

LEARNING CONTEXTS AND CURRICULUM

Online - Blackboard

Fall 2020

Instructor: Dr. Stacey Duncan
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REQUIRED TEXTS

- Gorski, P.C., & Pothini, S.G. (2015). *Case Studies on Diversity and Social Justice Education (2nd Edition)*. New York, NY: Routledge. **ISBN-10:** 081537500X
- Additional resources available on Blackboard.

COURSE DESCRIPTION

We will examine the theoretical frameworks and broad definitions of curricula, processes of curriculum alignment, pedagogy and assessment, state standards, curricular resources, curriculum integration, learning theory and lesson planning. Course participants will practice reflective and critical thinking to contemplate their roles as curriculum providers in educational systems.

COURSE GOALS AND VISION

The goal of TED 5301 is to provide educators with understandings of curriculum and instruction in contexts of a diverse society. Education in the 21st century absolutely requires that we deeply understand and engage the social, cultural, historical, and economic problems facing ALL students, and the complex ways these are connected to the structure of schooling and pedagogical process. In this course, we will engage a critical foundational knowledge of the philosophy of curriculum and instruction (theory), while examining current practices in the classroom (praxis).

COURSE FORMAT

Learning Community Overview

Just as in face-to-face (F2F) classrooms, learning and teaching online requires that a sense of community be developed to ensure successful and full understanding of course content, and to meet the criteria of a constructivist curriculum, essential to this course. Community will be developed through the use of continuous communication via multiple modes of networking and group projects. Class members are expected to be prepared and participate fully in all assigned discussion activities, peer and group work, synchronous/asynchronous meetings, etc.

Netiquette & Discussion Expectations

“Netiquette” is the term used to describe the courteous and civil exchange of electronic communications and will be the guide and expectations of this course. Distance separation between members of this course community does not provide any member the right to be impolite or discourteous to any other member (including the instructor). Members (students and instructor) are expected to desist from personal attacks when disagreeing with others or critiquing their work (“flaming”), and should use emoticons and acronyms to convey emotions. “Capitalized” or “bolded” text imply shouting and will be avoided. Members will “support, not divide”, “critique, not criticize”, “question ideas, not people”, “provide scholarly information, not personal opinions”, “think critically and creatively”, and “communicate assertively while respecting personal boundaries” (Parra & Bovard, 2009).

Online Preparation

Plan to spend at least as much time in this web course as a three-credit F2F classroom course. A F2F classroom lecture course requires three hours a week in class with approximately 3-6 hours of out of class study time; expect to spend the same amount of time or more. **Although this course is designed to be flexible, it is not self-paced.** There are weekly discussions and intermittent assignment deadlines.

STUDENT LEARNING OBJECTIVES

Upon successful completion of TED 5301, students are able to do the following:

LEARNING OUTCOMES	ASSESSMENTS
<ol style="list-style-type: none"> 1. Simulate the teacher’s role in curriculum planning for the school year, for instructional units, and for daily lessons by demonstrating understandings of the course readings 2. Develop an understanding of the key tenets of curriculum 3. Select, develop, and incorporate appropriate cognitive and affective objectives by successfully addressing all the stated objectives of a curriculum issue group project 4. Design learning experiences and materials for the enrichment of quality curriculum, including the effective use of technology 5. Integrate critical theory into effective teaching strategies through an assessment of existing curricula 6. Align culturally relevant instructional approaches to state and national standards 	<ol style="list-style-type: none"> 1. Written analysis papers, reflective written discussions, research presentations and projects assessed through the use of a rubric 2. Reflective writing assignments, research presentations and projects assessed through the use of a rubric 3. Research presentations and projects assessed through the use of a rubric 4. Final project assessed through the use of a rubric, analysis papers, online written discussions 5. Analysis papers, class discussion, reflective written discussions, presentations, and projects assessed through the use of a rubric 6. Reflective papers, reflective written discussions, oral presentations, and projects assessed through the use of a rubric

ASSIGNMENTS

200 POINTS POSSIBLE

Attendance & Participation

Weekly participation and attendance online are expected, missing one week or an assignment can have a huge impact on your learning and will affect your final grade. All students should be prepared and actively engaged in class discussion and online activities. Successful completion of the course depends on your participation and interaction online with colleagues and the instructor. *If you are having any difficulty keeping up, get in touch with me immediately to negotiate a plan for your success in this course.*

Critical Reflective Discussions (80 points)

You will post weekly critically reflective discussions this semester, which includes a total of three postings per reflection; your first (1) response to the prompt based on the readings/videos, and then one response to two different colleagues. These discussions are meant to gauge your growth and understandings of curriculum and diverse learning contexts so should be written from your own personal and/or professional perspective, with support from each reading/video covered for that reflection period. *See Instructions and Rubric below.*

Community/School Board Meeting Presentation (20 points)

Attend a school board or community meeting in your district and connect what you see and learn there to what you know about curriculum and diverse learning contexts. Ground your response with a *minimum of three readings from class*. From your observations and experience you will create a reflection of what you learned. *See Instructions and Rubric below.*

Curriculum Project (100 points)

This semester long assignment is contextualized to student need and interest. This project may be completed individually, in pairs, or in groups of no more than 3. Suggested ways to do this can be through a common group focus project, or could consist of projects such as (but not limited to...)

- developing an in-service workshop for teachers or colleagues;
- analyzing a curriculum project, a government policy, an educational program;
- conducting a small research project such as studying the curriculum experiences of a single child;
- doing a theoretical paper on some aspect of curriculum and diverse learning contexts
- develop/re-develop a curriculum unit

As not all of you may be in-service teachers currently - these are only ideas that you can further develop or you may choose a different project with my consent. *See Instructions, Guidelines and Rubric below.*

Grading Scale

Your earned points divided by the total points possible equals your grade percentage. Use the following scale for letter grade:

A: 90 – 100%, **B:** 80 – 89%, **C:** 70 – 79%, **D:** 60 – 69%, **F:** <60%

UTEP POLICIES

Standards of Academic Integrity

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Students with Disabilities

If you have or believe you have a disability, you may wish to self-identify. 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 instructor and/or the director of Disabled Student Services. You may call (915) 747-5148 for general information about the Americans with Disabilities Act (ADA).

Disclaimer: The instructor reserves the right to **adjust schedules and change topics** in support of student and instructor needs.

Critical Reflective Discussions

Assignment Instructions & Rubric

Each week we will have reflective discussions, which includes a total of three postings per reflection; your first (1) response to the prompt based on the readings/videos, and then one response to two different colleagues. These critical discussions are meant to gauge your growth and understandings of curriculum and diverse learning contexts and should be written from your own personal and professional perspective, with support from all readings/videos each week.

Remember; reflections are not reviews, do not tell us what the authors said but integrate their work with your own words and understanding. Posted responses should be **significant*** – helping our thinking about the topic and the discussion to move forward. *See examples of significant, moderate and non-substantive postings below.

There is a variety of ways to do this, including;

- Providing concrete examples, perhaps from your own personal/professional experience
- Describing possible consequences or implications
- Using research, class readings and cited studies or lessons from your own experience
- Posing a clarifying question
- Suggesting a different perspective or interpretation
- Synthesizing ideas and pulling in related information from other sources – books, articles, websites, other courses, etc.

Discussion Responsibilities

1. Respect each other's differences and do not make or take it personal.
2. Keep to the issues and not persons.
3. Keep conversations professional regarding other programs and colleagues.
4. Use "I" messages as much as possible when sharing.
5. Ask for understanding of another's perspective if you are unclear.
6. Because the discussion board is text based, use **Netiquette** and check your writing from another person's perspective before posting.
7. Ask for clarification if you feel offended, concerned, or do not understand.

Scoring

Your participation score for each reflection will be based on the number and quality of messages you post to that discussion. A *minimum* of three postings per reflection are required; one response to the original posting and two responses to two different colleagues. Discussion reflections will be evaluated in terms of quality as well as number of postings, based on the following scale and examples of significant, moderate and non-substantive responses.

DISCUSSION ASSIGNMENT RUBRIC

Criteria Engaged	SIGNIFICANT	MODERATE	NON-SUBSTANTIVE	Possible Points
<i>Responsiveness to discussion topic & demonstration of knowledge & understanding from assigned readings/videos</i>	<p>Response adds to the discussion by identifying important relationships, putting ideas together in some unique way, or offering a critique as a point of discussion.</p> <p>All readings/videos were incorporated into discussion as relates to topic.</p> <p style="text-align: center;">6-7 pts</p>	<p>Response adds to the discussion by clarifying information or showing how it can be applied in a particular situation, but does not break down individual thoughts and ideas to create something new or criticize an idea based on new thoughts.</p> <p>Some use made of readings in relation to topic.</p> <p style="text-align: center;">3-5 pts</p>	<p>Response indicates agreement or disagreement with a prior message, but is too general to help move the discussion forward.</p> <p>Little or no use made of readings.</p> <p style="text-align: center;">0-2 pts</p>	7 pts
<i>Timeliness & APA</i>	<p>3(+) postings on time</p> <p>All sources cited correctly in APA.</p> <p style="text-align: center;">3 pts</p>	<p>1-2 postings on time</p> <p>Few sources cited correctly in APA.</p> <p style="text-align: center;">1-2 pts</p>	<p>0-1 postings</p> <p>No sources cited correctly in APA.</p> <p style="text-align: center;">0-1 pts</p>	3 pts
TOTAL POINTS POSSIBLE				10 pts

Examples of NON-SUBSTANTIVE Messages
They may indicate agreement or disagreement with a prior message, but they are too general to help move the discussion forward.

Example 1 – “Good idea for assessing whether people know what to do.”

Example 1 is a "non-substantive" message because it's simply a compliment to the student that posted the original message. It doesn't move the discussion forward or add anything substantial to the discussion and/or meaning.

Example 2 – “I have to agree. Having a subject matter expert or experienced designer look at the work is of tremendous help. It is so easy to assume things, and leave out steps here and there. It is certainly not as easy as it looks, and I can see where this process makes for a much better learning experience for the participants.”

Example 2 is a "non-substantive" message because the student is simply agreeing with a statement made by another student. This message does little to move the discussion forward.

Example 3 – “I disagree with your definition of soft technology. Can you please tell me how you came to that conclusion?”

Example 3 is a "non-substantive" message because, although the student disagrees, she/he doesn't expand on the question by saying why there is disagreement.

Examples of MODERATE Messages

These messages add to the discussion by clarifying information or showing how it can be applied in a particular situation, but they don't break down individual thoughts and ideas to create something new or criticize an idea based on new thoughts.

Example 4 – “As far as having used behavioral objectives, I've used them to advertise the training and again at the beginning of training in order to explain to employees what they're going to learn. For instance, an example of a behavioral objective in training for managers would be: "At the end of the class, participants will define the steps in the disciplinary process." In describing the behavior, I agree that using action verbs such as define, rather than a verb like understand lets the employee know that he/she will actually be able to do something at the end of the training.”

Example 4 is a "moderate" message because the student displays knowledge of behavioral objectives and gives an example.

Example 5 – “As an example, I work with someone who is an instructional designer, yet he's one of the slowest in adapting new elements and methods to our work. My point is that although his background is in the training field, he just couldn't seem to transition and apply that to Web-based training. Perhaps his individual capacity just isn't tailored to developing this type of training application.”

Example 5 is a "moderate" message because this student shows comprehension of the definition of the term “capacity,” as it's used in Gilbert's Behavioral Engineering Model, and is applying that definition to an example at her work.

Example 6 – “Perhaps the next important thing to consider is: Does the measurement we make (or invent) have meaning? Can it be applied in a useful manner or is it just more information? Can this measurement be used to produce or improve results?”

Example 6 is a "moderate" message because the student is asking questions to move the discussion forward. Notice that the questions in this message are more specific than the question in Example 3. If this student had attempted to answer her own questions by providing some solutions on how to ensure measurement was useful, the posting may have been considered substantial.

Examples of SIGNIFICANT Messages

These messages add to the discussion by identifying important relationships, putting ideas together in some unique way, or offering a critique as a point of discussion.

Example 7 – “I believe that learning is more effective if we allow learners to create their own behavioral objectives. Like Driscoll, I believe that ‘Learners are not empty vessels waiting to be filled, but rather active organisms seeking meaning’. Bearing in mind that we are all products of our own experiences; be it socioeconomic, gender specific, cultural and/or family related, I firmly believe that the learning needs of learners should always be the force, which guides the instructional development process and the crafting of meaningful behavioral objectives. Therefore, differentiated instruction is of paramount importance if we are to provide meaningful learning environments, which emulate challenge, variety, creativity, and innovation. Consequently, a synergistic blend between Bloom's Taxonomy and Gardner's Theory of Multiple

Intelligences must be found if learning is to be truly effective."

Example 7 is a "significant" message because the student is combining ideas learned from various resources into a new thought.

Example 8 – “I agree with the statement ‘learning is generally less effective when only the learners create the objectives’, However, I would not wish to lump ALL learners into this category, whether they are intellectually gifted or not. I believe that in much instruction the student is an integral part of defining the objective, especially in skills training, or efficiency of operations. If a company has been producing X product in the same manner for an extended time, it is reasonable to believe that new employees have been trained in that "tried and proven" method of production. However, as times and markets change, production techniques must also change. The student (employee) who is being taught the same "old" method would invariably attempt to modify the technique to increase efficiency of the production. If the student is stifled by being held only to the objectives stated in the training, no improvement will be made and the company will ultimately suffer.”

Example 8 is a "significant" message because the student is disagreeing and making a contrary argument, based on an evaluation of the idea expressed in a previous message.

Example 9 – “I’m a Thomas Gilbert fan and I saw a parallel here with Gilbert’s Behavioral Engineering Model and what Rossett is calling barriers. Barriers, of course, could include anything, including supervisor resistance (data and incentives), lack of alignment between training and actual work (knowledge), lack of tools (information), and lack of information (data).”

Example 9 is a "significant" message because the student is identifying relationships between ideas presented by Gilbert and Rossett. Another thing to notice here is that messages don’t have to be long to be "significant", but they do have to show a level of analysis, synthesis, or evaluation of the material.

A FINAL GUIDELINE FOR POSTINGS: MAKE SURE YOUR COMMENTS ARE CRISP

Considerate. You may have strong views and will want to express those views. That’s great. But remember that others may have equally strong views that are the polar opposite of your views. Feel free to question, challenge, or disagree with anything in the discussion, but do so in a respectful, considerate way.

Reflective. An asynchronous discussion may lack the spontaneity of a live discussion. But this can be an advantage. There is more time to think before responding. Take the time to think about the ideas that have been expressed (in the readings and the discussion) from the perspective of your own experience. Then add your own comments and insights.

Interactive. Remember that you’re a participant in a discussion and talk with one another. You have learned how to respond to posted messages and how to cut and paste parts of previous messages into your message. Use these methods. The idea is to be interactive, not just active.

Succinct. Get to the point. Short, focused messages are usually more effective than long comments.

Pertinent. Comments and questions should be related to the discussion topic. There will be times when you want to talk with someone about something unrelated to the topic. That’s fine. Please do that privately at other times. When you enter into a weekly discussion, please remember that this is a professional dialogue related to course content, not a private conversation.

(Adapted with gratitude from Dr. Manal Hamzeh’s Online Guide, 2008)

Community Event/School Board Meeting Presentation

Assignment Instructions & Rubric

This assignment is an ethnographic activity meant to extend our contextual understandings and relating our knowing through engaging, or learning “from” a particular context and not “about”. For this assignment, you have two options to consider what is happening in your community and our surrounding school districts. You may find an education-based community event to attend or choose to attend a school board meeting, then create a presentation based on your experience, grounded in connections and readings from the course.

- ❖ Choose an education-based event in your community –OR– a school board meeting to attend, and connect what you experience to curriculum, pedagogy and diverse learning contexts.
- ❖ Since this is an [ethnographic activity](#) be sure you take good [field notes](#) of what you learn, including both descriptive and reflective information.
- ❖ Ground your observations with a minimum of three (3) readings from class.
- ❖ Share the highlights of what you learned by including the following:

PRESENTATION ASSIGNMENT RUBRIC

Descriptive Information <ul style="list-style-type: none"> • time, date, duration • a description of the setting • a portrait of the participants • a detailed account of the event 	5
Reflective Information <ul style="list-style-type: none"> • your thoughts and feelings • interpretations and impressions • ideas and questions 	6
Connections to Course Concepts and Readings <ul style="list-style-type: none"> • explain how what you learned from the event connects to your understanding of curriculum and diverse learning contexts • include at least one example of how the meeting/event informs and/or affects you and those you teach/will teach • include a connection to at least two course readings and explain how they support your reflection of the experience 	9
TOTAL POSSIBLE POINTS	20

Curriculum/Learning Project

Assignment Instructions, Guidelines & Rubric

This assignment is meant to serve your individual needs and should reflect your personal and professional interest in diverse learning contexts and curriculum. Thus, you have a choice in what you will do for this semester long project, which will vary based on whether you are currently in the classroom or not. Consider what you want to know more about and what will serve you best at this time. For example, if you are a pre-service teacher and have never taught before, then you may want research a particular curriculum topic you are interested in to learn more about it. If you are currently teaching or not currently teaching but have taught before, then you may want to design/redesign a curriculum unit or professional development project that elaborates on your practice and experience in the classroom. You may also do this assignment individually, with a partner, or in a group of *no more than 3*.

The following are suggested ideas that you can further develop, or you may choose a different project with my consent. You will submit a Project Prospectus that elaborates on your idea first, which may be:

- A common group focus project that emerges from course topics
- Individually contracted projects such as –
 - develop an in-service workshop for teachers or colleagues;
 - analyzing a curriculum project, a government policy, an educational program;
 - conducting a small research project such as studying the curriculum and learning experiences of a single child;
 - research and write a theoretical paper on some aspect of curriculum and diverse learning contexts;
 - develop a curriculum unit;
 - re-develop an existing curriculum unit;
 - your choice ...

PART I: PROSPECTUS (10 POINTS)

After deep thoughts about what you want your final project to be, write a 1-2 page prospectus explaining your idea using the guidelines below. Be as thorough as possible in your responses to each of the five sections for full points.

1. Introduction *2pts*

- ***If you are doing a research paper;***
 - Describe the topic you have chosen, why you chose it, and the general ideas you will be researching
 - Explain how your research relates to curriculum and diverse learning contexts

- ***If you are doing a project;***
 - Describe the kind of project you have chosen, why you chose it, and the general idea for it
 - Explain how your projects relates to curriculum and diverse learning contexts

2. Background Context of your Idea -or- Review of the Literature 2 pts

- ***If you are doing a research paper;***
 - Describe what you already know about this area and what your research topics will include
 - Consider 1-2 questions that are guiding your interests. These may be narrowed down, expanded and/or changed over the early course of your project
 - Include 1-2 academic references and explain how they support for your research
- ***If you are doing a project;***
 - Describe what you already know about this area and what your project topics will include
 - Consider 1-2 questions that are guiding your interests. These may be narrowed down, expanded and/or changed over the early course of your project.
 - Include 1-2 academic references and explain how they support for your project

3. Methodology/Next Steps 2 pts

- ***If you are doing a research paper;***
 - Describe the question(s) you are considering and a brief exploration of your claim(s) or what you think you will find
 - Describe your possible methodology or how you will go about collecting research to answer your question(s)
- ***If you are doing a project;***
 - Describe the project you are considering and a brief exploration of what you will need to complete the project
 - Describe your possible methodology or the specific steps you will take to complete your project

4. Analysis/Evaluation 2 pts

- ***If you are doing a research paper;***
 - Describe how you will go about examining the research to answer your research question(s)

DEPARTMENT

- Consider the *General Project Evaluation and Rubric (below) for this assignment. Would you modify it to fit your research paper? If so, provide an example rubric you will use to guide your progress
- ***If you are doing a project;***
 - Describe how you will evaluate the project's success
 - Consider the *General Project Evaluation and Rubric (below) for this assignment. Would you modify it to fit your project? If so, provide an example rubric you will use to guide your progress

5. Significance and Conclusion – 2 pts

- ***Include any final thoughts and/or concerns you have about your paper or project***

PART II: PROJECT/PAPER (75 POINTS)

Below are general guidelines for possible options. If you choose an alternative to these options, include an adaptation of these guidelines and evaluation rubric for your project with your Prospectus. You are not expected to carry out a research study with human subjects and should not without an approved IRB.

A) RESEARCH PAPER

- **Introduction** - Explain the issue you are examining and why it is significant to you and to main ideas within diverse learning contexts in curriculum and pedagogy.
- **Literature Review** - A description of your main focus in this area and discussion of your research topics in relation to the literature reviewed. 12 required academic peer-reviewed references, including class readings.
- **Research Exploration** - An exploration of the claims found in response to your specific research questions. Explain how the research questions are related to the larger issues raised in the introduction.
- **Reflection** - A description of how you went about collecting research to answer the questions you examined. What were the challenges and/or possibilities you found?
- **Conclusion** - Discuss your final conclusions and significance of how your research informed your understanding of the topic specifically, and generally in relation to diverse learning contexts, curriculum and pedagogy.
- **References** - Include all references in paper and bibliography in APA style.

B) CURRICULUM WORKSHOP

- Introduce and explain the issue you are examining, why it is significant, and according to whom? (Include literature review)
- Identify target audience and expected outcomes. (*Is this for parents? Teachers? Administration? What do you want them to take away from the workshop?*)
- What is the length of the workshop, materials and resources needed?
- What is the essential question(s) guiding the workshop?

- Identify goals and objectives of workshop, aligned with professional development standards (as applicable to your field and state or national standards)
- Include detailed Workshop Agenda and Presentation or Presentation Outline

C) CURRICULUM RE-/DESIGN

Unit Format	Individual Lesson Plan Format*
<ol style="list-style-type: none"> 1. Unit Title 2. Rationale and Overview of unit* 3. Unit Objectives 4. Overview of Lessons 5. Resources and Materials for the Unit <ol style="list-style-type: none"> a. Reproducibles/Handouts b. Videos c. Publications d. Technology e. Audiovisual Equipment f. Consumables <p><i>* Introduce and explain the curriculum unit you are designing/re-designing, why it is significant, and according to whom? (Include references) Also include the length of the unit, and applicable grade level(s).</i></p>	<ol style="list-style-type: none"> 1. Overview 2. Objectives 3. Materials and Resources 4. Planning and Preparation 5. Background Info for Teachers <ol style="list-style-type: none"> a. Vocabulary b. Body of the Lesson c. Summary and Closure 6. Assessment and Evaluation 7. Extensions / Interdisciplinary connections 8. Correlated local, state and national standards <p><i>*If you use a different format/template than this, that is fine to use instead.</i></p>

GENERAL PROJECT EVALUATION

In general, evaluation will be qualitative and in accordance with criteria appropriate to the subject matter. Evaluation criteria include:

Project Indicators	Possible points
Evidence of knowledge of the course subject matter (peer-reviewed references, use of language and concepts specific to discipline, use of APA, etc.)	15
Understanding of the range of meanings and contexts of curriculum (e.g., concepts; themes; arguments)	20
Shows competence in detecting assumptions, biases, and equitable outcomes.	20

DEPARTMENT

Incorporates a critical perspective, which addresses diverse and alternative forms of inquiry in curriculum	15
Originality of argument, presentation	5

PART III: PRESENTATION (15 POINTS)

Create a brief presentation to share with the class that provides an overview/highlights of your project. **Structure your presentation in the same order as your project guidelines.** For example, if you did a research paper, begin with a brief summary of the introduction, research questions and exploration, reflection and conclusion.

PRESENTATION RUBRIC

Presentation Indicators		Possible Points
<i>Content</i>	Provided concise coverage of topic chosen	5
<i>Delivery & Organization</i>	Presentation was organized, clear and coherent	5
<i>Creativity</i>	Presentation was creative and captured the audience's attention, highlighting salient points of project	5

Calendar of Assignments and Readings

All posts/assignments are due by midnight. You will find links to articles under Weekly Modules.

UNDERSTANDING LEARNING CONTEXTS & CURRICULUM

WEEK 1: August 24-30

DUE Friday by midnight: Course Introduction and Critical Reflection 1

DUE Sunday by midnight: Respond to two different colleagues

Required Readings/Videos

- Adichie, C.N. (2009) "The danger of a single story." *TED Talks*. Retrieved from https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story
- Gorski, P.C. (2014). Imagining equity literacy. *Teaching Tolerance*. <http://www.tolerance.org/blog/imagining-equity-literacy>
- Gorski, P.C. (2017). Basic principles for equity literacy. *The Equity Literacy Institute: EdChange*. <http://www.edchange.org/handouts/Equity-Literacy-Principles.pdf>
- Gorski, P.C. & Pothini S.G. (2018). Introduction. *Case Studies on Diversity and Social Justice Education*. Taylor Francis.
- Gorski, P.C. (2019). Equity literacy for educators: Definition and abilities. *The Equity Literacy Institute: EdChange*. <http://www.edchange.org/handouts/Equity-Literacy-Intro-Abilities.pdf>
- Lunenberg, F.C. (2011). Theorizing about curriculum: Conceptions and definitions. *International Journal of Scholarly and Intellectual Diversity*, 13(1), pp. 1-6.
- Robinson, K. (2010). Changing education paradigms. *TED Talks*. http://www.ted.com/talks/ken_robinson_changing_education_paradigms

CURRICULUM, PEDAGOGY AND INSTRUCTION

WEEK 2: August 31 - September 6

DUE Friday by midnight: Critical Reflection 2

DUE Sunday by midnight: Respond to 2 different colleagues

DUE Sunday by midnight: Project Prospectus

Required Readings/Videos

- Gorski, P.C. (2017). Basic principles for equity literacy. *The Equity Literacy Institute: EdChange*. <http://www.edchange.org/handouts/Equity-Literacy-Principles.pdf>
- Gorski & Pothini (2018)
 - Chapter 2
 - CHOOSE FIVE
 - Case 3.2; 4.3; 4.4; 5.2; 5.3; 6.2; 6.5; 7.1; 8.2; 9.4

DISCIPLINE, ENGAGEMENT & CLASSROOM "MANAGEMENT"

WEEK 3: September 8-13

DUE Friday by midnight: Critical Reflection 3

DUE Sunday by midnight: Respond to 2 different colleagues

Required Readings/Videos

- Gorski & Pothini (2018)
- **CHOOSE FOUR**
 - Case 3.2; 3.3; 4.2; 5.2; 6.1; 8.4; 10.1

SCHOOL & CLASSROOM POLICY & PRACTICE

WEEK 4: September 14-20

DUE Friday by midnight: Critical Reflection 4

DUE Sunday by midnight: Respond to 2 different colleagues

Required Readings/Videos

- Gorski & Pothini (2018)
 - **CHOOSE FIVE**
 - Case 3.1; 5.1; 7.2; 7.5; 8.1; 8.3; 8.4; 9.1; 10.2; 11.2; 11.3

SCHOOL CULTURE

WEEK 5: September 21-27

DUE Friday by midnight: Critical Reflection 5

DUE Sunday by midnight: Respond to 2 different colleagues

Required Readings/Videos

- Gorski & Pothini (2018)
 - **CHOOSE FIVE**
 - Case 3.3; 3.4; 3.5; 4.1; 4.3; 5.3; 6.6; 7.2; 7.5; 11.5

PARENT & COMMUNITY ENGAGEMENT & RELATIONS

WEEK 6: September 28-October 4

DUE Friday by midnight: Critical Reflection 6

DUE Sunday by midnight: Respond to 2 different colleagues

DUE Sunday by midnight: School/Community Event

Required Readings/Videos

- Gorski & Pothini (2018)
 - **CHOOSE FOUR**
 - Case 4.1; 5.5; 10.1; 10.3; 10.4; 11.1; 11.4; 11.5

BIAS & BULLYING

WEEK 7: October 5-11

DUE Friday by midnight: Critical Reflection 7

DUE Sunday by midnight: Respond to 2 different colleagues

DUE Sunday by midnight: Final Project and Presentation, Final Thoughts

Required Readings/Videos

- Gorski & Pothini (2018)
 - CHOOSE FOUR
 - Case 3.4; 4.2; 4.4; 6.4; 6.6; 7.2; 7.3; 7.4; 8.4