TEACHING LEARNERS FROM CULTURALLY AND LINGUISTICALLY DIVERSE BACKGROUND

SPE 572 Section 1  
Fall 2013  
3 Credits

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Opening Thoughts...

I am only one, but I am still one.  
I cannot do everything,  
but still I can do something.  
And because I cannot do everything  
I will not refuse to do the something  
that I can do.

--Helen Keller

Not everything that is faced  
can be changed.  
But nothing can be changed  
until it’s faced.

--James Baldwin

Never doubt that a small group of thoughtful committed citizens can change the world;  
indeed, it's the only thing that ever has.

--Margaret Mead
SUNY New Paltz  
Professional Education Unit  
CONCEPTUAL FRAMEWORK

School of Education, Art Education Department,  
Communications Disorders Department & School Counseling Program

*Preparing Caring, Critical & Reflective Professionals to Maximize Student Success*

This Conceptual Framework identifies four dimensions that Unit faculty, staff and administrators strive to model, as well as nurture and cultivate, in the candidates they serve. Guided and informed by these dimensions, candidates are prepared to maximize their students’ success.

Through coursework, field experiences, and clinical practice, the Unit faculty, staff, and administrators aim to prepare caring, critical and reflective professionals who are committed to:

**Critical Inquiry & Intellectual Development**  
**Professional Skills & Dispositions**  
**Culturally Responsive Practice & Social Justice Education**  
**Democratic Citizenship & Student Advocacy**

**COURSE DESCRIPTION**

This course examines the academic and social challenges faced by some students from culturally and linguistically diverse backgrounds. Methods for implementing culturally relevant instruction and programs for all students will be discussed. Specifically, this course is designed to help candidates engage in self-reflection about their own socialized attitudes about race, disability, class, gender, religion, culture, language and how these attitudes can affect their students’ learning, especially that of students from culturally and linguistically diverse backgrounds. During this course, candidates will be introduced to conceptual frameworks and research that investigates the interrelationship between culture/contextual factors, teaching, and learning. Candidates will discuss strategies that confront and change biased attitudes and discriminatory practices. They will be challenged to examine their current instructional practices and consider ways to implement the culturally relevant instructional strategies and practices discussed in the course.
EVIDENCE-BASED PRACTICES

Using texts, online media, in-class activities and assignments, this course provides you with opportunities to learn evidence-based and promising practices related to teaching learners who are culturally and linguistically diverse. Through an exhaustive search of educational research literature, relevant experience-based knowledge, and current policy, faculty have identified these practices and principles as ones that are based on sound educational theory and are likely to enhance educational outcomes for students, families, and educators.

COURSE OUTCOMES

This course has embedded within it readings, activities, and assignments which will further your progress in the following New York State and Council for Exceptional Children’s (CEC) common core of knowledge, skills, and dispositions. At the end of each course outcome, the knowledge, skills, and dispositions and their links to the School of Education’s Conceptual Framework have been highlighted in bold print.

Upon completion of this course, candidates will:

1. Understand variations in beliefs, traditions, and values across cultures within society and the effect of the relationship among child, family, and schooling. (Appreciation of human diversity)

2. Have knowledge of the characteristics and effects of the cultural and environmental milieu of the child and the family including cultural and linguistic diversity, poverty, and violence. (Intellectual growth and inquiry; Appreciation of human diversity)

3. Understand the importance of students’ cultural and linguistic backgrounds when making instructional, referral, and placement decisions. (Professionalism; Advocacy for students and Democratic citizenship)

4. Have knowledge of second language acquisition and learning, and of language assessment and teaching. (Professionalism; Appreciation of human diversity)

5. Have knowledge of the use of assessment information in making eligibility decisions and planning individual programs that result in appropriate placement and intervention for all individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds. (Professionalism; Advocacy for students and Democratic citizenship)

6. Be familiar with cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction for students. (Professionalism; Advocacy for students and Democratic citizenship)
7. Be familiar with strategies for preparing individuals to live harmoniously and productively in a multi-class, multiethnic, multicultural, and multinational world. (Professionalism; Appreciation of human diversity)

8. Have knowledge of factors that promote effective communication and collaboration with individuals, parents, and school and community personnel in a culturally responsive program. (Professionalism; Advocacy for students and Democratic citizenship)

9. Be familiar with personal cultural biases and differences that affect one's teaching. (Appreciation of human diversity)

10. Discuss the race, disability, class, gender, religion, culture, and sexual orientation of individual students and how these impact teaching and learning. (Professionalism; Appreciation of human diversity)

11. Be familiar with issues relating to rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with disabilities. (Advocacy for students and Democratic citizenship)

12. Be familiar with how multicultural principles can help them reflect on their own practices so that their actions more effectively support full human development, social justice, and respect for diversity in our schools and the broader society. (Advocacy for students and Democratic citizenship)

STUDENT POLICIES

Disabilities

Please notify the instructor within the first week of class if a reasonable accommodation for a disability is needed for this course. A letter from the Disability Resource Center must accompany the request. Any student with a disability is encouraged to meet with me privately (with or without a consultant from the Disability Resource Center) during the first week of class to discuss accommodations. Additional resource information is available through the Disability Resource Center (Student Union Building 205, phone: 845.257.3020) or http://www.newpaltz.edu/drc/.

Absences

Your attendance in class is critical to your learning, so you are expected to be in each class session from 4.30p until 7.10p unless otherwise indicated. I will be giving lectures, facilitating discussions, and conducting activities that will be important for completing assignments. If you are ill or have a personal emergency, please call me to let me know that you will not be attending class. Excessive absences or lateness (more than 2) will result in points deducted from your grade.
Weather

Inclement weather is a reality that we may deal with this semester. If you are concerned about the weather, listen to the radio, call 257-INFO, or go to www.newpaltz.edu to see if classes are canceled. I will also try to email or post an announcement on Blackboard by 2pm if we are not going to have class.

*If an assignment is due that week, you are still expected to email it to me on time and bring a hard copy to the following session...*

Religious Observances

All students have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. In accordance with this policy, I expect you to notify me in writing by the second class if you intend to be absent for a class due to a religious observance.

Submission of Assignments

All assignments must be submitted in typed, hard copy form. **No electronic copies of assignments will be accepted.** Students should be prepared to submit assignments by the start of class on the date due. **Writing rubrics should be filled out before class. A paper submitted without the accompanying rubric is incomplete and will lose 5 points.**

**Late assignments** – Hard copies of assignments are expected to be turned in on the due date. Points equivalent to one grade lower will be deducted from assignments that are submitted after the due date. Assignments submitted more than one week late will not be accepted. **Assignments will be considered to be “submitted” when a hard copy is received.** If you have to miss class, please arrange for someone to submit your completed work for you.

Writing

Appropriate writing conventions are expected on all assignments. Students should expect to see this expectation reflected in the evaluation of papers. Your language should be free of gender, racial and other biases. Use people-first language by stating a “student with a disability” as opposed to “disabled students”. All submitted papers should be typed, double-spaced, Times New Roman or Courier New (12 pt. font), and use appropriate margins.

I will offer written feedback on all submitted papers. However, if you want (or need) further assistance with constructing, writing, or editing your papers, you are encouraged to make use of the writing services available through the Center for Academic Development and Learning. Individual and small group sessions are
available. Further information about writing assistance can be found at [http://www.newpaltz.edu/tutoring_center/wa.html](http://www.newpaltz.edu/tutoring_center/wa.html).

Students are expected to use APA format to cite all references. The APA Manual (6th Edition) should serve as your guide for citing sources used in any assignments. *If you are unfamiliar with APA format, you can find a resource on Blackboard. Students should expect to see this expectation reflected in the evaluation of papers.*

Academic Dishonesty and Plagiarism: [www.newpaltz.edu/advising/policies_integrity.html](http://www.newpaltz.edu/advising/policies_integrity.html)

Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious offenses, and students found guilty of any form of academic dishonesty are subject to disciplinary action.

**Cheating** is defined as giving or obtaining information by improper means in meeting any academic requirements. The use for academic credit of the same work in more than one course without knowledge or consent of the instructor(s) is a form of cheating and is a serious violation of academic integrity.

**Forgery** is defined as the alteration of college forms, documents, or records, or the signing of such forms or documents by someone other than the proper designee.

**Plagiarism** is the representation, intentional or unintentional, of someone else's words or ideas as one's own. Since words in print are the property of an author or publisher, plagiarizing is a form of larceny punishable by fine. When using another person's words in a paper, students must place them within quotation marks or clearly set them off in the text and give them appropriate footnoting. When students use only the ideas and change the words, they must clearly identify the source of the ideas. Plagiarism, whether intentional or unintentional, is a violation of the property rights of the author plagiarized and of the implied assurance by the students when they hand in work that the work is their own.

Faculty members are responsible for making the initial determination of the academic penalty to be imposed in cases of cheating, plagiarism, or forgery and for informing the department chair, the dean and the student in writing of the alleged violation and proposed penalty. The academic penalty may range, for instance, from a reprimand accompanied by guidance about how to avoid plagiarism in the future to failure for the course. The academic dean may request that the Dean of Students send a follow-up letter to the student indicating that they have also been notified of the academic integrity violation and that subsequent violations will lead to judicial action.

If a student has any question about what constitutes a violation of academic integrity, it is that student's responsibility to clarify the matter by conferring with the instructor and to seek out other resources available on the campus. The link regarding plagiarism on the Sojourner Truth Library's website is an excellent beginning, [http://lib.newpaltz.edu/assistance/plag.html](http://lib.newpaltz.edu/assistance/plag.html).
**Blackboard**

Blackboard will be used in this course to extend our learning environment. It will be used for communicating with students, creating forums for group discussion and providing electronic copies of supplemental readings. I will use Blackboard periodically to post announcements and send email; therefore, it is imperative that you check your yourname@newpaltz.edu account regularly. I expect you to know how to use Blackboard, but if you have difficulty, please contact me early in the semester so that we can make sure that you don’t miss anything.

**READINGS**

**Required Texts** (Books should be available in the Campus Bookstore, Amazon.com, Mando Books, etc.)

There are no required textbooks for this class. Our weekly readings will be made available to you in an Electronic Coursepacket located under the “Course Documents” tab on Blackboard.

**Recommended Textbook**


**Selected Recommended Readings Available Electronically on Blackboard**


IRIS Resources

The IRIS Center is a national center that specializes in the dissemination of evidence-based resources related to the education of students with disabilities. To this end, the IRIS website offers free online access to interactive

“The IRIS Center is a national center that aims to provide high-quality resources for college and university faculty and professional development providers about students with disabilities. IRIS seeks to obtain this goal by providing free, online, interactive training enhancements that translate research about the education of students with disabilities into practice” (http://iris.peabody.vanderbilt.edu/index.html).

The following resources will be used during the semester:


Electronic Student Evaluations of Instructors

You are responsible for completing the Student Evaluation of Instruction (SEI) for this course and for all your courses with an enrollment of three or more students. I value your feedback and use it to improve my teaching and planning. Please complete the form online during the last week of classes, December 2 - 10, 2013.

Important Dates to Consider

First Day of Class: August 27

Course Withdrawal Period: September 10 - November 1

Professor Smith Conference Presentation (No Class): November 5

Last day for faculty to submit final grades: December 24 by 2pm
COURSE REQUIREMENTS

Attendance/Participation/Pop Quizzes: .............................................. 10%
Discussion Leader: .............................................................................. 15%
Book Club and Book Club Presentation: .......................................... 20%
Assignment 1: ............................................................................... 25%
Assignment 2: .............................................................................. 30%

DESCRIPTION of COURSE REQUIREMENTS

Attendance, Class Participation Expectations, and Pop Quizzes

Attendance at all sessions is expected (except in extenuating circumstances). Reading assignments should be completed before class. It is your responsibility, as a student, to come to class fully prepared to participate actively in class discussions. **Thus, when you come to class you should feel prepared to be called on during our discussions.** If I sense that the group is not preparing diligently for each class session, I reserve the right to give a pop quiz on the reading that will be factored into your final grade.

You should plan to spread your preparation across the week and arrive in class each week with comments, questions, and issues that you want to bring to our attention. You should also read the text with a particular eye toward how you might apply the concepts to your personal development and practice. I will do my part to help synthesize, organize, and contextualize the issues we will be addressing, but it is my goal (and expectation) that my voice will be only one among many. While I expect our discussions to be vigorous and, at times critical and controversial, I also expect each person to be sensitive to and respectful of the needs and feelings of her/his classmates.

Discussion Leaders

In order to maximize the experience in this course, it is important for us to have a collaborative learning environment. Each individual comes into this course with particular skill sets, professional and personal experiences, and perspectives that can uniquely contribute to our class. Therefore, each student will serve as a Discussion Leader once during the semester. During the **second class session (09.03.13)**, students will volunteer to assume responsibility for a reading. In addition to the expected critical reading of the text, students who serve as the Discussion Leaders for the week will also be expected to prepare questions, activities, etc. that will help illuminate the concepts in the text and help their peers consider how to apply concepts to their personal development and professional practice.

See Blackboard for evaluation rubric...
**Book Club**

During the course of the semester, you will read a book that focuses on one or more facets related to teaching students from culturally and linguistically diverse backgrounds. Each Book Club will consist of 3 to 5 individuals. Students will be given class time twice during the semester to discuss the book within their individual Book Clubs. At the end of the semester, each group will be required to make a presentation that shares the insights, applications, and challenges gleaned from the text and Book Club discussions. Book Club selections will take place in the **second class session (09.03.13)**.

The books you may choose from include:


**ADDITIONAL ASSIGNMENTS**

In an attempt to offer a more individualized learning experience, students will have the opportunity to select additional activities that delve further into topics related to teaching culturally and linguistically diverse students. I have provided you with four options; you should choose two to complete during this semester. These assignments will be due according to the schedule found in the syllabus. Further information about the assignments is available on Blackboard.

**Course Contract**

There is a course contract for you to fill out at the end of the syllabus that will serve as your personal plan for completing the requirements for the course. You should select assignments, indicate the submission dates, and **submit the Course Contract during our second course meeting (09.03.13)**.
Please select TWO from the following...

Option One—Cultural Identity Exploration Paper

During the semester, we will discuss different conceptual frameworks that offer insight into the process of racial identity development. After reading and reflecting on these theories, you will be asked to write a 6-8 page paper describing your own racial identity development. You may use the work of writers such as Tatum, Bennett, Cross, and Helms (among others that we will discuss in class) to guide your journey toward an understanding of your own cultural identity development.

As we will examine further in the Tatum text, our personal identities can be very complex and our racial identities often intersect with our other constructions of self. Therefore, you may decide that a thorough discussion of your cultural identity requires the inclusion of other issues such as disability, gender, sexuality, socioeconomic status, and religion. Additional information about the assignment is available on Blackboard to help you construct your narrative and think through the process applying your reflections to your personal and professional experience.

Option Two—Minority Experience Paper

Students will attempt to understand the experience of being considered an “other” by participating in an activity or program where you are a visible (or figurative) minority. The purpose of this assignment is to place you (alone) in a setting or experience that is relatively outside your typical daily activities. You should be exposed to ideas, beliefs, or traditions that are different from your own. You may choose from many experiences including conferences, festivals, events, worship services, and meetings (among others). In this 6-8 page paper, students should consider the physical environment, interactions within the group and personal feelings before, during, and after the experience. Students should also consider educational implications of their experience. Additional information is provided on Blackboard.

*It is important to clear your proposed minority experience selection with the instructor prior to completing the assignment.*

Option Three—Perspectives on Practice

This assignment requires a student to apply course perspectives to some aspect of educating children from culturally and linguistically diverse backgrounds in a 6-8 page paper. The paper should use course materials and perspectives as lenses for investigating this topic, as well as, relevant research literature and evidence-based practice literature specific to your area. Understanding that individuals have their own subjects of interest, levels of development, and areas of professional practice, students should take this opportunity to delve deeper into this topic in a way that is personally...
relevant. Our course material introduces students to multiple areas of teaching and learning for linguistically diverse populations, but there’s not enough time to go into enough depth to cover everything that students may be interested in. This is an opportunity to explore these areas in depth. For example, students might want to look at the research, theories, and evidence-based practices regarding multicultural education and its relationship to literacy, school reform, second-language learners, family involvement, or curriculum development (just to offer a few ideas).

Option 4—Thought Experiment: Perceived Problems, Anticipating Solutions

Singleton and Linton (2006) discuss the challenges that exist as we try to navigate the “things we know,” “things we don’t know,” “things we don’t know we don’t know,” and “things we think we know but don’t know”. The last two are particularly interesting to me, especially considering the nature of our course material. Students often have assumptions and anxieties about incorporating the evidence-based practices and pedagogical principles discussed in the class into their everyday teaching practices. These concerns vary from “What if a kid says something racist and I don’t handle it correctly” to “What if my principal gives me a hard time because of what I’m teaching”...

For this assignment, write a 6-8 page paper discussing 3 challenges or aspects from our course material that you think will be difficult to implement in your teaching context. It could be something internal (“I don’t feel confident about or comfortable with my ability to talk about race...”) or external (“I’m worried about student/administrator/parent resistance to culturally responsive pedagogy...”). In the paper, explore these concerns in depth. Where do these beliefs originate? Are these beliefs based on “what you know” or “what you think you know but don’t know”? How do you know? Finally, now that you are aware of these concerns, how might you address them? How might the research literature or course material provide direction?

Peer Review

I want to try to do a Peer Review before your final draft submission to me. I do not read rough drafts (though I am happy to talk with you about your ideas or review an outline) before submission. I also do not allow re-writes to redeem credit--make your final draft your best draft. Effectively using the Peer Review will allow another set of impartial eyes to provide you with substantive feedback before your final submission.

The initial Peer Review Rough Draft submission for Paper 1 will be September 24. A rough draft is fine for this submission. I don’t expect that you will turn in a polished paper to your colleagues at this point, but what you turn in should reflect the basic shape of your paper. That said, two or three really rough pages or a glorified outline will be unacceptable. Obviously, more thought put into this draft affords your reviewer with the opportunity to give you better feedback. You might also use this rough draft to solicit a peer's advice on aspects of the paper that you find troublesome.
The Peer Review Paper Exchange for Paper 1 will happen **October 1**. You should have the time to read your colleague's paper, provide comments on their draft, fill out a rubric (found on Blackboard), and return the document to them by the following class session. The quality of your feedback is important and I will factor that into the grade on YOUR paper. What kind of colleague were you? Did you ask critical, clarifying questions? Did you help them catch obvious errors in grammar, organization, and APA citation? What was the overall quality of your feedback?

The Final Paper 1 submission date will be **October 8**. This should give you ample time to revise your paper. After you turn in a rough draft, you should still work on refining your document. Your colleague's advice will provide other ideas for further refinement. For your final submission, you should submit 1.) the completed writing rubric that you used to assess your document, and 2.) the rough draft submitted by your peer reviewer [including his or her feedback and rubric]. By the final submission date, I'm expecting to read clear, critical papers that reflect your absolute BEST effort.

The same process will be in effect for Paper 2...

Peer Review Rough Draft Submission will be **November 12**...

Peer Review Paper Exchange will be **November 19**...

Final Paper Submission will be **November 26**...

I'd like the initial paper submission to be anonymous. Consequently, you will need to pick a codename to attach to the paper instead of using your own.

For Paper 1, the codename should be a mix of plant/flower and food. The first name will be a Plant/Flower and the last name will be a food. For example, "Rose Macaroni" or "Fern Fried Chicken" or "Hydrangea Hot Dog"...

For Paper 2, the codename should be a mix of color and animal. The first name will be a color and the last name will be an animal. For example, "Baby Blue Baboon" or "Teal Turkey" or "Mauve Monkey"...
TENTATIVE SCHEDULE
of ACTIVITIES, ASSIGNMENTS, and READINGS

Session 1 (08/27): SETTING THE STAGE...
- Class Expectations and Syllabus
- Instructional Philosophy
- Introduction to Multicultural Ways of Knowing

SECTION 1: SETTING THE CONTEXT...

Session 2 (09/03): SETTING THE CONTEXT FOR THE CONVERSATION...
- Selecting Discussion Leaders and Book Club Texts
- Introduction to Foundational Philosophical Concepts

Readings for TODAY:
- Kendall “Talking About Race...”
- Singleton & Linton “Agree to Talk...”

Session 3 (09/10): SETTING THE CONTEXT...PHILOSOPHICALLY
- What are Microaggressions...?
- Introduction to Issues of Power, Privilege, and Social Construction
- Defining Racism, Prejudice, and the Contemporary Context

Readings for TODAY:
- Johnson Chapter 2 “Privilege, Oppression, and Difference...”
- Sue “Racial Microaggressions in Everyday Life...”
- Lewis “...Sweet Gentle Larry”

Session 4 (09/17): SETTING THE CONTEXT...Theories of Identity Develop’t
- Introduction to Racial Identity Development Frameworks
- Social Construction of Race

Readings for TODAY:
- Rao “Are We Caught” (Optional)
- Helms “An Update...”
- Howard Chapter 5
Session 5 (09/24): PORTRAITS OF IDENTITY DEVELOPMENT

· “Color of Fear” or “Last Chance for Eden” (film)
· No readings for today...work on your rough draft...

Due for TODAY (09/24):
· Rough Draft Submission for Peer Review

SECTION 2: SPECIAL TOPICS RELATED TO TEACHING CHILDREN FROM CULTURALLY AND LINGUISTICALLY DIVERSE BACKGROUNDS

Session 6 (10/01): FACILITATING CONVERSATIONS WITH STUDENTS

· Conversations with Younger Students
· Capturing Teachable Moments

Readings for TODAY:
· Bronson & Merryman “See Baby Discriminate” AND Chang & Conrad “Following Children’s Lead”
· Washington & Humphries “A Social Studies Teachers’ Sense Making of Controversial Issues...”
· Blum “Racial Incidents as Teachable Moments” AND Lopez “Debating Racially Charged Topics” (Optional)

Due for TODAY (10/01):
· Return Rough Draft Submission for Peer Review

Session 7 (10/08): LINGUISTIC DIVERSITY IN THE CLASSROOM

· Sociocultural Theory and Language Learning
· Response to Intervention and English Language Learners
· Evidence-based Teaching Practices for English Language Learners
  o Universal Design for Learning
  o Activating Prior Knowledge
  o Vocabulary Instruction
  o Comprehension Strategies

Readings for TODAY:

· Jang and Jimenez “A Sociocultural Perspective on 2nd Language Learner Strategies: Focus on the Impact of Social Context”
· Commins and Miramontes “Addressing Linguistic Diversity from the Outset...”
· IRIS Center Information Brief: Brown & Doolittle “A cultural, linguistic, and ecological framework for response to intervention with English language learners” (Optional)
DUE TODAY (10/08):
  - Submit Final Paper for ASSIGNMENT 1 with Completed Rubric
  - Also include Peer Reviewed Copy with Comments and Rubric

Session 8 (10/15): LINGUISTIC DIVERSITY IN THE CLASSROOM

  - Sociocultural Theory and Language Learning
  - English Language Learners and Special Education
  - Ethnic Identity and Styles of Discourse

Readings for TODAY:

  - IRIS Center Online Module “Teaching English Language Learners: Effective Instructional Practices”
  - Do You Speak American? [film in class]

Session 9 (10/22): DISPROPORTIONATE REPRESENTATION IN SPECIAL ED...

  - Understanding “Minority Disproportionality…”
  - The Subjective, Objective, and Representative Aspects of Disproportionality

Readings for TODAY (from the IRIS Center Information Briefs Section):

  - Drakeford “Racial disproportionality in school disciplinary practices…”
  - Weiner “Legal rights: The overrepenetration of culturally and…”
  - Milner & Ford “Cultural Considerations in the Underrepresentation of Culturally Diverse Elementary Students in Gifted Education”
  - FIRST BOOK CLUB MEETING (FIRST HALF OF BOOK DUE)

SECTION 3: CULTURALLY RESPONSIVE PEDAGOGY

Session 10 (10/29): INTRODUCTION TO MULTICULTURAL EDUCATION

  - Overview and Features of Multicultural Education
  - Misconceptions of Multicultural Education

Readings due TODAY:

  - Banks “Multicultural Education…”
  - Meyers and Rhoades “...Beyond Food, Festivals, and Folklore…”
  - Delpit “Silenced Dialogue”

Session 11 (11/05): CONFERENCE PRESENTATION

  - NO CLASS TODAY
Session 12 (11/12): CONTENT AREAS: LANGUAGE ARTS and LITERACY

- Deconstructing Images and Representations
- Revisiting the Children’s Literature Canon
- Diversifying Representations
- Evidence-based Practices for Language Arts
  - Collaborative Group Work and Text Discussion
  - Activate Prior Knowledge, Connect to Personal Life
  - Explore and Writing about Text
  - Explicit Instruction

Readings for TODAY:
- Stallworth “Multicultural Lit…”
- Hurley “Children of Color and Disney…” OR Joshua “Inside Picture Books…”

OPTIONAL:
- Tiedt and Tiedt 4: Teaching Language Arts and Reading Multiculturally”

Due for TODAY (11/12):
- Rough Draft Submission for Peer Review

Session 13 (11/19): CONTENT AREAS: SOCIAL STUDIES

- Curricular Considerations for Social Studies
- Evidence-based Practices for Social Studies
  - Explicit Instruction
  - Collaboration
  - Activate Prior Knowledge, Connect to Personal Context
  - Problem-based Learning Activities

Readings for TODAY:
- Boyle-Baise “…Social Studies Methods from a Multicultural Perspective”
- Marri “Building a Framework…Multicultural Democratic Education…”

DUE TODAY:
BOOK CLUB MEETING #2 (SECOND HALF OF THE BOOK)

Due for TODAY (11/19):
- Return Rough Draft Submission for Peer Review
SECTION 4: BOOK CLUB PRESENTATIONS

Session 14 (11/26): Book Presentations part 1
   · Book Club Presentations: Groups 1-3

DUE TODAY (11/26):
   · Submit Final Paper for ASSIGNMENT 2 with Completed Rubric
   · Also include Peer Reviewed Copy with Comments and Rubric

Session 15 (12/03): Book Presentations part 2
   · Book Club Presentations: Groups 4-6
   · Course Wrap-Up
   · Student Evaluation of Instruction

Session 16 (12/17): Final Exam
   · Return Final Papers

***FINAL GRADE SUBMISSION on 12.24.13 @ 2pm***
COURSE CONTRACT

Name:

Email Address:

Program:

COURSE REQUIREMENTS

Attendance/Participation/Pop Quizzes:.............................. 10%
Discussion Leader:..........................................................15%
Book Club and Book Club Presentation:.............................20%
Assignment 1:.................................................................25%
Assignment 2:..................................................................30%

ADDITIONAL ASSIGNMENTS                   SUBMISSION DATE                   XX%

Choose two of the following:

___ Cultural Identity Exploration Paper...OCT 8 or NOV 26......30% or 25%

___ Minority Experience Paper.............. OCT 8 or NOV 26......30% or 25%

___ Perspectives on Practice Paper........ OCT 8 or NOV 26......30% or 25%

By submitting this course contract, I acknowledge that I: a.) read the course syllabus, b.) understand the course requirements, c.) selected the additional assignments, d.) indicated the due dates and percentages, and e.) understand that this will be my personal plan for completing the course requirements.

Signed:         Date: