

EDU 242: Creating Inclusive and Motivating Classroom Environments for All Students
Course Syllabus
Spring 2020, Wednesdays 5:30-8:30PM
January 15-May 6

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Office hours: by appointment, email for immediate feedback or schedule by calling 213-477-2620. My office is located on the 2nd floor of Building 17 ½ - the Toddler's Center, situated behind the Child Development Center, across the playground, on the Doheny Campus.

Course Description

This course focuses on enhancing teachers' abilities to engage a diverse body of students, including those often described as reluctant learners, marginalized, or at risk of failure within our school system. Teachers will develop their capacity to increase student motivation through an examination of various theories linked to practical applications. For example, using principles of critical pedagogy, teachers will link curriculum to issues students face in their daily lives. Strategies learned will include those aimed at helping students build self-determination as they take responsibility for and think critically about their learning. Teachers will hone their pedagogy to enhance teacher-student relationships, maximize learning opportunities through cooperative and collaborative learning, differentiate instruction, and create an environment where all students can be successful.

Course Objectives

The objectives for this course are based on California Standards for the Teaching Profession, "Engaging and Supporting All Students in Learning" and demonstrated theoretical frameworks.

1. Define, understand, and empathize with "reluctant learners, at-risk, and marginalized" students
2. Acquire practical teaching strategies and pedagogies to create classroom environments that address students' diverse needs
3. Develop a solid understanding of various theories (i.e. multiculturalism, culturally responsive teaching, critical pedagogy, social justice, cultural wealth, etc.) that increase student and teacher motivation, mutual understanding, self-determination, and academic success
4. Engage in critical awareness (racial, social, gender, economic, institutional, and/or structural awareness) by identifying and challenging personal biases
5. Develop ability to translate theories into practical applications for facilitating positive classroom environments

General Course Module Schedule

- Module 1: Understanding Me, My Students, and How to Transform My Classroom – Resilient Classrooms --- Objectives Treated: 1, 2
- Module 2: Living and Breathing Theory in My Life and in the Lives of My Students – Critical Pedagogy --- Objectives Treated: 3, 4, and 5

Inclusivity Statements:

- This class is intended to be an anti-discriminatory environment that is inclusive of differences of race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. The success of this policy relies on the support and understanding of everyone in the class. We all have a responsibility to try to avoid offending each other and to speak against harassment or discrimination of any kind.
- All people have the right to be addressed and referred to in accordance with their personal identity. In this class, you may choose to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed.
- It is the policy of MSMU to permit students to observe holidays set aside by their chosen religious faith. If you plan to be absent from class on your religious holiday, please make arrangements with me in advance.
- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact me (if you feel comfortable doing so) or the Dean of Student Life on their respective campus for support.
- MSMU has a Minors on Campus policy statement published in the Student Handbook that allows for faculty discretion. If you are a parent and are concerned that childcare needs could disrupt your ability to attend class, please contact me so we can create a plan in advance for potential emergencies.
- If you have personal challenges such as health issues that might affect your ability to perform in this class, please let me know as soon as possible so that we can work together to make appropriate accommodations

Assessment of Student Learning Outcomes: Student learning is at the core of the MSMU mission. MSMU faculty developed a plan to assess the student learning outcomes that represent the knowledge, skills, and attitudes expected of a student in our credentialing and masters programs. In this class, one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this Department, and throughout the University.

Classroom Policies:

- **Professional Quality Writing:** It is important that educators be excellent language and literacy models. Because I care so much about your ability to teach writing skills to young people, grammatical/spelling errors will be highlighted and receive point deductions in order to alert you to areas for continued growth.
- **Submitting work:** Submit assignments via Canvas. Please do NOT wait until the last minute, as technical issues can arise at any time. Submit a hard copy on the day of due date if necessary.
 - Emergencies occasionally happen that disrupt the ability to meet deadlines. Contact me as soon as possible to arrange for a late submission if you have an extenuating circumstance that will cause you to submit an assignment late. For equity purposes, late work does not receive the same credit as work submitted on

time. However, a missed assignment has far worse consequences (zero points). If you know you will be absent, do your best to submit your work before the class' start time (and due date) on canvas.

- **Formatting:**
 - * All assignments should be thoughtfully prepared, written in academic English, free of grammatical and spelling errors, and typed. Assignments should be double-spaced in 12-point font. Use fonts such as Times New Roman or Arial.
 - * When appropriate, cite sources using APA format. Use the following websites as a guide: Quick Reference: <http://www.apastyle.org/learn/quick-guide-on-references.aspx#In-Text> --- Tutorial: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
- **Tardiness:** Because collective engagement in course topics is so important to the learning process, I track the number of minutes each person is tardy to each class session. Minutes tardy could accrue to be considered an absence. Please see me if there are extenuating circumstances that impact your ability to arrive to class on time so we can find a solution.
- **Classroom Participation:** Social interaction and discussion provides important learning opportunities. It is important to be present at each class session and to participate in class discussions. There will be multiple modes of expression and each is a valuable part of the class. Submit any work completed in class by the end of the class period.
- **Peer Support:** Please exchange phone numbers and/or email addresses with your classmates/colleagues for mutual help and support. Find a friend who will read and edit your assignments with you. If you're absent, check in with a classmate and meet to discuss what you've missed.
- **E-Learning System (Canvas):** All course documents are published on Canvas.
Assessment - The course aims to model the importance of using multiple measures of assessment to gauge the progress of learners. Please review the assignment guidelines before, during, and after completing your work. These documents are offered to support you in crafting assignments that achieve and demonstrate desired learning outcomes.

MSMU and Education Department Policies:

- **Absences:** Your attendance helps us build a class community. Arriving on time allows everyone to benefit from planned activities and discussions, as the class functions as a lab and instructors strive to model a variety of pedagogical practices. Timeliness also is an indication of professionalism and generates an important and lasting positive impression. Also, please limit absences to no more than two sessions for this 3-unit course. Students will have an opportunity to do a make-up assignment if there is an additional absence due to an emergency. If more than three absences occur, so much content will have been missed that an administrative withdrawal would be necessary and you would be invited to re-register for the course during a subsequent semester. If any concern arises that will prevent you from arriving to class regularly and/or in a timely way, please come talk with me so we can work together to ensure your successful course completion. For online sessions, submitting the assignments for that session counts as your attendance for that session.
- **Academic Integrity:** Students are expected to adhere to their MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes

avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review. For clarification on what constitutes plagiarism, students are encouraged to review the Preventing Plagiarism page on TurnItIn.com (see <https://www.turnitin.com/solutions/plagiarism-prevention>).

- **Academic Freedom:** Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See MSMU's Student Handbook for further discussion.
- **Calendar Verification:** Please review the schedule in the tentative course calendar carefully. Education Department course calendars may not align with the generally published MSMU holidays and break schedule due to the nature of a teacher preparation program.
 - **Spring Break:** The MSMU Spring Break is observed for all education courses that meet on campus and the campus will also be closed. Courses involving other sites, such as for supervised teaching, will take their breaks consistent with the districts in which they take place. The result may be that those doing student teaching may not have any week that does not include Mount course meetings or obligations.
 - **Finals Week:** All Education evening courses meet as regularly scheduled during finals week.
- **Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) An assessment process exists so that candidates will receive formative feedback through a Notice of Concern, if necessary, in order to support candidates to meet expectations.
- **Incompletes:** Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted only if the student:
 - files the application no later than 1 week prior to finals
 - has completed the majority of assignments
 - on the basis of the work completed, has a passing grade in the class (C or better). This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment or do not complete it, their final grade might be a D
 - is prevented from completing the final assignment
- **Quality of Work:** The MSMU Education Department expects all credential and masters candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. Candidates with assignments

turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.

- **Student Resources**

- **Professional and Academic Resource Center (PARC)**

- The Professional and Academic Resource Center (PARC) offers assistance to graduate students in person, over the phone, or by videoconferencing. To schedule an appointment, access the PARC page on myMSMU: <https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/academics/PARC>
 - All appointments (in-person, phone, or online) are 45 minutes long. (213) 477-2898, PARC@msmu.edu, located on the second floor of Building 10.

- **Students with Disabilities:** Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at disability@msmu.edu.

- **Accommodation Policy:** Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.

Please be advised that this class may be audio- or video-recorded as an accommodation under the American with Disabilities Act, but only with prior permission from Disability Services and the instructor. Students may only use such recordings for personal use; no posting or further distribution or use is permitted.

- **Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

MSMU Office Information:

- Please call the Education Department Administrative Assistant with any questions and/or to make an advisement appointment: (213) 477-2620.

Assignments

1. Plagiarism Certificate (5 points)

Due: Optimally by Week 2, submission required by last session

In order to avoid inadvertent, unintentional plagiarism while completing the reading responses required for the Collective Thought Jar (see below), you will complete a Plagiarism Certificate online through the University of Indiana. You will access a series of online tutorials and quizzes to prepare, take the Expert level, and submit the certificate issued to you via Canvas.

2. Collective Thought Jar (35 points)

Due – Variable dates, 11 submissions beginning Week 2

Post a one or two page reading response EACH week on the Collective Thought Jar discussion thread for that week (available on Canvas) by Monday at midnight. Each reading response should connect your personal experience to the theories and themes of that week while synthesizing conclusions drawn from the readings. Reflections should critically reflect your thoughts, connections, conclusions and/or questions about EACH of the week's readings. (See assignment guidelines and rubric for more details.) Remember that each reading response should:

- Synthesize and cite each of the assigned readings for that week
- Demonstrate:
 - critical understanding of major themes
 - connection to theme from readings to personal beliefs and/or experiences
 - reflection on how the reading challenges prior thoughts and beliefs

Read and comment on at least two others' posts each week (by Wed. night before class).

During the semester, you will co-facilitate the discussion on the Collective Thought Jar in class once or twice. This requires you to review the posts for that week, drawing out key ideas, thought-provoking comments, challenges and common themes, and to co-facilitate our engagement with those ideas during class.

3. Resilient Classrooms Project (25 points)

Due – Oral Sharing, Week 9 ---- Written Project, Week 10

Conduct a survey to learn about student experiences in six domains, analyze results, collaborate with colleagues to develop goals to improve the classroom environment, consider student voices, create an intervention plan, track and evaluate results, reflect on the process, and share with others. (See assignment guidelines and rubric for details.)

4. Critical Pedagogy/Social Justice Project (30 points)

Due - Week 15

Employ theories from the course to infuse methods associated with multicultural education, critical pedagogy, and social justice into a unit of study to the extent possible

in your classroom. Enact this unit in your classroom and report on the results in a student mini-conference. (See assignment guidelines and rubric for details.)

5. Final Reflection (5 points)

Due – Week 16

Write a culminating and synthesizing reflection incorporating text information and personal anecdotes/stories that illustrate your experience in the course. (See assignment guidelines/rubric for details.)

Demonstration of Content Mastery:

Course Assignments	Due Date	Points
Plagiarism Certificate	Week 2	5
Collective Thought Jars (11 submissions/1 or 2 facilitations)	Variable	35
Resilient Classrooms Project	Week 10	25
Critical Pedagogy/Social Justice Project	Week 15	30
Final Reflection	Week 16	5
TOTAL Possible		100

EVENT	Feb 15	<p style="text-align: center;">Critical Teaching in Action Doheny Campus, Saturday, February 15 Theme: Health, Wellness, and Social Justice: Teaching and Practicing Resilience</p> <p style="text-align: center;"><i>(Participation is worth 3 points Extra Credit or Excusal from one Collective Thought Jar process. Submission of 2-pg. reflection required to receive credit.)</i></p>
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Grading Scale

94-100	A	77-79	C+
90-93	A-	74-76	C
87-89	B+	70-73	C-
84-86	B	65-69	D
80-83	B-	< 65	F

Please note that this grading scale reflects both total points and total percentages. When grading, I do not round to the nearest whole number. For example, a score of 93.5 is an A- and a score of 89.5 is a B+.

Required Texts

Doll, B., Zucker, S., and Brehm, K. (2011). *Resilient Classrooms: Creating Healthy Environments for Learning*. New York: The Guilford Press. **(There is a later edition available, however this course will use the less expensive first edition. Used copies are available online --- ISBN: 9781593850012)**

Wink, J. (2011). *Critical Pedagogy: Notes from the Real World*. 4th Edition. New York: Longman.

Online Course Reader (all articles and chapters are accessible on Canvas website.)

Akom, A. (2009). "Critical Hip Hop Pedagogy as a Form of Liberatory Praxis" In *Equity & Excellence in Education*, 42(1), 52–66.

Banks, J. (1993). Multicultural Education: Development, Dimensions, and Challenges. *Phi Delta Kappan*, 75(1), 22-29. **(Introduction to subject)**

Banks, J. (1993). Multicultural Education: Historical Development, Dimensions, and Practice. *Review of Research in Education*, 19: 3-49. **(Familiar with subject)**

Bronson & Merryman (2011). Why White Parents Don't Talk About Race, Nurture Shock.

Cain, S. (2013). *Quiet: The Power of Introverts in a World that Can't Stop Talking*. Broadway Books: New York. (pp. 1-15, 243-259, 269-271)

Christensen, L. (2009). What happened to the golden door?: How my students taught me about immigration. In *Rethinking multicultural education: Teaching for racial and cultural justice*, pp. 165-180. Milwaukee, WI: Rethinking Schools.

Cowhey, M (2006). *Black Ants and Buddhists: Thinking Critically and Teaching Differently in the Primary Grades*. Portland, Maine: Stenhouse Publishers. Pp. 81-100 (Ch. 5) and pp. 101-121 (Ch. 6).

Darder, A. (2002). *Reinventing Paulo Freire: A Pedagogy of Love*. MA: Westview Press. Pp. 91-148. (Ch. 3)

Darling-Hammond, L. (1998). "Experience and Education: Implication for Schooling and Teaching Today" in Dewey, J. *Experience and Education*. Kappa Delta Pi Publishers.

Ferriter & Provenzano (2013). Self-Directed Learning...for Teachers. *The Kappan Magazine*.

Freire, P. (1998). *Pedagogy of the Heart*, New York: Continuum. Pp.101-108.

Gay, G. (2002). "Preparing for Culturally Responsive Teaching" in *Journal of Teacher Education*, Vol. 53, No. 2, 106-116.

Hill, M. L. (2009). *Beats, Rhymes, and Classroom Life: Hip Hop Pedagogy and the Politics of Identity*. Teachers College Press: New York. Pp. vii-x (Foreword), pp. 65-97 (Ch. 4), and pp. 119-125 (Ch. 6).

Henderson (2013). Havens of Resilience. *Educational Leadership*.

Mahiri, Jabari (2011). *Digital Tools in Urban Schools: Mediating a Remix of Learning*. University of Michigan Press: Ann Arbor.

- National Education Association. (2007). *Truth in labeling: Disproportionality in special education*. Washington, D.C.: National Education Association.
- Nieto, S. (2006). Teaching as Political Work: Learning from Courageous and Caring Teachers. Paper presented at Sarah Lawrence College, Child Development Institute.
- Pollock, M. (2008). *Everyday Anti-Racism*, New York: The New Press. Pp.155-171.
- Steele, C. (2010). *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*. New York, W.W. Norton.
- Tatum, Beverly Daniel (2003). "Why Are All the Black Kids Sitting Together in the Cafeteria?" Basic Books: New York. (Chapter 4)
- Tochluk, S. (2007). *Witnessing Whiteness: First Steps Toward an Antiracist Practice and Culture*. Rowman & Littlefield-Education. First Edition: Ch. 3 (reader) and Introduction (in class).

Note: Those already familiar with a foundational knowledge of Critical Pedagogy may receive additional readings and references.

EDU 242, Spring 2020 COURSE CALENDAR

Module 1: Understanding Me, My Students, and How to Transform My Classroom

Week 1 – Wednesday, January 15th – 5:30-8:30PM

Topic(s): Knowing Ourselves and Each Other

Reading Due: None

Written Assignment(s) Due: None

Week 2 – Wednesday, January 22nd – 5:30-8:30PM

Topic(s): Knowing Our Students; Introduction to Resilient Classrooms Project

Reading Due: *Nieto; *Tochluk, Ch. 3; Doll, 1-2

Written Assignment(s) Due: Collective Thought Jar (1) and Plagiarism Certificate

Week 3 – Wednesday, January 29th – 5:30-8:30PM

Topic(s): Knowing Our Classrooms

Reading Due: *Doll, Ch. 3-5; Henderson, "Havens of Resilience"

Written Assignment(s) Due: Collective Thought Jar (2)

Week 4 – Wednesday, February 5th – 5:30-8:30PM

Topic(s): Transforming Classrooms

Reading Due: Doll, Ch. 6-8; NEA "Labeling" (*quick-read*); *Cain

Written Assignment(s) Due: Collective Thought Jar (3)

Week 5 – Wednesday, February 12th – 5:30-8:30PM

Topic(s): Reflecting and Evaluating; Introduction to Critical Pedagogy

Reading Due: Doll, Ch. 9-10; Wink, Introduction; *Banks - *Intro or Familiar*

Written Assignment(s) Due: Initial analysis of Survey/Class Meeting results and Collective Thought Jar (4)

Module 2: Living and Breathing Theory in My Life and in the Lives of My Students

Week 6 – Wednesday, February 19th – 5:30-8:30PM

Topic(s): Reimagining Students as Leaders

Reading Due: Wink, Ch. 1

Written Assignment(s) Due: Collective Thought Jar (5)

Week 7 – Wednesday, February 26th – **ONLINE MODULE**

Topic(s): Got Theory?

Reading Due: Wink, Ch. 2; *Gay

Written Assignment(s) Due: Week 7 Online Module; Collective Thought Jar (6)

Week 8 – Wednesday, March 4th – 5:30-8:30PM

Topic(s): From Theory to Practice

Reading Due: Wink, Ch. 3 p. 91-101; *Steele; *Tatum

Written Assignment(s) Due: Collective Thought Jar (7)

MSMU Spring Break – March 9-13

Week 9 – Wednesday, March 18th – 5:30-8:30PM

Topic(s): Lesson Design Using Critical Pedagogy; Resilient Classrooms Oral Sharing

Reading Due: *Wink, Ch. 4; Cowhey Ch. 5 & 6; Christensen

Written Assignment(s) Due: Collective Thought Jar (8)

Week 10 – Wednesday, March 25th – 5:30-8:30PM

Topic: Confronting White Nationalism in Schools – Location: Donohue Center

Reading Due: *Darling-Hammond; Bronson & Merryman, Nurture Shock

Written Assignment(s) Due: Resilient Classroom projects

Week 11 – Wednesday, April 1st – **ONLINE MODULE**

Topic(s): Deeper Understanding of Theory Origins

Reading Due: Wink, Ch. 3 p. 101-141; Ferriter & Provenzano “Self-Directed Learning”

Written Assignment(s) Due: Week 11 Online Module

Week 12 – Wednesday, April 8th – 5:30-8:30PM

Topic(s): Determined by Student Interest

Reading Due: Individually-directed follow-up to Wink Ch. 3

Written Assignment(s) Due: Collective Thought Jar (9)

Week 13 – Wednesday, April 15th – 5:30-8:30PM

Topic(s): Hip Hop Pedagogy and Liberatory Practices

Reading Due: *Hill; *Mahiri Akom; Pollock

Written Assignment(s) Due: Collective Thought Jar (10)

Week 14 – Wednesday, April 22nd – 5:30-8:30PM

Topic(s): Engaging Beyond the Classroom

Reading Due: Wink, Ch. 5 (pp. 207-211); Darder; Freire (heart)

Written Assignment(s) Due: Collective Thought Jar (11)

Week 15 – Wednesday, April 29th – 5:30-8:30PM

Topic(s): Critical Pedagogy Project – Student Mini-Conference

Reading Due: None

Written Assignment(s) Due: Critical Pedagogy Project

Week 16 – Wed., May 6th – Celebration of Learning 4-6PM; Course Culmination 6:15-8PM

Topic(s): Celebration of Learning and Culminating Sharing and Application

Reading Due: None

Written Assignment(s) Due: Final Reflection