



**Teacher Education and Leadership
Educational and Multicultural Foundations
SCED 3210 Fall 2022**

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Classroom: EDUC 282, MW 10:30am-11:45am

"Multicultural education is designed to help unify a deeply divided nation rather than to divide a highly cohesive one."

- James Banks, Professor & Founder of Multicultural Education

Course required text and materials:

Howe, W. A., & Lisi, P. L. (2020). *Becoming a multicultural educator: Developing awareness, gaining skills, and taking action*, 3rd Ed. SAGE.

Student Study Site – This site provides access to study tools including eFlashcards, web quizzes, full-text SAGE journal articles, multimedia resources, and a link to authors' blog on multicultural education. edge.sagepub.com/howe3e

Please note: However you choose to obtain your textbooks, YOU are responsible to have access to them as needed for class. Please choose your purchasing, borrowing, and shipping arrangements accordingly. The unavailability of a reserve textbook or the failure of a courier to deliver your texts on time will not be a valid excuse for failure to complete your assignments.

Course Description

This course provides preservice teachers with the opportunity to critically examine the political, economic, and educational policies influencing students' access to equitable educational experiences. The student will also examine historical and philosophical foundations influencing the nature of multicultural education in our democratic society, how personal biases can influence instructional practices, and development of multicultural curriculum relevant to specific content areas influencing education nationally and in the state of Utah.

This is a course examining how topics in multicultural education inform instructional goals, curriculum planning/implementation, and teaching practices across content areas in public middle, and high school classrooms. We will consider the implications of educating students who, by their presence in schools, create school environments that are racially, linguistically and culturally diverse. Using videos, guest speakers (as needed), scholarly articles, and other media we will explore the importance of multicultural education in a diverse society, and focus on your development as a teacher. A compilation of theory and applied knowledge (praxis) will be reflected in the class discussions we hold, projects, assignments, activities completed.

The primary goal of the course is to prepare teachers to have the background information to make thoughtful decisions that will provide equitable educational opportunities to all students in diverse classrooms by developing the understanding, knowledge, and skilled needed to be an inclusive classroom. This class seeks to expand your teaching philosophy and become a resource to you as you expand your vision of what an effective educator must strive for. The course also strives to meet Utah Effective Teaching Standards.

Course Objectives

1. Students will examine how one’s beliefs, prejudices, biases, discourses and assumptions influence educational perspectives regarding diversity issues through exercising open-mindedness and commitment to inquiry, readings, reflective writing and class discussion.

*UETS 2, 9 IDEA 10 I

2. Students will extend their multicultural and diversity knowledge base by taking part in cooperative group activities, community experiences, studying current research and utilizing technology to address inequalities in the classroom, school and society.

*UETS 2, 7, 9 IDEA 11 E

3. Students will identify and analyze the social, political and community issues that impact the implementation of multicultural and diversity education in the public schools.

*UETS 7, 9 IDEA 4 E, 12 I

4. Students will create a multicultural education curriculum plan relevant to the research, core curricula, and multiple instructional strategies of education in order to equitably increase the academic achievement of all learners. This project outcome can be included as part of Secondary Education professional portfolio.

*UETS 1, 2, 4, 6, 7 IDEA 2 E

UTAH EFFECTIVE TEACHING STANDARDS

UETS	INDICATORS	CLASS MATERIAL	ASSESSMENTS
LEARNER DEVELOPMENT1 The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development	Creates developmentally appropriate learning experiences while collaborating with families and colleagues to support student growth	Lectures, discussions and readings about critical pedagogy and critical race theory	Critical reflections and online discussions on application of critical pedagogy and its impact upon content area learning.
LEARNING DIFFERENCES2 The teacher understands individual learner differences and cultural and linguistic diversity	Designs, adapts, and delivers instruction to address students’ diverse learning strengths and needs while encouraging learners to persevere and advance.	Lecture and readings: Supporting EL, immigrants/refugee, and LGBTQ students.	Creates a classroom plan for positive learning environment for diverse learners with high learning expectations
LEARNING ENVIRONMENTS3 The teacher creates a learning environment that	Collaborates with students to establish a positive learning environment while using a variety of strategies to maintain	Receives training in applying the concepts of funds of knowledge, educational laws, safe	Critical reflections on application of critical pedagogy and content area learning cycles leading to

UETS	INDICATORS	CLASS MATERIAL	ASSESSMENTS
supports individual and collaborative learning, active in engagement, and self-motivation	a positive learning environment.	schools and critical pedagogy.	positive learning environment.
INSTRUCTIONAL PLANNING6 The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon content areas, Utah Core Standards, and instructional best practices	Plans instruction based on state core. Aligns instruction and assessment with learning goals. Designs instruction at an appropriate level of cognitive complexity for the learning goal.	Lecture and readings on various effective educational instruction and teaching styles.	Creates instructional/professional goals within content area(s) leading to greater inclusiveness within the future school. Collaborates with a partner to create a multicultural unit with Utah Core and content area(s).
LEADERSHIP AND COLLABORATION9 The teacher is a leader who engages collaboratively with learners, families, colleagues, and the community	Participates as a team member in decision-making processes. Collaborates with school professionals to meet the needs of learners.	Lesson planning integrating families, community resources, critical pedagogy, and multicultural curriculum. Student will attend and participate in sessions at the NAME conference	Develops preliminary unit on integrating critical pedagogy and using action planning in their content areas. Examines their role in greater detail as a professional multicultural teacher through a reflection journal

Course Requirements

- Email should be used to send private messages or feedback to the instructor.
- Anything you post can be retrieved indefinitely. Please do not write anything you would not want others to read.
- Do not forward personal notes or messages to others unless they are certain the content is appropriate, and they have asked the author.
- Respond to the whole group, through the discussion forum, only when appropriate.
- Because body language cues are not available in computer conferencing, extra sensitivity may be needed when sending messages. For example, writing in all caps can seem like yelling.
- Include the citation when using quoted material or someone else's idea when writing hard copy.
- Keep messages within a reasonable length. Reread messages before sending or posting it. Edit where necessary.
- You are expected to be on time, to demonstrate professional behavior, and to contribute to discussions and activities. It is essential to have completed readings before each class. The course emphasizes collaborative group process as well as individual activity. Attendance is a very important aspect of this class; tardiness or absence for even one class may result in a lower grade.

- Assignments that are submitted on time contribute to a meaningful dialogue between students and instructor. Requests for extension will only be considered when made two days in advance (48 hours). All assignments are expected to be written clearly and coherently. Late assignments will be accepted only if previous arrangements are made with the instructor. Points will be deducted for all late assignments.
- If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the [Disability Resource Center](#), preferably during the first week of the course. Any requests for special considerations relating to attendance, pedagogy, taking of exams, must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative formats--large print, and audio, disk or Braille.
- SCED 3210 is an upper division course that is also assigned as a "Communication Intensive" course and, as such, may require a heavier time commitment than previous university courses you have taken. USU guidelines calculate that for each hour spent in class, students should study for a minimum of two hours outside of class. For this course, this means that you should set aside an average of five hours per week outside of class for homework. If you are unable to make this time commitment, you are urged to take the course at another time.

Attendance and Participation

Because dialogue is vital to understanding multiple perspectives around diversity issues, your regular attendance and participation will be essential. Students are expected to **arrive to class on time, stay for the entire class session, and be appropriately attentive and involved**. Though I understand and aware that COVID-19 may present challenges to you, it is crucial that you communicate that to me as soon as you can so that I may make arrangements with university personnel to help you. I do not want you to fall too far behind to where you will be unable to catch up and will do as much as I can to support you during these challenging times.

Each student will be allowed **two** unexcused absences without penalty. However, there will be a penalty for each absence beyond **two**. Additionally, students will be penalized if late arrivals to class, early departures, or if becomes repetitive. Please note that after seven absences, a student will have missed roughly 25% of the course. **Therefore, after seven absences**, a student may be asked to meet with me to discuss whether they may continue in the course since daily participation grades will be impacted. Aside from University-sponsored activities that cause a student to miss *two* sessions or more, there will be no exceptions to this policy. If you or someone in your immediate family/roommates have COVID-19, I cannot emphasize enough how important it is that you communicate that to me and to the university as soon as possible via <https://www.usu.edu/covid-19/questionnaire> so that the COVID CARE team accommodations can be activated for you.

✿ **In-Class Participation (15% of grade)**

Assignments will be given in class on a daily basis and randomly taken for a grade. Full participation is crucial, as most of these assignments are scaffolded so that it helps ease your workload for your final project. Therefore, if you miss some, they may have an impact on your understanding of the final project. As noted above, participation involves being in attendance in class.

☀ **Course Readings – Writing Assignments (15% of grade)**

All writing assignments will be collected via Canvas. Assignments will not be accepted in other formats (e-mail, hard copy, etc.) unless this syllabus instructs otherwise—**please plan ahead to avoid unnecessary late penalties.** To earn high marks on your writing, it will be important that you respond to all portions of the prompt, demonstrate thorough understanding of all the authors’ key messages, and engage in critical reflection regarding these ideas. Guidelines for assignment length are provided with each prompt. Writing that captures the essence of key ideas, while remaining concise, will earn the highest marks.

☀ **Quizzes (20% of grade)**

After every three chapters, you will have a quiz to ensure you are attaining the key concepts presented, all created by the instructor. Every quiz will open after class and will remain open until that Sunday. It is an open-book format. All quizzes will be taken on Canvas and will use Proctorio, the University’s proctoring software. You also have a choice of taking the quiz at the USU Testing Center or in person, but you must let me know at least a week in advance so I can make arrangements with the testing center.

☀ **Peer Teaching (15% of grade)**

On an assigned date during the semester, you will work with a small peer group to teach a 45-60 minute lesson on the day’s chapter topic. All teaching material and guidelines will be from the chapter in turn. The group will then plan an interactive lesson to be taught in class on their assigned date. A rubric is provided in Canvas and should be used to guide lesson planning. Since this is a communication intensive course, this group assignment will not only help you practice communicating difficult issues in a familiar space where you can get feedback from me on areas for future growth. Dr. Suárez will provide you with feedback, as well as anonymous feedback from your peers, and each of you in the group will be tasked with writing a 1-2 page (double-spaced) reflection on how to improve your delivery and/or lesson based on the feedback.

☀ **Common Experience (10% of grade)**

Each semester, the School of Teacher Education and Leadership requires all SCED 3210 and ELED 3000 students to take part in a common diversity experience. This semester, all students will have the opportunity to watch a series of professional development trainings virtually (each about an hour long), all related to issues we will address in class. These are scheduled to be released for our viewing by November. I will notify the class once they are ready to view. Following each workshop video, you need to write a minimum 1-page reflection for each of your experiences/videos (to be uploaded to Canvas by **Dec 9, 2022**, by 11:59pm. **Please plan your time accordingly to watch these mandatory videos.**

☀ **Final Project Unit (25% of grade)**

Due Wednesday, December 7

You will be asked to create an individual action plan and a curriculum unit in a group of no more than 3 students on your specific content area that reflects what you have learned about key elements of multicultural education throughout the semester. You have the option of working in an interdisciplinary group, one that is disciplinary (e.g., all math, science), or on your own. Assignment

details will be provided later, though you will be required to talk to me about it for approval of topic during office hours (make appointment to meet with me through my calendar page). **Keep in mind that this assignment is a potential artifact to be included in your Level II Secondary Education portfolio, demonstrating your ability to teach diverse populations effectively.**

Grading Matrix

Instrument	Value (points or percentages)	Total
In-class Participation	10-12 assignments (10 points each)	15%
Writing Assignments	6 assignments (10 points each)	15%
Quizzes	4 total (100 points each)	20%
Peer Teaching	1 lesson (50 points)	15%
Common Experience	Reflection (50 points)	10%
Final Project	Overview & Lesson Plan 1 (100 points)	25%
	Presentation (50 points)	
	Action Plan (50 points)	
	Curriculum unit (300 points)	
Total		100%

Submission of Assignments: Written assignments due dates/times are listed. Late written assignments will be reduced by 10% per day and will not be accepted if more than three days late without explicit, written approval of the instructor. All quizzes and tests must be taken on the date of the scheduled date. Make-up exams are given for excused absences (e.g., school-based activity) only when scheduled in advance of the absence. All make-up exams must be scheduled within 7 days of the actual exam date.

Grading Scale

Final grades will be determined according to the following scale:

94 – 100%	A	80 – 83.9%	B-	67 – 69.9%	D+
90 – 93.9%	A-	77 – 79.9%	C+	64 – 66.9%	D
87 – 89.9%	B+	74 – 76.9%	C	60 – 63.9%	F
84 – 86.9%	B	70 – 73.9%	C-		

Utah State University Selected Policies and Procedures

COVID-19 Classroom Safety Protocols

While not mandated, USU encourages and welcomes the wearing of masks in all university building, especially within 6 feet of others. Furthermore, it is strongly encouraged to take measures to mitigate risk as recommended by federal and state public health officials. These measures include getting fully vaccinated, staying home if you are sick (even with mild symptoms), and maintaining good hygiene including frequent hand washing. Testing will be provided, without charge, throughout the semester and the [USU COVID Webpage](#) will provide up-to-date information. Please remember; COVID can have significant impact on the health and safety of those around you so remain vigilant and respectful.

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [USU Policy 403](#) further defines academic freedom and professional responsibilities.

Academic Integrity - "The Honor System"

The University expects that students and faculty alike maintain the highest standards of academic honesty. The Code of Policies and Procedures for Students at Utah State University ([Student Conduct](#)) addresses academic integrity and honesty and notes the following:

Academic Integrity: Students have a responsibility to promote academic integrity at the University by not participating in or facilitating others' participation in any act of academic dishonesty and by reporting all violations or suspected violations of the Academic Integrity Standard to their instructors.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity". Violations of the Academic Integrity Standard (academic violations) include, but are not limited to cheating, falsification, and plagiarism

Plagiarism

Plagiarism includes knowingly "representing by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, and denial or revocation of degrees.

Course Fees

Instructors that utilize course fees should identify the amount and explain the purpose of the course fee on the top half of the first page of the syllabus. Course fees are listed in the catalog.

Grievance Process

Students who feel they have been unfairly treated [in matters other than discipline, admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: [Article VII Grievances](#)

Discrimination and Sexual Misconduct

USU strives to provide an environment for students and employees that is free from [discrimination](#) and [sexual misconduct](#). If you experience sexual misconduct or discrimination at any point during the semester inside or outside of class, you are encouraged to contact the [USU Title IX Coordinator](#) via Old Main room 161 in Logan, [435-797-1266](#), titleix@usu.edu, or at equity.usu.edu/report. You can learn more about the USU resources available for individuals who have experienced sexual misconduct at sexualrespect.usu.edu. Resources for individuals who have experienced discrimination are listed at equity.usu.edu.

Required Reporting of Sexual Misconduct

The instructor is designated by USU as a "[reporting employee](#)." This means that if you share information about [sexual misconduct](#) (sexual harassment, sexual assault, relationship violence, or sex-based stalking) with the instructor, they *will report* that information to the [USU Title IX Coordinator](#). The instructor is also required to tell you about [designated confidential resources](#), [supportive measures](#), and [how you can file a report](#) with the USU Title IX Coordinator.

Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) as early in the semester as possible (University Inn # 101, 435-797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Withdrawal Policy, "I" Grade Policy and Dropping Courses

If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. (This does not remove responsibility from the student to drop courses which they do not plan to attend.) Students who are dropped from courses will be notified by the Registrar's Office through their preferred e-mail account.

Students may drop courses without notation on the permanent record through the first 20 percent of the class. If a student drops a course following the first 20 percent of the class, a W will be permanently affixed to the student's record (check [General Catalog](#) for exact dates).

Students with extenuating circumstances should refer to the policy regarding Complete Withdrawal from the University and the Incomplete (I) Grade policy in the General Catalog.

No-Test Days Policy

For classes that meet for a full semester, a five-day period designated as "no-test" days precedes final examinations. During this time, no major examinations, including final examinations will be given in order that students may concentrate on classwork, the completion of special assignments, writing projects, and other preparation for duly scheduled final examinations. Approved exceptions include final papers, weekly chapter quizzes, quizzes, projects, and examinations associated with a lab that does not meet during final examinations. This policy does not apply to classes that meet only during the second 7-week session of the semester or to classes offered during the summer term. Complete information related to [Final Examination Policies](#) can be reviewed in the General Catalog.

Assumption of Risk

All classes, programs, and extracurricular activities within the University involve some risk, and some involve travel. The University provides opportunities to participate in these programs on a voluntary basis. Therefore, students should not participate in them if they do not care to assume the risks. Students can ask the respective program leaders/sponsors about the possible risks a program may generate, and if students are not willing to assume the risks, they should not select that program. By voluntarily participating in classes, programs, and extracurricular activities, students do so at their own risk. General information about University Risk Management policies, insurance coverage, vehicle use policies, and risk management forms can be found at <http://www.usu.edu/riskmgt/>.

Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at [Counseling and Psychological Services \(CAPS\)](#).

Students are also encouraged to download the ["SafeUT App"](#) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.

Land Acknowledgement Statement

As a land-grant institution, Utah State University campuses and centers reside and operate on the territories of the eight tribes of Utah, who have been living, working, and residing on this land from time immemorial. These tribes are the Confederated Tribes of the Goshute Indians, Navajo Nation, Ute Indian Tribe, Northwestern Band of Shoshone, Paiute Indian Tribe of Utah, San Juan Southern Paiute, Skull Valley Band of Goshute, and White Mesa Band of the Ute Mountain Ute. We acknowledge these lands carry the stories of these Nations and their struggles for survival and identity. We recognize Elders past and present as peoples who have cared for, and continue to care for, the land. In offering

this land acknowledgment, we affirm Indigenous self-governance history, experiences, and resiliency of the Native people who are still here today.

For more information on syllabus resources, please contact:

Paul J. Barr

Vice Provost

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Email: paul.barr@usu.edu

SCED 3210/Fall 2022 – 001
Educational and Multicultural Foundations
Dr. Mario I. Suárez
(10:30am – 11:45 am Monday/Wednesday, EDUC 282)

DATE	TOPIC(S)	ASSIGNMENTS	NOTES AND REMINDERS
(1) Monday, August 29	Introductions and Class Explanation Self-Assessment What is my culture? How Diverse am I?	Syllabus introduction, class procedures, individual introductions - Complete the “Squares of My Cultural Self” found in Canvas	-Read the rest of the syllabus
(2) Wednesday, August 31	Deficit-Based, Asset- Based Discourse, Classroom Climate Wind-Wolf	Read (Canvas): Lake-An Indian Father's Plea > Writing Assignment 1 —In your own words, write a letter of advice to Wind-Wolf's father as a response from the teacher. Include advice for the teacher's practice and for the teacher's learning and growth. From the teacher's perspective, explain why these efforts are important. Refer to the reading throughout the letter (reference by page/paragraph number is sufficient). (At least 3 substantial paragraphs; Canvas submission only)	Introduction to Peer Teaching Assignment - Writing Assignment 1 due Wednesday 08/31 by 11:59pm - “Squares of My Cultural Self” due Sunday 09/04 by 11:59pm
(3) Monday, Sept 5		LABOR DAY – NO CLASS TODAY	
(4) Wednesday, Sept 7	Chapter 1 Multicultural Education: History, Theory, and Evolution Course Obj: 1,3	Read Chapter 1 (pp.2-30)	Introduction to Peer Teaching Assignment
(5) Monday, Sept 12	Chapter 1 Multicultural Education: History, Theory, and Evolution Course Obj: 1,3	> Writing Assignment 2 —Read: Ladson-Billings, G. (2008). A letter to our next president. <i>Journal of Teacher Education</i>, 59(3), 235-239. https://doi.org/10.1177/0022487108317466	- Writing Assignment 2 due Monday 09/12 by 11:59pm
		After reading the article, answer the following questions: <ol style="list-style-type: none"> 1. Why does Ladson-Billings reframe a common concept known as the achievement gap to that of an educational debt? 2. What does Ladson-Billings mean by the “education debt”? 3. In her opinion, who is responsible for paying the debt, and who should receive “payment”? 4. How has this article informed your thinking of the current rhetoric related to the “achievement gap”? 	

DATE	TOPIC(S)	ASSIGNMENTS	NOTES AND REMINDERS
(6) Wednesday, Sept 14	Chapter 7 Curriculum Development and Lesson Planning Course Obj.: 4	Read Chapter 7 (pp.182-213) Focus on the following areas: -Defining Curriculum. Pg. 185-187 -The Curriculum Development Process. Pg. 187-188 -Characteristics of a Multicultural Curriculum. Pg. 189-190 -Seven Forms of Bias in Curriculum Materials. Pg. 191-195 -Multicultural Unit and Lesson Plan Format. Pg. 198	Chapter 7 will provide the foundation to understand the final project for the end of the semester Introduction to Final Project
(7) Monday, Sept 19	Chapter 7 Curriculum Development and Lesson Planning Course Obj.: 4	Follow-up on Chapter 7	
(8) Wednesday, Sept 21	Chapter 2 Becoming a Multicultural Educator: A Four-Step Model Course Obj: 3	Peer Teaching: Group 1 Read Chapter 2 (pp. 36-58)	
(9) Monday, Sept 26	Chapter 2 Becoming a Multicultural Educator: A Four-Step Model Course Obj: 3	Follow up on Chapter 2	Quiz 1 opens today after class and will remain open until Wednesday 09/28 at 11:59 pm
(10) Wednesday, Sept 28	Chapter 3 Historical Perspectives on a Multicultural America Course Objs.: 1, 2,3	Peer Teaching: Group 2 Read Chapter 3 (pp. 62-88)	
(11) Monday, Oct 3	Chapter 3 Historical Perspectives on a Multicultural America Course Objs.: 1, 2,3	> Writing Assignment 3 – Read: Gay, G. (2002). Preparing for culturally responsive teaching. <i>Journal of Teacher Education</i>, 53(2), 106-116. After reading the article, answer the following questions: 1. Describe your own ethnic groups’ cultural values, traditions, communication, learning styles, contributions, and relational patterns. 2. Name three types of “symbolic curriculum” and ways you could supplement what currently exists to be more culturally responsive. 3. Describe a cross-cultural misunderstanding you have witnessed within the classroom. What new awareness do you bring to understanding this interaction after reading this article?	-Writing Assignment 3 due Monday 10/03 by 11:59pm

DATE	TOPIC(S)	ASSIGNMENTS	NOTES AND REMINDERS
(12) Wednesday, Oct 5	Chapter 4 Foundational Knowledge for Culturally Responsive Teaching Course Objs.: 2, 3	Peer Teaching: Group 3 Read Chapter 4 (pp. 92-116)	
(13) Monday, Oct 10	Chapter 4 Foundational Knowledge for Culturally Responsive Teaching Course Objs.: 2, 3	Follow up on Chapter 4	
(14) Wednesday, Oct 12	Chapter 5 Understanding Cultural Identities and Their Influence on Teaching and Learning Course Objs.: 1, 2, 3	Peer Teaching: Group 4 Read Chapter 5 (pp. 122-146)	-Unit Overview and Lesson Plan 1 due by Sunday 10/16 at 11:59pm
(15) Monday, Oct 17	Chapter 5 Understanding Cultural Identities and Their Influence on Teaching and Learning Course Objs.: 1, 2, 3	Follow up on Chapter 5 > Writing Assignment 4 – Read: Peggy McIntosh, “Unpacking the Invisible Knapsack of White Privilege” After reading McIntosh answer questions: 1. What elements of white privilege do people from White heritage benefit from whether they want to or not? 2. Why might people from White heritage not be aware of white privilege? How does color blindness facilitate the construction of whiteness as neutral, normal, and ideal? How does this neutral, normal, and ideal language function to “hide” white privilege from people of White heritage? 3. According to McIntosh, how does white privilege challenge the belief in meritocracy? 4. What challenges you the most about the concept of White privilege? What makes sense with regard to the concept of White privilege in the 21 st century? Valli, L. (1995). The dilemma of race: Learning to be color blind and color conscious. <i>Journal of Teacher Education</i>, 46(2), 120–129. After reading Valli answer question: 5. What are your thoughts on the following two statements? <i>If you don’t see the color, you don’t see the child. Teachers should be color blind.</i>	-Writing Assignment 4 due Monday 10/17 by 11:59pm Quiz 2 opens today after class and will remain open until Wednesday 10/19 at 11:59 pm

DATE	TOPIC(S)	ASSIGNMENTS	NOTES AND REMINDERS
(16) Wednesday, Oct 19	Chapter 6 Developing Awareness of All Humans as Cultural Beings Course Obj.: 3	Peer Teaching: Group 5 Read Chapter 6 (pp. 150-177)	
(17) Monday, Oct 24	Chapter 6 Developing Awareness of All Humans as Cultural Beings Course Obj.: 3	Follow up on Chapter 6 Mangin, M. (2018). Supporting transgender and gender-expansive children in school. <i>Phi Delta Kappan</i> 100(2), 16-21.	
(18) Wednesday, Oct 26	Chapter 8 Instructional Approaches Needed by Multicultural Educators Course Obj.: 3	Peer Teaching: Group 6 Read Chapter 8 (pp. 216-243)	
(19) Monday, Oct 31	Chapter 8 Instructional Approaches Needed by Multicultural Educators Course Obj.: 3	Follow up on Chapter 8	
(20) Wednesday, Nov 2	Chapter 9 Developing Skills in Teaching Language and Understanding Linguistic Diversity Course Obj.: 4	Peer Teaching: Group 7 Read Chapter 9 (pp. 246-275)	
(21) Monday, Nov 7	Chapter 9 Developing Skills in Teaching Language and Understanding Linguistic Diversity Course Obj.: 4	Follow up on Chapter 9 > Writing Assignment 5 - Article: Commins, N. L., & Miramontes, O. B. (2006). Addressing linguistic diversity from the outset. <i>Journal of Teacher Education</i>, 57(3), 240-246. https://doi.org/10.1177/0022487105285591 After reading the article, answer the following questions: 1. Explain how you can utilize students' first language as an asset within the classroom. 2. What are some of the pitfalls to avoid as a teacher of linguistically diverse students? 3. What are your thoughts about the importance of learning a second language? 4. What are the most significant connections between language and culture?	-Writing Assignment 5 due Monday 11/07 by 11:59pm Quiz 3 opens today after class and will remain open until Wednesday 11/09 at 11:59 pm

DATE	TOPIC(S)	ASSIGNMENTS	NOTES AND REMINDERS
(22) Wednesday, Nov 9	Chapter 10 Assessment That is Culturally Responsive Course Obj.: 3	Peer Teaching: Group 8 Read Chapter 10 (pp. 278-304)	
(23) Monday, Nov 14	Chapter 10 Assessment That is Culturally Responsive Course Obj.: 3	Follow up on Chapter 10	
(24) Wednesday, Nov 16	Chapter 11 Creating the Multicultural Classroom Course Obj.: 3	Peer Teaching: Group 9 Read Chapter 11 (pp. 312-338)	
(25) Monday, Nov 21	Chapter 11 Creating the Multicultural Classroom Course Obj.: 3	Follow up on Chapter 11 > Writing Assignment 6 - Article: Villegas, A. M., & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. <i>Journal of Teacher Education</i> , 53(1), 20-32. https://doi.org/10.1177/0022487102053001003 After reading the article, answer the following questions: 1. According to the authors, what has been a primary function of schools? How have you seen this played out within schools you have attended or taught? 2. In what ways do you see the strands provided by the authors as interconnected? 3. Which strand seems to be more of your interest to adopt for your future classroom and why?	-Writing Assignment 6 due Monday 11/21 by 11:59pm
(26) Wednesday, Nov 23		THANKSGIVING BREAK – NO CLASS TODAY	
(27) Monday, Nov 28	Chapter 12 Creating the Multicultural School Course Objs.: 2, 3	Peer Teaching: Group 10 Read Chapter 12 (pp. 342-369)	
(28) Wednesday, Nov 30	Chapter 12 Creating the Multicultural School Course Objs.: 2, 3	Follow up on Chapter 12	Quiz 4 opens today after class and will remain open until Friday 12/02 at 11:59 pm
(29) Monday, Dec 5	Semester Reflections & Views on multicultural	Finish curriculum units and action plans, ½ presentations	Upload presentation to Canvas by 12/04 by 11:59pm

DATE	TOPIC(S)	ASSIGNMENTS	NOTES AND REMINDERS
	education Course Obj.: 2, 3, 4		
(30) Wednesday, Dec 7 LAST DAY OF CLASSES	Semester Reflections & Views on multicultural education Course Obj.: 2, 3, 4	Presentations of Action Plans and Curriculum Units (2 nd half)	<p>Curriculum Units and Action Plans due by Wednesday 12/07 by 11:59pm</p> <p>Upload Common Experience reflections to Canvas by Friday 12/09 by 11:59pm</p>
FINAL Friday, Dec 16 9:30 am– 11:20 am	NO CLASS	NO IN-CLASS FINAL—CURRICULUM UNITS IS YOUR FINAL—NO NEED TO SHOW UP THAT DAY	