

UC Merced
NSED Minor
NSED 120, 4 Units
Classroom Interactions
Summer 2019 (Tuesdays and Thursdays 8:00 AM – 10:50 AM)
GLCR 120
Instructor: Somnath Sinha
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Office Hours: 30 minutes after Class
(Also available by appointments)

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 culture and linguistic background. 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 enable students to develop a deep conceptual understanding of the subject matter. Classroom Interactions is a course that typically is a pre-requisite to an accredited teacher credential program.

Assigned Readings:

A series of articles and chapters from different books can be found in Resources in Cat Courses.

Recommended Reading:

California State Content Area Standards: www.ctc.ca.gov/cstpublication/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 to 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 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 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 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:
 - Reflection Guidelines
 - Your reflection should be based on the following questions and you should address all of them in your reflection. It is NOT to be a summary of the article, though you certainly may quote, reference, etc. in order to give context to your statements:
 - What did you think after reading the selection? How does it make you feel? Why?
 - What new thing did you learn? Does this change previously held views and ideas? Explain.
 - How does this inform you as a pre-service teacher?
 - How will you implement what you have learned?
 - How does this connect to your previous readings and/or knowledge?

In terms of length, it should be at least 12 - 15 sentences long and generally no longer than one page. I understand that some topics will resonate more with you than others, which is why I want to be flexible with length and not put strict guidelines on your writing.

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 2 or 3 persons from each group will lead a discussion based on their reading. The weekly readings will be distributed between both the groups. If there is one article then each group will read one-half of that article and if there are two articles then each group will be assigned an article to read. For weekly reflection, each group member is supposed to reflect on their assigned reading. This means that every week, **everyone in class will do a reading and a reflection** but only **2/3 persons from the group would do a presentation based on the reading.**

The list of pair of students from each group who are supposed to lead the discussion will be uploaded.

The discussion may be structured in the form of power point presentation with interactive discussion questions/ topics at the end. You can focus on how to use your reading in your classroom as a future teacher. You may also structure it in any other format(s) you see fit (e.g., have pair share and then whole class discussion) and use this platform to show your creativity. You should try to make your discussion facilitation as interactive as possible.

3. Writing Assignment

Ideal Educational System

For this assignment, you will write a two-page single-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.

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 (10 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
- Conclusion/Discussion
 - Result/ Findings
 - 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

Part 2: Presentation (5 pts)

- Presentations should last at least be of 20 to 30 minutes.
- Be creative in your visual presentation!
- Incorporate activities and demonstrations to illustrate your points and engage your viewers.

Part 2: Participation (5 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: 10%

Final Project: 35%

Please note:

The reading materials for each class will be provided in the Cat Courses website.

This schedule is subject to change due to extenuating circumstances the overall need of the class

and students will be informed accordingly.

Reading and Reflection Schedule

Week	Date	Topic and Readings	Reflection Assignment
1	5/28/19	Introduction to class Syllabus Discussion My CAP Survey	
	5/30/19	<p>Group A <u>Historical Perspectives to Education</u> Introduction and Chapter 1 from <i>Teaching to Change the world (Page 4 – 17)</i></p> <p>Group B <u>Historical Perspectives to Education</u> Introduction and Chapter 1 from <i>Teaching to Change the world (Page 17 – 29)</i></p>	Post your individual reflection by 5/29/19
2	6/04/19	<p>Group A <u>Historical Perspectives to Education</u> Chapter 2 from <i>Teaching to Change the world (Page 34 -50)</i></p> <p>Group B <u>Historical Perspectives to Education</u> Chapter 2 from <i>Teaching to Change the world (Page 50 -66)</i></p>	Post your individual reflection by 6/03/19
	6/06/19	<p>Tracking</p> <p>Group A: 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.), <i>Unfinished business: Closing the racial achievement gap in our schools.</i> San Francisco: JosseyBass.</p> <p>Group B: Oakes, J. (1985). Keeping track: How schools structure inequality. New Haven: Yale University Press. [Chapter 1].</p>	Post your individual reflection by 6/05/19
3	6/11/19	Complex Instruction	Post your individual reflection by 6/10/19

		<p>Group A: Boaler, J. (2006). How a detracked mathematics approach promoted respect, responsibility, and high achievement. <i>Theory into Practice</i>, 45(1), 40 - 46.</p> <p>Group B: (Read either Chapter 3 OR Chapter 5) Watanabe, M. (2012). "Heterogenius" classrooms: Detracking math and science, a look at groupwork in action. New York: Teachers College. [Mathematics: Chapter 3; Science: Chapter 5]</p>	
	6/13/19	<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). <i>Affirming Diversity: The sociopolitical context of multicultural education</i>. Boston: Pearson. [Chapter 6: Linguistic Diversity in U.S. Classrooms]</p>	Post your individual reflection by 6/12/19
4	6/18/19	<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. <i>The Urban Review</i>, 39(4), 455 - 487.</p> <p>Group B Delpit, L. (2002). No kinda sense. In L. Delpit & J. K. Dowdy (Eds.), <i>The skin that we speak: Thoughts on language and culture in the classroom</i>. New York: The New Press.</p>	Post your individual reflection by 6/17/19
	6/20/19	<p>Culturally Relevant Teaching</p> <p>Group A</p> <ul style="list-style-type: none"> • Boutte, G., KellyJackson,C., & Johnson, G. L. (2010). <i>Culturally relevant teaching in science</i> 	Post your individual reflection by 6/19/19

		<p>classrooms: Addressing academic achievement, cultural competence, and critical consciousness. <i>International Journal of Multicultural Education</i>, 12(2), 120. (Pages 1-9)</p> <ul style="list-style-type: none"> Lake, R. (1990). An Indian father's plea. <i>Teacher Magazine</i>, 2(1), 48-53. <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. 	
5	6/25/19	<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>	<p>Post your individual reflection by 6/24/19</p> <p>For each group, both readings are mandatory; You are required to do only one piece of reflection which can either be based on any of the readings or all the readings. You do not have to do separate reflections for both the readings</p>
	6/27/19	<p>Teaching for Social Justice</p> <p>Group A 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>Post your individual reflection by 6/26/19</p> <p>Ideal Education System Due</p>

		Group B National Public Radio. (2012). Struggle for Smarts.	
6	7/02/19	Final Project Presentation	
	7/04/19	No Class	Final project writing Due

Please note:

Students will be notified about the chapters to read and softcopy of other reading materials will be provided.

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