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EDCI 5620: Curriculum and Instruction for Multicultural Education
College of Education and Human Development
University of New Orleans
Fall 2015

Class meets: Online
Classroom: Online

Instructor: Brooke Muntean, Ph.D.
Office Address: Bicentennial Bldg. Room 307
E-mail: bamuntea@uno.edu

College Mission

The mission of the College of Education and Human Development is to improve teaching and leadership, advance lifelong learning, and promote health and wellness through enhanced community partnerships. The unit’s purpose is to prepare reflective practitioners who develop, implement, and evaluate effective education and human development programs/services through a program of study grounded in the interaction of practice and theory.

Conceptual Framework:

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.
Objectives Alignment with Unit and State Standards
In addition to the identified goals and objectives, this course addresses UNO Teacher Roles and Louisiana State COMPASS Standards.

I. EFFECTIVE TEACHERS MANAGE CLASSROOM CONTEXTS AND ENVIRONMENTS
A. They establish a culture for learning by:
   1. Managing classroom procedures (COMPASS 2c)
   2. Managing student behavior
   3. Organizing physical space
   4. Organizing classrooms to integrate technology
   5. Maintaining accurate records using available technology
B. They create an environment of respect and rapport by:
   1. Using cultural contexts in the classroom
   2. Demonstrating knowledge of diversity among students
   3. Presenting rationales for change to meet students needs

II. EFFECTIVE TEACHERS DESIGN CURRICULUM AND INSTRUCTION
A. They understand and use curriculum and instruction by:
   1. Knowing content
   2. Knowing pedagogy
   3. Setting instructional outcomes (COMPASS 1c)
   4. Designing coherent instruction
   5. Designing student assessments
   6. Incorporating knowledge of diversity in the classroom
   7. Planning for the use of technologies in curriculum and instruction
   8. Demonstrating knowledge of resources, including technologies
   9. Planning for the use of collaborative group practices in the classroom
B. They communicate effectively by:
   1. Incorporating effective written communication in the classroom
   2. Incorporating effective oral communication in the classroom
III. EFFECTIVE TEACHERS DELIVER INSTRUCTION AND ASSESS LEARNING

A. They engage students in active learning (COMPASS 3c) by:
   1. Interacting effectively with students
   2. Demonstrating flexibility and responsiveness
   3. Integrating technology and other resources

B. They integrate disciplines into instruction by:
   1. Applying connections to multiple disciplines
   2. Demonstrating connections to real life

C. They use assessment in instruction by:
   1. Incorporating performance tasks in the classroom
   2. Using questioning and discussion techniques (COMPASS 3b)
   3. Using pre-assessment, formative assessment, and summative assessment appropriately (COMPASS 3d)

D. They embed diversity in decision-making by:
   1. Selecting resources
   2. Delivering instruction
   3. Assessing learning

IV. EFFECTIVE TEACHERS PARTICIPATE IN PROFESSIONAL RESPONSIBILITIES

A. They advocate for children, in terms of services and supports by:
   1. Communicating with families
   2. Demonstrating knowledge of resources in school and the community

B. They collaborate to improve professional practice by:
   1. Engaging in a professional community
   2. Participating in professional development
   3. Collaborating with teachers and mentors
   4. Developing goals for social justice
   5. Using research-based practices that include current available technology

C. They reflect on teaching and learning by:
   1. Focusing on cultural contexts and social justice
   2. Collecting and analyzing data to improve practice

Teacher Candidates will demonstrate competencies in integrating Common Core State Standards in lesson plans, unit plans, and field-based activities.

Course Description

In this course, students will explore theory and strategies in the design, development, and implementation of a multicultural curriculum in the content areas. In addition, students will seek out and evaluate educational materials and resources to use in the organization and creation of this curriculum.
Course Rationale

*Curriculum and Instruction for Multicultural Education* is one of four courses designated by the State Department of Education to meet the needs for K-12 ESL certification. This course is designed to aid teachers in further developing their understanding of the academic and social needs of English language learners. The international population is rapidly growing in the New Orleans area, creating a need for more educators who are prepared to provide these children with the best education possible.

Course Format/Instructional Strategies

This course will include the following format/strategies:

A. Moodle
B. Email updates, announcements, etc.
C. Electronic Handouts & Electronic Submission
D. Independent Readings, Assignments, etc.
E. Video Reflections
F. Case Studies
G. Discussion Board Forum
H. Chapter Quizzes

STUDENT LEARNING OUTCOMES

At the conclusion of this course, candidates should know and be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. develop background knowledge about diverse learners;</td>
<td>Chapter readings, reflections</td>
</tr>
<tr>
<td>B. examine our own cultural identity and how it affects our teaching styles;</td>
<td>Self-reflections, case studies</td>
</tr>
<tr>
<td>C. create a learning environment that supports diverse learners;</td>
<td>Lesson planning, reflections</td>
</tr>
<tr>
<td>D. implement research-based strategies for teaching diverse learners;</td>
<td>Weekly reflections, discussion boards</td>
</tr>
<tr>
<td>E. identify multicultural materials and resources to use in the organization and creation of content-area curriculum;</td>
<td>Chapter readings, video viewings and reflections</td>
</tr>
<tr>
<td>F. implement multi-cultural activities and lessons in the instructional content areas as they relate to the Common Core State Standards.</td>
<td>Final assignment, weekly reflections</td>
</tr>
</tbody>
</table>
G. Graduate candidates: synthesize additional information on multiculturalism in the United States educational system, disseminating this information to a group of peers and evaluating their responses.

<table>
<thead>
<tr>
<th>Jigsaw project</th>
</tr>
</thead>
</table>

Required Texts:


Course Assignments:

Activities/Assignment

Each week of the semester we will cover approximately one chapter in your textbook plus supplemental material from outside sources. You may use any resource available, including the Internet, your textbook, etc. to complete the assignments. All assignments should be completed and submitted by midnight of their due date. The due dates in this course will fall on each Monday, (other than the first week, when assignments will be due by Thursday night at midnight.) Assignments are to be submitted electronically via Moodle.

Discussion Board Posts and Responses

The Moodle discussion boards are the primary area of class participation.

A discussion board forum will be assigned on the majority of the Mondays throughout the semester. Students are always welcome to work ahead on any future discussion boards that might be available. You are required to thoroughly participate in each forum. More information can be found on this in the document entitled “Online Discussion Board Expectations”, which is located on blackboard under “Course Documents”. As part of your first day’s assignment, please print, read, and thoroughly internalize these “Expectations”, as the blackboard discussion boards make up a significant portion of your course grade.

Students should reply to the discussion board forum as early in the day as possible, if not earlier, giving everyone a chance to respond over the course of the day that the board is due. Late questions and responses may be accepted at the instructor’s discretion, but for no more than 50% of the grade. Discussion responses must be thoughtful and complete and be based on the readings and research done that week.
Reflections/Assignments
Throughout the course of the semester, you will be assigned several reflection assignments. These reflections will be based on videos, articles, and PowerPoint presentations, and should demonstrate that you have thoroughly internalized all preliminary materials. Responses should be complete and thoughtful, including clear details that support your ideas and opinions. These reflections must be at least 1 page in length, double-spaced, font 12, Times New Roman, with no more than one-inch side margins. Your reflections will be submitted to me electronically via Moodle.

In addition, we will complete other weekly assignments, such as a pre-test, a post-test, and four case studies. Links to all of these assignments can be found in each week’s folder.

Quizzes
Chapter quizzes will be assigned based on the course textbook.

Midterm Examination
You will choose a multicultural book and evaluate it for bias based on the provided readings and instructions.

Jigsaw Project: Graduate candidates will be required to read one additional chapter of their choice. They will then create a Prezi in which they will “jigsaw” teach the content to their peers. Graduate candidates will be required to assess and evaluate their peers’ understanding of this content.

Final Project
The final project will be to create a lesson plan implementing the goals of a multicultural curriculum in a grade and content area of choice. You will also develop supplemental materials/activities that aid in creating a true multicultural lesson. More detailed directions will be made available in blackboard.

Guidelines for Communicating and Submitting Assignments – All assignments must be submitted on time via Moodle. Assignments are due by 11:59 p.m. on the specified date. I do accept late work at my discretion, but points will be deducted. You also may post your discussion board responses after the due date, but you will only receive ½ credit, or 2.5/5 points. Late assignments/tests are accepted at the instructor’s discretion and for partial credit.

An important note: please be sure to keep up with turning all assignments in on time – online courses are quite work-intensive, and once students fall behind, they tend to struggle significantly with keeping up their grades.
Due to the nature of online courses, all assignments and communication must take place via Moodle and/or email. Candidates must regularly check their UNO email address for the entire length of the class. Please send all emails through your UNO email account or from Moodle – emails from personal addresses often get filtered out of my inbox.

**Professionalism and Participation:**
Minimum expectations for professional behavior include reading all assigned texts by the date listed, participating in class online discussions, and completing all course assignments on time. Students are responsible for all of the material included in the readings, whether or not it is discussed online. Additionally, students are expected to interact respectfully throughout the duration of the semester.

**Guidelines for Written Work**

The ability to communicate effectively in writing is critical to overall graduate student performance. Consider this class an opportunity to practice your best writing in preparation for other endeavors. Your best means that writing should be edited for clarity of argument, organization, spelling, grammar and punctuation. Generally, narratives are to be coherent and concise, typed, double-spaced, and with numbered pages and appropriate headings and subheadings. APA style of writing is to be followed, including one-inch borders, 12-point print size, and double spacing.

**University Requirements**

Students in all programs should become aware of policies of the University of New Orleans. These are accessible through the UNO website: [www.uno.edu](http://www.uno.edu). You may also obtain copies of the UNO Student Handbook, either on line or in print. Some relevant policies include, but are not limited to:

**Attendance**

Attendance is required at the University of New Orleans, whether the course is taught in-person, hybrid, or online. Regular attendance is incorporated within the grading structure listed on the syllabus. For an online course, regular postings are expected.

**Academic Integrity**

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information. The Code is available online at [http://www.studentaffairs.uno.edu](http://www.studentaffairs.uno.edu).

**Students with Disabilities**

It is University policy to provide, on a flexible and individualized basis, reasonable
accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to http://www.ods.uno.edu.

**Student Verification Procedures**

To ensure academic integrity, all students enrolled in distance learning courses at the University of New Orleans may be required to participate in additional student identification procedures. At the discretion of the faculty member teaching the course, these measures may include on-campus proctored examinations, off-site or online-proctored examinations, or other reasonable measures to ensure student identity. Authentication measures for this course are identified below and any fees associated are the responsibility of the student.

The University of New Orleans partners with Proctor U, a live, online proctoring service that allows students to complete exams from any location using a computer, webcam, and reliable internet connection.
## TENTATIVE SCHEDULE – EDCI 5620 Online

All assignments should be submitted by 11:59 p.m.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Readings Due:</th>
<th>Assignments Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong> Thursday, August 20</td>
<td>*Introduction to Language &amp; Culture *What is Multicultural Education?</td>
<td>☐ No Textbook Assignment ☐ Power point: Introduction to Language and Culture ☐ Power point: Introducing Multicultural Education</td>
<td>☐ Discussion Board #1 ☐ Journal Activity: Self-examination activity in PPT: (Post response in the discussion board) ☐ Reflection #1: Defining Multicultural Education</td>
</tr>
<tr>
<td><strong>Week 2:</strong> Monday, August 24</td>
<td>*Chapter 1: Multicultural Schools: What, Why, and How?</td>
<td>☐ Chapter 1 ☐ PPT: Ch.1 ☐ Additional Reading: An Opposing Point of View Against Multiculturalism</td>
<td>☐ Discussion Board #2 ☐ Pretest: Teaching in a Pluralistic Society</td>
</tr>
<tr>
<td><strong>Week 3:</strong> Monday, August 31</td>
<td>*Chapter 2: Culture, Race, and the Contexts for Multicultural Teaching</td>
<td>☐ Chapter 2 ☐ PPT Ch. 2 ☐ PPT: “Roadblocks to Equity”</td>
<td>☐ Discussion Board #3 ☐ Quiz: Chapter 1 &amp; 2</td>
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<tr>
<td><strong>Monday, September 7</strong></td>
<td><strong>Labor Day – No Class</strong></td>
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<td><strong>Week 4:</strong> Monday, September 14</td>
<td><strong>Chapter 10:</strong> Learning Styles and Culturally Competent Teaching</td>
<td>☐ Chapter 10 ☐ PPT Ch. 10 ☐ PPT: “The Culturally Competent Teacher” ☐ PPT: “Characteristics of the Culturally Responsive Teacher”</td>
<td>☐ Discussion Board #4 ☐ Reflection #2: “Principles for Culturally Responsive Teaching.”</td>
</tr>
</tbody>
</table>
| Week 5: Monday, September 21 | *Chapter 3: Race Relations and the Nature of Prejudice | □ Chapter 3  
□ PPT Ch. 3  
□ Course Docs: “Four Approaches to Multicultural Reform”  
□ Course Docs: “Stages of Multicultural Curriculum Reform” | □ Discussion Board #5  
□ Quiz: Chapter 3 & 10  
□ Case Study #1: Developing the Ability to Teach about Race and Racism |
|-----------------------------|----------------------------------------------------|-------------------------------------------------|-----------------------------------------------|
| Week 6: Monday, September 28 | * Ch. 4: Affirming Religious Pluralism in U.S. Schools and Society  
*Chapter 11: Reaching All Learners: Perspectives on Gender, Class, and Special Needs | □ Ch. 4  
□ Chapter 11  
□ PPT Ch. 4  
□ PPT Ch. 11  
□ PPT, “Introducing Sheltered Instruction”  
□ Course Docs: “‘Key Characteristics of a Multicultural Curriculum” | □ Discussion Board #6  
□ Quiz: Chapter 4 and 11  
□ Begin working on the Mid-term Literature Review |
| Week 7: Monday, October 5 | *Chapter 12: Teaching in Linguistically Diverse Classrooms | □ Chapter 12  
□ PPT Ch. 12  
□ Course Docs: Revisit “Key Characteristics of a Multicultural Curriculum”  
□ Course Docs: “Evaluating Children’s Books for Bias” | □ Discussion Board #7  
□ Case Study #2: Creating Positive School/Family Connections  
□ Continue working on the Mid-term Literature Review |
| Week 8: Monday, October 12 | *Begin Chapter 13: Curriculum Transformation | □ Begin Chapter 13, pp. 419-423  
□ Course Docs: “Creating Multicultural Classrooms Across Disciplines”  
□ Course Docs: “Teaching Across the Curriculum”  
□ PPT: “Multicultural Language Arts & Reading” | □ Discussion Board #8  
□ Continue working on the Mid-term Literature Review  
**Reminder: October 14: Final date for dropping course** |
| Week 9: Monday, October 19 | *Focus on the mid-term assignment | □ No chapter readings | □ No Discussion Board  
□ Mid-Term Literature Review Due |
<p>| Monday, October 26 | Work Week – no additional readings or assignments | | |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Monday, November 2</th>
<th>Monday, November 9</th>
<th>Monday, November 16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 10:</strong></td>
<td><em>Continue with Chapter 13: Curriculum Transformation</em></td>
<td><em>Continue with Chapter 13, pps. 423-432</em></td>
<td><em>Continue with Chapter 13, pps. 437-439</em></td>
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<td><em>Chapter 5: Immigration and the American Dream: European American Perspectives</em></td>
<td>All candidates: Skim read PPT Ch. 5</td>
<td>All candidates: Skim read PPT Ch. 7</td>
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<td>PPT: “Debating Multicultural Social Studies”</td>
<td>PPT: “Lesson Preparation - The First Steps toward Success”</td>
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<td>Course Docs: “Politics of Education: Texas New Social Studies Curriculum”</td>
<td>Course Docs: International Contributors to Society and Academia (Review from earlier in the semester)</td>
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<td>Course Docs: “California Adds LGBT lessons to Curriculum”</td>
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<td></td>
<td>Discussion Board #9</td>
<td>Reflection #3: Outside Readings (Texas or California Curriculum Articles)</td>
<td>Discussion Board #11</td>
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<td>Additional Discussion Board: Graduate Candidates only: post the chapter that you will jigsaw teach (Ch. 5-9) – all chapters must be covered equally – no responses are required</td>
<td>All Candidates: Begin working on the Final Project</td>
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<td>Graduate Candidates: Begin working on the Jigsaw Project</td>
<td>Graduate Candidates: Continue working on the Jigsaw Project</td>
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</tbody>
</table>
| Week 13: | *Finish Chapter 13: Curriculum Transformation  
*Chapter 8: Contemporary Immigration and the American Dream: Asian American Perspectives | □ Complete Chapter 13, (pp. 439-451)  
□ Skim read: Appendix B: Sample Lessons: pg. 478-519  
□ All candidates: Skim read PPT Ch. 8  
□ PPT Ch. 13  
□ PPT: Writing Quality Learning Objectives  
□ Course Docs: Folder entitled “Writing Clear and Effective Objectives” | □ Discussion Board #12  
□ Quiz: Chapter 12 & 13  
□ Case Study #3: Schoolwide Diversity - Implementing Principles of Social Justice  
□ All Candidates: Continue working on the Final Project  
□ Graduate Candidates: Continue working on the Jigsaw Project |
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<tbody>
<tr>
<td><strong>Monday, November 23</strong></td>
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| **Week 14:** | *Chapter 9: U.S Immigrants from the Middle East: Arab American Perspectives  
*Differentiated Assessment  
*BICS vs. CALP | □ All candidates: Skim read PPT Ch. 9  
□ Course Docs: Comparing and Contrasting BICS and CALP  
□ Course Docs: Differentiated Assessment Folder  
□ PPT: Differentiated Assessment | □ Discussion Board #13  
□ Jigsaw Project Discussion Board: Graduate Candidates: upload Prezis; All Candidates: Participate fully in this Discussion Board  
□ Case Study #4: Supporting Immigrant Children and Youth  
□ All Candidates: Continue working on the Final Project |
| **Monday, November 30** | | | |
| **Week 15:** | *Final Project | □ No Additional Readings | □ Discussion Board #14  
□ Posttest: Teaching in a Pluralistic Society  
□ Final Project Due  
□ Course Evaluations: Extra credit opportunity: Please complete the following two course evaluations in Blackboard, (if you haven’t already done so):  
□ Green/Yellow/Red Light (2.5 points)  
□ OLHCC Course Evaluation (2.5 points) |
| **Monday, December 7** | | | |
| **Final Exam Week** | | | |
## Fall 2015 Student Evaluation Sheet
### EDCI 5620 Online

<table>
<thead>
<tr>
<th>Assignment</th>
<th>DUE DATE</th>
<th>POSSIBLE POINTS</th>
<th>ACTUAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board #1 (Including Journal Activity: Self-examination activity in PPT: (Post response in the discussion board)</td>
<td>8/20</td>
<td>5</td>
<td></td>
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<tr>
<td>Reflection #1: Defining Multicultural Education (under “Assignments”)</td>
<td>8/20</td>
<td>5</td>
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<tr>
<td>Discussion Board #2</td>
<td>8/24</td>
<td>5</td>
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<tr>
<td>Pretest: Teaching in a Pluralistic Society</td>
<td>8/24</td>
<td>5</td>
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<tr>
<td>Discussion Board #3</td>
<td>8/31</td>
<td>5</td>
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<tr>
<td>Quiz: Chapter 1 &amp; 2</td>
<td>8/31</td>
<td>10</td>
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<tr>
<td>Discussion Board #4</td>
<td>9/14</td>
<td>5</td>
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<tr>
<td>Reflection #2: “Principles for Culturally Responsive Teaching.”</td>
<td>9/14</td>
<td>5</td>
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<tr>
<td>Discussion Board #5</td>
<td>9/21</td>
<td>5</td>
<td></td>
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<tr>
<td>Quiz: Chapter 3 &amp; 10</td>
<td>9/21</td>
<td>10</td>
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<tr>
<td>Case Study #1: Developing the Ability to Teach about Race and Racism</td>
<td>9/21</td>
<td>15</td>
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<tr>
<td>Discussion Board #6</td>
<td>9/28</td>
<td>5</td>
<td></td>
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<tr>
<td>Quiz: Chapter 4 and 11</td>
<td>9/28</td>
<td>10</td>
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<tr>
<td>Discussion Board #7</td>
<td>10/5</td>
<td>5</td>
<td></td>
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<tr>
<td>Case Study #2: Creating Positive School/Family Connections</td>
<td>10/5</td>
<td>15</td>
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<tr>
<td>Discussion Board #8</td>
<td>10/12</td>
<td>5</td>
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<tr>
<td>Mid-Term Literature Review</td>
<td>10/19</td>
<td>20</td>
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<tr>
<td>Discussion Board #9</td>
<td>11/2</td>
<td>5</td>
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<tr>
<td>Reflection #3: Outside Readings (Texas or California Curriculum Articles)</td>
<td>11/2</td>
<td>5</td>
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<tr>
<td>Additional Discussion Board: Graduate Candidates only: post the chapter that you will jigsaw teach (Ch. 5-9)</td>
<td>11/2</td>
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<td>Discussion Board #10</td>
<td>11/9</td>
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<tr>
<td>Reflection #4: Video Project</td>
<td>11/9</td>
<td>10</td>
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<tr>
<td>Activity</td>
<td>Date</td>
<td>Points</td>
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<td>Discussion Board #11</td>
<td>11/16</td>
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<td>Discussion Board #12</td>
<td>11/23</td>
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<tr>
<td>Quiz: Chapter 12 &amp; 13</td>
<td>11/23</td>
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<td>Case Study #3: Schoolwide Diversity -</td>
<td>11/23</td>
<td>15</td>
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<tr>
<td>Implementing Principles of Social Justice</td>
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<tr>
<td>Discussion Board #13</td>
<td>11/30</td>
<td>5</td>
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<tr>
<td>Jigsaw Project Discussion Board:</td>
<td>11/30</td>
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<td>• Graduate Candidates: upload Prezis</td>
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<td>• All Candidates: Participate fully in this</td>
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<tr>
<td>Discussion Board</td>
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<tr>
<td>Case Study #4: Supporting Immigrant Children</td>
<td>11/30</td>
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<td>and Youth</td>
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<tr>
<td>Discussion Board #14</td>
<td>12/7</td>
<td>5</td>
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<tr>
<td>Posttest: Teaching in a Pluralistic Society</td>
<td>12/7</td>
<td>5</td>
<td></td>
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<tr>
<td>Final Project Due</td>
<td>12/7</td>
<td>35</td>
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</tr>
<tr>
<td>Course Evaluations: Extra credit opportunity:</td>
<td>12/7</td>
<td>+5</td>
<td></td>
</tr>
<tr>
<td>□ Green/Yellow/Red Light (2.5 points)</td>
<td></td>
<td></td>
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<tr>
<td>□ OLHCC Course Evaluation (2.5 points)</td>
<td></td>
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<tr>
<td>TOTAL POINTS</td>
<td>12/7</td>
<td>280</td>
<td></td>
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