TE 677 Research-Based Pedagogy for Diverse Learners
Spring 2016

COURSE INFORMATION

Instructor: Dr. Val Pang. Contact at pang@mail.sdsu.edu
All work via Blackboard. Make sure you have a blackboard account via webportal.
Online course
Online Assignments due on the day at 8 pm.

Office Hours: For Questions and To Provide General Feedback
January 25th, Monday, 3-4:30 (This date will allow you to get a couple of the modules finished and ask questions about semester-long assignments.)
February 29th, Monday, 3-4:30 (This will be prior to due date of Comprehensive Exam)

Course Overview
Please describe the purpose and scope of the course including, but not limited to:

- Study of research methods
- Research-based pedagogy for diverse learners. Instructional strategies applicable across disciplines.
- Investigation of Research on Instructional Strategies and Curriculum for Culturally Diverse Students
- Investigation of Culturally Relevant Education
- Write a limited literature review

TE 677 is an advanced level course in which research in education will be utilized to build a strong pedagogical program for diverse learners. The course makes direct connections between theory and research, and curriculum and instructional practice. TE 677 builds upon the California Standards for the Teaching Profession (CSTP) that were developed and adopted by the State of California in 1997. CSTP is founded on a three-pronged foundation. The three underlying beliefs identify the importance of a developmental and holistic view of teaching and learning that addresses the needs of an increasingly diverse student population.

First, the state of California serves the most diverse student population in its history. The Standards indicates that teachers in this state must be responsive to and effective with students who represent diverse cultural, linguistic, and socioeconomic backgrounds (CSTP, p. 1). Teachers should have the commitment and expertise to deeply engage diverse learners and challenge them to reach their potential.

Second, CSTP is built upon the belief that teaching and learning are complex processes that links theoretical frameworks, research-based pedagogical strategies, culturally responsive curriculum, and strong discipline content (CSTP, p. 2). The education of students in our state is founded on a belief that teaching and learning must arise out of a holistic orientation to instruction.

Third, it is important for educators to understand that as teachers they are engaged in a lifelong commitment to professional growth and development. In this process, teachers need to be reflective about their philosophical and instructional understandings. “The nature of teaching requires continuous growth in order to engage and challenge increasingly diverse students in a rapidly changing world” (CSTP, p. 2).

This course in the MAT program presents data-driven research, applied instructional strategies, and research-based curriculum programs to assist teachers in understanding how to transform their curriculum and instruction by identifying relevant research. This course is based upon theories of learning from which curriculum programs have arisen. Frameworks and work of researchers such as Vygotsky, Piaget, Cole, Moll, Moses, Lee, Dewey, Irvine, Cummins, Gay, Grant, Gutstein, and others will be presented. The research centers on socially mediated instruction for culturally and linguistically diverse learners in a variety of disciplines. The class could be modified to include the needs of students with disabilities.

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Teacher Learning Outcomes

At the conclusion of this course the teacher will be able to:

- Research and discuss the theoretical frameworks of Dewey, Freire, Vygotsky, Noddings, and others as they relate to culturally and linguistically diverse students and culturally relevant curriculum;
- Identify how issues such as gender, the culture of poverty, culture of ethnic groups, and the culture of disabilities can influence the teaching and learning process-link sociocultural investigation to work of researchers such as Vygotsky, Moll, Au, and Cole;
- Review a variety of peer-reviewed journals;
- Write a annotation of a peer-reviewed article using the APA format;
- Work with a group on a chosen educational issue and identify research and implications for teaching;
- Discuss the social context of learning and how the culture of students, community, and school can be integrated into curriculum and instruction where students become empowered active learners (emancipatory education)
- Identify key characteristics of research-based curriculum strategies across the disciplines such as teaching critical thinking skills, integration of curriculum scaffolding, the use of culturally relevant analogies, use of English language development strategies which are all important in order to provide equity in education;
- Examine both quantitative and qualitative research articles identifying advantages and disadvantages;
- Examine research articles and identify research questions and identify findings;
- Create a group research video on a chosen educational issue; and
- Research, write, and analyze an educational issue and create a comprehensive literature review with references in APA format.

Enrollment Information

Please include information about enrollment for the course including, but not limited to:

- Prerequisites: Accepted to a Masters Program in Education
- Adding/Dropping Procedures - Can Add if Professor provides schedule line number. Dropping via university rules. Check university deadlines. There are no exceptions to the university deadlines.

Course Materials

- Required Text: *Equity in Education: Caring, Prejudice Reduction, and Culturally Relevant Teaching* by Valerie Ooka Pang, 2014. Aztec Bookstore. The flat-rate fee for Ground Shipping is $8/order. All orders are processed and shipped by the next business day (Monday-Friday). You can contact EZBooks at shopaztecs.com and customer Service at 866-388-7378.
- Articles will also be included in document section in BB.

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Success in an Online Course

This online course offers the advantage of learning anyplace and anytime. Despite this flexibility, to succeed in the online learning environment students should keep in mind the following requirements:

A computer - PC or Macintosh with a stable Internet connection. Higher speed Internet connections (cable modem, DSL) are strongly recommended.
Basic computer skills - email, surf the Internet, and create basic word processor files.
Microsoft Office 2010, or higher (Must include Word and PowerPoint).
A reliable email address that will not change from the beginning until the end of the semester.
A "technology back-up" plan. Students should plan out an alternative location to do assignments and quizzes in the event their computer or Internet connection is not working! Consider not using Firefox. If stuck, try Explorer.
Time. Distance learning courses require as much time as traditional (classroom) instruction. The primary difference is that online instruction allows flexibility.
Self-motivation. Online students must be "self-starters" and have the ability to work with a minimum of supervision. Students who procrastinate are rarely successful in distance learning courses.
Have a headset to participate in office hours, if you choose.

Students are also required to:

- Make use of the online course materials available via Blackboard. Access to these materials is available once you have registered to the course.
- Participate in asynchronous and synchronous online discussions.
- Complete readings and assignments by the dates indicated on the syllabus.
- Check email on a daily basis.

Additionally- Saving Documents to Be Uploaded

Please save all your documents Word. I do not have access to WordPerfect. Also make sure that your name is at the top of each document. Consider naming your piece as ResearchPaper BarbaraCox.docx. This tells me what the assignment is and the author.

Course Structure and Conduct

The structure of the class is comprised of face-to-face lectures and online modules which include:

- Discussion of Concepts
- Readings
- Videos
- Quizzes
- Individual and Group Activities Required – such as discussions, creation of statements, preparing lessons/units
- The use of Blackboard
- Discussion Board on BB-Remember this is where we interact with each other. Our posts should be a place to interact. It is not a place for a monologue. It is a place for dialogue.

Course Assessment and Grading

The course will be assessed and graded by including, but not limited to:

- Scored activities (Responses, Quizzes, Video Project, Major Paper)
- Grading Scale
- Lack of participation and lack of finishing assignments/ quizzes/ projects will result in failing grades
- Grading Scale
- Excused Absence Make-up Policies
Grading and Written Assignments

Assignment 1, Write one annotation of a research article, 50 points
Assignment 2, a Group Annotated Bibliography, 150 points
Assignment 3, Major Individual Research Paper, 200 points
Assignment 4, Group Video or Powerpoint 200 points
Assignment 5, Module responses, 10 points each. Total of 100 points (responses to Chapters 7, 2, 8, 5, 10, 11

Grading

Total Points Possible 700

The Final research paper is the cornerstone of the class. In addition, the video presentation project is also important to your learning and contributions to the class. Do not let everyone else do your work! Everyone should participate equally!!!!!!!!!!!!!!!!!!!!!!!!!!! You want to be the best, you have to work! I will have an evaluation sheet for all group members to give ratings about the participation of each member.

Standards-The discussion provides important criteria for grading.

A = Significantly exceeds standards for a 600 level class. For example, written material is of publishable quality. Presentation of written material is professional with consistent margins, type face, and well-formatted bibliographies and footnotes. Format used is APA. Print is unquestionably legible and cleanly presented. Content shows originality, depth of thought, critical thinking, and demonstrates creative curriculum extension of research. Exceptional Presentation via Powerpoint and Role Playing Activity/Lesson Teaching. Research project demonstrates extensive collaboration with group members. All quizzes are passed at 90 percent or better.

B = Exceeds minimal standards for a 600 level course but not the level of an “A.” Content may recapitulate thoughts of others, but is not particularly original or critical in its approach. Mechanics are in place and the writing flows well and the thoughts make sense. Presentation provides information, but lacks creativity and deep analysis. APA format is not consistently followed. Group project is not well coordinated. Quizzes are passed at 82% or higher.

C = Meets minimal standards for a 600 level course. Assignment is completed, but there are errors in the mechanics, required sections may be somewhat weak or nonexistent, the flow is logical but not consistently so. Lacks consistent analysis and connection between theory/research and practice. Quiz responses are at 72% or higher. This grade is not acceptable for graduate students.

D = Does not meet minimal standards for a 600 level course as stated above in C. Did not turn in work. This grade is not acceptable for graduate students.

Major Projects

Assignment 1-Annotation of a Research Article, Upload to Module 1 (50 points)

Creating An Annotation of an Article

Write an annotation of an article for this assignment.

This class is about making connections between research and practice in culturally and linguistically diverse classrooms. It is more than a summary.

Module 5 gives you background into the annotation.

The article that you choose must come from a journal that is juried. In addition, the article must include data. Maybe a researcher developed an intervention on a culturally relevant strategy and used it with fourth graders. The article will present data like pre and post test results to demonstrate effectiveness of the intervention.
Be sure to include the citation for the article at the beginning of the review and present in American Psychological Association (APA) format. The review of the article will include the following questions: What is the statement of the problem? (i.e., The purpose of this study was....) What were the key research questions or hypotheses identified? What was the theoretical framework described (this includes the theories and theorists that form the foundation for the study)? How extensive was the literature review and summarize the information that was provided (provide a summary of major studies used as evidence and the researchers)? What are the findings of the study? What implications are there for you in your own instruction? How does this study inform your own practice?

You will need to coordinate the choice of your article with the members of your research team (RT). Organize communications with your colleagues and make a choice on a topic or strategy or issue that you can agree on so you can begin creating your literature review, a major project.

**Assignment 2 - Creation of A Group Annotated Bibliography, 150 points**

Expand your review of the literature on the issue that you have chosen to review with your small group. Get with the other members of your Research Team. You now have access to more annotations. Put all of the annotations together in the correct format and now you have an annotated bibliography. In your group do the following: 1) read through the annotations carefully, 2) place them in alphabetical order, 3) and create an annotated bibliography. Use the American Psychological Association guidelines for writing and publishing. The evaluation of this assignment will focus on the quality of the reviews of each article. Was not only the summary given of the findings, but also a critique provided of the research. Each person has read one exceptional article and created an annotation. For this assignment, each participant should read one additional juried journal piece and then your group bibliography will include 2 annotations on the issue from each member. There will be no more than 4 people per group to ensure participation by each member.

You can go to this website at Capital Community College for help in understanding what the APA format refers to [http://www.ccc.commnet.edu/apa/](http://www.ccc.commnet.edu/apa/).

As a group create not more than a one-page (single-spaced) analysis of the articles. Place it at the beginning of the annotated bibliography. Your group should identify the themes found in your six articles.

**Assignments 4 Major Research Paper, 200 points**

Your major paper is this assignment. It is a literature review of the issue you have chosen to investigate. It includes your literature review and implications for practice.

**Assignment 5, Video Project**

Assignment 5 = Powerpoint Presentation or Video of Research.

This is an extension of the Group Research Project. Groups will their video that summarizes your group’s research on the issue. I will divide you into small groups so you can watch other videos and then make comments.

**Assignment 6, Module responses**

Module 1-20 points
Module 2-20 points
Module 3-10 points
Module 5-10 points
Module 8-20 points
Module 10-20 points
**Students with Disabilities**

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

**Academic Honesty**

The University adheres to a strict policy regarding cheating and plagiarism. These activities will not be tolerated in this class. Become familiar with the policy (http://www.sa.sdsu.edu/srr/conduct1.html). Any cheating or plagiarism will result in failing this class and a disciplinary review by Student Affairs.

Examples of Plagiarism include but are not limited to:

- Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work)
- Copying and pasting work from an online or offline source directly and calling it your own
- Using information you find from an online or offline source without giving the author credit
- Replacing words or phrases from another source and inserting your own words or phrases
- Submitting a piece of work you did for one class to another class
- Please make sure that you do not quote from papers rather paraphrase their thoughts and then place the reference after it.

If you have questions on what is plagiarism, please consult the policy (http://www.sa.sdsu.edu/srr/conduct1.html) and this helpful guide from the Library: (http://infodome.sdsu.edu/infolit/exploratorium/Standard_5/plagiarism.pdf)

**Turnitin**

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com or other processes for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your papers in such a way that no identifying information about you is included. Another option is that you may request, in writing, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

**Online Classroom**

**Before your first session**

- Visit the Behind the Blackboard Web Conferencing – First Time Users and complete Step 1: Checking System Requirements and Step 2: Configuring Your System
- View a 7-minute Participant Orientation

**In-Session, Office Hours**

- Be sure to join the session 5-10 minutes prior to the start.
- Set your Connection Speed to the Internet.
- Use the Audio Setup Wizard to test your microphone and speakers.
- Participate in the session by responding to polls and providing feedback.
- Raise your hand when you have a question or a comment.
- Use Chat to send text messages during the online, synchronous sessions.
- Remember that running other applications on your computer can slow your connection to the session.
Participant User Interface

Contact Blackboard Collaborate Technical Support
- Available 24 hours/day - 7 days/week
- North America, Toll Free: 1 (877) 382-2293

Participate from a Mobile Device (iPhone / iPad)
- A free mobile app for iOS devices is available that allows you to participate in a session directly from your iPhone, iPod touch, or iPad! Students are able to fully interact during the session:
  - Join live classes or meetings from iPhone or iPad
  - Interact via text chat and two-way audio
  - View whiteboard content and shared applications
  - Use emoticons, hand raising, polls, breakout rooms
  - Connect directly from Blackboard on your mobile device

Exam and Quiz Instructions

REMINDER: The best browser for Blackboard is Firefox. There are known problems with using other browsers to take tests and quizzes in Blackboard. Download Firefox for free: http://www.mozilla.com/en-US/

Suggestions for successful completion
- Choose the best answer, then click the little arrow on the bottom right to advance to the next question.
- Test must be completed the first time it is launched.
- Do not resize or refresh the browser window while taking the exam. Be aware that going onto another browser tab or window will close out the exam. In other words, do not change screens during the assessment.
- You can't go backwards. If you attempt to do so the exam will crash. Be sure of each answer before submitting it and moving on.
- If you have trouble for some reason email me (pang@mail.sdsu.edu) immediately with an explanation of what happened. I will view your exam attempt. Please avoid having to do this by following all the previous instructions.

Upon completion of the exam click on "Save and Submit" and check your score. Then go to "My Grades" to be certain the score has been recorded. If your score has not been recorded in "My Grades" you must contact me immediately via email.

General Discussion of the Class

The projects for the course are described thoroughly in class and in handouts and models. Students are encouraged to develop a timeline for the semester for accomplishing the tasks required.

Participation in online activities, including video analyses and threaded discussions, take place on Blackboard (https://blackboard.sdsu.edu/webapps/login).

Threaded discussions and video analyses require synthesis of course readings, video information, classroom experience and interaction with peers and instructors. See the discussion rubric, attached.
Guidelines for students’ participation

Students’ participation is so important. The instructor will take into consideration the following:

• Total number of hours logged
• Total number of log-ins
• E-mail activity (number of emails initiated to others, number of emails replied to)
• Total number of discussion forum posts
• Peer evaluation results

How to participate in the course

This is not a do-it-yourself, work-at-your-own-speed course. Education involves many difficult concepts and we need to bounce ideas off each other in order to begin to understand those concepts. That means we, as a class, need to stay together from week to week so we are all studying the same material. At the same time I recognize work and family schedules make it difficult to devote two hours each day to the course.

Here’s the compromise: New course materials will be released Mondays of each week, and all assignments for the week must be completed by the following Sunday at 8pm Pacific time. The course will not be as effective, however, if you wait until Sunday to do all the work. Try to log in every day, at least for a few minutes, and make the required postings and take the quiz experiences and do the short writing assignments (as they become available) throughout the week.

The bottom line is that I want us all to stay together and track with the same material as it would be taught in a face-to-face class from week to week. If you get too far behind you might find it better to withdraw and take the course on campus; that’s preferable to a mad scramble at the end to cram in all the reading and writing and posting assignments.

Send me an email if you’re facing difficulties and together let’s see what we can work out!

Texts and materials

Required Texts

Required Readings-Available on BB

Recommended Texts/Readings-find in library or online via library
Gonzalez, N., Moll, L., & Amanti, C. (2005). Funds of knowledge: Theorizing practices in households, communities, and classrooms, New Jersey: Laurence Erlbaum Associates [This is an exceptional resource for teachers because it explains how Funds of Knowledge research developed into an educational program.]

Moses, Robert & Cobb, Charles E. (2001). Radical equations: Civil rights from Mississippi to the algebra project. Boston, MA: Beacon Press [Math is such an important equity issue. When children do not learn math, they will not be receiving an equitable education!!! How can we ensure that all children learn and feel comfortable with math? When children understand math, they will more fully be able to participate in science also.]


Course Schedule

Table 1 - Course Schedule with Date, Activity, and Assignment

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>January 16th</td>
<td>Module 1</td>
<td>Short answer responses. Each Assignment worth 10 points.</td>
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<tr>
<td></td>
<td>What is a theoretical framework?</td>
<td>Due January 23rd</td>
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<td>What is the Ethic of Care?</td>
<td>List three theories of Caring-centered Framework.</td>
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<td>What is the Sociocultural Theory of Learning?</td>
<td>Identify the 3 levels of Culture in Valle model.</td>
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<td>What is Education for Democracy?</td>
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<td>Why are they important?</td>
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<td></td>
<td>What is culture?</td>
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<td>Why is it important in schools and society?</td>
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<td>Think about what culture means to your students. If they speak a language other than English, how can the language be important to them?</td>
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<td>What should you understand about culture in order to reach students in the most effective ways?</td>
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<td>January 24</td>
<td>Module 2-General Overview</td>
<td>The Big Picture</td>
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<td>Responses due by Sunday, January 30th</td>
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<td>List 3 possible research issues.</td>
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<td></td>
<td>Respond to question about the Big Picture.</td>
</tr>
<tr>
<td>January 25th</td>
<td>Online Office Hours- You can come in an out depending on your schedule. I will archive the session. It is your opportunity to ask me questions about the class, the comp exam, and what you should have to do.</td>
<td>3-4:30</td>
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<td>Not required, but I will give an overview of the semester and this class. Will also talk about the comprehensive exam. This is your last semester.</td>
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<tr>
<td>January 31st</td>
<td>Module 3-Creating A Literature Review</td>
<td>Responses due by Saturday, February 6th</td>
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<td>Start thinking about who will be in your group.</td>
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<td>Write 3 insights about lit reviews.</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Assignment</td>
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| February 7 | Module 4- Using Databases, Peer-reviewed Journals, and Creating An Annotation  | Annotation is due by February 13. Upload your annotation of a peer-reviewed article.  
|            | Which databases should I use?                                            | Also during this week, communicate via email in your groups to get the group annotated bibliography assignment started. Discuss possible issue or topic chosen.  |
|            | What is a juried journal?                                                |                                                                           |
|            | Which issue will you research?                                           |                                                                           |
|            | Who might you partner with?                                              |                                                                           |
|            | How do I write an annotation of an article?                              |                                                                           |
| February 14| Module 5- Culturally Relevant Teaching (CRT)                             | Due February 20- Discussion Board Post                                      |
|            | What is culturally relevant teaching? (CRT)                              | Please make your post different from others. These ideas are important and can spark others into integrating more CRT because of what you write.  
|            | What is the definition of culturally relevant education?                 | The Discussion Board is supposed to be more like a discussion than a monologue.  
|            | What are the goals of culturally relevant teaching?                      |                                                                           |
|            | How does CRT build on student experiences?                               |                                                                           |
|            | How can teachers use CRT?                                               |                                                                           |
| February 21| Module 6                                                                  | Due February 27                                                           |
|            | Group-Annotated Bibliography with Summary                                | Turn in Group-Annotated Bibliography with Summary. Each person in the group should upload the paper. It is easier for me to grade this way. Doesn’t make sense but this is how BB works.  
|            | Identify the major themes in your literature review.                    |                                                                           |
|            | List the three-five major themes in a summary of at least 3 annotations per group member. |                                                                           |
|            | Create a reference table which lists all of the articles in your review. |                                                                           |
| February 28| Module 7                                                                  | March 5<sup>th</sup>                                                        |
|            | Individual Research Paper.                                               | Nothing due this week.                                                     |
| Feb 29—    | Office Hours:                                                             | 3-4:30                                                                    |
| Also Office Hour Meeting, Your Choice to Participate                      | You can come in at an out depending on your schedule. I will archive the session. It is your opportunity to ask me questions about the class, the comp exam, and what you should have to do.  
|            |                                                                           | Not required to attend. Will answer your questions. Also will talk about the comprehensive exam. The comp is a university requirement.  |
| March 6    | Module 8                                                                  | March 12<sup>th</sup>                                                       |
|            | Prejudice in Schools                                                     | List examples of prejudice in schools using Allport’s model of 5 types of prejudice and discrimination.  
<p>|            | Institutional Prejudices are more difficult to eradicate. Why? What are some of those practices that we as educators should be addressing that are biased? |                                                                           |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>March 13</td>
<td>Writing research paper.</td>
<td>Nothing due this week.</td>
</tr>
<tr>
<td>March 21</td>
<td>Module 9</td>
<td>Organize Group-Research Video</td>
</tr>
<tr>
<td>March 27</td>
<td>Comp Distributed</td>
<td>Due April 2\textsuperscript{nd} Upload Single Authorship Form to <a href="mailto:ccurphy@mail.sdsu.edu">ccurphy@mail.sdsu.edu</a> (Carmen Curphy) The comp is not due yet, only the form.</td>
</tr>
<tr>
<td></td>
<td>Comprehensive Exam Due</td>
<td>April 5\textsuperscript{th}, Due date Emailed to Carmen Curphy at <a href="mailto:ccurphy@mail.sdsu.edu">ccurphy@mail.sdsu.edu</a></td>
</tr>
<tr>
<td>April 6\textsuperscript{th}, Wednesday</td>
<td>No Module</td>
<td>Time given for Group video organization April 16, Upload your groups’ form called Creating the PSA: Beginning Ideas and Team Responsibility sheet so you know what direction your group is heading. They can be found under the documents section.</td>
</tr>
<tr>
<td>April 17th</td>
<td>Module 10</td>
<td>Due April 24 Read Chapter 11 in the book.</td>
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<tr>
<td></td>
<td>Culturally Relevant Teaching- Continued</td>
<td>Write about an insight you learned about culturally relevant teaching and give one example of how you will integrate it into your own teaching. This should be a different suggestion from Module 5. Can you integrate any ideas from Lin-Manuel Miranda and his play, “Hamilton”?</td>
</tr>
<tr>
<td>April 23rd</td>
<td>Work with group to create video</td>
<td>April 30- Upload video I will let you know later where that will be.</td>
</tr>
<tr>
<td>May 1</td>
<td>Review all videos</td>
<td>May 8\textsuperscript{th} Respond to at least 2 videos. What did you learn? Suggestions? About 250 words in Discussion Board section.</td>
</tr>
<tr>
<td>May 9</td>
<td>Congratulations!!! You made it!!!</td>
<td>Feedback-Will provide a link for your feedback. Give feedback about the MAT Program as a whole. Was it too difficult to have 4 courses in the summer? What was the most difficult aspect of the MAT program? How can we address the needs of students more carefully? What are the strengths of the program?</td>
</tr>
<tr>
<td></td>
<td>Finish! Graduation!</td>
<td>Congrats!!!! We made it!! You have earned your MAT!</td>
</tr>
</tbody>
</table>
Interacting with me

I’ll try to respond within 24-48 hours to emails sent me from within Blackboard. For quick questions, the turnaround time may be much shorter. (If Blackboard is not working or for non-course-related communications, write to me using my outside email address: pang@mail.sdsu.edu, however always put your course number and your name in the Subject line. This will alert me of your message.) Also you can go in the Discussion board section where it has FAQ’s and ask other students for advice. Many of the students are experts at using the computer.