

Instructor/TA Info

Instructor Information

Name: Beth Cutrer

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TA Information

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Assignments

Assignment Descriptions

Single Story

Jan
23

Due: Wednesday, Jan 23 at 11:59 pm

Book Club Meeting Notes

Jan
30

Due: Wednesday, Jan 30 at 11:59 pm

On Jan 30 Beth will be at the CEC conference, use class time to meet as a group and discuss your book. Please send in your group notes (use template on syllabus) for that meeting in this assignment. This will count as one of your meetings.

Photovoice

Feb
06

Due: Wednesday, Feb 06 at 11:59 pm

Cultural Diorama (Midterm)

Feb
27

Due: Wednesday, Feb 27 at 11:59 pm

Community Experience

Mar
13

Due: Wednesday, Mar 13 at 11:59 pm

Book Club

Mar
27

Due: Wednesday, Mar 27 at 11:59 pm

**Apr
03**

Due: Wednesday, Apr 03 at 11:59 pm

Final Project with digital story completed**Apr
10**

Due: Wednesday, Apr 10 at 11:59 pm

Video Assignmet**Apr
15**

Due: Monday, Apr 15 at 11:59 pm

Final Project with art and artist statement**Apr
17**

Due: Wednesday, Apr 17 at 11:59 pm

Attendance and Participation**Apr
18**

Due: Thursday, Apr 18 at 11:59 pm

Reading Annotations**Apr
18**

Due: Thursday, Apr 18 at 11:59 pm

Typically the Monday's reading will be what the group annotates the Saturday before. The annotations will only be once a week instead of every reading. The due dates for the specific annotations will be posted on the schedule.

Point Breakdown

Categories	Percent of Grade
Individual	55.45%
Group	19.8%
Final	24.75%
Extra Credit	0%

University Policies**Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class,

Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Schedule

Date	In Class	Readings	Assignments
Week 1			
M Jan 07 Monday	Introduction to Multicultural Education		
W Jan 09 Wednesday	The Gospel and Multiculturalism	<p>Read the following before class today:</p> <p>-Huntsman Huntsman, E. (2018). Hard sayings and safe spaces: Making room for struggle as well as faith. BYU Devotional on August 7, 2018.</p> <p>-Causse Causse, G. (2013). Ye are no more strangers. Ensign, November.</p> <p>-Uchtdorf Uchtdorf D. F. (2013). Come</p>	

Week 2			
M Jan 14 Monday		Chapter 1 Educating Culturally and Linguistically Diverse Learners With Special Needs: Rationale	
W Jan 16 Wednesday		Chapter 2 Disproportionate Representation in Special Education: A Persistent Stain on the Field	
Sa Jan 19 Saturday			<p>Annotations for the reading below are due Jan 19 by Midnight.</p> <p>Garnier, H. (2001). Cause or Effect? A Longitudinal Study of Immigrant Latino Parents' Aspirations and Expectations, and Their Children's School Performance. American Educational Research Journal, 38(3), 547-582. Retrieved from JSTOR.</p> <p>Please don't worry if you have done or not done this annotation.</p>
Week 3			
M Jan 21 Monday	Martin Luther King Jr Day	HOLIDAY	
W Jan 23 Wednesday		Garnier, H. (2001). Cause or Effect? A Longitudinal Study of Immigrant Latino Parents' Aspirations and Expectations, and Their Children's School Performance. American Educational Research Journal, 38(3), 547-582. Retrieved from JSTOR.	Single Story
Sa Jan 26 Saturday			Annotations for Funds of Knowledge are due Jan 26 by Midnight.

M Jan 28 Monday		Gonzalez, N., Moll, L. C., Tenery, M. F., Rivera, A., Rendon, P., Gonzales, R., & Amanti, C. (1995, January). Funds of Knowledge for Teaching in Latino Households. <i>Urban Education</i> , 29(4), 443-470. Retrieved August 2, 2016, from Sage Publications.	
W Jan 30 Wednesday		Reardon, S. F. (2013, May). The Widening Income Achievement Gap. <i>Educational Leadership</i> , 70, 10-16. Retrieved from www.ascd.org.	Book Club Check In Book Club Meeting Notes
Sa Feb 02 Saturday			Annotations for Chapter 5 are due Feb 2 by Midnight.
Week 5			
M Feb 04 Monday		Chapter 5 Educating African American Learners with Special Needs	
W Feb 06 Wednesday		Jones, S., & Vagle, M. D. (2013, April). Living Contradictions and Working for Change: Toward a Theory of Social Class-Sensitive Pedagogy. <i>Educational Researcher</i> , 2(3), 129-141. Retrieved August 2, 2016, from Sage Publications.	Photovoice
Sa Feb 09 Saturday			Annotations for Chapter 7 due at midnight Feb 9 by Midnight.
Week 6			
M Feb 11 Monday		Ch. 7 Practicing Multiculturalism: Children of Color and their Families	
W Feb 13 Wednesday		McIntosh, P. (1989). White privilege: Unpacking the	

Week 7			
M Feb 18 Monday	Presidents Day	HOLIDAY	Annotations for Chapter 6 Due Feb 18 by Midnight.
T Feb 19 Tuesday	Monday Instruction	Chapter 6 Asian American Students with Exceptional Needs	
W Feb 20 Wednesday		Tharp, R. G., Estrada, P., Dalton, S., & Yamauchi, L. (2000). Transformed classrooms: Description, principles, and criteria. In Teaching transformed: Achieving excellence, fairness, inclusion, and harmony. Oxford: Westview Press.	
Sa Feb 23 Saturday			Annotations for Chapter 7 due on Feb 23 by Midnight.
Week 8			
M Feb 25 Monday		Chapter 7 Educating Native American Learners With Exceptionalities Michael Yellow Bird: "Yellow Bird Colonialism" Yellow Bird, M. (Fall, 2004). Cowboys and Indians: Toys of Genocide, Icons of American Colonialism. Wicazo Sa Review, 19, no 2.	
W Feb 27 Wednesday	ART WALK	Be prepared with your Cultural Diorama.	Cultural Diorama (Midterm)
Sa Mar 02 Saturday			Annotations for Chapter 8 due March 2 by Midnight.
Week 9			
M Mar 04 Monday		Chapter 8 Educating Foreign-born Immigrants: Today's "Special" Learners in Schools	

W Mar 06 Wednesday		Gorski, P. C. (2001). Transforming myself to transform my school. Online at http://www.edchange.org/multicultural/papers/edchange_10things.html	Book Club Check In
Sa Mar 09 Saturday			Annotations for Chapter 11 due March 9 by Midnight.
Week 10			
M Mar 11 Monday		Chapter 11 Implementing Culturally Responsive Behavior Management Techniques to Teach Culturally and Linguistically Diverse Learners with Special Needs	
W Mar 13 Wednesday		Chapter 11 (continued) Implementing Culturally Responsive Behavior Management Techniques to Teach Culturally and Linguistically Diverse Learners with Special Needs	Community Experience
F Mar 15 Friday	No Classes		
Sa Mar 16 Saturday			Annotations for Ladson- Billings due March 16 by Midnight.
Week 11			
M Mar 18 Monday		Ladson-Billings, G. (1995, Summer). But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy. <i>Theory Into Practice</i> , 34(3), 159-165.	
W Mar 20 Wednesday		Reeve, W. Paul. (2015). Introduction: All "Mormon Elder-Berry's" Children. In <i>Religion of a Different Color: Race and the Mormon Struggle for Whiteness</i> (pp. 1-13). New York City, NY: Oxford University	

Sa Mar 23 Saturday			Annotations for Johanson due March 23 by Midnight.
Week 12			
M Mar 25 Monday		Johanson, J. (2012). Navigating the labyrinth surrounding homosexual desire. Paper presented at the annual Foundation for Apologetic Information & Research (FAIR) conference. Provo, UT: Brigham Young University.	
W Mar 27 Wednesday		Koerner, M. E., & Hulsebosch, P. (1996, November/December). Preparing Teachers to Work with Children of Gay and Lesbian Parents. Journal of Teacher Education, 47(5), 347-354.	Book Club
Sa Mar 30 Saturday			
Week 13			
M Apr 01 Monday		TBD	
W Apr 03 Wednesday		TBD	Final Project with museum visit completed Final Project: Step 1 Museum Due
Sa Apr 06 Saturday			
Week 14			
M Apr 08 Monday		TBD	
W Apr 10 Wednesday		TBD	Final Project: Step 2 Digital Story Due Final Project with digital story completed
Week 15			
M Apr 15 Monday		TBD	Video Assignmet
W Apr 17 Wednesday		Gallery Walk and Final Project Presentations Last Day of Class	Final Project with art and artist statement Final Project: Step 3 Art Piece and Artist Statement Due

Th Apr 18 Thursday	Winter Exam Preparation (04/18/2019 - 04/18/2019)		Reading Annotations Attendance and Participation
F Apr 19 Friday	First Day of Winter Final Exams (04/19/2019 - 04/24/2019)		
Sa Apr 20 Saturday	Final Exam: 331 MCKB 11:00am - 2:00pm		Extra Credit Due (April 22)
Week 17			
T Apr 30 Tuesday			