Proposal to create **TLS 150C, Schooling & Diversity: Race, Class, Languages, LGBT & Immigration**, for Tier One, Individuals/Societies and Diversity Emphasis

*Approved by COE Admin Assoc. Synthia Bayham, 9/18/14*

<table>
<thead>
<tr>
<th>Course Offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Career:</strong> UGRD</td>
</tr>
<tr>
<td><strong>Catalog Nbr:</strong> 150C</td>
</tr>
<tr>
<td><strong>Academic Organization:</strong> 3222</td>
</tr>
<tr>
<td><strong>Organization:</strong></td>
</tr>
<tr>
<td><strong>Course Typically Offered:</strong> FALLSPRING</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Existing Requirement Groups to be added</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirement Group</strong></td>
</tr>
<tr>
<td><strong>Long Description</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New Requirement Group Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong> Schooling &amp; Diversity</td>
</tr>
<tr>
<td><strong>Long Course Title:</strong> Schooling &amp; Diversity: Race, class, language(s), LGBT &amp; immigration</td>
</tr>
<tr>
<td><strong>Long Description:</strong> This course will provide students a broad exposure to systemic (K-12) schooling inequities experienced by diverse groups of non-mainstream students. Students will read/view, critically analyze and apply a variety of multimodal sources (e.g., films, documentaries, video clips, scholarly work, magazine articles, charts, and reputable institutional websites). The course will foreground issues of power and privilege and the ways in which socially constructed factors, such as race, ethnicity, class (socio-economic status), sexual identities, and other socially constructed factors, interact with educational (mis)opportunities and (under)achievement. The course also provides opportunities for students to analyze, their own educational experiences- from a critical perspective. Course goals include: 1) to develop students' critical and quantitative literacy skills (through the integration of quantitative charts that relate to the course topics), and 2) to make connections between various historical events and present-day educational issues and concerns.</td>
</tr>
<tr>
<td><strong>First Term Effective:</strong> 2144: Fall 2014</td>
</tr>
<tr>
<td><strong>Course Type:</strong> Permanent</td>
</tr>
<tr>
<td><strong>Instructors</strong></td>
</tr>
<tr>
<td><strong>Name:</strong> Eliane Rubinstein-Avila</td>
</tr>
<tr>
<td><strong>Instructor:</strong> 12203668</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Course Attributes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Attribute:</strong> General Education</td>
</tr>
<tr>
<td><strong>Course Attribute Value:</strong> GEDE</td>
</tr>
<tr>
<td><strong>Course Attribute Value:</strong> T1-INDV</td>
</tr>
</tbody>
</table>
## Additional Course Information

| Minimum Units | 3 | Maximum Units | 3 |
| Instructor Edit | N | Drop Consent | N |
| Add Consent | N | Grade Consent | N |
| Grading Basis | GRD | Grade Roster | C |
| Repeat for Credit | N | Total Units Allowed | 0 |
| Allow Multiple Enroll in Term | N | Total Completions allowed | 1 |

## Course Components

| Course Component | Discussion | Graded Component |
| Default Section Size | 30 | Primary Component |
| Workload Hours | 1 | Optional Component | N |
| Final Exam | N |

| Course Component | Lecture | Graded Component | Y |
| Default Section Size | 30 | Primary Component | Y |
| Workload Hours | 2 | Optional Component | N |
| Final Exam | Y |

## Funding Analysis

**Is proposal of this course associated with a new hire?**

N
No adjustment necessary. This course will be part of instructors' regular teaching load.

## Intended Course Fees

None.

**What programmatic need does this course satisfy:** required or optional in what undergraduate or graduate majors, minors, or certificates?

TLS undergraduate Literacy, Language and Leadership (L3) Program

**Field Trips:** None

**Provide a minimum of three learning outcomes for the course.**

By the end of this course students will be able to:

1) Identify structural barriers in (K-12) schooling that have resulted in a separate and unequal education for various non-mainstream groups of students.
2) Define and apply content vocabulary/phrases such as: meritocracy, hegemony, heteronomous, ethnocentric, agentic, de facto segregation, critical pedagogy, and culturally relevant instruction.
3) Critically examine, identify and explain the extent to which (socially constructed) factors such as race/ethnicity, class, home language, gender and/or sexuality are likely to shape one’s own (K-12), and others’, schooling experiences.
4) Analyze, interpret and integrate quantitative literacy (from charts).
5) Show evidence of connecting course concepts across multimodal texts (e.g. scholarly book chapters, articles, journalistic sources, films and visual/digital sources).
6) Collaborate effectively with classmates on a project that will culminate in an oral group presentation.

## Requester Details

**Name:** Michelle T Tellez | **Email:** mtellez1@email.arizona.edu
**Date:** 09/11/2014 | **Phone:** 520/621-7820
General Education

Please explain how the course satisfies the criteria below:

*Writing:
All 3 written assignments (papers) are to be posted in their particular d2l DROPBOX. Attachments to email will NOT be accepted.

1. My autobiography of (K-12) schooling (50 Points)

This paper is a prelude to your second paper. You will be provided with an interview protocol to help you connect your background and socially constructed factors to your schooling experience. Then, you will summarize and reflect on your responses in a paper addressing you schooling experiences (K-12). Times New Roman #12, 3 (double-spaced pages), no citations or reference list required.

PLEASE NOTE: Late papers will be downgraded 5 points a day, and will not be accepted after the 3rd day (of due date).

2. Comparing and contrasting 2 autobiographies of schooling: Based on personal experiences, an interview, and support from multimodal texts? (100 points)

This paper will consist of 2 parts. Part 1 will be to interview a person (ages18-21) that comes from a different racial/ethnic and/or class background than yours. The individual does not have to be a current student (same interview protocol as first assignment). Part 2: In a paper format, compare/contrast and critically analyze the two schooling experiences. Highlight how the experiences were similar or different, and speculate as to why that may have been so (based on course texts). You are expected to use and cite at least 3 class texts. Paraphrase (refrain from quoting directly)! Part 2 should be 4 pages (double-spaced) + references list. Your TA will provide you more detailed guidelines.

3. Final paper based on 2 course topics (of your choice) (100 points).

Select two topics you learned about throughout the course, and expand on the. You will be expected to integrate the material presented in the course (on two of your selected topics) to support your arguments. You will be expected to retrieve and integrate 2 additional new scholarly sources; I strongly suggest you contact a reference librarian for Total number of pages the student must write: 3

*Will at least one writing assignment involve revision after the instructor has provided feedback on a first draft or revision after an assignment in which peers have provided feedback on a first draft? Y

*Does the proposed course focus on non-western area studies and/or have a diversity emphasis? Y
This Tier 1 General Education course satisfies both the Tier 1 Individuals & Societies requirement and the Diversity Emphasis.

*Honors:
Honors contract only.

*Assessment:
This course is designed to develop general education skills that will support students through their academic careers. Schooling and diversity is a timely topic with impact at the individual, community, national and global levels.
**Critical Thinking Skills:**
1) Identify structural barriers in (K-12) schooling that have resulted in a separate and unequal education for various non-mainstream groups of students.
2) Define and apply content vocabulary/phrases such as: meritocracy, hegemony, heteronomative, ethnocentric, agentic, de facto segregation, critical pedagogy, and culturally relevant instruction.
3) Critically examine, identify and explain the extent to which socially constructed factors such as race/ethnicity, class, home language, gender and/or sexuality are likely to shape one’s own (K-12) and others’, schooling experiences.
4) Analyze, interpret and integrate quantitative literacy (from charts).
5) Show evidence of connecting course concepts across multimodal texts (e.g. scholarly book chapters, articles, journalistic sources, films and visual/digital sources).
6) Collaborate effectively with classmates on a project that will culminate in an oral group presentation.

**Interactive Modes of Instruction:**
Technology Needed for Successful Course Participation
Enrollment in this hybrid course assumes that you have access to a working computer, broadband Internet and updated hardware and software (for watching streamed films and videos). Computers are available for your use in the Library Information Commons as well as in several other locations on campus. Students are expected to have access to the following:

**Operating System:**
PC: Windows Vista or newer
Mac: Mac OS 10.7 (Lion) or newer

**Software (both PC and Mac):**
Mozilla Firefox - Latest version (Currently v. 29)
Java 7 - Latest version (Currently v. 7 update 55)
Adobe Flash - Latest version (Currently v. 13.0.0.26)
Apple QuickTime - Latest version (Currently v. 7)

**Software (PC specific):**
Adobe Reader - Latest version (Currently v. 11.0.0.6)
Microsoft Office 2007 or newer

**Software (Mac specific):**
Adobe Reader is optional if the student is okay using Apple's built in 'Preview' software to view PDF's
Preferred: Microsoft Office for Mac 2008 or newer, Alternative: Apple iWork software

**Information Literacy:**

**Explain how required readings and materials will be available to students:**
There is only one required book for this course. It can be purchase at the UA Main Campus Bookstore or online. Other required readings and viewings will be from texts (e.g., book chapters, scholarly articles/essays, magazine articles, websites, charts, films, documentary and video clips) accessible to you through the course d2l site. Required texts may change slightly over the semester. Check course d2l site, especially the NEWS Forum, a few times a week for updates. It is strongly recommended that you take notes as you read/view course materials to help you do well on quizzes, discussion forums and paper assignments.
*Course Format* - Indicate the overall percentage of time spent in the following activities (total should add to 100%):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>100%</td>
</tr>
<tr>
<td>Discussion Section</td>
<td>0%</td>
</tr>
<tr>
<td>Lab</td>
<td>0%</td>
</tr>
<tr>
<td>Practicum/Service Learning</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Will 40% of grade points be completed by the 8th week of classes?*  N

**TLS 150C Schooling & Diversity:**

*Race, class, language(s), LGBT & immigration*

**LOCATION:** TBA

**COURSE SYLLABUS**

*This MWF course will be delivered through a HYBRID format*

F2F Lectures MONDAY; F2F Section Meetings WEDNESDAY + Online activities

**NOTE:** ALL links will be tested before the course website is made accessible to students

**Instructor:** Eliane Rubinstein-Avil, Ed.D. (Associate Professor)

Email rubinste@email.arizona.edu

Office Phone: 621-1311

Office Location: COE # 525

Office Hours: TBA-Mondays (after class) & by appointment

**Teaching Assistant (TAs) X**

**Name:** XXXX

Email:

Office Phone: TBA

Office Location: TBA

Office Hours: TBA

**Catalog Description**

This introductory course provides students a broad exposure to the systemic barriers to (K-12) schooling experienced by various non-mainstream groups in the United States. The course foregrounds the inequity in the system, exploring the ways in which social constructed factors, such as race, ethnicity, class (i.e., socio-economic status), sexual identities shape educational (missed) opportunities and (under) achievement. The course raises possible solutions, and provides students an opportunity to analyze, their own (K-12) schooling experiences through a critical lens. Course overall goals are to: 1) develop students’ critical, multimodal and quantitative literacy skills; and 2) help students connect historical/political events to contemporary educational issues and concerns. Students will read/view and critically analyze a variety of multimodal sources (e.g., films, documentaries, video clips, scholarly work, magazine articles, charts and reputable institutional websites). This Tier 1 General Education course satisfies both the Tier 1 Individuals & Societies requirement and the Diversity Emphasis.
Prerequisite Courses - N/A.

Technology Needed for Successful Course Participation
Enrollment in this hybrid course assumes that you have access to a working computer, broadband Internet and updated hardware and software (for watching streamed films and videos). Computers are available for your use in the Library Information Commons as well as in several other locations on campus. Students are expected to have access to the following:

Operating System:
PC: Windows Vista or newer
Mac: Mac OS 10.7 (Lion) or newer

Software (both PC and Mac):
Mozilla Firefox - Latest version (Currently v. 29)
Java 7 - Latest version (Currently v. 7 update 55)
Adobe Flash - Latest version (Currently v. 13.0.0.26)
Apple QuickTime - Latest version (Currently v. 7)

Software (PC specific):
Adobe Reader - Latest version (Currently v. 11.0.0.6)
Microsoft Office 2007 or newer

Software (Mac specific):
Adobe Reader is optional if the student is okay using Apple's built in 'Preview' software to view PDF's
Preferred: Microsoft Office for Mac 2008 or newer, Alternative: Apple iWork software

Course Objectives

This course is designed to develop general education skills that will support students through their academic careers. Schooling and diversity is a timely topic with impact at the individual, community, national and global levels. By the end of this course students will be able to:

1) Identify structural barriers in (K-12) schooling that have resulted in a “separate and unequal” education for various non-mainstream groups of students.
2) Define and apply content vocabulary/phrases such as: meritocracy, hegemony, heteronomative, ethnocentric, agentic, de facto segregation, critical pedagogy, and culturally relevant instruction.
3) Critically examine, identify and explain the extent to which socially constructed factors such as race/ethnicity, class, home language, gender and/or sexuality are likely to shape one’s own (K-12), and others’, schooling experiences.
4) Analyze, interpret and integrate quantitative literacy (from charts).
5) Show evidence of connecting course concepts across multimodal texts (e.g. scholarly book chapters, articles, journalistic sources, films and visual/digital sources).
6) Collaborate effectively with classmates on a project that will culminate in an oral group presentation.

Course Assignments and other Requirements

(8) D2L Quizzes
Online quizzes (d2l Quiz Forum) help monitor that everyone is keeping up with reading/viewing of the assigned texts. Also, these quizzes will help you prepare for the final exam.

(1) Final Exam (Proctored face-to-face)

(6) D2l Original Discussion Posts + Responses to Peers

In order to extend our F2F classroom time, expand your opportunities to process course readings, and share your thoughts and experiences, you will be required to participate in 5 online discussion boards throughout the semester. In addition to your original discussion post, you will be required respond to one post by a peer in your section. Your post + one response will be graded (1-3 points) based on quality/depth of your posts. You must post at least 6 original posts and 6 responses throughout the semester. You are encouraged to post more times; however, d2l will only record your highest 6 graded posts & responses.

Discussion posts should be between 150-200 words (a long paragraph). Your post ought to address the prompt based on: 1) readings/viewing for that week, 2) connection between the readings and your own personal experiences and/or 3) connection to current events and popular culture. Please NOTE: Posts that are NOT directly related to the week’s “texts” will earn a zero. This forum may be especially helpful for those students who don’t tend to speak up often in class to contribute their ideas and experiences (for whatever reason). Professor and TAs will read and grade your posts and responses, but will not always comment individually on each post. The online discussion forum is designed as a primarily student-space. While posts are expected to be less formal than course papers, they should adhere to the following:

1. Opinions expressed must be respectful of fellow students, TAs, the professor and society at large. Comment perceived as offensive, disrespectful, or in violates of the ‘safe space’ of the discussion board, will NOT count, and the author will be required to meet with the professor and/or TA to resolve the matter. Repeated offenses (online, in section, or in lecture) will be grounds for dismissal from this class.
2. Use of contraction and less formal language is fine; however, you are expected to use complete sentences (WITH punctuation). Posts ought to be clear and comprehensible to ALL.

TWITTER Discussion (optional): Non-graded opportunity to share short thoughts

Students often enjoy discussing the topics raised in the course with other classmates through Tweets. In order to provide an additional outlet for discussions, we have created a class TWITTER account that you may choose to join. Tweets must follow the same code of conduct outlined in the syllabus. The TAs will monitor (not grade) contributions. This is an informal space for students to share thoughts and reactions without a grade. To join the TLS150 TWITTER account click here: LINK HERE. Please note that only class members will be able to join this group (read or contribute to our discussion). Participation through course TWITTER is entirely optional.

(1) Group Project & Presentation (Film/Documentary Circle)

During the first week of class, you will be assigned to a 4 -5 person ‘pod’ within your section. You will be asked to sit with this group both during lecture and section; you will be discussing and sharing mostly with them (F2F and online). These groups will be changed TWICE over the course of the semester, so that you get a chance to interact with two different groups in this class. You will collaborate on a group projects (Film/Doc Circles) with your first pod. Your TA will provide you with more detailed guidelines. While each student will contribute to the group project, your pod will be expected to meet, either online or F2F, to accomplish the assignment successfully. You should exchange information (email/cell numbers) with peers in your pod.

(3) Written Assignments
All 3 written assignments (papers) are to be posted in their particular d2l DROPBOX—attachments to email will NOT be accepted.

1. “My autobiography of (K-12) schooling” (50 Points)

This paper is a prelude to your second paper. You will be provided with an interview protocol to help you connect your background and socially constructed factors to your schooling experience. Then, you will summarize and reflect on your responses in a paper addressing you schooling experiences (K-12). Times New Roman #12, 3 (double-spaced pages), no citations or reference list required.

PLEASE NOTE: Late papers will be downgraded 5 points a day, and will not be accepted after the 3rd day (of due date).

2. “Comparing and contrasting 2 autobiographies of schooling: Based on personal experiences, an interview, and support from multimodal texts” (100 points)

This paper will consist of 2 parts. Part 1 will be to interview a person (ages18-21) that comes from a different racial/ethnic and/or class background than yours. The individual does not have to be a current student (same interview protocol as first assignment). Part 2: In a paper format, compare/contrast and critically analyze the two schooling experiences. Highlight how the experiences were similar or different, and speculate as to why that may have been so (based on course texts). You are expected to use and cite at least 3 class texts. Paraphrase (refrain from quoting directly)! Part 2 should be 4 pages (double-spaced) + references list. Your TA will provide you more detailed guidelines.

3. Final paper based on 2 course topics (of your choice) (100 points).

Select two topics you learned about throughout the course, and expand on the. You will be expected to integrate the material presented in the course (on two of your selected topics) to support your arguments. You will be expected to retrieve and integrate 2 additional new scholarly sources; I strongly suggest you contact a reference librarian for help. You can do that online through the TOOLS tab (course d2l site).

PLEASE NOTE: Late papers will be downgraded 10 points a day, and will not be accepted after the 3rd day (from due date).

**Methods of Evaluation: Grading & Late Assignments**

Submitting ALL assignments on time will allow you to receive timely feedback/assessment. Points will be docked from late assignments. Grading will be based on the quality of your work (e.g., depth of thought and organization evident in your work, critical thinking, timeliness, and proper use of citations—when required). Detailed guidelines/instructions and rubrics will be supplied for written assignments, and for the group project and oral presentation.

<table>
<thead>
<tr>
<th>Course assignments/Requirements</th>
<th>Weighted % of total grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>F2F Attendance (Lectures &amp; Sections)</td>
<td>20%</td>
</tr>
<tr>
<td>8 Short Online Quizzes &amp; 6 Discussion posts &amp; Responses</td>
<td>25%</td>
</tr>
<tr>
<td>1 Group Project/Presentation (Film Circles)</td>
<td>10 %</td>
</tr>
<tr>
<td>3 Paper Assignments (TOTAL)</td>
<td>25%</td>
</tr>
<tr>
<td>1 Brief Course Reflection</td>
<td>5%</td>
</tr>
<tr>
<td>Proctored Final Exam (F2F):</td>
<td>15 %</td>
</tr>
<tr>
<td><strong>TOTAL %</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Final grade will be based on the percentage of total possible points earned:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%+</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-59%</td>
<td>E</td>
</tr>
</tbody>
</table>

**Required Book and Other Texts**


There is only one required book for this course. It can be purchased at the UA Main Campus Bookstore or online. Other required readings and viewings will be from texts (e.g., book chapters, scholarly articles/essays, magazine articles, websites, charts, films, documentary and video clips) accessible to you through the course d2l site. Required texts may change slightly over the semester. Check course d2l site—especially the NEWS Forum—a few times a week for updates. It is strongly recommended that you take notes as you read/view course materials to help you do well on quizzes, discussion forums and paper assignments.

**Practicum or Lab Experiences** - N/A

**Course Policies**

1. **Attendance / Participation**
   Students are expected to come to lectures and sections prepared to engage and participate actively in class discussions, polls and other activities. CLICKS count! Your clicks will be recorded and will count for attendance/participation grade. Therefore, coming prepared to lecture is important. You are allowed 2 excused/unexcused F2F absences from either lecture or section (due to illness, family emergency and/or personal issues). If or when absent, you are strongly advised to contact a classmate, and to meet with your TA. You are responsible for catching up on missed classes.

   ABSENCES: More than 2 F2F absences will likely result in lowering your grade by one full letter. For example, if you were earning an A in the course, the highest grade you could receive would be a B. More than 3 F2F absences will likely result in either an administrative drop or a grade of E (fail)—if past the official drop deadline. NOTE: As per university policy, "EXCESSIVE OR EXTENDED ABSENCES from class is sufficient reason for the instructor to recommend that the student be administratively dropped from the course."

   TARDINESS: Arriving to class on time (and staying for the duration) is also very important. If you arrive 5+ minutes late, or leave 5+ minutes early, this will be noted. If you are tardy, check in with your TA to make sure you are not marked as being absent. Two “tardies” = One absence.

   HOLIDAYS: All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean’s designee) will also be honored.

   DROP: If you decide to drop the course, make sure that you do so officially. If you simply stop attending, you will earn a failing grade.

2. **Written Paper Assignments Format & Citations**
   All assignments must be typed and submitted via course d2l site. Assignments that are attached to emails will NOT be accepted. Also, please be sure to include your name, date, and assignment title on each paper assignment. Paper assignments should be double-spaced in 12-pt, Times New Roma (font), and 1” margins (left justified). Characteristics of quality work include assignments turned in on time with accurate spelling, grammatically correct sentences, and proper punctuation. Citations and a references list are to be formatted in APA style (6th Ed.):
   [http://www.library.arizona.edu/search/reference/citation-apa.html](http://www.library.arizona.edu/search/reference/citation-apa.html)
3. **Promoting a Safe Environment for Learning**

The University of Arizona seeks to promote a safe academic environment for students and faculty: [http://policy.web.arizona.edu/~policy/threaten.shtml](http://policy.web.arizona.edu/~policy/threaten.shtml). Please be assured that I intend to support a space that respects all aspects of people including (but not limited to) race, ethnicity, gender expression, sexual orientation, socio-economic background, age, religion, size, and ability. I expect you to do the same.

4. **Electronic Devices: Laptops, tablets, cell phones, ipods, etc.**

You are welcome to use laptops, tablets, etc. to section meetings to enhance your learning opportunities. However, only Clickers will be used during lectures. Therefore, your smart phones ought to be off or on “vibrate.” Please be respectful of other learners around you. Do not engage in extracurricular reading, checking for texts messages, and off topic conversations during lecture or section meetings.

**Required University Policies**

**Academic Integrity**

Academic dishonesty will not be tolerated under any circumstances, and will result in a failure to pass this course. Misrepresenting the words or ideas of another as your own is called plagiarism. The key to avoiding plagiarism is to develop good judgment in the fair attribution of words and ideas. You must credit the source whenever you (a) use the words of another (whether as a direct quote or as a paraphrase) or (b) reference a specific idea, argument, or fact from a given source. You should err on the side of caution; therefore, you should cite the source of ANY ideas that are not your own (including lesson plan ideas), concepts, or facts in a paper. For more information on what counts as plagiarism, how to avoid it, and university policies, see

Link to the Student Code of Academic Integrity (including policy against plagiarism): [http://deanofstudents.arizona.edu/codeofacademicintegrity](http://deanofstudents.arizona.edu/codeofacademicintegrity)

**Policies against threatening behavior by students**

[http://policy.web.arizona.edu/threatening-behavior-students](http://policy.web.arizona.edu/threatening-behavior-students)

**Disability Resource Center**

I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu). They will notify me of your eligibility for reasonable accommodations; together we can then plan how best to coordinate your accommodations.

**PLEASE NOTE:** The information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.
TLS 150C  
Weekly Course Schedule of Topics, Readings & Viewings

Week 1: Exploring society and schooling through a critical lens: Defining meritocracy

This week we will learn to pay special attention to the sources we read, view and hear. In what ways do the source, and those who support it financially, impact (even shape) the message? What do we know about the values and ideologies of the source? Can a source be “value free” (neutral)?

READ: --Meritocracy article--The Economist (NOT a ‘left ’ leaning magazine)  
http://www.economist.com/node/3518560

--Magazine article on class (vs. race) in education -- The Atlantic
http://www.theatlantic.com/national/archive/2013/08/when-class-became-more-important-to-a-childs-education-than-race/279064/

--Graph/report on the impact of class background on (the “old”) SAT scores
http://www.policymic.com/articles/84503/your-sat-scores-are-determined-by-your-family-s-income-see-this-revealing-graph

⇒ Be ready to discuss the readings and read the syllabus carefully!

Week 2: The Promise of (public) education for ALL: Race, the Brown landmark & Beyond

READ: Are desegregated schools becoming the exception?  
http://www.nytimes.com/2012/05/20/opinion/sunday/integration-worked-why-have-we-rejected-it.html?r=2&adxnnl=1&ref

--AFRICAN AMERICANS AND EDUCATION: Fact Sheet--NAACP pdf on d2l

--The elephant in the room: Race and class in America in District Administration
http://www.districtadministration.com/article/elephant-room

--A Talk to Teachers/ essay by James Baldwin (p. 3-12, 11 pages) pdf. on d2l

VIEW: White, Black and Brown v Board of Education: A return to segregated schools?  
http://www.nick.com/videos/clip/nick-news-146-full-episode.html (22m)

⇒ ORIGINAL d2l discussion post due Thurs 11:59 PM—One peer response due Sunday 11:59PM. Note: Forum will lock after due date/time—meaning, your posts will not be recorded. No exceptions!

Week 3: Schooling: Race, Class and Tracking

READ -- Explaining Racism (A letter to her daughter/Dr. Lisa Delpit) p. 15-17 Harvard Magazine.

--Article on race and tracking by Dr. J. Oakes


⇒ Hard copy draft of “My Critical Autobiography of Schooling” due in section for peer-reviewing.
⇒ 1st paper “My Critical Autobiography of Schooling” due in DROPBOX Sunday 11:59PM

Week 4: Schooling Behind Bars
VIEW: A high school behind bars (POV)
https://www.youtube.com/watch?v=gwbX4c-i11o

READ: College Degree behind bars (Forbes Magazine)

Race and Juvenile Justice System (The Leadership Conference on Civil and Human Rights & The Leadership Conference Education Fund)
http://www.civilrights.org/publications/justice-on-trial/juvenile.html

⇒ Pay attention to official DROP deadline if you have plans to drop the course.

Week 5: Asian students: the “modal minority” myth
READ: Short report on the variation in Asian Americans’ education achievement
http://californiawatch.org/dailyreport/asian-americans-educational-attainment-varies-widely-13355

Model Minority Myth: 50 years of Research
Short essay by Dr. Robert Takaki (5 pages)
http://diverseeducation.com/article/52979/

Week 6: Schooling and the Mexican-American/Latin@ Experiences
READ: -- “Mexican Americans and Access to Equal Educational Opportunities” (Short encyclopedia entry, 2008)

VIEW: --Stolen Education (Documentary) LINK HERE

--PBS Series, The Graduates LINK HERE

Latinos as Percent of Population, By State, 2011
http://www.pewhispanic.org/states/ (Chart)

Week 7: Schooling and the Native American Indian Experience

READ: Education in Indian Country: Running in Place (Education Week)

⇒ Hard copy of (complete draft) of 2nd paper due in section for peer review
2nd Paper due in d2l DROPBOX Sunday 11:59PM

Week 8: SPRING BREAK (no classes)

Week 9: Schooling and Language (Policy): What is “English-only”?

READ: Preface to book: Hold your tongue (Crawford, James)
http://www.languagepolicy.net/archives/HYTPREF.htm
INTRODUCTION in Ethnolinguistic Diversity and Education: Language, Literacy and Culture by Farr, M., Seloni, L., Song, J. (Eds). Pdf

The official Arizona Prop 203 (USE AS A RESOURCE)


Week 10: Affirming Linguistic Diversity: Dual Language Programs

READ: --Two-way immersion education pdf. (CAL website)

--Dual language programs on the rise, Harvard Education Letter
http://hepg.org/hel-home/issues/27_2/helarticle/dual-language-programs-on-the-rise

VIEW: Utah’s Dual Language Programs
https://www.youtube.com/watch?v=hTG0YFU8vWA

A Day in a Dual Language Kindergarten—Westfield Elementary
https://www.youtube.com/watch?v=7b8KMYmiVjw

Week 11: Immigration & K-12 schooling in the USA

READ: --Plyer v. Doe—A brief summary of the law
http://www.americanpatrol.com/REFERENCE/PlyerVDoeSummary.html

--Legal issues for school districts related to the education of undocumented children

--Chapter 5: The children of immigration (in Children of Immigration) pdf

Week 12: Schools and GLB(T) students

READ: BOOK: “Dignity for All: Safeguarding LGBT Students”
Peter M. DeWitt (2012), Chaps. 1, 3 & 4

VIEW: BULLYING (Documentary)

Week 13: Transgendered Students

READ: --Growing up Trans, pdf. (article in Journal of GLBT Family Studies)
--California Teachers Association website
New Law Accommodates Transgender Students

⇒ Bring your ONE page proposal for the final paper (+5 references) to this week’s section. NOTE: Your proposal will need to be approved (in writing) by your TA-- BEFORE you begin working on your 3rd paper assignment.
**Week 14:** Are we ALL equal now? The end of desegregation decrees & The affirmative action debate


**Racial Segregation in U.S. Schools: Illinois Terminates Chicago’s Desegregation Decree (blog)**
http://opportunityagenda.org/racial_segregation_us_schools_illinois_terminates_chicago’s_desegregation_decree

**VIEW:** 12-min. clip on panel debate over affirmative action (FOX News): https://www.youtube.com/watch?v=FxkBX-KCZk0

9-min. clip on debate by Rachel Madow and Pat Buchanan over affirmative action https://www.youtube.com/watch?v=44glZIHFOPo

**Week 15:** Culturally Relevant/Responsive Instruction

**READ:** Article on culturally relevant teaching
From *Teaching Tolerance,* a project of the Southern Poverty Law Center
http://www.tolerance.org/magazine/number-36-fall-2009/feature/relevant-beyond-basics

**VIEW:** VIDEO: Culturally Relevant/Responsive Instruction (Select any 3 segments—video is 80 mins.) Center for Culturally Responsive Teaching

⇒ 3rd Paper (complete draft) due in section for peer-review.
⇒ 3rd Paper: “Thinking Critically about ANY 2 selected course topics due Sunday in Dropbox by 11:59 PM. More detailed guidelines for this assignment will be made available to you

**Week 16:** Schooling for the 21st Century: Transformative potentials

**READ:** NCTE: Position Statement on Social Justice in English Education (Read Intro and Belief 1)
http://www.ncte.org/cee/positions/socialjustice

**VIEW:** TEACH—documentary 35mins by guardthemind (Dec. 2012)
Several young teachers share their teaching experiences, and reflect on what brought them to the profession
https://www.youtube.com/watch?v=y_TKuwm2ysA

**FINAL F2F (in class proctored) EXAM DATE:** TBA

*Thanks for your participation in this course.*