Instructor: Brandon L. Fox, PhD  
Office: ECRC 201-B  
Office Phone: (936) 468-2409  
Other Contact Information: N/A

Course Location: ECRC 219  
Office Hours: M/W 11 am – 1 pm (Virtual); Thursday 1-2 pm (ECRC 201B)  
Credits: 3 semester credits  
Email: foxbrand@sfasu.edu

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 My Cultural Awareness Profile in LiveText for this class.
Prerequisites: None

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>
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<tbody>
<tr>
<td>Academic excellence through critical, reflective, and creative thinking</td>
<td>pursue academic excellence through developing and implementing the skills of reading the world around us, 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>
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<tr>
<td>Collaboration and shared decision-making</td>
<td>embrace the opportunity to work collaboratively in a learning community;</td>
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<tr>
<td>Openness to new ideas, to culturally diverse people, and to innovation and change</td>
<td>explore culturally responsive pedagogy and current trends in education;</td>
</tr>
<tr>
<td>Integrity, responsibility, diligence, and ethical behavior, and</td>
<td>include integrity, responsibility, diligence, and ethical behavior in our critical reflections on theory, practice, and praxis;</td>
</tr>
<tr>
<td>Service that enriches the community</td>
<td>explore ideas about service learning and social justice ideas that can be implemented in the classroom.</td>
</tr>
</tbody>
</table>

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, ISTE, and the TEA EC6 Educator Standards. 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 Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.13k, 2.14k, 2.22k, 2.23k, 3.2k, 3.3k, 3.4k, 4.13k, 4.14k, 4.15k, 4.18k; Texas Educator Standards (TS): TS3Aiii, TS3Bi, TS3Ci, TS4Ai, TS4Bi, TS4Ci) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTA 4a), 5.3s (ISTA 4a), 5.5s (ISTA 4a), 5.6s (ISTA 4a).)

• SLO 1.1.1 Assessment—Critical Social Issues, Children’s Literature Assignment
  • NOTE: Candidates will create and submit a critical issues children’s literature book (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 presentation will be a professional presentation (EC12 Texas PPR Standards: 1.1k, 1.18k, 1.22k, 1.8s, 4.18k; Texas Educator Standards (TS): TS3Aiii, TS3Bi, TS6Dii)

• 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 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?). (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.13k, 2.14k, 2.22k, 2.23k, 3.2k, 3.3k, 3.4k, 4.13k, 4.14k, 4.15k, 4.18k; Texas Educator Standards (TS): TS1Ai, TS1Aii, TS1Ci, TS1Dii, TS1Eii, TS2Bii, TS2Bi, TS2Ci, TS2Cii, TS3Aiii, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Bi, TS4Ci) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTA 4a), 5.3s (ISTA 4a), 5.5s (ISTA 4a), 5.6s (ISTA 4a), 5.7s (ISTA 4a).)

• 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. (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s,
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- 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 Standards: 1.2s, 1.10s, 1.16s, 1.3k, 2.1k, 2.2k, 2.3k, 2.9k, 2.1s, 2.2s, 2.3s, 3.5k, 3.6k, 3.7k, 3.10k; Texas Educator Standards (TS): TS1Ci, TS1Dii, TS1Eii, TS2Cii, TS4Aii, TS4Bii, TS4Ci, TS6Bii, TS6Cii, TS6Dii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

- SLO 1.2.1 Assessment—Critical Social Issues, Children’s Literature Assignment

**NOTE:** Candidates will create and submit a critical issues children’s literature book (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 presentation will be a professional presentation (EC12 Texas PPR Standards: 1.11k, 1.18k, 1.22k, 4.18k; Texas Educator Standards (TS): TS3Aiii, TS3Bii, TS6Dii)

- 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?). (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.2s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s; Texas Educator Standards (TS): TS1Ai, TS1Aii, TS1Ci, TS1Di, TS1Dii, TS1Eii, TS2Bii, TS2Cii, TS3Aii, TS3Bii, TS3Ci, TS3Cii, TS4Aii, TS4Bii, TS4Ci, TS6Bii, TS6Cii, TS6Dii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

- SLO 1.2.3 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). (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s, 4.1k, 4.2k, 4.8k, 4.12k, 4.13k, 4.14k, 4.15k, 4.18k, 4.11s; Texas Educator Standards (TS): TS1Ai, TS1Aii, TS1Ci, TS1Di, TS1Dii, TS1Eii, TS2Bii, TS2Cii, TS3Aii, TS3Bii, TS3Ci, TS3Cii, TS4Aii, TS4Bii, TS4Ci, TS6Bii, TS6Cii, TS6Dii)
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 Standards: 1.1k, 1.2k, 1.3k, 1.4k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.20k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 1.2k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s; Texas Educator Standards (TS): TS1Ai, TS1Aii, TS1Bi, TS1Ci, TS1Eii, TS2Bi, TS2Bi, TS2Ci, TS2Ci, TS3Ai, TS3Bi, TS3Bi, TS4Ai, TS4Ai, TS4Bi, TS4Bi, TS4Ci).

  - 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?). (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s; Texas Educator Standards (TS): TS1Ai, TS1Aii, TS1Ci, TS1Di, TS1Dii, TS1Eii, TS2Bi, TS2Bi, TS2Ci, TS2Ci, TS3Ai, TS3Bi, TS4Ai, TS4Ai, TS4Bi, TS4Ci, TS4Bi, TS5Bi, TS6Bi, TS6Ci, TS6Dii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

  - 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). (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s, 4.1k, 4.2k, 4.8k, 4.12k, 4.13k, 4.14k, 4.15k, 4.18k, 4.11s; Texas Educator Standards (TS): TS1Ai, TS1Aii, TS1Ci, TS1Di, TS1Dii, TS1Eii, TS2Bi, TS2Bi, TS2Ci, TS2Ci, TS3Ai, TS3Bi, TS3Bi, TS3Ci, TS3Ci, TS4Ai, TS4Ai, TS4Bi, TS4Ci, TS4Bi, TS6Bi, TS6Ci, TS6Dii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).
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 Standards: 1.1k, 1.2k, 1.5k, 1.8k, 1.11k, 4.13k)
  - 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). (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s, 4.1k, 4.2k, 4.8k, 4.12k, 4.13k, 4.14k, 4.15k, 4.18k, 4.11s; Texas Educator Standards (TS): TS1Ai, TS1Aii, TS1Ci, TS1Di, TS1Di, TS1Eii, TS2Bii, TS2Bii, TS2Cii, TS2Cii, TS3Aii, TS3Bii, TS3Cii, TS3Cii, TS4Ai, TS4Aii, TS4Bi, TS4Ci, TS6Bii, TS6Cii, TS6Dii). (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

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) (EC12 Texas PPR Standards: 1.1k, 1.11k, 4.13k, 4.14k, 4.15k, 4.18k; Texas Educator Standards (TS): TS3Aii)
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 Standards: 2.1k, 3.2k, 3.3k, 4.1k, 4.2k, 4.8k, 4.6s, 4.11s; Texas Educator Standards (TS): TS4Ai, TS6Bii, TS6Cii)

- 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. (EC12 Texas PPR Standards: 4.11s, 4.17s; Texas Educator Standards (TS): TS6Cii, TS6Bii, TS6Diii)

- SLO 5.2.2 Assessment – Critical Social Issues, Children’s Literature Assignment
  - NOTE: Candidates will create and submit a critical issues children’s literature book (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 presentation will be a professional presentation (EC12 Texas PPR Standards: 1.1k, 1.18k, 1.22k, 1.8s, 4.18k; Texas Educator Standards (TS): TS3Ai, TS3Bii, TS6Diii)

- 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?). (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s; Texas Educator Standards (TS): TS1Ai, TS1Aiii, TS1Ci, TS1Di, TS1Dii, TS1Eii, TS2Bii, TS2Biii, TS2Cii, TS2Ciii, TS3Aii, TS3Bii, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Bii, TS4Ci, TS6Bii, TS6Cii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

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 Standards: 3.2k, 3.3k, 4.13k, 4.14k, 4.15k, 4.18k)

- 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). (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s, 4.1k, 4.2k, 4.8k, 4.12k, 4.13k, 4.14k, 4.15k, 4.18k, 4.11s; Texas Educator Standards (TS): TS1Ai, TS1Aiii, TS1Ci, TS1Di, TS1Dii, TS1Eii, TS2Bii, TS2Biii, TS2Cii, TS2Ciii, TS3Aii,
TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Bii, TS4Ci, TS6Bii, TS6Ci, TS6Dii). (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

- SLO 5.4 Candidates will identify and analyze learning resources that establish and maintain positive relationships with stakeholders and families (EC12 Texas PPR Standards: 1.5k, 1.2s, 1.5s, 1.18s, 3.2k, 4.1k, 4.2k, 4.8k; Texas Educator Standards (TS): TS2Ciii)
  o 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?). (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s; Texas Educator Standards (TS): TS1Ai, TS1Aii, TS1Cii, TS1Dii, TS1Eii, TS2Bii, TS2Ci, TS2Cii, TS3Aii, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Aiii, TS4Bii, TS4Ci, TS6Bii, TS6Cii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

- SLO 5.5 Candidates will attend and reflect upon attending a professional development meeting (EC12 Texas PPR Standards: 4.12k; Texas Educator Standards (TS): TS6AAi)
  o 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?). (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s; Texas Educator Standards (TS): TS1Ai, TS1Aii, TS1Cii, TS1Dii, TS1Eii, TS2Bii, TS2Ci, TS2Cii, TS3Aii, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Aiii, TS4Bii, TS4Ci, TS6Bii, TS6Cii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).
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>All About Me</td>
<td>2</td>
<td>(09/10 @ 11:30 pm)</td>
<td>D2L</td>
<td>1.1</td>
</tr>
<tr>
<td>Discussion Facilitator</td>
<td>5</td>
<td>See Course Timeline</td>
<td></td>
<td>1.1; 1.2; 3.1; 5.2</td>
</tr>
<tr>
<td>Reaction Statements</td>
<td>36</td>
<td>See Assignment Description</td>
<td>Submit to Discussion Board and Bring Critical Questions to Class</td>
<td>1.1.3; 1.2.3; 3.1.3; 4.1.1; 5.3.1</td>
</tr>
<tr>
<td>Critical Social Issue, Children's Literature Assignment</td>
<td>6</td>
<td>Friday, 11/17 @ 11:30 pm</td>
<td>Upload to D2L</td>
<td>1.1.1; 1.2.1; 5.2.1; 5.2.2</td>
</tr>
<tr>
<td>Culturally/Socially Responsive Classroom Plan/Presentation</td>
<td>10</td>
<td>Wed, 12/06 @ 11:30 pm</td>
<td></td>
<td>1.1.2; 1.2.2; 3.1.1; 3.1.2; 5.1.1; 5.2.3; 5.4.1; 5.5.1</td>
</tr>
<tr>
<td>Personal Growth through Service Learning/Experience</td>
<td>5</td>
<td>Sunday, 12/03 @ 11:30 pm</td>
<td></td>
<td>5.2.1</td>
</tr>
<tr>
<td>Other Miscellaneous Assignments including Authentic Contributions while Negotiating Active Participation &amp; Dispositions</td>
<td>4</td>
<td>Ongoing</td>
<td>In-class/ Observation</td>
<td>All</td>
</tr>
<tr>
<td>Exams</td>
<td>32</td>
<td>TBD</td>
<td>Upload to D2L</td>
<td>All</td>
</tr>
</tbody>
</table>

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

Description of Assignments

- **All About Me (2%)**

Please submit to the discussion board on or before 09/10/2017 at 11:30 pm. Please copy and paste text to the discussion board. You may add visuals as attachments if necessary.

**Objective:** To share cultural, social, and educational experiences through an autobiography.

**Autobiography:** Everyone has something to share about personal experiences. As a part of this class you are expected to share your cultural, social, and educational experiences that you have encountered in your life.

**Please consider the following when completing your All About Me Assignment**

Points are awarded based on clarity, critical thought, and depth.

<table>
<thead>
<tr>
<th>Max Points</th>
<th>Section/Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Photo or other form of visual</td>
<td>I have provided some questions to help you jump-start your thinking. Please don’t limit your discussion to these questions.</td>
</tr>
<tr>
<td>10</td>
<td>Introduction</td>
<td>Who are you? Where are you from? Why are you here? etc…</td>
</tr>
</tbody>
</table>
Each Learning Community will be expected to lead at least one class discussion (Please see the course timeline for the dates of your LC). You will be responsible for leading the class in a critical interrogation of the issues raised in the readings. I encourage innovative approaches – try to avoid simply presenting an overview of the readings, rather think of ways to engage and ‘problematize’ the issues - pose critical questions and think of ways these issues under consideration relate to the challenges faced in schools today. Please, no lecture via traditional means or via powerpoint or prezi. Please refrain from traditional games such as jeopardy, kahoot, etc… Be creative!

Please do not re-state or directly review readings or specific themes of this class for written assignments or presentations. It is expected that you critically re-analyze the content and the themes we will be covering and to synthesize new understandings of our texts.

### Discussion Facilitation Evaluation Form

<table>
<thead>
<tr>
<th>Overall Clarity</th>
<th>Focus and Flow of Presentation</th>
<th>Performance: Perceived Level of Knowledge of Material/Topic</th>
<th>Inclusion of “Outside” Resources</th>
<th>Inclusion of “Course” Resources including Personal “Authentic” Voice</th>
<th>Perceived Ability to Engage all Co-Learners</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presentation is cohesive and understandable</td>
<td>The presentation had a sensible flow and maintains focus</td>
<td>Each LC member seems to be extremely knowledgeable of the topic and course resources on the presentation topic.</td>
<td>The presentation includes the use of relevant outside resources that enhance the quality of the presentation. Resources do not have to be “academic”</td>
<td>The presentation includes some reference of course resources and includes authentic thoughts and voice of each LC member</td>
<td>The presentation and presenters are engaging to all co-learners</td>
<td>What grade out of 20 possible points do you give for this presentation</td>
</tr>
</tbody>
</table>

| 0-3 pts | 0-3 pts | 0-3 pts | 0-3 pts | 0-5 pts | Out of 20 |
• **Reaction Statements (36%)**

You are expected to submit 12 reading reaction statements to D2L at various times throughout the semester. 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 at least 700 words in length (single spaced, 10-12 pt. Times New Roman 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.

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?

Your initial >700 word reaction statement w/critical questions should be **copied/pasted to the discussion board** by the assigned due date at 11:30 pm. At the conclusion of your initial post, **please include the word count** in the following format (WORD COUNT: xxx). You should then respond to each of your group members initial posts (who posted by the due date) 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).

<table>
<thead>
<tr>
<th>RS#</th>
<th>Reaction Statement Topic</th>
<th>Readings/Resources</th>
<th>Submit to the Discussion board by:</th>
</tr>
</thead>
</table>
| 1   | Module 1: Construction of Identity, Culture, and Historical Narratives | PDF: Breaking the Silence  
Sensoy and DiAngelo: Chapter 1  
Video: Race the Power of an Illusion Part I, II, and/or III | Wednesday 09/06 @ 11:30 pm  
and respond to all group members RS (that posted on time) by Sunday night |
Video: As American as Public School: 1900-1950 | Wednesday 09/13 @ 11:30 pm  
and respond to all group members RS (that posted on time) by Sunday night |
| 3   | Module 3: Constructing Difference-Segregation in a Multiracial Society | PDF: Does the Negro Need Separate Schools? by Du Bois OR PDF: Still Separate, Still Unequal by Kozol  
PDF: Race, Politics, and Arab American Youth by El Haj  
Video: Scarred Justice: The Orangeburg Massacre 1968  
Video: Race and Intelligence: Science’s Last Taboo | Wednesday 09/20 @ 11:30 pm  
and respond to all group members RS (that posted on time) by Sunday night |
<p>| 4   | Module 4: Equality, Equity, and Civil Rights: Exploration | Sensoy &amp; DiAngelo: Chapter 8 | Wednesday 09/27 @ 11:30 |</p>
<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Assignments</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| 5 | Module 5: Equality, Equity, and Civil Rights: Exploration of Race and Schooling, Part II | Sensoy & DiAngelo: Chapter 9  
Rethinking Schools: Chapter 2 (pp. 109-120 and/or 127-154)  
Video: Mirrors of Privilege: Making Whiteness Visible | Wednesday 10/11 @ 11:30 pm |
| 6 | Module 6: Equality, Equity, and Civil Rights-Schooling and Social Class | Sensoy & DiAngelo: Chapter 10  
Rethinking Schools: Chapter 2 (pp. 73-86; 104-108; & 155-158)  
Video: What Poor Child Is This? Poverty and America’s Children | Wednesday 10/18 @ 11:30 pm |
| 7 | Module 7: Equality, Equity, and Civil Rights-Biological Sex, Gender, and Sexuality, Part I | Sensoy & DiAngelo: Chapters 7  
PDF: What Does She Expect When She Dresses Like That | Wednesday 10/25 @ 11:30 pm |
| 8 | Module 8: Equality, Equity, and Civil Rights-Biological Sex, Gender, and Sexuality, Part II | Rethinking Schools: Chapter 3 (pp. 159-170; 176-198)  
Video: It’s Elementary | Wednesday 11/01 @ 11:30 pm |
Video: Judgment Day: Intelligent Design on Trial | Wednesday 11/08 @ 11:30 pm |
| 10 | Module 10: International Perspectives, Globalization, and Environmental Sustainability | PDF: Rethinking Diversity and Democracy for Sustainable Communities by Martusewicz  
Video: Harvest of Empire AND Either Life or Debt OR Green | Wednesday 11/15 @ 11:30 pm |
PDF: Policy and Programs by Ovando, Combs, & Collier  
Videos: A Struggle for Educational Equality 1950-1980 AND The Bottom Line in Education: 1980 to the Present | Wednesday 11/29 @ 11:30 pm |
PDF: Taking Action in the Classroom and Beyond by Grant & Sleeter  
Video: Precious Knowledge | Wednesday 11/29 @ 11:30 pm |
### Evaluation Rubric for Reaction Statements

| Component | 3 Points Earned | 1.5 Points Earned | 0 Points Earned |
|-----------|----------------|-------------------|----------------|----------------|
| Reflection| Must meet all of the following criteria: | Must meet all of the following criteria: | If any of the following: |
| _____/3   | a) Scholarly and thoughtful reaction statement (meets 700 word minimum expectation). | a) Thoughtful reaction statement with emerging clarity (meets 700 word minimum expectation). | a) Reaction statement lacks clarity and/or does not meet academic writing expectations (does not meet the 700 word minimum expectation) |
|           | b) References at least 2 of the assigned resources. | b) References at least 1 assigned resource. | b) Does not reference any of the assigned resources. |
|           | c) The author poses 2 or more critical questions (and brought them to class). | c) The author poses at least 1 critical question. | c) The author did not pose at least 1 critical question. |
|           | d) Scholarly and thoughtful response to each group member (that posted by initial posting deadline). | d) Thoughtful response to each group member (that posted by the initial posting deadline) | d) Did not respond to each group member (that posted by initial posting deadline). |
|           | e) Posted initial response by assigned deadline and responded to each group member by Sunday’s due date. | e) Posted initial response by assigned deadline and responded to each group member by Sunday’s due date or made other arrangements with the instructor | e) Did not post by agreed upon date and/or did not make other arrangements with the instructor in a timely manner. |
| Total _____/3 | *Please note that there are 12 reaction statement assignments. Overall reaction statement grade will be calculated by using the following mathematical statement: (R1 + R2 + R3 + R4 + R5 + R6 + R7 + R8 + R9 + R10 + R10 + R11 + R12)* | |

### Critical Social Issue, Children Literature Assignment: (6%)

You are expected to identify a current, critical social issue and prepare a children’s literature book (digital or physical). More description will be provided prior to week four in the class.

### 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.

### Personal Growth through Service Learning/Experience (5%)

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 journaling adventure that you attempt 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’s/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

• Other Miscellaneous Assignments Including - Authentic Contributions while Negotiating Active Participation and Dispositions: (4%) (Dispositions, Class and LC Engagement, Quizzes, Other In-Class Assignments, 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.

• Examinations (32%)

Throughout this course, you are expected to complete three exams. Exam 1 and 2 are worth 10 percent each and your final exam is worth 12 percent.

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: Attendance to all class meetings is expected and required. If you must miss a class meeting, please contact me as soon as possible (preferably before your absence to discuss the issue). Your final grade will be lowered by 10 points once you have accumulated four absences, 10 more points for five absences (20 total point reduction), and 10 more points for six absences (30 total point reduction). Seven or more absences will result in a grade of “F” for this course. Please note that unprepared and/or non-participatory students may be noted as absent.
  ➢ 2 tardy = 1 absence
  ➢ Leave early = 1 tardy

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>All About Me</td>
<td>2</td>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>Discussion Facilitator</td>
<td>5</td>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>Reaction Statements</td>
<td>36</td>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>Critical Social Issue, Children’s Literature Assignment</td>
<td>6</td>
<td>Below 70</td>
<td>F</td>
</tr>
<tr>
<td>Culturally/Socially Responsive Classroom Plan</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service Learning Experience/Journal</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Miscellaneous Assignments including - Authentic Contributions while Negotiating Active Participation (including Quizzes) &amp; Dispositions</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exams</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Grade</td>
<td>/100</td>
<td></td>
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</tbody>
</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 My Cultural Awareness Profile in LiveText during this course.

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>T - 08/29</td>
<td>Introductions/Overview</td>
<td>Syllabus</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>We will be exploring ideas related to identity development and critical family history.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>T - 09/05</td>
<td>Construction of Identity, Culture, and Historical Narratives: Self and Society?</td>
<td>PDF: Breaking the Silence</td>
<td>Race: The Power of an Illusion Part II</td>
<td>RS #1 due Wednesday @ 11:30 pm</td>
</tr>
<tr>
<td></td>
<td>We will be exploring ideas related to identity development and critical family history.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TR - 09/07</td>
<td>Construction of Identity, Culture, and Historical Narratives: Self and Society?</td>
<td>Sensoy &amp; DiAngelo: Prologue and Chapter 1</td>
<td>Race: The Power of an Illusion Part III</td>
<td>All About Me Post due Sunday 09/10 @ 11:30 pm</td>
</tr>
</tbody>
</table>
We will be exploring ideas related to identity development and critical family history.

### Module 2: Early Education in the US/ The Common School and the Progressive Era

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>We will explore ideas related to: What/Who impacted the early structure of schooling in the United States.</td>
<td></td>
<td>RS #2 due Wednesday @ 11:30 pm</td>
</tr>
<tr>
<td>TR - 09/14</td>
<td>Early Education in the US/The Progressive Era: What/who impacted the early structure of schooling in the United States</td>
<td>Sensoy &amp; DiAngelo: Chapter 4 and 5</td>
<td>As American as Public School: 1900-1950</td>
</tr>
<tr>
<td></td>
<td>We will explore ideas related to: What/Who impacted the early structure of schooling in the United States.</td>
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</table>

### Module 3: Constructing Difference: Segregation in a Multiracial Society

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>We will explore the history of schooling as it relates to certain ethnic/racial groups in the US.</td>
<td></td>
<td>RS #3 due Wednesday @ 11:30 pm</td>
</tr>
<tr>
<td>TR - 09/21</td>
<td>Schooling, Segregation in a Multiracial Society: Structures &amp; Perspectives</td>
<td>PDF: Race, Politics, and Arab American Youth by EL Haj Sensoy &amp; DiAngelo: Chapter 6</td>
<td>Race and Intelligence: Science’s Last Taboo</td>
</tr>
<tr>
<td></td>
<td>We will explore the history of schooling as it relates to certain ethnic/racial groups in the US.</td>
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</tbody>
</table>

### Module 4: Equality, Equity, and Civil Rights: Exploration of Race and Schooling, Part I

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>T - 09/26</td>
<td>Equality, Equity, and Civil Rights: Explorations of Race and Schooling:</td>
<td>Sensoy &amp; DiAngelo: Chapter 8 Rethinking Schools: Chapter 2 (pp. 49-65)</td>
<td>Cracking the Codes: The System of Racial Inequity</td>
</tr>
<tr>
<td></td>
<td>We will explore ideas related to the interaction of race and schooling in the United States.</td>
<td></td>
<td>RS #4 due Wednesday @ 11:30 pm</td>
</tr>
<tr>
<td>TR - 09/28</td>
<td>Equality, Equity, and Civil Rights: Explorations of Race and Schooling</td>
<td>PDF: Whose Culture Has Capital by Yosso Rethinking Schools: Chapter 2 (pp. 66-72)</td>
<td></td>
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<tr>
<td></td>
<td>We will explore ideas related to the interaction of race and schooling in the United States.</td>
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</tbody>
</table>

### Module 5: Equality, Equity, and Civil Rights: Exploration of Race and Schooling, Part II

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>T - 10/03</td>
<td>Equality, Equity, and Civil Rights: Explorations of Race and Schooling: LC #1 Facilitation</td>
<td>Sensoy &amp; DiAngelo: Chapter 9 Rethinking Schools: Chapter 2 (pp. 109-120)</td>
<td>Mirrors of Privilege: Making Whiteness Visible</td>
</tr>
<tr>
<td></td>
<td>We will explore ideas related to the interaction of race and schooling in the United States.</td>
<td></td>
<td>RS #5 due Wednesday @ 11:30 pm</td>
</tr>
<tr>
<td>TR - 10/05</td>
<td>Equality, Equity, and Civil Rights: Explorations of Race and Schooling: LC #2 Facilitation</td>
<td>Rethinking Schools: Chapter 2 (pp. 127-154)</td>
<td></td>
</tr>
</tbody>
</table>
We will explore ideas related to the interaction of race and schooling in the United States.

### Module 6: Equality, Equity, and Civil Rights: Schooling and Social Class

**T - 10/10**

**Equality, Equity, and Civil Rights: Schooling and Social Class: LC #3 Facilitation**

We will identify and explore class structure in the US as well as the interaction of class and schooling.

**Sensoy & DiAngelo: Chapter 10 Rethinking Schools: Chapter 2 (pp. 73-86; 104-108; & 155-158)**

**What Poor Child Is This? Poverty and America's Children**

**RS #6 due Wednesday @ 11:30 pm**

**TR - 10/12**

Class Attendance Optional: Class time is designated for Q/A of concepts covered to date as you prepare for Exam 1. Please complete Exam 1 in D2L.

Exam 1 due Sunday night at 11:30 pm

### Module 7: Equality, Equity, and Civil Rights: Biological Sex, Gender, and Sexuality, Part I

**T - 10/17**

**Equality, Equity, and Civil Rights: Exploring Biological Sex, Gender, and Sexuality**

We will examine the current historical moment as it relates to sex, gender, and sexuality in schooling and society.

**Sensoy & DiAngelo: Chapter 7 D2L Links**

**RS #7 due Wednesday @ 11:30 pm**

**TR - 10/19**

**Equality, Equity, and Civil Rights: Exploring Biological Sex, Gender, and Sexuality**

We will examine the current historical moment as it relates to sex, gender, and sexuality in schooling and society.

PDF: What Does She Expect When She Dresses Like That

### Module 8: Equality, Equity, and Civil Rights: Biological Sex, Gender, and Sexuality, Part II

**T - 10/24**

**Equality, Equity, and Civil Rights: Exploring Biological Sex, Gender, and Sexuality: LC #4 Facilitation**

We will examine the current historical moment as it relates to sex, gender, and sexuality in schooling and society.

Rethinking Schools: Chapter 3 (pp. 159—170; 176-198)

**PDF: Skim the GLSEN Reports**

**It's Elementary**

**RS #8 due Wednesday @ 11:30 pm**

**TR - 10/26**

NO CLASS

Prepare and complete Exam 2 in D2L.

Rethinking Schools: Chapter 1 (not included on Exam 2)

Exam 2 due Sunday night at 11:30 pm

### Module 9: Religious Pluralism in the United States

**T - 10/31**

**Religious Pluralism in the United States: LC #5 Facilitation**

We will examine religious pluralism in the United States.

**PDF: Religious Pluralism in the United States by Gollnick & Chinn**

**Judgment Day: Intelligent Design on Trial**

**RS #9 due Wednesday @ 11:30 pm**

**TR - 11/02**

NO CLASS

Culturally Responsive Plan Workday (Part II). Meet as an LC (Virtually or Physically as agreed upon with your group members), no Face-to-Face Class

PDF: Toward a Conception of Culturally Responsive Classroom Management by Weinstein

### Module 10: International Perspectives, Globalization, and Environmental Sustainability

**T - 11/07**

International Perspectives, Globalization, and Environmental

PDF: Rethinking Diversity and Democracy for Sustainable Communities by Martusowicz

**Harvest of Empire AND Life & Debt OR**

**RS #10 due Wednesday @ 11:30 pm**
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>TR – 11/09</td>
<td>Culturally Responsive Plan Workday (Part III): Meet as an LC (Virtually or Physically as agreed upon with your group members), no Face-to-Face Class</td>
<td>PDF: Curriculum Development and Lesson Planning by Howe</td>
</tr>
<tr>
<td>NO CLASS</td>
<td></td>
<td>Depending on your chosen content for your lesson plan, read the following: Rethinking Schools Chapter 3 if you choose Science Rethinking Schools Chapter 4 if you choose Math</td>
</tr>
</tbody>
</table>

### Module 11: Educational Law, School Finance, and the Desire for 'Excellence'

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>TR – 11/16</td>
<td>Educational Law, School Finance, and the Desire for 'Excellence': Exploring key legislation in Education: ESEA, NCLB, Race to the Top, and School Funding/Finance: We will explore key legislation related to education, equality, equity, and school finance.</td>
<td>PDF: Policy and Programs by Ovando, Combs, &amp; Collier The Bottom Line in Education: 1980 to the Present Critical Social Issue, Children's Literature Assignment Due Friday @ 11:30 pm</td>
</tr>
</tbody>
</table>

### Module 12: The Classroom Environment: Approaches that Promote Diversity, Critical Consciousness, and Critical Engagement Part I

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>T – 11/28</td>
<td>The Classroom Environment: Approaches that Promote Diversity, Critical Consciousness, and Critical Engagement – Multicultural Education We will explore frameworks that promote diversity, critical consciousness, critical engagement, and social equity through education.</td>
<td>PDF: Multicultural Education – History, Theory, and Evolution by Howe RS #12 due Wednesday @ 11:30 pm</td>
</tr>
<tr>
<td>TR – 11/30</td>
<td>The Classroom Environment: Approaches that Promote Diversity, Critical Consciousness, and Critical Engagement – Multicultural Education We will explore frameworks that promote diversity, critical consciousness, critical engagement, and social equity through education.</td>
<td>PDF: Taking Action in the Classroom and Beyond by Grant &amp; Sleeter Precious Knowledge Service Learning Journal due Sunday, 12/03 @ 11:30 pm</td>
</tr>
</tbody>
</table>

### Module 13: The Classroom Environment: Approaches that Promote Diversity, Critical Consciousness, and Critical Engagement Part II

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>T – 12/05</td>
<td>The Classroom Environment: Approaches that Promote Diversity, Critical Consciousness, and Critical Engagement – Cultural Responsiveness We will explore frameworks that promote diversity, critical consciousness, critical engagement,</td>
<td>Rethinking Schools: Chapter 6 The War on Kids Culturally Responsive Classroom Management Plan due Wed., 12/06 @ 11:30 pm</td>
</tr>
</tbody>
</table>
VI. Required Readings:


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 SFA.LiveText@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 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: Found at [http://www.sfasu.edu/policies/](http://www.sfasu.edu/policies/)
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 (including the first 12 day attendance report) 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/disabilityservices/.

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 on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

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 Martin 936-468-1740 or snyderke1@sfasu.edu.