

CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Education
Department of Secondary Education
EDSC 340 – Diversity in Secondary Schools
Spring 2022—Section 50 Full Semester

Location: ONLINE Synchronous

Day and Time: There is no face-to-face or synchronous instruction.

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EDUCATION UNIT CONCEPTUAL FRAMEWORK



Mission

The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

Conceptual Framework Outcomes

The theme “Reach. Teach. Impact.” is the foundation of the COE’s conceptual framework for program-specific learning outcomes that guide the operation of all initial and advanced programs in the college. These outcomes provide benchmarks to ensure that our candidates exit their programs as just, equitable and inclusive educators and leaders who possess the knowledge, skills, and dispositions to:

REACH the intersecting social identities of all learners through the critical examination of implicit and explicit biases and privileges in order to provide fair, respectful, non-discriminatory, equitable, inclusive, and humanizing learning environments.

TEACH through an anti-racist lens using culturally and linguistically relevant strategies, including educational technologies and community engagement, to provide equitable opportunities and supports necessary for all learners to attain high-quality outcomes

IMPACT schools and communities through a commitment to dismantling systems of oppression by supporting students, teachers, and leaders as citizens in a highly diverse, global, interconnected, and digital world.

Table 1: Education Unit Conceptual Framework

President's Directive & Health and Safety Guidelines

Cal State Fullerton (CSUF) is actively working to maintain the safety of our campus community in response to COVID-19. To stay current with information, please visit CSUF's Titan's Return: COVID Recovery [website](#). Please review the FAQs to help answer any of your questions. Below are requirements to review prior to our first-class session.

- Read President's Directive No. 22 – COVID 19: Mitigation Measures and Guidelines, which outlines mitigation measures you are required to take, including use of face coverings, re-entry and surveillance testing, physical distancing/barrier requirements, case reporting, and other measures. Please read [President's Directive No. 22](#).
- Review the Titans Return: COVID-19 Recovery website. There are important messages regarding the vaccine requirement, surveillance, and testing information, as well as campus updates and messages from the Dean of Students Office that are important to review.

In addition, CSUF requests that students who tests positive for COVID-19 or become aware that they may have been in close contact with someone who either has tested positive for or is suspected to have COVID- 19 report the positive result or exposure using the CSUF COVID-19 Self-Reporting Form. CSUF's Infectious Diseases Response Team reviews and verifies COVID-19 confirmed cases and responds to concerns from the campus community on COVID-19. Click [here](#) to report COVID-19 cases or exposure.

Prior to arriving on campus and before entering class, you should conduct a [personal health screening](#) and self-monitor for fever, cough, shortness of breath, or other symptoms of respiratory illness. If you are experiencing any of these symptoms, you should stay home and notify me of your absence. I will work with you to address any COVID-19 related impacts on your participation in and completion of this course.

Before entering the classroom, you should wash/sanitize your hands and have your face covering on. While in class, you are required to:

- Sit in your designated seat;
- Wear your facial covering that covers both the nose and mouth (e.g., masks or face shields);
- Always cough or sneeze into your elbow or tissue;
- Use the materials provided to clean your desk and chair before and after use, and;
- Adhere to other health and safety protocols and directives for your specific classroom, lab, studio, and campus.

Students who do not follow these health and safety requirements may be reminded of the need to adhere to those measures. Failure to comply may constitute a violation of campus policy and may result in a referral to the Office of Student Conduct. Thank you for your cooperation and assisting in the University's efforts to keep our community safe.

COLLEGE OF EDUCATION STRATEGIC GOALS

In pursuit of the ideals of our mission, vision, and core values, the College of Education (COE) develops a strategic plan every five years (<http://ed.fullerton.edu/about-the-college/strategic-plan.php>). Through a comprehensive planning process that involved faculty, staff, alumni, students, and community representatives, beginning fall 2018, the College of Education will begin implementation of major initiatives related to the plan's three major goals:

- Just, Equitable and Inclusive Education (JEIE)
- Technology
- Community Engagement

JEIE Resources: <http://ed.fullerton.edu/community/just-equitable-and-inclusive-education-resources.php>

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found in the [Assessment and Accreditation section of the COE website](#).

COURSE DESCRIPTION

EDSC 340 Diversity in Secondary Schools (3). Principles of educational equity and diversity. Strategies for providing students equitable access to core curricula. How teaching is shaped by diversity in California society. Analysis of personal and institutional bias. Letter grade.

A "B-" (2.7) or better is required to earn a California Preliminary Single Subject Teaching credential. One or more sections may be offered in any online format. May be repeated once for credit.

COURSE PREREQUISITES/COREQUISITES: N/A

STUDENT LEARNING GOALS AND RELATED OBJECTIVES

This section presents the course's student learning goals and lists the learning objectives related to each goal. The objectives indicate the competencies candidates will develop by the end of the course.

1. Identify 13 categories of disabilities and relevant state and federal laws pertaining to the education of exceptional populations.
2. Identify the general education teacher's responsibilities in the Individual Education Program (IEP) process, including: identification; referral; assessment; IEP planning and meeting; implementation; and evaluation.
3. Select and use appropriate instructional materials and technologies, including assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the general education classroom.
4. Plan and deliver instruction that will provide these students access to the core curriculum and address the issues of social integration for those identified as students with special needs.
5. Apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.
6. Identify the historical and cultural traditions of the major cultural and ethnic groups in California society, and effective ways to include cultural traditions and community values and resources in the instructional program of their future classroom.
7. Recognize and minimize bias in the classroom and examine his/her stated and implied beliefs, attitudes and expectations about diverse students, families, schools and communities.
8. Recognize students' specific learning needs, place students in appropriate contexts for learning, assist students to have access to needed resources for learning, and, where appropriate, provide students with opportunities to engage in extracurricular activities.

STUDENT LEARNING GOALS

1. Students will better understand the system of education so they can more carefully, consciously and skillfully navigate it. Multicultural education is more than simple strategies for teaching this or that "type" of person.
2. Students will understand that their actions take place within a system that at times constrains and at other times assists their efforts at educating all students.
3. Students will strategize ways to learn about their students, the system in which they are working and ways to successfully educate students within that system.
4. In addition to learning strategies for learning about their students, students in 340 will learn strategies for working with diverse learners.

5. Students will begin to understand and then challenge their own assumptions about how schools work and who has access to which opportunities.
6. Students will begin to ask important questions of schools and of themselves, developing self-reflexive thought patterns that will assist them in their future work in classrooms.
7. Students will exhibit a commitment to educating all students.
8. Students will begin to develop the skills necessary to work as part of a professional community. These skills include dialogue, discussion, and respectful and thoughtful disagreement.

ISTE /INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS

Our programs are informed by ISTE and/or International Council for Exceptional Children Standards. More information on these standards can be found at <http://www.iste.org/> and <http://www.ccc.sped.org/>

REQUIRED TEXTS

1. Nieto, S. & Bode, P. (2018). *Affirming diversity: The sociopolitical context of multicultural education* (5th,6th or 7th Edition). Pearson: San Francisco. (Newer or older editions are ok, just follow the chapter titles in the textbook that correspond to our Canvas course site.)

2. Au, W. (ed.) (2014). *Rethinking multicultural education: Teaching for racial and cultural justice*. Rethinking Schools: Milwaukee, WI.

Additional required readings are available on Canvas. They are organized in folders according to the appropriate module.

OTHER REQUIRED MATERIALS

All work needs to be completed using the required software and submitted online per the instructor's request. In the event of technical problems, the instructor will arrange for alternative submission procedures and activities. Suppose the server is down when you attempt to upload your assignment. In that case, you may send me an email (I will most likely be aware of the server problem) BUT continue to try uploading until you can do so successfully. Your work must be submitted through Canvas for you to receive your grade. Assignments will be submitted, reviewed, and, when appropriate, commented upon and graded via Canvas's online assignment system. The instructor will grade assignments within eight days of student submission (except weekends or holidays).

RECOMMENDED MATERIALS: N/A

IMPORTANT UNIVERSITY INFORMATION

Cal State Fullerton supports your learning in many ways. Please see the [University's webpage on Student Information](#) regarding students with special needs and Disability Support Services; resources on academic dishonesty and emergency preparedness; University library support, and the final exam schedule.

VETERAN & MILITARY SERVICES STATEMENT

Veterans and military personnel with special circumstances (e.g., upcoming deployments, drill requirements, VA appointments, or specific accommodations/needs) are welcome and encouraged to communicate these (in advance, if possible) to the instructor. In addition, California State University Fullerton's Veterans Resource Center (VRC) is committed to serving the needs of veterans, service members and their families during their transition from military experience to student life. Student veterans, service members, or military families who need support or assistance while attending CSU

Fullerton may refer to the VRC website at <http://www.fullerton.edu/veterans>; call 657-278-8660/2373; e-mail veterans@fullerton.edu; or stop by Gordon Hall, Room 244.

Spiritual, Religious, and/or Cultural Holidays: The College of Education is committed to a Just, Equitable, and Inclusive Education for all. As part of that commitment, the College acknowledges that observance of spiritual, religious, and/or cultural holidays are an essential reflection of diversity and inclusion. The College recognizes that when students are observing spiritual, religious, and/or cultural holidays, they may be unable to attend classes, take exams, work on assignments, and/or complete other class requirements. If students notify their faculty by the end of the second week of classes (or at least one week before any holiday) of spiritual, religious, and/or cultural holidays that conflict with assignments, exams, or other class requirements listed on the syllabus, they will be provided with an opportunity to make up missed class requirements. The instructor will provide accommodation details regarding adjusted due dates and any other details the student may need to make up missed course requirements. It is the students' responsibility to abide by these accommodations. No adverse or prejudicial effects will impact students' grades when alternate due dates or alternate assignments are provided. Students' grades will not be negatively impacted due to absences in observance of spiritual, religious or cultural holidays.

RESPONSE TIME: Please email me directly with any questions about the course. You can expect a response within 48 hours (except weekends).

COURSE COMMUNICATION

All course announcements and personal emails are sent through Canvas which only uses CSUF email accounts. Therefore, you **must check your CSUF email at least once a day** for the course duration. Do not use your personal email for any CSUF-related communication.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE

This course is letter grade only: A, B, C, D, F. +/- grading will not be used. There are **165** possible points. The grade breakdown is as follows:

A= 90-100%

B= 80-89%

C= 70-79%

D= 60-69%

F= Less than 59%

ATTENDANCE POLICY

Student presence in the online course is mandatory. Student presence will be demonstrated through the timely completion of discussion forum posts and online activities. Students who do not complete class discussion posts or online activities during the assigned weeks will be considered absent for that week and will receive no credit for the incomplete posts/activities.

LATE ASSIGNMENTS

Late work is not accepted-no exceptions. However, you are highly encouraged to revise all low-scoring work one week before the last day of class. Submit revisions via email only. If an emergency arises that will prevent you from submitting the work on time, please contact me to request an extension before the due date.

EXTRA CREDIT OPTIONS

There are no extra credit options.

ALTERNATIVE PROCEDURE FOR SUBMITTING WORK

In case of technical difficulties with Canvas, the instructor will communicate with students directly through CSUF email, and assignments can be sent through email, faxed or mailed to the Department of Secondary Education. If an email doesn't work, students should call the department coordinator at 657-278-7769 for further direction.

POLICY ON RETENTION OF STUDENT WORK

Student work submitted for this course shall be retained by the University or its academic employees for a reasonable time after the semester is completed.

AUTHENTICATION OF STUDENT WORK

Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, the use of Turnitin, and the multiple assignments you are required to complete. Additionally, because assignments are aligned to your teaching, they allow you to create practical and unique resources for your personal use as a classroom teacher.

TECHNICAL REQUIREMENTS

Students are expected to

1. Have basic computer competency which includes:
 - a. the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives, secondary storage devices such as USB drives, and cloud such as Google Drive (Titan Aps) and Dropbox;
 - b. the ability to use a word processing program to create, edit, format, store, retrieve, and print documents;
 - c. the ability to use their CSUF email accounts to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and
 - d. the ability to use an Internet browser such as Chrome, Safari, Firefox, or Internet Explorer to search and access websites in the World Wide Web.
2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments
3. Utilize Microsoft® Office 2013 (for P.C.) or 2011 (for Mac) including Word, PowerPoint, and Excel to learn content and communicate with colleagues and faculty; have the ability to regularly print assignments
4. Maintain and access three times weekly their CSUF student email account
5. Use Internet search and retrieval skills to complete assignment
6. Apply his/her educational technology skills to complete expected competencies
7. Utilize other software applications as course requirements dictate
8. Utilize Canvas to access course materials and complete assignments

Software for Students

Did you know you can get **FREE and low-cost software** for being an active CSUF student? Software downloads and request forms can be found on the [CSUF Student Software website](#).

NETIQUETTE REQUIREMENTS

Each student is expected to conduct themselves in a professional manner during the class - taking full advantage of the learning opportunities available. This includes completing all online discussions and assignments, adhering to proper netiquette, and so on. Netiquette refers to a set of appropriate behaviors for online activity - especially with email and threaded discussions. The core rules of netiquette can be found on the [Netiquette website](#). Please read through these netiquette rules to ensure that you are familiar with the expected online behavior for this course.

CANVAS

As a registered student, you are enrolled in Canvas. You may access Canvas for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact the student help desk at

(657) 278-8888 or email StudentITHelpDesk@fullerton.edu. Check Canvas weekly, the night before class, for any pertinent or last-minute updated information.

ASSIGNMENT DESCRIPTIONS

*All rubrics are located on our EDSC 340 Canvas site in the appropriate module.

1. Class Introduction Assignment (10 points)

Introduce yourself to the class. You may record your introduction or use any form of multimedia. Of course, you can also submit your introduction in the more traditional written format.

As an online community, we must know each other before diving into online discussions on potentially sensitive topics around race, culture, language, and other forms of diversity. There will be opportunities to engage in interesting and important discussions on the sociopolitical aspects of multicultural education. However, before we get into that, I'd like for us to present facets of who we are. There are several layers to this assignment. Each layer is explained below. Please note that there are key readings and videos in Module 1 that must be completed before attempting to complete this assignment.

First, tell us who you are and what you like to do when not knee-deep in college-related endeavors. Consider your disclosure boundaries when you respond. How much or how little you choose to share is your choice for this part of the assignment. Explain why you chose education as a career and what subject area(s) you hope to teach.

The second aspect of this introduction involves sharing your ethnic identification(s) with us. (I'm not asking you to check off a race box here.) What is/are your ethnicity(ies), what languages do you speak? In what ways do these characteristics relate to your life? Also, disclose your reactions to this request and explain how you felt as you attempted to identify your ethnicity. Was it difficult for you to explain; is this a welcomed request or one you struggled with? Explain your response.

Next, before the readings for Modules 1, tell us how you would define multicultural education. Be as thorough as possible. After completing the readings, are there aspects of multicultural education that you were unaware of or surprised you? Make sure you fully explain your answer and provide appropriate APA-style module citations with a reference page. Do not skimp on this part. I focus on this section to consider the majority of your total score.

Share your introductions with the rest of the class by posting them in the appropriate module. In addition to posting on the forum, you are required to contribute two or more replies to the introductions your peers have posted by conducting a Gallery Stroll. Please limit your response to three pages + an APA-style reference page. Gallery Stroll instructions follow.

2. What is a Gallery Stroll?

A gallery stroll is an opportunity to view as many of your peer's initial postings as possible. There will be various opportunities to respond to students using this Gallery Stroll method. Read the directions for all assignments carefully, ensuring you understand when a Gallery Stroll response is required. During a Gallery Stroll, go to the appropriate forum on our Canvas course site. You will read or listen to the postings your peers have uploaded. Ideally, you would read all posts; this is a recommendation I highly encourage. Realistically, I expect you to open and read at least 50% of the posts. Then, pick at least two and respond directly to their comments. You could also choose to use your two replies going back and forth between the same one or two people. This is strictly your choice. You should be writing a minimum of a paragraph for each reply. You are expected to engage with the content that your classmates raised in

their posts. You may wish to submit questions, points of agreement, points of disagreement, or consider sharing your perspective concerning theirs using course materials to make your point.

3. Conceptual Question Assignments (15 points)

Your conceptual question response must demonstrate superior understanding and complex thinking of Module 2's concepts by weaving multiple course materials from the module to support your comprehension and discussion of the following question:

Describe and discuss Nieto & Bode's (2012) working assumptions regarding multicultural education. Using module materials, explain how the role of ideologies and beliefs are implicated in educational structures. How are they relevant to multicultural education and issues of power? Express your own opinions regarding these stances

This assignment assesses your close reading and comprehension. Conduct careful readings and listen to my presentation—no more than three pages + reference page, double-spaced, 12-point Times New Roman font. APA style citations must be used (Secondary Education policy). In-text citations and a reference page must be included. Do not include an abstract, cover page, or running head. Our CSUF librarians can point you to good sources if you need APA style assistance, and the APA manual is sold at the Titan Bookstore. The internet is another excellent resource for this information-check out: <https://owl.english.purdue.edu/owl/resource/560/01/> Check our Course Information section on Canvas for additional APA resources.

4. Personal Anecdote Assignment (15 points)

Module 3 will require you to construct a Personal Anecdote essay to the following question: Personal Anecdote Question: In what way have you witnessed the structural and organizational aspects of schools contribute to discriminatory practices, particularly related to race and student achievement? (Note: this anecdote asks you to think beyond one act of individual racism or discrimination. Focus on the structural and organizational aspects of school.) Situate your anecdote using the course materials from Module 3. Connect the examples raised in these readings with your own schooling experience at any educational level you choose—kindergarten through higher education—no more than three pages using APA style citations + a reference page.

5. Culture, Identity, and Linguistic Diversity Voice Thread Activity (10 points):

I love VoiceThreads (VT)! Hopefully, you will too. Go to Module 4 on our course site and click on the live link that will take you to my VoiceThread. Listen to the opening slide and follow the directions. This is a credit/no credit assignment. No rubric is provided. Only high-quality audio responses will receive full credit.

PLEASE NOTE: Make sure you have a working microphone on your computer. It's important to troubleshoot beforehand. An excellent place to start is on the VT site. It's a useful resource worth exploring before completing any VT assignment.

6. Free Write Response with Gallery Stroll Assignment (15 points):

For Module 5, you are free to construct your response to the readings and participate in a Gallery Stroll with your peers. At 15 points, 10 points will be for the initial Free Write response, and five additional points will go towards the quality of two follow-up replies. The rubric is in our Canvas Course Documents section.

- Begin a new discussion board "thread" for your initial Free Write Response post.
- 600-word minimum on your first/opening post.
 - In general, the opening post should reference appropriate module materials (using proper APA style citations and a reference page), relate them to your own experience, and express

- your opinions and thoughts on an issue. DO NOT simply provide a summary of the week's readings. Extensive summaries will result in a loss of points. The purpose of the post is to engage with an idea or a concept covered in the week's readings to answer the discussion questions fully. This requires making connections, critique, affirmation, raising questions – your thinking. Make sure your post lets me know that you conducted careful readings by actually discussing them – the main post built solely upon personal reflection will lose points.
- Two replies to your peers' posts (2 + opening post).
 - Your replies must be substantive to “count” towards your grade. Engage with the content of what your classmates have discussed in their posts – again, raising questions, raising points of agreement, points of disagreement, sharing your perspective concerning theirs, using course readings, podcasts, and videos to make your point. Substantive replies are usually at least an entire paragraph or more in length.
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7. Emotional Intelligence VoiceThread Activity (10 points):

Module 6 is still a relatively new module for me. The topic of emotional intelligence (EI) is one I find personally and professionally interesting. I'm excited to be sharing it with you. I see this module as a two-part series, the first is the direct topic of EI, and the second part indirectly focuses on how to implement EI in a classroom setting. This focus comes with two chapters from a book that I loved reading over the summer, *Not Light, But Fire: How to Lead Meaningful Race Conversations in the Classroom* by Matthew Kay—a high school teacher. Grab a nice drink and enjoy the module! This is a credit/no credit assignment. No rubric is provided. Only high-quality responses will be awarded full credit.

8. LGBTQ Voice Thread Activity: Coming Out Testimonials (10 points):

For this activity, you will read testimonials from gay and straight students and teachers regarding the struggles of dealing with homophobia. You will need to access the handout called “Testimonials: Stories of Youth Facing Homophobia” from Module 7 Course Documents section to complete this assignment.

Testimonials are a way to put a human face to homophobia and the resultant isolation, fear, depression, and anger that its victims report. By hearing the voices and stories of real people, homophobia is moved from the intellectual to the personal domain, and it becomes increasingly difficult for compassionate human beings to ignore or discount the need for anti-homophobia education in their schools. The stories illustrate how homophobia contributes to a climate of hostility, making adolescence especially hard to navigate.

The activity concludes with a discussion using VoiceThread to underscore our responsibility as future educators to end discrimination and prejudice against LGBTQ students and create safer schools for all our students.

In addition to reading the Testimonials Handout, you are required to watch at least 3 Coming Out Testimonials on YouTube or the internet site: www.itgetsbetter.org. Just search “Coming Out Stories” on YouTube, make sure you pick good ones to watch, remember that you must sift through many bad videos to pick out a few good ones. When you have completed your video search, go back to the handout and focus on the discussion questions I have provided you. Think about the impact these testimonials have had on you and respond to the question on my VoiceThread. This is a credit/no credit assignment, no rubric is provided, and only high-quality responses will be awarded full credit.

9. Disability Team Presentation (20 points)

Chapter 4 Disabilities and Health Disorders: Strategies for Educators by Deshler & Schumaker
For Module 8, you and your partner will become "mini-experts" on a particular disability as we shift our focus to the topic of students with disabilities. Please note that Chapter 4 by the co-authors, Deshler & Schumaker, is simply a resource chapter, an alphabetical list of disabilities that read more like a directory.

There is no need to read the entire chapter since we are all sharing that task, but you will need to be familiar with the section on the disability your team has chosen. You will assign yourself a disability topic through the link in Module 8—make sure you know who your partner is. Do not wait until the module begins to sign up; the link is already available. Topics are on a first-come-first-served selection. Do not wait until the last minute—it will impact your ability to function as an effective team. Present your information using any presentation format you prefer; multimedia is highly encouraged. There is no limit or minimum on the number of “slides.” You are encouraged to locate additional sources to generate your information, such as the internet, library, personal accounts, videos, and/or other means. Student presentations have been very creative in the past; embedding video and other such sources, mentioning famous people with your assigned disability is always an attention grabber. Know that you have enough basic information from Chapter 4 to get you started. You must include APA-style citations and a reference page/slide for all work cited.

Mini-presentation guidelines:

- * Explain the disability and give us some general background
- * Describe the characteristics
- * Provide us with strategies to be effective in the classroom
- * Be creative in your presentation style

During the Gallery Stroll timeframe, you will be “visiting and viewing” the presentations. Each of you will still be held accountable for posting at least two comments on the discussion board forum. During the replies, feel free to ask clarification questions, discuss your own experiences with each particular disability, and (or) express your ideas about teaching students with disabilities in the mainstream classroom. The list of disabilities is listed in our Canvas course module.

10. Professional Disposition/Research Report (60 points):

As part of the student learning goals and course objectives (see the syllabus, “Course Objectives”), Your final assignment will be based on concrete and specific goals to improve your professional development and dispositions as a future educator. One way to do this is to think about multicultural/inclusive/democratic education in ways that directly relate to your future subject area. CSUF’s Professional Disposition Expected of Candidates Statement (2011) is very clear on its position to promote diversity. Given this expected disposition, this assignment will require you to conduct research that explicitly addresses how diversity education is implemented in your subject area. Consider how our major course themes help you think about your disposition as an educator in your specific subject area. Ayers (2004) and Titone (1998) help frame this discussion by focusing (both directly and indirectly) on aspects that make us consider connections between culture, language, and ethnic identity. At the same time, Nieto (2012) introduces us to aspects of the curriculum that can be adapted to provide more inclusive education for all students. How might you use these readings to help you think about yourself as a democratic educator in your subject area? Your report must include appropriate citations across these modules in addition to a minimum of two scholarly articles to demonstrate how you are developing self-reflexive thought patterns and thinking about proper pedagogical practices.

Some questions to consider, but not limited to, are: How do you see yourself making these connections when you have your classroom? How have you seen it implemented (or not) in your observations of other classes? What online resources and scholarly journals exist to support your subject area move towards more inclusive and equitable practices? How are these resources also considering (or not) the development of campus climates to help foster inclusive practices? Are there successful schools that implement diversity in positive ways?

I strongly urge you to use the library as a starting point—you’ll find the librarians to be excellent and quite resourceful. If you have connections to current teachers, school staff, and students, you

may consider interviewing them as part of gathering applicable research. You are welcome to take this premise and accommodate it to your subject area. You must cite at least two peer-reviewed articles that directly speak to diversity education within your specific subject area. You must include APA-style citations for all work cited. In-text citations and a reference page must be included. Do not include an abstract, cover page, or running head. Make sure you read the rubric carefully. Your final should be no more than five pages + a reference page.

LGBTSafeSpace



I am a proud LGBTQ Safe Space Certified Instructor. Yay!

TENTATIVE Fall 2021 SCHEDULE

Module 1: Introduction to EDSC340 & Class Introductions

January 24-February 1, 2022

Objectives:

- Students will build familiarity with the Canvas site
- Students will get to know one another through the introduction assignment
- Students will demonstrate a working definition of multicultural education

Assignment(s) Due

DUE: Introduction Assignment (See Assignment Descriptions section on the syllabus for instructions located above). Post anytime on **January 31**. Read introductions & welcome at least two peers using the Gallery Stroll during **January 31-February 1**.

Reading, Video, & Lecture Assignments

1. Read the syllabus carefully and listen to the “Welcome VoiceThread” by Dr. Chávez (Located under the appropriate module on Canvas.)
2. Read Chapter 2 (yes, we’ll start with Ch. 2 first): “Defining Multicultural Education for School Reform” from the Nieto and Bode textbook. (If you don’t have the book yet, I’ve uploaded a PDF copy of Nieto’s Chapter 2. You’ll find this chapter located under the appropriate module on Canvas. You’ll need the textbooks by Module 3.)
3. Read brief PDF Articles: by Sonia Nieto (1) Profoundly Multicultural Questions & (2) Nice is Not Enough: Defining Caring for Students of Color. (You’ll find these articles located under the appropriate module on Canvas.)
4. Watch Video: “Race: The Power of an Illusion” (You’ll find this video located under the appropriate module on Canvas.)
5. Listen to: How to Navigate This Course VoiceThread (Live link is located under the appropriate module in Canvas)

Module 2: Multicultural Education Within a Sociopolitical Context

February 1-11, 2022

Objectives

- Students will define the sociopolitical context of multicultural education
- Students will examine the role of ideology in educational institutions
- Students will determine the parallels and distinctions between multicultural education and democratic education

Assignment(s) Due

DUE on Canvas: Conceptual Question assignment response anytime on or before **February 11**. You’ll find the specific Conceptual Question listed under **Module 2** on Canvas and here in our syllabus (see Assignment Descriptions section above).

Reading, Video, & Lecture Assignments

1. Nieto & Bode, Chapter 1. (If you don’t have the book yet, I’ve uploaded a PDF copy of Nieto’s Chapter 1. You’ll find this chapter located under the appropriate module on Canvas. You’ll need the textbooks by Module 3.)
2. Sleeter & McLaren (2009) “Origins of multiculturalism” (You’ll find this PDF under the appropriate module on Canvas.)

3. Hilliard (2014, p. 25) – “What do we need to know now?” (In Rethinking Multicultural Education textbook edited by Wayne Au).
4. Listen to Dr. Chávez, “The Sociopolitical Context of Multicultural /Democratic Education” (Under the appropriate module on Canvas.)
5. Against Article: Sowell (2012) “ ‘Multicultural’ Education” (You’ll find this PDF under the appropriate module on Canvas.)

Module 3: Racism, Discrimination, and Expectations of Students’ Achievement & Structural and Organizational Issues in Classrooms and Schools

February 14-25

Objectives

- Students will describe the systemic nature of discrimination and evaluate the role of racism in their own educational experiences &
- Students will assess how educational structures and organizations impact both students and educators and examine possible solutions

Assignment(s) Due

DUE on Canvas: Personal Anecdote due anytime on or before **February 25** (You’ll find the Personal Anecdote question and instructions under the Assignment Description section of the syllabus.)

Reading, Video, & Lecture Assignments

1. Nieto & Bode chapter 3 & 4
2. Chang & Au (2014) “You’re Asian, how could you fail math?” In Rethinking Multicultural Education textbook (edited by Wayne Au).
3. Wuerth (2014) “Edwina left behind” In Rethinking Multicultural Education textbook (edited by Wayne Au).
4. Bigelow (2014) “Standards and tests attack multiculturalism” In Rethinking Multicultural Education textbook (edited by Wayne Au).
5. Listen to Podcast Lecture by Dr. Chávez, “Individual and Institutional Dimensions of Racism & Discrimination” (located under the appropriate module on Canvas.)
6. Against Article: Walberg (2011). “Stop the war against standardized tests.” You’ll find this PDF article located under the appropriate module on Canvas.
7. Video: Dr. Tyrone Howard, Why Race & Culture Still Matter. You’ll find the video link in Canvas under the appropriate module.

Module 4: Culture, Identity & Learning & Linguistic Diversity in U.S. Classrooms

February 28-March 11

Objectives

- Students will recognize the role of culture and language in student identity formation and academic achievement &
- Students will assess the role of multilingualism and appraise its potential to impact student achievement positively

Assignment(s) Due

DUE on Canvas: Culture, Identity, & Linguistic Diversity VoiceThread due on (or before)

March 11. You'll find the VoiceThread link located under the appropriate module on Canvas. More information is in the Assignment Description section of the syllabus.

Reading, Video, & Lecture Assignments

1. Nieto & Bode Chapter 5 & 6 (For Chapter 6 read only pp. 221-227 & 237-238.)
2. Delpit (2014) "Ebonics and culturally responsive instruction" In Rethinking Multicultural Education textbook (edited by Wayne Au).
3. Krashen (2014) – "Bilingual education works" In Rethinking Multicultural Education textbook (edited by Wayne Au).
4. Dawson Salas (2014) – "Defending bilingual education" In Rethinking Multicultural Education textbook (edited by Wayne Au)
5. Watch Video: Do You Speak American? You'll find the video located under the appropriate module on Canvas.
6. Against Article: Bilingual Education Programs Fail our Students, Ron Unz (San Diego Union Tribune, 2016). <https://www.sandiegouniontribune.com/opinion/commentary/sdut-utbg-bilingual-prop58-2016aug05-htmlstory.html>

Module 5: Adapting Curriculum for Multicultural Classrooms & Affirming Diversity: Implications for Teachers, Schools, Families, & Communities

March 14-25

Objectives

- Students will recognize a multicultural education curriculum
- Students will evaluate the role of fear as an impediment to educational changes
- Students will examine the role of professionalism for educators

Assignment(s) Due

DUE on Canvas: Free Write & Gallery Stroll due **March 24.** Conduct a Gallery Stroll **March 24-25.**

Reading, Video, & Lecture Assignments

1. Nieto & Bode Chapter 9 & 10
2. Ayers (2004) "Rethinking the Profession of Teaching: The Progressive Option." You'll find this PDF article located under the appropriate module on Canvas.
3. CSUF's Professional Disposition (2011) PDF. You'll find this PDF located under the appropriate module on Canvas.
4. Titone (1998) "Educating the White Teacher Ally" You'll find this PDF located under the appropriate module on Canvas. (An old article but still relevant for both white and students of color—one of my favorite pieces.)
5. Listen to Podcast Lecture by Dr. Chávez, "The Role of Fear." Located under the appropriate module on Canvas.
6. Watch Video: "The Monsters are Due on Maple Street" Twilight Zone episode. You'll find the video located under the appropriate module on Canvas.

Enjoy your Break! 😊 Stay safe and healthy.

Module 6: Emotional Intelligence

April 4-15

Objectives

- Students will reflect upon and discuss the role of emotional intelligence in their work as future educators.

Assignment(s) Due

DUE on Canvas: Emotional Intelligence VoiceThread due on (or before) **April 15**. You'll find the VoiceThread link located under the appropriate module on Canvas. More information is in the Assignment Description section of the syllabus.

Reading, Video, & Lecture Assignments

1. Dr. Chávez Podcast Lecture: Emotional Intelligence (An Overview of #2 & #3 research below). Located under the appropriate module on Canvas.
 2. Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of educational research*, 79(1), 491-525. (You'll find this article under the appropriate module on Canvas. See Assignment Descriptions section on the syllabus for instructions).
 3. Roeser, R. W., Skinner, E., Beers, J., & Jennings, P. A. (2012). Mindfulness training and teachers' professional development: An emerging area of research and practice. *Child Development Perspectives*, 6(2), 167-173. (You'll find this article under the appropriate module on Canvas. See Assignment Descriptions section on the syllabus for instructions).
 4. Tait, M. (2008). Resilience as a contributor to novice teacher success, commitment, and retention. *Teacher Education Quarterly*, 35(4), 57-75.
 5. TedxTalks (2015, May 21). Why Aren't We Teaching You Mindfulness. [Video File]. Retrieved from <https://www.youtube.com/watch?v=-yJPcdiLEkI&feature=youtu.be>
 6. TedxTalks (2017, February 2). What makes you special? [Video File]. Retrieved from <https://www.youtube.com/watch?v=MY5SatbZMAo>
- Articles specific to creating community and leading meaningful conversations in your classroom:
7. Kay, M.R. (2018). Chapter 1—Demystifying the “Safe Space,” Not light, but fire: How to lead meaningful race conversations in the classroom, Stenhouse publishers. (Located under the appropriate module on Canvas).
 8. Kay, M.R. (2018). Chapter 3—Structuring your dialogic curriculum, Not light, but fire: How to lead meaningful race conversations in the classroom, Stenhouse publishers. (Located under the appropriate module on Canvas).

Module 7: LGBTQ Youth

April 18-29

Objectives

- Students will describe LGBTQ community concerns and evaluate how these concerns have shaped the public discourse related to institutionalized discrimination, tolerance, and eventual inclusion.
- Students will determine their responsibility for ending discrimination against LGBTQ students

Assignment(s) Due

DUE: on Canvas: VoiceThread Assignment due on (or before) **April 29**.

Reading, Video, & Lecture Assignments

1. Read: Biegel, Stuart (2010) "The Right to Be Out: Sexual Orientation and Gender Identity in America's Public Schools" Chapters 5 & 6 (You'll find ALL PDF articles located under the appropriate module on Canvas.)
2. Read: "CA Governor Signs Bill Requiring Schools to Teach Gay History" (CNN, 2011)
3. Listen to Interview Podcast by Ms. Heather Carter, OUTLoud Project Manager, Youth Suicide Prevention Program, "What Teachers Can Do" (Located under the appropriate module on Canvas.)
4. Watch Video: "Bullied" (You'll find all module videos located under the appropriate module on Canvas.)
5. Watch Video: "For the Bible Tells Me So" (2007)

Module 8: Teaching Diverse Student Learners

May 2-13

Objectives

- Students will identify differentiation strategies in order to be inclusive and effective educators for students with disabilities

Assignment(s) Due

DUE: on Canvas: Disability Team Presentation Assignment. Only one person in your team will post the presentation through the appropriate module on Canvas by **May 12**. Everyone in class will then participate in conducting a **Gallery Stroll May 12-13**.

Reading, Video, & Lecture Assignments

1. Schumaker, J.B. & Deshler, D.D. (2005). Teaching Adolescents with Disabilities: Accessing the General Education Curriculum. Thousand Oaks: CA, Corwin Press. Chapter 4. (You'll find this article located under the appropriate module on Canvas. Use this Chapter to construct your Presentation. See the Assignment Descriptions section on the syllabus for instructions).
2. Rosenberg, M.S., Westling, D.L. & McLeskey, J. (2008). Special education for today's teachers: An introduction. (You'll find this PDF article located under the appropriate module on Canvas.)
3. Watch Video: "Including Samuel." (You'll find the video located under the appropriate module on Canvas.)
4. Listen to Podcast Lecture by Dr. Chávez, Closing Lecture on Multicultural Education (Located under the appropriate module on Canvas).
5. Optional Video: "How Difficult Can This Be? F.A.T. City Workshop." (You'll find the video located under the appropriate module on Canvas.)

Final Paper: Putting It All Together: The Subject Area Focus

Assignment Due on or before **Monday, May 16, 11:59 PM PST** |

Objectives

- Students will conduct scholarly research to identify at least two scholarly articles that discuss diversity education specific to their subject area.

Assignment(s) Due

DUE: on Canvas: Professional Disposition/Research Report due anytime on or before **May 16**. In-text citations and a reference page must be included. Do not include an abstract, cover page, or running head. Please upload through the appropriate link on our Canvas course site. (See Assignment Descriptions section on the syllabus for instructions).

Reading, Video, & Lecture Assignments

1. Review course content in each module. Think about the connections you want to make by selecting key pieces from the module to integrate into your final paper.
2. Research, identify, and read at least two peer-reviewed scholarly articles to include in your final paper. You must use the library resources to locate your articles. Failure to have proper articles in your disposition paper will result in a loss of 10 points from your overall score.

Classroom Emergency Preparedness Guide

Information provided by the University Police Emergency Management Coordinator

Emergency Preparedness for EDSC 340 Diversity in Secondary Schools

On the first day of every semester:

- Know the emergency exits and evacuation areas for every classroom.
- Devise "buddy systems" so that everyone is accounted for in an evacuation.
- Evaluate the challenges that you might face during an evacuation and speak with your instructor.
- Add the CSUF Emergency Information number – **877-278-1712** – to your cell phone to hear recorded information regarding campus conditions or closure.
- [Personal Preparation website](#)

Emergency Communication

Campus emergency communication is done via a voice message, text, and/or email. Go to your Portal to review your contact information. [A guide to update your personal information](#)

Evacuations – Drills or real

- You may not know if this is a drill or not, so take every call to evacuate seriously.
- Take your personal belongings and immediately leave the building.
- Know where the evacuation area is for every building. [A map of all campus evacuation areas](#)
- Re-enter buildings only when directed by Building Marshals or other campus authority.
- Leave the campus only if instructed.

For this class, the closest 2 exits are: N/A

We will meet at N/A

Earthquake

As soon as you feel shaking, **DROP, COVER and HOLD ON:** Immediately seek shelter (under a desk or table) cover your head and hold on. Evacuate if directed, or you feel it is safe to do so.

Fire

- When you see smoke or fire, immediately evacuate the building.
- If not already activated, pull the fire alarm switch to alert others of the situation.
- Use a fire extinguisher only if you know how to use it and the fire is small.

Shelter in Place or Dangerous Situation

- If directed, or you feel it is best to do so, seek shelter in a room with a lock.
- Turn off the lights and silence all cell phones.
- Hide as best as possible until the all-clear signal has been given by authorities.
- If possible, move away from the dangerous situation as fast as you can.
- If you cannot safely hide or escape, be prepared to take action to protect yourself.
- See [some helpful videos on sheltering in place](#)

When you need help Immediately or to report a dangerous situation, CALL 911.

University Police non-emergency line: (657) 278-2515

For more information

Ask your instructor, or go to [Campus Preparedness website](#)