

**TED 5313 Diversity in Educational Settings/Culturally Sustaining Pedagogies
CRN 18521**

**University of Texas at El Paso
College of Education
Department of Teacher Education
Fall 2017**

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Class time/place:	Online
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Office hours:	I will be online Mondays from 1-3 PM and periodically throughout the week.

Welcome to **TED 5313, Diversity in Educational Settings**. It's going to be an exciting and intensive 7 weeks!

The UTEP Graduate Catalog describes our course this way:

Diversity in Educational Settings (3-0) Exploration of the social context of education and teaching in a pluralistic society. Examination of schools and society in relation to historical and contemporary issues of diversity.

Purpose of the Course

The purpose of this course is for us to explore the purpose of schooling in a pluralistic society. Our work is sustaining “linguistic, literate, and cultural pluralism as part of schooling for positive social transformation” (Paris and Alim, 2017, p. 1).

Course Goals

The goal of TED 5313 is to focus on developing and selecting cognitive and affective objectives, instructional materials, learning experiences, and content from integrated curricula that are appropriate for K-12 schools.

Learning Outcomes for TED 5313

Student Learning Outcomes

Classroom Activities and Assessments

1. Simulate the teacher's role in curriculum planning for the school year, for instructional units, and for daily lessons.	demonstrate understandings of the course readings (in accordance with specifically stated written guidelines) with five written analyses of course readings
2. Correlate and apply concepts of culture, race, and ethnicity to educational experiences	complete both the written analysis and oral components of a multicultural issue project.
3. Develop an understanding of the key tenets of multicultural education (in accordance with specifically stated written guidelines)	successfully complete of five written analyses of course readings
4. Apply current trends associated with methodology and curriculum in classrooms (in accordance with specifically stated written guidelines)	successfully complete five written analyses of course readings
5. Select, develop, and incorporate appropriate cognitive and affective objectives appropriate to a multicultural society	successfully complete (as stated in a course rubric) a team cultural understandings project, including both a written analysis and an oral component.
6. apply current trends associated with methodology and curriculum in multicultural education	successfully address (as stated in a course rubric) all the stated objectives of the multicultural issue group project, including written and oral components that must provide specific application of TEKs
8. Design learning experiences and materials for the enrichment of quality	successfully complete five written analyses of course readings

multicultural education, including the effective use of technology (in accordance with specifically stated written guidelines)	
9. integrate critical theory into effective teaching strategies through an assessment of traditional education	successfully complete written analyses in the reaction papers, the multicultural issue project, and personal histories/multicultural understandings paper and oral presentation

Required Text

Manning, M. L. (2017). *Multicultural education of children and adolescents* (6th ed.). New York: Routledge. ISBN-13: 978-1138735361

I have requested this book from the UTEP bookstore, but I know that many of you will buy it online. I have seen it on Amazon for between \$53.67 and \$57.95. It's totally fine to buy our textbook used or to rent it. Just remember that you need the **6th edition**.

Additional Readings on BlackBoard

Bucholtz, M., D.I. Casillas, and J.S. Lee (2017). Language and culture as sustenance. In D. Paris & H.S. Alim (Eds.), *Culturally Sustaining Pedagogies* (pp. 43-61). New York: Teachers College Press.

Kumashiro, K. K. (2001). "Posts" perspectives on anti-oppressive education in social studies, English, mathematics, and science classrooms. *Educational Researcher*, 30(3), 3-12.

Gutierrez, K.D. and P. Johnson (2017). Understanding identity sampling and cultural repertoires: Advancing a historizing and syncretic system of teaching and learning in justice pedagogies. In D. Paris & H.S. Alim (Eds.), *Culturally Sustaining Pedagogies* (pp. 247-261). New York: Teachers College Press.

Glass, R.D. (2017). Staying hopeful. In D. Paris & H.S. Alim (Eds.), *Culturally Sustaining Pedagogies* (pp.337-340). New York: Teachers College Press.

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465-491.

- Lee, Carol D. (2017). An ecological framework for enacting culturally sustaining pedagogy. In D. Paris & H.S. Alim (Eds.), *Culturally Sustaining Pedagogies* (pp. 261-275). New York: Teachers College Press.
- Lee, Stacey and D. Walsh (2017). Socially just, culturally sustaining pedagogy for diverse immigrant youth: Possibilities, challenges, and directions. In D. Paris & H.S. Alim (Eds.), *Culturally Sustaining Pedagogies* (pp. 43-61). New York: Teachers College Press.
- McCarty, T.L. (2017). Evaluating images of groups in your curriculum. In M. Pollack (Ed.), *Everyday Anti-Racism: Getting Real about Race in Schools* (pp. 172-179). New York: The New Press.
- Meier, D. and M. Knoester (2017). Assessment 1: Student self-assessments. In *Beyond Testing: 7 Assessments of Students and Schools More Effective Than Standardized Tests* (pp. 27-40). New York: Teachers College Press.
- Meier, D. and M. Knoester (2017). Assessment 2: Student self-assessments. In *Beyond Testing: 7 Assessments of Students and Schools More Effective Than Standardized Tests* (pp. 41-48). New York: Teachers College Press.
- Meier, D. and M. Knoester (2017). Assessment 3: Student self-assessments. In *Beyond Testing: 7 Assessments of Students and Schools More Effective Than Standardized Tests* (pp. 49-70). New York: Teachers College Press.
- Meier, D. and M. Knoester (2017). Assessment 4: Student self-assessments. In *Beyond Testing: 7 Assessments of Students and Schools More Effective Than Standardized Tests* (pp. 71-79). New York: Teachers College Press.
- Meier, D. and M. Knoester (2017). Assessment 5: Student self-assessments. In *Beyond Testing: 7 Assessments of Students and Schools More Effective Than Standardized Tests* (pp.80-87). New York: Teachers College Press.
- Meier, D. and M. Knoester (2017). Assessment 6: Student self-assessments. In *Beyond Testing: 7 Assessments of Students and Schools More Effective Than Standardized Tests* (pp. 88-96). New York: Teachers College Press.
- Meier, D. and M. Knoester (2017). Assessment 7: Student self-assessments. In *Beyond Testing: 7 Assessments of Students and Schools More Effective Than Standardized Tests* (pp. 97-106). New York: Teachers College Press.

Meier, D. and M. Knoester (2017). Introduction.
In *Beyond Testing: 7 Assessments of Students and Schools More Effective Than Standardized Tests* (pp. 1-15). New York: Teachers College Press.

Meier, D. and M. Knoester (2017). Purposes of education in a democracy.
In *Beyond Testing: 7 Assessments of Students and Schools More Effective Than Standardized Tests* (pp.16-23). New York: Teachers College Press.

Villegas, A. M., & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education*, 53(1), 20-32.

Being Successful in an Online Course

1. On-line learning is not a spectator sport. It is everyone's responsibility to participate as fully as they can so everyone can get the most from the experience.
2. Ask questions: If you don't know the answer, someone else will. The ASK-ME area of the discussion board is the forum for asking questions related to content OR any problems you are having. Make sure that you have clearly indicated the subject of your message. Reach out to others: Offer an idea, an article, a link or another item that can help others learn something.
3. Be appropriate: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will usually be subject to disciplinary action, as well.
4. Be diplomatic: When sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.
5. Stay focused: Stay on topic to increase the efficiency of your learning. Students often like to converse socially: To do this, you are strongly encouraged to go to Rosa's Cantina and socialize with your classmates online. While this is not a graded area, please remember I occasionally do drop in and socialize myself.
6. Take advantage of web resources available to you, such as the Owl at Purdue.
7. The rule of thumb for planning your time is approximately 3 hours for every credit hour taken. This is a standard figure recommended

across the board by American universities. For this course, you should expect to spend 3 hours of class time + 9 hours of study and prep time, which equals 12 hours per week. Be aware that there will be some weeks when you will not need even half of that time, but there will be weeks where you will need the full quota of time or more.

8. Your initial posting should be as early in the week as possible (Monday-Tuesday), so that people will have time to read and respond to your contribution. Post additional messages throughout the week that are either new contributions or replies to someone else. Keep your messages concise. Your initial posts should be about two paragraphs, although longer messages may be needed. Keep in mind that people are more apt to read and digest shorter messages than long ones.
9. Be respectful of other's ideas, opinions, and beliefs. It's fine to disagree with someone, but please respect everyone's right to think differently.
10. Be an active group member, contributing substance and support to group work. The course has a collaborative learning component, in which each of you plays a role in a group activity. You must shoulder your fair share of responsibility.
11. Excellent messages contribute to the understanding and application of ideas by doing one or more of the following:
 - a.) Reflection about meaning: Describe thoughtfully what something means or new insights it provides, or raise a question as a seed for clarification or further discussion.
 - b.) Analysis: Discuss relevant themes, concepts, main ideas, components, or relationships among ideas. Or, identify hidden assumptions or fallacies in reasoning.
 - c.) Elaboration: Build on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant information.
 - d.) Application: Provide examples of how principles or concepts can be applied to actual situations, or discuss the implications of theory for practice.
 - e.) Synthesis: Integrate multiple views to provide a summary, a new perspective, or a creative refashioning of ideas.
 - f.) Evaluation: Assess the accuracy, reasonableness, or quality of ideas.
12. Avoid using all caps. IT SEEMS LIKE SHOUTING!

13. Abide by Family Educational Rights and Privacy Act rules which find academic information is confidential and forbids disclosure of academic information without the participant's consent.
14. Use emoticons (smiley faces) if you wish to convey emotion, especially if you want people to know that you are using humor or joking.

Figure 1: Emoticons



15. Please note that you will receive more detailed comments for your discussion posts and the first Response Paper earlier in the course, if warranted. These comments and feedback should act as a guide to help you improve future work. If you continue to make the same mistakes over and over again, apparently my comments addressing the same issue have not been effective. As such, either you are not reading and using my comments to improve your work, or you need additional guidance on how to improve your work. If the latter is the case, then let me know by e-mailing me, and I will provide you further, individual assistance either through a chat or via email. Future work returned to you will have fewer comments and mostly consist of a score.

Class Policies

- a.) This course involves intensive reading, writing, and discussion. In a 7-week course, you have to dive right in. There's no time to wait. If you don't participate and turn in assignments within the first two weeks, you will be dropped from the course.
- b.) On-time submission of course assignments is a requirement. No late assignments will be accepted.

- c.) Notify me as far in advance as possible of any time exceeding 4 days in which participation will not be possible during an online course, for whatever reason.
- d.) As the instructor, I have the right to make changes in the syllabus, calendar, and/or course material as I determine is necessary. I will give you plenty of notice if/when that happens.

Course Assignments

Discussions (10 possible points per week x 7=70)

There will be a graded discussions and responses required every week of our 7-week course. Detailed directions and a grading rubric are available in Appendix 1.

Response Paper #1 (30 possible)

Detailed directions and a grading rubric are available in Appendix 2.

Response Paper #2 (30 possible)

Detailed directions and a grading rubric are available in Appendix 2.

Group Project (60 possible points)

Detailed directions and a grading rubric are available in Appendix 3.

Course Assessment

200-Point Scale

Assignments	Due Dates	Points Available
Discussion Board Posts	Weekly (see directions, below)	Up to 70
Response Paper #1	Oct. 2, 11: 59 PM	Up to 30
Response Paper #2	Oct. 8, 11:59 PM	Up to 30
Group Assessments Activity	Oct. 11, by 11:59 PM.	Up to 70
TOTAL		200

Final Grade	Points
A	200-169
B	168-157
C	156-133
D	132-115
F	Fewer than 114

Help with Writing

Virtually everyone needs help with writing academic English. There's no shame in it. The University Writing Center (UWC) – Library Building, Rm. 227, 747-5112 provides online consultations to all UTEP students at no cost. They also have walk-in services, if you are local. It is a terrific resource. If I suggest you attend the Writing Center, it's because I think you will benefit from it. It's not a punishment – it's intended to help you. Check the website for more information: <http://uwc.utep.edu>

Academic Honesty

Everything you turn in for this course must be your own work. I want to know what *you* think, not how clever you are at getting around the rules. Use your brilliance in a productive way. Any act of academic dishonesty attempted by a UTEP student is unacceptable. Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Collusion is making plans with other people, in order to cheat. Violations will be taken seriously and will be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from UTEP for such actions. It's serious! Don't do it.

Different Abilities

If you have or believe you have a disability, you may wish to self-identify it. You can do so by providing documentation to the Office of Disabled Student Services located in Union E, Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the professor and/or director of Disabled Student Services. You may call (915) 747-5148 for general information about the Individuals with Disabilities Act (IDA).

Class Schedule

Week	Date	Activities	Assignments
Work to complete <i>before</i> the course starts			
Week before classes start	Aug. 21, 2016		<p>-Get your hands on <i>Multicultural Education of Children and Adolescents</i>, 6th edition (2017).</p> <p>-Take the APA test at http://www.niu.edu/writingtutorial/style/quizzes/APA.htm. Take the test until you earn 100%. Review the test. Then, email your score to me at cullman@utep.edu by Aug. 30th at 11:59 PM.</p>
Introductions and What Is Multicultural Education Anyway?			
Week 1	Mon., Aug. 28		<p>- Post and respond to Discussion #1 Introductions and what multicultural education is.</p> <p>-Read Manning, ch. 1-4</p> <p>-Read Ladson-Billings, Towards a Theory of Culturally Responsive Teaching</p> <p>-Read Villegas & Lucas</p> <p>-Watch Ladson-Billings' Cultural Competence https://www.youtube.com/watch?v=XSE8nxxZN5s</p> <p>Sept. 1 is Census Day; you may drop the class before this day without penalty.</p>
Theorizing Multicultural Education			
Week 2	Mon, Sept. 4		<p>-Post and respond to Discussion #2 on Manning, Ladson- Billings (reading and video), Villegas & Lucas.</p> <p>-Read Manning, ch. 5-8</p> <p>-Read Kumashiro</p> <p>-Read Bucholtz et al</p> <p>-Watch Multiculturalism in the Modern World TEDX Jen Holladay [Video File] https://www.youtube.com/watch?v=U5rKgDOs33U</p>

			Sept. 4 is the last day to withdraw with a “W”.
Understanding Learners			
Week 3	Mon., Sept. 11		<p>-Post and respond to Discussion #3 discussions on Manning, Kumashiro, and Bucholtz et al.</p> <p>-Read Manning, Baruth, & Lee, ch. 9,10,11</p> <p>-Read S. Lee & D. Walsh</p> <p>-Read T.L. McCarty</p>
Changing Classroom Practices			
Week 4	Mon., Sept. 18		<p>-Post and respond to Discussion #4 on Manning, Baruth, & Lee, S. Lee & Walsh, and T.L. McCarty</p> <p>-Read Gutierrez et al</p> <p>-Read C.D. Lee</p> <p>-Watch Safdar, S. (2012). Everything You Always Wanted to Know about Culture [Video File] https://www.youtube.com/watch?v=FaOJ71czAGQ</p>
Beyond Testing			
Week 5	Mon., Sept. 25		<p>-Post and respond to Discussion #5 on Gutierrez et al, C.D. Lee, and Safdar.</p> <p>Read Meier & Knoester, Assessments 1,2, 3, 4, 5, 6, and 7</p> <p>-Work on Group Assessments Projects</p> <p>DUE Oct. 2, 11:59 PM: Response Paper #1: My Developing Theories of Multicultural Education</p>
Alternative Assessments			
Week 6	Mon., Oct. 2		<p>-Post and respond to Discussion #6 on Meier & Knoester.</p> <p>Final Paper due on Weds., Oct. 11 by 11</p> <p>-Work on Final Papers.</p> <p>DUE: Oct. 8, by 11:59 PM: Response Paper #2: My Evolving Theories of Multicultural Education</p>

			-Read Glass
Staying Hopeful			
Week 7	Mon., Oct. 9		-Post and respond to Discussion #7 on Glass and whole course reflections. DUE: Group Assessments Project, Oct. 11, 11:59 PM. DUE: Group Project Participation Evaluation, Oct. 11, 11:59 PM No Late Assignments Accepted.
Final Grades Posted to BB			
(Week 8)	Tues., Oct. 17		Grades and feedback will be posted.

Appendix 1

Discussion Boards

Why Do We Have Discussions?

The goal of online discussion is for us to co-construct understandings of particular ideas, concepts, or topics, based on the interweaving of the readings, videos/ audios.

It is EXTREMELY important that you participate in on-line discussions and debates based on the weekly readings, videos, and audios in an analytical, and critical manner. You must carefully engage in dialogue to develop a discourse on the theory and pedagogy that emerges.

Your Discussion Board participation shows me what and how you are thinking about the readings and the topics presented. Who should you discuss the ideas with? It's entirely up to you. You can engage in conversation with anyone enrolled in our course.

That said, I would like you to have a discussion with at least one different person from the class each week. You are welcome to discuss with 2-3 different people each week, but just be sure that you have a discussion with a different person each week.

What Are the Guidelines for Class Discussions?

I want the discussions on the readings, videos, and audios to be just that – *discussion*.

The guidelines for your discussion activities are:

- Make connections between the readings and other media that have been provided for you.
- Name every topic, concept, theory, idea, or pedagogical approach you refer to.
- Include a particular quote from any of the readings reflecting the essence of the what you have named as your topic(s) in your discussion. Use APA style to do this.
- What are the connections you are making between your chosen topic, etc. from the readings and other media that you want to analyze? These connections reflect your ability to analyze and go “beyond the surface” of what is already obvious. What are you trying to reveal through your analysis?

- As you make a connection through your discussion and analysis, what does this connection mean to you as a current and/or future educator, or someone interested in multicultural education and human diversity?
- How can the final understanding and learning based on these connections among the readings and other media help you to more effectively address the needs of learners from diverse backgrounds?
- Respond and engage in discussion that is substantive, and goes beyond simply stating, “I like what you said”, “I agree”, “That’s great!” You must cite a particular idea or thought from what your colleague posted and base your discussion on that. What do you have to say about that idea? Or other ideas that are co-constructed?

Evaluation of Discussion Board Participation

You can potentially earn an OVERALL, holistic, maximum score of 10 points, for each week of discussion board activity. If your posting(s) fall within the parameters of the criteria indicated below, you most likely will achieve that score.

How Will I Be Graded on My Participation in the Discussions?

You will receive comments and feedback on your discussion contributions when you score below a “7”. When you receive a high score (8-10 points), it means you have fulfilled, for the most part, the criteria needed to earn those points. When you earn high points, it means you are doing your job.

You must post your initial post on the first days of the week (Monday, 12 AM-Tuesday, 11:59 PM). Do not post the entirety of your work in the hours or minutes before the posting deadline (Sunday, 11:59 PM). This gives the impression that you are only fulfilling the “quantity” aspect of your work, and not the thoughtful, “quality” aspect.

Directions for Discussion Board Posts

Initial Posts

1. Your initial post must be done between Monday, 12 AM and Tuesday, 11:59 PM each week. This allows the conversation to happen between Wednesday 12 AM and Sunday 11:59 PM.

2. Each week you will have two prompts to respond to. Your initial post for each must be 200-300 words. Use the word count function in Word to check this quickly.
3. Your initial posts must use APA style for citations and be spellchecked and grammar checked.
4. Cite **two** or more authors appropriately in each initial post. What do I mean by appropriately? The citations cannot be thrown in, so that you are following the letter of the law, not the spirit of the law. The citations must fit with what you are discussing.
5. Your post must be in your own words. Support your arguments. Paraphrase the things you've read and use citations. **No quotes.** Period.
6. Your post must be in the correct discussion thread. At the end of each week, you must post your discussion posts and responses in an attachment in that thread.

Directions for Response Posts

1. You must respond to one or two of your colleagues' posts, between Wednesday 12 AM and Sunday 11:59 PM.
2. You must respond to a different classmate each week. There are 7 weeks in our course and 25 people in the class, so this will not be difficult.
3. Your response posts must be between 200-300 words. Use the word count function in Word to check this quickly.
4. Your response must use APA style for citations and be spellchecked and grammar checked.
5. Cite two or more authors appropriately in your posts. What do I mean by appropriately? The citations cannot be thrown in, so that you are following the letter of the law, not the spirit of the law. The citations must fit with what you are discussing.
6. Your post must be in your own words. Support your arguments. Paraphrase the things you've read and use citations. **No quotes.** Period.
7. Your post must be in the correct discussion thread. At the end of each week, you must post your discussion posts in an attachment in that thread.

Grading Rubric for Discussion and Response Posts

Earning 9-10 Points Means:

- a.) **Two posts** with excellent analysis and discussion of content and activity for the week, making connections among readings and other media, with references to multiple readings (**two or more in each post**);
- b.) Initial posts are made between Monday at 12:00 AM and Tuesday at 11:59 PM;
- c.) Excellent writing, without any mechanical, grammatical, and/or stylistic writing errors. APA style is used throughout;
- d.) Responding in depth to **two posts** by other students within the discussion board. That means engaging in actual discussion on particular points made by others, building on and/or reacting to the ideas of others, before Sunday at 11:59 PM.

Note: If you do not engage in some thoughtful discussion by posting throughout the week prior to the deadline, there is no chance of achieving a score of 9 or 10 points. I need to see an exchange of ideas among you and others in the course, not just responses to what others have posted with no evidence of further discussion, or posting 10 superficial responses to everyone in your group on the day that the discussion forum closes.

Earning 8 Points Means:

- a.) Writing **one** in-depth, analytical post in response to the guiding question, that involves making connections among readings and other media, with references to **two or more readings**;
- b.) Initial post is made between Monday at 12:00 AM and Tuesday at 11:59 PM;
- c.) Very good writing, with few, if any, mechanical, grammatical, and/or stylistic writing errors. APA style is used throughout;
- d.) Responding in depth to **two posts** within the discussion board, engaging in actual discussion on particular points made by others, building on and/or reacting to the ideas of others, before Sunday at 11:59 PM.

Earning 7 Points Means:

- a.) Writing **one** post that is simply participation and presence on the discussion board, with limited thought or depth. The analysis is average, and appropriate references to the readings are not made.
- b.) Initial post is made between Monday at 12:00 AM and Tuesday at 11:59 PM;
- c.) Writing is fair, with a number of mechanical, grammatical, and/or stylistic writing errors, some of which get in the way of understanding. APA style is used sporadically;
- d.) Responding to **one** other post within the discussion board with limited thought or depth, before Sunday at 11:59 PM.

Earning 6-5 Points Means:

- a.) One post, with poor analysis and discussion of content and activity, without references to the readings;
- b.) Initial post is made between Monday at 12:00 AM and Tuesday at 11:59 PM;
- c.) Writing is poor, with many mechanical, grammatical, and/or stylistic writing errors that get in the way of understanding. APA style is not used;
- d.) Responding to **one** other post within the discussion board with limited thought or depth, before Sunday at 11:59 PM.

Earning 4-1 Points Means:

- a.) One post, with very poor analysis and discussion of content and activity, without references to the readings;
- b.) Initial post is made between Monday at 12:00 AM and Tuesday at 11:59 PM;
- c.) Writing is very poor, with many mechanical, grammatical, and/or stylistic writing errors that get in the way of understanding, and obviously was rushed and done simply to post something, anything, on the threaded discussion. There is no consistent style.
- d.) Responding to **one** other post within the discussion board with limited thought or depth, before Sunday at 11:59 PM.
- e.) No Postings, no discussion board activity no response posted by the weekly deadline.

Note: I will participate from time to time in your weekly discussions, but ideally, I would like to see how you co-construct knowledge and understanding with your classmates/colleagues. My participation in your discussions, of course, does not mean that I will be able to respond to everyone's postings and thoughts. I will respond to postings as often as possible. Some week's there may be more participation on my part, while other weeks there may be little to no activity/participation on my part.

What If BlackBoard Goes Out?

If you find that Blackboard is out or you are unable to log in to Blackboard at the time that you are trying to post your work, you **MUST E-MAIL ME** (through regular e-mail) **IMMEDIATELY WITH AN ATTACHMENT OF YOUR WORK**, or an e-mail indicating that you are trying to post more discussion, but you cannot because of the outage.

When you do this, I will know that you have completed the work in a timely manner and you will receive full credit for your work, even though it was not posted on the discussion thread. I will then check with the Technology staff at UTEP to determine when Blackboard was out. If you email me indicating that Blackboard is out, but you do not send me your work as an attachment, **you will not receive credit for your work.**

Appendix 2

Directions and Grading Rubric for Response Papers

Response Paper #1

DUE: Oct. 2, 11:59 PM

My Developing Theories of Multicultural Education

This paper is due toward the end of our course, and you will have been exposed to a number of philosophical and methods approaches to multicultural education by this point. It is my intent that the discussions you will have engaged in for this course will be scaffolding to help you do well on this paper.

You will put all six of the sources below into conversation in this essay. Tell me about the key ideas in each, and weave them together. What do they have in common? What are some of the differences? Your discussion posts have been helping you to develop this essay. You will compare and contrast them, and offer your critiques. Then, you will select two key ideas, and talk about how you might use them in your current or future classroom. Be sure to explain what that grade level and content area you are thinking of. Select one or a set of TEKS (a link to the TEKS website is on our course website) and connect your ideas of how you might implement these ideas

Your paper will be well argued, and you will be discussing all six works of these sources:

1. Bucholtz, M., D.I. Casillas, and J.S. Lee (2017). Language and culture as sustenance. In D. Paris & H.S. Alim (Eds.), *Culturally Sustaining Pedagogies* (pp. 43-61). New York: Teachers College Press.
2. Kumashiro, K. K. (2001). "Posts" perspectives on anti-oppressive education in social studies, English, mathematics, and science classrooms. *Educational Researcher*, 30(3), 3-12.
3. Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465-491.

4. Ladson-Billings, G. (2012). Cultural Competency. [Video file].
<https://www.youtube.com/watch?v=XSE8nxxZN5s>.
5. Villegas, A. M., & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education*, 53(1), 20-32.
6. Holladay, J. (2013). Multiculturalism in the Modern World TEDx. [Video file]. Retrieved from
<https://www.youtube.com/watch?v=U5rKgDOs33U>.

Model for Response Paper #1

DUE: Oct. 2, 11:59 PM

Your paper will look like this:

Your first and last name

Response Paper #1

Date

My Evolving Views on Multicultural Education and Praxis:

Use this title stem and then add your own after the colon.

Introduction

You will include a thesis statement here. You will also explain what the items are that you are going to discuss, using APA citation style for all of them, such as (Ladson-Billings, 1995), and what some of the key ideas are that you see across the readings and media.

One paragraph

Theorizing Multicultural Education

This is the body of your paper. This is where you will summarize the main ideas of each article/media and compare and contrast all of them.

Five-six paragraphs

Praxis

This is where you will take two key ideas from these articles and imagine how you might use them in a class you are teaching or would like to teach in the future. You will explain what the grade level you are thinking about is, and the content area.

Two-Three paragraphs

Conclusion

This is where you remind us what you said in the body of your paper, and you tell us why it matters.

One paragraph

References

This is where you will include the APA style citations for all of the texts you cite in this paper.

A typical paragraph is 200 words. Response Paper #1 will be between 1,800-2,200 words.

Grading Rubric for Response Paper #1
30 Points Possible

	Category	Excellent	Good	Poor	TOTAL
1	Introduction 4 points	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		4	3-2	1-0	
2	Theorizing Multicultural Education 8 points	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		8	7-4	3-0	
3	Praxis 8 points	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		8	7-4	3-0	
4	Conclusion 4 points	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		4	3-2	10	
5	References 3 points	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		3	2	1-0	
6	Mechanics 3 points	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		3	2	1-0	
7	TOTAL				

Response Paper #2

My Evolving Theories of Multicultural Education

This paper is also due toward the end of our course, and you have been exposed to a number of philosophical and methods approaches to multicultural education. It is my intent that the discussions you will have engaged in for this course will be scaffolding to help you do well on this paper.

You will put all five of these sources into conversation in this essay. Tell me about the key ideas in each, and weave them together. What do they have in common? What are some of the differences? Your discussion posts have been helping you to develop this essay. You will compare and contrast them, and offer your critiques. Then, you will select two key ideas, and talk about how you might use them in your current or future classroom. Be sure to explain what that grade level and content area you are thinking of. Select one or a set of TEKS (a link to the TEKS website is on our course website) and connect your ideas of how you might implement these ideas

Your paper will be well argued, and you will be discussing all five works of these sources:

1. Gutierrez, K.D. and P. Johnson (2017). Understanding identity sampling and cultural repertoires: Advancing a historicizing and syncretic system of teaching and learning in justice pedagogies. In D. Paris & H.S. Alim (Eds.), *Culturally Sustaining Pedagogies* (pp. 247-261). New York: Teachers College Press.
2. Lee, Carol D. (2017). An ecological framework for enacting culturally sustaining pedagogy. In D. Paris & H.S. Alim (Eds.), *Culturally Sustaining Pedagogies* (pp. 261-275). New York: Teachers College Press.
3. Lee, Stacey and D. Walsh (2017). Socially just, culturally sustaining Pedagogy for diverse immigrant youth: Possibilities, challenges, and directions. In D. Paris & H.S. Alim (Eds.), *Culturally Sustaining Pedagogies* (pp. 43-61). New York: Teachers College Press.
4. McCarty, T.L. (2017). Evaluating images of groups in your curriculum. In M. Pollack (Ed.), *Everyday Anti-Racism: Getting Real about Race in Schools* (pp. 172-179). New York: The New Press.

5. Safdar, S. (2012). Everything You Always Wanted to Know about Culture. [Video file].
<https://www.youtube.com/watch?v=FaOJ71czAGQ>

Your first and last name
Response Paper #2
Date

My Emerging Theories of Multicultural Education:

Introduction

You will include a thesis statement here. You will also explain what the key ideas are that you are going to discuss, and you will mention what the articles/media you will be looking at are. You will use citation style for all of them, such as (Ladson-Billings, 1995).

One paragraph

Theorizing Multicultural Education

This is the body of your paper. This is where you will summarize the main ideas of each article and compare and contrast all of them.

Four-five paragraphs

Praxis

This is where you will take two key ideas from these articles and imagine how you might use them in a class you are teaching or would like to teach in the future. You will explain what the grade level you are thinking about is, and the content area.

One-Two paragraphs

Conclusion

This is where you remind us what you said in the body of your paper, and you tell us why it matters.

One paragraph

References

This is where you will include the APA style citations for all of the texts you cite in this paper. Hint: (they are listed above – all you need to do it copy and paste).

Grading Rubric for Response Paper #2
30 Points Possible

	Category	Excellent	Good	Poor	TOTAL
1	Introduction 4 points	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		4	3-2	1-0	
2	Theorizing Multicultural Education 8 points	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		8	7-4	3-0	
3	Praxis 8 points	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		8	7-4	3-0	
4	Conclusion 4 points	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		4	3-2	10	
5	References 3 points	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		3	2	1-0	
6	Mechanics 3 points	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		3	2	1-0	
7	TOTAL				

Appendix 3

Group Assessments Project

Directions and Grading Rubric for Group Assessments Project

DUE Oct. 11, 11:59 PM

1. You will work in the groups that I have established for you. As I write these directions (in August 2017), I imagine you will be in groups that are diverse in terms of whether you are a pre-service or in-service teacher, and less diverse in terms of grade level and subject matter. We'll see what we have to work with. I will have these groups ready for you by the second week of class.
2. Your group needs to start meeting during the third week of class (the week starting **Sept. 11**). This project has multiple parts, and you will need to come up with a clear work plan, as a group, to have your Group Assessments Project ready to turn in by **Oct. 11**.
3. Your group will decide who in your group will take on each role. If for some reason there are only 4 people in your group, combine the role of The Facilitator and The Assessment Discussion Leader into one role:
 - **The Facilitator:** This is the person who facilitates the discussion, making sure everyone expresses themselves and guides people to coming to a group decision about each part of the project. This is the person also makes sure group members are working on their parts of the project by checking in with them about their tasks before the final project is due.
 - **The Assessment Discussion Leader:** A central part of this assignment is the creation of three alternative assessments (from the 7 that Meier & Knoester discuss) and the justification for their use. This person will lead this very important discussion, making sure that everyone participates, and keeping track of what the three assessments will be, and why.
 - **The Delegator:** This is the person who guides the discussion about who will complete which tasks as the plan evolves. This person will summarize what each job is, who will do it, and when it will be completed.
 - **The Reviewer:** This is the person who makes sure the key parts of the project – the procedures for the lesson, the three assessments, and the justification of the three assessments selected (with references) are well-written and well aligned to each other. This is the person who makes sure group members

are working on their parts of the project by checking in with them about their tasks before the final project is due.

- **The Editor:** This is the person who edits the final project for completeness, clarity, and coherence, creating one voice for the project. This person makes sure that APA style is followed.
4. Your group will discuss the project, and come up with a plan and schedule to complete the tasks. It makes sense to work on parts 1-8 between Sept. 11 and
 5. Your group will copy Figure 1 (see below) into a Word document, and include the names of the group members at the top of the document.
 6. Your group will complete the form, expanding it as needed.
 7. Your group will make sure the final project is proofread and is turned in under the correct tab.
 8. You will complete the chart for the Group Project Participation Rubric (Figure 2), evaluating yourself and the other members of your group.

Figure 1 Group Assessments Project Structure

Group Members: (include names here)

	Category	Your Responses
1	Grade Level	
2	Content Area	
3	TEKS Select one – three TEKS (see the link on our BB page) that you will be assessing.	
3	Bilingual/Monolingual? If bilingual, note the program type.	
4	Describe a class of 30 students in terms of race, ethnicity, religion, language background, gender, sexuality, and ability. Do this in a narrative format.	
5	Describe the school context. What kind of resources does the school have? What percentage of students receive a free or reduced lunch? Do this in a narrative format.	

6	<p>Describe the student learning objectives. Use the stem: -Students will <u>analyze...</u> -Students will <u>create...</u> etc... Your group will fill in the blanks.</p>	
7	<p>Describe the materials you will need for this lesson. A numbered list is fine.</p>	
8	<p>Describe the procedure for the lesson. Do this in a numbered list that uses the stem: 1. The teacher will... 2. The teacher will... This section will be highly detailed. Be explicit!</p>	
9	<p>Describe your assessment plans for this particular lesson. Your group must CREATE 3 assessments for this lesson from the 7 Assessments (Meier & Knoester) we have read about. This section will be highly detailed, and you will include the actual assessments you would use for this lesson. That is, if you are doing interviews,</p>	

	<p>you will include the interview questions; if you are doing a descriptive review, you will describe who would be involved, and go through the procedure step by step, in a numbered list.</p>	
10	<p>Describe why your group has selected these assessments. Make an argument as to why the assessments you have described are appropriate ways to assess the learning in this lesson. Make reference to the 7 Meier & Knoester chapters.</p>	
11	<p>Include your reference list here. Be sure to use APA style for references.</p>	

Rubric for the Group Assessments Project

	Category	Excellent	Good	Poor	
1	Grade Level 2 points	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		2	1	0	
2	Content Area 2 points	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		2	1	0	
3	TEKS (1-3) 2 points	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		2	1	0	
3	Bilingual/Monolingual? If bilingual, note the program type. 2 points	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		2	1	0	
4	Describe a class of 30 students in terms of race, ethnicity, religion, language background, gender, sexuality, and ability. Do this in a narrative format. 4 points	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	

5	Describe the school context. What kind of resources does the school have? What percentage of students receive a free or reduced lunch? Do this in a narrative format. 4 points	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		4-3	2-1	0	
6	Describe the student learning objectives. Use the stem: -Students will <i>analyze...</i> -Students will <i>create...</i> etc... Your group will fill in the blanks. 10 points	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		10-7	6-2	1-0	
7	Describe the materials you will need for this lesson. A numbered list is fine. 4 points	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		4-3	2-1	0	
8	Describe the procedure for the lesson. Do this in a numbered list that uses the stem: 1. The teacher will... 2. The teacher will... This section will be highly detailed. Be explicit! 10 points	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	

		10-7	6-2	1-0	
9	Describe your assessment plans for this particular lesson. Your group must CREATE 3 assessments for this lesson from the 7 Assessments (Meier & Knoester) we have read about. This section will be highly detailed, and you will include the actual assessments you would use for this lesson. That is, if you are doing interviews, you will include the interview questions; if you are doing a descriptive review, you will describe who would be involved, and go through the procedure step by step, in a numbered list. You will use the headings Assessment 1 Assessment 2 Assessment 3. 15 points	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		15-10	9-3	2-1	
10	Describe why your group has selected these assessments. Make an argument as to why the assessments you have described are appropriate ways to assess the learning in	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	

	this lesson. Make reference to the 7 Meier & Knoester chapters. 15 points				
		15-10	9-3	2-1	
11	Include your reference list here. Be sure to use APA style for references. 2 points	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		2	1	0	
	TOTAL= 70				

Figure 2 Group Project Participation Rubric

Point Value	Outstanding 5	Good 4 – 3	Developing 2	Beginning 1
Participation	<p>Participates actively. Helps direct the group in setting goals. Helps direct group in meeting goals. Thoroughly completes assigned tasks. Actively participates in helping the group work together.</p>	<p>Participates in group. Shows concern for goals. Participates in goal setting. Participates in meeting goals. Completes assigned tasks. Demonstrates effort to help the group work together.</p>	<p>Sometimes participates in group. Shows concern for some goals. Participates marginally in goal setting. Participates in meeting goals. Completes some assigned tasks.</p>	<p>Participates minimally. Shows a little concern for goals. Watches but doesn't participate in goal setting. Completes assigned tasks late or turns in work incomplete.</p>
Communication	<p>Shares many ideas related to the goals. Encourages all group members to share their ideas. Listens attentively to others. Empathetic to other people's feelings and ideas.</p>	<p>Freely shares ideas. Listens to others. Considers other people's feelings and ideas.</p>	<p>Shares ideas when encouraged. Allows sharing by all group members. Listens to others. Considers other people's feelings and ideas.</p>	<p>Does not share ideas. Watches but does not contribute to discussions. Does not show consideration for others.</p>

You will evaluate all of your group members, as well as yourself. Using this rubric, you will complete the following chart in which you evaluate yourself and your group members. You will turn this in on **Oct. 11, by 11:59 PM.**

	Group Members	Numerical Score (5-1)	Qualitative Evidence to Support Each Score
1	Your name here		
2	Another group member (use actual names)		
3	Another group member		
4	Another group member		
5	Another group member		