



**Figure 1: College of Education Logo**

**COLLEGE OF EDUCATION, CSULB**

**Vision: Equity & Excellence in Education**

**Mission: The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.**

**Syllabus for EDEL 300**

**Equity and Justice in Diverse Schools**

**Fall 2010**

**Tuesdays, Section 1: 12:30-3:15 (ED1-40), Section 2: 4-6:45 (LA1-214)**

Instructor Dr. Jessica Zacher Pandya (Dr. Zacher)

Office ED-1, 24

Phone 985-7198

E-mail [jczacher@csulb.edu](mailto:jczacher@csulb.edu)

Office hours 1:00-2:00 Monday, Wednesday & by appointment. Almost always available by email, too, with a 48-hour response time.

### **I. University Catalog Course Description and II. Course Overview**

Course prerequisite: completion of EDEL/ITEP 100 and 200 courses and approved articulated courses from non-ITEP credentialing pathways. This course is intended for ITEP students only and requires admittance to the methods phase of the ITEP program (3.0 units). Acceptance into the MSCP is a prerequisite to enrollment and acceptance into this course. MSCP is a prerequisite to enrollment and acceptance into this course. This course will address social justice and educational equity, cultural and language diversity, bilingual education, and models of English language development in historical and contemporary contexts in U.S. and California schools. Students should enroll in SERVE concurrently. Traditional grading only.

### **III. Course Objectives and Outcomes**

Through course readings, assignments, assessments, class sessions and field work students will:

1) Demonstrate an understanding of the concept of diversity in relation to education, including issues of culture, ethnicity, race, language, religion, special needs, gender, sexual orientation, and socio-economic status.

- 2) Examine the characteristics of culture including linguistic resources among children and families in a school community through an ethnographic study or community service-learning project.
- 3) Analyze the key phases of cultural and linguistic interaction in the U. S. and California, and historical responses to diversity, both institutional and personal.
- 4) Demonstrate an understanding of the history, political issues, policy initiatives, and social contexts regarding second language education, bilingual education, and dialect choice.
- 5) Define factors and issues affecting language minority student achievement, such as the relationship of language and dialect to power and prejudice in the choice of instructional models and programs, including bilingual education, English-only instruction, English language development, and Specially Designed Academic Instruction in English (SDAIE).
- 6) Apply theoretical issues in language, culture and achievement to school situations.
- 7) Identify levels of English language acquisition, accepted language proficiency assessment instruments and their application for English language development.
- 8) Demonstrate theoretical awareness of cultural and linguistic adaptation alternatives.
- 9) Identify theory and application of multicultural education, social justice, anti-bias and anti-racist education, and an awareness of educator-activist models.
- 10) Identify and reflect upon one's own attitudes, beliefs, and approaches to issues of diversity.
- 11) Use technology to create a culminating project (written or visual ethnography).
- 12) Identify children's access to technology and analyze the importance of equal access to technology in multicultural settings.
- 13) Demonstrate technological competency in the use of technological communication including discussion groups.

#### **IV. Assessment**

There are 6 kinds of assignments in EDEL 300:

|  |     |
|--|-----|
| 1) Multimedia self-portrait, weeks 2-7                     | 30  |
| 2) Personal bias field note, due 11/30                     | 30  |
| 3) Journal entries about 4 readings (25 points each)       | 100 |
| 4) Children's novel group presentation 11/2                | 60  |
| 5) SERVE based field notes (4 @ 30 each)                   | 120 |
| 6) <u>SERVE case study final papers/presentations 12/7</u> | 60  |

Grading Scale:

|     |                  |
|-----|------------------|
| A = | 350 - 400 Points |
| B = | 300 - 349 Points |
| C = | 250 - 299 Points |
| D = | 50 - 249 Points  |
| F = | 00 - 49 Points   |

#### **V. Course Policies**

##### Policy on Attendance

Attendance at all classes is expected. Because this is a once-a-week class, attendance is VERY important! Students are expected to arrive at class meetings having read and thought about the assignment for the day. Students are expected to arrive on time and to refrain from leaving prior to the end of class. Students who miss two classes will have a -25 point deduction in their final grade. Students who miss three classes will

have a full grade deduction in the final course grade. Students who miss four classes will have a two-grade deduction in the final course grade. Students missing more than four classes will be dropped from the class.

#### Policy on Late Assignments and Make-ups

Make-up exams will be available only in cases of demonstrated medical emergencies, religious holidays, or university business.

#### Policy on Withdrawals

University policy on withdrawals applies. Please refer to the current *California State University, Long Beach Catalog of Undergraduate And Graduate Studies* for more detailed guidelines. Do yourself a favor and be sure to follow these policies carefully.

#### Policy on reasonable accommodations for students with disabilities

Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, s/he should seek the assistance of the Director of Disabled Student Services on campus.

#### Policy on Plagiarism

The section of the CSULB *Catalog of Undergraduate and Graduate Studies* titled “Definition of Plagiarism” is included here to remind students to be *very* careful when writing the Theorist Paper and Current Issue Report. Plagiarism is not acceptable. If a student plagiarizes (see definition below), the student will be assigned an automatic zero on the paper with no possibility of resubmitting the assignment. Please read the following excerpt from the *CSULB Catalog*:

“Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one’s own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgment of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another’s writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor.” (p. 87-88)

“Students are cautioned that, in conducting their research, they should prepare their notes by (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.” (p. 88).

Follow the suggestions noted in the paragraph above and take notes from your sources, using quotation marks when appropriate and use your own words.

Important--Turnitin: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of

detecting plagiarism of such papers. You may submit your papers in such a way that no identifying information about you is included. Another option is that you may request, in writing, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

Note: For you to use Turnitin, you must login to MyCSULB and update your email address. Turnitin identifies students based on their email addresses, so students with invalid email addresses may not be able to successfully submit papers to Turnitin and will not get credit for the assignments.

#### **VI. Required Texts / Materials**

- 1) A course reader, available for immediate purchase at Copyco on Bellflower across from the Borders bookstore (562-961-1123, 2155 N. Bellflower Blvd). Buy this asap, as we will read from it immediately.
- 2) A children's novel. We will discuss these and sign up for them in class. You will be able to buy them online or get them from any library after we choose them in class on 9/21.

#### **VII. Library Investigation and Technology Requirements for this course**

All students will submit assignments electronically via Beachboard, participate in technological conversations via Internet, and present their work using PowerPoint and an LCD projector. Before exiting this course (with support from the university resources and personnel as needed) all students will have met the following competencies:

Use library and computer lab technology; find and/or access articles online

Visit the Children's collection and receive instruction in using library databases from the reference librarian (see syllabus for times)

Access CSULB email weekly, use Beachboard and access Beachboard throughout semester access list serves, and access websites

Produce emails

Submit final assignments via Beachboard attachments as needed

Construct PowerPoint presentations and present them as needed

Be sure you are properly enrolled on beach Board. For more information, go to Beach Board and select "help." The CSULB Technology Help Desk is now available for students. Help is available on a wide range of computer issues including: Beachboard, Windows and Mac OS, CSULB Internet Accounts, Remote Connectivity, Microsoft Desktop Applications, Anti-Virus, Internet and Web related topics. Visit on the web at <http://helpdesk.csulb.edu> or contact the THD by phone at 562-985-4959 or send Email to [helpdesk@csulb.edu](mailto:helpdesk@csulb.edu).

#### **VIII. Detailed Assignment Guidelines**

All assignments will be available in a timely manner on BeachBoard under "assignments." Broadly, there will be 1 group presentation, 4 brief writings about articles, 4 3-page field notes, and one longer individual paper or presentation based on your SERVE experiences. All assignment questions will be posted on *Beachboard*. All field notes will be submitted through *Turn It In*. All students must have e-mail and *Beachboard* access. Please see me if you do not have access.

In addition, to receive credit for the course, you must complete 40 hours of SERVE work before the end of the semester. If you do not finish your SERVE hours by the end of the semester, we will arrange for you to take an incomplete and finish the hours as soon as you can. You are responsible for turning in 1) proof of signing up for SERVE (even if you do not yet have a site) by the 3<sup>rd</sup> class, 9/14; 2) Giving the classroom

teacher a copy of an introductory letter (on BeachBoard) & bringing me one from them, signed; 3) Your final SERVE evaluation (by end of semester); and 4) service hours verification (by end of semester).

|  |       |
|--|-------|
| 1) Multimedia self-portrait, weeks 2-7               | 30    |
| 2) Personal bias field note, due 11/30               | 30    |
| 3) Journal entries about 4 readings (25 points each) | 100   |
| 4) Children's novel group presentation on 11/2       | 60    |
| 5) SERVE based field notes (4 @ 30 each)             | 120   |
| 6) SERVE case study final papers/presentations 12/7  | 60    |
|  | <hr/> |
|  | 400   |

**1) Multimedia self-portrait, due weeks 2-7 (30 points).** We will sign up for these presentations the first week of class. Each of you will present a 5-10 minute multimedia collage about yourself to the class, reflecting on the ways race, class, gender, and language have shaped who you are today and what kind of teacher you may become. Assignment details will be posted on BeachBoard.

**2) Personal bias field note (30 points).** By the end of the semester, you will choose one of your own biases and go on a field trip—that you design—to explore your bias. You will turn in a written field note about your experience in class on 11/23. Assignment details will be posted on BeachBoard.

**3) Journal entries (4 @ 25 points each, 100 total points).** Over the course of the semester, you are required to turn in a 2-paragraph “journal entry” about 4 days’ readings from the reader. These informal summaries should include at least 1 paragraph (4-5 sentences) of summary for EACH article for the day, and at least 1 paragraph TOTAL (4-5 sentences) of your interpretation of the article(s), any connections you made to the article(s), and any particular ideas in the article that stuck out to you (& why). You decide which days; to get **credit** for each entry, you must turn it in at the start of class the day the readings are scheduled and you must write a summary of EACH article for the day. Grading: 5 points/conventions (spelling, grammar, punctuation), 10 points/summary completeness, 10 points/content of your interpretation. Last date to turn in journal entries: 11/23 (last reading). **No late entries accepted.**

**4) Children's novel groups (60).** In weeks 6-10, you will read and discuss a children's novel (3<sup>rd</sup>-9<sup>th</sup> grade level) that deals with issues that we will discuss and read about in class (race, class, gender, religion, and other differences). Each group will read the book together, and then present it to the class after their discussions end. We will chose books in the 4<sup>th</sup> week of class (9/21); you can then buy them online or get them from any library. The presentations, on 11/2, will include both powerpoint and paper elements; exact requirements TBA. **These are your choices:**

**a) Mortensen, Greg, with S. Thompson, & D. Relin. (2009). *Three Cups of Tea: One Man's Journey to Change the World... One Child at a Time (The Young Reader's Edition)*. NY:Puffin.** Grades 3-8. In 1993, while climbing one of the world's most difficult peaks, Mortenson became lost and ill, and eventually found aid in the tiny Pakistani village of Korphe. He vowed to repay his generous hosts by building a school; his efforts have grown into the Central Asia Institute, which has since provided education for 25,000 children. Retold for middle readers, the story remains inspirational and compelling. An interview with Mortenson's 12-year-old daughter, who has traveled with her father to Pakistan, offers another accessible window onto this far-away and underlines Mortenson's sacrifice and courage. Illustrated throughout with b&w photos, it also contains two eight-page insets of color photos. The picture book is written in the voice of Korphe's children rather than providing Mortenson's view, making it easier for American kids to enter the story.

**b) Himmelblau, Linda. (2005). *The Trouble Begins*. Delacorte Press.** Grades 4-8. After fleeing their native Vietnam and spending years in the Philippines recovering from TB, Du Nguyen and his grandmother

have come at last to the United States to be reunited with his parents and siblings. The 11-year-old's life is filled with adjustments to his new family, school, language, and lifestyle. He finds refuge in a storage shed where he hides a cat and plots mischievous revenge on his spying neighbor. Du is rambunctious, impulsive, and stubborn. He harasses his brother and sisters, torments his neighbor, and frustrates his overworked father (amazon.com).

**c) Lord, Cynthia. (2008). *Rules*. NY: Scholastic.** Grade 4-7. Twelve-year-old Catherine has conflicting feelings about her younger brother, David, who is autistic. While she loves him, she is also embarrassed by his behavior and feels neglected by their parents. In an effort to keep life on an even keel, Catherine creates rules for him (It's okay to hug Mom but not the clerk at the video store). Each chapter title is also a rule, and lots more are interspersed throughout the book. When Kristi moves in next door, Catherine hopes that the girl will become a friend, but is anxious about her reaction to David. Then Catherine meets and befriends Jason, a nonverbal paraplegic who uses a book of pictures to communicate, she begins to understand that normal is difficult, and perhaps unnecessary, to define (amazon.com).

**d) Ryan, Pam Muñoz. *Becoming Naomi León*.** Grades 4-7. Half-Mexican Naomi Soledad, 11, and her younger disabled brother, Owen, have been brought up by their tough, loving great-grandmother in a California trailer park, and they feel at home in the multiracial community. Then their alcoholic mom reappears after seven years with her slimy boyfriend, hoping to take Naomi (not Owen) back and collect the welfare check. Determined not to let that happen, Gram drives the trailer across the border to a barrio in Oaxaca to search for the children's dad at the city's annual Christmas arts festival. In true mythic tradition, Ryan, the author of the award-winning *Esperanza Rising* (2000), makes Naomi's search for her dad a search for identity, and both are exciting. (amazon.com).

**e) Jaramillo, Ann. (2006). *La Línea*. New Milford, CT: Roaring Brook Press.** Grade 5 & up. Six years ago, Miguel and Elena's mother and father left Mexico and crossed la línea into California. On the morning of Miguel's 15th birthday, he receives a note from his father telling him that it is time for him to join them. Miguel is sad to leave his grandmother and sister behind, but is excited about being reunited with his parents. Unbeknownst to Miguel, Elena, 13, disguises herself and joins him on the difficult journey. They are robbed, threatened, and almost perish in a desperate trek across the desert. The pacing of the plot is quick and driven, and the characters are realistically drawn (amazon.com).

**5) SERVE-based field notes (4 @ 30 points each, 120 points total).** These reflective field notes are based on your 40 hours of SERVE fieldwork. Topics for the activities include 1) an analysis of school API & SARC information (due 9/28), 2) Field notes of your observation and analysis of an ELD classroom lesson (10/19), 3) Field notes of your observation and analysis of one particular student's classroom participation (due 11/2), and 4) Field notes of your observation and analysis of teaching methods and interview with the teacher (due 12/2). Assignment details to be posted on BB.

**6) SERVE-based case study final presentation (60 points).** For this assignment, you will present your case study student and SERVE site to one small group in the last week of class (12/7). Use of some type of visual aid is required (PowerPoint, student work, photographs, etc.). Assignment guidelines TBA.

## EDEL 300 Fall 2010 Schedule of topics, readings, & assignments

### 8/31. COURSE INTRODUCTION.

Discuss course overview and assignments, especially SERVE work sites and letter to the classroom teacher. Review syllabus, book, and reader requirements. Sign up for individual multimedia presentations.

### 9/7. TOPIC: Culture and Race in American schools

#### Readings:

- 1) Cazden, C. & H. Mehan. (1989). Principles from sociology and anthropology: context, code, classroom, and culture. In M.C. Reynolds (Ed.), Knowledge base for the beginning teacher. Oxford & New York: Pergamon.
- 2) Ladson-Billings, G. (1994). Seeing color, seeing culture. In *The Dreamkeepers: Successful teachers of African American children*, pp. 30-53. San Francisco: Jossey-Bass.
- 3) Dixson, A. & K. Fasching-Varner. (2008). This is how we do it: Helping teachers understand culturally relevant pedagogy in diverse classrooms. In C. Compton-Lilly (Ed.), *Breaking the Silence: Recognizing the social and cultural resources students bring to the classroom*, pp. 109-123. Newark, DE: IRA.
- 4) McIntosh, Peggy. (1990). White Privilege: Unpacking the invisible knapsack. *Independent School Journal*.

#### Due:

- 1) Multimedia self-portraits

#### Activity:

- 1) Racial identification (group) discussion

### 9/14. TOPIC: How to observe and what to write

#### Special Guest: Hilda Sramek, SERVE Director, 1 and 4:15

#### Readings:

- 1) Emerson, R., Fretz, R., & L. Shaw. (1995). Fieldnotes in Ethnographic Research. Chapter 1 in *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.
- 2) Zacher, J. (2008). Analyzing Children's Social Positioning and Struggles for Recognition in a Classroom Literacy Event. *Research in the Teaching of English (43)*, 1, 12-41. For this reading, focus on the following sections: Data Collection, Data Analysis, Participants, and Findings (pp. 18-30).

#### Due:

- 1) Multimedia self-portraits
- 2) Proof of SERVE sign up

#### Activity:

- 1) go and observe at one of 5 locations, write up notes, and bring typed notes to class next week.

### 9/21. TOPIC: Socioeconomic status and Classroom culture

#### Readings:

- 1) Berliner, D. (2006). Our impoverished view of school reform. *Teachers College Record*, 108(6), 949-995.

#### Due:

- 1) Multimedia self-portraits
- 2) Print out and bring in the SARC report for your observation school site. You can find the school's SARC (School Accountability Report Card) on the district's website (look at the school's site), usually as a pdf. Print it and bring it to class.
- 3) Field note trials

#### Activity:

- 1) Sign up for children's books in class (for reading starting 10/5)
- 2) Review SARC reports to prepare (in class) for field note #1
- 3) David Berliner video clip on TCRecord.org: <http://www.tcrecord.org/Content.asp?ContentId=12106>
- 4) Poverty/census site: [http://www.cbsnews.com/htdocs/census\\_2000/framesource\\_income.html](http://www.cbsnews.com/htdocs/census_2000/framesource_income.html)
- 5) Review field note trials

**9/28. TOPIC: Immigrants in American Schools**

- 1) Ogbu, John. (1992). Adaptation to minority status and impact on school success. *Theory Into Practice*, 31, 4.
- 2) Delgado-Gaitan, C. (1987). Traditions and Transitions in the Learning Process of Mexican Children: An ethnographic View. In G. & L. Spindler (Eds.), *Interpretive Ethnography of Education At Home and Abroad*. Mahwah, NJ: Lawrence Erlbaum.
- 3) Lee, S. (1994). Behind the Model-Minority Stereotype: Voices of High- and Low-Achieving Asian American Students. *Anthropology & Education Quarterly*, (25) 4, 413-429.

**Due:**

- 1) Multimedia self-portraits
- 2) SARC report analysis (field note #1)

**Activities:**

**10/5. TOPIC: English language learners: Immigration and Language policy; BOOK GROUPS MEET FOR FIRST TIME!**

- 1) Gándara, P.; Losen, D., August, D., Uriarte, M., Gómez, C. & M. Hopkins. (2010). Forbidden Language: A brief history of U.S. language policy. In Gándara & Hopkins, Eds., *Forbidden Language*. New York: Teachers College Press.
- 2) Crawford, James. (2004). "Options for English Learners." Chapter 2 in *Educating English Learners*. Bilingual Education Services, Los Angeles, CA.
- 3) Cave, D. (2010). A generation gap over immigration. *The New York Times*: US Section. [http://www.nytimes.com/2010/05/18/us/18divide.html?ref=megan\\_theebrenan](http://www.nytimes.com/2010/05/18/us/18divide.html?ref=megan_theebrenan)
- 4) Your book's first 2 chapters. Come prepared to discuss.

**Due:**

- 1) Multimedia self-portraits

**Activities:**

- 1) Book groups meet for the first time today!

**10/12. TOPIC: ELLS and immigrants in American schools**

**Readings:**

- 1) Echevarria, J. & A. Graves. (2003). Teaching English language learners with diverse abilities. In *Sheltered Content Instruction: Teaching English language learners with diverse abilities*, Chapter 1. Boston, MA: Allyn & Bacon.
- 2) Zacher, J. (2011/12). Grappling With the Complexities of a Classroom of English Learners. Chapter 4 of *Assessing Accountability: Effects of high-stakes testing and structured language arts curricula on English learners*. New York: Teachers College Press.
- 3) Your book, chapters TBD by your group

**Due:**

- 1) Multimedia self-portraits (last day)

**Activities:**

- 1) Begin ELD video analysis
- 2) Book groups meet (2<sup>nd</sup> of 4 meetings)

**10/19. TOPIC: ELLs continued, and Multicultural children's literature**

**CLASS MEETS IN THE LIBRARY: Multicultural Children's literature with Cathrine Lewis-Ida, Children's Collection Director, 2<sup>nd</sup> Floor.**

**Readings:**

1) Working Group on ELL Policy. (2010). Improving Educational Outcomes for English Language Learners: Recommendations for the Reauthorization of the Elementary and Secondary Education Act.

<http://ellpolicy.org/>.

2) Morse, S. & F. Ludovina. (1999). Responding to undocumented children in the schools. ED433172 1999-09-00 Responding to Undocumented Children in the Schools. ERIC Digest.

3) Cai, M. & R. Sims Bishop. (1995) Multicultural literature for children: Towards a clarification of the concept. In V. Harris (Ed.).

4) Your book, chapters TBD by your group

**Due:**

1) SERVE Field note #2 (ELD lesson)

**Activity:**

1) Book groups meet (3 of 4)

**10/26. TOPIC: Special Education and Ability grouping**

**Readings:**

1) Weinstein, R. (2002). *Reaching Higher: The power of expectation of schooling*. Chapters 4 and 6. Harvard University Press.

2) *IDEA Regulations: INDIVIDUALIZED EDUCATION PROGRAM (IEP)*. US Department of Education, Office of Special Education.

3) Welner, Kevin. (2004). Legal Rights: The overrepresentation of culturally and linguistically diverse students in Special education. NCCREST online publication:

<http://www.nccrest.org/publications/briefs.html>.

4) Browse before class: <http://idea.ed.gov/explore/home>

**Activity:**

1) We may watch some of this video in class:

<http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CVideoClips%2C16%2C>

**11/2. PRESENTATIONS: Book group presentations today**

**Due:**

1) SERVE Field note #3 (focal student observation)

**11/9. No Class—Veteran's Day**

**11/16: TOPIC: Meet in the library: Research practice with Eileen Bosch, Teacher Education Librarian. Class Meeting site TBA (in the library).**

No specific reading. Come with a topic or your SERVE final project so you can research it with the librarian.

**11/23. TOPIC: Culturally responsive classroom management**

1) Weinstein, C., Taumlinson-Clarke, S. & M. Curran. (2004). Toward a conception of culturally responsive classroom management. *Journal of Teacher Education* 55(1), 25-38.

2) Haberman, Martin. (1996). The pedagogy of poverty vs. good teaching. In Ayers, W. & P. Ford, (Eds.), *City Kids, City Teachers: Reports from the front row*.

3) go to the Harlem Children's Zone website: <http://www.hcz.org/>. Be prepared to share at least one thing you learned about the school/zone.

**Due:**

1) SERVE Field note #4 (Teacher interview and observation)

**11/30. TOPIC: Class discussions about personal bias experience, about SERVE experience, and preparation for final presentations.**

**Readings:**

1) Bring your research article retrieved from your library search on 11/16, your course reader, and your field notes to use plan your final presentation.

**Due:**

1) Personal bias field note

**12/7. In-Class Final presentations on SERVE experience**

**Finals week: December 13-18.** SERVE hours verification and evaluations due on or before 12/18, to my office, ED1-024, or to the Teacher Education Office, ED1-13.

*This schedule is subject to change at the instructor's discretion.*