 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>PROGRAM CHANGE REQUEST</b> <b>Graduate Programs</b>	UGPC Approval _____ UFS Approval _____ Banner Posted _____ Catalog _____
	<b>Department</b> Curriculum, Culture and Educational Inquiry  <b>College</b> Education	

<b>Program Name</b> M.Ed. in Curriculum and Instruction (Non-Cert.)	<b>Effective Date</b> (TERM & YEAR)  SUMMER 2018
--	---

**Please explain the requested change(s) and offer rationale below or on an attachment**


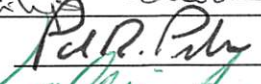
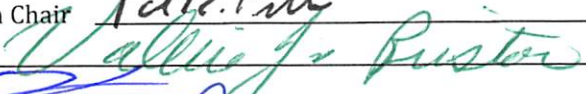
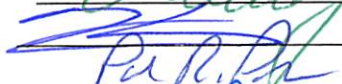
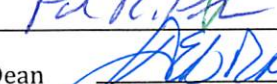
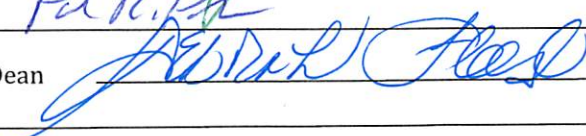
We wish to offer students the opportunity to be awarded a certificate in multicultural education. The courses proposed for this certificate are already approved. They are either part of the required core or are required in the area of concentration in multicultural education. This certificate is proposed in response to the needs and interests of stakeholders in our community.

Required: EDF 6637 – Race, Class and Gender in Education [Required in C&I core]  
 EDF 6887 – Foundations of Multicultural Curriculum [Required in MCE AOC]  
 EDF 6615 – Black Perspectives in Education [Required in MCE AOC]  
 EDF 6918 – Action Research in Schools & Communities [Required in C&I core]

Choose 1 course from: EDG 5705 – Multicultural Education [Required in MCE AOC]  
 EDF 6800 – Foundations of Global Education [Required in MCE AOC]

Any other course approved by the advisor.

<b>Faculty Contact/Email/Phone</b> Dr. Traci Baxley (baxley@fau.edu) 297-6598	<b>Consult and list departments that may be affected by the change(s) and attach documentation</b>
--	--

Approved by	Date
Department Chair 	10-20-17
College Curriculum Chair 	11/22/17
College Dean 	11/27/17
UGPC Chair 	12/13/17
UGC Chair 	12/13/17
Graduate College Dean 	12-14-17
UFS President _____	_____
Provost _____	_____

Email this form and attachments to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting so that materials may be viewed on the UGPC website prior to the meeting.

**GRADUATE COLLEGE**

**NOV 28 2017**

**Received**

Master of Education with Major in Curriculum and Instruction

The M.Ed. in Curriculum and Instruction (for certified teachers with a professional or temporary certificate) may be obtained in the areas noted below while the online M.Ed. in Curriculum and Instruction is offered with online specialization in Multicultural Education, ESOL Education, Teacher Leadership and a classroom-based specialization in Early Childhood Education.

Students may earn a certificate in multicultural education.

Areas of Concentration

Art (K-12)

Early Childhood Education

English/Language Arts (6-12)

ESOL Education (K-12) (online)

Foreign Language (French and Spanish) (K-12)

Mathematics (6-12)

Multicultural Education (K-12) (online)

Multicultural Certificate

Reading (K-12) (does not lead to certification as a reading teacher)

Science Education (Biology, Chemistry and Physics) (6-12)

Social Science (6-12)

Teacher Leadership (K-12)

GRADUATE COLLEGE

DEC 06 2017

Received

Note:

The M.Ed. for uncertified students seeking initial certification is available in Elementary Education plus Certification or Curriculum and Instruction plus Secondary K-12 Certification in the Department of Teaching and Learning.

Admission Requirements

To be admitted to the M.Ed. in Curriculum and Instruction Program, students must complete the graduate application and provide the following documentation showing that they:

1. Have a bachelor's degree from an accredited college or university;
2. Have a professional Florida certificate, have a Letter of Eligibility for temporary certification, or are certifiable in one of the degree areas of specialization in Florida;

3. Have a GPA of 3.0 or better in the last 60 credits of undergraduate work prior to the granting of the bachelor's degree and minimum scores of 143 (quantitative) and 148 (verbal) and 3.5 (analytical writing) on the GRE; OR have a GPA of 2.5 to 2.9 in the last 60 credits of undergraduate work prior to the granting of the bachelor's degree and minimum scores of 145 (quantitative) and 153 (verbal) and 3.5 (analytical writing) on the GRE. GRE scores must not be more than five years old.

[Top](#)

Program of Studies	36 credits	
Core Courses	(9 credits)	
U.S. Curricular Trends and Issues	EDG 6224	3
Design Components of Curriculum	EDG 6253	3
Program Evaluation in Curriculum and Instruction	EDG 6285	3
Education Electives (choose one for 3 credits)		
Race, Class and Gender in Education	EDF 6637 or	
Global Perspectives of Curricular Trends	EDG 6625	3
Research/Statistics (6 credits)		
Educational Research	EDF 6481	3
Educational Statistics	STA 6113	3
Capstone Course (3 credits)		
Action Research in Schools and Communities	EDF 6918	3
Areas of Concentration (take 15 credits in 5000-level or 6000-level courses in one of the concentrations noted above)		

[Certificate in Multicultural Education](#)

[Required: EDF 6637 – Race, Class and Gender in Education](#)

[EDF 6887 – Foundations of Multicultural Curriculum](#)

[EDF 6615 – Black Perspectives in Education](#)

[EDF 6918 – Action Research in Schools and Communities](#)

[Select 1 course \(3 credits\) from:](#)

[EDG 5705 – Multicultural Education](#)

[EDF 6800 – Foundations of Global Education](#)

[Or any other course approved by the advisor.](#)

**From:** Dilys Schoorman [SEP]  
**Sent:** Thursday, October 12, 2017 7:54 PM [SEP]  
**To:** Paul Peluso <ppeluso@fau.edu>; Michael Brady <mbrady@fau.edu>; Michael Whitehurst <whitehur@fau.edu>; Robert Shockley <SHOCKLEY@fau.edu>; Deena Wener <wener@fau.edu>; Barbara Ridener <BRIDENER@fau.edu> [SEP] **Cc:** Deborah Shepherd <DSHEP@fau.edu>; Sabrina Sembiante <ssembiante@fau.edu>; Lizeth Garcia <lgarci18@fau.edu> [SEP]  
**Subject:** GPC Program change

Hi colleagues:

I am sending you a proposal related to our courses in multicultural education in the M.Ed. We would like to offer them as a Multicultural Certificate (which is something that seems to be garnering interest in the community).

These are courses that are already on the books but I am sending you the request for non conflict per our protocols.

Thanks,

Dilys



Dilys Schoorman, Ph.D.  
Professor and Chair  
Department of Curriculum, Culture and  
Educational Inquiry  
Florida Atlantic University  
777 Glades Road  
Boca Raton, FL 33431-0991  
Tel: 561 297-3965  
Fax: 561 297 2925

<http://www.coe.fau.edu/faculty/dschoorm/>

Visit our department website:

<http://www.coe.fau.edu/academicdepartments/ccei/>

Visit our Facebook Page:

<https://www.facebook.com/fauCCEI?ref=ts&fref=ts>

**From:** Michael Whitehurst <whitehur@fau.edu>  
**Date:** Friday, October 13, 2017 at 9:16 AM  
**To:** Dilys Schoorman <dschoorm@fau.edu>  
**Subject:** Re: GPC Program change

Dilys,  
No conflict with ESHP.  
Mike

**GRADUATE COLLEGE**

**NOV 28 2017**

**Received**

**From:** Paul Peluso <[ppeluso@fau.edu](mailto:ppeluso@fau.edu)>  
**Date:** Friday, October 13, 2017 at 6:11 AM  
**To:** Dilys Schoorman <[dschoorm@fau.edu](mailto:dschoorm@fau.edu)>  
**Cc:** Michael Brady <[mbrady@fau.edu](mailto:mbrady@fau.edu)>, Michael Whitehurst <[whitehur@fau.edu](mailto:whitehur@fau.edu)>, Robert Shockley <[SHOCKLEY@fau.edu](mailto:SHOCKLEY@fau.edu)>, Deena Wener <[wener@fau.edu](mailto:wener@fau.edu)>, Barbara Ridener <[BRIDENER@fau.edu](mailto:BRIDENER@fau.edu)>, Deborah Shepherd <[DSHEP@fau.edu](mailto:DSHEP@fau.edu)>, Sabrina Sembiante <[ssembiante@fau.edu](mailto:ssembiante@fau.edu)>, Lizeth Garcia <[lgarci18@fau.edu](mailto:lgarci18@fau.edu)>  
**Subject:** Re: GPC Program change

No conflict with CE.  
Paul

**From:** Barbara Ridener <[BRIDENER@fau.edu](mailto:BRIDENER@fau.edu)>  
**Date:** Friday, October 13, 2017 at 11:09 AM  
**To:** Dilys Schoorman <[dschoorm@fau.edu](mailto:dschoorm@fau.edu)>, Paul Peluso <[ppeluso@fau.edu](mailto:ppeluso@fau.edu)>, Michael Brady <[mbrady@fau.edu](mailto:mbrady@fau.edu)>, Michael Whitehurst <[whitehur@fau.edu](mailto:whitehur@fau.edu)>, Robert Shockley <[SHOCKLEY@fau.edu](mailto:SHOCKLEY@fau.edu)>, Deena Wener <[wener@fau.edu](mailto:wener@fau.edu)>  
**Cc:** Deborah Shepherd <[DSHEP@fau.edu](mailto:DSHEP@fau.edu)>, Sabrina Sembiante <[ssembiante@fau.edu](mailto:ssembiante@fau.edu)>, Lizeth Garcia <[lgarci18@fau.edu](mailto:lgarci18@fau.edu)>  
**Subject:** RE: GPC Program change

No conflict with DTL.  
Barbara

**From:** Robert Shockley <[SHOCKLEY@fau.edu](mailto:SHOCKLEY@fau.edu)>  
**Date:** Friday, October 13, 2017 at 1:15 PM  
**To:** Dilys Schoorman <[dschoorm@fau.edu](mailto:dschoorm@fau.edu)>  
**Subject:** RE: GPC Program change

No conflict with EDLRM. RS

**From:** Michael Brady <[mbrady@fau.edu](mailto:mbrady@fau.edu)>  
**Date:** Friday, October 13, 2017 at 3:45 PM  
**To:** Dilys Schoorman <[dschoorm@fau.edu](mailto:dschoorm@fau.edu)>  
**Subject:** RE: GPC Program change

Your proposal does not conflict with or overlap the courses or programs in the ESE Department. Good luck with your certificate!

Michael P. Brady, PhD  
Professor & Chair  
Department of Exceptional Student Education  
Florida Atlantic University  
777 Glades Road  
Boca Raton, FL 33431  
(561) 297-3281



Department of Curriculum, Culture, and Educational Inquiry  
College of Education  
Florida Atlantic University  
Spring 2017

**COURSE TITLE:** Race, Class and Gender in Education  
**COURSE NUMBER:** EDF 6637 – Section (001) – CRN (14185)  
**CREDIT HOURS:** 3  
**PREREQUISITE:** None  
**COREQUISITE:** None  
**CLASS SCHEDULE:** Online format

**Instructor:** Traci Baxley **E-mail:** baxley@fau.edu **Telephone:** (561) 297-5305  
**Office:** ED 495 **Fax:** (561) 297 2925  
**Office hours:** Tuesday 10:00am-12:00pm, Wednesday 12:00am-4:00 pm (in office); Friday – virtually by appointment

**COURSE DESCRIPTION:** This course is designed to critically examine the social construction of gender, race and class, as well as other aspects of social categorization, the role of education in such constructions and their impact on the life and work of diverse groups of people. Specific to our discussions will be the manner in which social groups have been marginalized and silenced and the role of education in perpetuating or eliminating such social injustices.

**COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:**

As reflective practitioners and ethical decision makers in an increasingly diverse social context, it is crucial that professionals develop the skills for analyzing educational and social policy and practice, identifying bases for inequity and engaging in advocacy efforts to address social injustice. Students will become aware of the manner in which social constructions of race, gender, class and other social categorizations lead to patterns of social privilege and/or marginalization, and how they can be challenged.

**COURSE STRUCTURE:**

This is a fully online course. Much of your achievement in this class will be the result of **self-directed learning**. As you prepare for online discussion, group projects, and class wikis, I hope you will derive information from a variety of local and international sources including books, journal articles (academic and popular), credible Internet resources, audio/visual media and newspapers.

Canvas () will be used to house Modules, which include course materials, assignments, readings, and discussion board. With your help, we could develop this into a more comprehensive site for our collective learning, so if there are reputable websites, documents, articles etc. that you believe should be presented here, please feel free to send them to me. Please see this as an invitation, to work together to enhance this aspect of the course.

**GRADUATE COLLEGE**

**NOV 28 2017**

**Received**

**Time Commitment per Credit Hour:** This course has 3 credit hours. For traditionally delivered courses, not less than (1) hour of classroom or direct faculty instruction each week for fifteen weeks (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort is required for summer semesters, which may be offered over a shortened time frame. Elearning, hybrid, shortened, intensive format courses and other non-traditional modes of delivery will demonstrate equivalent time and effort.

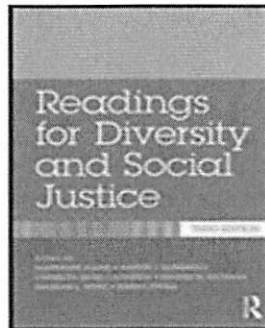
### **LIVETEXT**

Students in this course are required by the College of Education to have an active LiveText account to track mastery of program skills, competencies, and critical assignments and to meet program and college accreditation requirements. Students must have an account within the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

### **REQUIRED TEXTS:**

Adams, M., Blumenfeld, W. J., Castaneda, R., Hackman, H., Peters, M. L., & Zuniga, X. (Eds.). (2013). *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism*. (3<sup>rd</sup> ed). New York: Routledge.

Additional readings, PowerPoints & videos on Canvas ().



### **Computer Requirements**

#### **Operating System**

- A computer that can run Mac OSX or Win XP or higher

#### **Peripherals**

- A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.
- Detached or built-in web camera

#### **Software**

- Please visit the Students tab in Canvas located at the top of each Canvas page for LMS compatibility with your computer. Make sure your Internet browser is compatible and that you have all the recommended plug-ins installed.

Other software may be required for specific learning Modules and/or modules, but the links to download and install it will be provided within the applicable module and/or module. You may also need headphones with a microphone for Canvas Collaborate sessions.

### **Minimum Technical Skills Requirements**

The general and course-specific technical skills a student must have to succeed in the course include but are not limited to:

- Accessing Internet.
- Using Canvas (including taking tests, attaching documents, etc.).
- Using email with attachments.
- Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
- Copying and pasting functions.
- Downloading and installing software.
- Using presentation, graphics, and other programs.
- Creating and posting to a discussion board, blog, or wiki.
- Searching the FAU library and websites.

### **GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:**

Course objectives are guided, in part, by the following:

#### **National Association for Multicultural Education (NAME)**

##### **Standard 2: Diverse Perspectives**

- Represent the multiple constituencies and points of view in the United States;
- Encourage students to entertain competing constructions and understandings of social, historical, and natural phenomena;
- Recognize the ways these constructions are rooted in the cultural and historical experiences of the people who espouse them;
- Facilitate independent, contextual, and critical thinking among students about what they are being taught in schools.

##### **Standard #4 – Self-Knowledge**

- Provide a structure that allows students to investigate their own cultural and ethnic identities and to examine the origins and consequences of their attitudes and behaviors toward other groups;
- Lead students to a critical understanding and appreciation of their own cultural and ethnic identities, including both their strengths and weaknesses;



- Recognize that identity is based on multiple factors, including the diverse and sometimes contradictory realities of membership in multiple groups;
- Foster in students an understanding that identity is dynamic and therefore, that change is possible.

Standard 5: Social Justice; specifically:

- Provide students opportunities to evaluate the results of personal, organizational, corporate, and governmental decisions and to develop a critical understanding of how such decisions may benefit some groups while negatively impacting others (5d)
- Promote social action, creating an engaged, active, and responsible citizenry committed to eradicating bigotry and to developing a fair, just, democratic society responsive to the needs of all our people regardless of race, class, gender, age, sexual orientation, physical appearance, ability or disability, national origin, ethnicity, religious belief or lack thereof (5c)

University of Washington Center for Multicultural Education: Principles and Concepts for Democracy and Diversity = (CMCE)

Specifically Concept #2 – Diversity; Concept #6 - Prejudice, Discrimination, and Racism; #8 – Identity; #9 – Multiple Perspectives

Council for the Accreditation of Educator Preparation (CAEP)

Standard 1.1; Addressing the following BBTASC standards:

#4: Content Knowledge; #5 Application of knowledge; #7: Planning for instruction; #9: Professional learning and ethical practice. #10: Leadership and Collaboration

Florida Educator Accomplished Practices = (FEAP)

#2: Learning environment –

- d. Respects students' cultural, linguistic and family background;
- g. Integrates current information;
- h. Adapts the learning environment to accommodate the differing needs and diversity of students;

Continuous Professional Improvement (CPI) d: Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues

Florida Atlantic University common standards = FAU

Oral Communication (COM) and Critical thinking (CT)

Through the development and presentation of a conference style research product, students will demonstrate critical inquiry skills, including the formulation of a research question that investigates concerns about social injustice or inequity, critical analysis and synthesis of data, and the identification of implications for future practice.

College of Education Conceptual Framework (CF)

- a. Knowledge of broad based conceptualization of diversity
- b. Cross-cultural empathy, communication and pedagogical skills
- c. Critical understanding of positionality in diverse contexts
- d. Commitment to advocacy and community engagement

### **COURSE OBJECTIVES:**

The readings, discussions and activities in this course are intended to help students to:

1. Critically examine the manner in which society in general and schools in particular have constructed race, gender and class in order to privilege, marginalize, silence and /or empower diverse groups (NAME #4; CMCE #6; CAEP 1.1-4; FEAP- CPI; CF-c; CT)
2. Critically examine their own social positions as members of privileged and marginalized social groups (NAME #4; CMCE #8; CAEP 1.1-5; CF-c; CT)

3. Investigate the impact of race, class gender and other social categorizations in their own professional contexts (NAME #2; CMCE #6; CAEP 1.1-5; CF-a; CT)
4. Work as a member of a learning communities (FEAP Cont. Imp). Specifically, students will:
  - o Create knowledge in a democratic, dialogic forum (NAME #3; CMCE #9; CAEP 1.1 - 4, 7; COM; FEAP 2d)
  - o Reflect critically and collectively on assigned readings (CMCE #9; CAEP 1.1-5; COM; CF-a)
  - o Demonstrate respect for and comfort with divergent perspectives (NAME #3; CAEP 1.1-9, 10; CMCE #2, #9; COM; FEAP 2d)
  - o Conduct research on a topic central to their profession (CAEP 1.1-4; CF-a; COM)
  - o Present research findings to peers in conference-style presentation (NAME #3; CAEP 1.1-5; COM; CT)

### **COURSE REQUIREMENTS:**

#### **Discussion Boards/Blogs/Videos**

A variety of assignments will be due throughout the semester. Detailed instructions will be provided within each Learning Module. It is highly recommended that you review the assignments at the beginning of the week so that you can pace yourself and ask any questions.

#### **Competency Assessment: A Sociopolitical Analysis**

The three-part competency assessment for this course is a research project that is titled, "A sociopolitical analysis." Essentially, you will identify a topic that represents a social justice/ equity concern that is framed as a research question. Ideally, this topic should be relevant to your professional or scholarly work. Your investigation will require you to consider the theory presented in class, an independent review of literature (brief but informative), and the collection and analysis of data, which will yield research findings and implications for practice.

**Part 1: Annotated Bibliography (AB)**- You will be responsible for complete an annotated bibliography using a minimum of 8 peer-reviewed articles published in the last 7 years that are related to your chosen sociopolitical issue. This assignment will be completed over the course of the semester. You will be responsible for adding a minimum of two articles at a time to your AB in Module 3, Module 4, Module 5, and Module 7. Details are in Canvas.

An essential feature of this assignment is the analysis of data. This data could be gathered through existing data sets, interviews or surveys, action research or could emerge as text from a variety of sources (see Canvas for samples). Obviously, the data gathered should be linked to the research question. Please note that unless you complete Institutional Review Board (IRB) clearance for the use of human subjects in your research, you will not be allowed to present this project in a public forum beyond this class. If you have questions concerning this, please email me.

#### **Peer Review**

- You will have the opportunity to receive feedback from your peers as you develop your ideas for your major research study (Module 3 & Module 6) Please note that providing feedback that is supportive, constructive and insightful with the sole purpose of facilitating one another's intellectual and professional growth is the goal. Note that peers should not feel obliged to agree with one another but rather "engage" others in mutually beneficial, democratically-oriented dialogue.
- You will post the sections of your paper that are needed by the Wednesday of that week.
- (Module 3 -problem statement, rationale, and questions; Module 6 – Method/Methodology and Instrument)
- After posting your draft, you will also choose two classmates to peer review. If that classmate already has two reviewers, please choose another person to peer review.

**Part 2: Written Research Summary Report** - This assignment typically follows the pattern of a traditional research investigation consisting of the following sections:

- Rationale
- Purpose/ research question(s)
- Theoretical Framework
- Literature Review
- Methods of Data Collection and Analysis
- Results
- Conclusions/ Implications

This design may be modified to include diverse research interests and needs of students and to accommodate a variety of formats for an equivalent project. Students are required to discuss their research interests with the instructor and work collaboratively to establish an acceptable project design. Students should identify project topics and provide a project proposal by the deadlines recommended in the course schedule. You may work in groups or pairs as long as it is clear that each group member has a unique contribution to make to the project.

**Part 3: Audio Presentations**

The format for the dissemination of the project results will be a formal presentation with audio (powerpoint, prezi, emaze, haiku deck, zoho, slide dog, etc.), which will include written abstract and the major components of your study project. See examples in Canvas.

Note: Late work will not be accepted

**ATTENDANCE POLICY:**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absence (upon grades) is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Since the course is delivered completely online, you are expected to access the course at least three times per week to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines since your classmates' work depends on your participation, and vice versa. Failure to meet this obligation may be viewed as course abandonment, and you will be dropped from the course. Please be aware that a dropped course may affect your financial aid. Being dropped from the course is irrevocable, and you will not be re-instated. If you are experiencing major illnesses, absences due to university duties, or other large-scale issues, contact the instructor immediately to formulate a resolution (if possible). Notifying your instructors after the fact will not be sufficient to prevent being dropped.

**Dropping the Course**

In order to withdraw from a course, it is not sufficient to stop attending class or to inform the instructor of your intention to withdraw. In accord with university policy, students wishing to withdraw from a course must do so formally through the Registrar's office. It is the students' responsibility to complete all forms by the university assigned deadlines. If this is not done, the instructor must assign a grade of F at the end of the semester.

## **TEACHING METHODOLOGIES & ASSIGNMENT EXPECTATIONS:**

Consistent with the principles of critical pedagogy, instruction in this class will be based upon online class discussions where students and the instructor construct knowledge collaboratively throughout the semester. Students should expect to encounter and be prepared to engage in peer feedback and interaction, active learning activities, presentations, reflective journal writing, individual and collective problem solving, peer review and critique of work, thinking from multiple perspectives, debate and role play (theory to practice activities).

### **Discussion Expectations**

Your posts must be professional, well organized, grammatically correct, and free of misspellings. You are expected to use proper grammar and write in complete sentences. Additionally, any content quoted, paraphrased, or gleaned from references must be properly cited (see Plagiarism and Summary of Styles). Interaction is a substantial portion of this course. Each discussion board, vlog, etc., requires a post, reading at least three (3) of your peers' post, and responding to at least two (2) of the posts. The posts should be entered directly into the discussion thread. Attachments should be held to a minimum and only used if needed for illustration - like a chart, image, or table. The first post will serve as your original post in reply to the topic and must be at least 150-200 words in length and must be posted no later than 11:59pm on the Wednesday during the Module in order to allow sufficient time (Friday-Sunday) for your colleagues to respond. Your response post must be between 50-100 words in length and must be posted no later than 11:59 on the following Monday indicated on the class schedule. Your posts must contribute to the conversation through supportive addition or respectful critique. When the responses are of the latter, they must argue the issue, never the author of the original post. These posts will serve as your participation grade for the duration of the course.

### **Participation**

It is intended that this class exemplify the principles of critical pedagogy, premised on the active participation of students in a dialogic approach to learning. Student engagement in learning is central to this approach, which also requires leadership and the willingness to direct the learning and to build community among the learners. Your participation will be evaluated according to your ability to demonstrate the following:

- Read weekly assigned readings
- Be willing to engage in active learning via peer reviews and discussion replies
- Complete any homework assignments given
- Be respectful to the opinions and experiences of peers (we don't all have to agree, but we all have to be respectful).
- Consciously contribute to a climate that is welcoming of diverse perspectives
- Be open and willing to challenge one's own assumptions and perspectives
- Be present intellectually throughout the semester
- Provide the instructor constructive feedback on how the class could be improved
- Provide colleagues with feedback that is honest, instructive and supportive
- Make meaningful (and concise) contributions to peers' submissions
- 

### **Learning Modules**

You will do most of your work in the Canvas Modules. There you will find most of what you need to complete assignments. Be sure to read all the instructions in the each learning module. The schedule is just an outline with due dates, and does not have the complete instructions for the assignments or details of the materials, sources, etc. that will be provide for assignments/projects. So, be sure to work in the learning Modules as you advance through the course.

### **Format for written work**

All assignments should be type written (Times New Roman; Size 12 font), and double-spaced. Please retain a copy of all assignments, especially in electronic form, submitted to your instructor via Canvas throughout the semester. It is expected that all work will be turned in on the due date. Your instructor reserves the right to give students a "0" on work that is late. No assignments will be accepted outside of the

Canvas system (with the exception of LiveText). Again, assignments must be professional, well organized, grammatically correct, and free of misspellings. The writing style required for this course is APA. Additionally, any content quoted, paraphrased, or gleaned from references must be properly cited (see Academic Integrity and Plagiarism). All written assignments should be in rich text format (.rtf) or Word format (.doc, .docx). Submissions that cannot be opened will not be graded. Please check the assignment directions to verify when and how feedback will be provided.

**Working Ahead**

You should work within the guidelines of the schedule for each learning module. This is crucial because you must work in tandem with your classmates on discussion boards, group projects, and peer reviews of individual projects. In addition, new material may be added/supplemented based on current events. You should also plan to work on several assignments simultaneously. For example, your research project may take several days of exchanges from peers; while you wait on replies, etc. you may want to work on other individual projects in the module. There is much to be learned this semester, so systematic and continuous work is a must in order to do well. Make sure to take notes when you read! This will be invaluable in recalling relevant points in discussion boards/assignments. If your needs are not being met in any way, please let me know. After all, this is your class.

**ASSESSMENT PROCEDURES (all assignments are required):**

Your grade will be based on points earned on the following:

**Annotated Bibliography – 10%**

**Final Paper – 30%**

**Final Presentation -15%**

**Discussion Board – 20%**

**Module Assignments - 15%**

**Peer Reviews (Case Study, Sociopolitical Analysis) – 10%**

**GRADING SCALE:**

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	92-100	= 4.0	C	73-76	= 2.0
A-	90-91	= 3.67	C-	70-72	= 1.67
B+	87-89	= 3.33	D+	67-69	= 1.33
B	83-86	= 3.00	D	63-67	= 1.00
B-	80-82	= 2.67	D-	60-62	= 0.67
C+	77-79	= 2.33	F	59-00	= 0.00

**STUDENTS ACCESSIBILITY SERVICES:**

In compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students Accessibility Services (SAS) located in Boca - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), or in Jupiter SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Accessibility Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

**CODE OF ACADEMIC INTEGRITY:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty, which may include an “F”

on the assignment, an “F” in the course, or even removal from the degree program. Florida Atlantic University’s Code of Academic Integrity is strictly adhered to in this course. For more information, on what constitutes plagiarism, cheating and other violations of academic integrity, see [http://wise.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://wise.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

**\*A note regarding the readings**

Effort has been made to provide a set of readings that highlight key and current issues in the academic discussions of each topic and to represent a range of authors. More resources will also be posted on . If you would prefer to add to or substitute (let me know!) I am also open to your suggestions for class reading assignments. Please approach all readings as an opportunity to venture into arenas that are new, different from your own perspectives and, perhaps, even controversial. Not all of them will be that way, but an open mind helps. It is best to approach reading not as a chore, but as an adventure into uncharted territory.

**Technical Support**

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased.

Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Please take the following steps when a problem occurs:

1. Contact the eLearning Success Advisor for assistance:  
eLearning Success Advisor - 561-297- 3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit [Link to Print Screen](#)

**Instructions.**

3. Complete a Help Desk ticket [Link to Help Desk](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
  - a. Select “Canvas (Student)” for the Ticket Type.
  - b. Input the Course ID.
  - c. In the Summary/Additional Details section, include your operating system, Internet
  - d. Attach the Print Screen file, if available.
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained. browser, and Internet service provider (ISP).

## **Netiquette**

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate.

For more in-depth information, please see the FAU statement on Netiquette at:  
<https://www.fau.edu/oit/student/netiquette.php>

## **Classroom Etiquette/Disruptive Behavior Policy Statement**

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who behave in the face-to-face and/or virtual classroom such that the educational experiences of other students and/or the instructor's course objectives are disrupted are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.

For more information, please see the FAU Office of Student Conduct: <http://www.fau.edu/artsandletters/new-pdfs/4.007.Student%20Code%20of%20Conduct.pdf>

## **Communication Policy Revise as necessary**

### **Expectations for Students**

- Announcements
  - Email
  - Course-Related Questions
- 
- You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.
  - You are responsible for reading all of your course email and responding in a timely manner.
  - Post course-related questions to the FAQ discussion board. This allows other participants with the same question to benefit from the responses.
  - Also, make sure you review this forum prior to posting a question; it may have already been asked and answered in previous posts.

### **Instructor's Plan for Classroom Response Time; Feedback**

- Email Policy
  - Assignment Feedback Policy
  - Course-Related Questions
- 
- Except for Saturdays, Sundays, and holidays, instructor typically, will respond to messages within 48 hours. Such messages should only be used to communicate personal or confidential matters; otherwise, please use the FAQ discussion board within the course.
  - Feedback will be provided on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which will be communicated to students by the instructor.
  - Except Saturdays, Sundays, and holidays, questions will, generally, be answered by instructors within 48 hours.

UNITS	DATES	TOPIC	READ/LISTEN/VIEW	TO DO
START HERE	Monday January 09, 2017 – Monday January 16, 2017	Introduction to course	Syllabus Course Schedule Instructor Introduction	<ul style="list-style-type: none"> <li>• Post student intro</li> <li>• Orientation Quiz</li> </ul>
1	Monday January 16, 2017 – Monday January 23, 2017	Setting the Tone for Social Justice Education	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Watch instructor video</li> <li>• Review sample projects</li> </ul>	<ul style="list-style-type: none"> <li>• Video discussion board</li> <li>• Document analysis blog</li> <li>• Research project ideas</li> </ul>
2	Monday January 23, 2017 – Monday January 30, 2017	Conceptual Framework: Critical Pedagogy & Social Justice	<ul style="list-style-type: none"> <li>• Reading</li> <li>• View Instructor video</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipation guide</li> <li>• Journal</li> <li>• Project plan</li> </ul>
3	Monday January 30, 2017 – Monday February 06, 2017	Power and Privilege: How Oppression Works		<ul style="list-style-type: none"> <li>• Annotated bib journal</li> <li>• Peer Review: Prob. statement, rationale, and questions (Wednesday)</li> </ul>
4	Monday February 06, 2017 – Monday February 13, 2017	Race as a Social Construct		<ul style="list-style-type: none"> <li>• Annotated Bibliography</li> <li>• Theory to Practice</li> </ul>
5	Monday February 13, 2017 – Monday February 20, 2017	Race/Racism as Lived Experience		<ul style="list-style-type: none"> <li>• Annotated bib journal</li> <li>• Vlog assignment</li> </ul>
6	Monday February 20, 2017 – Monday February 27, 2017	Classism in Society		<ul style="list-style-type: none"> <li>• Peer Review: Method/Methodology &amp; Instrument</li> <li>• Theory to Practice – working poor calculator</li> </ul>
7	Monday February 27, 2017 – Monday March 06, 2017	Social Class: Impact on Education		<ul style="list-style-type: none"> <li>• Annotated bib journal</li> <li>• Discussion Board</li> <li>• One on One sign up</li> </ul>
8	Monday March 06, 2017 – Monday March 13, 2017	<b>Spring Break</b>	<b>Spring Break</b>	<ul style="list-style-type: none"> <li>• <b>Spring Break</b></li> </ul>
	Monday March 13, 2017 - Sunday March 20, 2017	Gender as a Social Construct		<ul style="list-style-type: none"> <li>• Narrated data collection plan and timeline presentation</li> <li>• Phone calls</li> </ul>
9	Monday March 20, 2017 – Monday March 27, 2017	Gender-based Analyses of Culture, Society, & Politics		<ul style="list-style-type: none"> <li>• Knowledge check (quiz)</li> <li>• Research progress blog (three questions)</li> </ul>
10	Monday March 27, 2017 – Monday April 3, 2017	Sexual Orientation		<ul style="list-style-type: none"> <li>• Theory to Practice (case study-role taking)</li> <li>• Vlog (inclusion 5705 unit 6)</li> </ul>
11	Monday April 3, 2017- Monday April 10, 2017	Critical Media Literacy		<ul style="list-style-type: none"> <li>• Dr.Waldon guest speaker</li> <li>• Chart on study big ideas</li> </ul>
12	Monday April 10, 2017 – Monday April 17, 2017	Implementing Liberatory Pedagogy		<ul style="list-style-type: none"> <li>• 6 – word memoir</li> <li>• Final Paper</li> </ul>
13	Monday April 17, 2017 – Monday April 24, 2017	Sociopolitical Research		<ul style="list-style-type: none"> <li>• Knowledge check</li> <li>• Discussion board</li> </ul>



UNITS	DATES	TOPIC	READ/LISTEN/VIEW	TO DO
14	Monday April 20, 2017 – Monday April 24, 2017-Last Day			<ul style="list-style-type: none"> <li>• Final Presentation</li> <li>• 1 Minute Paper</li> </ul>
15	Thursday April 27, 2017 – Wednesday May 3, 2017	Finals Week	Finals Week	Finals Week

## BIBLIOGRAPHY

- Apple, M. (1986). *Teachers and texts: A political economy of class and gender relations in education*. New York: Routledge & Kegan Paul.
- Apple, M. W. (2006). *Educating the "right" way: Markets, standards, God and inequality*. New York: Routledge.
- Apple, M. W. (2011). *Education and power*. New York: Routledge.
- Cabrera, N., Milem, J., Jacquette, O., & Marx, R. (2014). Missing the (student achievement) forest for all the (political) trees: Empiricism and the Mexican American Studies controversy in Tucson. *American Educational Research Journal*, 51 (6), 1084-1118.
- Dines, G & Humez, J. M. (2003). (Eds.), *Gender, race and class in media*. Thousand Oaks, CA: Sage.
- Elliot, P. (2010). *Debates in transgender, queer and feminist theory: Contested sites*. Burlington, VT: Ashgate Pub
- Feagin, J.R., Vera, H., & Batur, P. (2001). *White racism*. New York: Routledge.
- Giroux, H. (2014). *The violence of organized forgetting: Thinking beyond America's disimagination machine*. City Lights Open Media.
- Giroux, H. (2014). *Zombie politics and culture in the age of casino capitalism*. (2<sup>nd</sup> ed.) New York: Peter Lang.
- Greene, M. (1997). Teaching as possibility: A light in dark times. *The Journal of Pedagogy, Pluralism and Practice* 1 (1), 1-11.
- Hesse-Biber, S. N. (Eds.) (2007). *Handbook of feminist research: Theory and praxis*. Thousand Okas, CA: Sage.
- Jennings, J. (2003). *Welfare reform and the revitalization of inner city neighborhoods*. Michigan State University Press.
- Kumashiro, Kevin K. (2003). Queer ideals in education. *Journal of Homosexuality* 45 (2-4), 365-367.
- Ladson-Billings, G. & Tate, W. (1995). Towards a critical race theory of education. *Teachers College Record*, 7(1) 47-68.
- Lomawaima, T., & McCarty, T. (2002). When tribal sovereignty challenges democracy: American Indian education and the democratic ideal. *American Educational Research Journal*, 39, (2), 279-305.

- May, S. & Sleeter, C. (2010). (Eds.). *Critical multiculturalism: Theory and praxis*. New York: Routledge.
- McLemore, S. D. & Romo, H. D. (2004). *Racial and ethnic relations in America*. 7<sup>th</sup> ed. Boston: Allyn & Bacon.
- McLaren, P. (2003). *Life in schools: An introduction to critical pedagogy in the foundations of education* (4th ed.). Boston: Allyn & Bacon.
- Rodriguez, N., & Hagan, J. M. (2004). Fractured families and commmoleics: Effects of immigration reform in Texas, Mexico and El Salvador. *Latino Studies*, 2, 328-351.
- Sleeter, C. (2008). Equity, democracy, and neoliberal assaults on teacher education. *Teaching and Teacher Education*, 24 (8), 1947-57.
- Sollors, W. (2000). *Interracialism*. Oxford University Press.
- Takaki, R. (2000). *Iron cages: Race and culture in 19<sup>th</sup> century America*. New York: Oxford Univ. Press
- Telzer, E. & Vazquez Garcia, H. (2009). Skin color and self perceptions of immigrant and U.S.-born Latinas: The moderating role of racial socialization and ethnic identity. *Hispanic Journal of Behavioral Sciences*, 31 (3), 357-374.
- Torres, C. A. (Ed.). (2009). *Globalizations and education : collected essays on class, race, gender, and the state*. New York : Teachers College Press.
- Torres, M., & Mercado, M. (2006). The need for critical media literacy in teacher education core curricula. *Educational Studies*, 39 (3), 260-282.
- Watkins, W. (2011). *The assault on public education: Confronting the politics of corporate school reform*. New York: Teachers College Press.
- Zephir, F. (1997). Haitian Creole language and bilingual education in the Moduleed States: Problem, Right or Resource? *Journal of Multilingual and Multicultural Development*, 18 (3), 223-237.

#### Videos:

Kilbourne, J. (2010). *Killing us Sofly 4: Advertising's image of women*. Media Education Foundation.

Race: The Power of an Illusion (2003)

[http://www.pbs.org/race/000\\_General/000\\_00-Home.htm](http://www.pbs.org/race/000_General/000_00-Home.htm)

Consuming kids: The commercialization of childhood. Media Education Foundation. (2008)

#### Websites:

Teaching Tolerance: [www.tolerance.org](http://www.tolerance.org)

Southern Poverty and Law Center: [www.splcenter.org](http://www.splcenter.org)

Rethinking Schools: [www.Rethinkingschools.org](http://www.Rethinkingschools.org)

Race: The Power of an Illusion

[http://www.pbs.org/race/000\\_About/002\\_04-background-03-04.htm](http://www.pbs.org/race/000_About/002_04-background-03-04.htm)

Department of Curriculum, Culture and Educational Inquiry  
College of Education  
Florida Atlantic University



EDF 6887: Foundations of Multicultural Curriculum  
Section                  CRN

**FACULTY CONTACT INFORMATION:**

<b>Instructor:</b>	<b>Office Hours:</b>
<b>Email:</b>	<b>Telephone:</b>

**COURSE DESCRIPTION:**

This course focuses on the historical, philosophical and social foundations of curriculum as they relate to the education of diverse ethnic groups in the USA and their implications for curriculum development, educational policy and pedagogical practice in current contexts.

Pre-requisites: None

Credits: 3

**COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:**

*Ethical* decision makers ground their actions within the broader contexts of historical, philosophical, cultural, and sociopolitical foundations of educational research and theory. This course supports *informed* and *capable* decision making through the integration of broad based, culturally diverse perspectives of curriculum development in US education, engaging students in critical analysis of current educational policy and practice, reflecting on and developing their own philosophical orientations as they develop curriculum to address the diverse needs of students in a variety of educational contexts.

**REQUIRED TEXTS:**

Sleeter, C. E. (2005). *Un-standardizing curriculum: Multicultural teaching in the standards-based classroom*. New York, NY: Teachers College Press.

A packet of required readings will be made available on Blackboard (Bb).

**SUGGESTED RESOURCES:** The following texts are recommended as resources.

Banks, J. A. (2009). *Teaching strategies for ethnic studies*. (8<sup>th</sup> ed.). Boston: Allyn & Bacon.

Loewen, J. W. (2008). *Lies my teacher told me: Everything your American history textbook got wrong*. New York: New Press.

Zinn, H. (2003). *A people's history of the United States*. New York: Harper Collins.

**GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:**

Each of the course objectives presented below represents the standards recommended in the following guidelines.

Florida Mandates for Multicultural Education: Florida Statute 1003.42

**National Association for Multicultural Education = (NAME)**

Standard #1 – Inclusiveness  
Standard #2 – Diverse Perspectives  
Standard #3 – Alternative Epistemologies  
Standard #4 – Self Knowledge  
Standard #5 – Social Justice

**Council for the Accreditation of Educator Preparation = CAEP**

Standard 1.1; Addressing the following InTASC standards:

#2 Learning Differences (understanding of diverse cultures and communities)  
#4: Content Knowledge; #5 Application of knowledge; #7: Planning for instruction;  
#9: Professional learning and ethical practice. #10: Leadership and Collaboration

**University of Washington, Center for Multicultural Education - Principles and Concepts for Democracy and Diversity = (C-MCE)**

Specifically Concept #2 – Diversity; Concept #6 - Prejudice, Discrimination, and Racism;  
Concept # 8 – Identity/Diversity; Concept #9 – Multiple perspectives

**College of Education Conceptual Framework (COE-CF)**

a. Knowledge of broad based conceptualization of diversity  
b. Cross-cultural empathy, communication and pedagogical skills  
c. Critical understanding of positionality in diverse contexts  
d. Commitment to advocacy and community engagement

**Florida Educator Accomplished Practices = (FEAP)**

#2: Learning environment –  
d. Respects students’ cultural, linguistic and family background;  
g. Integrates current information;  
h. Adapts the learning environment to accommodate the differing needs and diversity of students;

Continuous Professional Improvement d: Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues

**COURSE OBJECTIVES:**

This course is designed to enable students to:

- Identify historical, philosophical, social and cultural foundations of education, their interconnections and their implications for education in contemporary multicultural contexts (NAME #1, #2, #5; CAEP 1.1-2; 1.1-4; 1.1-5; COE-CF a; C-MCE #2, #6, #8, #9)
- Critically evaluate the scholarly contribution of key multicultural educators (CAEP 1.1-4; COE-CF b, c)
- Distinguish among multiple approaches and models to designing multicultural curricula, to recognize the strengths and weaknesses in each approach/model and to apply such models appropriately to school based contexts when designing or evaluating curricula (CAEP 1.1-4, 1.1-5, 1.1-7; NAME #3; FEAP 2h; COE-CF b, d;)
- Develop their own educational philosophies by drawing on the work of diverse scholars (CAEP 1.1-4, 5, 7, 9; COE-CF; FEAP-Cont. Prof. Imp d;)
- Examine the histories of multiple groups and identify educational philosophies, policies and practices that emerge from these histories (CAEP 1.1-4, 5, 7, 9; FL Mandates; FEAP 2d;)
- Critically examine contemporary curriculum and make recommendations for achieving educational equity (CAEP 1.1-2; 1.1-4, 5, 7, 9; FEAP 2g;)
- Develop curriculum based on central principles and concepts of multicultural education to address current instructional needs in schools/ educational communities (CAEP 1.1-4, 5, 7, 9, 10; FEAP 2d, 2h; FL Mandates; COE-CF)

## **COURSE REQUIREMENTS:**

Given the scheduling demands of the summer session, all assignments have been designed to scaffold learning and the ongoing development of the curriculum project. Where possible and appropriate, guidelines and criteria for the assignments will be developed in consultation with students.

### **Curriculum Project**

This project emerges from multiple rationales:

- 1) Contemporary multicultural educators agree that the standardization movement and measurement orientation to curriculum has led to a homogenization of curriculum, where teachers are rarely offered the opportunity to develop their own curriculum. Instead, they are frequently required to “deliver” curriculum prescribed by someone else. Yet, curriculum development is central to the professional identity of teachers, who should be versatile and creative in developing curriculum in diverse contexts. This assignment gives students (especially current teachers) the opportunity to have a voice and gain experience in developing standards-conscious curriculum that is equitable and culturally relevant.
- 2) We would like to support our school districts with the development of curricula that address the state mandates for Black History, Latino History, Women’s Studies and Holocaust Education. Curriculum that focuses on other experiences/ topics will be appreciated as well. This assignment is viewed as an ideal partnership between the university and school districts to provide teachers and students with well-researched and well-conceptualized curriculum.
- 3) The act of developing curriculum provides us with an opportunity to examine the politics of curriculum development. What are the underlying values of the curriculum? Whose perspectives are represented? For what purpose? How do the objectives, content, instruction and assessment complement / align with one another? What is the role of standards and/or context in curriculum development?
- 4) Finally, through this class we recognize that the needs of particular groups of students tend to be under-represented in mainstream curriculum. This assignment is an opportunity to address the inequities created by the failure to recognize and/or adapt curriculum to meet the unique needs of students and their contexts.

The curriculum project has three parts. Although all three parts are intended to be linked, it is possible that part 1 could be distinct from the latter two parts.

#### Part 1: Curriculum Analysis

This consists of a review and critique of existing curriculum (e.g. chapter/ unit in textbook; mandated curriculum through district/ state) in a subject area/ age/ context of your choice. Following the examples of content analysis and textual analysis discussed in class, you will review an existing curriculum (scope to be decided in consultation with the instructor) and identify its strengths and weaknesses. This critique should draw on the perspectives of diverse (and appropriate) theorists presented in class, identify the explicit and implicit philosophical and ideological underpinnings of the curriculum, and critically analyze the curriculum in terms of its relationship to standards v. standardization, representation and point of view, epistemology and pedagogy. Where appropriate, this analysis could also occur in conjunction with a needs assessment in a particular school context. The critique should include a recommendation of desired curriculum. See figure 2.2 in Sleeter (2005) page 37 for more ideas.

For those who would prefer it, a critique of a curriculum policy or practice (including standards documents or assessments) is also welcome.

#### Part 2: Curriculum Development

This section of the project focuses on your ability to develop (and/or adapt) curriculum according to the principles of critical multicultural education.

The scope of the curriculum to be developed will depend on each student’s topic and focus. Where appropriate, a needs analysis of a particular context could be undertaken as the starting point for curriculum development. Each unit will consist of a brief rationale, goals and objectives, a substantive discussion of

content in terms of the “big idea” to be explored and the resources used, instruction and assessment. Alternate frameworks for curriculum development may be used but the focus should be on addressing a topic of critical interest from a hitherto under-represented perspective. You may use the ideas from figure 5.1 in Sleeter (2005) to guide your initial work. A link with state and/or professional standards and mandates should be made, where appropriate. You are strongly encouraged to review exemplars of critical multicultural curriculum available through resources such as the Howard Zinn Project, Rethinking Schools, Teaching Tolerance and the Grassroots Curriculum Project. However, please note that the use of others work without appropriate acknowledgement is considered an academic irregularity and will be severely penalized.

### Part 3: Theoretical Framework

Whereas Part 2 focused on the description of the curriculum developed, this section highlights the rationale for its development. The unit should be accompanied by a detailed discussion of the theoretical and/ or philosophical underpinnings of the curriculum decisions made to highlight the unit’s critical multicultural significance, its strengths and limitations. In order to demonstrate a conceptually sophisticated integration of the theories and principles of critical multicultural education discussed in this course you should consider a discussion of the four curriculum questions highlighted in Chapter 1 by Sleeter (2005), consider your own ideological positioning, the manner in which the curriculum represents transformative intellectual knowledge, provides opportunities for culturally responsive pedagogy and represents democratic assessment processes.

More guidelines for this assignment will be discussed in class, on Blackboard (Bb) and through instructor conferences. Please make sure that you raise any concerns or questions about the assignment in class. Remember that, ideally and with your permission, we would like to offer these units to the school districts for inclusion in their curriculum resources for teachers.

Criteria for this assignment include: demonstration of critical multicultural perspectives in curriculum development and critique; conceptual clarity in curriculum critique and development; integration of theoretical concepts discussed in class in the critique and rationale for curriculum development; alignment of curriculum components and relevant standards.

### **Historical/ Theoretical Foundations Presentation**

This in-class presentation will occur as a facet of our discussion of the diverse historical and philosophical contributions that have forged the foundation of multicultural education nationally and internationally. In the context of our discussions of the historical and sociocultural foundations, each student will engage in one of the following tasks:

- a) Identify a theorist who might be considered a multiculturalist and present key aspects of their curriculum philosophy and curricular contributions, as well as the historical context in which they were developed
- b) Identify a construct (e.g. culturally responsive pedagogy; critical literacy) and discuss the construct drawing on the work of appropriate multicultural educators; exploration of the historical development of the construct is highly recommended.
- c) Identify a curriculum policy/ practice that is obviously emancipatory or hegemonic (e.g. Native American Boarding Schools) and provide a historical/philosophical analysis of its development, implementation and impact.

This presentation could be done individually or collaboratively (as long as each student contributes diligently to the task) and will constitute a review of recommended readings as well as student-selected works. Ideally, this presentation will be developed in consultation with the instructor to better assist with focus, analysis and pertinent content. Presenters should make an outline of key ideas available to the class on the day of the presentation. Scope and time limits will be discussed and finalized in class.

Criteria for evaluation will include presentation preparation as evidenced in: clarity, thoroughness and accuracy of ideas, insightfulness of analysis, appropriateness of links between past and present explored in the implications, and appropriate use of citations and quotations.

**Participation/ Reflections on learning**

It is crucial that we are able to identify honestly and specifically the ways in which this course is (and is not) relevant to the needs of current teachers. For this reason, as well as to enhance the authenticity of this course as one focused on democratic curriculum development, your ongoing input into the course will be a crucial element of our collective learning experience. Please respond to the forums on Blackboard on each of the following questions as often as you are able:

- How relevant are the readings and topics of the course to your professional needs?
- How relevant are the assignments of this course to your professional needs?
- How do you see yourself using the insights of the readings and class discussions in your work with students?
- How might we further enhance the relevance of this course in the pursuit of equitable education in our educational communities?

Additionally, you are expected to come to class prepared for class discussion. As educators, you will be expected to model behaviors and dispositions you expect of your own students. To this end, I anticipate that we will each contribute in our unique way to making this a joyful, meaningful and intellectually challenging learning experience for one another that will model the transformative education our students deserve. See figure 2.1 in Sleeter (2005) page 36 for more guidelines.

Punctuality, attendance and professional respect are assumed. Absenteeism, beyond one day, will be penalized 4 points per day. It is within the instructor’s right to penalize tardiness (including assigning a “0” on late work).

**GRADING SCALE:**

Grades will be assigned as follows:

Course Assignments	Points
Curriculum Project Part 1	20
Curriculum Project Part 2	20
Curriculum Project Part 3	20
Historical/Theoretical Foundations	20
Participation/ Reflection on learning	20

Your grade will be based on the following scale:

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	93-100	= 4.0	C	73-76	= 2.0
A-	90-92	= 3.67	C-	70-72	= 1.67
B+	87-89	= 3.33	D+	67-69	= 1.33
B	83-86	= 3.00	D	63-67	= 1.00
B-	80-82	= 2.67	D-	60-62	= 0.67
C+	77-79	= 2.33	F	59-00	= 0.00

**TEACHING METHODOLOGIES:**

This class will be run as a seminar, which means that learning takes place **dialogically**. Discussions in class and on Blackboard will be designed to allow students to contribute to others’ learning as well as to be good listeners. Openness to diverse opinions will be expected. The depth of learning will also depend on the extent to which learners engage in **self-directed learning**, especially through **critical reflection** on the

readings, assignments and perspectives that emerge in discussions. Some **one-on-one instruction** on individual assignments can also be expected.

#### Technology integration

Blackboard (Bb) will be used for posting course materials, assignments, and readings, to continue in-class discussions via the discussion board, to gather written assignments and from which to e-mail the class. The Curriculum Project will have to be submitted through "Turnitin", a software program that checks documents for originality of work that is accessible through Bb. Plagiarism or similar academic irregularity will result in zero points on the assignment, and likely failure in the course. Please review policy under Code of Academic Integrity.

#### Format for written work

All assignments should be type written, double spaced and stapled. Please retain a copy of all assignments turned in to your instructor. Times font size 12 is recommended. It is assumed that work will be turned in on time. The instructor reserves the right to assign late work a "0". Please plan to turn in all assignments in both electronic and print format.

#### Use of electronic devices

University policy on the use of electronic devices states: "In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions." Use of any electronic devices in the classroom should be limited to the content and activities taking place there. Inappropriate use of such devices may result in removal from the classroom, a reduction in your grade, or some other consequence, as determined by the professor. Cell phone use is unacceptable during class hours and should be placed away from your desk while in class. Text messaging during class will result in an automatic reduction in participation points and a possible request that you leave the class.

#### **ATTENDANCE POLICY:**

According to University policy, "Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor." Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances based on prior and timely consultation with the instructor. (See also section on participation above.)

#### **STUDENTS WITH DISABILITIES:**

In compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), or in Jupiter SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office "is to provide reasonable accommodations to students with disabilities." Students who require assistance should notify the professor immediately by submitting a letter from the Disabilities Office to your instructor requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

#### **CODE OF ACADEMIC INTEGRITY:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty, which may include an "F" on the assignment, an "F" in the course, or even removal from the degree program. Florida Atlantic University's Code of Academic Integrity is strictly adhered to in this course. For more information, on



what constitutes plagiarism, cheating and other violations of academic integrity, see [http://wise.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://wise.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

Please remember that this is YOUR class. I take pride in being able to address the divergent needs and interests of students and will use our collaborative efforts in curriculum development as a context for learning. Please make sure that the curriculum, including the content, instructional processes and assessments meet both your individual and our collective needs. The goal is to make sure that our collective learning is challenging, engaging, personally meaningful and – above all – enjoyable.

## COURSE SCHEDULE

(Tentative; readings will vary based on student need/ interest.)

### Theoretical Foundations: Curriculum Development as counter-hegemonic praxis

- Week 1 Introduction to critical multiculturalism; The purpose of curriculum  
Definitions of curriculum  
Readings:  
Peterson, B. Teaching for Social Justice (Bb)  
Kohl, H. (2011). The politics of children's literature: What's wrong with the Rosa Parks myth. (Bb); Available at: <http://ulveland.com/wpcontent/uploads/2012/02/RosaParks.pdf>
- Discussion: How has the purpose of curriculum been conceptualized within different philosophical and ideological perspectives? How does the conceptualization of the purpose of curriculum frame what is taught/learned, how it is taught/learned and how such teaching/learning is assessed?
- Week 2 Frameworks for multicultural curriculum  
Readings:  
- Sleeter, Ch. 1-2  
- May, S., & Sleeter, C. (2010). Introduction. *Critical multiculturalism: Theory and praxis*. (pp. 1-16). New York: Routledge. [Focus on the distinctions between liberal and critical multicultural education.]  
- Schoorman, D., & Bogotch, I. (2010). Conceptualisations of Multicultural Education among teachers: Implications for practice in universities and schools. *Teaching and Teacher Education*, 26, 1041-1048. [Focus on the theoretical framework.]
- Sleeter & Grant – Approaches to multicultural education (Handout; print from Bb)  
Banks – Levels of curriculum integration (Handout; Print from Bb)
- Discussion: Where do you place yourself, ideologically, in terms of:  
- The teacher beliefs/ epistemologies presented in Sleeter's Chapter 2?  
- The diverse curriculum theorists mentioned in Chapter 1?  
- The approaches to multicultural education presented in Schoorman & Bogotch?  
As you review all the readings, identify the ideas with which you resonate and those with which you do not in two (or more) different columns and be prepared to discuss this analysis of "where you stand" in class.
- Week 3 Developing transformative curriculum  
Readings:  
- Sleeter, Chs. 3; 5; 7; 9

**Discussion:** Using the ideas in Figure 3.1 and 5.1 (and any other concepts that might be pertinent), discuss the merits of the “big idea” in curriculum you will want to highlight in the curriculum you wish to develop. Identify any examples of curriculum presented by Sleeter or any other sources that could inform the development of your main idea or of the curriculum.

Week 4 The politics of curriculum

**Readings:**

- Loewen, J. Handicapped by History: The Process of Hero-making (Ch. 1). From: Lies my teacher told me: Everything your American history textbook got wrong. (pp. 1-30). New York: New Press.

- Ladson- Billings, G. (2006). From the achievement gap to the educational debt: Understanding achievement in US schools. *Educational Researcher*, 35 (7), 3-12.

- Gay, G. (2011). Our children need education for resistance. *Journal of Educational Controversy*, 6 (1). Available at:

<http://www.wce.wvu.edu/Resources/CEP/eJournal/v006n001/a010.shtml>

- Sadker, D., & Sadker, M. – Curriculum biases. See:

<http://www.sadker.org/curricularbias.html>

### Historical, Philosophical and Cultural Foundations of Curriculum

Week 5 Native American perspectives on curriculum

**Readings:**

- Spring, J. (2010). Deculturalization and the claim of racial and cultural superiority (Ch. 1) and Native Americans: Deculturalization, Schooling and Globalization (Ch. 2). From: *Deculturalization and the struggle for equality*. (6th. Ed.) (pp. 1-39). Boston: McGraw-Hill.

- Review timeline at: [www.edweek.org/ew/projects/2013/native-american-education/history-of-american-indian-education.html](http://www.edweek.org/ew/projects/2013/native-american-education/history-of-american-indian-education.html)

Week 6 African American perspectives on curriculum

**Readings:**

- Review timeline at: <http://www.infoplease.com/spot/bhmtimeline.html>

- Review entry for 1900 on Washington, du Bois and Carver at:

<http://www.history.com/interactives/black-history-timeline>

- Woodson, C. G. (1933). Ch. 9 – Political Education Neglected; Ch. 17- Higher Strivings in the Service of the Country

Available at: <http://thehouseofsankofa.com/books/Miseducation%20text.pdf>

Additional theorists and resources:

**Native Americans/Indigenous perspectives:** You may explore the work of Sandy Grande (Red Pedagogy), Teresa McCarty, Tsianina Lomawaima, Bryan Mackinley Jones Brayboy, Russell Bishop

**African Americans:** You may explore the work of W.E.B. du Bois, Booker, T. Washington, James Baldwin, David Stovall, bell hooks, Gloria Ladson Billings, Carl Grant, James Banks, Geneva Gay, Lisa Delpit, David Stovall

Week 7 Latino/a perspectives on curriculum

**Readings:**

- Gonzalez, G. (1996). Chicano educational history: A legacy of inequality. *Humboldt Journal of Social Relations*, 22(1), 43-56.

- Romero, A., Arce, S., Cammarota, J. (2014). A Barrio pedagogy: Identity, intellectualism, activism, and academic achievement through the evolution of critically compassionate intellectualism. *Race Ethnicity and Education*, 12(2) 217-233.
- Biggers, J. (2011). Why Arizona's ethnic studies crisis should matter to all educators: Interview with Dr. Rudy Acuna. Available at: <http://www.thenation.com/blog/162664/why-arizonas-ethnic-studies-crisis-should-matter-all-educators-interview-dr-rudy-acuna#>
- Review timeline at: <http://www.pbs.org/latino-americans/en/timeline/>

Week 8 Asian/ Asian American perspectives on curriculum

Readings:

- Banks, J. (2009). Asian Americans: Concepts, strategies and materials. In J. Banks, *Teaching strategies for ethnic studies*. (8<sup>th</sup> ed. pp. 393-443). Boston, MA: Pearson.
- Review timeline (4 pages) at: <http://www.infoplease.com/spot/asiantimeline1.html>

Additional theorists and resources:

Latino/a perspectives: You may explore the work of Rodolfo Acuna, Alejandra Elenes (Border Pedagogy), Francisco Rios, the scholars associated with the Mexican American Studies program in Tucson such as: Sean Arce, Augustin Romero, Julio Cammarota, Curtis Acosta, Jose Gonzalez, Norma Gonzalez.

Asian/ Asian American perspectives: You may explore the work of Valerie Ooka Pang, Bic Ngo, Kevin Kumashiro, Wayne Au, as well as works about the educational philosophies of Confucianism and Gandhi.

### Analyzing Curriculum

Week 9 Content, textual and discourse analysis in curriculum

Readings:

- Sleeter & Grant – Content Analysis instrument (Handout)
- MacGillivray, I. & Jennings, T. (2008). A content analysis exploring lesbian, gay, bisexual and transgender topics in foundations of education textbooks. *Journal of Teacher Education*, 59(2), 170-188.
- Van Dijk, T. Critical Discourse Analysis. pp. 352-371.

Week 10 Evaluating curriculum and learning

Readings:

- Sleeter, Chs. 4; 9
- Schoorman, D., & Zainuddin, H. (2008). What does empowerment in literacy education look like? An analysis of a family literacy program for Guatemalan Maya families. *Journal on Diaspora, Indigenous and Minority Education*, 2, 169-187.

### Critical Multiculturalism in Diverse Content Areas

Week 11 Critical literacies

Readings:

- Sleeter, Ch. 6; 7
- Gutstein, E. (2007). "And that's just how it starts": Teaching Mathematics and developing student agency. *Teachers College Record*, 109(2), 420-448.

- Garcia, A., Seglem, R., & Share, J. (2013). Transforming teaching and learning through critical media literacy pedagogy. *Learning Landscapes*, 6(2), 109-124.  
Duncum, P. (2011). Engaging public space: Art education pedagogies for social justice. *Equity and Excellence in Education*, 44(3), 348-363.

Additional readings TBA: based on students' interests

Week 12 Curriculum Resources

Readings:

Sleeter, Ch. 8

Review websites: Teaching Tolerance; Howard Zinn Project; Rethinking Schools; Grassroots Curriculum Network.

**Presentation of work**

Week 13 Group Presentations & peer review and dialogue

Week 14 Group Presentations & peer review and dialogue

Week 15 Course reflection – Theory to Practice

## BIBLIOGRAPHY

- Ahlquist, R., Gorski, P. & Montano, T. (2011). *Assault on kids: How hyper-accountability, corporatization, deficit ideologies, and Ruby Payne are destroying our schools*. New York, NY: Peter Lang.
- Allen, D. (2007). Mahatma Gandhi on violence and peace education. *Philosophy East and West*, 57(3), 290-310.
- Bishop, R., Ladwig, J., Berryman, M. (2014). The centrality of relationships for pedagogy: The *Whanaungatanga* thesis. *American Educational Research Journal*, 51(1), 184-214.
- Blommaert, J., & Bulcaen, C. (2000). Critical Discourse Analysis. *Annual Review of Anthropology*, 29, 447-466.
- Cabrera, N., Milem, J., Jacquette, O., & Marx, R. (2014). Missing the (student achievement) forest for all the (political) trees: Empiricism and the Mexican American Studies controversy in Tucson. *American Educational Research Journal*, 51 (6), 1084-1118.
- Covarubbius, A., & Liou, D. (2014). Asian American education and income attainment in the era of post-racial America. *Teachers College Record*, 116(6), 1-38.
- de los Rios, C.V. (2013). A curriculum of the borderlands: High school Chicano/a- Latino/a studies as *sitios y lengua*. *Urban Review*, 45, 58-73.
- Duarte, E. M. & Smith, S. (Eds.). (2000). *Foundational perspectives in multicultural education*. New York: Longman.
- Dunn, S. (2005). *Philosophical foundations of education: Connecting philosophy to theory and practice*. Upper Saddle River, NJ: Pearson.
- Beyer, L. & Apple, M. (Eds.). (1998) *The Curriculum: Problems, Politics, and Possibilities*. Albany, N.Y., State University of New York Press.
- Elenes, C. A. (1997). Reclaiming the borderlands: Chicana/o identity, difference, and critical pedagogy. *Educational Theory*, 47 (3), 359-375.
- Flinders, D. J. & Thornton, S. J. (Eds.). (2004). *The curriculum studies reader*. (2<sup>nd</sup> ed.). New York: Routledge Falmer.
- Freire, P. (2000). *Pedagogy of the oppressed*. 30th anniversary edition. New York: Continuum.
- Gay, G. (2011). Our children need education for resistance. *Journal of Educational Controversy*, 6 (1).
- Gee, J. P. (2010). *How to do discourse analysis: A toolkit*. New York: Routledge.
- Grande, S. (2004). *Red pedagogy: Native American social and political thought*. Lanham, MR: Rowman & Littlefield.
- Goodlad, J. (2004). *A place called school*. (20th anniversary edition.) New York: McHraw Hill.
- Gutek, G. (1997). *Historical and philosophical foundations of education: A biographical introduction*. (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Merrill.

- Kincheloe, J. & Steinberg, S. (Eds.). (1996). *Thirteen questions: Reframing education's conversation*. (2<sup>nd</sup> ed.) New York: Peter Lang.
- Kellner, D., & Share, J. (2007). Critical media literacy is not an option. *Learning Inquiry*, 1, p. 59-69.
- Kubota, R. (date). Unraveling racism in a nice field like TESOL. *TESOL Quarterly*, 84- 92.
- Li, L., & Wegerif, R. (2014). What does it mean to teach thinking in China? Challenging and developing notions of "Confucian education." *Teaching Skills and Creativity*, 11, 22-32.
- May, S. & Sleeter, C. (2010). (Eds.). *Critical multiculturalism: Theory and praxis*. New York, NY: Routledge.
- McCarty, T., & Lee, T. S. (2014). Critical culturally sustaining/ revitalizing pedagogy and indigenous education sovereignty. *Harvard Educational Review*, 84(1) 101-135.
- McLemore, S. D., & Romo, H. D. (2004). *Racial and ethnic relations in America*. 7<sup>th</sup> ed. Boston: Allyn & Bacon.
- McLaren, P. (2003). *Life in schools: An introduction to critical pedagogy in the foundations of education* (4<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Narayan, L. (2000). Freire and Gandhi: Their relevance for social work education. *International Social Work*, 43(2), 193-204.
- Ngo, B. (2008). Beyond "culture clash": Understandings of immigrant experiences. *Theory into Practice*, 47, 4-11.
- Ngo, B. (2010). Doing "diversity" at Dynamic High: Problems and possibilities of Multicultural Education in practice. *Education and Urban Society*, 42(4), 473-495.
- Noll, J. W. (Ed.) (2005). *Taking sides: Clashing views on controversial educational issues*. (13<sup>th</sup> ed.). Dubuque, IO: McGraw Hill/ Dushkin.
- Ornstein, A. C., Behar-Horenstein, L. S., Pajak, E. F. (Eds.). (2003). *Contemporary issues in curriculum*. (3<sup>rd</sup> ed). Boston: Allyn & Bacon.
- Palmer, J. A. (Ed.). (2001). *Fifty major thinkers on education: From Confucius to Dewey*. New York: Routledge.
- Peterson, B. (2008). Whitewashing the past: A proposal for a national campaign to rethink textbooks. *Rethinking Schools*, 23 (1), 34-37.
- Reed, R. F. & Johnson, T. W. (Eds.). (2000). *Philosophical documents in education*. (2<sup>nd</sup> ed.). New York, NY: Longman.
- Rios, F. (2008). From Chicano/a to Xicana/o: Critical activist teaching revisited. *Multicultural Education*, (Summer), 2-9.
- Ryan, K. & Cooper, J. M. (Eds.) ( 2001). *Kaleidoscope: Readings in education*. (9<sup>th</sup> ed.). Boston: Houghton Mifflin.
- San Miguel, G. (1986). Status of the historiography of Chicano education: A preliminary analysis. *History of Education Quarterly*, 26(4), 523-536.

- Schultz, Fred (Ed.). (2001). *Sources: Notable selections in education*. (3<sup>rd</sup> ed.). Guilford, CN: McGraw-Hill.
- Schoorman, D., & Zainuddin, H. (2008). What does empowerment in literacy education look like? An analysis of a family literacy program for Guatemalan Maya families. *Journal on Diaspora, Indigenous and Minority Education*, 2, 169-187.
- Sleeter, C. (2008). Equity, democracy, and neoliberal assaults on teacher education. *Teaching and Teacher Education*, 24 (8), 1947-57.
- Sleeter, C. (2005). *Un-standardizing curriculum: Multicultural teaching in standards-based classrooms*. New York, NY: Teachers College Press. (ISBN: 0807746215)
- Stoller, F. and Grabe, W. (1997). A Six T's Approach to Content-Based Instruction. In Snow, M. and Brinton, D. (Eds). *The Content-Based Classroom*. (pp. 778-94). White Plains, NY: Longman
- Sollors, W. (2000). *Interracialism*. Oxford University Press.
- Spring, J. (2005). *The American School: 1642-2004*. (6<sup>th</sup> ed.) New York: McGraw Hill.
- Takaki, R. (2000). *Iron cages: Race and culture in 19<sup>th</sup> century America*. New York: Oxford Univ. Press
- Titscher, S., Meyer, M., Wodak, R., & Vetter, E. (Eds.) (2000). *Methods of text and discourse analysis*. Thousand Oaks, CA: Sage.



Department of Curriculum, Culture, and Educational Inquiry  
College of Education  
Florida Atlantic University

**COURSE TITLE:** Black Perspectives in Education  
**COURSE NUMBER:** EDF 6615 – Section – CRN -  
**CREDIT HOURS:** 3  
**PREREQUISITE:** None  
**COREQUISITE:** None  
**CLASS SCHEDULE:** Online  
**CAMPUS/ROOM:** Online

**Instructor:** **Telephone:**  
**Office:** **Fax:**  
**E-mail:**  
**Office hours:**

**CATALOG (COURSE) DESCRIPTION:** Drawing on Black epistemologies and research traditions, the course will examine historical and contemporary issues and their impact on diverse immigrant and nonimmigrant black populations.

**LINK TO THE COLLEGE CONCEPTUAL FRAMEWORK:** As a reflective decision-maker the student will make informed decisions by using and reflecting on data from research to improve professional practice. The student will also exhibit ethical behavior, and provide evidence of being a capable professional by demonstrating a professional demeanor in class and field based experiences which includes active participation in class and responsive attention to the successful completion of course assignments.

This course is designed to *inform* students about the historical and contemporary issues facing Black student populations and the impact institutional practices and policies have on Black populations. Throughout the course students will acquire the skills that will make them *capable* of engaging in critical analysis and critical race theory. The course is grounded in Black epistemologies and social justice pedagogy which require critical *reflection* and equitable action in *ethical* educational *decision making* that focuses on planning and designing curriculum in which culturally responsive practices are implemented.

**GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:**

Each of the course objectives presented below represents the standards recommended in the following guidelines.

National Association of Multicultural Education (NAME)

- Standard #1 Inclusiveness
- Standard #2 Diverse Perspectives
- Standard #3 Alternative Epistemologies

Council for the Accreditation of Education Preparation (CAEP)

Standard 1: **Content and Pedagogical Knowledge**

Content and pedagogical knowledge expected of candidates is articulated through the InTASC standards.



**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Florida Atlantic University common standards = FAU  
Communication (COM)  
Content (CON)

#### **COURSE OBJECTIVES:**

Upon successful completion of this course, students will be able to:

- Explore the African diaspora and the push/pull factors for Black populations globally, nationally, and locally. (NAME #2, CAEP InTASC #1; FAU-CON)
- Identify several historical and social events that have influenced education in America and the ways in which these events have impacted the education and culture of African Americans. (NAME #1, NAME #2, CAEP InTASC #1; FAU-CON)
- Identify social and political reasons that led to the exclusion of education for African-Americans. (NAME #1, NAME #2, CAEP InTASC # 1, FAU-CON)
- Identify one's own epistemology by drawing on personal background experiences. (NAME #3-, CAEP InTASC #2; FAU-CON, FAU-COMM)
- Identify key factors that contribute to a greater understanding of the learning styles of Black student populations that promote effective and equitable education. (NAME #1, NAME #2, NCATE # 1, NCATE # 4 CAEP InTASC #2, #3, #7,#8;, FAU-CON)
- Explain the roles class and gender play in teaching African-American students. (NAME #1, NAME #2, CAEP InTASC #2, #3; FAU-CON)
- Understand how theoretical or conceptual models used in educating Black student populations inform and shape current research methodologies. (NAME #3, CAEP InTASC # 4, FAU-CON, FAU-COM)
- Evaluate research focused on African American educational experiences. (NAME #1, NAME #3, CAEP InTASC # 1, FAU-CON)
- Observe and describe the characteristics of successful schools, classrooms, and teachers that promote high achievement among students from Black populations from various socioeconomic backgrounds. (CAEP InTASC#8, FAU-CON)

#### **REQUIRED TEXTS:**

Delgado & Stefancic (2012). *Critical Race theory: An introduction*

Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. New York, NY: Teachers College Press.

Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African-American children*. San Francisco: Jossey-Bass.

Woodson, C. G. (1933, 2006). *The mis-education of the Negro*. Chicago, IL: African American Images.

Rethinking Schools subscription (you will be required to purchase a subscription for Rethinking Schools. Click [HERE](#) to access the subscription page.)

Additional required readings will be provided on Blackboard.

### **SUGGESTED RESOURCES:**

- Delpit, L. (1995). *Other people's children: Cultural conflicts in the classroom*. New York, NY: New Press.
- Evans-Winters, V. E. (2005). *Teaching black girls: Resiliency in urban classrooms*. New York, NY: Peter Lang.
- Howard, T. C. (2014). *Black male(d): Peril and promise in the education of African American males*. New York, NY: Teachers College Press.
- Perry, T., Steele, C., & Hilliard, A. (2004). *Young, gifted and Black: Promoting high achievement among African-American students*. Boston, MA: Beacon Press.
- Perry, T., & Delpit, L. (1998). *The real ebonics debate: Power, language, and the education of African-American children*. Boston, MA: Beacon Press.
- Polite, V. C., & Davis, J. E. (Eds.). (1999). *African American males in school and society: Practices and policies for effective education*. New York, NY: Teachers College Press.

### **COURSE REQUIREMENTS:**

#### **Landmark Court Cases**

For this assignment you will be participating in a class journal centered on the Landmark Court Cases relevant to African-American education. The journal will contain three sections. The court cases include: **Dred Scot v. Sanford, Plessey v. Ferguson, and Brown v. Board of Education**. For each court case, you will be asked to highlight information that you learned concerning the following areas:

- Background information (including the historical context)
- Logic for decisions
- Descents (if any)
- Operative language used
- The law established

#### **Identifying personal epistemologies:**

You are to write a short paper (3-4 pages) describing your own epistemological grounding. You will answer questions such as: What sources of knowledge do you draw from? Are these sources cultural, gender, or class based? Where did you come to learn what you “know” about the world? What do you believe about African American education, how did you come to know this? Compare your personal epistemological stance with African American epistemology. How does your personal stance empower African American learners? How does it conflict with (disempower) African American learners?

The personal epistemology paper will be submitted on Blackboard using the Assignment feature.

#### **Reader's response**

You will be required to post your “reader’s response” to the class journal site and complete **Quotes and Notes**, a reflective discussion board entry, during the designated sessions. **Quotes:** write key quotes from your assigned reading(s) or paraphrase the big ideas by the author(s). **Notes:** argue, agree, or question the author(s) ideas, stance, and theory. This will consist of 3 quotes/notes each week as you reflect on your reading. You should be thorough and analytical in your reflections. Do not summarize what you have learned or give definitions. Critique the concept in terms of its usefulness to your professional and/or personal life; reflect on problems you have with the concepts and how particular concepts are related to other notions discussed in class; and raise new questions and relate your reflections to other readings from this or other courses.

In addition to your original posting, you are expected to respond to two of your classmate’s postings each session that there is a reader’s response. Therefore, you should have a minimum of three postings (one original and two responses) for each of the reader’s responses.

#### **“Living Legends”: Living history interview and presentation**

This assignment is designed to engage in methodology (narrative) that supports African American culture and experiences. You will be required to identify and interview an educator with 15 or more years of experience working with African American students. Your interview will focus on the notion “The Evolution of Education in the African American culture.” You will tape record, as well as obtain photographs or video clips of your living legend. You will be required to use this information to create a (counter) narrative of your living legend (including her/his experiences, teaching, and views).

In addition you will create a narrated multi-media presentation of your Living Legend that highlights your legend and connects his/her teaching to content that we will discuss in class (an example will be posted in Bb).

For the multimedia presentation, there are multiple tools you can use. Here are a few examples:

- [Narrated PowerPoint](#)
- [Prezi](#)
- [Knovio](#)

As a class, we will develop general questions for the interview protocol using a Blackboard Journal. Please post your proposed “general” questions to the class journal. We will consider all, but combine and narrow down for the final protocol.

Please note that if you (individually or as a group) wish to present your findings at the College of Education Research Symposium, you are likely to need to obtain CITI training and IRB approval prior to these interviews.

**Current Events/Participation**

In order to stay up-to-date on current events that are directly related to the course content, this assignment will unfold as the semester is underway. There is no assigned date for this requirement due to its fluid context. The current event assignment will be in the form of a public journal. As news unfolds, I will post a video, news clip, or journal prompt asking your opinions, editorials, critique, and/or perspectives. This is our way of having critical conversations in an online forum. Please feel free to comment on each other’s post, challenging us all to thinking more deeply and diverse.

**Community Immersion**

You will be asked to get involved in one activity that you will be immersed in Black culture or Black issues. During the course of the semester I will email (and post on announcement page) several opportunities in the Palm Beach and Broward areas. These events do not have to be special occasions. You can engage in activities like:

- Black church service on Sunday
- Black History museum (Spady Museum, Delray Beach and Black History Museum in Ft. Lauderdale)
- Black Male Task Force Meeting at the school district,
- Local Urban League or NAACP meeting
- Visit a Black-owned business
- You experiences should be something that is new to you and that you will benefit from. At the conclusion of your immersion experience, you will write a reflection paper that will address the following:
- Description of what you did and how you initially felt
- Connect your experience with what we learned in class
- Describe how your perceptions shifted (or not)
- How will use this experience and you move forward?

**Course Evaluation Method (Point Breakdown)**

<i>Assignment</i>	<i>Points</i>	<i>Points Earned</i>
<i>Reader's response (4 @ 5 points each)</i>	<i>20</i>	
<i>Personal epistemology</i>	<i>15</i>	

<i>"Living Legends" Narrative and Presentation</i>	50	
<i>General Interview protocol participation</i>	10	
<i>Landmark Court Cases</i>	10	
<i>Current Events</i>	20	
<i>Community Engagement Reflection Log</i>	25	
<b>TOTAL</b>	<b>150</b>	

**GRADING SCALE:**

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	Below 60

**Technology Pre-requisites:**

- Able to navigate the Blackboard LMS
- FAU E-Mail Address (check frequently). Go to MyFAU to obtain your e-mail address.
- Blackboard site: [Http://Blackboard.fau.edu](http://Blackboard.fau.edu), or type "bb.fau.edu," or use link under Current students' tab.
- Be able to conduct research using FAU library, Internet browser, professional organizations, government websites
- Have access to a computer with word-processing; presentation software, and high-speed Internet access are available in all campus computer and library labs.

**STUDENTS WITH DISABILITIES:**

In compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), or in Jupiter SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office "is to provide reasonable accommodations to students with disabilities." Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

Here is the link to the Office for Students with Disabilities: <http://osd.fau.edu/>

**EXPECTATIONS:**

**Attendance and Other Class Policies**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absence (upon grades) is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Since the course is delivered completely online, you are expected to access the course at least three times per week to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course

deadlines since your classmates' work depends on your participation, and vice versa. Failure to meet this obligation may be viewed as course abandonment, and you will be dropped from the course. Please be aware that a dropped course may affect your financial aid. Being dropped from the course is irrevocable, and you will not be re-instated. If you are experiencing major illnesses, absences due to university duties, or other large-scale issues, contact the instructor immediately to formulate a resolution (if possible). Notifying your instructors after the fact will not be sufficient to prevent being dropped.

**Dropping the Course**In order to withdraw from a course, it is not sufficient to stop attending class or to inform the instructor of your intention to withdraw. In accord with university policy, students wishing to withdraw from a course must do so formally through the Registrar's office. It is the students' responsibility to complete all forms by the university assigned deadlines. If this is not done, the instructor must assign a grade of F at the end of the semester.

**Assignments**Assignments are due at on the due date. The instructor must grant approval for making up any missed work and a new deadline must be set before work is submitted. Work turned in late may be penalized and the instructor reserves the right to give the assignment a "0". NO EXCEPTIONS.

#### **Classroom Etiquette Policy/Netiquette**

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism; however, remember you are adult students and professionals—your communication should be appropriate. You are expected to use correct spelling and grammar and write in complete sentences. Also, please note that in the online environment you do not have the advantage of voice inflection or gestures. As a result, sarcasm can come across very negative, so this form of communication should be avoided. When conducting peer reviews or responding to classmates' posts, remember that you are responding to the ideas of the writer: keep your communication professional and on-topic.

#### **Orientation/Syllabus Quiz**

In order to begin the course, students must demonstrate that they have read the syllabus, know the course navigation, and understand the expectations required of them by completing and passing an orientation quiz. The orientation quiz is structured to force students to use each type of question that will be used in the course. Using this procedure assures students have the correct settings, hardware, software, and technical expertise to be successful in the course prior to using them in assessments.

#### **Time Commitment**

At first glance, the schedule may startle you and make you think that there is an inordinate amount of work to do in this course. Online courses are designed for mature, self-motivated students like you. Keep in mind that all the work you do in this course adds up to the overall learning experience. There are no/limited face-to-face class meetings. So, expect to devote about 9 hours of work per week to this course, which is equivalent to three hours of face-to-face classes plus the preparation and homework you would normally do for those classes. The difference is that all the work is done online, and more independently than in a face-to-face environment. Some weeks may be lighter or heavier than others.

#### **Email policy**

Email, is the preferred method to contact your instructor. Except for Saturdays, Sundays, and holidays, the instructor will respond to emails generally within 48-72 hours. Such emails should only be used to communicate personal or confidential matters; otherwise, please use the Questions/Concerns discussion board within the course so that the whole class can benefit from your questions and their answers.

#### **Course-related questions**

Post course-related questions to the Questions/Concerns discussion board. Asking course-related questions in this way allows other students with the same question to benefit from the responses. Also, make sure you review this discussion board prior to posting a question; it may have already been asked and answered in previous posts. If you ask a question via email and it is better suited for the discussion board, you will be asked to post the question there. Except Saturdays, Sundays, and holidays, questions on this discussion board will be generally answered by your instructor within 72 hours.

#### **Announcements**

You are responsible for reading all announcements. Check announcements each time you login to be sure you have read all of them since your last login session.

### **Written Submissions**

These submissions are written assignments that are submitted via Assignments in Blackboard. No assignments will be accepted outside of the Blackboard system. Again, they must be professional, well organized, grammatically correct, and free of misspellings. Also, if the course is in a discipline that has a preferred style, your instructor may require you to write using that style. The writing style required for this course is APA. Additionally, any content quoted, paraphrased, or gleaned from references must be properly cited (see Academic Integrity and Plagiarism). All written assignments should be in rich text format (.rtf) or Word format (.doc, .docx), unless another format is specified in the instructions, to ensure they can be opened easily by your instructor. Submissions that cannot be opened will not be graded. Please check the assignment directions to verify when and how feedback will be provided.

### **Deadlines**

If you miss a deadline that requires interaction or collaboration with a peer, then you cannot make that work up. You will receive a zero for that assignment. Again, it is imperative that you follow the course calendar carefully.

### **Group Work**

In order to encourage interaction and collaboration, this course requires group work. It is imperative that all students collaborate and share equally in the group work. You will be evaluated on your participation in the group projects through various assessments, so I will know who is not working up to expectations. Remember, in “real life” and in all professions, group work is a daily reality...so start developing good work habits now!

### **Rubrics**

Evaluation rubrics and/or criteria are provided for each activity, assignment, etc. The rubric provides additional guidelines as to the instructor’s expectations for the assignment. It is a good idea to view the rubric before you get started and consult it during the execution of the assignment so you are sure to meet the expectations of the assignment.

### **ACADEMIC HONESTY:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards.

Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty, which may include an “F” on the assignment, an “F” in the course, or even removal from the degree program.

Florida Atlantic University Regulation 4.001, “Honor Code, Academic Irregularities, and Student’s Academic Grievances” is strictly adhered to in this course. The regulation states:

- (1) Academic irregularities frustrate the efforts of the faculty and serious students to meet University goals. Since faculty, students and staff have a stake in these goals, the responsibility of all is to discourage academic irregularities by preventative measures and by insuring that appropriate action is taken when irregularities are discovered. Thus, FAU has an honor code requiring a faculty member, student or staff member to notify an Instructor when there is reason to believe an academic irregularity is occurring in a course. The Instructor’s duty is to pursue any reasonable allegation, taking action, as described below, where appropriate.
- (2) The following shall constitute academic irregularities:
  - (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the Instructor are defined as acts of cheating.
  - (b) The presentation of words or ideas from any other source as one’s own – an act defined as

plagiarism.

(c) Other activities, which interfere with, the educational mission within the classroom.

Plagiarism is unacceptable in the University community. Academic work that is submitted by students is assumed to be the result of their own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass-off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source!

In the Publication Manual of the American Psychological Association (APA), plagiarism is defined as:

Plagiarism (Principle 6.22). Psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text.

All sources used in projects must be cited, referenced, and listed in the appropriate bibliography/materials list. Be especially careful about cutting and pasting text from websites. You may not do so without using quotation marks for the text and citing the source, and you should be sparing in your use of online quotes.

#### **Suggested Journals**

*American Educational Research Journal*

*Harvard Educational Review*

*Teachers College Record*

*Journal of Negro Education*

*Journal of Teacher Education*

*Urban Education*

*Urban Review*

*Sociology of Education*

*Journal of Black Studies*

#### **BIBLIOGRAPHY:**

Asante, M. (1991). The Afrocentric idea in education. *Journal of Negro Education*, 60(2), 170-180.

Asante, M. (1995). *African American history, A journey of liberation*. New Jersey: The Peoples Publishing Group.

Azevedo, M. (1993). *Africana studies*. Durham, North Carolina: Carolina Academic Press.

Banks, J. (1988). Ethnicity, class, cognitive, and motivational styles: Research and teaching implications. *Journal of Negro Education*, 57(4), 452-465.

Banks, J. (1970). *Teaching the Black experience: Methods and materials*. Belmont, CA: Fearon.

Collins, P. (1990). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. New York, NY: Routledge.

Dubois, W. E. B. (1935). Does the Negro need separate schools. *Journal of Negro Education*, 4, 328-325.

Franklin, J. (1994). *From slavery to freedom: A history of African-Americans*. New York, NY: McGraw-Hill.

Gay, G. (1988). Designing relevant curricula for diverse learners. *Education and Urban Society*, 20(4), 327-340.

Gordon, B. (1990). The necessity of African-American epistemology for educational theory and practice. *Journal of Education*, 172(3), 88-106.

Howard, G. R. (1999). *We can't teach what we don't know: White teaches, multiracial school*. New York, NY: Teachers College Press.

Irving, J. (1990). *Black students and school failure*. West Port, CT: Greenwood Press.

Jacobs, R. (1990). Learning styles of Black high, average, and low achievers. *The Clearing House*, 63, 253-254.

Kaestle, C. (1990). The public schools and the public mood. In F. Mengert, H. S. Shapiro, D. Purpel, & K. Casey (Eds.), *The institution of education* (pp. 86-92). Boston, MA: Ginn Press.

- King, J. E. (2005). *Black education: A transformative research and action agenda for the new century*. Rahway, NJ: Lawrence Erlbaum.
- King, J. E. (1991). Dyconscious racism: Ideology, identity, and the miseducation of teachers. *Journal of Negro Education*, 60(2), 133-144.
- Kozol, J. (1990). *Savage inequalities: Children in America's schools*. New Haven, CT: Yale University Press.
- Ladson-Billings, G. (1990). Culturally relevant teaching: Effective instruction for Black students. *College Board Review*, 155, 20-25.
- Ladson-Billings, G. (1990). Like lightning in a bottle: Attempting to capture the pedagogical excellence of successful teachers of Black students. *International Journal of Qualitative Studies in Education*, 3(4), 335-344.
- Lomotey, K. (Ed.). (1990). *Going to school: The African-American experience*. Albany: State University of New York Press.
- Marable, M. (1983). *How capitalism underdeveloped Black America*. Boston, MA: South End Press.
- Ogbu, J. (2003). *Black American students in an affluent suburb: A study of academic disengagement*. Rahway, NJ: Lawrence Erlbaum.
- Rist, R. (1970). Students social class and teacher expectation: The self-fulfilling prophecy in ghetto education. *Harvard Educational Review*, 52, 219-244.
- Shade, B. (1982). Afro-American cognitive style: A variable in school success. *Review of Educational Research*, 52(2), 219-244.
- Shade, B. (1986). Is there an Afro-American cognitive style? *The Journal of Black Psychology*, 13, 13-16.
- Shor, I. (1987). Educating the educators: A Freirean approach to the crisis in teacher education. In I. Shore (Ed), *Freire for the classroom: A sourcebook for liberatory teaching* (pp. 7-31, 211-231). Portsmouth, NH: Boynton/Cook.
- Tatum, B. D. (1997). *“Why are all the black kids sitting together in the cafeteria? And other conversations about race*. New York, NY: Basic Books.
- Traore, R., & Lukens, R. J. (2006). *This isn't the America I thought I'd find: African students in the urban U. S. high school*. Lanham, MD: University Press of America.
- Vallance, E. (1974). Hiding the hidden curriculum. In H. S. Shapiro & S. B. Harden (Eds.), *The Institution of Education* (pp. 79-92). Boston, MA: Simon & Schuster.
- Willis, M. (1989). Learning styles of African-American children: A review of the literature and interventions. *The Journal of Black Psychology*, 16(16), 47-65.
- Zweigenhaft, R., & Domhoff, G. (1993). *Blacks in the white establishment: A study of race and class in America*. New Haven, CT: Yale Press.

## **EDF6615 BLACK PERSPECTIVE IN EDUCATION**

### **Course Outline**

#### **Unit 01: Historical Perspectives**

<u>Session</u>	<u>Dates</u>	<u>Content</u>	<u>Assignment</u>
Session 01: Introduction to the Course		Defining African-American  Who is Black in America?  African-American History Museum Groundbreaking  From Colored, to Minority, to People of Color	
Session 02: African Diaspora		Perspectives on History: Defining and Studying the Modern African Diaspora	



		<p><b>African Diaspora</b></p> <p>WRIGHT, M. M. (2010). Black in time: Exploring new ontologies, new dimensions, new epistemologies of the African diaspora. <i>Transforming Anthropology</i>, 18(1), 70-73.</p> <p>Worldwide Conspiracy Against Black Culture and Education</p> <p>Johnson, T. (2004). Colonial caste paradigms and the african diaspora. <i>Black Scholar</i>, 34(1), 23-33.</p> <p>The Context of African-American Educational Performance</p>	
Session 03: Landmark Court Cases		<p>Dred Scott v. Sanford (1857)</p> <p>Plessy v. Ferguson (1896)</p> <p>Brown v. Board of Education, Topeka, Kansas (1954)</p>	
Session 04: Local Perspectives on African-American Education		<p>Spady Cultural Museum</p> <p>Old Dillard Museum</p> <p>TBD Readings</p>	

**Unit 02: Educational Issues from the Black Perspective**

Session	Dates	Content	Assignmen
Session 05: Black Cultural Diversity		<p>Black America's New Diversity</p> <p>Challenges to Diversity from an African-American perspective.</p> <p>Race, Values and Lives Worth Living</p> <p>Ted-Talk: Single Story</p>	
Session 06: The "Mis"-Education and the Education Debt		<p>Hale, J. (2004). How schools shortchange african american children.</p> <p>ALEXANDRIA: ASSOC SUPERVISION CURRICULUM DEVELOPMENT.</p> <p>Woodson, C. G. (1933, 2006). <i>The mis-education of the Negro</i>. Chicago, IL: African American Images.</p> <p><u>Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S.</u></p>	

		<u>schools. Educational Researcher, 35(7),3-12.</u>	
Session 07: Beyond African American Students		<p><u>Albertini, V. L. (2004). Racial mistrust among immigrant minority students. Child and Adolescent Social Work Journal, 21(4), 311-331.</u></p> <p><u>Schoorman, D., &amp; Jean-Jacques, V. (2003). Project CASAS: Facilitating the adaptation of recent immigrant students through complex community-wide efforts. Equity &amp; Excellence in Education, 36(4), 308-316.</u></p> <p>Mom, Dad, College and Me</p>	
Session 08: Culturally Responsive Teaching		<p>Gay, G. (2010). Culturally responsive teaching: Theory, research, and practice. New York, NY: Teachers College Press. (Chapters 1-3)</p> <p>Ladson-Billings, G. (1994). The dreamkeepers: Successful teachers of African-American children. San Francisco: Jossey-Bass. (Chapters 1-3)</p> <p>Foster, M. (1991). Constancy, connectedness, and constraints in the lives of African-American teachers. NWSA Journal, 3(Spring 91), 233-261.</p>	

**Unit 03: Black Epistemology and Methodology**

<b>Session</b>	<b>Dates</b>	<b>Content</b>	<b>Assignment</b>
Session 09: Minority Epistemology		<p>Pallas, A. M. (2001). Preparing education doctoral students for epistemological diversity. Educational Researcher, 30(5), 6-11.</p> <p>Scheurich, J. J., &amp; Young, M. D. (1997). Coloring epistemologies: Are our research epistemologies racially biased?. Educational researcher, 4-16.</p> <p>The Combahee River Collective Statement</p> <p>Collins, P. H. (1999). Black feminist thought: Knowledge, consciousness, and the politics of empowerment. Routledge.</p>	

		<p>Shockley, K. G., &amp; Frederick, R. M. (2010). Constructs and dimensions of Afrocentric education. <i>Journal of Black Studies</i>, 40(6), 1212-1233.</p> <p>Carter, S. M., &amp; Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, methodologies, and methods in qualitative research. <i>Qualitative Health Research</i>, 17(10), 1316-1328.</p>	
Session 10: Critical Race Theory		<p>Delgado &amp; Stefancic (2012). <i>Critical Race theory: An introduction</i> (Chapter(s) 1 &amp;2)</p> <p>Bernal, D. D. (2002). Critical race theory, Latino critical theory, and critical raced-gendered epistemologies: Recognizing students of color as holders and creators of knowledge. <i>Qualitative inquiry</i>, 8(1), 105-126.</p>	
Session 11: Narratives and Oral History		<p>Delgado &amp; Stefancic (2012). <i>Critical Race theory: An introduction</i> (Chapter 3 &amp; 4)</p> <p>Coulter, C. A. (2009). Finding the narrative in narrative research. <i>Educational Researcher</i>, 38(8), 608-611.</p> <p>Milner, H., &amp; Howard, T. (2013). Counter-narrative as method: Race, policy and research for teacher education. <i>Race Ethnicity and Education</i>, 16(4), 536-561.</p> <p>Colorzano, D.G. &amp; Yosso, T. (2002) Critical race methodology: Counter-storytelling as an analytical framework for education research. <i>Qualitative Inquiry</i>, 8(1), 23-44.</p> <p>Stanley, L. (2008). Narrative methodologies: Subjects, silences, re-readings and analyses. (2008). <i>Qualitative Research</i>, 8(3), 275-281.</p>	
Session 12: Interviewing		<p>Hunter, M. (2012). Creating qualitative interview protocols. <i>International Journal of Sociotechnology and Knowledge Development</i>, 4(3), 1-16.</p> <p>Jacob, S. A., &amp; Furgerson, S. P. (2012). Writing interview protocols and conducting interviews: Tips for students new to the field of qualitative research. <i>Qualitative Report</i>, 17.</p>	

**Unit 04: African-American Family**

Session	Dates	Content	Assignment
Session 13: The Family Unit		<p>Moynihan Report</p> <p>James T. Patterson. (2010, ). The moynihan future: Op-ed. New York Times, pp. A.25.</p> <p>TBA</p>	
Session 14: Black Boys		<p>Gay, G. (2010). Culturally responsive teaching: Theory, research, and practice. New York, NY: Teachers College Press. (Chapter 5 &amp; 6)</p> <p>Stinson, D. W. (2008). Negotiating sociocultural discourses: The counter-storytelling of academically (and mathematically) successful African American male students. <i>American Educational Research Journal</i>, 45(4), 975-1010.</p> <p>Monroe, C. R. (2006). African American Boys and the Discipline Gap: Balancing Educators' Uneven Hand. <i>Educational Horizons</i>, 84(2), 102-111.</p> <p>Murrell, P. C. (1994). In search of responsive teaching for African-American males: An investigation of students' experience of a middle school mathematics curriculum. <i>Journal of Negro Education</i>, 63(4), 556.</p>	
Session 15: Black Girls		<p>Evans-Winters, V. E., &amp; Esposito, J. (2010). Other People's Daughters: Critical Race Feminism and Black Girls' Education. <i>Educational Foundations</i>, 24(1), 11-24.</p> <p>Baxley, T. P. (2014) Taking off the rose-colored glasses: Exposing colorism through counternarratives. <i>Taboo: The Journal of Culture and Education</i>, 14 (1), 20-35.</p>	

**Unit 05: Success with African-American Children**

Session	Dates	Content	Assignment
Session 16: Curriculum and Pedagogy		<p>Ladson-Billings, G. (1994). <i>The dreamkeepers: Successful teachers of African-American children</i>. San Francisco: Jossey-Bass. (Chapter(s) 4-7).</p> <p>Hale, J. (1989). <i>Designing education for black students: NASSAU AND SUFFOLK edition</i>. Newsday, pp. 81.</p>	
Session 17: Gifted and Black		<p>Gay, G. (2010). <i>Culturally responsive teaching: Theory, research, and practice</i>. New York, NY: Teachers College Press.</p> <p>Grantham, T. G., &amp; Ford, D. Y. (2003). <i>Beyond Self-Concept and Self-Esteem: Racial Identity and Gifted African American Students</i>. <i>High School Journal</i>, 87(1).</p> <p>Huff, R. E., Houskamp, B. M., Watkins, A. V., Stanton, M., &amp; Tavegia, B. (2005). <i>The experiences of parents of gifted african american children: A phenomenological study</i>. <i>Roeper Review</i>, 27(4), 215-221.</p> <p>Morris, J. E. (2001). <i>African American students and gifted education: The politics of race and culture</i>. <i>Roeper Review</i>, 24(2), 59-62.</p> <p>Harmon, D. (2001). <i>They won't teach me: The voices of gifted African American inner-city students</i>. <i>Roeper Review</i>, 24(2), 68-75.</p>	



**Department of Curriculum, Culture, and Educational Inquiry  
College of Education  
Florida Atlantic University**

**Course:** EDF 6918 – Action Research in Schools and Communities

**Credit Hours:** 3

**Pre-Requisite:** NONE

**Schedule:** Spring 2016

**Location:** Online

**Instructor:** Dr. Michelle Vaughan

**Email:** [mvaugh3@fau.edu](mailto:mvaugh3@fau.edu)

**Telephone:** 561-542-7231

**Office:** Education Bldg. 344, 777 Glades Road, Boca Raton

**Office hours:** Wednesdays, 10:00-2:00pm, Skype and phone appointments also available as needed.

*It is not enough that teachers' work should be studied; they need to study it themselves. (Stenhouse, 1975)*

**Description** Participants will engage in teacher action research based on problem posing and problem solving as an integral part of educational inquiry grounded in practice. The readings provide historical, critical, and conceptual frameworks for action research, locally, nationally, and internationally.

**COURSE CONNECTION TO COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK**

This course enables participants to be informed about the research foundations and pragmatic basis for making decisions about teaching practices through a methodology of practitioner action research. Participants will have to consider the ethical implications of those decisions, in regard to how they affect students, families, the school, and the community by becoming familiar with the Institutional Review Board process as it relates to classroom-based research. Participants will become more capable practitioners, as they analyze their own practice and that of other educators in action, and then recommend action steps for improvement and continued learning as professionals.

**REQUIRED TEXTS**

Anderson, G. L., Herr, K. G., & Nihlen, A. S. (Eds.). (2007). *Studying your own school: An educator's guide to practitioner action research*. Thousand Oaks, CA: Corwin Press.

Cochran-Smith, M. & Lytle, S.L. (2009). *Inquiry as stance: Practitioner research for the next generation*. New York: Teachers College Press.

**RECOMMENDED FOR DOCTORAL STUDENTS:**

Herr, K. & Anderson, G.L. (2005). *The action research dissertation: A guide for students and faculty*. Thousand Oaks, CA: Sage.

**RECOMMENDED FOR EARLY CHILDHOOD TEACHER RESEARCHERS:**

Meier, D.R. & Henderson, B. (2007). *Learning from young children in the classroom: The art and science of teacher research*. New York: Teachers College Press.

**COURSE GOAL**

Students will apply adequate understanding and knowledge in their specific field/focus/major which will be demonstrated through inquiry, critical analysis, and synthesis in the completion of an action research project.

Course objectives are guided in part by the following:

**National Council for the Accreditation of Colleges of Teacher Education (NCATE)**

**Standard #1: Knowledge**

Demonstrate knowledge through inquiry, critical analysis and synthesis (1a)  
Analyze educational research and policies and explain the implications for their own practice and for the profession; contribute to dialogue based on their research and experiences (1c)  
Have a thorough understanding of the major concepts and theories related to [curriculum]; identify and design strategies and interventions that support student learning (1d)  
Have adequate understanding of knowledge in their fields (1e)

**Standard #3: Field Experiences and Clinical Practice**

Collaboration between unit and school partners (3a)  
Design, implementation, and evolution of field experiences and clinical practice (3b)  
Candidate' development and demonstration of knowledge, skills, and professional dispositions to help all students learn (3c)

**Standard #4: Diversity**

Design, implementation, and evaluation of curriculum and experience (4a)  
Curriculum promotes development of knowledge, skills and dispositions related to diversity; is based on well-developed knowledge bases for diversity (T1);  
Challenges students towards cognitive complexity; engages students through instructional conversations (T3);  
Candidates develop plan for improving programs [and curriculum] (T4) that are consistent with the ideas of fairness and the belief that all students can learn (A8), incorporate multiple perspectives (A6) and contextualized in student experiences (T2).

## Course Objectives

1. By the end of this course, students will demonstrate their understanding of various research methodologies by collecting and analyzing data including observations, student work analysis, interviews, surveys, and/or pre-posttests and interpret findings as reported through online discussions, graded assignments, and a final research project. (1d, 3a)
2. By the end of this course, students will be able to discuss the parameters and purposes of action research within the larger paradigm of educational research and teacher practice. Student will be able to explain the implication for their own practice through online course discussions, written response essays, journal entries, and within a larger written report of their own research. (1a, 1c)
3. By the end of the course, students will apply the principles of respect for human subjects in action research by completing an action research project. (4a: T1, T3, A6, A8)
4. By the end of the course, students will demonstrate a thorough understanding in their respective field of concentration by designing and implementing an action research inquiry based on current research and theory and reporting their findings in a final written paper. (3b, 3c, 4a)

The course is spaced throughout the semester to accommodate the time needed to design and implement an action research project of your very own choosing in your work setting or classroom. This is an engaging and interesting process, one that some of you will be familiar with but not all. We will work through it together.

## Computer Requirements

- Operating System
  - A computer that can run MAC OSX or Win XP or higher
- Peripherals
  - A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers
  - Microphone
  - Speakers
- Software
  - Please visit the [Students tab in Blackboard](#) located at the top of each Blackboard page for LMS compatibility with your computer. Make sure your Internet browser is compatible and that you have all the recommended plug-ins installed.
  - PowerPoint
  - Java (current version)

**Prerequisite courses/content** There are no prerequisite courses or knowledge required for this course.



## **Required technological skills**

- Basic skills in computer use: using copy/paste, using attachments, and taking screenshots
- Internet skills: accessing websites, conducting research online, downloading/uploading files, and downloading/installing software
- Basic Blackboard LMS skills: Posting a discussion thread, replying to a discussion thread, accessing grades/rubrics, submitting assignments to an assignment link, opening links/files, and posting a blog or Wiki
- Basic skills for Office programs: Creating/editing documents in Word and creating and editing PowerPoint presentations
- Installation and use of a microphone for synchronous sessions

## **Preferred technological skills**

- Use of social bookmarking sites like Diigo
- Use of track changes in Word

**Required/Optional materials** Unless otherwise noted in the Blackboard course, all instructional materials are required.

## **Communication Policy**

- Announcements
  - You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you login to be sure you have read all of them since your last login session.
- Course-related Questions
  - Post course-related questions to the Questions/Comments discussion board. Asking course-related questions in this way allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question; it may have already been asked and answered in previous posts. Except Saturdays, Sundays, and holidays, questions will, generally, be answered by instructors within 48 hours.
- Email Policy
  - Except for Saturdays, Sundays, and holidays, instructor typically, will respond to messages within 48 hours. Such messages should only be used to communicate personal or confidential matters; otherwise, please use the Questions/Comments discussion board within the course.
- Assignment feedback
  - Feedback on all assignments will be provided within one week of submission date.

## Technical Problem Resolution Procedure

In the online environment, there is always a possibility of technical issues (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Please take the following steps when a problem occurs:

1. Contact the eSuccess Advisor, Eduardo Santiago for assistance  
Eduardo Santiago - eLearning Success Advisor - 561-297-3590 or [esantia5@fau.edu](mailto:esantia5@fau.edu)
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit <http://en.kioskea.net/faq/141-print-screen-screen-capture-windows-mac-os-x-and-unix-linux>.
3. Complete a Help Desk ticket <http://helpdesk.fau.edu/>. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
  - a. Select "Blackboard (Student)" for the Ticket Type.
  - b. Input the Course ID.
  - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
  - d. Attach the Print Screen file, if available.
4. Send a message within Blackboard to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Blackboard, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.

**SEE ASSIGNMENTS FOLDER ON BLACKBOARD FOR MORE DETAIL ON ASSIGNMENTS:**

<b>(Graded) ASSIGNMENTS SUMMARY</b>	<b>Points</b>
Research Design Plan	5
Research Analysis Matrix	8
Data Analysis Template	8
Part I of Final Paper	10
Part II of Final Paper	15
Part III of Final Paper	20
Part IV of Final Paper	10
Oral Presentation of Research	6
DB Posts	14
Participation in synchronous sessions and phone conferences	4
<b>Total possible points</b>	<b>100</b>

### Grading Scale

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

### Selected References

- Allen, D., (Ed.). (1998). Assessing student learning: From grading to understanding. New York: Teachers College, Columbia University.
- Anderson, G.L., Herr, K., & Nihlen, A.S. (1994). Studying your own school: An educator's guide to qualitative practitioner research. Thousand Oaks, CA: Corwin Press, Inc.
- Blythe, T., Allen, D., & Powell, B. (1999). Looking together at student work: A companion guide to assessing student learning. New York: Teachers College, Columbia University.
- Bradshaw, A. & Cochrane, P. (Eds.). (2005). Building creative futures: The story of the creativity action research awards 2005. London: Arts Council England and CapeUK.
- Burnaford, G., Fischer, J., & Hobson, D. (Eds.). (2001). Teachers doing research: The power of action through inquiry, 2<sup>nd</sup> Ed. Mahwah: Lawrence Erlbaum Associates, Inc.
- Burns, A. (1999). Definitions and processes. In A. Burns (Ed.). Collaborative Action research for English language teachers (pp. 2044). Cambridge: Cambridge University Press.
- Campbell, C., & Tovar, D. (2006). Action research as a professional development tool for teachers and administrators. Applied Language Learning, 16(1), 75-80.
- CAPE UK. (2005). Building creative futures: The story of the Creativity Action Research Awards 2005. London: Arts Council.
- Cochran-Smith, M. & Lytle, S. (1999). The teacher research movement: A decade later. Educational Researcher, 28(7), 15-25.
- Crookes, G. (1993). Action Research for Second Language Teachers: Going Beyond Teacher Research. Applied Linguistics.14 (2): 130-144, Oxford University Press.
- D'Acquisto, L. (2006). Learning on display: Student-created museums that build understanding. Alexandria, VA: Association for Supervision and Curriculum Development.

- Di Martino, E. (2004). Cooperative learning in Italian secondary school: An action research project. *ITL, Review of Applied Linguistics*, 143-144 (July), 1-35.
- Edge, J. (2001). Action research. Case Studies in TESOL Practice Series. Alexandria, VA: Teachers of English to Speakers of Other Languages.
- Evidence Project Staff. (2001). The evidence process: A collaborative approach to understanding and improving teaching and learning. Cambridge: Project Zero, Harvard Graduate School of Education.
- Frank, C. (1999). Ethnographic eyes: A teacher's guide to classroom observation. Portsmouth: Heinemann.
- Freedman, S.W., Simons, E.R., Kalnin, J.S., Casareno, L., & The M-Class Teams. (1999). Inside city Schools: Investigating literacy in multicultural classrooms. New York: Teachers College Press.
- Fullan, M., & Hargreaves, A. (1996). What's worth fighting for in your school? New York: Teachers College Press.
- Gebhard, J. G. (2005). Awareness of teaching through action research: Examples, benefits, limitations. *JALT Journal*, 27(1), 53-69.
- Glesne, C. (1999). Becoming qualitative researchers: An introduction. New York: Addison Wesley Longman.
- Hatch, A., Greer, T. & Bailey, K. (2006). Student-produced action research in early childhood teacher education. *Journal of Early Childhood Teacher Education*, 27, 205-212.
- Herr, K. & Anderson, G. (2005). The action research dissertation: A guide for students and faculty. Thousand Oaks: Sage Publications, Inc.
- Hollingsworth, S. (1994). Teacher research and urban literacy education: Lessons and conversations in a feminist key. New York: Teachers College, Columbia University.
- Holly, M., Arhar, J., & Kasten, W. (2005). Action research for teachers: Traveling the yellow brick road, 2<sup>nd</sup> Ed. Upper Saddle River: Pearson Education, Inc.
- Hopkins, D. (2002). A teacher's guide to classroom research, 3<sup>rd</sup> Ed. Buckingham: Open University Press.
- Hubbard, R. & Power, B. (1993). The art of classroom inquiry: A handbook for teacher-researchers. Portsmouth: Heinemann Educational Books, Inc.
- Hubbard, R. & Power, B. (1999). Living the questions: A guide for teacher-researchers. Portland: Stenhouse Publishers.
- Johnson, K. A. (2002). Action for understanding: A study in teacher research with

- exploratory practice. In Teachers' narrative inquiry as professional development. Cambridge: Cambridge University Press.
- Johnston, B. (2003). Values and the politics of English language teaching. In Values in English language teaching. Mahwah, NJ: Lawrence Erlbaum Associates.
- Jones, A., & Sin, S. (2004). The integration of language and content: Action research based on a theory of task design. Journal of Applied Linguistics, 1(1), 95-100.
- Lewis, A. & Lindsay, G. (2000). Researching children's perspectives. Buckingham, UK: Open University Press.
- Loughran, J., Mitchell, I., & Mitchell, J. (Eds.), (2002). Learning from teacher research. Crows Nest: Allen & Unwin.
- McDonald, J., Mohr, N., Dichter, A., & McDonald, E. (2003). The power of protocols: An educator's guide to better practice. New York: Teachers College, Columbia University.
- McDonough, K. (Spring 2006). Action Research and the Professional Development of Graduate Teaching Assistants. The Modern Language Journal 90 (1), 33-47.
- McKay, S. (2006). Researching second language classrooms. Mahwah, NJ, Lawrence Erlbaum.
- McNiff, J. (1993). Teaching as learning: an action research approach. London: Routledge.
- Nunan, D. (Summer, 1997). Developing Standards for Teacher-Research in TESOL. TESOL Quarterly, Vol. 31, No. 2, pp. 365-367.
- Nunan, David. 1996. Learner strategy training in the classroom: an action research study. TESOL Journal, 6(1), 35-41.
- Project Zero and Reggio Children (2001). Making learning visible: Children as individual and group learners. Cambridge: Reggio Children, The President and Fellows of Harvard College, and The Municipality of Reggio Emilia.
- Project Zero, Cambridgeport School, Cambridgeport Children's Center, Ezra H. Baker School, & John Simpkins School (2003). Making teaching visible: Documenting individual and group learning as professional development. Cambridge: Project Zero.
- Richards, J.C. (Ed) (1998). Teaching in Action: Case Studies From Second Language Classrooms. Alexandria, VA: Teachers of English to Speakers of Other Languages (TESOL).
- Seidel, S. Looking at student work. [www.laws.org/cac\\_steps.html](http://www.laws.org/cac_steps.html) & <http://pzweb.harvard.edu>.
- Stringer, E. (2007). Action research, 3<sup>rd</sup> Ed. Thousand Oaks: SAGE Publications, Inc.

Zeichner, K., Klehr, M. (1999). Teacher research as professional development for p-12 educators. National Partnerships for Excellence and Accountability in Teacher (NPEAT). <http://www.ericsp.org/pages/digests/TeacherResearch.htm>

Zeni, J., (Ed.). (2001). Ethical issues in practitioner research. New York: Teachers College Press.

### **Expectations**

Attending Florida Atlantic University is a privilege. Professional conduct is expected, and includes, but is not limited to, showing respect to colleagues and the instructor; being on time for class; completing assignments prior to entering class; preparing assignments with substantive content and accurate spelling, grammar, and mechanics; and displaying a positive interest in class.

It is your responsibility to read and study all texts, class notes, Internet resources, journal articles, and handouts, and to complete all assignments in a meticulous and professional manner. A student should spend 3 hours studying for each hour s/he is in class. (3 hours in class = 9 hours out of class preparation).

**Grading** Each assignment has clear, stated Criteria or a Rubric, representing the essentials required. Students are invited to discuss assessment, seek feedback on assignment drafts before they are due, or discuss progress at any time.

**Dropping the Course** It is the student's responsibility to complete all forms. Forms may be obtained in the office of the Registrar located in the Admissions Building. If this is not done, I must assign a grade of F at the end of the semester.

**Online Attendance Policy** Since the course is delivered online, you are expected to access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussion boards, group projects, etc. If you are experiencing major illnesses, absences due to university duties, or other large-scale issues, contact the instructor immediately to formulate a resolution (if possible).

**Assignments** are due by the due dates listed on the schedule or in the course. Plan ahead. Graduate work should reflect the highest degree of care, scholarship, and accuracy. An assignment not received by the assigned due date may be considered late and will result in a grade being lowered one letter grade; please see me if there are extenuating circumstances. Assignments may be turned in electronically. No handwritten assignments please.

**Late Assignments Policy:** All assignments must be completed and submitted on time to receive full credit. Late assignments will receive a 10% point deduction for each day they are late.

**LiveText** Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students who do not have an active LiveText account will have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext> . Reviewing the LiveText's privacy policy can help you understand how your information may be used.

**Readings** Graduate courses depend on the preparation that students do for discussion, critique, and analysis. Highlight or use margin notes. These will help to facilitate a discussion in which each of you is a leader and you are not dependent on the instructor to guide what should be a conversation among professionals.

**Students with Disabilities** In compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), or in Jupiter SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office "is to provide reasonable accommodations to students with disabilities." Students who require assistance should notify the professor immediately by submitting a letter from the Disabilities Office to your instructor requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

**Plagiarism** Florida Atlantic University Regulation 4.001 Honor Code, Academic Irregularities, and Student's Academic Grievances states:

*(1) Academic irregularities frustrate the efforts of the faculty and serious students to meet University goals. Since faculty, students and staff have a stake in these goals, the responsibility of all is to discourage academic irregularities by preventative measures and by insuring that appropriate action is taken when irregularities are discovered. Thus, FAU has an honor code requiring a faculty member, student or staff member to notify an Instructor when there is reason to believe an academic irregularity is occurring in a course. The Instructor's duty is to pursue any reasonable allegation, taking action, as described below, where appropriate.*

*(2) The following shall constitute academic irregularities:*

*(a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the Instructor are defined as acts of cheating.*

*(b) The presentation of words or ideas from any other source as one's own – an act defined as plagiarism.*

*(c) Other activities which interfere with the educational mission within the classroom."*

APA defines plagiarism as:

*"Plagiarism (Principle 6.22). Psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text."*

**Religious Accommodation Policy Statement** In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration,

class attendance and the scheduling of examinations and work assignments. For further information, please see Academic Policies and Regulations.

**University Approved Absence Policy Statement** In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student's responsibility to notify the course instructor at least one week prior to missing any course assignment.

**Incomplete Grade Policy Statement** A student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

The specific time required to make up an incomplete grade is at the discretion of the instructor. However, the College of Business policy on the resolution of incomplete grades requires that all work required to satisfy an incomplete ("I") grade must be completed within a period of time not exceeding one calendar year from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing ("F") grade.

**Withdrawals** Any student who decides to drop is responsible for completing the proper paper work required to withdraw from the course.

**Grade Appeal Process** A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

- There was a computational or recording error in the grading.
- Non-academic criteria were applied in the grading process.
- There was a gross violation of the instructor's own grading system.
- The procedures for a grade appeal may be found in Chapter 4 of the University Regulations.

**Disruptive Behavior Policy Statement** Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who behave in the face-to-face and/or virtual classroom such that the educational experiences of other students and/or the instructor's course objectives are disrupted are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.

### Support Services and Resources

Office of Information Technology Online Help Desk:	<a href="http://helpdesk.fau.edu">http://helpdesk.fau.edu</a>
FAU Libraries Website:	<a href="http://www.fau.edu/library">http://www.fau.edu/library</a>
Center for Learning and Student Success Website:	<a href="http://www.fau.edu/class">http://www.fau.edu/class</a>
University Center for Excellence in Writing:	<a href="http://www.fau.edu/UCEW">http://www.fau.edu/UCEW</a>



Math Learning Center:	<a href="http://www.math.fau.edu/MLC">http://www.math.fau.edu/MLC</a>
Office of Undergraduate Research and Inquiry:	<a href="http://www.fau.edu/ouri">http://www.fau.edu/ouri</a>
Office for Students with Disabilities Website:	<a href="http://osd.fau.edu/">http://osd.fau.edu/</a>
Office of International Programs and Study-abroad:	<a href="http://www.fau.edu/goabroad">www.fau.edu/goabroad</a>
Freshman Academic Advising Services:	<a href="http://www.fau.edu/freshmanadvising">http://www.fau.edu/freshmanadvising</a>