LEVEL:
Graduate ▾

TYPE:
Change Existing Certificate ▾

DELIVERY METHOD: (USF Policy)
On Campus Only ▾

TITLE OF SUBMISSION: *If submission is for a course, please include course prefix and number, along with the full title, if this is a program; please list the degree and title, e.g., BS in Elementary Education, Ph.D. in Educational Leadership, etc.*

Diversity in Education

COURSES: Is this a required course in a degree program or a certificate program or will be taught or used in a program area? No ▾ If Yes, Is the Program Change Attached? No

- **If yes, which one?**

UNDERGRADUATE
o Is this course going to be submitted to fulfill the requirements for FKL *(Gen Ed)?* No
o If yes, which one? NOT APPLICABLE

GRADUATE
- Is this course to be considered as part of the College approved core? No
- If yes, it will be used to fulfill the: NOT APPLICABLE

PROGRAMS: *(Graduate or Undergraduate)*
▪ Is this an initial teacher certification program? No
▪ If no, is this program reviewed by CAEP? No

ASSESSMENT OFFICE REVIEW *(signature obtained prior to submission to either UPC or GPC)*
▪ *Courses/Programs leading to teacher certification and/or programs reviewed by CAEP and/or SACS*
▪ *Certificates (New or Revised)*

Kristine Hogarty — signature   10/2/2017

Kristine Hogarty   DATE

STUDENT ADVISING SERVICES OFFICE (SAS) REVIEW *(signature obtained prior to submission to UPC or GPC)*
• *Courses/Programs leading to initial teacher certification and/or Reviewed by CAEP (including Exercise Science)*

_____   _____
Jeany McCarthy   DATE

PROGRAM COORDINATOR REVIEW/APPROVAL
IF this submission is a required course in a program, or to be taught or used in a program area and/or a Program Revision, the Program Coordinator's Signature is required or is a revision to an existing program.

[signature]   9/28/17

Program Coordinator's Signature   DATE

SIGNATURE APPROVALS *(Choose appropriate persons from the drop down menus)*

	SIGNATURE	DATE
Dr. Barbara Shircliffe - EPS ▾	*Barbara Shircliffe*	9/27/17
Department Chair *(Signs prior to submission)*		
Dr. Michael Sherry - GPC Chair ▾	*Michael Sherry*	11/14/17
Committee Chair *(Signs after approval)*		
Dr. Ilene Berson- FPC Chair ▾	*Ilene Berson*	11/20/17
Faculty Council Chair *(Signs after approval)*		
Dr. Ann Cranston-Gingras- Graduate ▾	*[signature]*	11/21/17
Dean/Associate Dean *(Signs after approval)*		

PAGE 2

Initiating Faculty Member Certification

I confirm that this course or the changes to or termination of this course/program does not impact other Departments/programs, so no concurrence is needed.

I confirm that I have researched potential areas of concurrence across the USF system and have notified those Institutions/Departments of this proposed course/program action – these areas are listed below and signed memo(s) and/or email(s) is/are attached to this page.*

Lauren Braunstein	*Xauren Braunstein*	9/29/17
Printed Name of Initiating Faculty Member	SIGNATURE	DATE

CONSULTING DEPARTMENTS/UNITS/<u>CONCURRENCES</u>

(****MUST** attach a signed memo and/or emails providing supporting remarks or rationale for disapproval):*

NAME OF UNIT/DEPARTMENT:

CHECK ALL THAT APPLY: ☐ APPROVED*   ☐ DISAPPROVED*   ☐ MEMO ATTACHED*

Name/Title   Signature   Date

NAME OF UNIT/DEPARTMENT:

CHECK ALL THAT APPLY: ☐ APPROVED*   ☐ DISAPPROVED*   ☐ MEMO ATTACHED*

Name/Title   Signature   Date

NAME OF UNIT/DEPARTMENT:

CHECK ALL THAT APPLY: ☐ APPROVED*   ☐ DISAPPROVED*   ☐ MEMO ATTACHED*

Name/Title   Signature   Date

Memo: Summary of Changes to Diversity certificate

Below are the changes proposed for the Diversity certificate:

The addition of four electives: EDF 6809 Intro to Comparative and International Education and EDF 6690 Learning and Linguistic Diversity in a Transnational Context (new course). These two courses are part of the new M.Ed C&I Comparative and International Ed concentration. Also, we have added ECW 6696 Equity and Access in the New Economy and ADE 7677 Emerging Trends in Adult Education: Critical Race Theory.

Also, RED 6656 has replaced LAE 6316 Trends in Literature in a Diversity Society because due to a change in course number on Oasis.

The removal of three electives: LAE 6316 Trends in Literature in a Diversity Society, EDFI 5051 Nature and Needs of the Gifted, and EMR 6052 Advanced Theory/Practice of Intellectual Disability have been removed from the elective list because they have not been offered for more than four years.

Thank you,

Lauren Braunstein
isaacl@usf.edu

Graduate Certificate Change Form

Save blank form to desktop, then fill in fields. Submit original, signed copy to Lora Crider, EDU 105E.

Name of Graduate Certificate: Diversity in Education   Date 09/27/2017

College: Education   Department: Educational and Psychological Studies

CONTACTS

Position	Name	Phone	E-mail Address	Location	Mail Point
Grad Cert Director	Lauren Braunstein	4-8105	isaacl@usf.edu	EDU 381L	EDU 105
Advisor					
Admin. Asst.					

Non-substantive changes, such as changing certificate directors or certificate titles, can be approved by the Dean of the Graduate School or the Director of Graduate Certificates. All other changes must be approved by the Graduate Council before they can be implemented. Attendance before the Curriculum Subcommittee by the certificate program director or a representative is required. Please contact the Office of Graduate Certificates at 974-2442 for meeting schedule.

DIRECTIONS

- Complete **both the current requirement and the proposed change** fields.
- Provide a **brief justification** for the change on page two of this form.
- Get the approval and **signatures of your department chair and associate dean.**
- Other signatures will be obtained by the Office of Graduate Certificates.
- Send the original, signed document to the Office of Graduate Certificates in LIB608.

Type of Change*	Current Requirement	Proposed Change
Elective Courses	EEC 6415 Diversity in Home/School	Adding of:
Addition	RED 6656 Lit for Diversity (number change)	ECW 6696 Equity and Acess in New Econ
	FLE 6167 Cross Cul Iss in Teaching ESOL	ADE 7677 Emerg Trends Ad Ed: CRT
	EGI 5051 Nature and Needs of the Gifted	EDF 6809 Intro to Comp and Int Education
	MHS 6420 Multicult Couns with Div Pops	RED 6656 Literature for a Diverse Society (number change)
	SDS 6701 Issues in Diversity	EDF 6690 Learning and Ling Diversity
	EMR 6052 Adv.Theory&Prac of Intellectual	in Transnational Context
	Disabilities	Removal of:
	*Courses may be substituted with approval	LAE 6316 (number change to RED 6656)
	of Certificate Director	EGI Nature and Needs of the Gifted
		EMR 6052 AdvTheor/Prac of Intell Disability

*director, title, admission requirement, required course, elective course, other

PURPOSE

Describe why the change(s) are needed and how the graduate certificate will be improved:

The courses added as electives are needed to enhance the options available to Diversity certificate students. Two of the courses (EDF 6809 and EDF 6690) are part of a newly approved concentation (Comparative and International Education) with the M.Ed Curriculum and Instuction. As such, students who pursue the M.Ed may also be interested in the Diversity certificate. Further, ECW 6696 and ADE ~~6169~~ have been added to ensure respresentation across the College of Ed's three departments. Three courses have been removed as well because they have not been offered in their respective programs for more than four academic years.

ADE 7677

Overall, this change should make the certificate more accessible to graduate students.

APPROVALS

Position	Name	Signature	Date
Department Chair	SELECT ONE	*Barbara Shircliffe*	10/4/17
GPC/FPC Committee Chair	Dr. Michael Sherry/Dr. Ilene Berson	*Ilene Berson*	11/14/17
College Assoc. Dean	**Dr. Ann Cranston-Gingras**		11/21/17
Graduate Council Chair			
Graduate Certificates	Kathleen H. Barnes		

Diversity in Education

Description

The Certificate addresses diverse issues in education by social class, race/ethnicity/culture, gender, and exceptionality. Additionally, the courses define policy and practice problems associated with education and health/welfare in an increasingly pluralistic society.

Course location/delivery

Certificate is offered at the Tampa campus.

Application process

To learn about the application process, and to access the application, please review our **application process**.

Requirements

A total of 12 credit hours are required There are (7) eight hours of required coursework:

EDF 6883 Issues in Multicultural Education (4 credits)
EDF 6705 Gender & the Educational Process (3 credits)

Electives

Select two courses, at least five (5) hours, from the following list:

EEC 6415 Diversity in Home/School (3 credits)
~~LAE 6316 Trends in Literature in a Diverse Society (3 credits) (may be listed as RED6656)~~
FLE 6167 Cross Cultural Issues in Teaching ESOL (3 credits)
~~EGI 5051 Nature and Needs of the Gifted (3 credits)~~
MHS 6420 Multicultural Counseling with Diverse Populations (3 credits)*
SDS 6701 Issues in Diversity (2 credits)*
~~EMR 6052 Advanced Theory & Practice of Intellectual Disabilities (3 credits)*~~
*These courses have prerequisites and may not be available to all students.

RED 6656 Trends in Literature in a Diverse Society

ECW 6696 Equity and Access in the New Economy

ADE 7677 Emerging Trends in Adult Education: Critical Race Theory

EDF 6809 Contemporary Issues and Trends in International Education

EDF 6697 Learning and Linguistic Diversity in a Transnational Context

Courses may be substituted with approval of the Certificate Director.

Contacts

Lauren B. Braunstein
813-974-8105
isaacl@usf.edu

Barbara Shircliffe
813-974-4001
shirclif@usf.edu
Deirdre Cobb-Roberts
813-974-8119
cobbrob@usf.edu
Graduate Certificates
813-974-4926
send email

COLLEGE OF EDUCATION

"The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethical Practice (CARE). These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow."

Course Prefix & Number: ECW 6696   **Semester Hours:** 3 Hours

Course Title: Equity and Access in New Economy

Course Prerequisites: N/A

Instructor: Dr. Johanna Lasonen, Professor
http://www.coedu.usf.edu/main/departments/ache/faculty/LasonenBio.html
Office Hours: Please schedule appointment by email
Email: lasonen@usf.edu
Phone: 813-974-0314 | Fax: 813-974-3366 | Mobile : 813-347-7562
Faculty mailbox: EDU 151D
Department: Leadership, Counseling, Adult, Career and Higher Education (LCACHE)
Office: EDU 151D College of Education, University of South Florida,
4202 Fowler Ave., EDU 105
Tampa, FL 33620

Course Description: ECW 6696, Equity and Access in New Economy explores equity and access issues related to gender, race, class, sexual orientation, special needs and age through reflective practice and research analysis with implications for workforce education, new economy, and personal and systems change.

Course Objectives:
The Equity and Access in New Economy will provide opportunities to:
- Understand the categories of difference against theoretical concepts.
- Explore the frameworks for privileged and marginalized statuses.
- Examine the role of social institutions and ideology in reinforcing or challenging what difference means.
- Analyze, interpret, critically evaluate and promote equality in the surrounding society, schools and workplaces.

Learning Outcomes (Students will be able to…)
The Student will be able to:
- Identify current and emerging workplace trends and issues as a context for exploration of equity and access issues related to sex and gender, race and ethnicity, class, sexual orientation and disability in schools, workplaces and society.

- Analyze workforce demographics, projections and trends as related to sex and gender, race and ethnicity, class, sexual orientation and disability across and within education and related business and industry.

- Examine personal, social, industrial and psychological perspectives on stereotypes, prejudice, and discrimination with an emphasis for creating fair and equitable schools, workplaces and personal change.

- Collaborate to conduct work-based investigations, inquiry, and action-research to understand employer and employee perspectives related to sex and gender, race and ethnicity, class, sexual orientation and disability in the global workplace.

- Examine legal, cultural, and personal protocols for eliminating prejudice, bias and discrimination in order to create fair and equitable schools and workplaces.

- Determine, recommend and implement best practices for correcting school and workplace inequities.

Content Outline:

Module 1: Constructing Categories of Difference

In the first module, you will study the first 191 pages of the text book (20 'readings') written by many authors. You will learn to respond, among others, to the following questions: What is sex? What is gender? What is social class? What is sexual orientation? What is disability? The purpose of readings is to understand the categories of differences in order to be able to analyze, interpret, critically evaluate and promote equality in the workforce and in the modern economy.

Module 2: Experiencing Difference

How do individuals and groups experience the statuses that were defined in the first Module? Module 2 gives you the examples that illustrate the experience of groups in privileged and marginalized statuses and provides a framework by which to make sense of people's experience of privilege and stigma. You will continue to study the second section of the textbook, pages 194-338 consisting of 16 readings. You will explore the following key concepts:

- discredited and discreditable,
- double consciousness,
- entitlement,
- looping or rereading,

- marked and unmarked statuses,
- passing, and
- privilege.

Module 3: The Meaning of Difference

In the third Module, you look at the meaning that is conferred on difference. In effect, what difference does difference make? The readings in this section highlights social institutions that have some of the strongest effects on what difference ultimately means - the economy, public policy, law, popular culture. Ideology gets special attention here because it both shapes and is shaped by the orientation of these social institutions. This module includes 18 readings in pages 340-480. Some of the the key concepts that you will learn are:

- aversive racism,
- hegemonic,
- ideology,
- natural-law language,
- social Darwinism,
- social institution, and
- stereotypes.

Module 4: Bridging Differences

Recognizing the power of, and intersections among, master statuses, the significance of our conceptions of difference, and the similarities across groups opens up new possibilities of understanding and creating alliances. The module includes four readings and pages 482-516. This final section comprises, among others, the following key points:

- Paradoxically, education is also the source of much social change. This paradox implies that there is an element of choice involved in whether one is discouraged or inspired to become actively involved in effecting social change.
- Since all systems were created by humans, it follows that humans can also change them.
- Sociologist Peter Berger used the term "Janus-faced "to refer to the nature of human society. Berger found a visual image for the truth that we are both the authors and victims - architects and prisoners - of social life. While we have not the power to change everything, we have the power to change some things.
- Gandhi's paradox captures the point: "Gandhi once said that nothing we do as individuals matters, but that it's vitally important to do it anyway".

Final Project

Your final project consists of a paper and a PowerPoint presentation. You will choose and narrow down the topic and give a title to your paper based on your interest. Your task is, based

on a review of recent CTE and equity literature, current educational policies, research results and practice, and the contents of the text book to identify and elaborate to what extent the equity and access is realized in our globalized world in the particular context that you will choose. The purpose of the final project is to analyze **why equity and access is an issue in the new economy, what are some problems, whom they are influenced and how, and what kind of changes and better practices are needed in schools and workplaces**. Here the new economy refers to our globalized world where information and ideas are exchanged by new technology and media, and where people move from one country to another.

The textbook can be purchased from the USF Bookstore.

Textbook: You do need one textbook on which the readings and assignments are based. Please, purchase the following eBook or textbook (note: the newest, 7th edition):

Rosenblum, K.E. & Travis, T-M.C. (2016). *The meaning of DIFFERENCE. American constructions of race and ethnicity, sex and gender, social class, sexuality, and disability.* 7th edition. NY: McGrawHill Ecucation.

Writing Style:

The Publication Manual of the American Psychological Association (APA) (6th edition) is the style generally adopted by the USF College of Education. Written assignments must conform to APA format and be edited and proofread for grammar, punctuation, and other writing conventions. Work that has not been edited will be returned without a grade. No bibliography is required but in-text referencing should be done correctly. An APA Tutorial for students is at http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx.

Web-Based Delivery of ECW 6696:

Taking a university course via the Internet offers many important advantages to the student including being able to work on course assignments and completing the required readings, viewings and projects largely when you choose to do so, working at your own pace in the comfort of your home or office, and avoiding the hassle of driving to campus and searching for a parking space, etc.

There are also several disadvantages. These include the lack of interaction with the instructor and with fellow participants. Interaction with the instructor has been included within the course by requiring periodic online submissions to the instructor with responses to questions posed or progress updates and by the instructor reading and reacting to your work posted on the course website throughout the semester. Also, the instructor is available for face-to-face meetings throughout the semester. Interaction with fellow course participants is built in through participants posting questions, responses and observations to the course web site and reacting to the postings of others.

A second disadvantage of a Web-based course is the lack of structure inherent in a course that meets live on a regular schedule. Please be aware that it is very easy to fall behind in making normal progress toward completing the course by the end of the semester. Please make every effort to complete each assignment by the due date. These due dates have been included to aid you in pacing yourself, maintaining progress and avoiding the "last minute rush" that might occur otherwise!

Accessing and Using Canvas:

Participation in the course will require familiarity accessing and using Canvas. Course content, assignments, and other information needed for successful participation in the course will be available on the course site. Other skills needed for online work involve posting contributions to discussion topics, submitting files, using e-mail features, checking readings online and viewing grades on Canvas. If this is your first time using Canvas, please take note of the following:

- **Accessing Canvas**. Access Canvas by going to http://my.usf.edu/ and logging in. If this is your first encounter with Canvas follow the instructions for creating your NetID. Once you have a NetID, you can log in and upon doing so, you will have access to courses you have registered for in a given semester.

- **Technical Assistance**. If you have technical issues during the semester, contact the USF academic computing help desk at help-ac@usf.edu or call 974-1222 in Tampa or 1-866-974-1222 statewide. There is also a "Help" icon on Canvas with different options for assistance. Contact the instructor with questions about the course content or assignments.

Workload Of the Course:

At first, the workload of this online course may seem a bit ambitious. However, it is comparable to that required in a traditional face-to-face course. In a traditional three semester hour course, participants would normally spend three hours per week in class and about six hours weekly outside of class reading, completing assignments and projects, etc. In addition, they might spend anywhere from two to six additional hours driving to class, locating a parking space and returning home. So, you might spend about 10-12 hours per week to complete a face-to-face course. You can successfully complete this online course by spending about the same amount of time per week online. Keep in mind that this applies to the 16 week fall and spring semesters; during the summer semester, the 16 weeks is compressed into 10 weeks so the time spent per week would be proportionately more (but would be over more quickly!). The expectation is that everyone will participate in the course online every two to three days throughout the semester after the first few weeks.

System Requirements:

To successfully participate in this online course you need a computer with Internet access. High speed access is preferred since some of the files, webcasts and photos are fairly large. One

way to justify the expense of an up-to-date computer and high speed Internet access is that you will be saving several hundred dollars in parking fees, gas and food expenses by not having to drive to campus to attend class. You will need a word processor (Word is recommended) and PowerPoint.

Module Assignments:

The course is built around modules with each having one or more assignments or products. Click **Modules** on the main course screen to see the modules listed. When you click each module, you will see an attached document containing a detailed set of Instructions for completing it. Please follow all of the instructions for completing the modules and create the product as explained. Each assignment or product is to be posted to the **Discussions** area within Canvas. The most frequent problem with module assignments in the past has been late submission or participants not reading and following the instructions completely for each module.

I recommend that you print out each module as you begin working on it and check off the steps as you go. Note: It is recommended that you print out modules as you come to them since some minor edits and additions may be made to later modules during the early part of the semester. This is particularly true if Canvas has undergone an upgrade during the semester break which often creates glitches such as broken links which take a bit of time to locate and correct.

Most often, you will be posting to the **Discussions** area in Canvas. To access this area click the **Discussions** icon on the main page. In this area you will see one or more discussions topic(s) for each module. Be sure and post each product to the appropriate **Discussions** topic. If you create a separate document and attach it to a **Discussions** topic please be sure and include your name and module number within the document. More detailed instructions for posting products and comments to the Discussions area are in Module 1.

If the assignment is fairly brief you can enter it directly in the **Reply** box and hit **Post Reply**. If your assignment is fairly lengthy you should create it in your word processor, save it and then attach it as a separate.doc file because once you exceed the limit of characters you can enter into the reply box, everything you have entered may be lost!

Providing Online Feedback to Fellow Participants:

Throughout the course you will be asked to give feedback to your fellow participants on assignments they post to the **Discussions** area. This can be a very valuable learning experience for everyone when the feedback is well thought out, substantive and insightful. The extent and quality of your ongoing feedback is included in determination of the final course grade. Your feedback should be substantive enough for the participant to know that you read their posting in full, reflected on the content and offered your comments regarding the substance of what they posted. Avoid feedback such as "great posting" or "I agree with everything you

said" (unless you are simply offering encouragement from time to time). Feedback should have substance and should mention the key point(s) from their original posting that you are commenting on.

Feedback might be a question, a specific point you disagree with, something you're adding to reinforce a point, an example you want to share, etc. Examples of feedback can be found in Module 1 I'd prefer you have fewer feedback postings that are highly substantive than more, less substantive ones. A rule of thumb might be to provide substantive feedback to at least five postings for each assignment. Provide feedback within a few days of the due date for the assignment to be posted. It is unreasonable to ask participants to go back well after the due date for posting a product or assignment to read fellow participants' feedback that is posted late. Discussions topics will be turned off the day after the due date for this reason. Note that you will not be able to view assignments posted by others until after you post your own assignment for each discussions topic.

Course Schedule (Due Dates):

One of the most important documents you will be using throughout the semester in this course is the **Course Schedule**. It indicates due dates for each of the unit assignments or products. It is very important to check the Course Schedule often to make sure you stay on schedule. Print out the course schedule and keep copies in several key places around your home and office so you can refer to them often. Since course participants are all working professionals with family and other responsibilities it is anticipated that some of the due dates can not be met. Try to post assignments as close to the due dates as possible.

Canvas Grades Feature:

On the course home page you will see the **Grades** icon on the left where you can check the status of each assignment you have submitted. The instructor will post the points you earned for each. You are encouraged to check this area periodically and to let the instructor know if your records disagree with what is posted for you. Most often, discrepancies are due to the instructor not being able to open a file containing an assignment (you may have saved the file in something other than .doc or .rtf format) or the student may have posted an assignment to an incorrect Discussions topic. Other times it might be due to an instructor forgetting to record an assignment in the grade book; remind me if you submitted something that is not noted in the grade book area a week or so after you submitted it and I'll look for it. This area will be updated about once a week.

Note: If part of an assignment has been misunderstood or omitted, the instructor will note that and invite you to add or rewrite the missing component. You will need to email that second submission since this particular discussions topic may now be turned off. This resubmission for additional points should occur within one week of receiving feedback.

Grading System and Criteria:

It is recognized that "grading" of adults in university level courses is problematic, invariably too subjective in nature, is fraught with difficulties and goes against a philosophy of true facilitative adult learning in which adults take from the learning experience what he or she wishes based on their investment of time and energy. However, all USF faculty are required to issue grades and some students take grading more seriously than others and feel very strongly that superior effort or achievement should be rewarded by a higher grade. Based on these considerations, the grading scale below has been developed for this course.

There is a total number of points that can be achieved by completing all of the assignments by the due dates indicated and completing each in a high quality fashion (see **Course Schedule** for due dates). When each assignment is submitted, the instructor will indicate the number of points that have been achieved for that assignment. If additional work is needed on an assignment, participants may then revise the assignment and resubmit it within one week to achieve additional points. The following percentages will be utilized to compute the letter grade assigned for the course based on the percentage of the total possible points achieved at the completion of the course:

Grade Determination:

90% – 100%   points = A

80% – 89%   points = B

70%– 79%   points = C

Master's Portfolio

Students in the MA program in career and technical education are required to submit a **Portfolio** of products developed in most courses of their program rather than respond to written comprehensive examination questions as is customary at the conclusion of most Master's Degree programs. For this course, select two assignments or products of your choice that reflect your best work and that demonstrate mastery of the course goals.

USF Librarian for Education

Ms. Susan Ariew is the Academic Services Librarian for Education and Library Science at the University of South Florida Tampa Library will provide assistance to students in the course on the location of resources and literature on topics related to individual interests if needed. If you have difficulty locating some resources related to work to be completed in the course, you may send her an inquiry at sariew@usf.edu.

Very Important—Withdrawing (Dropping) From The Course Without Academic Penalty:

If circumstances beyond your control will prevent you from completing the course, you should withdraw. <u>Important</u>: Please, check the deadline to drop a course without academic penalty! The result is that a "W" will appear on your transcript but will not impact your grade point average and the course can be retaken. You can withdraw from a course on the Oasis website. New rules prevent faculty from submitting an incomplete unless the student has completed <u>almost all</u> of the requirements for the course (assignments, projects, etc.) and circumstances beyond your control (illness, etc.) prevent you from completing everything on time! We <u>cannot</u> issue incompletes if a substantial amount of work was not completed or if there were no circumstances beyond your control that you can document (physician's letter, family obituary, etc.). If you miss the deadline to withdraw, you will have to submit a Graduate Petition requesting to late drop/withdraw which is a fairly complicated process and may or may not be approved.

Policy on Incomplete (I):

An Incomplete (grade of "I") will be submitted at the end of the semester only for very unusual circumstances. It is the instructor's experience that when a participant receives an incomplete in a course, a great deal of paperwork, telephone and/or e-mail exchanges and face-to-face meetings are necessary to resolve the "I." And almost without exception, usually due to a significant time lapse that occurs, the course assignments are rarely completed in the same quality fashion as those, which are completed on time. Thus, University policy calls for incompletes to be awarded only when the coursework has been substantively completed (75%) and there are extenuating circumstances preventing the student from completing the course requirements by the end of the semester.

If you happen to fall in this situation toward the end of the semester, and it is your responsibility to explain your extenuating circumstances to the instructor and request an "incomplete" grade. In this case, a contract will be signed by you and instructor and approved by the Graduate School. If approved, any incomplete work must be completed within one semester after the "I" is received due to the fact that the course web site is only archived for one semester. After that time, all records, assignments, postings, etc. for that semester are deleted by the USF computer center. The maximum grade when all work is completed during the subsequent semester will be a "B".

Course/Instructor Evaluation:

Your assistance completing an online evaluation of the course and instructor will be requested toward the end of the course. You should receive an announcement alerting you of the availability of the online evaluation for this and other courses you are taking in the semester. In addition, I may be asking for your feedback on the course design, materials, and activities you encounter during the course either during the course or at the wrap-up meeting.

UNIVERSITY POLICIES: Standard Policies covering these and other areas can be found at: http://www.grad.usf.edu/policies_Sect7_full.php#resp

COLLEGE OF EDUCATION
GRADUATE DEPARTMENTAL COURSE SYLLABUS

"The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethics/Diversity (CARE). These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow."

Please note: The course content may be revised by the instructor in response to formative assessment of one's teaching and one's informal assessments of students' needs and interests.

1.   <u>Course Prefix and Number</u>:   ADE 7677   <u>Credit Hours</u>: 3

2.   <u>Course Title</u>: Emerging Trends & Issues: Critical Race Theory, ROOM 314

3.   <u>Regular Instructor(s)</u>: Vonzell Agosto, Ph.D. (vagosto@usf.edu)

4.   <u>Course Prerequisites</u>: There are no course prerequisites. Enrollment is limited to doctoral students (and master's students by permission of the professor).

5.   <u>Course Description</u>:
This seminar course supports students' efforts to critically examine and explore critical race theory (CRT), its theoretical relevance, and contribution to educational practice.

6.   <u>Course Objectives</u>
1) To expose students to theoretical perspectives informing race/racism issues
2) To develop students' ability to conduct critical social analyses
3) To facilitate students' application of CRT tenets in educational inquiry

7.   <u>Learning Outcomes</u>:
Students who successfully complete all course requirements will be able to:
- Describe the social movements and historical conditions in which CRT is rooted
- Compare the essential tenets of CRT
- Create a counter-narrative about education that engages CRT (tenet/s)
- Analyze research applying CRT in the field of education or related field of practice
- Synthesize literature engaging the tenets of CRT on a topic or area of study

8.   <u>Required Text and Content Outline</u>:
E. Taylor, D. Gillborn, & G. Ladson-Billings (Eds.). *Foundations of critical race theory in education*. New York: Routledge.

Sample Outline
Session 1: Introduction and Overview: Review of the syllabus, course expectations,
Sample text: Brookfield, S. (2005). *Power of Critical Theory,* Thousand Oaks, CA: Jossey-Bass.
Preface, Ch. 1 Exploring the meaning of critical theory and Ch. 2 The learning tasks of critical theory, pp. vii-65

Session 2: U.S. Historical and Philosophical Perspectives on Race and Racism
Boaventura de Sousa on Race and colonization
Lopez, H. (1994). The social construction of race: some observations on illusion, fabrication, and choice. *Harvard Civil Rights-Civil Liberties Law Review, 29*(1), 1-53.
DUE: Response to content (historical development of structures and philosophies of race and racism).

Session 3: CRT Origins, Evolution, Key Tenets
Chapter 2. Who's Afraid of Critical Race Theory? (D. A. Bell, p. 37).
Chapter 17. Some Critical Thoughts on Critical Race Theory (Litowitz, p. 291).
DUE: CRT Auto-Ethnography (1-2 tenets)

Session 4: CRT Seminal Writings in CRT Legal Studies (Sub-Fields) – Fundamental Tenets
Chapter 13. Crenshaw: Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color.
Closson, R (2010). Critical race theory and adult education. *Adult Education Quarterly 60*(3), 261-283.
Begin: Researching the use of CRT in your respective fields.
DUE: Response to content

Session 5: CRT Seminal Writings in CRT Legal Studies (Sub-Fields) – Fundamental Tenets
Whiteness as Property (Harris); Critical Race Feminism
DUE: Response to content

Session 6: CRT Seminal Writings in Education – Fundamental Tenets
Ladson-Billings, G. & Tate, W. (1995). Toward a critical race theory of education. *TCR,* 97(1), 41-62.
Ladson-Billings, G. (1998). Just what is critical race theory and what is it doing in a nice field like education?, 7-24.
Ledesma & Calderón (2015). Critical Race Theory in Education: A Review of Past Literature and a Look to the Future
DUE: Response to content

Session 7: Tenets - Experiential Knowledge & Racism as endemic
Solorzano, D., Villalpando, O., & Oseguera, L. (2005). Educational inequities and Latina/o undergraduate students in the U.S. *Journal of Hispanic Education, 4*(3), 272-294.
Media Sample: "When the Levees Broke" [New Orleans – Hurricane Katrina]
DUE: Electronic (e) Portfolios for interim review

Session 8: Tenets -Interest Convergence
Taylor, E. (1999). Critical race theory and interest convergence in the desegregation of higher education (181-204).

Session 9: Tenets –Counter-storytelling
Castagno, A. & Lee, S. (2007). Native mascots and ethnic fraud. *Equity & Excellence in Education, 40*(3), 3-13. **[SD]**
Media Sample: "Brazil in Black & White: Skin color and higher education," (58 min.)

Session 10: Interdisciplinary
DUE: Summary, Application of CRT in your field
Session 11: Interdisciplinary
Session 12: Critiques of CRT
Delgado, R., & Stefancic, J. (2001). *Critical race theory: An introduction.*
Ch. VI Critiques and responses to criticism, 87-96.
DUE: Completed e-portfolio share key learnings, insights, or challenges with the class.

8. <u>Evaluation of Student Outcomes</u>: Graded assignments will vary but include analytical, syntopical,

and reflective writing.

9. Grading Criteria:
    Due Dates are in Canvas. Please take note.

Assignments	
1. CRT auto-ethnography 20%	
2. Response (at least 4) 5% each = 20%	
3.Course portfolio [electronic] 40%	
5.Contributions to class discussions 20%	
TOTAL	

Grading Procedures and Criteria: No grade below C will be accepted toward a graduate
degree. This includes C- grades.
A= 90-100
B= 80-89
C= 70-79
D=69-60

11. Course Participation
    In this course there are at least three principal ways you can contribute to our collective
    learning. In each session you can **1)** bring your thinking supported by critical reading of the
    assigned material; **2)** bring your questions even if you feel they are very basic we will all benefit; **3)**
    bring relevant reading that you have identified related to our topic-- articles, newspaper or
    magazine clippings, and other material of interest to our conversation.

12. Description of Assignments

Assignment #1: The CRT Auto-ethnography No page length requirement; however, it should be clear that
this type of autobiography is not something that can be accomplished in just a few pages.

Assignment #2: Responses
Five response in Canvas illustrating critically reflective writing. Consider observations, relevant other
knowledge, suggestions from others, new information, formal theory, other factors such as ethical, moral,
socio-political context. Reflect on the relationship of these initial observations and your second entries.
Experiment and explore, reinterpret, how you relate your first, second and later observations. Question
yourself.

Assignment #3: Student directed discussion
Each student will lead a discussion on an assigned course reading of their choosing. You will be expected
to prepare a critical analysis of its CRT related content and two or three questions to spark discussion.
You can facilitate using activities, video clips—whatever you feel will best help the class delve into the
reading and its related topic. You will provide a summary and analysis of the reading (1-2 single-spaced
page/s).
You will have approximately 30 minutes to present your perspective on the reading and to facilitate a
discussion with the class.

Assignment #4: The e-Portfolio

Your e-portfolio must include the following areas:

The e-portfolio should clearly indicate your **summary** of the following areas (note that these are areas for which you are asked to complete Summary Reflections during the semester):
1. Historical development of structures of race (What is race? What are its origins?)
2. Racism as a system of privilege and oppression, (How does racism shape social relations?)
4. A synthesis of literature from your discipline or area of interest on CRT tenets.
3. Consideration of how CRT could be applied to your academic discipline in research, teaching and/or practice?)

The e-portfolio should include your racial auto-ethnography and any indication of revisions that you might decide to make after you have submitted it for grading. In other words, as you go through the semester and revise graded work, include the original and revised versions in your e-portfolio. Your e-portfolio is an ongoing assignment throughout the semester. You will be expected to regularly review and revise it. There is one interim review by me. This is so that I can give you feedback before your final assignment is due.

Helpful Hints:
In thinking about developing your portfolio, it may be useful to review some characteristics of effective portfolio development.
- o What are some key ideas of CRT?
- o How is CRT similar to or different than other theories of racial inequality?
- o What questions or uncertainties have I worked through/do I have about CRT?
- o How have scholars used CRT to evaluate social/educational policies and practices? What examples do I find particularly helpful?
- o What judgments do others/do I make about the way that CRT is used in educational research?
- o Do I find CRT useful in my own thinking about race?
- It is multidimensional, i.e., reflecting a wide variety of artifacts and processes (evidence) reflecting various aspects of your learning process(es).
  - o Readings
  - o Media
  - o On-line dialogues
  - o Conversations with co-workers/family/friends/peers
  - o Independent sources of information
  - o Unanticipated insights
- It provides for collaborative reflection, including ways to reflect about your own thinking processes and metacognitive introspection as you monitor your own comprehension, reflect upon the various approaches to problem-solving and decision-making, and observe your emerging understanding of CRT.
  - o Thinking about your own assumptions, at the outset of the course.
  - o Feelings, attitudes along the way.
  - o Changes in understanding.
  - o Disorienting dilemmas.
  - o Insights, "ah ha's".

Attendance Policy
Attendance is not graded, however the substance of your contributions to class discussions and the culture of learning are taken into consideration when assessing growth as an integration of knowledge, skills, and dispositional development as emerging scholars, practitioners, and researchers. Please notify me in advance of your absence.

University Policies

Gender-Based Crimes:
Educators must report incidents of gender-based crimes including sexual assault, sexual harassment, stalking, dating violence and domestic violence. If a student discloses in class, in papers, or to an instructor, the instructor is required by law to report the disclosure. The Center for Victim Advocacy and Violence Prevention (813-974-5757) is a confidential resource where you can talk about such situations and receive assistance.

USF Policy on Religious Observances:
"Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting."

Attendance Policy for the Observance of Religious Days by Students: In accordance with Sections 1006.53 and 1001.74(10)(g) Florida Statutes and Board of Governors Regulation 6C-6.0115, the University of South Florida (University/USF) has established the following policy regarding religious observances: (http://usfweb2.usf.edu/usfgc/gc_pp/acadaf/gc10-045.htm)

Continuous Learning:
In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It is the responsibility of the student to monitor the Canvas site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

Academic Dishonesty:
"Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text or the unattributed borrowing of original ideas by paraphrase from a published text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work."
"Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an "F" with a numerical value of zero on the item submitted, and the "F" shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of "F" of "FF" (the latter indicating dishonesty) in the course."

Detection of Plagiarism:
The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) to the plagiarism detection system. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.

Web Portal Information:
Every newly enrolled USF student receives an official USF e-mail account that ends with "mail.acomp.usf.edu." Go to the Academic Computing website and select the link "Activating a Student E-mail Account" for detailed information. Information about the USF Web Portal can be found at: http://www.acomp.usf.edu/portal.htm.

ADA Statement:
Students in need of academic accommodations for a disability may consult with the office of Services for Students with Disabilities to arrange appropriate accommodations. Students are required to give reasonable notice (typically 5 working days) prior to requesting an accommodation

COLLEGE OF EDUCATION
GRADUATE DEPARTMENTAL COURSE SYLLABUS

"The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethical Practice (CARE). These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow."

Course Prefix and Number: EDF 6809   **Credit Hours**: 3

Course Title: Introduction to Comparative and International Education

Course Prerequisites (if any): Graduate standing

Regular Instructor(s):

Alisha M. B. Braun, Ph. D.
Office hours: By appointment
Office: EDU 381-J
Phone: 813-974-3280
Email: alishabrown@usf.edu

Course Description:

EDF 6809 provides an examination of the major issues surrounding comparative and international perspectives in education.

Course Objectives

This course will:
1. Increase students' knowledge of differences and similarities among world education systems.
2. Reflect on and compare students' own educational experiences and home country education system to others using a comparative perspective.
3. Use technology to access and present information.
4. Become aware of global issues and investigate in depth how one of those issues affects two or three countries' educational challenges.
5. Gain tools required to write a research paper (developing a research question, accessing scholarly references, using APA style).

Course Goals (student learning outcomes):

Upon successful completion of this course, the candidate will be able to:
1. Describe some similarities and differences between the U.S. educational system and those of other nations.
2. Define different categories of immigration and know educational challenges associated with each.
3. Explain at least three global issues and how they affect education.
4. Write a comprehensive research paper.

Content Outline:

1

Week 1: Introduction to the Course
Week 2: What is Education?
Week 3: Education and International Development
Week 4: Education as a Human Right
Week 5: World Education Structure
Week 6: Theoretical Approaches to Comparative Education
Week 7: The Comparative Method
Week 8: Writing about Comparative Education Research
Week 9: Gender Issues
Week 10: Special Needs and Giftedness
Week 11: Vulnerable Populations
Week 12: Language
Week 13: Education and Disaster
Week 14: Research Presentations
Week 15: Future Directions in Comparative and International Education

Evaluation of Student Outcomes:

All sections of EDF 6809 include a common final research paper.

Global Educational Issue Research Paper

Students will write a research paper on a global educational issue of their choice. To enable students to take a comparative perspective on the issue, they must include information from at least two countries. The paper should demonstrate a depth of understanding about the issue, an awareness of alternative solutions, and a judgment about how to approach the problem in light of cultural complexities. The paper must follow APA style.

All other assignments and assessments of course objectives will be determined by the instructor of the course.

Grading Criteria:

Grading Scale

97-100%	A+			77-79%	C+
94-96%	A			74-76%	C
90-93%	A-			70-73%	C-
87-89%	B+			67-69%	D+
84-86%	B			64-67%	D
80-83%	B-			60-63%	D-
				Below 60%	F

No grade below C- will be accepted toward a graduate degree.

Incomplete Grade Policy

Incompletes are highly discouraged. An "I" grade may be awarded at the discretion of the instructor only when the student is otherwise earning a passing grade. Students are advised to initiate a written contract for incomplete grades. The contract should include a description of the work to be completed, the date by which the work is to be submitted and should be approved and signed by the course instructor. Until removed, the "I" is not computed in the grade point average. If not removed after two terms (including summer), "I" grades will be converted to "IF" or "IU" (Incomplete-Fail/Unsatisfactory)" (USF Graduate Catalog).

Textbook(s) and Readings:

Required Textbook:

Brock, C. (2011). *Education as a global concern*. London: Continuum International Publishing Group.

All other readings will be determined by the instructor of the course and distributed in class or Canvas.

UNIVERSITY POLICIES: Standard Policies
Information regarding these policies can be found at:
http://www.grad.usf.edu/policies_Sect7_full.php#resp

1. **General Attendance Policy**
   o   http://www.ugs.usf.edu/policy/GeneralAttendance.pdf
2. **Early Notification Requirement for Observed Religious Days** - Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, at the beginning of the term.
   o   http://www.ugs.usf.edu/policy/ReligiousDays.pdf
3. **Academic Integrity of Students**
   o   http://www.ugs.usf.edu/policy/AcademicIntegrityOfStudents.pdf
4. **Disruption of the Academic Process**
   o   http://www.ugs.usf.edu/policy/DisruptionOfAcademicProcess.pdf
5. **Gender-Based Crimes** - Educators must report incidents of gender-based crimes including sexual assault, sexual harassment, stalking, dating violence and domestic violence. If a student discloses in class, in papers, or to an instructor, the instructor is required by law to report the disclosure. The Center for Victim Advocacy and Violence Prevention (813-974-5757) is a confidential resource where you can talk about such situations and receive assistance in confidence. Additional confidential resources on campus are: the Counseling Center (813-974-2831) and Student Health Services(813-974-2331).
6. **Student Academic Grievance Procedures**
   o   http://www.ugs.usf.edu/policy/StudentAcademicGrievanceProcedures.pdf
7. **Students with Disabilities** - Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request.
   o   See student responsibilities: http://www.sds.usf.edu
   o   See instructor responsibilities: http://www.asasd.usf.edu/instructorresponsibilities.asp?refer=FACULTY
8. **Turnitin Privacy Policy**

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In order to comply with privacy laws, students are not required to include personal identifying information, such as name, in the body of the document. *Turnitin* provides an originality report letting the instructor know how much of the assignment is original. Please follow your instructor's instructions carefully regarding what identifying information to include.

- o How do I submit a Turnitin Assignment?

9. **University Emergency Policy**
    - o *In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.*

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Course Prefix and Number: EDF 6697   **Credit Hours**: 3

Course Title: Learning and Linguistic Diversity in a Transnational Context

Course Prerequisites (if any):

Regular Instructor(s):
Dr. Lauren B. Braunstein
Office: EDU 381L
Phone: 813-974-8105
Email: isaacl@usf.edu

Course Description:

This course will explore the relationships between immigration, identity, and language. The course will take a transnational approach, which presumes that people, language, and culture are subject to dynamic change within the globalized world.

Course Objectives:
This course will provide opportunities to:

- learn foundational theories related to multilingualism and language acquisition.
- explore the connections between language, identity, and culture.
- examine the role of schools in reinforcing and/or challenging linguistic discrimination.
- analyze dominant language attitudes and ideologies and their implications for a global education.

Course Goals (student learning outcomes):
Students will be able:

- Apply theories of bilingualism and language acquisition to real-life contexts of immigration and transnationalism through a two-part interview process.
- Explain global trends in terms of linguistic diversity and its implications for education.
- Identify how dominant language attitudes are reflected in school policies and practices by examining a global educational reform effort.
- Analyze the relationships between language and cultural identity through an original research project on a topic of language-related topic of choice.

Content Outline

Part I Language in a Global Context

	Topics/Readings Due	Assignments
Week 1	**Introduction to the Course**	Sign up for reading

presentations

Week 2	**What is language? What is bilingualism?** Baker: Chapter 1	**Quiz #1**
Week 3	**Language and transnationalism** Baker: Chapter 4	**Discussion Board**
Week 4	**Language Ideologies and Education** Baker: Chapter 17 *Assign: language learner interview* **(see instructions)**	**Quiz #2**
Week 5	**Language, Ideology, and Identity** Gloria Anzalua "How to Tame a Wild Tongue" (1987)	**Quiz #3**

Part II Language and Language Discrimination

Week 6	**Language Discrimination in Media and Ed** Lippi Green – Chapter 5 and 6	**Interview results due**
Week 7	Midterm Exam – Take Home Essay	
Week 8	**Alternatives to English-Only: Types of Bilingual Ed Models**	**Midterm Due**
	Documentary viewing: *Speaking in Tongues* (2010)	
Week 9	**Global language ideologies in local contexts** Articles: *What colour is your English* (Creese and Kambere, 2003) *The political topography of Spanish and English* (Urciuoli, 1991)	**Discussion Board**

Part III Linguistic Diversity and Identity

Week 10	**Languages, Dialects and Varieties of Language**	**Final Project Proposal**
Week 11	**AAVE (African American Vernacular English)**	**Quiz #4**
Week 12	**Linguistic Performances of Identity** Delpit Chapter 7, 8, 9	
Week 13	**Global Communities and Languages** Delpit volume chapters assigned to you Article: Imagined Communities and Educational Possibilities: Introduction (Kanno and Norton, 2003)	**Jigsaw Presentations**
Week 14	Final Project Presentations	
Week 15	Course Wrap-Up	**Final Projects Due**

Evaluation of Student Outcomes:

*List the approaches (or assessment strategies) that will be used to determine students' achievement of course goals and objectives. Include the assessments that **must be completed in all sections of the course**. Individual instructors' section syllabi should include any other activities/assessments/readings assigned by that instructor. Briefly describe each assessment/activity.*

1) Engagement (30% of Final Grade)

The success of this course depends on students' meaningful participation and preparation. Your engagement in the course will be evaluated on the basis of: 1–the the *quality and frequency* of in-class participation, 2 –evidence of your engagement with the course readings through Canvas quizzes, in-class, at-home activities, presentation of the readings 3—your civic and respectful engagement with your classmates, and 4 – your attendance.

2) Language Learner Interview and Report (20% of Final Grade)

In this assignment, students will interview a person who has learned an additional language within a transnational context and write a 5-7 page paper on the results of the interview. Student must apply course concepts on language abilities, domains, factors impacting language learning, cultural competence, language targets, elective/circumstantial language learning, subtractive/additive concept, language choice, and language discrimination.

3) Take-Home Midterm Synthesis Exam (20% of Final Grade)

The midterm will focus on the key concepts and readings from the first eight weeks of class. It will require you to synthesize major course concepts and make an argument about the relationships between language, identity, and education.

4) Final Research Project (30% of Final Grade) MUST BE COMPLETED BY ALL SECTIONS

For the final project, you will investigate a topic related to language, linguistic diversity, and society. The project will entail four parts: 1- proposal; 2-annotated bibliography; 3-presentation; 4-submission of final paper (12-15 pages). This project will be individualized to suit the needs/interests of each student. (See appendix)

Grading Criteria:

Final grading scale: 100-97%=A+; 96-93=A; 92-90=A-; 89-87%=B+; 86-83=B; 82-80; 79-77%=C+; 76-73=C; 72-70=C-; 69-67%=D+; 66-63=D; 62-60=D-; <60% = F

Textbook(s) and Readings (see syllabus):

Baker, c. (2006). *Foundations of bilingual education and bilingualism*. Bristol, UK: Multilingual Matters. Fourth edition.

Delpit, Lisa (2008). *The Skin that We Speak*. The New Press.

Lippi-Green, Rosini (1997). *English with an Accent*. Routledge: London

(INSTRUCTOR POLICIES (per individual instructor/section syllabus)

- **UNIVERSITY POLICIES: Standard Policies**
  Information regarding these policies are standard items, many of which can be included as a hyperlink if so desired. Some are only necessary if applicable.

1. **Final Examinations Policy** - all final examinations are to be scheduled in accordance with the University's final examination policy.
   - http://www.ugs.usf.edu/policy/FinalExams.pdf
2. **General Attendance Policy**
   - http://www.ugs.usf.edu/policy/GeneralAttendance.pdf
3. **Early Notification Requirement for Observed Religious Days** - Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, at the beginning of the term.
   - http://www.ugs.usf.edu/policy/ReligiousDays.pdf
4. **Academic Integrity of Students**
   - http://www.ugs.usf.edu/policy/AcademicIntegrityOfStudents.pdf
5. **Disruption of the Academic Process**
   - http://www.ugs.usf.edu/policy/DisruptionOfAcademicProcess.pdf
6. **Gender-Based Crimes** - Educators must report incidents of gender-based crimes including sexual assault, sexual harassment, stalking, dating violence and domestic violence. If a student discloses in class, in papers, or to an instructor, the instructor is required by law to report the disclosure. The Center for Victim Advocacy and Violence Prevention (813-974-5757) is a confidential resource where you can talk about such situations and receive assistance in confidence. Additional confidential resources on campus are: the Counseling Center (813-974-2831) and Student Health Services(813-974-2331).
7. **Student Academic Grievance Procedures**
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   - See instructor responsibilities:
     http://www.asasd.usf.edu/instructorresponsibilities.asp?refer=FACULTY
9. **Turnitin Privacy Policy**
   In order to comply with privacy laws, students are not required to include personal identifying information, such as name, in the body of the document. *Turnitin* provides an originality report letting the instructor know how much of the assignment is original. Please follow your instructor's instructions carefully regarding what identifying information to include.
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Appendix A

Final Project: TOPICS IN LANGUAGE, LINGUISTIC DIVERSITY, AND SOCIETY

1. Choose a topic that broadly issues of language, linguistic diversity, and education. Below is a list of choices (if you wish to pursue another issue, come talk to me).

Media representation of linguistic diversity
Politics of Bilingual Education
Language Education Programs (e.g. Two-Way Immersion, English-only, Transitional Bilingual Education).
Multilingualism in the globalized world (e.g. World Englishes,
Language/Language Learning and Identity
Language and Politics: (e.g. Oakland "ebonics" controversy)
Classroom language practices - Discourse Analysis
Linguistic Discrimination

2. Develop a research question (e.g. How are minoritized/non-standard languages represented in popular culture, like Disney films? What are the language components of an Afrocentric curriculum?).

3. Methodology: Design a strategy to effectively answer your research question.

3. Collect "data". The data that you collect will be individualized and dependent on the question. In some cases, you may have to collect original data (interviews, observations, etc) to "get to" your answers. In other cases, a historical analysis or a literature review will be more appropriate.

4. Write the final paper (Complete guidelines will be distributed in class). The required length is 7-10 pages and will consist of an: 1) Introduction, 2) Statement of the problem and its significance, 3) Process of collecting data, 4) Presentation of results, and 5) Implications for pedagogy.

Tentative Idea: Your research papers will be presented in a panel format to education students and faculty.

Appendix B

Final Project Proposal

☐ *Thesis:* What are the major question and sub-questions of this paper? These should be written in the form of exploratory and analytical questions. In short, what do you want to investigate?

☐ *Significance:* Why is this an important topic to consider? This is the "so what?" part.

☐ *Research:* How will you specifically address the question? WHO are your research respondents? How will you collect your data? What questions will be in your questionnaire? If you are doing interviews, what questions will you ask?

☐ *Sources*: What are sources you will use in your investigation

Format:1-2 pages; double-spaced; 1 inch margins; size 12 Times New Roman Font, APA (6th ed.)

Appendix C

Annotated Bibliography for Final Project

Compile a list of 5-7 sources that will be used for your final project in a annotated bibliography. Each entry should answer the following four questions:

1)   What is the main argument of the author?
2)   How does she/he make this argument?
3)   Why did you choose this text for your final paper?
4)   In what specific ways is it relevant to your investigation?

 Sample Entries:

Nayak, A. & Kehily, M. (2008). *Gender, youth, and culture: Young masculinites and femininities*. New York: Palgrave MacMillan.

      This book focuses on how the forces of globalization and neoliberalism work to produce young femininities and masculinities. The authors work through the following categories: 1- youth as innocence, 2- youth as mobile, 3- youth as crisis, and 5 -youth as commodity. This text will be useful for my project in terms of its discussion the New Girl Order and sexuality. Part of the New Girl Order are the "emerging codes of sexual freedom", (p. 68). I am interested in how these sexual freedoms can be theorized as "new technologies of the self" in terms of how American TESOL-travelers construct their transnational identities through relationships with men.