The objective of this course is to provide future teachers with a complex understanding of: 1) the forces that shape the distinct experiences and school lives of diverse students, 2) the ways in which diversity in the classroom influences the learning process, and, 3) how specific approaches to teaching (informed by an understanding of these relationships) can enhance student learning, especially for those who have historically had the most limited opportunities for transformative school engagement. The focus of the class is the development of classroom approaches that are effective with all students by emphasizing how to engage those students who have historically been the most disengaged by and in schools. Our emphasis on diversity, and the foundation of the class in Chicanx Studies, along with the current climate related to race and schooling (i.e., dramatic and often unacknowledged racial inequality), all require an emphasis on Racial & Social Justice in all of our work.

Diversity is an immense topic and one that we can never fully explore in one semester. Because of this, we will organize the course around the idea of schools as potential sites for embodying social and racial justice. This is also a broad area of focus, but the rationale behind this approach is connected to the reason this course was developed. Recent efforts to help teachers better understand the needs of disenfranchised communities are a response to the fact that schools have often led to the reproduction of social inequalities. The push for teacher training to deal with diversity was initially a response to this, although teacher training has often ignored the issues underlying inequality and instead focused on “teaching” the supposed cultural characteristics and/or histories of those experiencing inequality. By focusing our work on becoming effective teachers in diverse communities through the lens of racial and social justice, we will be able to develop models and approaches that can be adapted to the needs of any group of students.

Our classroom will be a lab for all of this work, as we will reflect on our own school experiences and the teaching and learning in our classroom.

Assignments

We will focus on using our assignments to prepare you to be effective teachers in diverse contexts [NOTE: For those who are committed to becoming school counselors or youth workers, we will create an option for you to do the assignments with a focus on your career interest. You need to see me to discuss this option if you are interested in it.]. For each assignment that follows, you will have to share your insights in some way with the class to develop the skills of being able to explain and frame your key lessons to others (teaching). Writing is a critical component of this class: Strong writing is essential for all careers and especially for teaching. Everything you submit, no matter how long, should be your best writing. When you submit each assignment, give yourself the time to make your strongest writing possible (meaning that you have edited it carefully, read it out loud at least once, and had someone else edit it if
needed). Take on this challenge and consult with me early on if you need any help developing as a writer.

### Readings

**Description:** I have organized the readings both around my areas of expertise and your interests. Usually, we will read two readings together and consider how they are or can be in conversation. Your objective is to read them carefully and come to class with questions, insights, and even challenges to the author and the class.

[All of the readings will be available on the course website by 2/6, including optional readings that some of you have expressed interest in.]

**Notes:** I strive to share readings that I understand deeply and whose authors I know have integrity and embody the principles integrated in their work (I know almost all of the authors we will be reading personally). This does leave us with gaps in terms of other arenas of diversity. We will address this in two ways: 1) When appropriate, we will always ask how the insights of our readings apply to other types of diversity (including gender and gender identity, sexual orientation, class, ability, learning styles and other areas that are important to us), as well as the ways in which the readings fall short, and, 2) You will have the opportunity to integrate your own reading interests into the class.

### Reading Challenge Assignment

**Description:** For each reading, you will complete a short Reading Challenge Assignment. Each of these is unique ([listed and explained in the calendar at the end of the syllabus](#)). They will require you to do outstanding writing and editing. We are striving to meet the challenge of being able to unpack essential ideas, insights and constructs ourselves. We will have the chance to share these assignments with the class.

**Tips:**
- The Challenge Assignment is not intended as a summary or test to show that you did the reading. We will assume that each of us will do all of the readings, so this assignment is an opportunity for us to deeply engage these readings in the context of our interests in the class.
- *Please remember that you do not have to agree with the authors, so you can use these assignments to challenge the authors and their ideas.*

### Teaching Portfolio [revised 3/6]

**Description:** The Teaching Portfolio will include all the remaining assignments for our class. We will break this down into 2 main assignments that will be based on our work with a local school: Downtown College Prep, which will be our lab to focus our applied work. I have been working with Dr. Tony Cuevas at Downtown College Prep for a number of years as he has developed a model of engaging and supporting students who have typically not thrived in public schools.

**Requirement:** Include any and all relevant insights from our readings in these assignments. *Each assignment should reference at least one of our readings* (this can also be in the form of challenging something covered in a reading).

**Opportunity:** We will be visiting the school twice and they will be visiting us once. This is
enough to minimally achieve our goals for the assignments that follow, but you may want to volunteer at the school to extend your learning.

**Submitting the Portfolio Assignments:** All of these essays will be submitted as Google Docs that you will share with me and allow me editing rights so that I can provide my feedback as comments in the gdoc. You will respond to that feedback as a comment in the gdoc, so that I can review your response before each subsequent assignment. This means that when you submit the 2nd and final assignments for the portfolio, you will include links to the previous assignments.

<table>
<thead>
<tr>
<th><strong>DCP Observation &amp; Analysis Essay</strong></th>
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<tr>
<td><strong>Description:</strong> In our first visit to DCP we will meet Dr. Cuevas and learn about his story and model of school leadership. Our second visit to DCP will allow us to see Mr. Stephens and Ms. Patel in action a bit and to work with the students. They should be sharing some of their recent project work with us. In this assignment, you should share your observations and your analysis of what you saw, which can be done by connecting to our work in class and the readings that we have done.</td>
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<tr>
<td><strong>Requirements:</strong> There are three things that we will focus on in this part of the Teaching Portfolio Assignment (using at least one example for each): 1) the principles or ethics that guide Cuevas’ and Stephens’ and Patel’s approaches to working with youth, 2) the specific behaviors/strategies they use to engage the students, and, 3) student responsiveness to their teachers and engagement in the class and the impact of this approach on students. Cover each of these areas by using at least one specific and well-developed example for each.</td>
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<tr>
<td>-Reference the Cuevas reading in a meaningful way in this paper and at least two other class readings (you should have at least one in each section).</td>
</tr>
<tr>
<td>-Focus on your own specific interests as a future teacher/counselor/youth worker, and discuss the things you learned that you want to do in your future work.</td>
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<tr>
<td>-Extra Credit for tying in Tinoco’s talk with us</td>
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<tr>
<td><strong>Reminders:</strong></td>
</tr>
<tr>
<td>-Be sure to include the Community Cultural Wealth model in some way in your analysis.</td>
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<tr>
<td>-Include your self-assessment of your work at the end of the paper, explaining what you feel are the strengths of your work and what you need help with!</td>
</tr>
<tr>
<td>-Submit this assignment as a shared Google Doc on which I have editing rights so that I can make comments.</td>
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<tr>
<td><strong>Tips:</strong></td>
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<tr>
<td>-Plan to share some of your own experiences and story with the students you work with so that you establish some sense of reciprocity and connection.</td>
</tr>
<tr>
<td>-Focus on your own specific interests as a future teacher/counselor/youth worker, and discuss the things you learned that you want to do in your future work.</td>
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<tr>
<th><strong>Teaching Framework Draft</strong></th>
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<tr>
<td><strong>Description:</strong> The Teaching Framework will integrate all of your learning in the class in a description and explanation of your framework and ethics that will shape your approach to teaching and engaging diverse students. This will be written directly to someone (i.e., a former teacher, yourself in 3 years, yourself 5-10 years ago, a younger sibling).</td>
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<tr>
<td><strong>Requirements:</strong></td>
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<tr>
<td>1-Explain what you learned from each phase/component of our class (be sure to reference</td>
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each of our guest speakers). You do not need to include DCP in this section since it will be in Part 1.

2- Provide a detailed description of your framework for teaching focusing on the ethics that will inform your approach to working with diverse students. You should cover at least three ethical principles to your approach to teaching and provide examples from our work in class, our visits to DCP and any other classrooms you observed (this can include other classes at SJSU), and/or our readings.

3- Using a specific classroom/school (you can use DCP), complete an asset mapping (building on our work with Community Cultural Wealth) and how your ethical framework would allow you to build on these assets. Use at least one specific example (which could be a particular lesson or classroom practice).

4- Integrate the lessons from your own readings (at least one is required) to any relevant parts of this paper (for example: a reading focused on working with special needs youth could be integrated into your ethics and practice), as well as at least three of our class readings.

Reminders:
- Include your self-assessment of your work at the end of the paper!
- Review my comments to the DCP Paper and respond to any comments that seem important. You can explain how you will respond to a comment in the next assignment, ask a question, or explain why you think I missed the point.
- At the top of your paper, include the link to the DCP paper Google Doc that you submitted so that I can see any responses you made to my comments on that assignment.

Tip: This is something that you can work on throughout the semester. You might create a file or section in your notes that includes all the key highlights from class related to the different parts of the Framework. This should make the assignment much easier to complete.

Option: This is a complex assignment that you can approach in a number of ways, so being creative in this work is encouraged. If you want to cover any of the parts of this assignment through some form of creative expression (poetry, drawing, or any of your creative areas of strength), just talk with me about this and we can plan it together.

The Final Draft of the Teaching Framework will be the last part of the Teaching Portfolio, which will be a digital portfolio. It will include all of the work listed for the draft and your edits and changes to respond to the feedback you received on the draft. Submit this as a new Google Doc and include the links to all the previous assignments at the top of the paper.

Reminder:
- Include your self-assessment of your work at the end of the paper, which should provide your overall assessment of your growth and performance in class this semester!

All of our work will be strengthened by the support we get from our peers so we will regularly use class time to help each other with different aspects of the project and to learn from the work others are doing.

Communicating with me about your work is also important to your success in the class, so plan to check in with me at least once before Spring Break to discuss your emerging ideas for the Teaching Framework, and then again in April to let me know how it’s going.

Class participation is a critical component of this course. We will integrate a number of different exercises and approaches to meeting our goals through class activities, including
freewrites and feedback on our work in class. The most important of these will be the…

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<th>Learning Journal</th>
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<tr>
<td><strong>Description:</strong> After each of our Activities, Guest Professors, and Teaching Demos you will write a journal entry that tracks the lessons you learned from that as well as any concerns or questions it raised. You will send that to me as an email message [not an attachment] within 24 hours of that class session. This will help me understand your insights and needs and it will help you with the final essay that covers all of your key insights from the course.</td>
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<tr>
<td><strong>Note:</strong> The journal will be written to someone specifically (the same person to whom you will be writing the Final Project). Journals should be substantive and meaningful. They aren’t busy work. You can make them tight (tweet length).</td>
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<tr>
<td><strong>Option:</strong> You can also do additional journals at any time that it is helpful to you during the semester. I will always provide some form of feedback and you can ask for specific kinds of feedback as well.</td>
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Obviously, being in class will be essential because so many of our lessons will be learned through participation. The key to effective participation is simply engaging. There are not right and wrong answers. We are looking for effort, which involves different things for different students. We will be discussing this throughout the semester.

**Assignments & Grading**

Reading Challenge Assignments [Due 2/11, 2/18, 2/25, 3/6, 3/20, 4/10] – 15%
Teaching Framework Draft [Due 4/24] – 15%
Teaching Framework/Portfolio [Due 5/17] – 25%
Class Participation/Learning Journal – 20%

Please save all of your work throughout the semester, including your class notes, freewrites and all of your journals. This work will be helpful to the final Teaching Framework.

For each of these assignments, we will develop a rubric or guideline in class together so that we know exactly what the goals and requirements of the assignment are. These will be the measures used to evaluate/grade assignments. In addition, students will provide in-depth, self-evaluations of each assignment using the rubric. Explain your goals for the assignment and how well you achieved them! Whenever possible, we will also have peers evaluate the assignments to provide another level of feedback. Peer feedback will never affect your grade negatively, although it might help me see something that I might not have otherwise. The self-, peer-, and instructor evaluations will include honest perceptions of the amount of effort that was put into an assignment. You should always come talk to me whenever your self-assessment and my assessment of your work do not match. Again, you may help me see something that I missed and I may also help you better understand something that you missed.

**University Policy on Academic Integrity**

“Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will
not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university’s reputation and the value of the degrees it offers. We all share the obligation to maintain an environment, which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Judicial Affairs for disciplinary action which could result in suspension or expulsion from San José State University. “The policy on academic integrity can be found at: http://sa.sjsu.edu/student_conduct

**University Policy on Students with Disabilities Act**

“If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.” See http://www2sjsu.edu/senate/s97-10.htm

**Weekly Schedule**

I have developed this plan for our work based on my understanding of how best to meet the course goals, combined with a careful look at who you are as students and future teachers/counselors/youth workers, and the interests you have. My understanding of you and your needs will evolve as we go through this process, as will your own interests. Because of that, we will make changes to the course if needed (I expect that this will most likely apply to the sessions in April). If this happens, we will not be adding assignments, but we may change the readings we assign, develop and clarify assignments, and change the plan for how we pursue our goals. Any significant changes in the syllabus will be made in writing and due dates will not be added or moved up.

<table>
<thead>
<tr>
<th>Weeks 1-2: Class Planning / Goal Setting</th>
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<tr>
<td><strong>January 28, 30, February 4, 6</strong></td>
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<tr>
<td><strong>Description:</strong> We will explore our individual interests and needs as future teachers as well as the goals for the course and the means by which we will both pursue those goals and evaluate our effectiveness in reaching them.</td>
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<tr>
<td><strong>Assignment Due:</strong> Short Assignment on Student Interests [Due 1/30]</td>
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<tr>
<td><strong>Assignment Due:</strong> 5-10 Bullets listing key insights related to Meritocracy and a 7-word story on Meritocracy [2/6]</td>
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<tr>
<th>Week 3: The Role of Ideology, Meritocracy, and History in Shaping our Understandings of Diversity and Schooling in the US</th>
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<tbody>
<tr>
<td><strong>February 11, 13</strong></td>
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<tr>
<td><strong>Description:</strong> We will reflect on our own experiences and analyses of the role of ideology, meritocracy and history in influencing the organization and practice of schooling in the US. In doing so, we will also consider the role of these forces in shaping the identities of all students and the relationship between these identities and students’ school outcomes.</td>
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<tr>
<td><strong>Reading &amp; Reading Challenge Assignment Due (2/11):</strong></td>
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<tr>
<td><strong>Challenge Assignment:</strong> 7-word story that reflects your key takeaway from the reading and a list of questions you have for Dr. Cuevas.</td>
</tr>
<tr>
<td><strong>Teaching Demo: CCW as a Tool for Transformative Teaching [2/11]</strong></td>
</tr>
<tr>
<td><strong>Activity:</strong> 2/13 Visit to DCP El Camino Middle School, 1402 Monterey Highway, San Jose [arrive by 12:15pm at the latest]</td>
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### Week 4: Re-Thinking Schooling: The Development of Racial Justice Praxis forms of Teaching

**February 18, 20**

**Description:** We will consider Paulo Freire’s impact on transformative models of teaching and see how that is implemented by a local teacher in 2019.

**Reading & Reading Challenge Assignment Due (2/18):**


**Challenge Assignment:** 280 Character reflection on the reading that centers your key takeaway

**Guest Professor:** Mike Tinoco, Yerba Buena High School English Teacher [2/20]

**Assignment Due:** DCP Observation Essay [2/20]

### Week 5: Racial Profiling in Contemporary Schooling: Challenges and Strategies of Resistance

**February 25, 27**

**Description:** We will use the research on k-12 racial microaggressions to consider the current manifestations of racism in schools and analyze how DCP counters those realities in their approaches to youth engagement.

**Readings & Reading Challenge Assignment Due (2/25):**


**Optional Reading:** Kohli, R. & D. Solorzano (2012). “Teachers, Please Learn our Names!: Racial Microaggressions and the k-12 Classroom.” *Race, Ethnicity, and Education, 15*, 1-22.

**Challenge Assignment:** Use the Haiku structure to write 3 poems that explain your insights from each reading and from the two together.

**Activity:** 2/27 Visit to DCP El Camino Middle School, 1402 Monterey Highway, San Jose [arrive by 12:15pm at the latest]

### Weeks 6-9: Strategies for Working with “Disengaged” Students

**March 4, 6, 11, 13, 18, 20, 25, 27**

**Description:** We will begin developing pedagogical approaches to engaging diverse students by focusing on the students who are least engaged in the classroom. We will also further consider the essential role of social justice ethics in effective teaching.

**Readings & Reading Challenge Assignment Due (3/6):**


**Challenge Assignment:** Write one four sentence paragraph that explains the insights from the readings that can help teachers thrive in urban schools.

**Teaching Demo:** Unpacking Ontology, Epistemology and Classroom Learning in Diverse Communities [3/11]

**Assignment Due:** DCP Analysis Essay [3/13]
Guest Professor: Mike Espinoza, Branham High School English Teacher & Lunch After Class [3/18]

Readings & Reading Challenge Assignment Due (3/20):

Challenge Assignment: List 1-3 concepts from each of the readings that are critical to effective teaching in diverse contexts

Guest Professor: Miriam Mosqueda, former MAS 185 Student, on indigenous ethics and teaching & Lunch After Class [3/27]

Spring Break – No Class April 1, 3

Weeks 10-11: Developing Holistic Strategies for Engaging Diverse Students
Description: Having built a foundation for understanding the challenges facing teachers with diverse students, we will focus on holistic and comprehensive teaching frameworks for helping students develop voice and take ownership of their schooling, considering the challenge of simultaneously addressing issues like meeting standards and differentiation. We will do this through a series of mini-lectures and workshops on essential facets of any effective social justice teaching framework.

April 8, 10 – Next Level Models of Racial Justice Praxis in Classrooms
Readings & Reading Challenge Assignment (by 4/10):

Challenge Assignment: Create a list of all the ways of knowing and ways of being that students of color may bring into the classroom, and a second list of ways that teachers can build on these ways of being and knowing in their classroom practice. [You can pick a specific community or a diverse community of students.]

April 15, 17 – Empathy and the Insights from Non-Violent Communication
Activity: Visit from DCP Students [4/8, 10, 15 or 17]

Week 12: Building Our Own Frameworks of Social Justice Teaching in Diverse Contexts
April 22, 24
Description: We will take the lessons from all of our work in class and apply that to the development of our own pedagogies with a specific focus on the areas each of us most want to strengthen.


Weeks 13: Developing Holistic Strategies for Engaging Diverse Students [continued]
April 29, May 1
Description: We will continue the work we started at the beginning of April and focus on
### Addressing Trauma & Healing as Transformative Teaching


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### Weeks 14-15: Teaching and Living Racial and Social Justice in Diverse Communities

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<thead>
<tr>
<th>May 6, 8, 13 or 17 (9:45am-12pm)</th>
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**Description:** We will focus on the real classroom challenges we have seen in the schools this semester and the strategies for dealing with them. We will present our Final Projects in class, focusing on the most powerful insights related to our role as future teachers and, in particular, the way these lessons have shaped our ethics as teachers. We will end by integrating the lessons of the class into a collective framework for being effective, transformative teachers.

**Assignment Due:** Teaching Portfolio with Teaching Framework & Final Assessment [5/17]