

C&I 151 (SECTION 7)

SOCIAL CONTEXT OF TEACHING AND LEARNING (3 UNITS)

ONLINE COURSE SYLLABUS

SPRING 2020

California State University, Fresno

Kremen School of Education and Human Development

Department of Curriculum and Instruction

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Time/Location Online Canvas URL: https://fresnostate.instructure.com/courses/14410	Please use Canvas email Office Phone: (559) 278-0115
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Course description: Foundation of Education; contemporary issues; legal responsibilities; effective involvement with family and community.

Course format: This course adopts an online delivery format. Students must have access to a computer and the internet to participate in the class. All course material developed by the instructor is the intellectual property of the instructor and is to be used for private, study purposes only and cannot be shared publicly or uploaded without the instructor's approval.

It is usually expected that students will spend approximately 2 hours of study time outside of class for every, one hour in class. Since this is a 3-unit class, you should expect to study an average of 6 hours outside of class each week.

Canvas and MyFresnoState Messaging: Course materials such as syllabus, handouts, discussions, assignments, etc. can be found on the following course Canvas:

<https://fresnostate.instructure.com/courses/14410>

You are responsible for regularly checking the Canvas platform and messaging system to access all assignments and learn of any updates or changes to the course schedule.

Please use the Canvas messaging system for all email communiques with the instructor.

REQUIRED COURSE MATERIALS

Required Readings (available via Canvas)

- Aylward, A. (2017). Mass Incarceration in California Counties: A Mechanism for Educational Inequality. *The Educational Forum*, 81(2), 217-230.
- Duncan Andrade, J. (2009). Note to Educators: Hope Required When Growing Roses through Concrete. *Harvard Educational Review*, 9(2).
- Flores, N. & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. *Harvard Educational Review*, 85(2), 149-168
- García, O., & Menken, K. (2010). Moving forward: Ten guiding principles for teachers. *Negotiating Language Policies in Schools*, 276-282.
- Garver, R. (2017, April). Orienting schools toward equity: Subgroup accountability pressure and school-level responses. *The Educational Forum*, 81(2), 160-174.
- Horsford, S. D. (2017). A Race to the Top From the Bottom of the Well? The Paradox of Race and US Education Reform. *The Educational Forum*, 81(2), 136-147.
- Kiel, D. (2014). No Caste Here: Toward a Structural Critique of American Education. *Penn St. L. Rev.*, 119, 611.
- Kohli, R. & Solórzano, D. (2012). Teachers, please learn our names!: Racial microaggressions and the K-12 classroom. *Race, Ethnicity, and Education*, 15, 441-462.
- Kokka, K. (2018). Healing-informed social justice mathematics: Promoting students' sociopolitical consciousness and well-being in mathematics class. *Urban Education*, 1-31.
- Lee, S.J., Park, E. & Wong, J.S. (2017). Racialization, schooling, and becoming American: Asian American experiences. *Educational Studies*, 53(5), 492-510.
- Martínez, R.A. (2018). Beyond the English learner label: Recognizing the richness of bi/multilingual students' linguistic repertoires. *The Reading Teacher*, 71(5), 515-522.
- Milner, R.H. (2013). Analyzing poverty, learning, and teaching through a critical race theory lens. *Review of Research in Education*, 37, 1-53.
- Paris, D. & Alim, S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. *Harvard Educational Review*, 84(1), 85-100.
- Rothenstein, R. (2013). *For public schools, segregation then, segregation since: Education and the unfinished march*. Washington DC: Economic Policy Institute.

Suggested/Optional Readings (available via Canvas)

- Anzaldúa, G. (1987). How to tame a wild tongue (pp. 2947-2955). na.

- Johnson Jr, O. (2017). The Changing Influence of Educational Policy and Race on Metropolitan Inequality, 1970–2010. *The Educational Forum*, 81(2), 175-192.
- Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools. *Educational Researcher*, 35(7), 3-12.
- Moll, L.C., Amanti, C., Neff, D. & González, N. (1992). Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms. *Theory into Practice*, 31(2), 132-141.
- Nieto, S. (2013). Language, Literacy, and Culture: Aha! Moments in Personal and Sociopolitical Understanding. *Journal of Language and Literacy in Education*, 9(1), 8-20.
- Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93-97.
- Romero, A., Arce, S. & Cammarota, J. (2009). A Barrio pedagogy: identity, intellectualism, activism, and academic achievement through the evolution of critically compassionate intellectualism. *Race Ethnicity and Education*, 12(2), 217-233.
- Valenzuela, A. (1999). *Subtractive Schooling: US-Mexican Youth and the Politics of Caring*. (Introduction). New York, NY: SUNY Press.
- Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education*, 8(1), 69-91.

COURSE SPECIFICS

Course goals: The goals for CI 151 have been developed to support candidate competence and performance as stipulated in the California Teaching Commission's Standards of Program Quality and Effectiveness and NCATE Standards. The overall goal of the Single Subject Credential Program is to assist the pre-service teacher in becoming a teacher who will provide leadership for a diverse society. The program intends for students to develop professional dispositions, which include reflection, critical thinking, professional ethics, valuing diversity, collaboration and life-long learning. The following are statements of what course participants will accomplish:

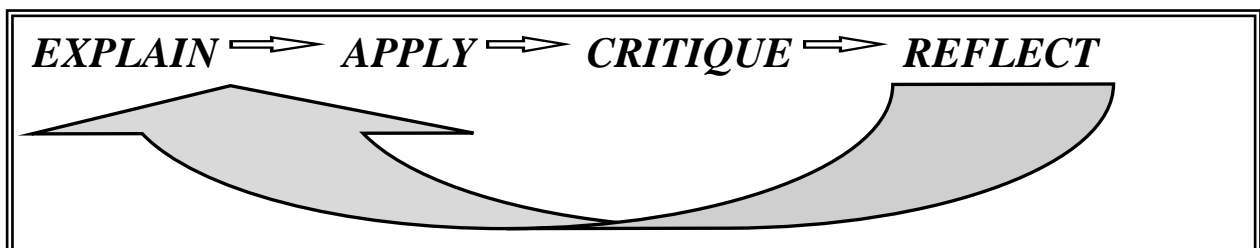
- Provide all students equal access to learning (course textbook, class lectures, and collaborative assignments);
- Discuss current K-12 school issues;
- Discuss the fundamental purpose of K-12 schooling in the United States;
- Discuss the equality of education for all students;
- Discuss the relationship between “culture” and K-12 schooling;
- Discuss how public schools can better meet the needs of K-12 students;
- Discuss the legal and ethical obligations of teachers;
- Discuss common youth-related problems.

Student Learning Outcomes: In this course, students will be able to:

- Describe aspects of secondary schooling: Organization, financing, state vs federal policy (TPE 6.7);
- Describe different viewpoints concerning K-12 public schooling (TPE 6.7);
- Describe alternative views of equality and educational opportunities (TPE 6.2);
- Describe the role schooling plays in the process of social stratification (CTC Prog. Stand. 3,5, & 9);
- Describe how culture, class and gender affect school outcomes (CTC Prog. Stand. 5);
- Describe how schools can promote equality in school achievement (CTC Prog. Stand. 9);
- Describe the manifestations of culture of special interest to teachers (TPE 4.1; CTC Prog. Stand. 9&10);
- Describe how teachers can learn about the cultures of their students (TPE 4.1, 4.4; CTC Prog. Stand. 9&10);
- Describe and cite examples of culturally responsive pedagogy (TPE 1.1, 4.1,4.4; CTC Prog. Stand. 3&9);
- Describe alternative views of multicultural education (CTC Prog. Stand.9);
- Describe current and demographics in the U.S., in California, and the San Joaquin Valley region with regard to ethnicity and home language (TPE 4; CTC Prog. Stand.9);
- Describe the basic legal rights and responsibilities of teachers (TPE 6; Prog. Stand. 10 & 14);
- Describe professional and ethical standards for teachers (TPE 6; Prog. Stand 5);
- Describe the effects of family involvement on education;
- Describe problems and solutions in communicating with families (TPE 1.2);
- Describe what the classroom teachers can do to alleviate youth-related social problems (TPE 2.1; Prog. Stand. 10);
- Describe the impact of poverty on student learning and how teachers can mitigate those problems (TPE 1, 2).

Pedagogical Model

As a matter of pedagogical practice, my primary role as a critical pedagogue is to draw upon students' existing ways of knowing to acquire new knowledge and a deeper engagement with course content, while providing opportunities to expand awareness of the communities that they serve. In this course, students are exposed to multidisciplinary theories and concepts through problem-posing dialogues, reflection, and opportunities to apply course content to real world issues both independently and through collaboration with peers. Accordingly, the pedagogical model for this course will be guided by a collaborative approach to teaching and learning that is guided by the four processes captured in the below diagram:



As a class we will first engage in an explanation of the key concepts being introduced and discussed in this course. This includes examining the underlying intent and logic embedded in the concepts, methods, and data that inform education policies and practice. Then we will attempt to apply these ideas to the issues explored in the class, testing the limits of our understanding, and the limits of the ideas themselves as guides for action. Following this work, we will unpack (a) the usefulness of the ideas, and (b) the values, logic, and epistemological stance of the ideas. Finally, we will reflect on our overall understanding of the how the ideas play out in local contexts (e.g., classrooms, schools, communities) that consider your own experiences and respective roles as education professionals.

At the critique stage, we will pay particular attention in our discussion to ideas and their usefulness to the sources that we use to frame a critique: What knowledge claims are proposed and where do they come from? What sources of data and evidence are used? What are the counter-factuals—evidence that seems to contradict the premises of the argument? What role do peoples’ norms, values, and belief systems play in their posture toward a framework, topic, or argument?

Norms for Democratic Discussion & Collaborative Work

Democratic Participation

- **Equity of Voice** strengthens a group’s work/discussion through multiple and divergent perspectives. Group members promote equity of voice by remaining conscious of the content, tone, and frequency of their own participation and by encouraging the full participation of others.
- **Co-Creating Knowledge** is only possible when everyone’s contribution is seen as having value.
- **Striving for balance between advocacy of and inquiry into** one’s own and others’ positions assists the group in becoming a professional learning community.

Active Listening

- **Paraphrasing** helps enhance understanding of the ideas that have been put forth.
- **Asking probing questions** increases the clarity and depth of the group’s thinking.
- **Assuming positive intentions** facilitates meaningful and respectful dialogue and prevents the occurrence of unintentional put-downs and contentious comments. Including positive presuppositions in your speech is one way to demonstrate this norm.
- **Pausing to think** before responding or asking questions enhances the quality of dialogue, reflection, and decision-making. Become comfortable with periods of reflective silence.

Respect for Multiple Perspectives

- **Putting forth ideas** is central to meaningful dialogue, but it is important to preface your comments respectfully and diplomatically. For example, “Another possible explanation is that...” or “Your point is well taken, but I wonder if...”

- **Listening and reflecting with empathy** helps us to better understand where the other person is “coming from.”
- **Being prepared to question your own assumptions and biases** (we all have them) in order to better understand yourselves and the perspectives of others.

Safety and Confidentiality

- **Speaking with sincerity and listening with your full attention** facilitates the development of trust among group members. Sidebars and non-verbal expressions of disapproval in response to the comments/ideas of others create an emotionally unsafe environment—an environment that is detrimental to democratic discussion and collaborative work.
- You must obtain **written permission** from the instructor before recording (audio and/or video) any course content or class sessions.

Netiquette: The Golden Rules for Online Courses

Netiquette is a set of guidelines for online interaction. I’d like you to consider these things as you make your way through our online course in order to help you, and your classmates, have an engaging and positive experience.

Guideline One: Be mindful of the tone of your writing. In online written communication, it’s difficult to understand the tone of what someone is saying. Things like sarcasm often don’t come through as well and may be offensive.

Guideline Two: Avoid using all CAPS when you type. Written communication is different than spoken. In the world of online communication, CAPS are used to communicate anger, frustration, or extreme excitement, as if you were yelling. Be selective when using all CAPS.

Guideline Three: Treat others in a polite and respectful manner. Each of you sharing the Canvas Network come from diverse backgrounds and have differing ideas and opinions. Our course is meant to create an environment that allows each of you to think critically, express your thoughts, and interact with your classmates. In this environment I expect each of you to be respectful of other’s opinions as they proceed through our course. Individuals who are disrespectful may be removed from the Canvas Network. You may agree or disagree with someone’s ideas, but do it respectfully, remaining focused on the issue/topic. A good way to approach exchanges is to acknowledge what others have said, showing that you understand and are listening, before sharing your own viewpoint.

Here are some phrases you might want to consider:

I understand your point of view on _____, but I disagree because....

I see where you’re coming from on _____; however, I feel that...

Any way you choose, just remember to be mindful and respectful.

Guideline Four: Even though this is an online course that you’ve self-selected to take, all submitted work should be your own. Academic honesty is a key to any learning

community. Please do not plagiarize other students, sites, etc. I am interested in reading what *you* have to say, not what someone else has to say. Also, do not take other people's work from our course and claim it as your own elsewhere. If you want to expand on something, please ask for permission. This is a private learning community and a safe space, so honesty and integrity are important.

Guideline Five: Do your best to proof your spelling and the clarity of your thoughts to help ensure that the essence of your ideas are captured and understood by your professor and peer.

Guideline Six: Do not post Spam, advertising, or inappropriate content in the discussion boards. The discussions are meant for academic purposes only, and are meant to be a place for you to share ideas and discuss the course. Please respect the course, your fellow learners, and your instructors by not posting anything that:

- encourages illegal or hateful activities
- insults, harasses, or threatens others
- violates copyright or intellectual property
- contains obscene material
- harms others
- advertises or sells a product or service

If you do participate in any of these activities, you may be asked to leave the course and the Canvas Network community.

Guideline Seven: At times you'll need to post a question in the help message boards or in other discussions. If given the opportunity, make sure to glance through the message board to make sure someone else has not asked/answered the same question. This will save you and your instructor time. If you have technical questions, you might want to check the Canvas Guides before posting your question.

Remember that while taking your course, people can't see your face or read your expressions, things that are key to human communication. In this course, people can only rely on your words. Make sure that you're keeping that in mind as you share your opinions and knowledge with one another. Be respectful and professional and you'll be just fine.

I appreciate you taking the time to learn a little about Netiquette and I look forward to seeing you in our Canvas Network!

COURSE REQUIREMENTS/ASSIGNMENTS

A total of 100 points are available through assignments. The points required to earn a grade are listed below (see Canvas for all due dates):

Assignment	Points/Percent
Online Discussions and Modules (4)	50
Shadow Challenge: School Through the Eyes of a Student	15
Educational Journey Autobiography	15
Final Culminating Experience: Group Project	20

Online Discussions and Modules (50 points)

Active online participation is essential to the quality of the course. As part of engaging the course readings and materials, you will participate in online discussions and activities relevant to the content of the course. Over the course of the semester, there will be a total of four (4) required modules:

Module 1 = 10 points (due 2/9)

Module 2 = 15 points (due 3/8)

Module 3 = 15 points (due 4/5)

Module 4 = 10 points (due 5/3)

Each module will a) provide an overview of key points from the course materials, including group lesson activities developed by your peers; b) allow students an opportunity to apply critical thinking skills by responding to course related questions; c) connect course materials to K-12 schooling; and d) reflect on the course material and how it relates to your ways of knowing, dispositions, and orientations towards learning and diverse students.

Be sure to complete all activities embedded in each module in order to receive full credit. Incomplete or missing activities will result in a loss in points.

Shadow Challenge: School Through the Eyes of a Student (15 pts)

For this assignment, you will “shadow” an individual student for a full or half day in order to gain an understanding of schooling in context and through the daily experiences of a non-educator.

The purpose of shadowing is to provide educators an opportunity to step outside of their roles and build awareness about the day-to-day schooling contexts and experiences of the students they serve. Through this exercise, teachers come away with insights about

intended and unintended effects of schooling practices and policies on student experiences.

As you partake in this process, please keep in mind the underlying intent which is to answer the question: *What was it like to be a student in secondary school, today?* (see full prompt on Canvas).

Educational Journey Autobiography (15 points):

The goal of this assignment is to assemble a creative presentation that outlines your personal schooling experiences. For this assignment we will use reflection as a tool for understanding the complexities of educational trajectories. We will then draw connections between these reflections and concepts, theories, and policies, helping us to gain a deeper understanding of the sociocultural and sociopolitical aspects of schooling conditions, equity, and teaching and learning (see full prompt on Canvas).

Final Culminating Experience: Group Project (20 points)

This final culminating experience is a group project focused on developing a culturally sustaining classroom plan that responds to student needs as defined by analysis of data. This project will weave together materials and activities from this semester to analyze a specific schooling context/school site and apply principles of culturally and linguistically sustaining pedagogies (see full prompt on Canvas).

Grading policy: The following grading scale will be used to assign final grades:

- 99-100 = A+
- 94-98.9 = A
- 90-93.9 = A-
- 88- 89.9 = B+
- 84 – 87.9 = B
- 80- 83.9 = B-
- 78-79.9 = C+
- 74 - 77.9 = C
- 70 – 73.9 = C-

COURSE POLICIES & SAFETY ISSUES

Late work and make-up work policy. With the exception of extraordinary circumstances and pre-arranged agreements with the professor, all assignments turned in late will receive partial credit and may result in a lower grade for the course. All students are required to complete the final culminating experience assignment in order to pass this course.

Adding and Dropping Classes: Students are responsible for understanding the policies and procedures about adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at:

<http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html>.

Plagiarism Detection: The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service through Canvas, and you will need to submit written assignments to Turnitin/SafeAssign. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin/SafeAssign Originality Reports **WILL be available for your viewing.**

UNIVERSITY POLICIES AND SERVICES

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (559-278-2811).

Honor Code: Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For information on the University's policy regarding cheating and plagiarism, please refer to the University Policy and Procedures on Cheating and Plagiarism: <http://www.fresnostate.edu/academics/facultyaffairs/documents/apm/235.pdf>

Computers: At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.

Disruptive Classroom Behavior: The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class. Please see the *Norms for Democratic Discussion & Collaborative Work* section of the syllabus.

Copyright Policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [Copyright Web Page](http://www.fresnostate.edu/home/about/copyright.html)
<http://www.fresnostate.edu/home/about/copyright.html>

Canvas course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

For free tutoring on campus, contact the Learning Center
(<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

Our campus has developed SupportNet
(<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

STUDENT HANDBOOK

Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at:
<http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/>.

TENTATIVE ONLINE COURSE SCHEDULE

Spring 2020

The course schedule is subject to change in the event of extenuating circumstances.

Date	Topics, Readings, and Assignments
Weeks 1 to 4 January 17 to February 7	<p>Topics: Contextualizing the Achievement Gap</p> <p>Readings (on Canvas):</p> <ol style="list-style-type: none"> 1. Horsfield, <i>A Race to the Top From the Bottom of the Well? The Paradox of Race and US Education Reform</i> 2. Kiel, <i>No caste here? Toward a structural critique of American education</i> 3. Alyward, <i>Mass incarceration in California counties: A mechanism for educational inequality</i> <p>Assignments (due February 9):</p> <ol style="list-style-type: none"> 1. Introductions 2. Module One: Social Context and Educational Opportunity
Mon. January 20	HOLIDAY – Martin Luther King Jr. Day
Weeks 5 to 8 February 10 to March 6	<p>Topics: Examining Race and Class in Education</p> <p>Readings (on Canvas):</p> <ol style="list-style-type: none"> 1. Milner, <i>Analyzing poverty, learning, and teaching through a critical race theory lens</i> 2. Garver, <i>Orienting schools toward equity: Subgroup accountability pressure and school-level responses</i> 3. Rothstein, <i>For public schools, segregation then, segregation since: Education and the unfinished march</i> <p>Assignments (due March 8):</p> <ol style="list-style-type: none"> 1. Module Two Activities 2. Educational Journey Autobiography
Mon. February 17	HOLIDAY — President’s Day
Weeks 9 to 12 March 9 to April 3	<p>Topics: Race, Language, and Learning</p> <p>Readings (on Canvas):</p> <ol style="list-style-type: none"> 1. Flores & Rosa, <i>Undoing appropriateness: Raciolinguistic ideologies and language diversity in education</i> 2. Martínez, <i>Beyond the English learner label: Recognizing the richness of bi/multilingual students’ linguistic repertoires</i> 3. García & Menken, <i>Moving forward: Ten guiding principles for teachers</i> 4. Lee et al., <i>Racialization, schooling, and becoming American: Asian American experiences</i>

	<p>5. Kohli & Solórzano, <i>Teachers, please learn our names!/: Racial microaggressions and the K-12 classroom</i></p> <p>Assignments (due April 5):</p> <ol style="list-style-type: none"> 1. Module Three Activities 2. Shadow Challenge: School Through the Eyes of a Student
April 6 to 10	HOLIDAY— Spring Break
<p>Weeks 13 to 16</p> <p>April 6 to May 1</p>	<p>Topics: Cultivating Culturally Sustaining Classrooms and Schools</p> <p>Readings (on Canvas):</p> <ol style="list-style-type: none"> 1. Paris & Alim, <i>What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward</i> 2. Andrade, <i>Note to Educators: Hope Required When Growing Roses through Concrete</i> 3. Kokka, <i>Healing-informed social justice mathematics</i> 4. Love, <i>Urban Storytelling: How Storyboarding, Moviemaking, and Hip-Hop-Based Education Can Promote Students' Critical Voice</i> <p>Assignments (due May 3):</p> <ol style="list-style-type: none"> 1. Module Four Activities
Wed., May 6	Last Day of Instruction
Mon., May 11	Final Culminating Experience: Group Project