EDUC 413/613
Education for a Changing World
COLLEGE OF EDUCATION CAPSTONE: 3 credits Fall 2012 M-1-3-45
DRAFT Syllabus

COURSE DESCRIPTION: Examines multicultural issues within a broad sociocultural context, focusing on cultural frames of reference for understanding.

Program Standards: This course supports the standards as outlined by the National Council for Accreditation of Teacher Education (NCATE).

REQUIRED TEXTS:
4. There will be readings given as handouts or available on webcampus.

COURSE OVERVIEW
The purpose of this course is to introduce students to the challenges and possibilities of changing global demographics pose to educators and reflective practitioners. Three thematic units will provide the foundation of our discussions. We will start our analysis with a focus on the complex processes of globalization and their impact on educational processes. Then, we will focus on psychosocial processes of identity construct on in our complex societies through the experiences of diverse cultural groups in U.S. society and enrich our analysis with a view of how the intersections of multiple societal forces (such as race/ethnicity, gender, class, ability, etc) influence social, educational, and professional experiences in our society. Our last thematic unit will focus on the creation of culturally responsive learning or professional communities. In this last section, and through a reflective critical analysis of all issues examined, we will begin to strategize a plan for our future development as multi-culturally competent practitioners.

Course Objectives: The overarching objective of the course under which all the others fall, is to enable the student to become familiar with the major debates and controversies concerning multicultural education within a sociocultural context. Specific objectives include:
- Gain a basic understanding of the current discourses on globalization and education
- Understand how historical and current societal forces impact the status of various groups in current U.S society
- Critically examine how your own understanding of the intersection of social forces of age, class, gender, etc. impact your worldview and social location
- Identify the central challenges and possibilities of cross-cultural communication and understanding in education and related fields
- Develop a plan of action for your future development as a reflective culturally-competent practitioner

Capstone Courses: Capstone courses are part of the University Core Curriculum. This is a major education capstone course, open to all elementary and secondary majors. As defined by the University Core Curriculum Board Committee, capstone courses are designed “to be intensive experiences in critical analysis, designed to broaden students’ perspectives beyond their culture or discipline and provide an opportunity or integration of previous courses in the major and in the core curriculum. They require students to analyze complex issues in substantial pieces of writing. Topics for these courses may include issues relating to science and society, the analysis of diverse cultures and traditions, the application of varied disciplines to a single problem, or the analysis of a single issue across national, cultural, or disciplinary lines.” Capstone courses are expected to meet the following guidelines as defined by the University Core Curriculum Board:
1. Course: build upon the core curriculum; they provide the opportunity for students to bring knowledge gained in course courses and knowledge derived from major and elective courses.
2. Courses focus on ethical and substantive issues, problems and themes that affect the world community and broad cross-sections of human kind.
3. Courses are integrative, broadly focused, multi-disciplinary, and, if relevant and feasible, cross-cultural.
4. Courses encourage/promote critical thinking, reaching beyond traditional/orthodox perspectives; courses challenge students to question and critically examine established assumptions and paradigms.
5. Every course includes a rigorous writing component and also a computational component, where applicable.

CONCEPTUAL FRAMEWORK AND PERFORMANCE ASSESSMENT:
As an NCATE accredited institution, the College of Education at UNR has developed a conceptual framework which will ideally be reflected in this and other courses you take in the College as part of your teacher education program. We (faculty and administrators) believe that a professional educator is a member of a community of educators who:
(a) possesses a love of learning;
(b) develops a strong fund of knowledge;
(c) engages in reflective practice;
(d) values democracy and multiculturalism.

Possess a love of learning - As a secondary teacher, there is often a love of a specific content area which drives one to be a teacher. However this course also emphasizes the fact that teachers need to understand the many ways people learn differently that influences their affection (or lack thereof) for learning, and the sociocultural factors which affect that productivity/ability.

Develops a strong fund of knowledge - This course is not about specific content area knowledge, rather, it is more about how sociocultural issues affect the understanding and retention of that content. This evaluation will include the ability to distinguish, and analyze various sociocultural theories from multiple perspectives in order to better understand social issues/reality and how these are reflected in our schools.

Engages in reflective practice - Communities, Realities and Development: Teaching is one of the most dynamic of human endeavors, therefore to possess the skill of reflection is not only necessary but crucial to becoming a skilled professional. This is more than “academic speak”, it is a fundamental aspect which must become part of one’s regular practice. In this course, students will reflect on personal educational experiences and their relationship to thoughts/values/beliefs about teaching, learning and schooling as they relate to the complex issues of a diverse society.
Values democracy and diversity: Chance: Students will understand that all classrooms are multicultural, not just those that appear so at “face” value. Thus the student will demonstrate a thorough understanding of multicultural perspectives on self, school and society. In addition, future teachers must understand that democratic teaching practice is part and parcel of the past, present and future of public schooling. Democracy and diversity are part of the foundational spirit, the history and the purpose of the common school. Presently, democracy and diversity greatly affect the realities and the outcomes of student learning. In the future, democracy and diversity will shape the course that US education takes in the 21st century.

Performance Assessment:
The “Three Domains of Professional Competence” are:
1. Knowledge of students
2. Knowledge of subject matter and planning
3. Delivery and management of instruction
4. Knowledge and use of assessment and evaluation
5. Professionalism

This course especially reflects domains one, two and five, in particular your ability to utilize self-reflection and self-critique as a part of your professional growth and development, and your willingness to be learners through “calling into question” what you believe about the world, the school, and your students.

Class Guidelines & Course Environment/Rationale:
FYI: As a capstone course, expect that the readings, writing and workload will be significant. As the only diversity course you will take in CTL, there is a significant amount of material for me to cover and for you to master. We will be moving quickly. If you do not feel you are able to handle a heavy work load due to other life demands, please see me.

Teaching and learning ARE NOT COMFORTABLE, straightforward activities. They require constant change and challenge. We will be changing things constantly in this class, and I will be challenging you to the limits of your comfort levels. DO NOT expect to know everything about everything we will do or you are expected to do from the first day of class. This is why you need to come to class, check webct, communicate with your home group and me.

- Additionally, I ask the following:
  - Attitude: Stay open-minded and be willing to engage in perspectives other than your own. Attend to this course and your classmates. As a capstone course in a professional school, you will be graded upon your professional behavior to both me and your classmates and anyone outside of this class who helps educate us (guest speakers, interviewees, parents, etc.) If this is an issue, you will simply be asked to meet with me, and your attendance and participation grade will be adjusted accordingly.
  - Calling out/Calling on: I will call on you, unexpectedly. I will call you out publicly if you are not paying attention, using tech, not following class rules for respect, sleeping etc. This is not me being mean. It is doing my best to keep you on-track and engaged so you can get the best possible grade in the course. FYI, your classmates might also call you out too, as this is part of maintaining a learning community.
  - Communicate: Speak to/email me regularly. I cannot understand that you are experiencing difficulty unless you tell me. Please come to office hours, email, make an appointment, talk after class etc.
  - Notes: Please remember that you should be taking notes when I am talking in class. This sounds like a silly thing to remind people, but you will need that information for your quizzes and assignments. It will not all be found in the books.
  - Reading/Coursework: It is expected that students will read assigned material before coming to class. I will not lecture extensively on what you have read. Class time will be spent applying the readings, not reteaching them. A BRIEF portion of the beginning of class will be spent on questions from the readings. However, this will not be sufficient for you to grasp the material. If you do not do the readings, expect to be confused. Pop quizzes will occur.
  - Assignment Guidelines: The guidelines for all of your assignments are extensive. I have spent much time developing these. YOU MUST READ THEM, ON YOUR OWN, PRIOR TO THEIR DUE DATE!!! If you do not feel you understand what is expected of you after thoroughly reading the guidelines, please talk to me. IF YOU DO NOT READ the guidelines, do not expect to get a wonderful grade.
  - Cell phones/iPads/Computers: Please turn off cell phones before class starts unless you have an EP (Emergency Possible) in which case, step outside. I do not care if the phone goes off in class; I do care if you start having a conversation. Please remove iPods/headphones, close the PDA/B/Blackberry/phones and computers unless you have spoken to me about needing to take notes electronically. (FYI, if I see you playing games, texting, working on other coursework, expect to have a conversation with me. I reserve the right to call you out on it in class in front of other students).!
  - Attendance: Student Absences: By NSHE policy in Title 4 Chapter 20 A, Section 3, paragraph 1 http://system.nevada.edu/tasks/acrobat/NSHE/assets/File/BoardOfRegents/Handbook/4-CH20%20-%20general%20policies%20 regulating%20students%20and%20student%20government.pdf , there are no official absences from any university class. It is the personal responsibility of the student to consult with the instructor regarding absence from class. In the event that a student misses a class because of an official university function or event or because of serious personal issues, the Office of the Vice President for Student Services may, at its discretion, send an explanation to affected faculty. The instructor shall make the final determination on whether the missed work can be done at a time other than during the regularly scheduled class period.
  - You must sign in – legibly, on the sheet passed around the class. If you forget to sign in, it will count as an absence. Attendance is not optional. Rest of attendance policy will be determined by class.
  - Emails: DO NOT EMAIL ME THROUGH WEBCT!!

- Email questions: Feel free to email me with questions about the class, however please note that I may not check my EMAIL at a time when you need your questions answered. I.e. do not wait until the day the assignment is due to email me! Also please note that if you do not email me from a university account, it may go to my junk mail. So if you do not get a response back from me (assuming you request one), talk to me in class. I generally do not respond to emails when the information is found elsewhere, such as this syllabus, the course catalog, the library, etc.

- Missing class: If you miss class, please use your home groups to check what you missed (unless it is a significant absence). I also do not respond to emails when you are informing me of things (such as missing class) unless you REQUEST A RESPONSE. I also do not respond to emails if the information is posted elsewhere, for example, on the CTL website.
It is very important that we have an environment which is supportive that enables each student to succeed in this course. Therefore, as a class, you will determine our course policies which are fair to the entire class community. You will vote for these in class. Please use the worksheet handed out separately which is considered an addendum to this syllabus. It is your responsibility to record the final project policies on this worksheet/syllabus addition as determined by the class. Failure to record these policies is not a valid excuse for violating them at a later date.

Methods of Instruction:

- Instructional methods will include lecture, large group discussion, and small group discussion/work. In addition, class simulations, case study evaluations, class activities will be used.
- Technology, videos, and internet resources will be utilized. A word about debates….Should you encounter an opinion (for example during a debate in class) with which you disagree, is it your responsibility to challenge it, not mine! I play the role of facilitator in a debate and in most cases, I will not challenge someone’s opinion, so that they may feel comfortable expressing their true feelings. I will on occasion play Devil’s Advocate. Please remember that this is a role I am playing in order to advance the discussion or thoughts in the class. It is not intended to challenge someone's opinion, so that they may feel comfortable expressing their true feelings. I will on occasion play Devil’s Advocate. Please remember that this is a role I am playing in order to advance the discussion or thoughts in the class. It is not intended to challenge someone’s opinion, so that they may feel comfortable expressing their true feelings. I will on occasion play Devil’s Advocate. Please remember that this is a role I am playing in order to advance the discussion or thoughts in the class. It is not intended to challenge someone’s opinion, so that they may feel comfortable expressing their true feelings.
- Written, researched work is required thus spelling, grammar, written work should be of the caliber expected in capstone level coursework, and of the modeling behaviors of future teachers for parents and students.

NOTE: CTL 413 is a web-enhanced course. You need a UNR NetID to have access to Webcamps.

ASSESSMENT OF PERFORMANCE:

In this course you will demonstrate your knowledge and understanding of the sociocultural issues that impact society and, consequently, schooling/professions through contributing to the public forum within this class and out of class assignments. I expect excellent work as this is a capstone course. I would not classify myself as an “easy grader” nor would I consider the tasks in this course easy. Written work is excellent in language (grammar, expression, typographical etc.), Syntheses are created by expounding upon and critically reflecting on the above, and making relevant personal connections such as examples from life, classrooms, case studies, other courses, etc. Written work is excellent in language (grammar, expression, typographical etc.), Syntheses are created by expounding upon and critically reflecting on the above, and making relevant personal connections such as examples from life, classrooms, case studies, other courses, etc. Written work is excellent in language (grammar, expression, typographical etc.), Syntheses are created by expounding upon and critically reflecting on the above, and making relevant personal connections such as examples from life, classrooms, case studies, other courses, etc.

- “A range” (90—94 = A/95-100=A) grade means Superior Effort
  - All work is of outstanding quality, which would include going above and beyond expectations or exhibiting unusual and creative insight and critical thought for example in ALL of the following areas:
    - Support of, linkages to, and appropriate attribution of academic theory, conceptual frameworks, factual definitions, examples etc.
    - Syntheses are created by expounding upon and critically reflecting on the above, and making relevant personal connections such as examples from life, classrooms, case studies, other courses, etc.
    - Written work is excellent in language (grammar, expression, typographical etc.) and presentation.
    - Attendance, participation, professionalism are exemplary. Your oral and written efforts are part of participation. This includes work you do both inside/outside of class, as well as in small & large groups. You are expected to address your classmates, guests, and professor in a respectful and professional manner. The following are examples of unprofessional behavior (although this is not an exhaustive list): Engaging in side conversations, doing work for other classes, not being present, habilitating late, texting, surfing web, verbal or written aggression to other members of the learning community. Final determination of what constitutes lack of professional behavior lies with the instructor.
- “B range” (80-83=B/84-87=B+88-90=B+) grade means Above Average Effort which does not distinguish itself outside of student reactions. All work is considered very good work and includes meeting expectations as outlined above. Slight weaknesses may exist in writing/assignment quality, attendance, participation and professionalism.
- “C range” (70-73=C/74-77=C/78-79=A-C) grade means Average Effort requiring improvement
  - Work in this area shows a definite need for improvement in order to classify as capstone level work in order to become a skilled professional. This may include any number of areas including written work, documentation and support, and originality. Depth of critical thought, use of examples are lacking. Concerns also exist in participation, attendance and professionalism. Portions of assignment may be missing or unclear. FYI, for graduate students, A C average in graduate coursework is unacceptable for progression in the Graduate School; however, a student may pass a course with a grade of C without repeating it. Undergraduates, depending on your major, you may have to repeat this course if you get a C or lower.
- “D range” (69-60) is considered inadequate to meet minimum course and COE requirements.
  - Work in this area clearly falls beneath individual assignment rubrics. Multiple areas of concern including weak or thin unsupported writing, missing assignments or portions of assignments, and issues with attendance, participation and professionalism. Questions of plagiarism of sections of assignments may exist in this area. A D grade will require repetition of the course.
- “F range” (59 and below). Work earning less than 60 will be considered failing work. Plagiarized work will earn a failing grade.

ACADEMIC DISHONESTY:

Academic dishonesty is considered a serious offense in this course. Academic dishonesty includes: misquoted work, fabrications of any type, work submitted without reference pages AND body documentation when requested, misrepresenting individuals consulted for assignments such as teachers, assignments
ASSIGNMENT FORMAT

- All work must be typed and double-spaced, 12 point font, single sided, stapled, using only your student number (unless I tell you otherwise) please.
- Spelling/grammar, excellent writing and presentation count as this is a capstone level course.
- Each assignment has specific guidelines handed out in class/on webect. Please follow them closely. You are responsible for reading all detailed assignment guidelines carefully.
- Any researched work required must come from ACADEMIC, peer-reviewed journals, fully documented in both the body of the paper and in the bibliography using APA style. If you are unfamiliar with this style, please contact a reference librarian. Websites are not acceptable, nor is Wikipedia, any researched work required must come from ACADEMIC, peer-reviewed sources. Helpful search engines are ERIC, Academic Search Premier, and PsychInfo.
- Sources must be dated 1990 or later, unless I give you permission otherwise.
- In any work done for this course, no matter how "informal" it may seem, any thoughts which are not your own must be appropriately cited using APA style again both in body andbib of the paper.

1. Participation (20%)- This class depends on students’ active participation in class both individually and as a member of a group. Additional points will come from homework assignments, quizzes, reading reflections distributed either in class or via webcampus. You will rate your participation efforts at the end of the semester, and I will rate you on that same criteria. Your oral and written efforts are part of participation (please see section under what constitutes an A in this course for specifics).

2. Reflection Papers (15%)- This essay is a critique analysis of the novel assigned in the course. Graduate Students will be expected to do the above, AND find two peer reviewed articles to synthesize with their findings.

3.2. Midterm Chapter tests (25%) – Three in class exams will be given covering Cushner Chapters 3-5, as well as the Alexie and Gremlins books. (Regular webcampus quizzes given on the rest of the readings will be a part of your participation grade).

3.3. Major Project (35%)- You will complete an in depth investigation into a cultural group of which you ARE NOT a member. This is a three part project involving background research, an interview, and an immersion experience. Graduate students will have additional requirements for the research portion of the paper. This is an individual & group case study project in which students will be given sample profiles of diverse students. You will be expected to study the cultural group of your student in depth and to analyze the students needs. Then each group member will merge aspects of family, community and school to create a the information you have learned the semester, and written in your individual report to create a brief culturally relevant teaching & learning approach for your subgroup of students plan. These reports will be due at intervals over the course of the semester. Graduate students will be expected to create a copy of their plan, that might be presentable at a conference in their field.

3.5. Final Exam (20%) This is an individual & group case study project in which students will be given sample profiles of diverse students. You will be expected to study the cultural group of your student in depth, and to analyze the students needs. Then each group member will merge the information you have learned this semester and written in your individual report to create a brief culturally relevant teaching & learning approach for your subgroup of students. These reports will be due at intervals over the course of the semester. Graduate students will be expected to find two peer reviewed articles to synthesize with their findings.

DISABILITY STATEMENT:
Each student who qualifies with a disability is to provide his or her instructor with a letter from the Disability Resource Center (DRC) stating the appropriate accommodations for this course. If you have a documented disability and wish to discuss how these academic accommodations will be implemented for this course, please contact me as soon as possible.

Calendars & Bibliography

Course Calendar/Bibliography: Handed out separately & considered addendum to this syllabus.

University Calendar:
The following link is to the University's academic calendar: http://www.cis.unr.edu/ecatalog/Default.aspx?article_list_id=29030
Questions may be directed to the Office of Admissions and Records, 784-1700.

August 17 - September 7:

• Financial Aid begins disbursement to student accounts.
• The last day to drop classes with a 100% refund.

September 8:
• The last day to register for classes.
• Students who were previously registered by August 31, may add classes, swap classes, or change levels of classes with instructor permission.

September 7:
• Enrollments are cancelled for non-payment.

Final Week Class Schedule: http://www.unr.edu/academic-central/academic-resources/finals-schedule.
This is in keeping with accreditation requirements for the appropriate number of hours for classes. Also, deviating from the final week schedule can cause undue hardship on students' overall final schedules.

Academic Success Services: Your student fees cover usage of the Math Center (784-4433 or www.unr.edu/mathcenter), Tutoring Center (784-6801 or www.unr.edu/tutoring), and University Writing Center (784-6030 or http://www.unr.edu/writing_center). These centers support your classroom learning. It is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

Statement on Audio and Video Recording: "Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded."

Religious Holy Days: It is the policy of NSHE (Title 4 Chapter 20 A, Section 3, paragraph 2, http://system.nevada.edu/tasks/sites/Nshe/ assets/Files/BoardOfRegents/Handbook/T4-C120%20-%20General%20Policies%20Regulating%20Students%20%26%20Student%20Government.pdf), to be sensitive to the religious obligations of its students. Any student missing classes, quizzes, examinations, or any other class or lab work because of observance of religious holy days should, whenever possible, be given an opportunity during that semester to make up the missed work. The make-up will apply to the religious holy day absence only. It shall be the responsibility of the student to notify the instructor in advance in writing, if the student intends to participate in a religious holy day which does not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the assignment at an alternate time would impose an undue hardship on the instructor or the institution which could not reasonably have been avoided.