Course Description

This course will aid you in developing a cohesive curriculum philosophy that reflects your beliefs and values and assemble an extensive repertoire of instructional strategies, tools, and resources designed to foster increased student power, achievement and equity in education for all students. You will examine research-based instructional strategies for successfully meeting the varying needs of students from ethnically, ability, culturally, socioeconomically, and linguistically diverse groups. You will participate in nontraditional pedagogical models in order to evaluate differences in pedagogy and the effectiveness of successful cooperative learning.
How to Do This Class

Dig Deep(er)

This is not for the passive. This is the start of your journey to become a teacher. Are you ready? Judge your performance as you go through this course and the program. Your future students are counting on it. It’s entirely possible that you will do well in this course by the grade without being transformed by the materials. It would be darn shame.

<table>
<thead>
<tr>
<th>The Student</th>
<th>Student-Teacher</th>
<th>The Professional</th>
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<tbody>
<tr>
<td>You are gleaning the major themes and ideas from the course. You are a bit fuzzy about how the theoretical may impact the classroom. You are bound by the discussion to make insights into the resources presented in class. You see yourself as a student playing with the role of a teacher.</td>
<td>You are prepared for the rigor of class. You are ready to be led into how the theoretical work we do in class impacts the practical life of the classroom. You keep focused on the texts and resources presented in the course. You are curious as to how this course will set the foundation of your life as a teacher.</td>
<td>You want to go deeper into the themes of education, striving to master the practical implications for the theoretical work we will do in class. You bring up key insights and questions. You seek out new resources—in text, online, and in the community—to bring into the classroom. You are fierce. You see this course as the start of your professional life as a teacher.</td>
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## What will I learn?

<table>
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<tr>
<th>What will I learn?</th>
<th>How will I show it?</th>
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<tbody>
<tr>
<td>Examine how personal understanding of race, class, gender, culture, ability, and sexuality impact instructional choices of the in the classroom.</td>
<td>Blogs</td>
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<tr>
<td>Identify the assets, characteristics and needs of diverse learners.</td>
<td>Class Discussion</td>
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<td>Examine effective, research-based instructional approaches and strategies.</td>
<td>Choice Project</td>
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<td>Contrast how educational philosophical approaches affect curriculum and instructional practices, particularly as it relates to multicultural education, culturally relevant pedagogy, anti-oppressive education and critical pedagogy.</td>
<td>One standard; many lessons + Reflection</td>
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<td>Develop an extensive repertoire of instructional strategies, tools, and resources designed to foster increased academic achievement and equity in education for all students.</td>
<td>Essay Test</td>
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<td>Evaluate the characteristics of a thriving learning community in which individual and cultural norms are respected.</td>
<td>Lesson Plans</td>
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<td>Demonstrate the role of reflection and self-assessment on self-directed, continual learning.</td>
<td>Blogs</td>
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## Assessment

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<tr>
<th>Assessment</th>
<th>Date Due</th>
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<tr>
<td>Reflective Blogs 10%</td>
<td>Wednesdays</td>
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<tr>
<td>Case Study of a Learner 15%</td>
<td>2/24</td>
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<tr>
<td>Radical Learner Project 10%</td>
<td>1/20; 2/17; 4/6</td>
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| One Standard, Three Lessons + Reflection 30% | #1: 3/2  
#2: 3/30  
#3: 4/20  
Revised: 5/4  
Reflection: 5/4 |
| Essay Test 10%               | 4/27                          |
| Choice Project 15%           | Presentations: 5/2 & 5/9  
Final: 5/9                         |
| Participation 10%            | weekly                       |
| TOTAL POINTS                 | 1000                          |
Blogs!

Due: 1/13; 1/27; 2/3; 2/10; 3/16; 3/23; 4/13
BONUS: 5/9

We will blog. It will be a space for you to dig into your own thoughts, reactions to the readings and to extend theory into your future classroom practice. Your posts will be at least 300 words, reference the texts, and demonstrate your reflective wrestling. As blogging is social, you will also be expected to comment on your peer's blogs. I will sometimes post a prompt, but you can choose to take the themes of the class into new and unexpected territories.

It is expected that you comment regularly on your colleagues' blogs.

Case Study of a Learner

Due: 2/24

As an extension of our discussion on the asset drive view of students and the importance of building student centered lessons, you will create a case study of a K12 student. The goal will be to dig into strengths of the students and the pedagogical implications for lesson design. A deeper description and rubrics will be shared in class.

 Radical Learner Project

Due: 1/20; 2/17; 4/6

Do you remember when you embarked to learn something totally and radically new? In this self-defined project, you will endeavor to take on learning something that is outside of your comfort zone or prior experiences. You will develop a plan and execute it throughout the semester. You will report out on your own experiences with learning.

Course Technology

Blogs! Yes, you will blog. It will be grand. Pinky swear. You can use any blogging platform that you love, but I suggest WordPress or Blogger.

*Class Blog:* I have created a class blog that has all of our additional materials, class assignments, etc. Subscribe and bookmark the blog. This way, you will always have access...even after our time together has ended.

*Google Docs.* We will be playing with Google docs and organizing our work into a Google site. I will offer feedback on Lesson Plans using Google Docs.

*Email.* There have been changes to your MCTC email address. Please activate your new address & check it regularly. If the MCTC email is not your cup of tea, please have your emails forwarded to your personal email. I will only send updates and announcements to your MCTC account.
Lessons + Reflection

Due: Anti-Racist #1: 3/2; Culturally Relevant #2: 3/30; Anti-Oppressive #3: 4/20; Revised Lesson: 5/4; Reflection: 5/4

This is your chance to play with the different multicultural approaches to pedagogy. You will select one standard from the Minnesota State Standards in your discipline area and create three different instructional directions in lessons. You will take from the course materials to create lessons that align with the key pedagogical theory. This is your opportunity to demonstrate high quality, engaging, and innovative approaches to learning.

Essay Test

Due 4/27

To prepare you for the MTLE writing test, you will have a timed essay test on the materials from our course. It will be open note, open material and available through D2L. You will need to be mindful of using the course materials, as well as how you communicate in a timed environment.

Choice Project

Due: 5/4 & 5/9

This course is designed to cut across ages and disciplines to highlight larger pedagogical movements. This Choice Project will enable you to select a method (or propose your own) way of demonstrating mastery of the core course outcomes. More will be shared in class.

Participation

You are called to be radically present in class. This looks different for each person. It isn’t enough to be on time and here. It isn’t enough to have your materials. Although, it is assumed. Generally, I expect you to have read, chewed on, perhaps even tried out some ideas on a pal. We will use the rubric on the second page of this syllabus to assess your participation. If you are more than 15 minutes late, I will count that as an absence. Same deal if you ditch out early. If you miss three classes, you will lose all of your participation points. Your journey into the classroom starts now.
LOVE APA

It is expected that ALL work that is turned into me is typed and uses APA formatting. It is the standard form of citation in our discipline. I have posted the MCTC “cheat sheet” for APA formatting.

Here are a few MUSTS:

- Set your margins at 1 inch.
- Use 12-point font.
- Double space your work, unless otherwise noted.
- Cite ideas you use from other sources. (Again, the Purdue University site is extremely helpful on how to do this effectively.)
- If you have questions, ask at the Learning Center or me.

A Few Words About Late Work...

To not quote Nike, “Just Don’t Do It.” I expect you to adhere to the timelines set out in class. In our profession, timeliness matters.

That said, I believe time is less critical than quality. I will accept late work if it is incredibly high quality.

RELIGIOUS ACCOMMODATIONS

I recognize that our school calendar does not create spaces to recognize all religious holidays. Please take time to evaluate our class calendar and talk to me as soon as possible about how we can help to accommodate you and your family’s religious needs. I will need at least 10 days to revise course expectation or create alternative assignments, although I will try to be flexible.

Plagiarism Disclaimer

You are studying to be a teacher. The professionalism starts now. If you unethically pass off work as your own or fail to cite ideas, I will turn over the incident to the Office of Student Misconduct. You will be at risk for failing the course.

If you are unsure, ask or rethink.

The risks are too high.
Expect to spend about **9 hours** outside of class on readings and assessments each week. Some weeks will be lighter and others heavier; however, it should balance to 9 hours weekly.

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<tr>
<td>RME: Section 1: 1,-5; Salas: How to Teach and Not Get Fired</td>
<td>1/13: Blog #1</td>
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<td>Week 2: Jan. 18: Martin Luther King Jr. Day: No Class</td>
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<td>1/20: Radical Learner Project Proposal</td>
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<td>Week 3: Jan 25: Adopting an Anti-Racist Orientation</td>
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<td>Week 4: Feb. 1: Critiquing Lessons/Examining Bias/Philosophy from Multiple Lenses</td>
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<td>RME: Section 1: 7 &amp; Section 2: 11 Confronting Curricular Bias Evaluating Children's Book for Bias Phonics or Indoctrination?</td>
<td>2/3: Blog #3</td>
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**STUDENTS WITH DISABILITIES**

I will absolutely honor any and all requests from the Office of Disability Services. Please feel free to share with me the accommodations that will make your learning more effective.

However, I am also happy to sit with you during office hours to hear more about how I can work with you to ensure a positive learning environment. I am flexible and committed to your learning.
| Week 5: Feb 8: Unpacking Student Assets & “Categories” | RME: Section IV  
Schultz: Ch. 1-2  
Landsman: Strategies for Meeting the Needs of Economically Struggling Students  
What if we talked about monolingual White children the way we talk about low-income children of color? | **GRADUATION APPLICATION DUE**  
2/10: Blog #4 |
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<td>Week 6: Feb. 15: President’s Day: No Class</td>
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<td>2/17: Update on Radical Learner Project</td>
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<td>Week 7: Feb. 22: Nuts and Bolts of Lesson Design</td>
<td>TBD</td>
<td>2/24: Case Study of a Learner</td>
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| Week 8: Feb. 29: The Fight for Multicultural Education | RME: p. 9-44; 73-86; p. 247-254  
Schultz: Ch. 3  
(MOA with the American Indian Community) | 3/2: Lesson #1 |
| Week 9: March 7: Spring Break |  |  |
| Week 10: March 14: Barrio Pedagogy | RME: Section II: 13  
Romero, Arce, Cammarota: A Barrio Pedagogy  
Regeneracion: Our Stories of Struggle, Hope & Justice | 3/16: Blog #5 |
| Week 11: March 21: Culturally Relevant Pedagogy Theory | Ladson-Billings: Ch. 1-4 You will need to log in with your Star ID | 3/23: Blog #6 |
| Week 12: March 28: CRP Lesson Development | Ladson-Billings: Ch 5-7  
Hefflin: Learning to Develop | 3/30: Lesson #2 |
| Week 13: April 4: Critical Pedagogy/Anti-Oppressive Education | Culturally Relevant Pedagogy  
Milner IV: Culturally Relevant Pedagogy in Diverse Classrooms  
*You will need to sign into the MCTC Library first.* |
|---|---|
| Week 14: April 11: Unpacking Freire | hooks--Engaged Pedagogy  
Kumashiro--Troubling Education  
4/6: Update on Radical Learner Project |
| Week 15: April 18: Praxis in Action | Pedagogy of the Oppressed--What it is and why it is still relevant?  
Freire: Ch. 2  
Schultz Ch. 4-5  
4/13: Blog #7 |
| Week 16: April 25: School to Prison Pipeline; What’s your pedagogical response? | Freire: Ch. 1  
Schultz Ch. 6-7  
4/20: Lesson #3 |
| | Essay Exam in D2L Brightspace  
Rethinking Schools: Schools to Prison Pipeline  
4/27: Essay Exam |
| Finals: May 2 | Choice Project Presentations  
5/4: Lessons + Reflection |
| Finals: May 9: Reflect & Extend | Choice Project Presentations  
5/9: Final Choice Project |

**Articles are subject to change to reflect the current contexts and themes in education.**