USC Rossier
School of Education

Master of Arts in Teaching Program

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

Section: 27807
Units: 3
Term: Summer 2023
Day: Monday
Time: 2:00-5:30 PM
Length: 2 hours 30 minutes

Learning Platform: https://2sc.rossieronline.usc.edu/
Location: Waite Phillips Hall (WPH) 206

Instructor: Dr. Shanta M. Smith
Office: 702C Waite Phillips Hall
Virtual Office Hours: 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 advance educational equity in the elementary education classroom and create relevant learning conditions rooted in social justice, 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 on a daily basis 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.

Technological Proficiency and Hardware/Software Required

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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

You may find a list of the optional readings and supplementary materials in the Canvas Course Modules document.

Description and Assessment of Assignments

In this course you will be asked to engage in very specific forms of reflection-Critical Reflection, Imagination Exercises and Reflection aligned to the MAT 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. 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 in the event that 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. You will be assigned asynchronous assignments, class activities or exercises that will count towards your class participation grade. **Up to 40 points may be earned for Class Participation, 5 points per class and 5 points for completion of asynchronous assignments, amounting to 20 % 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 will present in class. Each SDG will present once during 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. The presentation will be in the form of a Pecha Kucha or a collaborative group work protocol- Four A, Fish Bowl or Pause protocols . More information will be provided in class. You may not assign the class additional homework or tasks related to your selected reading or resource. **Up to 40 pts for the 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: Autoethnographic Experience

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 Autoethnographic experience can be a typed traditional paper, videocast or podcast. The autoethnographic experience 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 30% of the final grade. Please refer to the assignment guide, rubric, and templates provided by your professor.**

Assignment 4: Educational 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. The equity portfolio will be housed online in a digital format. In this equity portfolio you will include the following elements:

a. Equity Statement- You will draft a personal equity statement to guide your practice as a teacher and include in your teaching philosophy. You will include your autoethnography in your digital portfolio (15 points).

b. Equity-Based Classroom Environment-You will design a bitmoji classroom environment that demonstrates educational equity, access and agency. For this assignment, 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 (15 points).

c. Equity-Based STEAM Lessons-You will develop equity-based STEAM lessons for students. You will develop a series of 2-3 consecutive STEAM lessons using the 5E approach or the Design Thinking Process to teach students how to move beyond their single subject perspective of elementary school teaching to apply an interdisciplinary/transdisciplinary 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. Within your lesson plan, you will generate learning objectives and lesson sequences that incorporate the use of equity-based strategies and assessments (20 points).

d. Equity-Based Teaching- You will describe the characteristics and practices of a teacher who advances educational equity in the classroom. As a part of your description, you will record three student teaching goals that you will use for your first round of student teaching for your EDUC 673 course (20 points).

Up to 70 total points may be earned, amounting to 30% of the final grade. Please refer to the assignment guide and rubrics and resources provided by your instructor.

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)	40	20
Shared Dialogue Groups	40	20
Autoethnography	70	30
Equity Portfolio	70	30
TOTAL	220	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).

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. 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 should be checked weekly for updates. E-mail and Canvas will be the primary forms of immediate communication with the instructor. E-mail will be checked on a daily basis during the week and will be responded to within 48 business 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). In the event that you are unable to attend due to an unexpected 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 also 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 general 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.

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), 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 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.

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 relation 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

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Instructor: Dr. Shanta M. Smith
Office: 702C Waite Phillips Hall

Virtual Office Hours: By appointment
https://uscrossier.zoom.us/my/shantamsmith

Contact Info: shantasm@usc.edu
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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.

Technological Proficiency and Hardware/Software Required
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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.

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- 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

You may find a list of the optional readings and supplementary materials in the Canvas Course Modules document.

Description and Assessment of Assignments
In this course you will be asked to engage in very specific forms of reflection-Critical Reflection, Imagination Exercises and Reflection aligned to the MAT 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. 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 in the event that 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. You will be assigned asynchronous assignments, class activities or exercises that will count towards your class participation grade. **Up to 40 points may be earned for Class Participation, 5 points per class and 5 points for completion of asynchronous assignments, amounting to 20 % 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 will present in class. Each SDG will present once during 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. The presentation will be in the form of a Pecha Kucha or a collaborative group work protocol- Four A, Fish Bowl or Pause protocols . More information will be provided in class. You may not assign the class additional homework or tasks related to your selected reading or resource. **Up to 40 pts for the 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: Autoethnographic Experience
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 Autoethnographic experience can be a typed traditional paper, videocast or podcast. The autoethnographic experience 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 30% of the final grade. Please refer to the assignment guide, rubric, and templates provided by your professor.**

Assignment 4: Educational 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. The equity portfolio will be housed online in a digital format. In this equity portfolio you will include the following elements:

a. Equity Statement- You will draft a personal equity statement to guide your practice as a teacher and include in your teaching philosophy. You will include your autoethnography in your digital portfolio (15 points).

b. Equity-Based Classroom Environment-You will design a bitmoji classroom environment that demonstrates educational equity, access and agency. For this assignment, 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 (15 points).

c. Equity-Based STEAM Lessons-You will develop equity-based STEAM lessons for students. You will develop a series of 2-3 consecutive STEAM lessons using the 5E approach or the Design Thinking Process to teach

students how to move beyond their single subject perspective of elementary school teaching to apply an interdisciplinary/transdisciplinary 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. Within your lesson plan, you will generate learning objectives and lesson sequences that incorporate the use of equity-based strategies and assessments (20 points).

d. Equity-Based Teaching- You will describe the characteristics and practices of a teacher who advances educational equity in the classroom. As a part of your description, you will record three student teaching goals that you will use for your first round of student teaching for your EDUC 673 course (20 points).

Up to 70 total points may be earned, amounting to 30% of the final grade. Please refer to the assignment guide and rubrics and resources provided by your instructor.

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)	40	20
Shared Dialogue Groups	40	20
Autoethnography	70	30
Equity Portfolio	70	30
TOTAL	220	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).

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. 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 should be checked weekly for updates. E-mail and Canvas will be the primary forms of immediate communication with the instructor. E-mail will be checked on a daily basis during the week and will be responded to within 48 business 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). In the event that you are unable to attend due to an

unexpected 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 also 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 general 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.

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), 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 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.

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 relation 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

Week	Topics	Readings/Preparations	Deliverables
Week 1: June 26	**Unit 1: Framing the Context of Educational Equity, Access & Agency**	**Review syllabus** **Read:** Oakes et al (2018) Chapters 1-2 Love (2019) Chapter 1 Kendi (2019) Introduction, Chapters 1-2 Gay (2018) Foreword, Preface, Chapters 1 & 2	**Read Syllabus.** **Complete assigned readings.** Be prepared to share your notices and wonderings. **Critical Reflection Exercise: Draft Personal Equity Statement** due by June 30th. You will have class time to work on this during class.
Week 2: July 10	**Unit 1: Framing the Context of Educational Equity, Access & Agency**	**Read:** Camangian (2010) Kohli (2014) Milner (2003) Teacher Reflection and Race in Cultural Contexts article Milner (2003) Chapter 1 Freire (1998) Fifth Letter	**Complete assigned readings.** Be prepared to discuss the answers to the questions aligned to Unit 1 & Engage in discussion lead by Shared Dialogue Groups. **Critical Reflection Exercise: Description of Self** due by July 17th. You will have time to work on this during class.
Week 3: July 17	**Unit 2: Understanding the Barriers and Possibilities of Equity and Access**	**Read:** Valenzuela (1999) Chapter 3 Rose (2006) Possible Lives Baltimore chapter Sadowski (2017) Introduction & Chapter 7 Winn (2018) Chapter Public Counsel (2017) Toolkit for Educators Oakes et al (2018) Chapter 3	**Complete assigned readings.** Be prepared to discuss the answers to the questions aligned to Unit 2 & Engage in discussion lead by Shared Dialogue Groups **Critical Reflection Exercise: Three Defining Moments** due by July 24th. You will have time

			to work on this during class.
Week 4: July 24	**Unit 2**: **Understanding the Barriers and Possibilities of Equity and Access**	**Read** Ng & Bull (2018) Love (2019) Chapter 5 Rodgers and Raider-Roth (2002) Presence in Teaching Gay (2018) Chapter 3 Oakes et al. (2018) Chapter 4	**Complete assigned readings.** Be prepared to discuss the answers to the questions aligned to Unit 2 & Engage in discussion lead by Shared Dialogue Groups **Critical Reflection Exercise: Autoethnography Analysis and Experimentation** due by July 31st. You will have time to work on this during class.
Week 5: July 31	**Unit 3: Agency Through Equity-Focused Planning & Assessing for Learning**	**Read:** Heineke & McTighe, Chapters 1 & 3 Henricksen (2017) Design Thinking Process Gay (2018) Chapter 6 Oakes et al (2018) Chapter 6 Emdin (2021), Introduction Emdin (2016), Chapter 4 Cogenerative Dialogues	**Complete assigned readings.** Be prepared to discuss the answers to the questions aligned to Unit 3. **Imagination Exercise: Equity-Based Classroom** Describe the classroom environment you needed as a child. Design the classroom environment that you believe children need at this time. You will have time to work on this during class. Equity-based classroom environment due by August 7th. You will have time to work on this during class.
Week 6: August 7	**Unit 3**: **Agency Through Student-Centered & Equity-Based Teaching**	**Read:** Bybee (2015) Chapters 3 & 5 Edutopia (2016) STEAM & Project Based Learning Emdin (2021) Chapters 4 & 5 Oakes et al (2018) Chapter 12	**Complete assigned readings.** Be prepared to discuss the answers to the questions aligned to Unit 3. **Imagination Exercise: Equity-Based Teaching & Goal Setting** Describe the teacher you needed as an elementary school student. Describe the teacher you want to become. Record three student teaching goals that you would like to use for your first round of student

			teaching. You will have time to work on this during class. Imagination Exercise due August 10th. **Applied Practice of Educational Equity:** Two consecutive STEAM Lessons due August 10th. **All Assignments due in Equity Portfolio on Google Classroom by August 10th.**

*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.

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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 consists 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.

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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.

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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.