



Course Name: EDUC 4450 Foundations of Pedagogy
And Learning in the Multicultural Classroom

Semester Taught: Spring Term 2

Credit Hours: 3

Course Time and Place: Bb

Instructor Information:

Instructor:	Contact Information:	Office Hours:
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Required Text: McLaren, P. (2016). *Life in Schools, Sixth Edition*. New York: Routledge. ISBN-13: 978-1612056586

Required Materials or Readings: As assigned

E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble, please contact IT at 505-747-2259.

Attendance: Attendance is required for all class sessions. Since this is an online class, attendance will be measured in discussion posts to classmates and completing assignments on time. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

Catalog Course Description: Students will develop a solid theoretical foundation in education and a critical view of various educational practices and theories. Students will review aspects related to the social, emotional, physical, and cognitive development of students and will understand the role of regular education teachers in teaching students with disabilities in the regular classroom. An emphasis on developing a deeper understanding of the culturally diverse student, their families and communities as it relates to learning is explored. *Prerequisite:* DTE permission. (3, 3T+0L).

Course Objectives:

1. Students will engage in the study of cultural proficiency; to include the policies and practices of an organization or the values and behaviors of an individual that enables that agency or person to interact effectively in a diverse environment. Cultural proficiency also reflects the way an organization treats its employees, its clients, and its community.
2. Student will examine strategies for giving context and voice to the notion that culturally proficient instructors add value and dignity to students' lives, and culturally proficient instruction adds a dimension of professionalism to your artistry as a teacher.
3. Students will analyze instructional effectiveness based on learner development; cognitive, linguistic, social, emotional and physical.
4. Students will research a variety of culturally and linguistically diverse educational models.

NM Teacher Competencies (InTASC), College of Education's Conceptual Framework, and the NNMC Student Learning Outcomes.

New Mexico Entry Level Teacher Competencies (InTASC):

A. Learner Development:

- A.1** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. **A.2a, A.2.b, A.2.c, A.2.d, A.2.e, A.2.f, A.2.g, A.2.h, A.2.i, A.2.j, A.2.k**

DTE's Conceptual Framework - The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.



6. Professionalism- the teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
7. Diversity- the teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
8. Professionalism- the teacher candidate demonstrates a willingness to examine and implement change as appropriate.
9. Collaboration- the teacher candidate works productively with colleagues, parents and community.

Skills-

1. Utilization of technology-based tools to support student learning

Dispositions-

1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

NNMC Student Learning Outcomes

2. Ability to think critically through analytical, inventive and creative means
3. Demonstrate commitment to address cultural, social, and ethical responsibilities
4. Demonstrate proficiency in the use of Current Technology and Innovation

Assignment/Assessments

Assignment/Assessment	Course Objectives, Conceptual Framework NNMC SLO	Point Value	Points Earned
Discussion Board	Course outcomes 1-4, COE CF- KP 6-9, S 1, D 1-3, NNMC SL0 2,3, 4	5 @ 6 pts.	30 pts.
Reflective Journal	Course objectives 1-4, COE CF- KP 6-9, S 1, D 1-3, NNMC SL0 2,3, 4	2 @ 10pts.	20 pts.
Student Project #1- Poster presentation- Challenges to Educational Opportunities	Course objectives 3, COE CF- KP 6-9, S 1, D 1-3, NNMC SL0 2,3, 4	1 @ 10 pts.	15 pts.
Student Project #2- Power point- Lessons Learned Critical pedagogy- A plan of action	Course objectives 1-4, COE CF- KP 6-9, S 1, D 1-3, NNMC SL0 2,3, 4	1 @ 25pts.	25 pts.
Final Student Project – Reflective Practice		1 @ 10 pts.	10 pts.
		TOTAL	100 PTS.

Course Dates, Topics, Assignments:

Date	Course Topic	Activities/Readings	Products Due
Week #1	Course Objective- 1, 2 Introductions, Syllabus, Course Expectations, Diversity	Students will examine the premise of the diverse education environment Part I Class Dismissed Bringing theory into the streets	#1 Discussion Board
Week #2	Course Objective- 1, 2 Part II Cries from the Corridor	Students will engage in self-reflective practice-what are the current challenges faced in the educational communities Ch. 1 – The Frontiers of Despair Ch. 2- The Invisible Epidemic	#1 Reflective Journal



Week #3	Course Objective- 1, 2	Students will create visual representations of the culturally and linguistically diverse communities and classrooms Ch. 3- “The Suburbs Was Supposed to be a Nice Place...”	#2 Discussion Board Student Project #1- Poster presentation- Challenges to Educational Opportunities
Week #4	Course Objective- 2, 3	Student will explore the foundational principles, theories of interest and experiences Part III Ch. 4 – The Emergence of Critical Pedagogy Ch. 5 –Critical Pedagogy	#3 Discussion Board
Week #5	Course Objective- 1, 3	Students will examine resistance and the reproduction of class relations/student failure Part IV. Analysis Ch. 6 – Race, Class, and Gender Ch. 10 – Unthinking Whiteness, Rethinking Cultural contact as Interculturality	# 2 Reflective Journal
Week #6	Course Objective- 2, 3	Students will analyze Disabilities and Discrepancies and the role of the teacher as a change agent Ch. 7– New and Old Myths in Education Ch. 8– Teachers and Students	#4 Discussion Board
Week #7	Course Objective- 1, 2, 3, 4	Ch. 9 – Conclusion to Parts III and IV Conclusion to Part V Epilogue: Reflections on Twenty-Five Years of Life in Schools	#5 Discussion Board Student Project #2- Power point- Lessons Learned Critical pedagogy- A plan of action
Week #8	Course Objective- 1, 2, 3, 4 Looking Back, Looking Forward	Ch. 11 – Hope and Struggle Ahead	Final Student Project – Reflective Practice

Grading:

A+ 4.33 Outstanding

B+ 3.33 Above Average

C+ 2.33 Average, Passing

D+ 1.33 Below Passing

F 0.00 Not Passing

A 4.00 Outstanding

B 3.00 Above Average

C 2.00 Average, Passing

D 1.00 Below Passing

A- 3.67 Outstanding

B- 2.67 Above Average

C- 1.67 Average, Passing

D- 0.67 Below Passing

Late Work: Your work is due on the date indicated on the syllabus.

Students with Disabilities: Northern New Mexico College recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; if you have a documented disability, you may



request

accommodations to obtain equal access and to promote your learning in this class. Please contact Verna Trujillo, Coordinator of Accessibility and Resource Center at 505-7472152 or v.trujillo@nmmc.edu to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

NNMC Incomplete Policy: The grade of 'I' is given for course work that could not be completed due to circumstances beyond the student's control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT'S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the 'I' automatically becomes an 'F' when the deadline passes.

Academic Ethics: Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person's work as one's own without proper acknowledgment. Examples include but are limited to 1) submitting as one's work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author's ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student's attention. If the problem is not resolved to the instructor's satisfaction, the incident will be reported to the Dean for follow-up action. Students are responsible for referring to the Student Handbook for specific policies and procedures.





Guidelines

1. Eight to ten pages (typed, double spaced, 12 pt. font, APA format)
2. Cite readings and research specific to the particular topic (minimum of 10)
3. Include a personal reaction to the course content as it relates to your particular topic

Criteria

- I. Theoretical Integration includes the following characteristics:
 - a. Theoretical ideas are clearly stated
 - b. Theoretical ideas are supported with research and course content
 - c. Theoretical ideas demonstrate originality of thought
 - d. Theoretical ideas include a critical analysis
 - e. Introduction clearly delineates organization of paper and principal ideas addressed
 - f. Conclusion supported by evidence

- II. Reflection:
 - a. Reflection integrates theoretical ideas
 - b. Reflection integrates personal perspectives

- III. Format Follows the Guidelines for Writing Research Papers:
 - a. Spacing- Double, margins-1", and type face-Ariel/Times Roman, Font size-12 pt
 - b. Introduction, conclusion, and appropriate headings and subheadings are used
 - c. In-text citations are relevant and in proper form (APA)
 - d. Cover page (Separate page)
 - e. Reference list is included and in proper form (Separate page)
 - f. Proper grammar, spelling, and punctuation are used
 - g. Sentences are complete and meaningful
 - h. Paragraphs are coherent and have a beginning, middle, and end