



Master of Arts in Teaching Program

EDUC 671: Contexts for Educational Equity, Access, and Agency

Section: 27916

Units: 3

Term: Spring 2023

Day: Tuesdays

Time: 4:00-6:30 PM

Length: 2 hours 30 minutes

Learning Platform: <https://2sc.rossieronline.usc.edu/>

Location: Online/Zoom

Instructor: Dr. Shanta M. Smith

Office: Waite Phillips Hall

Virtual Office Hours: Tuesdays 3-4 PM, By appointment

<https://uscrossier.zoom.us/my/shantamsmith>

Contact Info: shantasm@usc.edu

IT Help: (888) 628-5041

Hours of Service: 24 hours/daily; 7 days weekly.

School Mission

The mission of the USC Rossier School of Education is to prepare leaders to advance educational equity through practice, research, and policy. We work to improve learning opportunities and outcomes in urban settings and to address disparities that affect historically marginalized groups. We teach our students to value and respect the cultural context of the communities in which they work and to interrogate the systems of power that shape policies and practices. Through innovative thinking and research, we strive to solve the most intractable educational problems.

MAT Program Vision: Graduates of the MAT Program will be teachers who challenge norms, discourses, practices, policies, and structures in their school contexts that marginalize students in order to build inclusive communities of practice that empower students as active agents in their learning and lives. Please refer to the MAT Vision of a Teacher document for the full description.

Course Description: The primary purpose of this course is to introduce teacher candidates to ways in which they might identify how environment, pedagogy and instructional choices can be aligned with culture, gender, orientation, race, learning differences and language to maximize that learning to promote educational equity, access and agency. In addition, this course examines how the context of a learning environment distinguishes and differentiates each student or staff member, inclusive of her, his, or their prior social, cultural, and academic experiences.

Central Focus of Course: All teachers should become learner advocates who position themselves to promote educational equity and transform teaching and learning.

Course Objectives:

By the end of this course:

1. Students will be able to critically evaluate their cycle of socialization and analyze their positionality to forge a positive teacher identity that enables them to engage in and model critical consciousness in their role as a new teacher so that they are able to change and transform teaching and learning in their school to disrupt oppressive power dynamics that exist to perpetuate inequities.
2. Students will be able to define educational equity and critically evaluate the history of power, privilege, and opportunity in schooling and how those entities create or limit access for historically marginalized children and adults, determine student outcomes, and impact classroom environments, school culture and climate.
3. Students will be able to identify how they will promote educational equity in the elementary education classroom and create relevant learning conditions rooted in equity, access and student agency using student-centered STEAM integrative practices that celebrate students and families' funds of knowledge, promote critical thinking, and engage elementary school students in meaning making and the development of enduring understandings.

Cross-Course Connections

This course is designed to be taken simultaneously with EDUC 670: Introduction to Curriculum & Pedagogy in Urban Schools and EDUC 672: Integrated Language Development Across the Curriculum. The curriculum, instruction, and assessment tasks in this course are intended to parallel the work completed in 670. 671 will “unpack” and “interrogate” curriculum, instruction, and assessment through the lenses of equity, access, and agency. We will examine teaching and teacher identity; learners' funds of knowledge, assets within the community in urban schools; mindsets, ideologies, and everyday instructional decision making that shift agency to the learners; critical reflection; and the social, cultural, historical, philosophical, and policy contexts in which teaching and learning thrives while overcoming vast inequities. Throughout the course, you will be prompted to examine the curriculum, instruction, and assessment skills you are developing or have developed in EDUC 670.

Course Notes

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. The instructor will maintain communication with candidates through Canvas inbox, Canvas announcements, Zoom, emails and the course calendar. These tools also provide candidates with a variety of ways to contact the instructor and share ideas, comments, and questions with the instructor and/or classmates. In addition, candidates will be made aware of real-time opportunities for discussion with the instructor and classmates. All required materials will be prepared and posted prior to the start of the course under modules on Canvas, but an instructor may add additional optional material at any point. Weekly Announcements and Class PowerPoints will be posted under modules in Canvas every Friday. All links and attachments will be checked weekly for updates. E-mail, canvas messages and virtual office hours will be the primary forms of immediate communication with the instructor. E-mail will be checked daily during the week and will be responded to within 48 hours. The course calendar provides candidates with assignment due dates. Candidates may attend virtual office hours with his or her assigned professor if a student has a specific question about assignments or coursework.

A note about the Readings and Resources used in this course:

The books, articles, chapters, films, and other resources in this course were selected for you to support you with deepening your understanding of the course objectives which will assist you with providing the promise of a high-quality education for your students. These resources illustrate the equity challenges faced by learners, parents, teachers, and schools, *as well as* the uplifting and promising practices of teachers that dismantle inequitable conditions and foster greater and more empowering learning experiences for students. One course could not possibly include all the incredible work by scholars, educators, and practitioners that has been produced for this purpose. We expect this course to introduce you to these many meaningful resources, but *we also expect you* to go out into the world of teaching by constantly seeking out more readings and resources that will further equip you to be the best educator you can be for every student in every classroom you find yourself. In each unit, we list additional readings and resources we recommend you check out from your public library, download from the USC library article databases, or purchase for your own personal library. Required readings will be updated on Canvas every two weeks.

Technological Proficiency and Hardware/Software Required

This course is offered both online and on campus; the activities, expectations and requirements are identical across the two versions. The online course is conducted through a combination of real time and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class activities. All candidates will be required to complete assignments online, in the field and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements. By this point in the program, candidates' level of technical competence should include basic knowledge of the Internet. In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, Power Point, Excel, and basic Internet surfing.

USC technology rental program

We realize that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. Click [here](#) for more information. The Student Basic Needs team will contact all applicants in early August and distribute equipment to eligible applicants prior to the start of the fall semester.

USC Technology Support Links

[Zoom information for students](#)

[Software available to USC Campus](#)

Required Readings and Supplementary Materials

Readings are assigned on a weekly basis. Please refer to the course schedule table and unit outlines on Canvas. Required readings will be updated on Canvas every two weeks. Readings may be updated to address the needs of the students in the class. Please review Canvas and instructor's directions during class for updates to the reading.

All books and assigned readings are available **for free** on USC Libraries Course Reserves (ARES: <https://libguides.usc.edu/reserves>). However, only five copies of each book are available for free access at any given time. We recommend renting or purchasing a copy of the following two books:

- Gay, G. (2018). *Culturally Responsive Teaching: Theory, Research, and Practice, 3/e*. New York: Teachers College Press. ISBN-13: 978-0807758762
- Oakes, Lipton, Anderson, & Stillman. (2018). *Teaching to Change the World, 5/e*. New York: Routledge. ISBN-13: 978-1138569362

One film is assigned for required viewing (listed below); the film can be rented on Amazon Prime or another video streaming source of your choosing.

- Dewitt, K. (Producer), Martens, C. (Producer), Palmer, G. (Producer), Siedor, C. (Producer), Wilkenfield, A. (Producer), Workmen, T. (Producer) and Dewitt, S. (Director). (2022). *Defining Us*. Atlanta, GA: CWK Network. [Available for rent on [Amazon Prime](#), [AppleTV](#), [Google Play](#), [Vimeo](#), [iTunes](#), [Microsoft Xbox](#)]

You may find a list of the optional readings and supplementary materials on the Canvas Course Modules two weeks prior to class.

Description and Assessment of Assignments

In this course you will be asked to engage in a very specific form of reflection, or a reflective cycle. This cycle focuses on your role as the teacher in the classroom and the impact you have through your actions on your students' learning process. Each of the assignments you will be expected to complete in this course will be structured to support the MAT Reflective cycle which consists of opportunities for you to see, describe, analyze, and experiment in a classroom/learning environment context.

Assignment 1: Class Participation

Punctual attendance and active participation are expected. Points will be based on your punctual attendance and the level and quality of your participation (oral and written). Discussions will occur during every class meeting or online. At the end of every class, students will write a brief in-class reflection on the readings and the discourse which occurred during class in an online document that will be shared with you on the first day of class. Although technical and connectivity issues do occur, online candidates must make every effort to engage in discussion through Zoom for video participation. Online candidates who do not participate in the full online class time (via video *and* teleconference) may be given only partial credit for participation in that discussion session. Both online and on campus candidates are expected to actively participate in class discussions by asking questions and contributing to the discussion. Excused absences are approved at my discretion and only if the request is made in advance or if you have an emergency, that the request is made as soon as possible after the missed class. Consult your instructor for the process for making up an excused absence. **Up to 45 points may be earned for Class Participation, 3 points per class, amounting to 15% of your final grade.**

Assignment 2: Shared Dialogue Groups

Your class will be organized into "Shared Dialogue Groups" and your professor will schedule when each SDG presents in class. Each SDG will present once by the end of the semester. Presentations will be based on one reading or resource (film, report, or other) assigned during the week your SDG is scheduled to present. Your group must announce which reading or resource one week in advance by posting an announcement on the course wall. You may not assign the class additional homework or tasks related to your selected reading or resource. **Up to 40 pts per presentation, 40 pts total, amounting to 20% of your final grade. Please refer to the assignment guide, rubric, and templates provided by your professor.**

Assignment 3: Autoethnography

What do you bring to the teaching and learning process? Autoethnography is a reflective tool to assist you in examining the ways you “experience, exist and explain their identities – who you are, what you stand for, and why – and to recognize your racial, cultural and gendered social relations” (Camangian, 2010). Autoethnography “is a way of reading between the lines of {our} own lived experiences” (Alexander, 1999) and the experiences of those who share similar experiences in order to gain insight of oneself and others who share those experiences. This can be a typed traditional paper, videocast or podcast. The autoethnography is intended to be a reflective, personal narrative and is evaluated for quality and clarity of details provided in a well-organized essay, as prompted by the description in the assignment guide. **Up to 70 points may be earned, amounting to 25% of the final grade. Please refer to the assignment guide, rubric, and templates provided by your professor.**

Assignment 4: Equity Portfolio In alignment with USC Rossier’s Mission, the MAT Program Vision, and the Central Focus and Goals of this course, you will construct a portfolio project that demonstrates your understanding of educational equity. In this equity portfolio you will include the following elements:

- a. Equity Statement- You will achieve this by crafting an equity statement that you can include in your teaching philosophy. You will use this draft equity statement to guide your research of educational equity. You will also include your autoethnography in this portfolio.
- b. Mini-Research Poster-You will research an urban school context. You will document what you learn and analyze the data you gather to better conceptualize students’ experience of the schooling there. You will then generate a series of artifacts that compel you to better understand individual learners who might attend this school.
- c. Equity-Based Classroom Design-You will design a classroom environment that demonstrates equity. You will use this information from the mini-research poster to develop a classroom setting that advances educational equity. You will consider how you will create and implement the classroom guidelines, institute classroom management, and design a classroom layout that will cultivate conditions necessary for learners to thrive in their learning environment built upon equity.
- d. Equity-Based STEAM Lessons-You will develop equity-based STEAM lessons for students in an urban school that you will most likely complete student teaching in. You will develop a series of consecutive STEAM lessons using the 5E approach to teach students how to move beyond their single perspectives to embrace an interdisciplinary approach to teaching and learning that advances educational equity, opens access and opportunity for each student and promotes student agency in the elementary education classroom. You will craft lessons that maximize the potential of the learners and the resources they have access to with the inclusion of pedagogical practices that are student-centered and culturally sustaining. Within your lesson plan, you will generate learning objectives and lesson sequences that incorporate the use of equity-based strategies and assessments to prepare you as you enter the student teaching fieldwork context next semester. In addition, you will create a STEAM challenge lesson plan using the design thinking process approach in class. You will include this challenge in your portfolio.

Up to 80 total points may be earned, amounting to 35% of the final grade. Please refer to the assignment guide and rubrics and resources provided by your instructor.

Assignment 5: Summative Experience

The Summative Experience is a final class meeting session that will be scheduled during the final exam period of the fall, spring or summer semester in lieu of taking a final exam. During this session, you will refer to your course assignments, readings, and reflections produced throughout the course to set new professional learning goals for the next semester and your student teaching fieldwork experience. Please consult your instructor for the Summative Experience date and time as the semester ends.

Up to 10 points may be earned, amounting to 5% of the final grade.

Participation

Punctual attendance and active participation are expected. Points will be based on your punctual attendance and the level and quality of your participation (oral and written). Discussions will occur during every class meeting or online.

Grading Breakdown

Based on the above detailed assignments, the following table summarizes the breakdown of points and percentages (weights) of the major assessments offered in this course.

Table 1 Grading Breakdown

Assignment	Points	% Of Grade
Class Participation (Oral & Written)	45	15
Shared Dialogue Groups	40	20
Autoethnography	70	25
Equity Portfolio	80	35
Summative Experience	10	5
TOTAL	245	100

Grading Scale

Course final grades will be determined using the following scale:

Table 2 Course Grading Scale

A	95-100	B	83-86	C	73-76	D	63-66
A-	90-94	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	59 and below

Assignment Submission Policy

All assignments will be submitted to Canvas (<http://2sc.rossieronline.usc.edu>) unless otherwise indicated by the instructor.

Grading Timeline

All assignments will be graded within 5 business days unless otherwise indicated by the professor.

Course Specific Policies

DISTANCE LEARNING

This course is offered both online and on campus; the activities, expectations and requirements are identical across the two versions. The online course is conducted through a combination of real time and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class sessions. About 70% of the course will occur asynchronously. All candidates will be required to complete assignments online, in the field and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements. By this point in the program, candidates' level of technical competence should include basic knowledge of the Internet. They should have an account on, at least, one site that allows people to interact with one another (e.g., Facebook, Instagram, Linked In, Skype, etc.). Basic tasks will include posting attachments, opening, and posting to discussion forums and uploading assignments including video clips (the mechanics of this will be taught).

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the Canvas dashboard, e-mails, course calendars, and Forums, the instructor will maintain communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor and share ideas, comments, and questions with the instructor and/or classmates through private and public means. In addition, candidates will be made aware of real-time opportunities for discussion with the instructor and classmates. All required materials will be prepared and posted prior to the start of the course, but an instructor may add additional optional material at any point. All links and attachments will be checked weekly for updates. E-mail and chat will be the primary forms of immediate communication with the instructor. E-mail will be checked daily during the week and will be responded to within 48 hours. The course calendar provides candidates with assignment due

dates and notification of scheduled office hours for all faculty members teaching this course. Candidates may attend office hours with any instructor; however, if a student has a specific question about assignments or coursework, it is preferable to attend office hours with your instructor of record.

INCOMPLETES

IN – incomplete (work not completed because of documented illness or some other emergency occurring after the eighth week of the semester; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam); IX – lapsed incomplete. Conditions for Removing a Grade of Incomplete: If an IN is assigned as the student’s grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date and the weight to be assigned to the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of a documented illness or emergency occurring after the eighth week of the term. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time: Time Limit for Removal of an Incomplete. One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered “lapsed,” the grade is changed to an “IX” and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

LATE POLICY

Late assignments will be accepted **only** with the professor’s advance permission **and** under limited circumstances. Each professor will determine what constitutes sufficient advance permission and acceptable circumstances. Sufficient advance notice is 24 hours prior to the due date and time of the assignment. Acceptable circumstances do NOT include personal holidays, celebrations, and/or vacations OR scheduling conflicts/over-commitments including work and child-care. Late assignments submitted with advanced permission will not be docked points for lateness if submitted at the agreed upon extension date and time. If advance permission has not been granted, late assessments will not receive full credit. You will be given ½ credit for ANY component of the *Teaching and Learning Event* that is not submitted before the next sequential component is due. If a TLE is not turned in before the next TLE is due, no credit will be granted.

IN THE EVENT OF TECHNICAL BREAKDOWN

Candidates may submit assignments to the instructor via Canvas by the posted due date. Remember to back up your work frequently, post papers on Canvas once completed, load files onto a power drive, and keep a hard copy of papers/projects/other assessments. Please notify the professor by email if you are experiencing technical difficulties with your submission and email the assignments to the professor. Contact the IT department to support you with resolving the technical difficulty. Information is included on the first page of the syllabus.

Attendance

Punctual attendance and active participation are expected. Points will be based on your punctual attendance and the level and quality of your participation (oral and written). If you are unable to attend due to an emergency or observance of religious observation, please email the instructor. Should you decide to request an alternative coursework assignment for the missed class session it will be important for you to contact the instructor directly through email. Discretion to provide alternative coursework resides with the instructor.

Standards of Appropriate Online Behavior

The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material, SPAM to the class, use offensive language or online flaming. For more information, please visit: <https://sjacs.usc.edu/>

Classroom Norms

Classroom norms describe the behaviors that are encouraged and discouraged during class. They are an empowering tool for establishing and maintaining a supportive learning environment. Maintaining positive and respectful norms for interacting during class offer greater conditions and opportunities for learning. Our primary commitment is to learn from each other. We will listen to each other and not “talk at each other” in this course. We acknowledge differences amongst us in backgrounds, skills, interests, and values. These differences increase our awareness and understanding. Here are some basic norms that will guide our interactions this semester:

1. **Respect:** Listen to each other actively, attentively, and respectfully without interrupting or cutting someone off. Comments you make should reflect that you have paid attention to the speaker’s comments and that you are not speaking on anyone else’s behalf. Do not editorialize what others say (e.g., “I think what Maleka is trying to say is...”). Challenge one another’s viewpoints, not each other’s character or person. Avoid inflammatory language and be mindful of your body language, facial expression, tone and volume of your voice. Be mindful of the amount of space you are taking up in the discussion (e.g., invite others to join the discussion instead of making another point when you’ve been speaking the most).
2. **Constructiveness:** Criticize ideas, not individuals or groups. Keep your assumptions in check – on what basis or evidence do you make a claim, conclusion, or suggestion? Respect others’ right to hold opinions that differ from your own. Learning is not predicated on your ability to convince someone else to change their mind, belief, or value to align with yours. Not every disagreement will be resolved – commit to learning, not proving you’re right or seeking a neat and complete resolution. Ask questions when you find yourself reacting to a situation or discussion – do not assume you know what others are thinking or have implied. Actively work at seeing an issue or situation from the other person’s perspective. Listen, then share using “I” statements.
3. **Inclusivity:** Do not monopolize the discussion by letting your question or answer run on. Know that it is okay to be emotional about issues and you can name your emotions. Others may not know how to respond to those emotions, which is also okay. Try not to silence yourself out of concern for what others will think and try not to monopolize or dominate the discussion with those emotions – share and make space for others to share. Step up, then step back. Be mindful of taking up much more time than others. Consider anything that is said in class as strictly confidential, even if the session is online, recorded, and available to students afterwards. In those cases, the recording is available only to the class community, not the public, and should not be shared with anyone outside of the class.
4. **Procedure:** Wait to be recognized by the instructor or discussion leader before speaking. Address the class as you speak, online or in a campus classroom. Say your name before making a statement to assist the class in getting to know you. Do your best to make a single point each time you speak, rather than making a series of statements at once. You might start your statement with a short one-sentence summary of the point you are making, for example.

Zoom Etiquette

"Netiquette" or "internet etiquette," describes the recommended communication and behavior of online communication. Here are our Zoom Etiquette recommendations:

- Please set up in a quiet room and well-lit space. You should refrain from sitting with a window or lamp behind you because the light will drown out/shadow your image. Although we cannot replicate a physical classroom online, please participate in ways that allow your classmates to fully see and hear you as if you were in a campus classroom.
- Please eliminate all distractions in your room (i.e., pets, family members, roommates, friends, or colleagues should not be joining us in class by virtue of being in the room with you).
- Please attend class dressed as you would on campus or as a teacher attending a faculty meeting.

- Please log into Zoom about 5 minutes before class to ensure you're ready to engage at the start time.
- Please actively participate in class by using the "raise hand" feature or signaling with your hand to speak up during discussions. Otherwise, be sure to MUTE yourself unless you are speaking to the class.
- Problems Joining Class: Please contact Student Success using the virtual assistant on Canvas or the "question mark" button on the left vertical menu on Canvas.

Sharing of Class Recordings and Course Materials outside of the learning environment is strictly prohibited. Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

671 Course Schedule

AY 2022-23: 15-Week Semester

	Week	Readings/Tasks	Assignments
Unit 1: Framing the Context	1	<ul style="list-style-type: none"> • Oakes et al (2018) Chapter 1 • Harper (2015) Article • Love (2019) Chapter 1 MAT Vision of a Teacher (MAT Document)	Draft Equity Statement for Teaching Philosophy
	2	<ul style="list-style-type: none"> • Kendi (2019) Introduction, Chapters 1-2 • Gay (2018) Foreword, Preface, & Chapter 1 • Love, Racial Literacy and Archaeology of Self • Sealey-Ruiz (2022) • Camangian (2010) Article MAT Domain: Environment	Part A: Equity Portfolio Equity Statement for Teaching Philosophy Due 1/17
	3	<ul style="list-style-type: none"> • Oakes et al (2018) Chapters 2-3 • Gay (2018) Chapter 2 • Guitart & Moll (2014) ▪ How schools can nurture every student's genius (Millines Dziko 2021) MAT Domain: Advocacy	Shared Dialogue Group 1 Critical Reflection Exercise
Unit 2: Understanding the Barriers and Possibilities of Equity and Access	4	<ul style="list-style-type: none"> ▪ Valenzuela (1999) Chapter 3 • Gay (2018) Chapter 3 • Sadowski (2017) Introduction; Chapter 1 • Six Brilliant Teacher Ted Talks (2016) MAT Domain: Advocacy	Shared Dialogue Group 2 Critical Reflection Exercise
	5	<ul style="list-style-type: none"> • Rodgers (2002) Article • Milner (2003) • Kohli (2014) Article ▪ Rachetdemics Emdin (2018) 	Shared Dialogue Group 3 Critical Reflection Exercise

		<ul style="list-style-type: none"> • MAT Reflective Teaching Cycle (MAT Document) • MAT Domain: Critical Reflection 	
	6	<ul style="list-style-type: none"> • Gay (2018) Chapter 4 • Love (2019) Chapter 5 • Sadowski (2017) Chapter 7 • MAT Domain: Critical Thinking and Discourse 	<p>Shared Dialogue Group 4 Critical Reflection Exercise</p>
Unit 3: Agency Through Teaching (Planning)	7	<ul style="list-style-type: none"> • Oakes et al (2018) Chapter 5 • Gay (2018) Chapter 5 • MAT Domain: Curriculum 	<p>Shared Dialogue Group 5 Critical Reflection Exercise</p>
	8	<ul style="list-style-type: none"> • Oakes et al (2018) Chapter 6 • Dugas (2017) Article • Ng & Bull (2018) Article • MAT Domain: Pedagogy 	<p>Autoethnography Paper due 2/28 Critical Reflection Exercise</p>
	9	<ul style="list-style-type: none"> • Oakes et al (2018) Chapter 7 • Gay (2018) Chapter 6 • Public Counsel (2017) Toolkit for Educators • MAT Domain: Pedagogy 	<p>Part B: Equity Portfolio Equity Research Poster Due 3/7 (Poster/Video/Digital) Critical Reflection Exercise</p>
Unit 3: Agency Through Teaching (Designing)	10	<ul style="list-style-type: none"> • Oakes et al (2018) Chapter 8 and 10 • Winn (2019) Chapter 2 • MAT Domain: Assessment 	<p>Part C: Equity Portfolio Design an Equity-Focused Classroom Environment Due 3/21 Critical Reflection Exercise</p>
	11	<ul style="list-style-type: none"> • Oakes et al (2018) Chapter 9 • Gay (2018) Chapter 7 • Observation Video Library (Canvas-Elem. & Elem. Math) • MAT Domain: Environment 	<p>Part D: Equity Portfolio Identify Results & Assessments for your STEAM Lessons Critical Reflection Exercise</p>
	12	<ul style="list-style-type: none"> • Rose (2006) <i>Possible Lives (Los Angeles and Baltimore chapters)</i> • Oakes et al (2018) Chapter 11 • Film: <i>Defining Us, 2022</i> • MAT Domain: Advocacy 	<p>Part D: Equity Portfolio Identify strategies for your STEAM lessons Critical Reflection Exercise</p>
Unit 3: Agency Through Teaching (Applying & Reflecting)	13	<ul style="list-style-type: none"> • Observation Video Library (5 E and Group Investigation (Canvas) • Bybee (2015) Chapters 3 & 5 • STEAM (TEAL Modules) & Project Based Learning (Edutopia 2016) • MAT Domain: Pedagogy 	<p>Part D: Equity Portfolio Create 2 STEAM Lessons Based Upon Your Research Due 4/18 Critical Reflection Exercise</p>
	14	<ul style="list-style-type: none"> • Design Thinking Process Henricksen (2017) • In-Class Workshop Time-STEAM Challenge Planning • MAT Domain: Critical Thinking and Discourse 	<p>Part D: Equity Portfolio Create 1 STEAM Challenge Due 4/18 Critical Reflection Exercise</p>
	15	<ul style="list-style-type: none"> • Gay (2018) Chapter 8 • Oakes et al (2018) Chapter 12 • MAT Domain: Critical Reflection 	<p>Equity Portfolio Due 4/25 Summative Experience: Culmination of Reading Reflections on Equity</p>

*Readings are subject to change. Please refer to Canvas and in-class updates from the instructor.

Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity, and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Supplemental Course Policies

Please view the Appendices on canvas in the syllabus section.

