

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Undergraduate Programs</b>	UUPC Approval <u>3-1-21</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Curriculum Culture & Educational Inquiry College Education	
<b>Current Course Prefix and Number</b> EDF 3203	<b>Current Course Title</b> Equity Issues in Multicultural Education	
<i>Syllabus must be attached for ANY changes to current course details. See <a href="#">Checklist</a>. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
<b>Change title to:</b>  <b>Change prefix</b> From: _____ To: _____ <b>Change course number</b> From: _____ To: _____ <b>Change credits*</b> From: 2 To: 3 <b>Change grading</b> From: _____ To: _____ <b>Change WAC/Gordon Rule status**</b> Add <input type="checkbox"/> Remove <input type="checkbox"/> <b>Change General Education Requirements***</b> Add <input type="checkbox"/> Remove <input type="checkbox"/> <small>*Review <a href="#">Provost memorandum</a></small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See <a href="#">WAC Guidelines</a>.</small> <small>***General Education criteria must be indicated in syllabus and approval attached to this form. See <a href="#">GE Guidelines</a>.</small>	<b>Change description to:</b>   <b>Change prerequisites/minimum grades to:</b>   <b>Change corequisites to:</b>   <b>Change registration controls to:</b>   Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).	
<b>Effective Term/Year for Changes:</b> Summer 2021	<b>Terminate course? Effective Term/Year for Termination:</b>	
<b>Faculty Contact/Email/Phone</b> P. Peluso/ppeluso@fau.edu/7-3570		
<b>Approved by</b> Department Chair <u>[Signature]</u> College Curriculum Chair <u>[Signature]</u> College Dean <u>[Signature]</u> UUPC Chair <u>Jerry Haky</u> Undergraduate Studies Dean <u>Edward Pratt</u> UFS President _____ Provost _____	<b>Date</b> <u>1/21/21</u> <u>2/5/21</u> <u>2/9/2021</u> <u>3-2-21</u> <u>3-2-21</u> _____ _____	

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.



The Department of  
Curriculum, Culture, and Educational Inquiry

**EDF 3203: Equity Issues In Multicultural Education**

**Class Meeting Day/Time/ Place: Online-Canvas**

**Pre-Requisite/Co-Requisite: EDF 2085 (with a grade of C or higher)**

**Credits: 3**

**Professor:** Melanie M. Acosta, Ph.D.

**E-mail:**

**Phone:**

**Office Hours:**

**\*Email is preferred method of contact\***

**CATALOG DESCRIPTION:** 3 semester hours

Based on the principles of culturally responsive pedagogy, this course will explore contemporary educational issues, policies and teaching practices that support or hinder educational equity for diverse student populations. Pre-requisite: EDF 2085 or equivalent (with a grade of C or higher)

**COURSE OBJECTIVES**

1. Demonstrate understanding of the historical role of educational policy and practice and their contemporary implications in facilitating equitable or inequitable educational opportunities for students of diverse backgrounds;
2. Implement culturally relevant pedagogy in professional decision making, on curriculum, pedagogy, school climate, and classroom management.
3. Demonstrate knowledge, skills and dispositions commensurate with the ability to fulfill national, state and local mandates for multicultural education;
4. Demonstrate openness to and comfort with different perspectives in order to facilitate difficult conversations about race, gender, class, religion, sexual orientation among other aspects of diversity when they arise in class discussions;
5. Develop leadership skills to promote educational equity and advocate for under-served students

**REQUIRED TEXTS:**

Spring, J. (2016). *Deculturalization and the struggle for equality*. (8<sup>th</sup> Ed.) Boston, MA: McGraw-Hill.

Sensoy, O., DiAngelo, R. (2017). *Is everyone really equal? An introduction to key concepts in social justice education*. Teachers College Press.

Pollack, M. (2008). *Everyday antiracism: Getting real about race in the classroom*. The New Press.

EDF 3203 *Virtual Coursepack* (Available on Canvas).

**LEARNING MANAGEMENT SYSTEM (LMS):**

The basic platform for this course will be CANVAS. Be sure to do the Canvas Tour for Students at: <https://canvas.fau.edu/courses/6269>

**REQUIRED LIVETEXT:** Students in this course are required to have an active LiveText account to track mastery of programs skills, competencies, and critical assignments, and to meet program and college accreditation requirements. Information regarding obtaining an account is provided on the College of Education website: <http://coe.fau.edu/livetext>

### **COURSE EXPECTATIONS**

**Class participation:** The success of this class is dependent on the active participation of every student. In order to enrich class discussions and to achieve the learning objectives, it is important that students come to class prepared. Participation in this course will consist of the following: Active participation in assigned online discussions, debates, case studies, book clubs, quizzes, activities; Completion of required reading assignments; Completion of writing activities

Criteria for appropriate participation include: the ability to contribute to discussions without dominating them, an attitude that is open to considering diverse perspectives, and treating others with respect (even when you disagree with them) (NAME 4a; NCATE 4d ii; FEAP – Cont. Imp. d)

**Attendance:** You are expected to login to Canvas for the course *at least three times per week* to ensure you do not miss pertinent postings, messages, or announcements. Failure to meet these obligations may be viewed as course abandonment and you will be dropped from the course. Attendance will be closely monitored.

**\*Please review FAU's attendance policy for further clarification\***

**Communication:** The professor will utilize Canvas, email, and/or Webex (or other similar web-based communication platform) to communicate relevant information to students. The professor will maintain an open door policy with students who wish to discuss matters related to the course. **PLEASE USE THE PROFESSOR'S EMAIL ADDRESS PROVIDED IN THIS SYLLABUS. I DO NOT CHECK ANY OTHER EMAIL ADDRESS FOR THIS COURSE!** **If you email an assignment to me and use an email address other than the one provided on this syllabus, your assignment will be marked late with points deducted should the professor not receive your work before the due date.**

In addition, please allow 48 hours for the professor to respond to your emails and/or telephone calls. Should you not receive a response from the professor after 48 hours, please contact the professor again. When meeting with the professor, please be ready to discuss your work by having read assignment descriptions, rubrics, and any feedback provided preparing specific questions about your work and/or the assignment expectations, and by bringing samples of your work (if applicable). It is highly recommended that you contact the professor early and often if you have questions or are unsure about course assignments and projects, class discussion, participation, etc.

**Please note: I do not work on Saturdays and Sundays; therefore, I do not check nor respond to emails sent on these days.** Please email me with your questions or comments anytime before Friday at 5pm or after Sunday in order to ensure that I can respond in a timely manner. Otherwise, I will respond to your queries the following business day.

**Assignments:** All assignments are to be turned in by the specified assignment date and time. Please assume that every assignment is to be completed individually unless specifically assigned as group work. **Unless otherwise noted, there are no provisions for extra credit work in this class.**

**Timeliness of Assignment Submissions:** It is recommended that you submit all assignments, quizzes, discussions, and other activities by the stated due date. The professor does maintain late work submission policy (on major projects only) that is stated below:

- Assignments submitted up to 24 hours after the deadline will lower your grade by one letter grade, or lower the total points earned on your assignment to match the lowered letter grade.
- Assignments submitted 24-48 hours after the assigned deadline will drop your grade by two letter grades, or lower the total points earned on your assignment to match the lowered letter grade.
- **AFTER 48 HOURS, NO LATE ASSIGNMENTS WILL BE ACCEPTED.**

If you find that you are having difficulty submitting your work on time or you cannot submit an assignment on time due to extenuating circumstances, it is recommended that you communicate with the professor AS SOON AS POSSIBLE before the due date of the assignment so that a make-up work plan can be put into place.

**Please Note:** Just because you turn an assignment in on time does not necessarily mean you earn an A. Please follow assignment guidelines, rubrics and ask questions about course assignments prior to the due date. It is important that you seek clarification on assignments prior to submission. **Resubmission of assignments will not be granted under the premise that you were confused or didn't know what to do if you did not seek clarification or ask questions prior to submission of your assignment.**

**Format of Written Work:** All assignments should be typed (Times New Roman; Size 12 font), and double-spaced. Please retain a copy of all assignments, especially in electronic form, submitted to your instructor via Canvas throughout the semester.

The writing style required for this course is [APA](#). Additionally, any content quoted, paraphrased, or gleaned from references must be properly cited (see [Academic Integrity](#) and [Plagiarism](#)). All written assignments should be in rich text format (.rtf) or Word format (.doc, .docx). Submissions that cannot be opened will not be graded.

**Grades:** Please allow the professor 2 weeks to for assigned work to be evaluated and returned, unless otherwise noted. The professor will use Canvas or email to return graded assignments to students. The professor may make general remarks about the work submitted by the class as a whole during class time, however, the professor will not discuss individual graded assignments with students in class. Should you wish to discuss your performance on individual course assignments, please contact the professor to schedule a meeting during office hours. The professor will not discuss grades via email or telephone. Please schedule an appointment with the professor should you wish to discuss your course grades.

**Resubmission of course assignments:** For selected assignments, students may request to revise and resubmit their work. These assignments must be submitted on time, and if the student earns less than a passing grade (C- or below), the student may ask to resubmit the assignment. The highest grade that can be earned on a resubmitted assignment is a B. **Grades earned lower than a C- due to tardiness may not be revised and resubmitted—no exceptions.**

**Class Etiquete/Netiquete:** Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism; however, remember you are adult students and professionals—your communication should be appropriate. You are expected to use correct spelling and grammar and write in complete sentences. Also, please note that in the online environment you do not have the advantage of voice inflection or gestures. As a result, sarcasm can come across very negative, so this form of communication should be avoided. When conducting peer reviews or responding to classmates' posts, remember that you are responding to the ideas of the writer: keep your communication professional and on-topic.

## **SUMMARY OF MAJOR COURSE ASSIGNMENTS:**

Assignment	Assignment Description
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<b>Participation 140 points</b>	You will earn participation points through active participation in: Discussions, case studies, quizzes, etc.. provided in each module  <i>(see Canvas &amp; assignment descriptions document for details; see course schedule for due dates)</i>
<b>Critical Participatory Action Research Project 445 points</b>	You will use autoethnographic narrative methods to collect and analyze data related to your societal socialization and experiences with oppression and resistance. You will use qualitative, mini-case study methods to collect and analyze data relate to the social socialization and experiences of someone from a different social location than yourself. Finally, you will use qualitative methods to analyze and disseminate your research.  <i>(see Canvas &amp; assignment descriptions document for details; see course schedule for due dates)</i>
<b>Educational Activism Blog 225 points</b>	In this individual project you will document your own beginning or ongoing journey towards educational activism as a human and professionally as a teacher. You will engage in self assessments, develop an individual activity plan, implement your plan over the duration of the semester, and engage in self-reflective activities throughout. You will document your journey using a blog.  <i>(see Canvas &amp; assignment descriptions document for details; see course schedule for due dates)</i>

**TOTAL 810 POINTS**

**\*Please Note:** Because this class deals with social justice issues, current events may necessitate the need for assignment adjustments. The instructor reserves the right to change or add assignments as necessary throughout the semester. Any changes will be announced prior to implementation. It is your responsibility as a student to stay abreast of any changes.

**GRADING SCALE**

Scores are cumulative, and the grade scale represents total points earned.

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	Below 60

**DROPPING THE COURSE:** In order to withdraw from a course, it is not sufficient to stop attending class or to inform the instructor of your intention to withdraw. In accord with university policy, students wishing to withdraw from a course must do so formally through the Registrar’s office. It is the student's responsibility to complete all forms by the university assigned deadlines. If this is not done, the instructor must assign a grade of F at the end of the semester.

Please be aware that a dropped course may affect your financial aid. Being dropped from the course is irrevocable, and you will not be re-instated. If you are experiencing major illnesses, absences due to university duties, or other large-scale issues, contact the instructor immediately to formulate a resolution (if possible). Notifying your instructors after the fact will not be sufficient to prevent being dropped.

**COURSE SCHEDULE:**

<u>Module</u>	<u>Week</u>	<u>Topics</u>
<b>MODULE 1</b>	<b>1</b>	<b><u>GETTING ACQUAINTED &amp; COURSE INTRODUCTION</u></b>  <b>READINGS</b> Sensoy & DiAngelo (2017) Preface, Prologue, & chps. 1&2

		<b>ACTIVITIES</b> Discussion # 1 Flipgrid—Subjectivities Educational Activism Blog (Part A: Self Assessment)-
<b>MODULE 2</b>	<b>2</b>	<b><u>NOTICING &amp; NAMING EQUITY ISSUES</u></b>  <b>READINGS</b> Dixson & Rosseau (2007) Spring (2016) chps. 6-7  <b>ACTIVITIES</b> CPAR Project (Part A1) Educational Activism Blog (Part A: Self Assessment) Discussion #2
	<b>3</b>	<b><u>NOTICING &amp; NAMING EQUITY ISSUES</u></b>  <b>READINGS</b> Ada (1995) Valenzuela (n.d.) Spring (2016) chp.5  <b>ACTIVITIES</b> Educational Activism Blog (Part B: Learning Plan Development CPAR project (Part A2:))
	<b>4</b>	<b><u>NOTICING &amp; NAMING EQUITY ISSUES</u></b>  <b>READINGS</b> Armstrong (1997) Boutte & Brian (2019) Spring (2016) chp. 3  <b>ACTIVITIES</b> CPAR project (Part A3:) Discussion #3

	<b>5</b>	<p><b><u>NOTICING &amp; NAMING EQUITY ISSUES</u></b></p> <p><b>READINGS</b> Flake (2005) Spring (2016) chp.s 2 &amp; 4</p> <p><b>ACTIVITIES</b> Educational Activism Blog (Part C: Implementation check-in) CPAR project (Part A3:) <b>***ZOOM CLASS MEETING***</b></p>
	<b>6</b>	<p><b><u>THEORIZING ABOUT EQUITY ISSUES</u></b></p> <p><b>READINGS</b> Sensoy &amp; DiAngelo (2017) chp. 8, 9 Spring (2016) chp. 1 Armstrong (1997)</p>

		<p><b>ACTIVITIES</b> Educational Activism Blog (Part B: Learning Plan Development—identify 2 actions) Discussion #4</p>
<b>MODULE 3</b>	<b>7</b>	<p><b><u>THEORIZING ABOUT EQUITY ISSUES</u></b></p> <p><b>READINGS</b> Sensoy &amp; DiAngelo (2017) chps. 7&amp;10 Ada (1995)</p> <p><b>Mid semester Evaluation</b></p>
	<b>8</b>	<p><b><u>THEORIZING ABOUT EQUITY ISSUES</u></b></p> <p><b>READINGS</b> Sensoy &amp; DiAngelo (2017) chps. 6 &amp; 12 Flake (2005)</p> <p><b>ACTIVITIES</b> Educational Activism Blog (Part C: Implementation check-in) CPAR Project (Part B1) Discussion#5 <b>***ZOOM CLASS MEETING***</b></p>

	<b>9</b>	<u><b>THEORIZING ABOUT EQUITY ISSUES</b></u>  <b>READINGS</b> Sensoy & DiAngelo (2017) chps. 6 & 11 Dixson & Rosseau (2007)  <b>ACTIVITIES</b> Discussion #6 CPAR Project (Part B2)
<b>MODULE 4</b>	<b>10</b>	<u><b>TAKING ACTION TOWARD EDUCATIONAL EQUITY</b></u>  <b>READINGS</b> Pollack (2008) Part XI Pollack (2008) Part XII  <b>ACTIVITIES</b> CPAR Project (Part B3)
	<b>11</b>	<u><b>TAKING ACTION TOWARD EDUCATIONAL EQUITY</b></u>  <b>READINGS</b> Pollack (2008) Part XIII Pollack (2008) Part XIV
		<b>ACTIVITIES</b> CPAR Project (Part C1) Educational Activism Blog --Final
	<b>12</b>	<u><b>TAKING ACTION TOWARD EDUCATIONAL EQUITY</b></u>  <b>READINGS</b> Pollack (2008) Part XV Pollack (2008) Part XVI Pollack (2008) Part XXI  <b>ACTIVITIES</b> CPAR Project (Part C2) CPAR Project (Part C3) Discussion #7

## **UNIVERSITY POLICIES**

### **Attendance**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The instructor determines the effect of absences upon grades, and the University reserves the right to deal

at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

### **Religious Accommodation**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

### **Disability Policy Statement:**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

### **Counseling and Psychological Services (CAPS) Center**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

**Code of Academic Integrity:** Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

### **SUPPORT SERVICES & RESOURCES:**

Office of Information Technology Online Help Desk:	<a href="http://helpdesk.fau.edu">http://helpdesk.fau.edu</a>
FAU Libraries Website:	<a href="http://www.fau.edu/library">http://www.fau.edu/library</a>
Center for Learning and Student Success Website:	<a href="http://www.fau.edu/class">http://www.fau.edu/class</a>
*University Center for Excellence in Writing:	<a href="http://www.fau.edu/UCEW">http://www.fau.edu/UCEW</a>
Math Learning Center:	<a href="http://www.math.fau.edu/MLC">http://www.math.fau.edu/MLC</a>
Office of Undergraduate Research and Inquiry:	<a href="http://www.fau.edu/our">http://www.fau.edu/our</a>
Student Accessibility Services Website:	<a href="http://www.fau.edu/sas/">http://www.fau.edu/sas/</a>
Office of International Programs and Study-abroad:	<a href="http://www.fau.edu/goabroad">www.fau.edu/goabroad</a>

**\*University Center for Excellence in Writing (Writing Center)**

All students are encouraged to take advantage of any and all resources that are available to them that will aid them in being successful in this course. Because a minimum of 50% of your grade in this course comes from writing and writing-based assignments, all students are encouraged to use the services provided by the Writing Center. While drop-in services are available, in order to ensure an appointment with a writing consultant students are asked to schedule an appointment ahead of time by using the online scheduler found on the Writing Center's webpage:

[www.fau.edu/ucew](http://www.fau.edu/ucew).

Writing Consultations/Appointments: <sup>[1]</sup><sub>[SEP]</sub>Conferences will vary according to the writing project.

Consultants can help clients:

6. Unpack difficult readings
7. Understand assignments
8. Generate and clarify ideas
9. Flesh out weak or biased arguments
10. Understand documentation and citation practices
11. Follow task-appropriate format
12. Develop strategies for identifying patterns of error that can be tracked and proofread for conformity to American academic English
13. Provide expert perspectives for creative projects (Description of services from website)

**COMPUTER REQUIREMENTS:**

Operating System: A computer that can run Mac OSX (some educational material may not be compatible to Mac, if you encounter technical issues, you may contact [eTutoring](#)) or Win XP or higher.

Peripherals:

1. Speakers and microphone or headset with microphone (if applicable).
2. A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.
3. Please visit the Students tab located at the top of the screen for LMS compatibility with your computer. Make sure your Internet browser is compatible and that you have all the recommended plug-ins installed.
4. Other software may be required for specific learning modules, but the links to download and install it will be provided within the applicable module.

Software Requirements and/or Access:

Microsoft Word<sup>[1]</sup><sub>[SEP]</sub>Microsoft PowerPoint or another multi-media presentation tool Java (this is a free download)

Skype for Business

Required Technical Skills:

To be successful in this course you should be familiar with and be able to execute the following technological skills:

- Creating and posting to a discussion board, blog, or Wiki
- Taking a test through Canvas
- Attaching documents
- Copy and paste functions
- Microsoft Office tools: Word, PowerPoint, Excel
- Searching the FAU library and websites

<sup>[1]</sup><sub>[SEP]</sub>Technical Problem Resolution Procedure: In the online environment, there is always a possibility of technical issues (e.g., lost connection, hardware or software failure). Many of these can be resolved

relatively quickly, but if you wait to the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. Should a problem occur, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action regarding a resolution. Please take the following steps should a problem occur:

1. 1.If you can, make a Print Screen of the monitor when the problem occurred. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit <http://en.kioskea.net/faq/141-print-screen-screen-capture-windows-mac-os-x-and-unix-linux>.
2. 2.Complete a Help Desk ticket at <http://www.fau.edu/helpdesk>. Make sure you complete the form entirely and give a full description of your problem so the HelpDesk staff will have the pertinent information in order to assist you properly. This includes:
  - ●Select “Canvas (Student)” for the Ticket Type.
  - ●Input the Course ID.
  - ●In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
  - ●Attach the Print Screen file, if available.
1. 1.Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2.1-2.4 above).
2. 2.If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2.1-2.4 above).
3. 3.If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
4. 4.If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.