

CPSE 480 - Ed + Multicult Issues in Sp Ed

Fall 2016

Section 001: B113 MARB on W from 2:00 pm - 4:50 pm

Instructor/TA Info

Instructor Information

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Course Information

Description

This course is designed to prepare teacher candidates to demonstrate training for teaching diverse students in accordance with national accreditation standards. BYU is accredited through the Council for the Accreditation of Educator Preparation (CAEP). CAEP standards state:

Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards. Candidate Knowledge, Skills, and Professional Dispositions 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

The InTASC standard pertaining to this course states:

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.

This is also in accordance with the Utah Effective Teaching Standards (UETS) Standard 2 Learning Differences:

"The teacher understands individual learner differences and cultural and linguistic diversity."

The essential dispositions affiliated with UETS Standard 2 Learning Differences are:

"The Teacher:

1. Believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
2. Respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
3. Values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning."

The goal is to prepare caring, competent, reflective and informed teachers to be a positive force in the lives of children and in society. Students will be expected to think abstractly and critically to show that they are able to understand complex social dynamics. Students should learn to bracket their views and learn to step outside their own experience and see things from many different perspectives. This course should help you to develop a knowledge and appreciation of society, the different ways that people experience social life, and the implications for your role as a teacher in the classroom.

Classes will consist of discussion, guest speakers, films, presentations, etc. Students should develop the skills to read, write, and think critically about complex social issues. Students are expected to read the assigned material **prior** to class each day. Our class will be most interesting if we can engage in good discussions that represent the diversity of viewpoints that certainly exist among you and that characterize almost every issue related to society. ***So we will strive to be tolerant, and most of all we will strive to be informed, so that whatever our values and beliefs are, we will be able to critically express them with the greatest amount of evidence and authority while respecting others.***

I am available for students; feel free to approach me anytime to discuss feelings or problems that may come up. If you are ever having any problems or difficulties with this class, or if you have any private opinions or comments that you do not want to make in public, please come and talk with me. *Remember, this is your education, your experience, and your grade; it is your responsibility to make it a good one.*

I have three primary objectives for this course:

Dispositions: Students will develop dispositions that are grounded in moral/spiritual understandings that recognize the individual student within the contexts in which they live.

Content Knowledge: Students will understand core social issues and core educational concerns of diverse learners-- including differences of gender, sexuality, class, religion, ethnicity, race, and ability--and apply them to individual students within their contexts.

Pedagogical Skills: Students will learn to make informed, defensible, and appropriate decisions that maximize essential learning and development for all learners, including themselves.

Prerequisites

There are no prerequisites to enrolling in this course.

Grading Scale

Grades	Scaled Points
A	469 points
A-	450 points
B+	435 points
B	420 points
B-	400 points
C+	385 points
C	370 points
C-	350 points
D+	335 points
D	320 points
D-	300 points
E	0 points

Learning Outcomes

Learning of individuals

Knowledge

Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

Learning environments

Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.

Negative stereotypes of cultures

Ways specific cultures are negatively stereotyped.

Strategies used to cope

Strategies used by diverse populations to cope with a legacy of former and continuing racism.

Characteristics of culture and use of language

Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.

Behaving and communicating among cultures

Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.

Mediate controversial intercultural issues

Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.

Interact with individuals from a different culture

Students will interact with individuals from a culture different than their own.

Grading Policy

Grading is based on 500 possible points. Your final grade for this course will be based on the **number of points** that you accumulate over the term. There is no curve, and I expect that all students can achieve an A grade.

Any late initial posts for Digital Dialog will receive a 20% grade deduction. Additionally, students will be unable to submit an INITIAL digital dialog post AFTER the final **group** due date. Students will be allowed late submission for "Homework Assignments" up to one week past the original due date and will receive an automatic 20% grade deduction.

Participation Policy

A Note about Civility

Learning to interact with others (including instructors, professors, and other students) appropriately in the course of thinking and learning is an essential part of your education here at BYU. I have reserved **15 points** for civic participation. These points are awarded to students that show they understand the importance of treating others with respect and civility and support a learning environment in our class.

One really important part of this is how students behave in class with other students as well as with the instructor. Students need to demonstrate a level of professionalism that shows respect for the preparation and effort of others toward learning. While I understand that students like to use laptops for taking notes or other worthy class activities, ***laptops and cell phones can be very disrupting and distracting to our class.*** If I perceive that students are using their laptops inappropriately, or if we have problems with cell phone use during class, I will institute a no phone/laptop rule.

I also want to raise a note of caution about use of email and other electronic forms of communication. *While it is often convenient and sometimes appropriate to email concerns, please be judicious about your use of email. Email communication is limited and cannot take the place of coming to meet me to discuss problems or concerns.*

Finally, in addition to your daily accounting of preparation and attendance through assignments, these points may be lost due to gross absenteeism and tardiness issues, lack of participation, and/or lack of preparation for class or completing homework in a timely way.

Attendance Policy

No student is allowed to add the course if they have missed Session #1. If you have more than one excused absence in a face-to-face class session, your grade will be negatively impacted. An excused absence might include something such as a doctor's note verifying illness.

Assignments

Assignment Description

The Danger of a Single Story

Due: Wednesday, Sep 07 at 2:00 pm

Watch the TED video with Chimamanda Adichie's "The danger of a single story"
<http://www.youtube.com/watch?v=D9Ihs241zeg>. (This is also embedded for your viewing in the LS Content page #2 *Equity and the Moral, Spiritual Framework*).

Take a moment to think and reflect on the stories about others that we tell and consume. Reflect on your own story. Have you ever been in the position that she describes? What did you relate to most in her talk? How have you seen this in your own experience or how have you witnessed this in the lives of others close to you?

Post an initial response to the following question by **5 pm on Mon, Sept. 5th**:
What is one thing in this video that surprised you or that you had not thought of previously?

Then, at the end of your initial post, ask a meaningful question to the others in your group. Read and respond to the questions asked by your group members. Make sure that you respond to at least one question from **each person's** initial post and participate in a group discussion. A good discussion means more than one in-depth comment.

Your group discussion will be closed @ 2:00 pm, Wed., Sept. 7th.

Here are some examples of good discussion questions. You may 'tweak' these or think of your own. For a more thoughtful discussion try not to ask the same questions as your group members.

- **What is so inherently bad (or good) about the single story?**
- **Why does Chimamanda refer to it as a danger?**
- **How will understanding the concept of a single story change the way you interact with students in your classroom?**

What I will be looking for: Total 25 Points

Initial Post (15 pts)

- Well thought-out response to the posed question
- One follow-up question

Digital Dialog Discussion (10 pts)

- Answer one question on each person's initial post
- Moves beyond vague/thoughtless comments

Cultural Diorama

Due: Wednesday, Sep 14 at 2:00 pm

The 'Cultural Diorama' assignment allows you to explore and represent who you are culturally as a person. Becoming familiar with your own cultural identity helps you to recognize and value students' cultural identities.

Instructions:

- Identify several artifacts that represent you socially, culturally and ethnically. (Number of artifacts allowed are 3). These artifacts should be objects that you have in your home that represent your background, traditions, and daily activities. Remember, "culture" is more about our daily life and values rather than quirky or strange things about us.
- Within your Diorama, reflect and write about how each of the artifacts represents who you are. Include the biases you have because of this artifact from your cultural identity. *A bias is an inclination to feel or show preference for or against someone or something. A result of our biases is that they make us think that the world works a certain way. We all have subtle (or not so subtle) biases that come from our own experiences.* In your cultural diorama, specifically answer this question: *What assumptions about how the world works result from this part of your cultural identity?* Additionally, specifically answer the question: *How have these cultural artifacts (my cultural identity) position me in relation to others who are different than me?*
- Your writing should move beyond summary, and should be reflective in nature, helping us make the connection between the object and your cultural self.
- Create a presentation of your objects in a way that will also convey who you are to the class. Some ideas include: scrapbook pages, PowerPoint presentation, iMovie, blog post, or whatever you would like to do to represent your display. This is where you get to be creative!
 - a. For each artifact, be sure to include reflections connecting artifacts to your cultural identity. Make an argument explicating your cultural identity. I will be looking to see that reflections move beyond summary and make explicit

connections to your cultural identity. Use phrases such as "has shaped my life," "represents my beliefs/priorities/characteristics," "is a symbol of," "describes me because....,"

b. For each artifact, directly state what biases you have because of this part of your cultural identity represented by the artifact. Use phrases such as "influences my belief that...," "makes me think that...," "impacts my preference for...," "leads me to conclude or predict that...," "inclines me to assume that the world works in this way..."

c. For each artifact, specifically answer to the question, "How does this cultural artifact (aspect of my cultural identity) position me in relation to others who are different than me?"

d. Keep it relatively short. You can only include 3 artifacts, so this will be rather limiting to a full understanding of who you are.

- Write a "label" that synthesizes who you are. Be creative and really think about what this means. This will serve as the **title** for your Diorama.

Upload your cultural diorama to Learning Suite (it can be a pdf of a PPT, scanned image of scrapbook page with explanations, a copy of your blog post, etc).

Bring your cultural diorama to share with the class. Together, your objects and written reflections should be like a stand-alone display such as what you might find in a museum (one that does not require further explanation). Bring everything you need to class (computer—if you have made a PowerPoint or blog post, artifacts, etc.).

RUBRIC (Total 50 Points)

Artifacts and Label: (40 pts)

- Creative title to synthesize identity
- Artifacts clearly analyze cultural traits and identity (NOT just summary)
- Clear statement of biases resulting from each artifact
- Clear answer to the question "What assumptions about how the world works result from this part of my cultural identity?"
- Clear answer to the question "How do these cultural artifacts (my cultural identity) position me in relation to others who are different than me?"

Presentation in class: (10 pts)

- Students are prepared to showcase their diorama in a museum display in class.
- Creative presentation in class of artifacts that show who the student is culturally.

Exploring Messaging, Sources of Bias and Social Positions

Due: Wednesday, Sep 21 at 2:00 pm

As teachers, it is an important skill to be able to explore our own thinking about the social influences that form our assumptions and behavior and to have empathy for the social positions of our future students. This assignment is designed to help you start developing a habit of reflection about your own social perspective and how this positions you as a teacher in relation to your students. In your Single Story and Cultural Diorama assignments, you have begun to explore your cultural identity. Now you will draw upon these to explore your social positions, perspectives and privileges. Keep in mind that the goal of this assignment is to help you sort out the influences on your thinking and assumptions, and to prepare you to see the social influences in the lives of your future students. You will be graded on the thoroughness and quality of your reflections and findings. (Total: 50 Points)

Social Class and Poverty Inquiry

Due: Wednesday, Oct 05 at 2:00 pm

This assignment is a 2-week process. After doing one of the learning activities listed on the content page for Social Class and Poverty, complete the following on Digital Dialog.

RUBRIC: DD Inquiry Scoring Guide

Initial Post Due at 5:00 pm on Wed., Sept. 28th.

Reply to this post with a video of yourself answering each of the questions below (15 points)

1. Brief description of what activity you did (When, where, who)
2. What expectations did you have before the activity, and what surprised you?
3. How did the experience challenge or reinforce your core beliefs?
4. What do you feel was the most interesting or important thing you learned?
5. How will this learning impact your relationships with future students?

Due at 2:00 pm, Wed., Oct. 5th:

Watch each group member's video and engage in a **meaningful discussion** by replying a typed response to the videos. Respond to each video at least once; however, keep in mind that this minimum requirement may not be enough to constitute what counts as a meaningful discussion. You will be graded on how well you show that you are making connections between the course material, the online sessions, the way you view society, your core beliefs, your own experiences, and your future teaching. You are welcome to ask your group members questions about their opinions as well. (20 points)

Here are some questions to help you get thinking about possible responses. This is NOT a checklist of requirements.

- What comments made by group members expanded your point of view and why?
- How does this subject affect students in their everyday lives?
- How do the comments and experiences made by your group members connect with what you have learned in the online session, class readings, or your book club book for this class?
- How has studying this subject affected your social viewpoint or perspective of society?
- To what can you relate from personal experience, and how does this knowledge affect you as a future teacher?
- How do these experiences change or reinforce your core beliefs?
- How has your understanding of the concept of a "single story" expanded?

Gender and Sexuality Inquiry

Due: Wednesday, Oct 19 at 2:00 pm

This assignment is a 2-week process. After doing one of the learning activities listed on the content page for Gender and Sexuality, complete the following on Digital Dialog.

RUBRIC: DD Inquiry Scoring Guide

Initial Post Due at 5:00 pm on Wed., Oct 12th:

Reply to this post with a video of yourself answering each of the questions below (15 points)

1. Brief description of what activity you did (When, where, who)
2. What expectations did you have before the activity, and what surprised you?
3. How did the experience challenge or reinforce your core beliefs?
4. What do you feel was the most interesting or important thing you learned?
5. How will this learning impact your relationships with future students?

Due at 2:00PM on Wed., Oct. 19th:

Watch each group member's video and engage in a **meaningful discussion** by replying a typed response to the videos. Respond to each video at least once; however, keep in mind that this minimum requirement may not be enough to constitute what counts as a meaningful discussion. You will be graded on how well you show that you are making connections between the course material, the online sessions, the way you view society, your core beliefs, your own experiences, and your future teaching. You are welcome to ask your group members questions about their opinions as well. (20 points)

Here are some questions to help you get thinking about possible responses. This is NOT a checklist of requirements.

- What comments made by group members expanded your point of view and why?
- How does this subject affect students in their everyday lives?
- How do the comments and experiences made by your group members connect with what you have learned in the online session, class readings, or your book club book for this class?
- How has studying this subject affected your social viewpoint or perspective of society?
- To what can you relate from personal experience, and how does this knowledge affect you as a future teacher?
- How do these experiences change or reinforce your core beliefs?
- How has your understanding of the concept of a "single story" expanded?

Race and Ethnicity Inquiry

Due: Wednesday, Nov 02 at 2:00 pm

This assignment is a 2-week process. After doing one of the learning activities listed on the content page for Race and Ethnicity, complete the following on Digital Dialog.

RUBRIC: DD Inquiry Scoring Guide

Initial Post Due at 5:00 pm on Wed., Oct. 26th:

Reply to this post with a video of yourself answering each of the questions below (15 points)

1. Brief description of what activity you did (When, where, who)
2. What expectations did you have before the activity, and what surprised you?
3. How did the experience challenge or reinforce your core beliefs?
4. What do you feel was the most interesting or important thing you learned?
5. How will this learning impact your relationships with future students?

Due at 2:00PM on Wed, Nov. 2nd:

Watch each group member's video and engage in a **meaningful discussion** by replying a typed response to the videos. Respond to each video at least once; however, keep in mind that this minimum requirement may not be enough to constitute what counts as a meaningful discussion. You will be graded on how well you show that you are making connections between the course material, the online sessions, the way you view society, your core beliefs, your own experiences, and your future teaching. You are welcome to ask your group members questions about their opinions as well. (20 points)

Here are some questions to help you get thinking about possible responses. This is NOT a checklist of requirements.

- What comments made by group members expanded your point of view and why?
- How does this subject affect students in their everyday lives?
- How do the comments and experiences made by your group members connect with what you have learned in the online session, class readings, or your book club book for this class?
- How has studying this subject affected your social viewpoint or perspective of society?

- To what can you relate from personal experience, and how does this knowledge affect you as a future teacher?
- How do these experiences change or reinforce your core beliefs?
- How has your understanding of the concept of a "single story" expanded?

Immigration and Language Inquiry

Due: Wednesday, Nov 09 at 2:00 pm

This assignment is a 2-week process. After doing one of the learning activities listed on the content page for Immigration and Language, complete the following on Digital Dialog.
RUBRIC: DD Inquiry Scoring Guide

Initial Post Due at 5:00 pm on Wed., Nov. 2th:

Reply to this post with a video of yourself answering each of the questions below (15 points)

1. Brief description of what activity you did (When, where, who)
2. What expectations did you have before the activity, and what surprised you?
3. How did the experience challenge or reinforce your core beliefs?
4. What do you feel was the most interesting or important thing you learned?
5. How will this learning impact your relationships with future students?

Due at 2:00 PM on Wed, Nov. 9th:

Watch each group member's video and engage in a **meaningful discussion** by replying a typed response to the videos. Respond to each video at least once; however, keep in mind that this minimum requirement may not be enough to constitute what counts as a meaningful discussion. You will be graded on how well you show that you are making connections between the course material, the online sessions, the way you view society, your core beliefs, your own experiences, and your future teaching. You are welcome to ask your group members questions about their opinions as well. (20 points)

Here are some questions to help you get thinking about possible responses. This is NOT a checklist of requirements.

- What comments made by group members expanded your point of view and why?
- How does this subject affect students in their everyday lives?
- How do the comments and experiences made by your group members connect with what you have learned in the online session, class readings, or your book club book for this class?
- How has studying this subject affected your social viewpoint or perspective of society?
- To what can you relate from personal experience, and how does this knowledge affect you as a future teacher?
- How do these experiences change or reinforce your core beliefs?
- How has your understanding of the concept of a "single story" expanded?

Capstone Assignment: Initial Submission of Paper

Due: Wednesday, Nov 09 at 2:00 pm

(See the complete project description under *Book Club Capstone Assignment*. This will give you full instructions for the 3 parts of the Capstone Assignment.)

1. Paper--Initial Submission: Students will write a concise 4-5 page double-spaced paper about what they have learned through their examination of others' experiences and stories in their monograph. All students must prepare a detailed draft of their paper for peer review. **These papers are not summary descriptive book reports, but rather build an argument or make an assertion** about what

we learn from these stories as related to multicultural education. Make a point in this paper about what you feel you have learned that is relevant to our class (i.e. do not write a summary book report, but make an argument about something you have learned or seen anew). Use examples from the book and class content. This is a complete draft; it needs to include main ideas from the book and how they relate to the course so that students can build upon this for the final project. Please use 12-point font and 1-inch margins. Students should upload a copy to Learning Suite and *email a copy to an assigned student* for peer review.

It must be turned in ON TIME for full credit.

RUBRIC:

1. Initial Submission of Paper	40
<i>Complete</i> and polished first draft --on time	5
Makes an assertion or argument that is substantive and easily identified--the paper focuses on this assertion and avoids mere summary	5
Makes correct use of and connects to course concepts and terms	10
Uses specific examples from the book and class to support the claims	10
Draws conclusions that are relevant to good multicultural practice	10

Capstone Assignment: Peer Review

Due: Wednesday, Nov 23 at 2:00 pm

(See the complete project description under *Book Club Capstone Assignment*. This will give you full instructions for the 3 parts of the Capstone Assignment.)

Paper Peer Review: All students will be assigned to act as a peer reviewer for another student paper from their book group. Guiding questions are included in the assignment listed on Learning Suite. Completed peer reviews can be done in “track changes” on the electronic document, or in a summary paragraph form on a separate document. Final peer review assignments should be uploaded to Learning Suite *as well as emailed* back to the author of the paper you reviewed.

Download and complete the peer review form. Give useful feedback that will help the person for whom you are doing the peer review.

Peer review form.docx [Download](#)

RUBRIC:

2. Peer Review of First Draft	20
A <i>thorough</i> peer review of another student’s work--on time	10
Substantive feedback	10

Book Club Capstone Assignment

Due: Wednesday, Nov 30 at 2:00 pm

Capstone Project and Assignments

Students are required to complete a capstone paper and project of their learning in this course as it relates to one monograph they will read for the course. In line with the overall

course objectives, this capstone project requires students to show their final analytic thinking as well as dispositional learning related to course concepts and ideas. Students are assigned to read *one of five monographs* from the approved book list (see Book Descriptions for more details). Students can sign up for a book of their choice before the second class session; after that deadline they will be assigned to a book group. The Book Club Sign-Up sheet is found here:

ALL Book descriptions.docx [Download](#)

Book Club Sign-up

Students will have the opportunity to participate in a book club discussion group throughout the semester to reflect and apply course concepts as they relate to the variety of stories and experiences revealed in these books. Although students are reading books in common, *final capstone assignments are individual projects*. Capstone projects can be related to any aspects of the course, however, they are best when focused on one or two specific ideas that are well-organized and represent important aspects of the class for each student. There are 3 specific assignments in this capstone project (check schedule for due dates related to each).

1. Paper--Initial Submission: Students will write a concise 4-5 double-spaced page paper about what they have learned through their examination of others' experiences and stories in their monograph. All students must prepare a detailed draft of their paper for peer review. These papers are not summary descriptive book reports, but rather build an **argument** or **make an assertion** about what we learn from these stories as related to multicultural education. Make a point in this paper about what you feel you have learned that is relevant to our class (i.e. do not write a summary book report, but make an argument about something you have learned or seen anew). Use examples from the book and class content. This is a full draft; it needs to include main ideas from the book and how they relate to the course so that students can build upon this for the final project. Please use 12-point font and 1-inch margins. Students should upload a copy to Learning Suite and *email a copy to an assigned student* for peer review.
2. Paper Peer Review: All students will be assigned to act as a peer reviewer for another student paper from their book group. Guiding questions are included in the assignment listed on Learning Suite. Completed peer reviews can be done in "track changes" on the electronic document, or in a summary paragraph form on a separate document. Final peer review assignments should be uploaded to Learning Suite *as well as emailed* back to the author of the paper you reviewed.
3. Final Project and Presentations: Students will revise their paper with the peer feedback. In addition to the final paper, students will create a representation of the concept(s) they are exploring in their paper. Students can represent their learning through a variety of creative works such as a poem, play, picture, painting, dance, song, score, film, diorama, game, etc. Incorporate inspirational elements from the book and from other readings or course materials to create your final project. Students should bring their final projects to share with the class on the last day of the semester (or term). Pictures of the final project or digital files should be submitted to Learning Suite along with the final paper.

What I will be looking for in each of the 3 assignments of the Capstone project: 100 Points

1. Initial Submission of Paper	40
<i>Complete and polished first draft --on time</i>	5

Makes an assertion or argument that is substantive and easily identified--the paper focuses on this assertion and avoids mere summary	5
Makes correct use of and connects to course concepts and terms	10
Uses specific examples from the book and class to support the claims	10
Draws conclusions that are relevant to good multicultural practice	10
2. Peer Review of First Draft	20
<i>A thorough</i> peer review of another student's work--on time	10
Substantive feedback	10
3. Final Paper, Project and Presentation	40
Participation in the Book Club activity and presentation in class	5
Project is clearly linked to personal learning	5
Project makes an interesting, insightful, and substantial point	5
Project is creative and connected to multicultural education practice	5
Final Paper is improved and shows evidence of consideration of peer feedback	20
Total	100

Preparation and Civic Participation

Due: Thursday, Dec 08 at 11:59 pm

Students are expected to come to class with all of the assigned reading and preparation assignments completed. I will ask you to indicate how prepared you are for class each time that we meet face-to-face. Students will indicate the percentage of the assigned material completed on time before our class discussions. Preparation for each of the class sessions is worth up to 5 points for a total of **45 points** at the end of the semester.

Additionally, learning to interact with others (including instructors, professors, and other students) appropriately in the course of thinking and learning is an essential part of your education here at BYU. One really important part of this class is how students behave in class with other students as well as with the instructor. Students need to demonstrate a level of professionalism that shows respect for the preparation and effort of others toward learning.

Thus, I have reserved **15 additional points** for what I call civic participation. These points are awarded to students at the end of the semester to show that the student understands the importance of treating others with respect and civility in addition to supporting a learning environment in our class. These points may be lost due to gross absenteeism and tardiness issues, lack of participation, repeated texting, and/or lack of preparation for class or completing homework in a timely way. **Your list of GIFT activities are part of this 15 points and should be submitted through Learning Suite.**

Schedule

Date	Column 1	Column 2
W Aug 31 Wednesday	Introduction to Multicultural Education	
T Sep 06 Tuesday	Add/Drop Deadline (Full Semester & 1st Term)	
W Sep 07 Wednesday	Equity, and the Moral, Spiritual Framework	Sensoy & DiAngelo Morrison Wirthlin Oaks The Danger of Single Story video
W Sep 14 Wednesday	Culture, Power and Effective and Inclusive Pedagogy	Sensoy & DiAngelo Gladwell (both chapters) Kohl Colman & Hoffer McIntosh
W Sep 21 Wednesday	Self Knowledge, Teacher Expectations and Evaluations	Sensoy & DiAngelo Good and Brophy
F Sep 23 Friday		
W Sep 28 Wednesday	Social Class and Poverty- online session	Gorski Laureau Jones & Vagle
W Oct 05 Wednesday	Social Class and Poverty in Schools	
W Oct 12 Wednesday	Gender and Sexuality-- online session	Sensoy & DiAngelo Simmons Pascoe
W Oct 19 Wednesday	Gender and Sexuality in Schools	
W Oct 26 Wednesday	Race and Ethnicity - online session	Sensoy & DiAngelo Barajas & Ronnkvist Reeves Babies Buying Babies (Audio file)
W Nov 02 Wednesday	Race and Ethnicity in Schools	
W Nov 09 Wednesday	Immigration and Language-- Online session	Gonzales Portes and Raubaut (both chapters)
W Nov 16 Wednesday	Immigration and Language in Schools	Tharp, Estrada, Dalton and Yamauchi Ladson-Billings
T Nov 22	Friday Instruction	

Tuesday	
W Nov 23 Wednesday	No Classes
W Nov 30 Wednesday	Culturally Relevant, Effective and Inclusive Pedagogy
W Dec 07 Wednesday	Capstone Presentations & Course Review
Th Dec 08 Thursday	Last Day of Fall Semester (08/29/2016 - 12/08/2016)
F Dec 09 Friday	Fall Exam Preparation (12/09/2016 - 12/09/2016)
Sa Dec 10 Saturday	First Day of Fall Final Exams (12/10/2016 - 12/15/2016)
	Final Exam Opens
Th Dec 15 Thursday	Final Exam Closes

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another."

President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010