INSTRUCTOR INFORMATION

Instructor: Dr. J. Joy Esquierdo  
Office: EDUC 2.216 (Edinburg)  
Office Hours: Tuesday 4PM-6PM and Wednesday 4PM-6PM  
Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, virtual session, or a meeting.

Office Telephone: (956) 665-3605  
E-mail: joy.esquierdo@utrgv.edu

Term: Fall 2018

Meeting Times and Location: ONLINE and Zoom Sessions

Response Time:  
Generally, I will respond to emails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support. I will update the grades each time a grading session has been complete—typically 10 days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

COURSE DESCRIPTION AND PREREQUISITES

The focus of this course is to identify and analyze the cultural forces that shape the directions of American education with emphasis on the purposes of education in their social and cultural contexts, and the multicultural factors in society that affect public schools and influence learning. Particular emphasis will be placed upon understanding the culture of Mexican-American children.

No Prerequisites.

TEXTBOOK AND/OR RESOURCE MATERIAL

REQUIRED TEXT

Readings will be provided online through Blackboard.

RECOMMENDED TEXTS & OTHER READINGS

Publication Manual of the American Psychological Association, Sixth Edition

COLLEGE OF EDUCATION AND P-16 INTEGRATION PROGRAM POLICIES

This syllabus subject to change to better meet course objectives per discretion of instructor.
LEARNING OBJECTIVES/OUTCOMES FOR THE COURSE

By the end of this course, students will:

<table>
<thead>
<tr>
<th>SLO #</th>
<th>SLO description</th>
<th>CAEP Standards</th>
<th>Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Recognize different theoretical perspectives for viewing schooling and make connections between local, state, national, and international, contexts of schooling.</td>
<td>1b, 4a</td>
<td>Interculturalism</td>
</tr>
<tr>
<td>2</td>
<td>Understand the philosophical and sociohistorical roots of education, and connect their knowledge of foundational educational thinkers to their own participation in schooling.</td>
<td>1c</td>
<td>Interconnectedness</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Inquiry</td>
</tr>
<tr>
<td>3</td>
<td>Examine categories, such as race, class, gender, ethnicity, sexual orientation, language, religion, and physical and mental abilities and disabilities, as social relations of power that impact school experiences and individual and collective identities in a democratic society</td>
<td>4a</td>
<td>Interculturalism</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Inquiry</td>
</tr>
<tr>
<td>4</td>
<td>Link scholarship on socio-cultural foundations with the lived reality of students and teachers in their schools and communities.</td>
<td>1c, 4a</td>
<td>Interculturalism</td>
</tr>
<tr>
<td>5</td>
<td>Evaluate the challenges of educating a diverse population and policies and practices for serving them effectively and ethically in a democratic society</td>
<td>1b, 4a</td>
<td>Interconnectedness</td>
</tr>
</tbody>
</table>

COURSE OBJECTIVES

Sociocultural Foundations of Education course is an exploration and analysis of the underlying issues within contemporary educational research, theories, policies, and practices. It is an attempt to ground the day-to-day realities of the classroom within a larger philosophical, historical, anthropological, political, cultural, and sociological context. Such an interdisciplinary perspective will allow students to begin to reflect upon the structures and practices of U.S. education and provide a foundation from which to continue becoming reflective and critical educational practitioners and leaders.

We will explore and discuss central questions on interculturalism, inequity, identity formation, the role of language in schooling, and issues of power. A fundamental component of this course is student involvement, discussion, and debate. To this end, the course will make use of diverse methods to help students grapple with the many sociocultural issues of our educational system.

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TECHNICAL REQUIREMENTS

Computer Hardware
To participate in this course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to Supported Browsers, Plugins & Operating Systems for Blackboard Learn from Blackboards resource page.

Student Technical Skills
You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

Software
Mozilla’s Firefox (latest version; Macintosh or Windows)
Google Chrome (latest version; Macintosh or Windows)
Adobe’s Flash Player & Reader plug-in (latest version)
Apple’s QuickTime plug-in (latest version)

Project Software – Optional

BLACKBOARD SUPPORT CONTACT INFORMATION

If you need Blackboard support at any time during the course or to report a problem with Blackboard you can:

Visit the Blackboard Student Help Site

UTRGV’s Blackboard Support:

<table>
<thead>
<tr>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location: Casa Bella</td>
<td>Location: Education Complex</td>
</tr>
<tr>
<td>Room 613</td>
<td>Room 2.202</td>
</tr>
<tr>
<td>Phone: 956-882-6792</td>
<td>Phone: 956-665-5327</td>
</tr>
</tbody>
</table>

Hours of Operation
Office: Monday - Friday, 8:00 a.m. - 6:00 p.m.
Phone: 24/7 COLTT Help Desk - Brownsville: (956) 882-6792, Edinburg: (956) 665-5327
Online: Submit a help request via Create Case

COURSE STRUCTURE

This course is organized into 3 modules (5 weeks per module). Each module contains assigned weekly reading materials, narrated PowerPoint lectures, discussion assignment, a self-assessment and activities for the Interactive Journal. Some weeks may also have a video to highlight important segments of the week’s material. Narrated PowerPoint lectures are designed to highlight major concepts, but do not replace reading assignments. To actively participate in this course you will need to get familiar with the course environment. We will be using different tools such as Discussion Board, Wikis, etc. If you are not
familiar with how to navigate this environment as a student or use any of these tools, please review the following Blackboard Orientation page.

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### CLASS PARTICIPATION AND CRITICAL READING CHARTS (10%)

Each student must participate in class online discussions, log on to Blackboard on a regular basis, contribute meaningfully to the discussions and class work, bring theory and practice into the discussions, and be able to reflect on your own experiences and perspectives.

### PHOTOVOICE PROJECT (10% PRESENTATION, 15% ESSAY)

Photovoice is an action research approach that assists the participant in understanding their environment and in developing a sense of agency. In photovoice a participant creates and captions a photo exhibit that explains something about the life of an individual or community, a social issue, a problem, a question, a project, etc. You will choose a theme to document that relates to the course's topics but mostly that attempts to raise questions and answers around your cultural identity, the community, and the social issues that intersect (race, social class, gender, power, privilege, poverty, etc) in your community. Your collection should contain 10 photographs with captions. You will write an accompanying two-page essay (with references) on how the photovoice represents your topic and what is the intended message.

### EDUCATIONAL AUTO-ETHNOGRAPHY (15% OF COURSE GRADE):

The auto-ethnography is a 2 page, double-spaced analysis of your own educational experiences, as they relate to the course themes of diversity and difference (and associated issues of power and perception). We will analyze and discuss these texts.

### CRITICAL ESSAYS (2, 10% OF COURSE GRADE):

These short 2 page essays will be an analysis based on your readings, discussions, and class activities. This is an opportunity for students to synthesize their ideas.

### CHILDREN’S INTERCULTURAL LITERATURE BOOK ANALYSIS (15%)

Students will read and write an analysis on 5 different Latino children/young adult literature books of their choosing. Literature books must be culturally relevant and authentic.

### ONLINE DISCUSSIONS (10% TOTAL)

There will be informal online discussions covering various topics from the readings and assignments. Students will be required to contribute to these forums on Blackboard, each week.

### FIELD EXPERIENCE /SERVICE LEARNING PROJECT

**LOG OF HOURS (5%)**

You are required to complete 6 hours of field experience for this course. You will fulfill this requirement by engaging in a service learning project or in classroom participant-observation. You are expected to make your own arrangements to participate with a community initiative, a service agency, a school, an arts project, a children’s sports or some other experience. You will be a participant-observer, documenting your activities in field notes. A participant at the site will sign your observation log every time you visit the site. After completing the 6 hours, you will submit your field notes and log to the professor for credit.

This syllabus subject to change to better meet course objectives per discretion of instructor.
REFLECTIVE ESSAY (10%)

You will write one reflective essay. The reflective essay must be 6-10 pages in APA style (I am more interested in quality, not quantity). You are expected to elaborate on one specific philosophical, historical, anthropological, political, cultural, or sociological issue from the readings, and how it relates to the setting, people, or events of your service learning/field experience. Your outline/rough draft is due November 17, on paper, in class. The final draft will be due on Blackboard, November 24.

GRADING POLICIES

State the course grading policy. Include graded assignments, weighting, and how late work will be treated. All major graded assignments should be described, at least briefly. UTRGV’s grading policy is to use straight letter grades (A, B, C, D, or F).

LETTER GRADE

A = 90-100%
B = 80-89%
C = 70-79%
D = Below 69%

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<tr>
<th>ASSIGNMENTS</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation and Critical Reading Charts</td>
<td>10%</td>
</tr>
<tr>
<td>Photovoice project</td>
<td>20%</td>
</tr>
<tr>
<td>Educational auto-ethnography</td>
<td>15%</td>
</tr>
<tr>
<td>Children’s Lit Book Analysis</td>
<td>15%</td>
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<tr>
<td>Online Discussions (8)</td>
<td>10%</td>
</tr>
<tr>
<td>Service learning project (log of hours)</td>
<td>5%</td>
</tr>
<tr>
<td>Reflective essay</td>
<td>15%</td>
</tr>
<tr>
<td>Critical Essays (2)</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</table>

CALENDAR OF ACTIVITIES

Include in this section a table or list that provides information for students regarding important dates, assignments or activities. The UTRGV academic calendar can be found at [https://my.utrgv.edu/home](https://my.utrgv.edu/home) at the bottom of the screen, prior to login. Some important dates for fall 2018 include:

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• Although it is customary to use acronyms (ex. ROFL - rolling on floor laughing, BTW - by the way, or FYI - for your information) when chatting online, try to avoid using these. There may be those in this course who are not as experienced as you and may miss out on understanding.

• Although you are encouraged to participate and ask questions, it is asked that you do not spam other users (SPAM refers to unwanted or excessive email). Before sending mass emails, consider using the discussion board to post general inquiries or requesting assistance from your instructor.

**UTRGV POLICY STATEMENTS**

*The UTRGV disability accommodation, mandatory course evaluation statement and sexual harassment statement are required on all syllabi. Additional policy statements are optional, such as those covering attendance, academic integrity, and course drop policies.*

**STUDENTS WITH DISABILITIES**

*Required on all syllabi. Do not modify.*

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. **Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services.**

**Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu.

**Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

**Pregnancy, Pregnancy-related, and Parenting Accommodations**

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

**MANDATORY COURSE EVALUATION PERIOD**

*Required on all syllabi. Do not modify.*

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:
Module 1                                          October 4-10
Module 2                                          November 29-December 5
Full fall semester                                November 15-December 5

SCHOLASTIC INTEGRITY

Recommended on all syllabi.

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

DEFINITIONS

“Plagiarism is a form of cheating. At UTRGV, “plagiarism is the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit.”

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the Office of Student Affairs.

Course policies are subject to change. It is the student’s responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be posted in Blackboard.

SEXUAL HARASSMENT, DISCRIMINATION, AND VIOLENCE:

Required on all syllabi. Do not modify.

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

COURSE DROPS

This syllabus subject to change to better meet course objectives per discretion of instructor.
Recommended on all syllabi; may be modified by the instructor as long as it is not inconsistent with UTRGV policy.

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

STUDENT SERVICES

Recommended on all syllabi.

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

- **Learning center**: BMSLC 2.118 (Brownsville) 882-8208 or ELCTR 100 (Edinburg) 665-2585
- **Writing center**: BLIBR 3.206 (Brownsville) 882-7065 or ESTAC 3.119 (Edinburg) 665-2538
- **Advising center**: BMAIN 1.400 (Brownsville) 882-7362 or ESWKH 101 (Edinburg) 665-7120
- **Career center**: BCRTZ 129 (Brownsville) 882-5627 or ESSBL 2.101 (Edinburg) 665-2243
<table>
<thead>
<tr>
<th>Week</th>
<th>Modules/Topics/Activities</th>
<th>Readings/Quizzes</th>
<th>Alignments</th>
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</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>Quality of Education with an Intercultural Context</td>
<td>1. Needed: Equality in Education</td>
<td>SLO 2</td>
</tr>
<tr>
<td></td>
<td>Activities and Assignments: Introduction PPT</td>
<td>2. Equality, Adequacy, and Education for Citizenship</td>
<td>SLO 5</td>
</tr>
<tr>
<td></td>
<td>Reflection 1 (Discussion Board)</td>
<td>3. Still Falling Through the Cracks: Revisiting the Latina/o Education Pipeline</td>
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<td></td>
<td>Zoom Session on Tuesday at 6:30PM</td>
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<td><a href="https://zoom.us/j/264921802">https://zoom.us/j/264921802</a></td>
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<td></td>
<td>Activities and Assignments: Critical Reading Chart</td>
<td>5. Mobilizing culture, language, and educational practices: Fulfilling the promises of Mendez and Brown</td>
<td>SLO 5</td>
</tr>
<tr>
<td></td>
<td>Activities and Assignments: Critical Reading Chart</td>
<td>7. Castañeda v. Pickard case</td>
<td>SLO 5</td>
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<tr>
<td></td>
<td>Reflection 2 (Discussion Board)</td>
<td>8. Oral History on Castañeda Family (video)</td>
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<th>Alignments</th>
</tr>
</thead>
</table>
|      | Educational auto-ethnography  
Due date: Sept. 10  
Zoom Session on Tuesday at 6:30PM  
https://zoom.us/j/264921802 | 7. Forgotten History: Mexican American School Segregation in Arizona from 1900-1951  
9. Edcouch-Elsa Walk Out | SLO 2  
SLO 5 |
| WEEK 4 | Quality of Education with an Intercultural Context  
Activities and Assignments:  
Critical Reading Chart | 10. A ‘Demographic Imperative’: Raising Latinos’ Achievement  
11. The Impact of Redistricting on Latino Education Policy: A Texas Case Study  
12. Dreams Deferred: The Impact of Legal Reforms on Undocumented Latino Youth | SLO 2  
SLO 5 |
| WEEK 5 | Quality of Education with an Intercultural Context  
Activities and Assignments:  
Critical Reading Chart  
Reflection 3 (Discussion Board)  
Zoom Session on Tuesday at 6:30PM  
https://zoom.us/j/264921802 | 16. Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms  
17. Funds of Knowledge: An investigation of coherence within the literature  
18. Cruzando el Puente: Building Bridges to Funds of Knowledge | SLO 3  
SLO 4 |
| WEEK 6 | Implications of Diversity for Teaching and Learning in a Socio-cultural Society  
Activities and Assignments:  
Critical Reading Chart  
Critical essay on Topic I  
Due date: Oct. 1 | 19. “It’s Like We Are Legally, Illegal”: Latino/a Youth Emphasize Barriers to Higher Education Using Photovoice  
20. Mexican Immigrant Communities in the South and Social Capital: The Case of Dalton, Georgia  
21. Blending Borders of Language and Culture: Schooling in La Villita | SLO 3  
SLO 4 |
| WEEK 7 | Implications of Diversity for Teaching and Learning in a Socio-cultural Society  
Activities and Assignments:  
Critical Reading Chart  
Reflection 4 (Discussion Board)  
Zoom Session on Tuesday at 6:30PM  
23. Missing the (Student Achievement) Forest for All the (Political) Trees: Empiricism and the Mexican American Studies Controversy in Tucson  
24. Cabrera Report (video) | SLO 3  
SLO 4 |

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<tbody>
<tr>
<td>WEEK 9</td>
<td><em>Implications of Diversity for Teaching and Learning in a Socio-cultural Society</em></td>
<td>25. Understanding and Working with Students and Adults from Poverty</td>
<td>SLO 3 SLO 4</td>
</tr>
<tr>
<td></td>
<td>Activities and Assignments: Critical Reading Chart</td>
<td>26. Miseducating Teachers about the Poor: A Critical Analysis of Ruby Payne’s Claims about Poverty</td>
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<tr>
<td></td>
<td>Reflection 5 (Discussion Board)</td>
<td>27. Ruby Payne’s Mindsets of Poverty, Middle class, and Wealth</td>
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<td></td>
<td>Zoom Session on Tuesday at 6:30PM <a href="https://zoom.us/j/264921802">https://zoom.us/j/264921802</a></td>
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<tr>
<td></td>
<td>Activities and Assignments: Critical Reading Chart</td>
<td>29. Stories to Our Children: A Program Aimed at Developing Authentic and Culturally Relevant Literature for Latina/o Children</td>
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<td>WEEK 11</td>
<td><em>Developing Conceptual Framework for Quality Intercultural Education</em></td>
<td>30. Democracy and Education</td>
<td>SLO 1 SLO 4</td>
</tr>
<tr>
<td></td>
<td>Activities and Assignments: Critical Reading Chart</td>
<td>31. Pedagogy of the Oppressed (ch. 2 &amp; 3)</td>
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<td>Critical Essay 2</td>
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<td>Reflection 6 (Discussion Board)</td>
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<td>Zoom Session on Tuesday at 6:30PM <a href="https://zoom.us/j/264921802">https://zoom.us/j/264921802</a></td>
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<td>Week 12</td>
<td><em>Developing Conceptual Framework for Quality Intercultural Education</em></td>
<td>32. From Principle to Practice: Using Children's Literature to Promote Dialogue and Facilitate the &quot;Coming to Voice&quot; in a Rural Latino Community</td>
<td>SLO 1 SLO 4</td>
</tr>
<tr>
<td></td>
<td>Activities and Assignments: Critical Reading Chart</td>
<td>33. Consejo as a Literacy Event: A Case Study of a Border Mexican Woman</td>
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<tr>
<td>Week 13</td>
<td><em>Developing Conceptual Framework for Quality Intercultural Education</em></td>
<td>34. Effects of Inequality and Poverty vs. Teachers and Schooling on America’s Youth</td>
<td>SLO 1 SLO 4</td>
</tr>
<tr>
<td></td>
<td>Activities and Assignments: Critical Reading Chart</td>
<td>35. An exploration of teacher attrition and mobility in high poverty racially segregated schools</td>
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<td>Book Analysis</td>
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<td></td>
<td>Reflection 7 (Discussion Board)</td>
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<td></td>
<td>Zoom Session on Tuesday at 6:30PM <a href="https://zoom.us/j/264921802">https://zoom.us/j/264921802</a></td>
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<tr>
<td><strong>Week 14</strong>&lt;br&gt;14</td>
<td><em>Developing Conceptual Framework for Quality Intercultural Education</em>&lt;br&gt;Activities and Assignments:&lt;br&gt;Critical Reading Chart&lt;br&gt;Service Learning Project</td>
<td>36. Citizenship status and language education policy in an emerging Latino community in the US&lt;br&gt;37. High-Stakes Standardized Testing &amp; Marginalized Youth: An Examination of the Impact on Those Who Fail</td>
<td>SLO 1&lt;br&gt;SLO 4</td>
</tr>
<tr>
<td><strong>Week 15</strong>&lt;br&gt;15</td>
<td><em>Developing Conceptual Framework for Quality Intercultural Education</em>&lt;br&gt;Activities and Assignments:&lt;br&gt;Critical Reading Chart&lt;br&gt;Reflection Paper&lt;br&gt;Reflection 8 (Discussion Board)&lt;br&gt;Zoom Session on Tuesday at 6:30PM <a href="https://zoom.us/j/264921802">https://zoom.us/j/264921802</a></td>
<td>38. Culturally Relevant Pedagogy 2.0: a.k.a. the Remix&lt;br&gt;39. Dual language teachers’ stated barriers to implementation of culturally relevant pedagogy</td>
<td>All SLOs</td>
</tr>
<tr>
<td><strong>WEEK 16</strong>&lt;br&gt;16</td>
<td><em>Overall Reflection</em>&lt;br&gt;Final Exam</td>
<td>Final exam</td>
<td>All SLOs</td>
</tr>
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