I. Course Description:

This course is an exploration of the classroom-to-world view, social justice, the role of culture, and community in the classroom.

Note: You are expected to complete the Initial Dispositions Form and the My Cultural Awareness Profile in LiveText for this class. Please complete within the first three weeks of this course.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course supports the College of Education’s Vision, Mission, Goals, and Core Values in that it addresses each of the six core values:

<table>
<thead>
<tr>
<th>Perkins College of Education’s Core Values</th>
<th>In this course, we will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic excellence through critical, reflective, and creative thinking</td>
<td>pursue academic excellence through developing and implementing the skills of <em>reading the world around us</em>, continuously critically reflecting on our praxis, and continuously attempting to be innovative facilitators;</td>
</tr>
<tr>
<td>Life-long learning</td>
<td>continue to construct new knowledge as it relates to pedagogy, schooling, and the social environment around us while acknowledging that continuous knowledge construction and reflection are needed throughout life to be a highly effective facilitator;</td>
</tr>
</tbody>
</table>
Collaboration and shared decision-making

- embrace the opportunity to work collaboratively in a learning community;

Openness to new ideas, to culturally diverse people, and to innovation and change

- explore culturally responsive pedagogy and current trends in education;

Integrity, responsibility, diligence, and ethical behavior, and

- include integrity, responsibility, diligence, and ethical behavior in our critical reflections on theory, practice, and praxis;

Service that enriches the community

- explore ideas about service learning and social justice ideas that can be implemented in the classroom.

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct middle level learners. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) standards, the Interstate Teacher Assessment and Support Consortium (InTASC) standards, and the Association for Middle Level Education (AMLE). All content and assignments are aligned to these standards.

Program Learning Outcomes & Student Learning Outcomes

PLO 1 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1; InTASC 1).

- SLO 1.1 Candidates will develop an understanding of the *intersectionality* between historical, social, political, and cultural contexts of education through exploring the myth of education (indoctrination vs education), evolution of schooling in the United States [includes: Bilingual Education Act; Brown vs. Board of Education; Concepts of Culture; Critical Multiculturalism, Critical Pedagogy, Critical Theories; Environmentalism; Culturally Responsive Pedagogy; Deficit Ideology; DREAM Act; Elementary and Secondary Education Act; Eugenics; Globalization; International Perspectives; *Intersectionality of Sociocultural Variables and Schooling* (ex: Race/Ethnicity, Gender, SES, Sexuality, etc…); Language (EL/ELL/ESL); Legal and Defacto Segregation; IDEA (disabilities, accommodations, right to education); McKinney-Vento Law; Meritocracy; Political Ideologies; School Desegregation/Resegregation; School Funding; Sociocultural Learning Theory; Theories of Social Structures/Hierarchies; Structural Poverty] (EC12 Texas PPR ST I, II, IV)

  - SLO 1.1.1 Assessment—Critical Issues Research Paper/Presentation
    - NOTE: Candidates will submit a critical issues research paper (APA Format citations, references; 8 page minimum) that explores the intersections of a critical social and/or economic issue at the local, state, national, or international level and education. Final paper will be a professional presentation (such as Research Poster, Paper Presentation; etc…)

  - SLO 1.1.2 Assessment—Culturally Responsive Classroom Plan
    - NOTE: Candidates will develop a Culturally Responsive Classroom Plan that includes: *Developing a Classroom Community Plan* (Pang) that is influenced by care theory (Noddings), cultural capital (Bourdieu), cultural difference (Howard), funds of knowledge (Moll), and critical multiculturalism (Sleeter & McLaren); *Culturally Responsive Lesson Plan* in a Core Subject (Gay); and a *Classroom Engagement/Management Plan* (Kohn; Weinstein) that is influenced by equity, responsibility, and the human web. The classroom engagement/management plan must explicitly address Morning Meetings; Technology/Fair Use (such as: What ways can technology support the classroom environment? and /or What are ways can social media
Social and Environmental Foundations (ELE 352)
Dr. Wynter Chauvin, Spring 2016

work against teachers/students?); Copyright (such as: What must you consider when including technology in the classroom?); and Acceptable Use Policy Requirements (such as: What influence does texting/sexting/cyber bullying have on the classroom environment?)

- SLO 1.1.3 Assessment - Reaction Statements
  - NOTE: Candidates will submit weekly reaction statements (1-2 pages, 10-12 pt. font, Times New Roman, single spaced) as a response to the course content, their prior experiences, and educational/social implications

- SLO 1.2 Candidates will draw on historical, legal, and philosophical knowledge of education to make connections between various theories, policies, and group experiences (EC12 Texas PPR ST IV)
  - SLO 1.2.1 Assessment – Critical Issues Research Paper/Presentation
    - NOTE: Candidates will submit a critical issues research paper (APA Format citations, references; 8 page minimum) that explores the intersections of a critical social and/or economic issue at the local, state, national, or international level and education. Final paper will be a professional presentation (such as Research Poster, Paper Presentation; etc…) (EC12 Texas ST II)
  - SLO 1.2.2 Assessment—Culturally Responsive Classroom Plan
    - NOTE: Candidates will develop a Culturally Responsive Classroom Plan that includes: Developing a Classroom Community Plan (Pang) that is influenced by care theory (Noddings), cultural capital (Bourdieu), cultural difference (Howard), funds of knowledge (Moll), and critical multiculturalism (Sleeter & McLaren); Culturally Responsive Lesson Plan in a Core Subject (Gay); and a Classroom Engagement/Management Plan (Kohn; Weinstein) that is influenced by equity, responsibility, and the human web. The classroom engagement/management plan must explicitly address Morning Meetings; Technology/Fair Use (such as: What ways can technology support the classroom environment? and /or What are ways can social media work against teachers/students?); Copyright (such as: What must you consider when including technology in the classroom?); and Acceptable Use Policy Requirements (such as: What influence does texting/sexting/cyber bullying have on the classroom environment?)
  - SLO 1.2.3 Assessment – Reaction Statements
    - NOTE: Candidates will submit weekly reaction statements (1-2 pages, 10-12 pt. font, single spaced) as a response to the course content, their prior experiences, and educational/social implications)

PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3; InTASC 2, 3, 5, 7, 8).

- SLO 3.1 Candidates will demonstrate an understanding of creating a culturally responsive classroom environment (intellectual, social, physical, emotional characteristics of learners, climate, routines & procedures, time management, managing/monitoring behavior, establishing classroom standards, flexibility, clear/accurate communication, questioning, giving directions, and the role of constructive feedback) (EC12 Texas PPR ST I, II, III)
  - SLO 3.1.1 Assessment—Culturally Responsive Classroom Plan
    - NOTE: Candidates will develop a Culturally Responsive Classroom Plan that includes: Developing a Classroom Community Plan (Pang) that is influenced by care theory (Noddings), cultural capital (Bourdieu), cultural difference (Howard), funds of knowledge (Moll), and critical multiculturalism (Sleeter & McLaren); Culturally Responsive Lesson Plan in a Core Subject (Gay); and a Classroom Engagement/Management Plan (Kohn; Weinstein) that is influenced by equity, responsibility, and the human web. The classroom engagement/management plan must explicitly address Morning Meetings; Technology/Fair Use (such as: What ways can technology support the classroom environment? and /or What are ways can social media
work against teachers/students?); Copyright (such as: What must you consider when including technology in the classroom?); and Acceptable Use Policy Requirements (such as: What influence does texting/sexting/cyber bullying have on the classroom environment?)

- SLO 3.1.3 Assessment – Reaction Statements
  - NOTE: Candidates will submit weekly reaction statements (1-2 pages, 10-12 pt. font, single spaced) that is a response to the course content, their prior experiences, and educational/social implications.

**PLO 4** Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4; InTASC 6).
- SLO 4.1 Candidates will analyze federal & state assessment policies and laws (special education, ELL, regular requirements) and the impact of local, national, and international assessment methods on the intellectual, social, emotional, and physical development of all children [includes but is not limited to: international comparative assessments, national and state standardized assessment, IQ and EQ assessment, equity/inequity of assessment, and selecting assessment methods] (EC12 Texas PPR ST I, IV)
  - SLO 4.1.1 Assessment – Reaction Statements
    - NOTE: Candidates will submit weekly reaction statements (1-2 pages, 10-12 pt. font, single spaced) as a response to the course content, their prior experiences, and educational/social implications.

**PLO 5** Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (ACEI 5; InTASC 9, 10).
- SLO 5.1 Candidates will understand federal and state legal requirements that affect a diverse student population (student records, teacher appraisal, FERPA, ELL, Student Discipline, Child Abuse, Homeless, Technology/Fair Use, Copyright, Acceptable Use Policy Requirements, CIPA) (EC 12 Texas PPR ST IV; ISTE ST IV)
  - SLO 5.1.1 Assessment—Culturally Responsive Classroom Plan
    - NOTE: Candidates will develop a Culturally Responsive Classroom Plan that includes: Developing a Classroom Community Plan (Pang) that is influenced by care theory (Noddings), cultural capital (Bourdieu), cultural difference (Howard), funds of knowledge (Moll), and critical multiculturalism (Sleeter & McLaren); Culturally Responsive Lesson Plan in a Core Subject (Gay); and a Classroom Engagement/Management Plan (Kohn; Weinstein) that is influenced by equity, responsibility, and the human web. The classroom engagement/management plan must explicitly address Morning Meetings; Technology/Fair Use (such as: What ways can technology support the classroom environment? and /or What are ways can social media work against teachers/students?); Copyright (such as: What must you consider when including technology in the classroom?); and Acceptable Use Policy Requirements (such as: What influence does texting/sexting/cyber bullying have on the classroom environment?)
  - SLO 5.2 Candidates will know types of interactions among professionals, ways to contribute to schools outside of the classroom, engage in identifying a critical social issue, and work collaboratively with stakeholders to address the issue (EC12 Texas PPR ST IV))
    - SLO 5.2.1 Assessment – Service Learning Journal
      - NOTE: Candidates will participate in a local service-learning project of approximately 10 hours. Candidates will submit a service-learning journal as an artifact.
    - SLO 5.2.2 Assessment – Critical Issues Research Paper
      - NOTE: Candidates will submit a critical issues research paper (APA Format citations, references; 8 page minimum) that explores the intersections of a critical social and/or
economic issue at the local, state, national, or international level and education. Final paper will be a professional presentation (such as Research Poster, Paper Presentation; etc.)

- SLO 5.2.3 Assessment—Culturally Responsive Classroom Plan
  - NOTE: Candidates will develop a Culturally Responsive Classroom Plan that includes: Developing a Classroom Community Plan (Pang) that is influenced by care theory (Noddings), cultural capital (Bourdieu), cultural difference (Howard), funds of knowledge (Moll), and critical multiculturalism (Sleeter & McLaren); Culturally Responsive Lesson Plan in a Core Subject (Gay); and a Classroom Engagement/Management Plan (Kohn; Weinstein) that is influenced by equity, responsibility, and the human web. The classroom engagement/management plan must explicitly address Morning Meetings; Technology/Fair Use (such as: What ways can technology support the classroom environment? and/or What are ways can social media work against teachers/students?); Copyright (such as: What must you consider when including technology in the classroom?); and Acceptable Use Policy Requirements (such as: What influence does texting/sexting/cyber bullying have on the classroom environment?)

- SLO 5.3 Candidates will develop skills and values for ethical reasoning (Code of Ethics and Standards Practices for Texas Educators created by SBEC) (EC12 Texas PPR ST IV)
  - SLO 5.3.1 Assessment – Reaction Statements
    - NOTE: Candidates will submit weekly reaction statements (1-2 pages, 10-12 pt. font, single spaced) as a response to the course content, their prior experiences, and educational/social implications)

- SLO 5.4 Candidates will identify and analyze learning resources that establish and maintain positive relationships with stakeholders and families (EC 12 Texas PPR ST III, IV)
  - SLO 5.4.1 Assessment—Culturally Responsive Classroom Plan
    - NOTE: Candidates will develop a Culturally Responsive Classroom Plan that includes: Developing a Classroom Community Plan (Pang) that is influenced by care theory (Noddings), cultural capital (Bourdieu), cultural difference (Howard), funds of knowledge (Moll), and critical multiculturalism (Sleeter & McLaren); Culturally Responsive Lesson Plan in a Core Subject (Gay); and a Classroom Engagement/Management Plan (Kohn; Weinstein) that is influenced by equity, responsibility, and the human web. The classroom engagement/management plan must explicitly address Morning Meetings; Technology/Fair Use (such as: What ways can technology support the classroom environment? and/or What are ways can social media work against teachers/students?); Copyright (such as: What must you consider when including technology in the classroom?); and Acceptable Use Policy Requirements (such as: What influence does texting/sexting/cyber bullying have on the classroom environment?)

- SLO 5.5 Candidates will attend and reflect upon attending a professional development meeting (Texas PPR ST IV)
  - SLO 5.5.1 Assessment—Culturally Responsive Classroom Plan
    - NOTE: Candidates will develop a Culturally Responsive Classroom Plan that includes: Developing a Classroom Community Plan (Pang) that is influenced by care theory (Noddings), cultural capital (Bourdieu), cultural difference (Howard), funds of knowledge (Moll), and critical multiculturalism (Sleeter & McLaren); Culturally Responsive Lesson Plan in a Core Subject (Gay); and a Classroom Engagement/Management Plan (Kohn; Weinstein) that is influenced by equity, responsibility, and the human web. The classroom engagement/management plan must explicitly address Morning Meetings; Technology/Fair Use (such as: What ways can technology support the classroom environment? and/or What are ways can social media work against teachers/students?); Copyright (such as: What must you consider when including technology in the classroom?); and Acceptable Use Policy Requirements (such
as: What influence does texting/sexting/cyber bullying have on the classroom environment?)

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage Points</th>
<th>Due Dates</th>
<th>Format</th>
<th>SLO’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Reaction Statements/ Discussion Postings</td>
<td>39</td>
<td>See Assignment Description</td>
<td>D2L</td>
<td>1.1.3; 1.2.3; 4.1.1; 5.3.1</td>
</tr>
</tbody>
</table>
| Critical Issues Research Paper/Presentation    | 20                | Draft 1: Week 4
Draft 2: Week 7
Draft 3: Week 10
Final Copy: Week 12
Presentation: Week 13 | Upload to D2L & Post to Discussion Board | 1.1.1; 1.2.1; 5.2.2 |
| Culturally/Socially Responsive Classroom Plan   | 10                | Weekly
Initial PostWed, @ 11:30 pm
Completed Discussion Sun @ 11:30 pm | Upload to D2L & Post to Discussion Board | 1.1.2; 1.2.2; 3.1.1; 3.1.2; 5.1.1; 5.2.3 |
| Personal Growth through Service Learning/Experience | 10              | Week 15                       |                                 | 5.2.1                 |
| Authentic Contributions while Negotiating Active Participation & Dispositions | 9                | Ongoing                       | Observation                    |                      |
| Final Exam                                      | 12                | TBD                           | Upload to D2L                  | All                   |

*All assignments must be completed to receive an “A” in this course.

Description of Assignments

- **Reaction Statements/Discussion Postings (39%)**

You are expected to submit 13 reading reaction statements to the discussion board in D2L. Please see the table below or the course calendar for due dates.

Reflective reaction paper and questions/comments for discussion (3 pts. each) – Reaction statements should be approximately one-page in length (single spaced, 10-12 pt. font) and should be in response to the assigned readings and weekly content that includes at least two critical questions for discussion. Please do not provide a mere summary of the readings. Instead, please provide a thoughtful, scholarly reaction to the readings/content. Your reaction may include but is not limited to areas of agreement/disagreement, affirmation (or you can offer a counter argument with outside academic resource support), or other influences/connections. Your reaction statements should represent critical reflective thought.

Your initial one-page reaction statement w/critical questions should be copied/pasted to the discussion board by Wednesday night at 11:30 pm. You should then respond to each of your group members initial posts through Sunday night at 11:30 pm engaging in an ongoing discussion when possible. Responses to the initial postings may be much shorter, but should be thoughtful and meaningful (responses should be at least one, thoughtful, scholarly paragraph).

You may want to consider some of the following guiding questions when preparing your reaction statement:

- What biases does the author have? Are these biases stated or implied?
- From what theoretical perspective does the author work?
- What biases did you bring to the reading?
- How was your learning enhanced or hindered when you read from your own perspective formed by your collective life experiences and theoretical understandings?
- How did this reading and analysis challenge, extend, and/or align with your notions of how the world works?
- Are there silent/missing ideas, concepts, or themes in this reading? How do you account for these gaps?
- What new questions have you raised as a result of your reading and analysis?
<table>
<thead>
<tr>
<th>Discussion Topics</th>
<th>Readings/Resources</th>
<th>Initial Reaction Statement by:</th>
<th>Respond to Group Members through:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Construction of Identity, Culture, and Historical Narratives</td>
<td>Sensoy &amp; DiAngelo: Ch. 1 and Ch. 2 Gorski: Ch. 1 (only pages 6-10) Video: Race: the Power of an Illusion</td>
<td>Wednesday, @ 11:30 pm</td>
<td>Sunday, @ 11:30 pm</td>
</tr>
<tr>
<td>Week 2: Early Education in the US/ The Common School</td>
<td>PDF: The Common School and the Threat of Pluralism by Spring Video: The Common School: 1770-1890</td>
<td>Wednesday, @ 11:30 pm</td>
<td>Sunday, @ 11:30 pm</td>
</tr>
<tr>
<td>Week 3: Schooling-Segregation in a Multiracial Society</td>
<td>PDF: Does the Negro Need Separate Schools? by Du Bois Gorski: Ch. 4 Video: Scarred Justice: The Orangeburg Massacre 1968</td>
<td>Wednesday, @ 11:30 pm</td>
<td>Sunday, @ 11:30 pm</td>
</tr>
<tr>
<td>Week 4: Industrialization, “Science” and the Progressive Era</td>
<td>Sensoy &amp; DiAngelo: Ch. 3 and Ch. 4 Video: As American as Public School: 1900-1950</td>
<td>Wednesday, @ 11:30 pm</td>
<td>Sunday, @ 11:30 pm</td>
</tr>
<tr>
<td>Week 5: Constructing Difference-Politics, Economics, and the “Science” of Inequality, Part I</td>
<td>PDF: Scientific School Management: Testing, Immigrants, and Experts by Spring Gorski: Ch. 5 Video: Race and Intelligence: Science’s Last Taboo</td>
<td>Wednesday, @ 11:30 pm</td>
<td>Sunday, @ 11:30 pm</td>
</tr>
<tr>
<td>Week 6: Constructing Difference-Politics, Economics, and the “Science” of Inequality, Part II</td>
<td>PDF: Race, Politics, and Arab American Youth by El Haj Sensoy &amp; DiAngelo: Ch. 5 Video: Unnatural Causes</td>
<td>Wednesday, @ 11:30 pm</td>
<td>Sunday, @ 11:30 pm</td>
</tr>
<tr>
<td>Week 7: Equality, Equity, and Civil Rights-Exploration of Race and Schooling</td>
<td>Sensoy &amp; DiAngelo: Ch. 7 and Ch. 8 PDF: Whose Culture Has Capital by Yosso Videos: Cracking the Codes: The System of Racial Inequality and/or Mirrors of Privilege: Making Whiteness Visible</td>
<td>Wednesday, @ 11:30 pm</td>
<td>Sunday, @ 11:30 pm</td>
</tr>
<tr>
<td>Week 8: Equality, Equity, and Civil Rights-Schooling and Social Class</td>
<td>Gorski: Chapters 7 - 9 PDF: Imagine a Country by Sklar Video: What Poor Child Is This? Poverty and America’s Children</td>
<td>Wednesday, @ 11:30 pm</td>
<td>Sunday, @ 11:30 pm</td>
</tr>
<tr>
<td>Week 9: Equality, Equity, and Civil Rights-Biological Sex, Gender, and Sexuality</td>
<td>Sensoy &amp; DiAngelo: Ch. 6 PDF: What Does She Expect When She Dresses Like That Video: Its Elementary</td>
<td>Wednesday, @ 11:30 pm</td>
<td>Sunday, @ 11:30 pm</td>
</tr>
<tr>
<td>Week 10: Educational Law, School Finance, and the Desire for ‘Excellence’</td>
<td>Gorski: Ch. 6 and Ch. 10</td>
<td>Wednesday, @ 11:30 pm</td>
<td>Sunday, @ 11:30 pm</td>
</tr>
<tr>
<td>Week 11: Environmentalism and Education</td>
<td>PDF: Rethinking Diversity and Democracy for Sustainable Communities by Martusewicz Video: Green</td>
<td>Wednesday, @ 11:30 pm</td>
<td>Sunday, @ 11:30 pm</td>
</tr>
</tbody>
</table>
**Week 12: International Perspectives and Globalization**

PDF: Citizenship Education and Diversity by Banks
Videos: Harvest of Empire and Life & Debt

Wednesday, 11:30 pm
Sunday, 11:30 pm

**Week 13: The Classroom Environment: Approaches that Promote Diversity, Critical Consciousness, and Critical Engagement, Part I**

PDF: What is Caring-Centered Multicultural Education by Pang
PDF: Dimensions of Multicultural Education by Banks
Sensoy & DiAngelo: Ch. 9
Video: The War on Kids and Precious Knowledge

Wednesday, 11:30 pm
Sunday, 11:30 pm

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### Evaluation Rubric for Reflection Statements/Discussions

<table>
<thead>
<tr>
<th>Component</th>
<th>3 Points Earned</th>
<th>1.5 Points Earned</th>
<th>0 Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reflection</strong></td>
<td>Must meet all of the following criteria:</td>
<td>Must meet all of the following criteria:</td>
<td>If any of the following:</td>
</tr>
<tr>
<td>____/3</td>
<td>a) Scholarly and thoughtful reaction statement.</td>
<td>a) Thoughtful reaction statement with emerging clarity.</td>
<td>a) Reaction statement lacks clarity and/or does not meet academic writing expectations.</td>
</tr>
<tr>
<td></td>
<td>b) References at least 2 of the assigned resources.</td>
<td>b) References at least 1 assigned resources.</td>
<td>b) Does not reference any of the assigned resources.</td>
</tr>
<tr>
<td></td>
<td>c) The author poses 2 or more critical questions.</td>
<td>c) The author poses at least 1 critical question.</td>
<td>c) The author did not pose at least 1 critical question.</td>
</tr>
<tr>
<td></td>
<td>d) Scholarly and thoughtful response to each group member (that posted by Wednesday night initial posting deadline)</td>
<td>d) Thoughtful response to each group member (that posted by Wednesday night initial posting deadline)</td>
<td>d) Did not respond to each group member (that posted by Wednesday night initial posting deadline)</td>
</tr>
<tr>
<td></td>
<td>e) Posted initial response by Wednesday night and responded to each group member by Sunday’s due date.</td>
<td>e) Posted initial response by Wednesday night and responded to each group member by Sunday’s due date or made other arrangements with the instructor.</td>
<td>e) Did not post by agreed upon date and/or did not make other arrangements with the instructor in a timely manner.</td>
</tr>
<tr>
<td>Total ____/3</td>
<td></td>
<td></td>
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*Please note that there are 13 reaction statement/discussion assignments. Overall reaction statement grade will be calculated by using the following mathematical statement: \((R1 + R2 + R3 + R4 + R5 + R6 + R7 + R8 + R9 + R10 + R11 + R12 + R13)\)

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- **Critical Issues Research Paper /Presentation (20%)**

You are expected to prepare and present a critical issues research paper (APA Format citations, references; 8 page minimum) that explores the intersections of a critical social and/or economic issue at the local, state, national, or international level and education. Topics will be further discussed within the first three weeks of class. Final paper will be a professional presentation (such as Research Poster, Paper Presentation; video presentation, podcast, etc…). Since this is an online course, I would prefer if you presented your work in a 5-7 minute video and post the link to the discussion board.

- **Culturally/Socially Responsive Classroom Plan (10%)**

You are expected to develop a Culturally Responsive Classroom Plan that includes:

1) **Developing a Classroom Community Plan** that describes an approach to create a positive, safe, and responsive classroom community. Please consider exploring the following theories when developing your plan: care theory (Noddings), cultural capital (Bourdieu), cultural difference (Howard), funds of knowledge (Moll), and critical multiculturalism (Sleeter & McLaren);

2) **Classroom Engagement/Management Plan** that is influenced by equity, responsibility, and the human web. The classroom engagement/management plan should address ways to engage learners and address approaches to facilitating a responsive classroom environment. Your plan should also explicitly address Morning Meetings, Technology/Fair Use (such as: What ways can technology support the classroom environment? and/or What are ways can social media work against teachers/students?) , Copyright (such as: What must you consider when including technology in the classroom?), and Acceptable Use Policy Requirements (such as: What influence does texting/sexting/cyber bullying have on the classroom environment?);
3) **Individualizing Instruction lesson Plan** that describes how you can cater instruction to meet the needs of each individual learner as well as negotiating the expectations of society and the environment.

Note: Please notice that there is a template to guide this on D2L.

- **Personal Growth through Service Learning Experience (10%)**

You are expected to arrange and complete 10 hours of service learning for this course during this semester. You may choose from two options: 1) 10 hrs of service learning in an environment that is unfamiliar to yourself or 2) 5 hrs of service learning in an environment that is unfamiliar to yourself and 5 hours of attending/participating in approved events hosted by the Stephen F. Austin State University Office of Multicultural Affairs (a list will be provided). You are expected to document experiences, thoughts, and historical information that reflect the current context of the debates under consideration in this course as well as other pressing themes that we will consider this term in the context of the service learning you have experienced previous to and during this class. You may document experiences via video, podcasts, or traditional hand-written/typed journaling.

It is especially important that in this journal you try to make connections between the various themes of the class and your service learning. You can include reflections on Service Learning done before this course as a way of comparing and contrasting your critical reflection on different experiences (however, you are expected to complete 10 new hours of service learning).

1. At what site did you conduct your service learning/research project this semester? What did you learn about the site/group/person’s history, background, and culture that you didn’t know before?
2. What has been your experience in previous service learning activities? (Where did this service take place, what were your responsibilities?)
3. As you reflect on past and current service experience, what kinds of connections can you make between past and current experiences especially considering the multiple themes and discussions we have had in class this semester.
4. How will these experiences affect your practice with regard to:
   a. Curriculum and lesson planning
   b. Teaching or therapy methods
   c. Interpersonal relationships/understanding of your students, colleagues, and parents

- **Final Exam (12%)**

At the conclusion of this course, you are expected to complete a final exam. The exam will be located on D2L. Please submit to D2L dropbox.

- **Authentic Contributions while Negotiating Active Participation and Dispositions:** (9%)
   (Dispositions, Class and LC Engagement, and Active Participation)

It is expected that each member of our class to bring their unique perspective and voice to this class. In the attempt to be “authentic” it is critical to refrain from any form of hate actions, but crucial to contribute often and with depth while negotiating through caring dispositions. It is encouraged for each person to be open and honest through a critically and caring lens. Collegiality is an important disposition of all future teachers. Working in small groups helps us learn this critical skill, and teach it to future students. Your active participation is expected and critical to our professional growth. Randomized quizzes may also be included in determining your grade for Authentic Contributions while Negotiating Active Participation and Dispositions. All assignments must be completed to receive an “A” in this course.

**IV. Evaluation and Assessments (Grading):**

Class Attendance, Participation, Readings, and Discussions. Students are expected to have completed the assigned reading and viewed any assigned video clips **prior** to each class discussion. This will be a highly participatory class and preparation is essential.

- **Attendance Policy:** This course meets online. You are expected to login often to view any course updates, emails, discussion postings, etc. that is associated with this course. The course week begins on
Monday and ends on Sunday. You are expected to review all content in the weekly modules and to actively participate in the discussion board.

Note: Regular class attendance and participation is required of all students. Students must be attending and participating in all courses to qualify for financial aid. Students reported for non-attendance or non-participation in their courses could have their financial aid withdrawn.

- **Participation:** As a future educator, you should appreciate the importance of class participation. The quality of your participation demonstrates the seriousness with which you are approaching your chosen profession. You are expected to read all assigned materials and view any video clips prior to your discussion postings. All assignments must be completed to receive an “A” in this course.

- **Late Assignments:** All work is expected by the assignment due date. I reserve the right to:
  1. not accept assignments turned in after the assignment due date; and
  2. to deduct points for late assignments.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Total Points</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Reaction Statements/Discussion Postings</td>
<td>39</td>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>Critical Issues Research Paper</td>
<td>20</td>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>Culturally/ социально Responsive Classroom Plan</td>
<td>10</td>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>Service Learning Experience/Journal</td>
<td>10</td>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>Authentic Contributions while Negotiating Active Participation &amp; Dispositions</td>
<td>9</td>
<td>Below 60</td>
<td>F</td>
</tr>
<tr>
<td>Final Exam</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td></td>
<td>All assignments must be completed to receive an “A” in this course.</td>
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</table>

**Note:** All assignments must be completed to receive an “A” in this course. Any infringement of Academic Integrity may result in a grade of “F” in this course. You are expected to complete the Initial Dispositions form in LiveText.

**V. Tentative Course Outline/Timeline:**

**Timeline of Topics, Due Dates, and Readings Assignment**

(Note: This schedule is subject to change. Notification will be provided if/when any changes occur.)

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPICS</th>
<th>READINGS</th>
<th>Video</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Construction of Identity, Culture, and Historical Narratives We will be exploring ideas related to identity development and critical family history.</td>
<td>Sensoy &amp; DiAngelo: Ch. 1 and Ch. 2 Gorski: Ch. 1 (only pages 6-10)</td>
<td>Race: The Power of an Illusion</td>
<td>Weekly RS</td>
</tr>
<tr>
<td>Week 2</td>
<td>Early Education in the US/ The Common School We will explore ideas related to: What/ Who impacted the early structure of schooling in the United States.</td>
<td>PDF: The Common School and the Threat of Pluralism by Spring</td>
<td>The Common School: 1770-1890</td>
<td>Weekly RS</td>
</tr>
<tr>
<td>Week 3</td>
<td>Schooling: Segregation in a Multiracial Society</td>
<td>PDF: Does the Negro Need Separate Schools? by Du Bois</td>
<td>Scarred Justice: The Orangeburg Massacre 1968</td>
<td>Weekly RS</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Reading</td>
<td>Additional Reading</td>
<td>Due Date</td>
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<tr>
<td>4</td>
<td>Industrialization, “Science” and the Progressive Era</td>
<td>Gorski: Ch. 4</td>
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<td></td>
<td>We will explore the ideology and political economy that influenced and emerged from the progressive era.</td>
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<td></td>
<td>Gorski: Ch. 5</td>
<td><em>As American as Public School: 1900-1950</em></td>
<td>Weekly RS</td>
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<td></td>
<td>Video: Race and Intelligence: Science’s Last Taboo</td>
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<td>Critical Issues Research Paper Draft 1 due Sunday, 09/27 @ 11:30 pm</td>
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<tr>
<td>5</td>
<td>Constructing Difference: Politics, Economics, and the “Science” of Inequality, Part I</td>
<td>Gorski: Ch. 5</td>
<td><em>Unnatural Causes (Choose 1)</em></td>
<td>Weekly RS</td>
</tr>
<tr>
<td></td>
<td>We will explore the emergence and persistence of the ‘scientific’ in education as well as meritocracy and intelligence.</td>
<td>PDF: Scientific School Management: Testing, Immigrants, and Experts by Spring</td>
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<td></td>
<td>Gorski: Ch. 5</td>
<td>Video: Race and Intelligence: Science’s Last Taboo</td>
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<td>6</td>
<td>Constructing Difference: Politics, Economics, and the “Science” of Inequality, Part II</td>
<td>PDF: Race, Politics, and Arab American Youth by El Haj</td>
<td><em>Unnatural Causes (Choose 1)</em></td>
<td>Weekly RS</td>
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<td></td>
<td>We will explore ideas related to social impact of various groups of marginalized students.</td>
<td>Sensoy &amp; DiAngelo: Ch. 5</td>
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<tr>
<td>7</td>
<td>Equality, Equity, and Civil Rights: Exploration of Race and Schooling</td>
<td>Sensoy &amp; DiAngelo: Ch. 7 and Ch. 8</td>
<td><em>Cracking the Codes: The System of Racial Inequity And/or Mirrors of Privilege: Making Whiteness Visible</em></td>
<td>Weekly RS</td>
</tr>
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<td></td>
<td>We will explore ideas related to the interaction of race and schooling in the United States.</td>
<td>PDF: Whose Culture Has Capital by Yosso</td>
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<td></td>
<td>Sensoy &amp; DiAngelo: Ch. 5</td>
<td><em>Cracking the Codes: The System of Racial Inequity And/or Mirrors of Privilege: Making Whiteness Visible</em></td>
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<tr>
<td>8</td>
<td>Equality, Equity, and Civil Rights: Schooling and Social Class</td>
<td>Gorski: Chapters 7 - 9</td>
<td><em>What Poor Child Is This? Poverty and America’s Children</em></td>
<td>Weekly RS</td>
</tr>
<tr>
<td></td>
<td>We will identify and explore class structure in the US as well as the interaction of class and schooling.</td>
<td>PDF: Imagine a Country by Sklar</td>
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<tr>
<td></td>
<td>Gorski: Chapters 7 - 9</td>
<td><em>What Poor Child Is This? Poverty and America’s Children</em></td>
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</tr>
<tr>
<td></td>
<td>Video: What Poor Child Is This? Poverty and America’s Children</td>
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<tr>
<td>9</td>
<td>Equality, Equity, and Civil Rights: Biological Sex, Gender, and Sexuality</td>
<td>Gorski: Ch. 6</td>
<td><em>It’s Elementary</em></td>
<td>Weekly RS</td>
</tr>
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<td></td>
<td>We will examine the current historical moment as it relates to sex, gender, and sexuality in schooling and society.</td>
<td>PDF: What Does She Expect When She Dresses Like That</td>
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<tr>
<td></td>
<td>We will explore key legislation related to education, equality, equity, and school finance.</td>
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<td>Critical Issues Research Paper Draft 3 due Tuesday, 11/08 @ 11:30 pm</td>
<td></td>
</tr>
</tbody>
</table>
### Week 11

**Environmentalism and Education**
We will explore ideas related to sustainability through education.

<table>
<thead>
<tr>
<th>PDF: Rethinking Diversity and Democracy for Sustainable Communities by Martusewicz</th>
<th>Green</th>
<th>Weekly RS</th>
</tr>
</thead>
</table>

**Week 12**

**International Perspectives and Globalization**
We will explore various perspectives and frameworks related to internationalism, globalization, and education.

| PDF: Citizenship Education and Diversity by Banks  
Videos: Harvest of Empire and Life & Debt | Harvest of Empire and Life & Debt  
Weekly RS  
Critical Issues Research Paper Final Draft due Sunday, 11/22 @ 11:30 pm | Weekly RS |
|---|---|---|

**Week 13**

**The Classroom Environment: Approaches that Promote Diversity, Critical Consciousness, and Critical Engagement, Part I**
We will explore frameworks that promote diversity, critical consciousness, critical engagement, and social equity through education.

| PDF: What is Caring-Centered Multicultural Education by Pang  
PDF: Dimensions of Multicultural Education by Banks  
Sensoy & DiAngelo: Ch. 9 | Precious Knowledge And The War on Kids | Weekly RS |
|---|---|---|

**Week 14**

**The Classroom Environment: Approaches that Promote Diversity, Critical Consciousness, and Critical Engagement, Part II**
We will explore frameworks that promote diversity, critical consciousness, critical engagement, and social equity through education.

| PDF: Toward a Conception of Culturally Responsive Classroom Management by Weinstein  
Sensoy & DiAngelo: Ch. 10  
TCAD – Culturally Responsive Classroom Management | Classroom Management Plan due Wed, 12/09 @ 11:30 pm  
Service Learning Journal due Sunday, 12/13 @ 11:30 pm | N/A |
|---|---|---|

**Week 15**

**Reflection and Presentations**
*Post research paper, research presentation, and culturally responsive plan to discussion board for presentation.*

<table>
<thead>
<tr>
<th>N/A</th>
<th>Weekly RS</th>
</tr>
</thead>
</table>

**Week 16**

**Final Exam Week**
Submit Final Exam

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### VI. Readings:

**Required:**


Other required readings will be posted on D2L.

### LiveText Statement:

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText
account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

Note: You are expected to complete the Initial Dispositions Form and the My Cultural Awareness Profile in LiveText for this class. Please complete within the first three weeks of this course.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilitieservices/.
Academic Integrity: Policy 4.1

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. Any infringement of Academic Integrity may result in a grade of “F” in this course.

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly...
To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due _____________. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.