

4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include communicating classroom routines, procedures, and norms to students and families. appropriate use of instructional technology, including assistive technology; (a) use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; (c)

EDU 152/252: Diversity and Schools (1.5 units)

Course Syllabus

Mount Saint Mary's University

Spring 2021

Instructor: Julie Feldman-Abe, Ph.D.
Email: jabe@msmu.edu

Office hours: Contact Catalina Hurtado at churtado@msmu.edu to make an appointment or email me (please email from outlook, not CANVAS- and allow 24 hours for a response.)

Class schedule: Selected Tuesdays 5:30-8:30 (see calendar below with zoom check-in times)

MSMU Diversity Statement:

Mount Saint Mary's University's commitment to Diversity, Equity and Inclusive Excellence stems from our CSJ heritage, Catholic identity, mission and values. We are compelled to always move toward profound love of God and love of neighbor without distinction. We are committed to diversity in all its possible forms with emphasis on the importance of human rights, equity, fairness, inclusiveness and diversity in the broadest sense including differences in gender, race, ethnicity, generational history, culture, socioeconomic class, religion, sexual orientation, national origin, citizenship status, political perspectives, geographic origin and physical ability. Mount Saint Mary's University strives to be a place where all people feel welcome. Engaging with others from a variety of different backgrounds improves and enriches our learning, living and working environments. See the [Center for DEI's myMSMU page](#) for more information and resources.

Education Department Philosophy

MSMU Education Department courses are meant to be laboratories of learning. Our hope is that the activities and materials included will serve your learning goals as you explore the various course topics. Our intent is that students from all diverse backgrounds and perspectives be well-served, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to each course be viewed as a resource, strength and benefit. Throughout the semester, please feel free to let your course instructor know ways to improve the effectiveness of the course for you personally, or for other students or student groups, if you have any suggestions.

Investment in Inclusivity:

This class aims 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 expectation relies on the support and understanding of everyone in the class. We seek to establish a community where we engage in critical dialogue and active listening. While all are expected to make their best effort to be respectful, we understand that someone may say something

that results in unintentional offense and hurt feelings. We invite everyone to adopt a stance of assumed positive intent that seeks greater knowledge and understanding.

All people have the right to be addressed and referred to in accordance with their personal identity. 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 the course instructor in advance.

Student Support Statements

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 reach out so we can create a plan in advance for potential emergencies.

If personal challenges related to health issues might affect the ability to perform in this class, please know that there are resources to assist you with appropriate accommodations. 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 the Dean of Student Life on their respective campus for support. Chalon Campus: Laura Crow, Dean of Student Life 310-954-4133 and lcrow@msmu.edu. Doheny Campus/WEC & Online/Sunset Gower/Graduate: Jessica Cuevas, Dean of Student Life 213-477-2570 and jcuevas@msmu.edu. Also, please feel free to notify your course instructor or program director if you are comfortable doing so.

Course Description

This 1.5 unit course is designed for credential candidates to explore the role that diversity and its many facets play and have played in our lives, classrooms, city and country. Diversity issues in relation to culture, race, socioeconomic status, language background, sexuality, gender, and disability are addressed. Emphasis is placed on delineating curriculum and practices that honor, motivate and empower all students and that promote justice in a democratic society. Examination of personal biases and identification of areas of deficient knowledge is encouraged. Use of the Los Angeles community as a powerful resource will be explored.

Required Texts: (All can be accessed from online Doheny library or provided links)

1. Spring, J. (2001). *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States*. New York: McGraw-Hill Higher Education (sections can also be downloaded from library)
2. IRIS modules (accessed online)
Classroom Diversity: An Introduction to Student Differences:
<https://iris.peabody.vanderbilt.edu/module/div/>
Cultural and Linguistic Differences: What Teachers Should Know
<https://iris.peabody.vanderbilt.edu/module/clde/>
3. Excerpts from *Rethinking Our Classrooms, Vol. 2: Teaching for Equity and Justice* (Edited by Bill Bigelow, Brenda Harvey, Stan Karp, Larry Miller)
4. Independent Film Viewed on library's Kanopy film database
5. Additional articles/hand-outs/links distributed on-line

Suggested Readings:

Share, Jeff **Media Literacy is elementary: Teaching Youth to Critically Read and Create Media*
Hammond, Zaretta. *Culturally and Responsive Teaching & the Brain*

Class Webpage:

Class assignments/resources will be posted on our class webpage on CANVAS/ It is your responsibility to check CANVAS a minimum of each and every week). There are some weeks when you will need to check in daily for on-line projects. Please contact Mount Saint Mary's Office of Information Technology if you have any trouble gaining access at 213 477 2970.

Please do not email me from CANVAS – use the MSMU outlook email instead.

Course Objectives

This course addresses the following objectives

1. Candidates learn to create inclusive classroom communities with diverse students
2. Candidates recognize the importance of students' family and cultural backgrounds and experiences and learn culturally responsive, asset-based approaches to teaching and learning
3. Candidates examine their own beliefs, attitudes and expectations about diverse students, families, schools and communities and learn to work effectively with students of diverse backgrounds
4. Candidates demonstrate understanding of the history of inequitable schooling of diverse US communities
5. Candidates locate and analyze resources for culturally responsive, equitable teaching towards social justice

Essential Questions

- How can I promote a positive learning environment and an inclusive class community with students of diverse backgrounds?
- How do my own assumptions about students, their families and communities impact my teaching and students' learning?
- How can I incorporate students' lives into the classroom and teach towards social justice and equity?

California Teaching Performance Expectations introduced/addressed in this course:

Candidates:

1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning

2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers

2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include communicating classroom routines, procedures, and norms to students and families. appropriate use of instructional technology, including assistive technology; (a) use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; (c)

4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues

6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

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 someone in the Education Department. 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.

The course aims to model the importance of using multiple measures of assessment to gauge the progress of learners. Your course grade and advancement in the Education Department Credential Programs will be based on your performance in the following activities each session

over the course of the semester, or the equivalent amount of work over a different amount of time; or at least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Due Date	Tasks	% of Final Course Grade	
On-going	Reflective Participation prompts/Exit surveys (to be assigned)	15	
January 19	I Am From Poem	5	
Feb. 2	Deculturalization and American schooling annotations	10	
Feb 16	Deculturalization group presentation	10	
Feb. 16	Covid-19 Group presentation	5	
March 23	IRIS module	10	
April 6	Film analysis	10	
April 20	Cultural Interview	20	
April 20	Cultural Interview debrief survey	5	
May 4	Resource hunt/ implementation final project	10	
TOTAL		100	

Grading

100-94=**A**; 93-90=**A-**; 89-87= **B+**; 86-84= **B**; 83-80=**B-**; 79-77=**C+**; 76-74=**C**; 73-70= **C-**;
69- 65= **D**; 64 and below = **F**

Major assignments will be evaluated using performance standards. Please review the assignment guidelines and rubrics before, during and after completing your work. These documents are offered to support you in crafting assignments that achieve and demonstrate the desired learning outcomes. All assignment grades will be recorded using a traditional point system, and students can earn partial points for an assignment. There are 100 possible points in the course.

Remember that you must maintain a 3.0 GPA in order to proceed in the MSMU Credential/ Education Department Programs

Classroom Policies

Submitting work: All assignments should all be submitted to me either in class or on the Canvas site the date they are due. In-class assignments are due the day they are assigned. The take-home Statistics Exam is due in class (absolutely no late submissions on this assignment).

Formatting: All assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed. Use 12-point Times New Roman font, 2.0-spacing, and one-inch margins. Written work with multiple grammatical and/or spelling errors per page will receive point reductions, so please proof-read!

Professional and Academic Resource Center (PARC):

The style and quality of professional writing you are expected to produce in this class can be very challenging! Plan to start your drafts early, and get as much assistance from your instructor and peers as possible. Please also note that MSMU's Professional and Academic Resource Center (PARC) offers the free services of a Graduate Writing Tutors. See the website for information, signing up for appointments, and contact information.

<https://welcome.mount.msmu.edu/academics/PARC/Pages/default.aspx>

Learning Resource Center: The Doheny Learning Resource Center will arrange personal tutoring or assistance for you according to your needs. Both graduate and undergraduate students are welcome. Call (213) 488-2692.

Assessment: Assignments must be completed on time according to guidelines. Late assignments are subject to a reduction of up to one point per day. If you are absent, you may e-mail your work before the class start time (on the due date) to be considered for full credit.

Peer Support: Please exchange phone numbers and/or e-mail addresses with your classmates for mutual help and support. Find a friend who will read and edit your assignments with you before preparing and submitting a final draft. If you are absent, I expect you to check in with a classmate and meet to discuss what you've missed.

Email: Students are expected to check their email account(s) regularly.

I want to see you succeed! Please let me know if you are running into challenges or need additional guidance in any way to support your success. The quickest way to reach me is via email at jabe@msmu.edu

University and Education Department Policies:

Class Start Times: Some of the most important announcements are made during the first 15 minutes of class – therefore, it is critical that you arrive to class on time. Please see me as soon as possible if you are experiencing personal difficulties with getting to class on time. On those occasions when you are late, please check with a classmate to see what information or announcements you may have missed.

Classroom Participation: Learning is done through social interaction and discussion. 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. Any work completed in class must be submitted by the end of the class period.

Peer Support: Find a friend who will read and edit your assignments with you before preparing and submitting a final draft. All assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed. Use 12-point Times or Arial font, double-spacing, and one-inch margins. (Note: Educators must be excellent language and literacy models. Written work with multiple grammatical/spelling errors per page will receive point reductions.)

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' 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.

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 MSMU's graduate students. 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.

Academic Integrity: Candidates are expected to adhere to the MSMU statements on Academic Integrity in the MSMU catalog. This includes avoiding plagiarism and doing your best work on each assignment. Papers and other work including images should not be copied from the internet.

Academic Freedom: Students and faculty's freedom of speech is constitutionally protected, so students 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 Student Handbook(s) for further discussion.

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.) Students who do not meet expectations will receive a Notice of Concern as part of the Department's formative feedback assessment process.

Technology Policy: Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU catalog

Students Needing Accommodations: 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.

Missing the first class session

Missing the first class session seriously jeopardizes your chances of success in a course. The University has adopted a policy of administratively dropping students who do not attend the first class session. In order to avoid being dropped for missing the first class session, you must contact the instructor in advance and give a valid reason why you would not be able to attend the first session (ex. you must take the CSET exam that morning).

Absences

Students are allowed to miss: One session of a 1 unit course; Two sessions of a 2 unit course; Three sessions of a 3 unit course

NOTE: A full weekend day of a 1 or 3 unit course counts as three sessions. A full weekend day of a 2 unit course counts as two sessions.

Should you miss one additional session beyond the allowable, you will be required to submit a 5-page (minimum) additional assignment to the instructor. This additional assignment must be completed or you will be administratively dropped from the course.

If a student misses more than two sessions of a 1 unit course, three sessions of a 2 unit course, or four sessions of a 3 unit class, the instructor will be expected to administratively drop you from the course. Should you miss more sessions than allowed, do NOT presume that the instructor will file the paperwork right after the missed sessions. You remain responsible for ensuring that your name is dropped from the enrollment list so that you can receive whatever tuition reimbursement might remain available to you.

If you wish to contest the policy for any reason (ex. Illness), you would need to file an academic petition, gain instructor and program director support, and contact the Department Chair.

Adding or Dropping a Course: The Registrar's Office has deadline dates for adding or dropping courses. Please be attentive to these dates, as registration after these deadlines might require you to either 1) file an academic petition to be enrolled or 2) be refunded less than the full tuition amount when dropping a course. Also be advised that the deadlines differ for weekend vs. evening courses.

Student Resources

Learning Resource Center: The Doheny Learning Resource Center will arrange personal tutoring or assistance for undergraduate students. Call (213) 477-2690.

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.

EDU 152/252 TENTATIVE COURSE CALENDER *		
Diversity and Schools		
<i>*Schedule may change based on needs of the class</i>		
Date	Topic(s)	Assignment(s) Due
Session 1 Jan 11 Zoom 6:30 – 8:30	<p>Introduction to the Class: What do we mean by Diversity?</p> <p>Creating Community in the Classroom – Inclusive Classrooms</p> <p>Council in the Classroom (Rose/Thorn)</p> <p>Bringing Students Lives into the Classroom (I am from poem activity)</p> <p>Creating Safe and Brave digital spaces for classroom dialogue (Technology example: Padlet)</p> <p>Select focus subgroups for the semester</p>	<p>Bigelow introduction to Rethinking our Classroom</p> <p>Read Bigelow - intro: I am From Poems (Select focus groups)</p>
Session 2 Feb. 2 Zoom 6:00	<p>Structural Inequities/Institutional Racism: the history of US schooling and citizenship from the perspective of diverse communities</p> <p>Importance of multiple narratives/ perspectives and critical thinking</p> <p>Covid-19’s Differential Impact on Diverse Communities (in-class activity)</p>	<p><i>Deculturalization</i> Annotated timeline individual assignment</p> <p>Group presentations in class</p>
Session 3 Feb 16 Zoom: 6:00	<p>Culture and Culturally Responsive Teaching as response to the achievement gap</p> <p>. Asynchronous activity: Iris module – see CANVAS for details</p> <p>. What is culture and what is culturally responsive teaching?</p> <p>Intercultural Communication with students/ families of diverse backgrounds</p> <p>Identifying your triggers—uncovering what you don’t know that you don’t know</p> <p>Teachers’ Self-care/ Resilience</p>	<p>IRIS module: <i>Classroom Diversity: An Introduction to Student Differences:</i> https://iris.peabod y.vanderbilt.edu/ module/div/</p> <p>IRIS Module: Cultural and Linguistic Differences: What Teachers Should Know</p> <p>https://iris.peabod y.vanderbilt.edu/ module/clde/</p>

<p>Session 4 March 2 Zoom check in: 6:00</p>	<p>Session 4: Teaching for Equity and Social Justice–</p> <p>Prejudice and Bias Asynchronous prework activity – to be assigned</p> <p>Implicit Bias and Teaching</p> <p>Deficit Thinking vs. Funds of knowledge</p> <p>Equitable/Social Justice teaching practices</p> <p>(Assign Film Analysis assignment) –</p>	<p>TBA</p>
<p>Session 5 March 23 Zoom 6:00</p>	<p>Representations of the Self/ Representations of the Other: Critical Media Literacy</p> <p>Film as resources for building background knowledge</p> <p>Asynchronous prework activity – to be assigned</p> <p>Media Literacy Strategies with Children</p> <p>Exit ticket</p>	<p><i>Film analysis due</i></p>
<p>Session 6 April 6 Zoom 6:00</p>	<p>Learning about Others through Listening and Speaking</p> <p>Sharing Cultural Insights from interviews</p> <p>(Assign Final Reflection and Assign Resource Hunt)</p> <p>Exit ticket: Cultural Interview debrief</p>	<p>Cultural Interview Due</p> <p>Cultural Interview Debrief exit ticket due after class</p>
<p>Session 7 April 20 Zoom 6:00</p>	<p>Class Conflicts/ Bullying and LGBTQ+ : Guest Speaker: Dr. Judy Chiasson, LAUSD Office of Diversity, Equity and Human Relations Teachers' Roles and Responsibilities</p> <p>Creating Inclusive Classrooms</p> <p>Asynchronous prework activity – to be assigned</p>	
<p>Session 8 May 4 Zoom: 6:00</p>	<p>Utilizing Community and Online Resources to Empower Students and Ourselves</p>	<p>Resource Hunt and Final reflections</p>