Meeting Days and Time: Thursdays 5:30-8:30 p.m.  
Instructors: Dr. Victoria-Maria MacDonald  
vmacdon@umd.edu  
Office Location: 2304N Benjamin Building  
Office Hours: By appointment  
Ms. Ji Hyun Kim, Ph.D. candidate  
jmandyk@umd.edu

Course Description: Background, Goals, Vision, and Objectives

Although our society has always been diverse, that diversity has not been acknowledged in a positive light until very recently. In the last 100 years, that acknowledgement has come to the fore—the result of tireless democratic action on the part of social justice advocates and activists. As our societal diversity continues to grow (and, with it, concomitant social action to engender positive acknowledgement of it), schools become not only microcosms of this demographic diversity, but also reflect the multitude of belief systems and ways of knowing that children from increasingly diverse backgrounds bring to the classroom. As a result, teachers are being called upon to develop deep understandings about equity and diversity. The overall goal of the course is to support teacher candidates’ engagement in critical reflection around these key issues. While the discussion of teaching strategies for diversity may come up in a tangential fashion, the course will not focus on the development of such teaching strategies. Rather, the course will focus on the development of teacher candidates’ habits of mind for the equity and diversity challenges and opportunities they have and will continue to face.

Students in this course will examine a variety of theoretical frameworks that will serve as artifacts for class conversations about equity and diversity. Central to the work of the class is our ability to think deeply about our own experiences, values and understandings in light of the readings. There will be emphasis on analyzing our own teaching in light of such reflections. This course seeks to connect the concept of diversity in the classroom with the goal of creating more equitable classroom practices that support student learning.

The ambitious learning outcomes for this course are that students will:

1) Gain an expanded concept of “diversity” and understand the connections between diversity and equity.
2) Gain a greater understanding and/ or ability to articulate their personal beliefs, values, attitudes and ideologies and explore how these influence the way teachers support and limit equity in their classrooms.
3) Gain the ability to create greater equity within their specific teaching contexts.

Essential Question Guiding this Course:
How can knowledge of self, schooling, and society influence pedagogical decision-making?

Required Texts (to be purchased)

A Word about Perspective
This course, like all courses, has a point of entry into debate, something it wants to show you, a position, a perspective; it, like all courses, is not neutral or objective. Given this, it is important that you understand that you need not embrace the course perspective in order to be successful in it. You are strongly encouraged to be a critical thinker about everything in this course, including its perspective. You will be assessed based on the quality of your scholarship in this course. If you articulate perspectives contrary to the course’s and support those perspectives with scholarship in accordance to the course learning expectations you will be academically successful in the course. If you articulate perspectives in concert with the course’s but do not support your perspectives with scholarship in accordance with course learning expectations, you will not be academically successful in the course. You will be challenged to produce good scholarship. Your perspectives will be interrogated and supported as is appropriate to the course perspective, but assessment is predicated upon good scholarship regardless of your individual and/or the course’s perspectives.

Course Requirements
Given the nature of this course, both the themes and purposes, success depends upon your engagement in inquiry, analysis, synthesis, reflection and respect of others. General expectations for graduate study are that students spend two hours each week preparing for every credit. On average you should spend a minimum of six hours outside of class each week engaged in the following requirements for this course:

I. Attendance, Readings and Participation (20 points)

You will be expected to attend all scheduled classes and to arrive on time. If you are unable to attend class for some documented emergency, you must contact one of us immediately. You will be expected to make-up the missed class with an activity/ written assignment to be determined by us.

You are expected to come to class prepared, having read the assigned readings and taken notes. Your notes must go beyond the basic level of comprehension and instead capture how the readings added to your knowledge or changed your thinking. No matter how much you may agree with the author’s perspective, force yourself to consider alternative perspectives, criticisms, or weaknesses. These notes should serve as a basis for your written assignments and will assist you in participating in class discussions thoughtfully, responsibly, and constructively.

You are expected to actively participate in class discussions. Be prepared to share insights with the class each week that are shaped by the readings. Your participation is important not only for your own growth and learning but also for the learning of others. Our discussions serve as a forum in which you can sharpen your thinking, test your ideas, exchange insights and perceptions with the instructor and with each other, and contribute towards others thinking. As a result, we must all try to work hard at providing opportunities for all perspectives to be voiced and listened to in order to maximize the learning potential of this course. We will all strive to be tolerant, patient, and respectful of diverse viewpoints.

II. School Analysis – Focus on Special Education, ESOL, Advanced Placement (or Gifted Program in Elementary School Settings Only) (20 points)

As you teach within your current schools, it becomes important to understand the various special populations in your school and the policies that have led to their placements in particular programs. Select either Special Education, ESOL, or Advanced Placement and analyze the students who are in these programs and how students are assigned into these programs. Utilize the school level data, county level data and statements on qualifications for programs, Maryland State Department of Education Report Cards (www.mdreportcard.org) and any other databases such as the National Center for Education Statistics (NCES, nces.ed.gov) to correlate the racial and ethnic background of your population and how it compares to the overall population of your school. Interview at least one faculty/administrator/coordinator about the program and its policies. If it is comfortable, sensitive, and permissible, interview a student or two about their opinions (this may not be appropriate for Special Education). As a new teacher/intern in the school, how were you prepared to work with this population at the school level?

Your 3-4 page brief should include:
• Brief introduction to your school, overall demographic statistics. Information about the surrounding community of the school
• Description of the target program and its described mission in school, county, or state literature. What is the process for being placed in Special Education, ELL, or AP classes? What level of parental participation is included in this process? How many years are students typically in such programs?
• At least one table that shows data on your target population and their ethnic/racial backgrounds, particularly in comparison with the regular school composition.

• Discuss your own opinion of the strengths and weaknesses of the program as it is carried out in the school. In what ways are the students and program linked and embedded with the rest of the school or are they separate geographically, culturally, politically, or otherwise? What changes would you suggest based on this brief analysis and observation? Due February 17th.

III. Response Papers (10 points each, 20 points in total)
Each student is required to respond to two readings throughout the semester. These response papers should be 2-3 pages in length and you are encouraged to view them not as a summary, but
  a) a dialogue between you, the reading, and me that will continue through the semester
  b) offer a well-reasoned critique of the readings and discuss how your reading and reflecting expanded, changed or confirmed your thinking about the issue/topic, and
  c) pose questions that still remain for you based on your critical reflection of the reading.

You are encouraged to connect the readings to your personal experiences, but not at the cost of losing the main content of the article. These papers should be embedded in the readings. You are encouraged to submit these short papers via email/MS Word attachment.

  Response Paper #1: March 10th
  Response Paper #2: April 7th

IV. Leading Class Discussion of Readings (20 points)
During the course of the semester you will work with one or two partners and take responsibility for facilitating one class discussion. You and your partner(s) will be responsible for creating a lesson plan for the discussion you sign-up to facilitate.

Guidelines- 60 minutes

Lesson Plan
  o 1-2 pages (not including handouts)
  o Includes learning objectives, detailed description of activities, and identification of informal assessments that will be used (what will you be listening/looking for to gauge student understanding)
  o Use of problem posing questions

Lesson
  o Well Organized/Articulated
  o Interesting/Encourages Student Participation/Involvement
  o Effective Use of Hand-Outs/Visual Aids
    ▪ Agenda
    ▪ Outline of Key Points
    ▪ Creative Illustrations of Key Points
    ▪ Use of Educational Technology
  o Encouraged a wide range of perspectives about the reading to emerge
- Left the class with unresolved dichotomies, unanswered questions, and engaged in continuing critical thought about the reading
- All group members are actively involved!

V. **Equity Inquiry Paper** (30 points)

Your final project is to complete a paper analyzing a dilemma that you face in your teaching practice. The dilemma should represent a challenge you face in creating an equitable classroom. Since dilemmas cannot be solved, the purpose of this paper is NOT to find an “answer” to your dilemma. Instead, the purpose of the paper is for you to analyze the dilemma from new perspectives. Those new perspectives should reflect the concepts and theories from the syllabus, as well as discussions we’ve had in class. You do not need to cite all of the literature from the course, but you should cite literature **relevant** to your new understanding of your classroom dilemma. You will complete **two assignments** over the course of the semester that will help you develop/ write your final equity inquiry paper.

**Equity Dilemma Sketch** (5 points) **February 24th**

You will write a short sketch describing an “equity dilemma” you are facing in your classroom placement. In this short sketch (no longer than two pages) you will describe your teaching context (both the school and your specific classroom), and the exact nature of the dilemma or challenge you are facing.

**Equity Update** (5 points) **April 4th**

In this assignment you will share with us your understandings of your classroom dilemma as they have been influenced by class readings and discussions. This “equity update” (2-3 pages in length) may be a reanalysis of the initial dilemma, or an analysis of the dilemma itself. You should be sure to incorporate key ideas and concepts from readings that were critical to your analysis of the dilemma.

**Final Equity Paper** (20 points) **May 10th**

The paper should be organized in three major sections:

A. **Introduction**
   - (2-3 pages) you should introduce your teaching context and the dilemma you face, describing it thoroughly (similar to your initial Dilemma Sketch you submitted).

B. **Analysis**
   - (5-6 pages) use the readings and concepts from class to reexamine your original understanding of the dilemma, as well as submit alternative understandings of the dilemma given what you have learned in the course.

C. **Next Steps**
   - (2-3 pages) highlight what new actions you will be taking given your new understandings of the dilemma. Again, this isn’t about “solving” the dilemma; rather, it’s about trying something new and understanding the potential positive outcomes, as well as considering the unintended potential negative consequences.

The final paper should be approximately 10-12 pages in length, double-spaced, Times New Roman with one inch margins. It should also use the conventions of APA style. The paper will be assessed according to the following criteria:

- Clarity of equity dilemma description
- Depth of equity dilemma analysis
- Accuracy of application of concepts from readings
- Appropriateness of next steps
- Writing conventions including application of APA style
Plan to email a copy of the complete draft to your peer review partner no later than Friday, **April 29th**. Each person will either email feedback to their partner or bring in hard copies of the draft copy with comments/feedback. In either case, everyone should have their edited hard copies in hand for class on Thursday, **May 5th** for peer review workshop.

The final project is then due no later than Tuesday, **May 10th at 5:00 pm**. You may submit your final project electronically. Be sure you receive an email from me acknowledging receipt of your paper.

### Grades

Your final grade will be based on the following assignments and point system: Due dates included.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10 pts.</td>
<td></td>
</tr>
<tr>
<td>School Program Analysis</td>
<td>20 pts.</td>
<td>February 17, 2011</td>
</tr>
<tr>
<td>Response Papers (2)</td>
<td>20 pts.</td>
<td>3/10/11 and 4/7/11</td>
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<tr>
<td>Leading the Class Discussion of Readings</td>
<td>20 pts.</td>
<td>TBA</td>
</tr>
<tr>
<td>Equity Sketch</td>
<td>5 pts.</td>
<td>February 24, 2011</td>
</tr>
<tr>
<td>Equity Update</td>
<td>5 pts.</td>
<td>April 14, 2011</td>
</tr>
<tr>
<td>Equity Inquiry Paper</td>
<td>20 pts.</td>
<td>May 10, 2011</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>100 pts.</td>
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Please be advised that you must complete every assignment to pass the course; that is, you cannot simply choose to skip an assignment and take the corresponding point reduction.

Grading Scale:

- **A+** 98-100
- **A** 94-97
- **A-** 90-93
- **B+** 88-89
- **B** 84-87
- **B-** 80-83
- **C+** 78-79
- **C** 74-77
- **C-** 70-73

(A+ will be given if a student has 98-100 points, has made substantive contributions in each class based on readings, and has demonstrated extraordinary insight and grasp of the literature in writing work and presentations. Full credit for class participation will be given only for weekly, on-time attendance and contributions based on readings. Students can receive partial credit for make-up work on unavoidable absences.)

### Statement on Academic Integrity

The university has approved a Code of Academic Integrity available on the web at [www.inform.umd.edu/CampusInfo/Depatments/jpo/code_acinteg.html](http://www.inform.umd.edu/CampusInfo/Depatments/jpo/code_acinteg.html). The code prohibits you from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The code strives to promote a “community of trust” on our campus.

### Equal Educational Opportunity Policy Statement

In accordance with federal, state, local, university, and the college of education laws, access to equal educational opportunity based on race; ethnicity; geographic origin; language; socioeconomic class; sex and gender; gender identity and expression; sexual orientation; physical, developmental, and psychological ability; religious, spiritual, faith-based, or secular affiliation; age and generation; and physical appearance, among other categories of social identity, is paramount. Every effort will be made to arrange for reasonable accommodations to ensure that such opportunity exists and is measurable in terms of equality of outcome.

### Statement on Use of Laptop Computers, PDA’s, Cell Phones, etc.
As current and future teachers you are held to the standards of courtesy and respect that you will, in turn, expect of your own classroom students. Laptop computers will only be permitted for students with documented disabilities or in small group activities. PDA’s, cell phones, and other technological devices are forbidden. If you have special needs for those devices (juvenile detention officer, single parent, etc. kindly speak to me after the first class). Students who have to be asked to put away their devices more than two times during the course of the semester will be reassigned to another section or other alternative in coordination with the MCERT program faculty and leadership. A break time will be given for checking messages or emails.
# Course Outline

## Week 1/ February 3rd

### Setting the context: How have we historically viewed the role of public schools in the U.S.?


## Course Introduction and Review of Assignments

## Week 2/ February 10th

### Different “differences” have different consequences.


## Week 3/ February 17th

### Setting the context (continued): Meritocracy in America- who deserves success and why? How do we ensure those who “deserve” success achieve it?


- School Analysis Due

## Week 4/ February 24th

### What’s in our hidden curriculum? How do our values and beliefs shape our students’ experiences?


- Equity Sketch Due

## Week 5/ March 3rd

### Culturally Responsive Teaching: Is it the answer?


**Recommended:**

**Week 6: March 10th**
What are the results of our assumptions about students? How do we work toward getting to know students without developing their biographies for them?


- Response Paper #1 due

**Week 7/ March 17th**
Who are our students? What are they saying about their own experiences? How do we “know” them without stereotyping them?


**Recommended:**


**March 24th: University Spring Break**
NO CLASS

**Week 8/ March 31st**
Who are our students? What are they saying about their own experiences? How do we “know” them without stereotyping them?

How do learning a language and learning content intersect and influence the ways we think of equity? What are students “capable” of doing?


**Recommended:**

<table>
<thead>
<tr>
<th>Week 9/ April 7th</th>
<th>Who are our students? What are they saying about their own experiences? How do we “know” them without stereotyping them?</th>
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<tbody>
<tr>
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<td>➢ Response Paper #2 due</td>
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<table>
<thead>
<tr>
<th>Week 10/ April 14th</th>
<th>North, C. (in review). Threading stitches to approach gender identity, sexuality and difference. Manuscript submitted to <em>Equity and Excellence in Education</em>.</th>
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<tbody>
<tr>
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<td>➢ Equity Update</td>
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<tr>
<th>April 21st: County Spring Break</th>
<th>NO CLASS</th>
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<tr>
<th>Week 11/ April 28th</th>
<th>Ability: What is “smart”? How do we identify who is smart and who is not? What are the consequences of doing so?</th>
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<tr>
<th>Week 12/ May 5th</th>
<th>Moving forward…now what? Wrap-up and lingering questions, comments, concerns.</th>
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<tbody>
<tr>
<td></td>
<td>Peer Editing/ Review Workshop</td>
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*** Final Equity Inquiry Paper due no later than 5:00 pm Tuesday, May 10th ***