

UC Merced, School of Natural Sciences
NSED 120, 4 units
Classroom Interactions
Course Syllabus, Fall 2019
NSED 120-1 Tuesdays 8:30am - 11:20am Granite 125
NSED 120-2 Tuesdays 5:30pm - 8:20pm Granite 125
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Office AOA 178; Tuesdays 4:15pm - 5:10pm
Also available in person and online via appointment

Course Overview:

NSED 120 serves as an introduction to the educational aspects in a multicultural and multilingual diverse society. This course continues the process of preparing students to teach mathematics and science in middle and secondary settings by providing opportunities to evaluate challenges they face in instructional settings. We focus on students coming from a diverse society with different cultures and linguistic backgrounds. We will explore frameworks for thinking about equity issues in the classroom and beyond school settings, learn strategies for teaching students of diverse cultural and linguistic backgrounds, and reflect on how the interplay among teachers, students, and academic content enables students to develop a deep conceptual understanding of the subject matter. Classroom Interactions is a course that typically is a prerequisite to an accredited teacher credential program.

Recommended Reading:

California State Content Area Standards: www.ctc.ca.gov/estpublication/cstpreport.pdf

Objectives: Using the guiding question, “What’s it like?” students will read, discuss, and write about the world of schools, teachers, and diverse student populations. Upon successful completion of this class, students will be able to:

- Describe various forms of human diversity found in schools and society at large.
- Explain how individual differences impact teaching and learning.
- Describe methods of teaching across various cultural and linguistic differences.
- Interpret observed connections between teaching theory and school practices.
- Examine issues of equity in its social, cultural, and pedagogical dimensions
- Explore their individual beliefs and equity in education by writing a personal philosophy of education paper and an educational equity reflection paper

Course Requirements: All assignments are due on the date indicated by the instructor, and may be formatted according to APA style. Assignments are to be typed using 12 font and spaced at 1.5 lines unless otherwise indicated by the instructor.

Points will be deducted for incorrect spelling, grammar, syntax, or format. ADA students are requested to make an appointment with the instructor during the first week of class in order to assure that necessary arrangements be made.

Academic Integrity: Each student in this course is expected to abide by the University of California, Merced’s Academic Honesty Policy. For this course, collaboration is allowed in the following instances: Reading Group assignments and the Contemporary Issues and Solutions Project. All other assignments are to be completed by the student submitting the work. You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help or receive "consulting" help from such students. However, this permissible cooperation should never

involve one student having possession of a copy of all or part of the work done by someone else, in the form of an e-mail, an e-mail attachment file, a diskette, or a hard copy. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Policy can also be extended to include failure of the course and University disciplinary action.

The information listed above is for individual assignments. There are group assignments in this class which require full cooperation and participation of all group members. If a group member has not completed and/or contributed his/her portion of group work by the due date of the assignment, that group member will neither receive credit for the assignment nor have any opportunity to make up the work at a later date.

Accommodations for Students with Disabilities: The University of California Merced is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, accessible universal design and diversity. Students with special needs should contact Jesus Jimenez (jjimenez22@ucmerced.edu) in the School of Natural Sciences Office - Student Advising. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances. Students are encouraged to register with Disability Services Center to verify their eligibility for appropriate accommodations.

Course Elements:

1. Attendance and Participation:

Classes will consist largely of discussions and presentations by the instructor, and groups of students. Active participation in discussion is an essential part of learning and, hence, of evaluating your work. Participation means listening as well as talking, monitoring your own contributions to a discussion, helping others develop their ideas, and, of course, expressing your own thoughts in whole and small-group discussions. In case of group activities, participation of each member will be evaluated based on the grades given by other group members.

Participation also includes making every effort to arrive to class promptly and using electronic devices only for course-related purposes. Because the course emphasizes the creation of community in the classroom, participation and attendance are critical. Attendance to all of the classes is a must and unsatisfactory attendance might result in failing. In case of an unavoidable circumstance, any absence must be communicated to the instructor prior to occurring.

2. Individual Reflection and Discussion Facilitation

To participate it is essential to complete the required readings before class and be prepared to discuss the readings in class. We encourage you to bring a paper or electronic copy of each reading to class for reference during discussions. You should come with an overall sense of each selection's content and argument as well as your own questions. It is important to read *actively* and *critically*, identifying the elements that inform your understanding of issues raised as well as the implications for effective classroom practice. It is also important to read *relationally*, identifying the ways in which a reading comments on other readings. Readings will be provided in the Cat Courses.

Individual Reflection

- You are expected to reflect on each week's set of readings. Please submit your weekly reflections in the course website. All posts should be substantive in nature, length, and content. Please monitor

the time and content of your posts, and be mindful of your contributions and personal details. [Here are some reflection guidelines to help you.](#)

Jigsaw Discussion Facilitation

- The class will be divided into two groups (Group A and Group B) and every week each group will do their assigned reading(s) and a team from each group will lead a discussion based on their reading. For weekly reflection, each group member is supposed to reflect on their assigned reading. This means that every week, **everyone** in the class will do a reading and a reflection. [Here is the discussion facilitation rubric.](#)

The discussion may be structured in the form of slide deck presentation (Google Slides, PowerPoint) with interactive discussions and activities. Use this platform to show your creativity. You should try to make your discussion facilitation as interactive as possible.

3. Writing Assignments

Ideal Educational System

For this assignment, you will write a two page double-spaced document regarding your thoughts about an ideal educational system in a multicultural and multilingual diverse society and identify the roles and responsibility of a teacher in that ideal education system? Design such an educational system that implements specific classroom applications outlined or suggested in readings, presentations, and discussions from the course. In particular, you will be drawing upon the principles of culturally relevant pedagogy and teaching for social justice, equity, and diversity. [Here is the rubric.](#)

Educational Equity Reflection

“Cultural and ethnic self-analysis and self-reflections are important skills for all teachers to develop, as Walsh (1998) suggested, ‘Thinking critically is the antithesis of prejudicial thinking’” (Gay, G. & Howard, T., 2010, p.9). Given the importance of being self-reflective and informative in our development as teachers, you will be expected to write a short (2 page) paper reflecting on your experiences with equity issues within and beyond school settings and also talk about the skills required to become an effective teacher in a diverse society. The prompt for this reflection paper is as follows: How have your race/ethnicity, socioeconomic status, gender, language capabilities, and other connected factors impacted your educational opportunities, outcomes, and others’ expectations of you? What skills and knowledge are required to become a successful teacher in a culturally and socially diverse society? [Here is the rubric.](#)

4. Final Project:

Your final exam project for the course is to investigate a contemporary educational issue(s) of your own choice related to English Language Learners and to present your findings to the class using some type of visual media such as a poster, PowerPoint, video, music video, charts and graphs, etc. You will work with a small group of three, four, or five (depending upon class size). In addition to having a visual presentation, you should incorporate activities that serve to illustrate your points and engage your viewers in an interactive, constructive and meaningful way. This is not intended to be a direct lecture; engage your classmates in the issue. Students will also reflect upon the presentation of their fellow classmates.

General Guidelines:

- You will work with a small group of three, four or five
 - Choose your partner(s) wisely as you will all receive the same grade for your presentation.
- Your research must consist of at least 5-6 articles.

- Each group must have a different topic – first come, first served.
 - Be specific and clear. Also, incorporate math or science education into your issue.

Part 1: Paper (30 pts)

- Should be 6-8 pages in length (not counting your cover and reference pages) and in APA 6th edition format, 1” margins, 12pt Times New Roman font, double-spaced, cover page
- The paper should discuss the following:
 - An introduction to the topic
 - An overview of what the research says about the topic
 - How you will use the research in your classroom – how does this topic affect instruction in the classroom and what activity you can do in your class?
- Use section headers
- [Rubric](#)

Part 2: Presentation (16 pts)

- Presentations should last at least 30 minutes.
- Be creative in your visual presentation!
- Incorporate activities and demonstrations to illustrate your points and engage your viewers.

Part 3: Participation (10 pts)

- Overall participation in group work graded by group members

Grading:

The use of grades is meant to record your accomplishments, as well as to guide focused feedback and progress. Letter grades are not used to rank or sort students; instead, they are meant to aid in your understanding of completing assigned tasks as outlined. Expectations are set high in this course, and we will do our best to ensure that you are supported in meeting these expectations. Given the focus of this course, we hope that the outlined evaluation process will contribute to and inform our developing sense of teaching and learning.

Important notes about grading:

Assignments need to be submitted to Cat Courses by the specified deadlines. Late assignments will only be accepted for full credit if prior arrangements have been made in a timely manner with the instructors. All other late assignments are not guaranteed to receive credit.

Tardiness and absences will be recorded on CatCourses. Unexcused absences will affect your grade (i.e., your attendance grade for the day of absence will be 0%).

Grade Composition

- Attendance: 10%
- Participation (Classroom and Group work): 10%
- Individual Reflection: 20%
- Jigsaw Discussion Facilitation: 15%
- Writing Assignments: 20%
- Final Project: 25%

Please note:

This schedule is subject to change due to extenuating circumstances and the overall needs of the class. Students will be informed accordingly.

Reading and Reflection Schedule

Week	Class Date	Topic & Readings	Group	Reflection
1	Sept 3	Introduction My CAP Survey	n/a	n/a
2	Sept 10	<u>Historical Perspectives to Education</u> The American Schooling Dilemma Ch. 1 from <i>Teaching to Change the world (Page 4 -17)</i> Optional: Discussion Techniques article 1 & article 2	n/a	Post your individual reflection by Sept 8
3	Sept 17	<u>Historical Perspectives to Education</u> <u>Group A</u> History and Culture of American Education Ch. 2 from <i>Teaching to Change the world (Page 34 -50)</i> <u>Group B</u> History and Culture of American Education Ch. 2 from <i>Teaching to Change the world (Page 50 -66)</i>	A1 B1	Post your individual reflection by Sept 15
4	Sept 24	<u>Tracking</u> <u>Group A:</u> Rubin, B. C., Wing, J. Y., Noguera, P. A., Fuentes, E., Liou, D., Rodriguez, A. P. & McCready, L. T.. (2006). Structuring inequality at Berkeley High. In P. A. Noguera & J. Y. Wing (Eds.), Unfinished business: Closing the racial achievement gap in our schools. San Francisco: JosseyBass. <u>Group B:</u> Oakes, J. (1985). Keeping track: How schools structure inequality. New Haven: Yale University Press. [Chapter 1].	A2 B2	Post your individual reflection by Sept 22
5	Oct 1	<u>Complex Instruction</u> <u>Group A:</u> Boaler, J. (2006). How a detracked mathematics approach promoted respect, responsibility, and high achievement. Theory into Practice, 45(1), 40 - 46. <u>Group B: (Read either Chapter 3 OR Chapter 5)</u> Watanabe, M. (2012). "Heterogenius" classrooms: Detracking math and science, a look at groupwork in action. New York: Teachers College.	A3 B3	Post your individual reflection by Sept 29

		[Mathematics: Chapter 3; Science: Chapter 5]		
6	Oct 8	<p>English Language Learners</p> <p>Group A: Quinn, H., Lee, O., & Valdes, G. (2012). Language demands and opportunities in relation to Next Generation Science Standards for ELLs.</p> <p>GroupB: Nieto, S. (2004). Affirming Diversity: The sociopolitical context of multicultural education. Boston: Pearson. [Chapter 6: Linguistic Diversity in U.S. Classrooms]</p>	A4 B4	Post your individual reflection by Oct 6
7	Oct 15	<p>Learners with Special Needs</p> <p>Group A Harry, B. & Klingner, J. (2007). Discarding the deficit model. Educational Leadership, 64(5), 1621.</p> <p>Group B Sayeski, K. L. & Paulsen, K. J. (2010). Mathematics reform curricula and special education: Identifying intersections and implications for practice. Intervention in School and Clinic, 46(1), 1321.</p>	A1 B1	Post your individual reflection by Oct 13
8	Oct 22	<p>Race, Culture, and Ethnicity</p> <p>Group A Wing, J. Y. (2007). Beyond black and white: The model minority myth and the invisibility of Asian American students. The Urban Review, 39(4), 455 - 487.</p> <p>Group B Delpit, L. (2002). No kinda sense. In L. Delpit & J. K. Dowdy (Eds.), The skin that we speak: Thoughts on language and culture in the classroom. New York: The New Press.</p>	A2 B2	Post your individual reflection by Oct 20
9	Oct 29	<p>Culturally Relevant Teaching</p> <p>Group A</p> <ul style="list-style-type: none"> • Boutte, G., Kelly Jackson, C., & Johnson, G. L. (2010). Culturally relevant teaching in science classrooms: Addressing academic achievement, cultural competence, and critical consciousness. International Journal of Multicultural Education, 12(2), 120. (Pages 1-9) • Lake, R. (1990). An Indian father's plea. Teacher Magazine, 2(1), 48-53. 	A3 B3	Post your individual reflection by Oct 27 For each group, both the readings are mandatory; But, you are required to do

		<p>Group B</p> <ul style="list-style-type: none"> • Boutte, G., Kelly Jackson, C., & Johnson, G. L. (2010). Culturally relevant teaching in science classrooms: Addressing academic achievement, cultural competence, and critical consciousness. <i>International Journal of Multicultural Education</i>, 12(2), 120. (Pages 1-4 and 10-15) • Lake, R. (1990). An Indian father's plea. <i>Teacher Magazine</i>, 2(1), 48-53. 		only one piece of reflection which can either be based on one or both the readings. You do not have to do separate reflections for the readings.
10	Nov 5	<p>Rethinking Math/Science</p> <p>Group A Gilbert, W. S. (2011). Developing culturally based science curriculum for Native American classrooms. <i>Honoring our heritage: Culturally appropriate approaches for teaching Indigenous education</i>, 43-55.</p> <p>Group B Nelson Barber, S. & Estrin, E. T. (1995). Bringing Native American perspectives to mathematics and science teaching. <i>Theory into Practice</i>, 34(3), 174-185.</p>	A4 B4	Post your individual reflection by Nov 3
11	Nov 12	<p>Ms. Cool Out - Work on your Final Projects</p> <p>Work on your writing assignments</p> <ul style="list-style-type: none"> • Group -- final project • Individual -- Educational Equity Reflection & Ideal Education System 	n/a	n/a
12	Nov 19	<p>Teaching for Social Justice</p> <p>Everyone reads Gutstein, E. & Peterson, B. (2005). Introduction. In E. Gutstein & B. Peterson (Eds.), <i>Rethinking mathematics: Teaching social justice by the numbers</i>. Milwaukee: Rethinking Schools, LTD.</p> <p>Socratic Seminar - We are Trying to Do “The Wrong Things Right” in Schools</p>	n/a	Post your individual reflection by Nov 17
13	Nov 26	Case Study Activity	n/a	Final Project Writing Assignments due by Dec 2
14	Dec 3	Final Project Presentations (Start) Post-CAP in Cat Courses	n/a	First Individual Writing

				Assignment due no later than Dec 9
15	Dec 10	Final Project Presentations (Finish)	n/a	Last Individual Writing Assignment due no later than Dec 16
16		Final Exam week (no class)	n/a	

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