dialogue will include the following:

- Arrive **on time** (with all reading & assignments thoughtfully completed) and staying until the end of class.
- Listen to others with attention and respect. Through the process of reflective, inquiry, dialogue work hard to exhibit positive dispositions of caring, support, acceptance, and fairness toward your colleagues and affirm actions initiated by your colleagues to hone or improve their teaching practices. **TPE 6.3, TPE 6.4**
- Actively participating in simulated lesson planning, teaching and collaboration. **TPE 6.3**
- Actively participating in class dialogues, including your facilitation of the discussion process and of the participation of others. This includes actions such as asking clarifying questions, summarizing, synthesizing, showing relationships between the reading and the discussion, providing examples, helping include everyone in the conversation, and staying focused and on- task. **TPE 6.5**
- Making references to the readings, sharing your reflections, responses to the questions posed during the interactive lecture.
- No "multi-tasking" in class (includes cell phone & computer use, engaging in sidebars, grading papers, etc.)

### **Service Learning, Collaborative Pedagogy in Action Plan & Community Presentation**

ELPS 417 students will engage in **10 hours** of service learning. The service learning will be documented on a time sheet and summarize and analyzed on the *individual observation report*. Course hours will be adjusted so that you can complete the project. Through service learning and community engagement

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students are able to apply what they learn in the classroom to real-life problems. The service learning form will be completed individually.

In teams of two-three, students will develop a collaborative action plan, partially based on field observation. This project will be completed in groups on a topic selected by consensus. Most of the work will take place in class, though the group will be expected to work collaboratively on final narrative, poster, and presentation.

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You will select a pedagogical issue/educational topic impacting the education of Latino/as, African American, Asian American, and Middle Eastern students in California. The service hours will include a combination of the following: classroom observation, interviews, school-wide observation and community walk. Each student will complete two of the activities listed above.

The idea is to connect the topic it to the daily instructional realities facing culturally and racially diverse (Latinos, African American, Asian American, and Middle Eastern) student populations. The topic should emanate from the observations and interviews. In other words, what did you see when you participated in the observation and how did it make you feel? The topic must focus on an issue related to one of the above student group's intersectionality such as race, gender, sexual orientation, language and immigration status. We will call this issue "our challenge".

The action plan should begin with brief explanation of "the challenge" and including evidence of its existence. The team is expected to review current and academic knowledge (Fullan, 2016) on the selected "challenge", provide evidence of its existence in schools and describe the impact it has on the quality of education provided to Latinos, African American, Asian American, or Middle Eastern students. Fullan's work contains the element of deep learning; therefore one element of your strategic plan must address equity & diversity in teaching and learning. TPE 4.1, 4.4 The narrative should include discussion on the context, structure, and history of public education in California, including issues of school governance and finance. The narrative should also examine demographic trends, linguistic diversity and features of migration and immigration and the impact on the school community.

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Articles can be found via the college library web site and over the Internet. Informational web sites, on-line magazines, you-tube may be used during the presentation but are not considered scholarly research. Your textbooks contain many articles that are not assigned readings, you may use the articles contained in the texts. Wikipedia, or an encyclopedia cannot be considered as one of your major research sources.

The strategic plan should focus on student learning and/or establishing a culturally responsive classroom. TPE 1.3, 1.5, 1.7, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 6.2, 6.3, 6.5

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adults in the school setting will be involved in the implementation of the action plan. You will describe how you will effectively communicate with colleagues, families, and members of the larger school community throughout the implementation process and describe how this project will support teacher and student learning. Please include at least **one** form of **technological communication**. TPE 1.1, 2.6, 5.5

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The narrative should be 5-7 double space pages, typed. The number of pages does not include cover or reference pages. Abstract is not needed. All papers must conform to APA style. Make sure the paper is proofread for spelling and grammatical errors prior to submission.

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Class time will be provided for student meetings, but this will not be enough time for effectively completing the project. Students are also expected to meet during the field observation weeks.

The final portion of the action plan be a **simulated** presentation to parents and community members on your findings and your ideas for initiating school wide change. Your presentation will describe how your plan will create and support an effective learning environment for student learning, how parents, community and colleagues might access resources to support student learning. TPE 1.1, 1.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.6

### **Towards a Teaching Other People's Children**

In this project, you will be interviewing a student/person who is different than you. If you are Latina/o (self-identified), your case study participant either will be an African American, Asian American, or Middle Eastern student/person. You will ask a series of questions, facilitate a few classroom activities with them and identify the cultural/linguistic background, funds of knowledge, community cultural wealth, prior experiences, interests, socio-economic background of the individual. You will also design a culturally responsive learning experience for this student and others like them. TPE 1.1, 3.2, 3.3

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The questions to be answered through this case study will be:

- What is the Background of the student: Your participant's cultural context, racial and cultural identity, family background, language affinity, experiences with schooling, experiences with racism and other forms of bias, aspirations?
- Complete the examination of my cultural self-activity (To be discussed in class)
- How much do they know about their own history?
- What are their experiences with race/culture, language, immigrant status, sexual orientation?
- How do I tap the community cultural wealth and funds of knowledge of my case study participant?

You will be required to complete a written narrative of 5-7 pages. You will share your case study with

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your teams. It is due week 6. Student Story Book will be explained in class and due Week 7.

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**My Journey towards Culturally Relevant, Responsive and Social Justice Teaching:**

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The goal of the activity is for prospective teachers to reflect on your own identity and describe how your culture and identity have influenced your experience as a person, a student and a prospective educator. For this paper, we want you to focus on your identity, dispositions and journey into the teaching profession and to apply knowledge of your own cultural beliefs, attitudes, and assumptions to create culturally inclusive learning environment. **DE 1.3, 3.5, 6.2, 6.3, 6.6**

We hope to provide you an opportunity to systematically reflect on your cultural/racial identity development, the intersection of immigrant status, language, class, sexual orientation, gender and other aspects of your identity, and to understand how your feelings, experiences, thoughts and actions will influence how you teach.

Week	Date	Topic/Activity	Readings	Assignment
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The question to be answered:

- What ideas did you grow up with, regarding race relations? (Again, do you know? Have you ever talked with your parents/family, about this? Why or why not?)
- Do you think of yourself as white? (If you're not white, do you think of yourself as black, or Asian-American, etc.?) Or just as "human"? Do you think of yourself as a member of an ethnic group? What is its importance to you?
- What was your first encounter with another race? Describe the situation.
- What was the racial makeup of your elementary school? Of its teachers?
- What was the racial makeup of your high school? Of its teachers?
- Think about the curriculum: what black Americans, Latino/as, Asian Americans, and Middle Eastern did you hear about?
- How do student experiences with implicit and explicit biases, institutional racism, socio-economic status positively and negatively influence student learning?
- How do I challenge the "deficit" views that others have of my students, their families and their communities? What might I do to mitigate any negative impact on the teaching and learning of students of color?

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1	Jan. 26	<u>417 Course Overview</u>			Formatted: Font: 11 pt
2	Feb. 2	<u>LA Demographic Change and PK-12 School Communities</u>	<u>Moodle: John Komolos, Why Sour economy threatens the American Dream, and In America, inequality begins in the womb</u>		Formatted Formatted Formatted Formatted Formatted Formatted: Font: 11 pt Formatted: Font: 11 pt, Font color: Auto Formatted
			<u>Justin Wolfers, Why The New Research on Mobility Matters</u>		Formatted
			<u>David Berliner, Poverty v. Teachers and Schooling on American Youth. Schooling</u>		Formatted: Font: 11 pt Formatted: Font: 11 pt Formatted Formatted Formatted: Font: 11 pt Formatted: Font: 11 pt
3	Feb. 9	<u>Poverty/Social Class: Implication to Teaching</u>	<u>Moodle: Summary of Ruby Payne's book on the education of poor children. P. Gorski on Poverty/ Stereotypes</u>		Formatted: Font: 11 pt, Font color: Auto Formatted
			<u>Textbook: C. D. Marling, Return of the Deficit pp.77-89, Jacqueline Hughes, Challenge of responding to the call for change in Teacher Education, pp. 279-290,</u>		Formatted: Font: 11 pt, Font color: Auto Formatted
4	Feb. 16	<u>Change and Urban Schools</u>	<u>Textbook: P. Noguera &amp; L. Wells, The Politics of School Reform: A Broader and Bolder Approach for Newark, pp. 27-41,</u>		Formatted: Font: 11 pt Formatted Formatted Formatted: Font: 11 pt Formatted: Font: 11 pt, Font color: Auto
5	Feb. 23	<u>Immigration: Implication to Teaching</u>	<u>Moodle: Suarez-Orozo, Yoshikawa, Teranishi, M. Suarez-Orozo, Immigrant families and students</u>	<u>Due: Autoethnograph</u>	Formatted Formatted Formatted Formatted: Font: 11 pt Formatted: Font: 11 pt, Font color: Auto Formatted: Font: 11 pt, Font color: Auto Formatted: Font: 11 pt
			<u>Textbook: S.P. Trujillo and P. Suchsland,</u>		Formatted: Font: 11 pt

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<u>11</u>	<u>Apr. 5</u>	<u>What Does Race and Privilege Have to Do With It?</u>	<u>Textbook: Time Wise, Playing the Friendship Card: White Lies, White Denial and the Reality of Racism, pp. 135-139.</u>  <u>Watch in class</u> <u>You Tube: Tim Wise, White Like Me</u>	<u>Due: Neighborhood Walk</u>	Formatted ... Formatted ... Formatted ... Formatted ... Formatted: Font: 11 pt, Font color: Auto Formatted: Font: 11 pt Formatted: Font: 11 pt, Font color: Auto Formatted ... Formatted: Font: 11 pt
<u>12</u>	<u>Apr. 12</u>	<u>Race Talk and Teachers</u>	<u>Moodle: Joy, K. Williams, Unspoken Realities: White, Female, Teachers Discuss Race, and Achievement in the Context of Teaching in a Majority Elementary School.</u>		Formatted: Font: 11 pt Formatted ... Formatted ... Formatted: Font: 11 pt Formatted: Font: 11 pt, Font color: Auto
<u>13</u>	<u>Apr. 19</u>	<u>Race Talk: Teachers, Students, and Families</u>	<u>Moodle: T.M. Pollack, Unpacking Everyday Teacher Talk about Students of Color.</u>		Formatted: Font: 11 pt Formatted ... Formatted ... Formatted ...
<u>14</u>	<u>Apr. 26</u>	<u>Engaging Asian American Students</u>	<u>Textbook: Vivian Wong, Getting it Right: Schools and the Asian American Experience, pp. 94-100.</u>  <u>Moodle: S.J. Lee, Southeast Asian American Students.</u>		Formatted ... Formatted: Font: 11 pt Formatted ... Formatted ... Formatted ... Formatted: Font: 11 pt, Font color: Auto
<u>15</u>	<u>May 3</u>	<u>LGBT Students</u>	<u>Textbook: Tracy Wagner, "She's For Real" pp. 147-149.</u>  <u>Moodle: Abe Young, LGBT Students &amp; Susan Jacob, Creating Safe and Welcoming Schools for LGBT Students.</u>		Formatted: Font: 11 pt Formatted ... Formatted ... Formatted ... Formatted ... Formatted ... Formatted ...
<u>16</u>	<u>May 10</u>	<u>No Class.</u>  <u>Directed Independent</u>			Formatted ... Formatted ... Formatted ... Formatted: Font: 11 pt

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		<u>Study:</u>		<u>Due: Pedagogy</u>
		<u>No Final Exam during exam week (May 16-20)</u>		<u>in Action paper</u>
				<u>Wednesday,</u>
				<u>May, 18</u>

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### Course Outline & Schedule

#### Week 1

#### Introduction to Class: Understanding Educational Inequality and the Opportunity GAP

#### Classroom Strategies:

- Purpose and Process of Interactive Dialogue
- Grounding In
- Purpose and Process of Critical Reflections
- Introducing: From Theory to Practice

#### Interactive Lecture & Discussion: The Inequality Race

Activity: I am From (Save for Cultural Journey)

#### The Assessments & Major Projects:

- Service Learning
- Case Study & Student Story Book
- Action Plan & Poster Project
- Cultural Journey

#### Assignments

#### Read (Week 2)

In Nieto, The Light in Their Eyes, Chapter 1, pp. 43-49 and Chapter 3, pp. 77-100

#### In Delatorre, Montaña, and Hughes, Inequality for None:

- Culturally Relevant, Critically Responsive and Social Justice Education: Teaching Other People's Children, pp. 203-215
- Appendix A: Culturally Relevant, Critically Responsive and Social Justice Teaching Teaching Other People's Children pp. 299-304'

#### (Week 2)

- What is learning? What is culture?
- What are the implications of culture on student learning?
- Nieto outlines three implications of culture for schools and teachers, what are they?
- What can an individual educator do to "make them real"?

#### Rewrite (Week 2) I Am From

Standards addressed this week: TPE 1.2, 1.3, 1.5, 2.2, 6.3, 6.4

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## Week 2

### Interactive Dialogue:

- I Am From
- Dialogue

### Interactive Lecture & Discussion: What is Culture?

- Activity: Understanding Terms
- Interactive Activity: Identity Cards

### Interactive Lecture: Implications of Culture and Learning on the Classroom

- The Banking Theory
- Issues of Power and Status
- Psychological and Emotional Issues

### Whole Group:

- Explanation of Case Study & Student Story Book

### Assignments

#### Read (Week 3):

#### From Moodle:

- Flores, Nelson, & Rosa, Jonathan. (2015). Undoing Appropriateness: Raciolinguistic Ideologies and Language Diversity in Education. Harvard Educational Review, 85(2), 149.
- Lavandenz, M. (2010/11). From Theory to Practice for Teachers of English Learners CATESOL Journal, 22(2). Pp. 18-47.
- Baecher, Artigliere, Patterson, & Spatzer. (2012). Differentiated instruction for English language learners as “variations on a theme”. Middle School Journal

#### In Delatorre, Montaña, and Hughes. (2016).

- Inequality for None: Dudley, “Return of the Deficit”, Pp. 97-110.

### (Week 3)

- Define Deficit Ideology.
- What impact does “deficit ideology” have on the teaching and learning of EL students?

### Teaching Other People’s Children

- Identify Case Study Participant
- Begin with Part I

Standards addressed this week: TPE 1.3, 1.6, 2.3, 2.5, 6.1, 6.2, 6.3.

### Week 3

#### Interactive Dialogue:

- Define Deficit Ideology
- **Personal Stories:** What are your experiences with deficit ideology?
- What is the impact of deficit ideology on the teaching and learning of EL students?

#### Service Learning Discussion

- Classroom Observation
- Interview

#### Interactive Lecture:

- What is Deficit Ideology? Why is it harmful?
- Deficit Theory & Students of Color
- Understanding the historical, legal and political constructs of Bilingual Education
- **From Theory into Practice:**
  - Current Research Based Models on Second Language Acquisition
  - **Activity:** EL Levels of Proficiency: What can students do? What should Teachers do?

#### Assignments:

**Unless other arrangements have been made other arrangements, the classroom observation occurs**

#### Week 4

#### Dialogue on Findings from Observation (Week 5)

**Teaching Other People's Children:** Continue work on case study

**Standards addressed this week:** TPE 1.1, 1.3, 1.6, 2.3, 2.5, 5.7, 6.1, 6.3

### Week 4

#### Observation Week

Jigsaw Reading (Week 5)

In Au, Rethinking Multicultural Education:

Group 1 & 5: "Taking a Chance with Word: Why are the Asian American kids silent in class?", Pp. 149-157

Group 2 & 6: "Black English/Ebonics: What it be like", Pp. 159-166

Group 3 & 7: "And then I went to School", Pp. 205-210

Group 4 & 8:

"Putting Out the Linguistic Welcome Map", Pp. 137-143

"My Mother's Spanish", Pp. 145-147

Everyone Reads:

Dawson-Salas, "Defending Bilingual Education" Pp.184-189

Krashen, "Bilingual Education Works", Pp. 192-196

Berriz, Raising Children's Voices", Pp. 197-203

Everyone Read from Moodle:

National Education Association. (2015). "English Language Learner Advocacy Guide"

(Week 5)

What is the sociopolitical context of language learning for the group assigned to your group?

What are the experiences with language identity and learning a new language for the group assigned to your group?

Were there any practices & strategies identified in the article that promote access to the curriculum, engage

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students in learning or are linguistically or culturally responsive?

Teaching Other People's Children: Case Study Due Week 5, Student Story Book Week 6

Standards addressed this week: TPE 1.3, 1.8, 2.3, 2.6, 3.4

### Week 5

#### Interactive Dialogue:

- Sharing our Case Study
- Dialogue

#### Interactive Lecture:

- Understanding Language Status and Impact on Student Learning
- Activity: Tea Party
- Affirming Student Language
- From Theory into Practice:
  - Strategies for Teaching English Language Learning
  - Using Articles and Strategies: Affirming Language Diversity

#### A Student Book

- Understanding the construction of A Story
- Presentation (Week 7)

#### Reading (Week 6):

##### Moodle

- Yosso, T. (2005). "Whose Cultural has Capital? A Critical Race Theory Discussion of Capital, Race Ethnicity and Education Pp. 69-91
- Moll, Amanti, Neff and Gonzalez. (1992). "Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms". Theory and Practice, Pp. 132-141.

#### In Delatorre, Montaña, and Hughes.

- Williams, J. "Unspoken Realities, white Female Teachers Discuss Race, Students and Achievement in a Majority Black Elementary School". Pp. 231-254

#### In Nieto

- Chapter 2, Learning and Inequality, Pp.50-76

#### (Week 6):

- What is the sociopolitical contexts of learning for students of color?
- Define Funds of Knowledge & Community Cultural Wealth.
- How do the articles propose undoing Deficit Ideology?

Standards addressed this week: TPE 1.1, 1.3, 1.6, 2.3, 2.5, 3.5, 5.7, 6.1, 6.3

### Week 6

#### A Story

Affirming our Student's Identities: Funds of Knowledge, Community Cultural Wealth

Interactive Activity: A Student Story Book

Interactive Dialogue: Discussion

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### **Interactive Lecture:**

- Who are Our Students?
- The Sociopolitical Contexts of Learning.
- Uncovering the Funds of Knowledge in our Students
- From Theory into Practice: Strategies for tapping the Community Cultural Wealth of Latinx/Chicanx students

### **Discussion**

- Action Plan (Due Week 10 & 11)
- Formation of Groups

### **Jigsaw Reading (Week 5):**

#### Group 1 & 5:

- *In Delatorre, Montaña, and Hughes*, Inequality for None: Wu Wong, “Getting it right: Schools and the Asian American Experience”, Pp. 21-26,
- *In Au*, Rethinking Multicultural Education: “You’re Asian How Could You Fail Math?”. Pp. 47-55

#### Group 2 & 6:

- *In Delatorre, Montaña, and Hughes*, Inequality for None: “Student ‘at risk’: Stereotypes and the Schooling of Black Boys”, Pp. 27-48.
- *From Moodle*: Siwatu, Frazier, Osaghae, & Starker. (2011). “From Maybe I Can to Yes I can: Developing Pre-service to Inservice teachers’ Self-efficacy to Teach African American Students”. The Journal of Negro Education, Pp. 436-438

#### Group 3 & 7:

- *In Delatorre, Montaña, and Hughes*, Inequality for None: “Structuring Failure and Success: Understanding the Variability in Latino school engagement”. Pp. 49-74.
- *In Au*, Rethinking Multicultural Education: Segura-Mora, “What Color is Beautiful?”. Pp. 291-296

#### Group 4 & 8:

- *In Delatorre, Montaña, and Hughes*, Inequality for None: An Indian Father’s Plea, Pp. 75 -78
- *From Moodle*: Price & Mencke. (2013). Critical Pedagogy & Praxis with Native American Youth: Cultivating Change through Participatory Action Research. Educational Foundations. Pp. 85-102

### **(Week 7)**

- What are the educational experiences for the group of students in the articles you read?
- Identify at least three inequitable, deficit or discriminatory practices that impact the group you were assigned?
- Develop a set of “ethnic specific demands” based on the reading. For example, what specific goals would you design for improving the education of African American males?
- What can educators do to address the inequities highlighted in the articles?

**Standards addressed through this assessment (A Story & Case Study):** TPE 1.1, 1.2, 1.3, 1.5, 2.5, 6.2, 6.3

**Standards addressed this week:** TPE 1.1, 1.3, 1.6, 2.3, 2.5, 5.7, 6.1, 6.3

### **Week 7**

#### **Developing an Instructional Framework with Equity, Diversity & Social Justice in Mind**

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**Interactive Dialogue:**

- Discussion in small groups.
- Reach consensus on Q 2 & 3
- Develop Poster of Demand
- Report Out

**Interactive Lecture: Taking Personal Responsibility for Improving Student Learning**

**Interactive Lecture: Discussion of the Action Plan**

- Fullan's Coherence Framework
- The Challenge, Collaborative Structure, Deepening Learning and Securing Accountability
- The Promise: Infusing Community Cultural Wealth & Funds of Knowledge
- **Small Group:** Selection of the "Challenge"

**Assignments:**

**Read (Week 8)**

**In Delatorre, Montaña, and Hughes. Inequality for None: Structuring Failure and Success: "What is Restorative Justice?". Pp. 171-174**

**In Au, Rethinking Multicultural Education: Sololower, Schools and the New Jim Crow, Pp. 57-64**

**From Moodle: National Council of La Raza, School to Prison Pipeline: Zero Tolerance for Latino Youth.**

**(Week 8)**

- What is the School to Prison Pipeline?
- How does It Impact Working class Students of Colors?

**Standards addressed this week: TPE 1.8, 2.3, 2.4, 2.5 6.4, 6.5**

**Week 8**

**Challenge to Promise: From the School to Prison Pipeline to Restorative Practices**

**Interactive Dialogue: Discussion**

**Interactive Lecture:**

- School to Prison Pipeline
- Restorative Justice Practices
- What if my Students are Students with Special Needs?
- **From Theory into Practice:** Circle Sessions
- Framework for Moving Forward: From Diversity to Equity, Resistance and Social Justice

**Small Group:**

- Defining our shared purpose: How do we propose negotiating the challenge?
- Identifying our goals
- Collaborative & Inclusive Decision-Making
- Focus on Equity, Diversity and Social Justice in Instruction
- Securing Accountability

**Assignments:**

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**Read in Au, Rethinking Multicultural Education:**

- Christensen, L. What Happened to the Golden Door?. Pp.213-226
- Karp, S. Arranged Marriages, Rearranged Ideas, Pp. 237-248
- Gonzalez, C. Who Can Stay Here?. Pp. 255-261

**Read in Delatorre, Montaña & Hughes, Inequality for None:**

- Hinojosa, R. Urge Support for The Dream Act—Honor the Life of Joaquin Luna December 1, 2011, 165- 166
- What are the issues facing immigrant students and how can educators increase student awareness on the issues facing immigrant students?
- What actions might educators take to ease anti-immigrant sentiments directed at immigrant children?
- Write a letter or poem to Joaquin Lara’s parents describing how you will build bridges between immigrant and nonimmigrants students using pedagogical practices such as those highlighted in any one of the articles from Rethinking Multicultural Education?

**Work on Action Plan**

**Standards addressed this week:** TPE 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.6 6.1, 6.2, 6.3

**Week 9**

**Challenge to Promise: Securing Equity and Justice for Immigrant Communities**

**Interactive Dialogue:** Discussion

**Interactive Lecture:**

- The New Administration and Immigrant Communities
- Framework for Moving Forward:
  - What Can Educators Do? Are Dream Centers the Answer?
  - Beyond Dreamers: Supporting our Immigrant Communities

**Small Group:**

- The Poster Session
- Work in Groups

**Work on Action Plan**

**Assignment**

**Read in Au, Rethinking Multicultural Education:**

- Tenorio, R. Brown Kids Can’t Be in Our Club, 285-290
- Tolentino, H. Race: Some Teachable Moments, Pp. 297-305

**On Moodle:**

- Brown, ML, 10 Ways to Move Beyond Bully Prevention, Rethinking Sexism, Gender and Sexuality, Pp. 45-49
- Cristerna, M. In Search of Safe Bathrooms, Rethinking Sexism, Gender and Sexuality, Pp. 108-109
- Hart, E. 7 Tips for Teaching Sex Ed, Rethinking Sexism, Gender and Sexuality, Pp. 165-167
- Sensoy & Marshall, “Save the Muslim Girl”. Pp. 328-335

**Syllabus revision:** The instructor, as needed during the course, may revise the syllabus. Revisions may address both the schedule and the content of the material presented. Students will receive written notice of any revision.

- Staples, J. 2010. Encouraging Agitation: Teaching Teacher Candidates to Confront Words that Wound. Teacher Education Quarterly. (37)1

Dialogue Poem: Words that Wound

**Work on Action Plan**

**Standards addressed this week:** TPE 1.5, 2.1, 2.2, 2.5, 2.6

**Week 10**

**Challenge to Promise: Deconstructing Bullying, Harassment and Hate**

**Interactive Dialogue:**

- Pair Share
- Role Play

**Interactive Lecture:**

- Incidents of Hate Crimes & Bullying in Our Schools
- Framework for Moving Forward: What Can Educators Do?
- **From Theory to Practice: What Can Educators Do?**

**Small Group:**

- The Poster Session
- Work in Groups

**Assignment:** Finalize Action Plan

**Standards addressed this week:** TPE 1.2, 1.5, 1.8, 2.1, 2.3, 2.4, 2.5, 2.6

**Week 11**

**Presentation of Collaborative Action Plan**

**Assignment:**

**Read (Week 12)**

**In Delatorre, Montaña, and Hughes: Inequality for None: Structuring Failure and Success:**  
Wise, T. "Playing the Friendship Games: White Lies, White Denial and the Reality of Racism", pp. 135-140.

**From Moodle:**

- Franklin, Smith and Hung. (2014). "Racial Battle Fatigues for Latino/a Students". Journal of Higher Education. Pp. 303-322.
- Lacayo, "Latinos Need to Stay in Their Place: Differential Segregation in a Multi-Ethnic Suburb". Societies 2106.Pp. 1-18.

**In Au:** Hillard, A. What Do We Need to Know?, Pp.25-38

**Week 12**

**For Tim Wise Reading:**

- In reflecting on the reading, identify those points that created dissonance, discomfort, or confusion for you?
- Identify the points in reading that resonated with you, the "right on", or "just what I was thinking" ideas?
- Do you find dialogues on racism as empowering, healing and productive or threatening and uncomfortable?
- What is present day "racism"? To what extent are issues of race and racism present in urban schools? Does

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race play a factor in student learning? How?

**Standards assessed through this assessment (Action Plan):** TPE 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 4.1, 4.6, 6.2, 6.3, 6.5

### Week 13 Undoing Racial Narratives

#### Interactive Lecture:

- The Power of Story
- The Cultural Journey Project

#### Interactive Lecture

- The Five Racial Narratives
- Forms of Racism and Privilege
- Activity:
  - Countering Racial Narratives (Save for Cultural Journey)
  - Identifying Intersectionalities (Save for Cultural Journey)
- From Theory to Practice
  - Is this Racism?
  - I am not letting you off the hook!
  - Implications for Teaching Other People's Children (Save for Cultural Journey)

#### In Delatorre, Montaña, and Hughes. Inequality for None: Structuring Failure and Success:

- Furumoto, "Family Literacy: Creating Zones for Humanization and Dialogue", Pp. 189-200.
- Tintiango- Cubales, Kohli, Sacramento, Henning, Agarwal-Rangnath & Sleeter. "Toward an Ethnic Studies Pedagogy: Implications for K-12 Schools from the Research, Pp.255-274
- Cammarota & Romero, "A Critically Compassionate Intellectualism for Latina/o Students: Raising Our Voices Above the Silencing in Our Schools", Pp. 79-92

#### In Au:

- Au, W. Decolonizing the Classroom. Pp.83-89
- Bigelow, B. "Those Awful Social Studies Standards", Pp. 95-98
- Rodriguez, R." Greco-Roman Knowledge Only", Pp. 99-102
- Carberry, D. "Precious Knowledge Only in Arizona Schools", Pp. 103-110

#### On Moodle:

- Sleeter, C. The Academic and Social Value of Ethnic Studies.

#### (Week 14)

- To what extent, if any, should ethnic studies be taught in a K-12 setting? Whose voice or perspective should determine the course content?
- What did you learn from the readings that challenges the idea that "history is a truthful, unchanging and accurate" story of the past? As educators, how do we un-do the dominant historical narrative of ethnic peoples in the United States?

**Standards addressed this week:** TPE 1.1, 1.5, TPE 2.2, 2.3, 2.4, 2.5, 2.6

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### Week 14

#### Challenge to Promise: Culturally Responsive Teaching & the Ethnic Studies Now Movement

##### Interactive Dialogue:

- Discussion

##### Interactive Lecture

- What is Multicultural Education?
- What Is Culturally Relevant/Responsive Teaching
- Activity:
  - Did I see myself? The cost of historical amnesia (Save for Cultural Journey)
  - My ideas for implementing a culturally responsive curriculum? (Save for Cultural Journey)
- Theory into Practice: Elements of a Culturally Responsive Lesson

Video: Precious Knowledge

##### Assignment:

Read in Delatorre, Montañó and Hughes: Montañó, T. "Anything, but Democrat: How Pseudo Reformers Assault Unions and Deceive Communities of Color". Pp.

##### On Moodle:

- Three Frames of Comprehensive Unionism

##### Work on Cultural Journey

Standards addressed this week: TPE 1.2, 1.5, 2.2, 2.5, 1.1, 3.4

### Week 15

#### Social Justice Unionism: From Caring Professional to Advocate for Racial, Educational and Social Justice

##### Interactive Dialogue: Three Frames of Comprehensive Unionism

##### Interactive Lecture

- The State of Public Education: The Privateers, Charter Schools and Culturally Diverse Working Class Communities.
- A union collaborative response to the teacher shortage & member engagement
- Activity:
  - Three Frames of Unionism: What suits me? (Save for Cultural Journey)
  - What can educators do? (Save for Cultural Journey)

Assignment: Work on Cultural Journey

Standards addressed this week: TPE 1.2, 1.5, 2.5, 3.2, 6.2, 6.3, 6.4, 6.6

### Final Week

#### My Cultural Journey

#### It's Impact on My Teaching Disposition, Instructional Repertoire & Advocacy Plan

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**Standards addressed through this assessment (Cultural Journey):**

12E.1.2, 2.5, 6.2, 6.3

**Syllabus revision:** The instructor, as needed during the course, may revise the syllabus. Revisions may address both the schedule and the content of the material presented. Students will receive written notice of any revision.

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## ELSP 417 Syllabus

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### **FACILITATING READINGS FOR ELPS 417, DIVERSITY & EQUITY, SPRING 2016**

These points are intended as helpful suggestions to prepare you to lead discussion among your peers. Do not hesitate to use your own ideas or to contact me before if you have any questions or concerns. Your major responsibility is to lead the discussion involving the required readings; however, feel free to venture beyond that if you think it is appropriate.

#### **In Preparation**

- Read the week's readings as early as possible in order to have plenty of time to contact me and/or your peers with questions and ideas.
- Be sure to take notes during your readings of the main points of each of the assigned texts.
- Form questions during your reading of points that you think are unclear and of crucial issues that you want to be sure and discuss.

#### **Framing a Discussion**

- Know where you want to start, but also where you want to end up. Be willing to be flexible in your guidance, but be sure to cover those points you think are crucial.
- Decide whether you want to give a brief synopsis of the main points of the readings, or whether you want the class as a whole to do this.
- Have a ready list of questions for your peers to answer, in an order that makes sense intellectually. If you have a set of points or issues (as opposed to questions), you may end up talking more than your peers.
- Remember that if everyone is talking (a good sign!), 30-45 minutes will go by quickly. Be sure you allow enough time to cover major points. Don't leave everything important for the end!

#### **Suggestions for Discussion**

- Let students begin by giving their general impression of the readings. This can often serve to launch discussions into unexpected, but productive areas.
- What evidence does the author use to make his/her point? Is it convincing?
- Move in the general direction of questions that reach across the whole text, jumping off from specific questions about particular points in one chapter/section.
- Have questions that refer back to a previous week's readings and/or points raised in previous discussions.

#### **In the Classroom**

- Don't be afraid to follow up a comment with a relevant question to that specific speaker.
- On the other hand, be careful not to stop an exciting discussion that has not yet run its course by asking a diverting question.
- Give each separate article/chapter its due time, but gauge your peers' interest and disinterest in certain sections and shift accordingly.
- Feel free to incorporate the assigned articles or supplementary readings at appropriate times in the discussion if this makes sense to you. I will adjust my half of the discussion to accommodate what you have already covered.
- Feel free to hand the discussion over to me at any time. I will undoubtedly have other issues that I will want to raise and will do so in the second half of each session.

**ELPS 417 TPE Standards Index**

Pages on which the standards are **Introduced** are in the first column, **practiced** in the second column and **Assessed** in the third in green (please refer to the ELPS 417 syllabus). The number of times found on the same page is indicated in parenthesis.

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