

EDUC 602 D Schooling in a Multicultural Society

CRN: 26636

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College of Education Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

Distance Delivered Instruction

This is a Distance-delivered class, with modifications as needed to accommodate individual student needs. As such, delivery of instruction is different than traditional face-to-face instruction. Thus, this platform requires more attention to the work at hand on the part of the student. All modules are designed to allow students to work independently and adequate time to prepare for a robust class discussion through Cougar Courses, CSUSM's Moodle platform.

I will be available for personal support and guidance, however, I expect that each student will have read all material thoroughly and be prepared to discuss class readings with their peers and me.

As the semester progresses, I will make individual appointments (1/2 hour) with each student to monitor your progress, insure that you are understanding the material, and to that you are in compliance with your major area for the development and implementation of your class project.

COURSE DESCRIPTION

This course focuses on issues of schooling in a multicultural society. It includes an overview of multicultural education and addresses areas of study such as culture and cognition, the psychology of prejudice, diversity and exceptionality, intercultural communication, cross-cultural competence, and curriculum and teaching in multicultural contexts.

Course Objectives

The purposes of this course are to:

- enhance and augment students' knowledge about diversity that is a part of today's schools and communities;
- provide opportunities for reflection and discussion of the complex ways in which cultural and linguistic diversity is a part of educational contexts;
- provide support to students who represent national, state, and regional diversity;
- prepare teachers to provide equitable educational opportunities to all students.

This course is aligned to the following standard for the California Teachers of English Learners (CTEL) Program leading to CLAD certification:

Standard 9: Culture and Cultural Diversity and Their Relationship to Academic Achievement

The program develops a broad and deep understanding of contemporary and historical concepts and issues related to culture and cultural diversity in California and the United States. The course addresses concepts and definitions of culture, including universal features of cultures (e.g., ethnocentrism, acculturation, cultural pluralism). The course explores cross-cultural contact and acculturation and how they are affected by power and status, psychological issues, and by social and economic factors. The program requires candidates to develop an understanding of major demographic trends related to linguistic and cultural diversity, as well as current trends and features of migration and immigration in California and in the United States. You will develop a conceptual understanding and an ability to demonstrate applied knowledge of cultural similarities, strategies for fostering positive cross-cultural interactions among culturally diverse students, and challenges involved in cultural contact. The course also requires candidates to analyze how this knowledge can be directly applied to instruction of English Learners in order to support student development and learning.

Standard 10: Culturally Inclusive Instruction

The class provides candidates with conceptual understanding of culturally inclusive instruction and the important role that culture plays in schools and classroom settings. The class addresses in-depth knowledge of English learners' home cultures and cultural background. The course requires candidates to examine their own cultural beliefs, attitudes, and assumptions and how they impact student learning and achievement. The class demonstrates how to apply this knowledge to create culturally inclusive learning environments in the classroom and school (e.g., setting high expectations for all students, and respect for cultural and linguistic diversity). Candidates apply knowledge of English

learners' cultural backgrounds and experiences to instructional planning and implementation.

GENERAL CONSIDERATIONS

Professional Disposition & Behavior

The College of Education mission statement and professional standards are the driving force behind all readings and activity related to this class. This course **WILL** address sensitive and controversial topics. We will explore these topics together and strive to expand our understanding as we consider the diverse lenses through which we view educational issues.

All students are expected to behave professionally at all times. Professional behavior is defined herein as one that *consistently* demonstrates integrity, responsibility, tolerance, and respect for self and others. All students are expected to listen to different opinions, consider and reflect on other points of view, and deal proactively with constructive criticism. Unprofessional behavior is grounds for review of the candidate's continued participation in this course and/or program progress.

NOTE: Since this is an on-line only course, FLAMING of students will not be tolerated. "Flaming", also known as bashing, is [hostile](#) and [insulting interaction](#) between [Internet](#) users, often involving the use of [profanity](#). Flaming usually occurs in the social context of an [Internet forum](#) by [e-mail](#), and on [video-sharing websites](#). It is frequently the result of the discussion of heated real-world issues such as [politics](#), [religion](#), and [philosophy](#), or of issues

Outcomes and Standards

This course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education. (Note: As of 2002, the CLAD competencies are collectively referred to as an *Authorization to Teach English Learners*.) Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS).

Academic Honesty

Each student is expected to do his/her own work. **Plagiarism or cheating is unacceptable** about academic honesty, consult the University catalog

Appeals

Every student has the right to appeal grades, or for redress of grievances incurred in the context of any class. Disputes may be resolved informally with your Professor, or, should you not be satisfied with the resolution proposed, through a formal appeal process. For the latter, consult the Dean, SOE, Associate Dean, or Program Director. Appeals begin with your Professor.

Ability

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, DOCUMENTED learning challenges, first language/English as a second language) are reminded that every effort will be made to accommodate special needs and of the availability of **Disabled**

students.

If you require accommodation, you must be approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905 or TTY (760) 750-4909. Students **authorized** by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Attendance/Participation Policy

Students are expected to participate actively in their own learning. Since this is a Distance delivered course, students must be proactive about communicating with the instructor and their peers. There will be a structured beginning and ending for the class. All must complete their work by the end of the semester in which they take the course.

COURSE REQUIREMENTS

Class Structure

This course is taught as a graduate-level seminar delivered as a Distance-delivered class. Success in this course is dependent upon your being well prepared for a continuous discussion of what you are reading. My role will be to “facilitate” and to intervene or redirect your discussion(s) via the Internet as necessary. The purpose of this course is to develop your knowledge base through the readings, on-line discussions, and assignments.

This class will be offered completely online. The learning is independent, though you are required to share your thoughts, ideas, and questions by participating with an asynchronous chat where you will interact with your peers enrolled in the class.

Technology is integrated into all instruction and assessment components of this course. You are expected to use Cougar Courses, a Moodle platform. Technology support is available in the Kellogg Library (ground floor) at the Academic Technology Help Desk @ 750-6505.

Purchasing Required Text(s)

I have tried to minimize the cost of textbooks by providing a reference to them on-line, either through the publisher or through Amazon. All books are available in paperback; some are downloadable to your tablets or iPads. All have used copies available.

Electronic downloads tend to be less expensive than paperback or used copies. **HINT: purchase the book you will be reading about two weeks in advance to insure that you receive them on time or to make plans for other sources in the event they are not available from Amazon.** I will have a complete set available in Kellogg library for 3-hour check out should you find this convenient or necessary.

Recommended Only-**Darder, A., et al. (2008). The Critical Pedagogy Reader. **2nd Edition**. ISBN-13: 978-0415961202.

http://www.amazon.com/Critical-Pedagogy-Reader-Second/dp/0415961203/ref=sr_1_1?s=books&ie=UTF8&qid=1358027804&sr=1-1

Delpit, L. (1993). Other people's children: Cultural conflict in the classroom. **2nd Edition.

The New Press. New York. ISBN: 978-1-59558-074-0

http://thenewpress.com/index.php?option=com_title&task=view_title&metaproductid=1179

Howard, G. (2006). We can't teach what we don't know: White teachers, multiracial schools. **2nd Edition. Teachers College Press. New York. ISBN-10: 0807746657.

<http://www.amazon.com/Cant-Teach-What-Dont-Know/dp/0807746657>

**González, N., L. Moll & C. Amanti (2009). Funds of knowledge: Theorizing practices in households, communities, and classrooms. Routledge. New York.

http://www.amazon.com/Funds-Knowledge-Theorizing-Communities-ebook/dp/B0020BUXC2/ref=sr_1_2?ie=UTF8&qid=1357341062&sr=8-2&keywords=funds+of+knowledge+theorizing+practices+in+households

**Reyes, M. & J. Halcón (2001). The best for our children: Critical perspectives on literacy for latino students. Teachers College Press. New York. ISBN: 0-8077-4006-3.

http://www.amazon.com/The-Best-Our-Children-Perspectives/dp/0807740063/ref=sr_1_1?ie=UTF8&qid=1357341364&sr=8-1&keywords=The+Best+for+our+children

Spring, Joel (2010). Deculturalization and the struggle for equality: A brief history of dominated cultures in the United States. (6th Edition**). McGraw-Hill. Boston.

http://www.amazon.com/Deculturalization-Struggle-Equality-sixth-Text/dp/B005GWUVK6/ref=sr_1_4?s=books&ie=UTF8&qid=1357341555&sr=1-4&keywords=Deculturalization+and+the+Struggle+for+Equality

**Suarez-Orozco, Carola, et al. (2010). Learning a New Land: Immigrant Students in American Society

http://www.amazon.com/Learning-New-Land-Immigrant-Students/dp/0674045807/ref=sr_1_1?s=books&ie=UTF8&qid=1358026235&sr=1-1&keywords=immigrant+students

**Valenzuela, Angela (1999). Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring.
http://www.amazon.com/Subtractive-Schooling-U-S--Mexican-PoliticsCaring/dp/0791443221/ref=la_B001KHEF3A_1_1?ie=UTF8&qid=1358025541&sr=1-1

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I reserve the right to change, add to, or delete any material or assignment from the course at any time.

GRADING POLICY

All required work must be submitted on time if you expect reasonable feedback. All work needs to reflect university level composition. All citations, where appropriate, will use APA format. Consult Library Services for the *Manual of Citation of the American Psychological Association*, or www.apastyle.org/index.html.

Performance Assessment

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education." Martin Luther King, Jr.

There are 1000 points possible. Your performance in class will be assessed along the following criteria:

1. **Asynchronous Discussions (350 points)**--Students are required to participate in the class Bulletin Board (Moodle). Your discussions should be introspective addressing issues, experiences, ideas, discussions, readings, & current events, related to the class. **NO LESS** than ten (10) substantial entries are required for a passing grade.
2. **Analysis of Readings (250 points)**-Students will write a total of 8 short papers over the semester. Each will be a synopsis/analysis of the readings for the previous two Modules.
3. **A Cultural Description of Self (100 points)**-Students will write a 2-3 page paper describing themselves culturally. Who Am I? Where do I come from? Who were my forebears? (family, ethnicity, religion, where from)

4. **Literacy Intervention Plan (300 points)**-Each student will be responsible for submitting Literacy Intervention Plan in a timely manner so that it can be graded and returned. ** (See below)

****A Literacy Intervention Plan (300 pts)**

Instructions: You will each develop a **Literacy Intervention Plan (10-12 pages)** in the context of your major MA Program (Bilingual/Multicultural (CTEL Certification); Special Education (Add On Level I credential); or, the Reading Certificate for Literacy Masters Students.

*****In the unlikely event that there is a non-declared student enrolled in EDUC 602D, there is an alternative assignment below (See B. Alternative Assignment).**

To begin, complete Step #1 below. This will serve as an Introduction to your final paper.

Step 1. Begin with: Go to the California Department of Education Website and retrieve the following information about your school. Use the following link

<http://dq.cde.ca.gov/dataquest/>

- a. Your school's 2010 Academic Performance Index (API) Growth Report
- b. The number of socioeconomically disadvantaged learners at your site
- c. The number of English learners at your site
- d. The number of students with disabilities at your site
- e. The number of any other numerically significant subgroups at your school (for whom there are data provided---e.g.; Hispanic or Latino)

Step 2. That completed, your Literacy Intervention Plan will evolve from one of the options below (Pick either A, B or C below). Identify the MA program you are a part of, and select that program.

A. The CTEL (California Teachers of English Learners) Program¹, leading to CLAD certification, or

B An "Add On" Level I Mild/Moderate and Moderate/Severe Education Specialist Credential², for candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorize the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English, or.

C. The Reading Certificate³, requirements for Literacy Masters students.

NOTE: The purpose for this assignment is for you to look at student achievement of culturally and linguistically diverse students in your certificate/credential program over time to determine what happens to students within a system. The purpose is not to examine and criticize any school district. It is to look at opportunities made available to or denied children who are culturally and linguistically diverse.

Step 3. (a) Components of the Literacy Intervention Plan (you MUST address each of these):

1). Population: Select a small group (no more than 5) of ethnically and/or linguistically diverse students in a grade level who have attended your school for at least three years. Do a review of their school history and success or lack of success.

2) Data collection: Consider the following:

- What do you know about the students' cultural and language backgrounds? Are there any social, economic and/or political factors you can identify that may impact the students' instruction?
- Testing process when the students entered school. Were they tested? Which test was used? Tested in their primary Language? In English? What were the scores? What do the scores mean?
- Placement issues. Where were the students placed? What kinds of classrooms?
- Services received: What kind of services did the students receive? Were any referred to Special Education? Why? Are any in the SST process? Why? How many have been placed in special education?
- Re-classification: Were the students ever re-classified? What process was followed and is typically followed in your district?
- Look at the grades the students received over three years and look for patterns in terms of achievement. Match the history of each student with his/her present achievement. Are there differences? What growth occurred? Have their CELDT scores increased? Plateaued?
- Analyze the data that you have collected and discuss how these students have progressed through the system.
- Factors of retention: Were these students retained? How many? Why?

(b.) Writing Assignment (10-12 pages):

Develop a literacy plan (listening, speaking, reading and writing) for these students. Your literacy plan should include the following information:

1. A description of the students involved in your research, including the data you collected about their cultural and language backgrounds, their families, their testing, their placements, etc.
 2. A literacy plan based on the data you collected. What would you do to ensure equal access to grade level curriculum for these children?
 3. Adopted materials used to support academic growth? What additional support do these students need? How will you ensure that will happen? What support and accountability will be necessary to ensure equal access and success?
 4. A description of how you will communicate your literacy plan to the students' families.
 5. A reflection of what you learned about yourself (cultural beliefs, attitudes and assumptions) while developing your literacy plan in regards to the English learners and their families.
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¹. Successful completion of this assignment fulfills CTEL requirements for Standards 9 and 10. Students may post this assignment to their CTEL Portfolio as evidence that they have met these standards.

². This assignment fulfills the requirement for the "Add On" Level I Mild/Moderate and Moderate/Severe Education Specialist Credential for candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorize the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English.

³. This assignment fulfills the requirements for Literacy Masters students in who are taking EDUC 602 in lieu of EDUC 627.

B. ALTERNATIVE ASSIGNMENT- An Issues Paper (8-10 pages)

Identify an issue or concern in your school or community. The issue must relate to **diversity, equity or social justice** and must include school-aged children and youth. Your paper should be a minimum of 8 pages, a maximum of 10.

There are three (3) primary parts to this assignment, all which must be documented in your paper:

1. Research the issue in depth (no less than 5 references). Include (as appropriate):
 - a. Why is this issue significant to you?
 - b. What is the impact of this issue on children?
 - c. Is there a historical significance to this issue? What is it?
 - d. Other important information relevant to this issue.
2. Identify community resources such as organizations, foundations or public agencies that address this issue. The focus of this should be as local as possible.
3. What interventions are occurring to mediate your concerns?
4. What might you do to address this issue/concern that is not being done currently?

Special Education Specialist Credential (Level I); or, C.)the Reading Certificate for the MA degree in Literacy.

A. The CTEL (California Teachers of English Learners) Program¹, leading to CLAD certification, or

B. An "Add On" Level I Mild/Moderate and Moderate/Severe Education Specialist Credential², for candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorize the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English, or.

C. The Reading Certificate³, requirements for Literacy Masters students.

NOTE: The purpose for this assignment is for you to look at student achievement of culturally and linguistically diverse students in your certificate/credential program over time to determine what happens to students within a system. The purpose is not to examine and criticize any school district. It is to look at opportunities made available to or denied children who are culturally and linguistically diverse.

(a.) Components of the Literacy Intervention Plan (you MUST address each of these):

1). Population: Select a small group (no more than 5) of ethnically and/or linguistically diverse students in a grade level who have attended your school for at least three years. Do a review of their school history and success or lack of success.

2) Data collection: Consider the following:

- What do you know about the students' cultural and language backgrounds? Are there any social, economic and/or political factors you can identify that may impact the students' instruction?
- Testing process when the students entered school. Were they tested? Which test was used? Tested in their primary Language? In English? What were the scores? What do the scores mean?
- Placement issues. Where were the students placed? What kinds of classrooms?
- Services received: What kind of services did the students receive? Were any referred to Special Education? Why? Are any in the SST process? Why? How many have been placed in special education?
- Re-classification: Were the students ever re-classified? What process was followed and is typically followed in your district?
- Look at the grades the students received over three years and look for patterns in terms of achievement. Match the history of each student with his/her present achievement. Are there differences? What growth occurred? Have their CELDT scores increased? Plateaued?
- Analyze the data that you have collected and discuss how these students have progressed through the system.
- Factors of retention: Were these students retained? How many? Why?

(b.) Writing Assignment (10-12 pages):

Develop a literacy plan (listening, speaking, reading and writing) for these students. Your literacy plan should include the following information:

6. A description of the students involved in your research, including the data you collected about their cultural and language backgrounds, their families, their testing, their placements, etc.
7. A literacy plan based on the data you collected. What would you do to ensure equal access to grade level curriculum for these children?
8. Adopted materials used to support academic growth? What additional support do these students need? How will you ensure that will happen? What support and accountability will be necessary to ensure equal access and success?
9. A description of how you will communicate your literacy plan to the students' families.

10. A reflection of what you learned about yourself (cultural beliefs, attitudes and assumptions) while developing your literacy plan in regards to the English learners and their families.
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1. Successful completion of this assignment fulfills CTEL requirements for Standards 9 and 10. Students may post this assignment to their CTEL Portfolio as evidence that they have met these standards.

2. This assignment fulfills the requirement for the "Add On" Level I Mild/Moderate and Moderate/Severe Education Specialist Credential for candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorized the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English.

3. This assignment fulfills the requirements for Literacy Masters students in who are taking EDUC 602 in lieu of EDUC 627.

B. ALTERNATIVE ASSIGNMENT- An Issues Paper (8-10 pages)

Identify an issue or concern in your school or community. The issue must relate to **diversity, equity or social justice** and must include school-aged children and youth. Your paper should be a minimum of 8 pages, a maximum of 10.

There are three (3) primary parts to this assignment, all which must be documented in your paper:

5. Research the issue in depth (no less than 5 references). Include (as appropriate):
 - a. Why is this issue significant to you?
 - b. What is the impact of this issue on children?
 - c. Is there a historical significance to this issue? What is it?
 - d. Other important information relevant to this issue.
6. Identify community resources such as organizations, foundations or public agencies that address this issue. The focus of this should be as local as possible.
7. What interventions are occurring to mediate your concerns?
8. What might you do to address this issue/concern that is not being done currently?

Modules & Schedule of Readings

Note: Refer to specific weekly assignments on Cougar Courses

****Discussion-Each week you are assigned reading. After reading the material carefully, you are to submit a 3-4 pages discussion/analysis of the reading to indicate your understanding of the topic at hand.**

Week 1. (January 21-25) Module 1. Introduction

Intro to Class/Expectations/Discussion

- a. Post to Week 1-Discussion

Week 2. (January 28-February 1) Module 2. The Struggle for Equality.

***Read: Joel Spring, *Deculturalization and the struggle for equality: A brief history of dominated cultures in the United States* (6th Edition). **Chapters 1-3 (Pp. 1-81).**

- a. Post to Week 2-Discussion

Week 3. (February 4-8) Module 3. The Struggle for Equality.

***Read: Joel Spring, *Deculturalization and the struggle for equality: A brief history of dominated cultures in the United States* (6th Edition). **Chapters 3-7 (pp. 84-156).**

- a. Post to Week 3-Discussion
- b. Submit a 2-3 page synopsis of *Deculturalization and the Struggle for Equality*.

Week 4. (February 11- 15) Module 4. We Can't Teach What We Don't Know.

***Read: Gary Howard (2008). *We Can't Teach What We Don't Know* (2nd Edition). **Chapters 1-3 (pp. 1-62).**

- a. Post to Week 4-Discussion

Week 5. (February 18-22). Module 5. We Can't Teach What We Don't Know.

*** Read: Gary Howard (2008). *We Can't Teach What We Don't Know* (2nd Edition). **Chapters 4-7 (pp. 65-121).**

- a. Post to Week 5-Discussion

b. Submit a 2-3 page Analysis of *We Can't Teach What We Don't Know*.

Week 6. (February 25-March 1) **Module 6. Other People's Children**

***Read: Lisa Delpit (2006). *Other People's Children: Cultural Conflict in the Classroom* (2nd Edition). (Chapters 1-5 (pp. 1-91).

a. Post to Week 6-Discussion

Week 7. (March 4-8) **Module 7. Other People's Children**

***Read: Lisa Delpit (2006). *Other People's Children: Cultural Conflict in the Classroom* (2nd Edition). Chapters 6-9 (pp. 104-183).

a. Post to Week 7-Discussion

b. Submit a 2-3 page analysis of *Other People's Children*.

Week 8. (March 11-15) **Module 8. Funds of Knowledge**

***Read: N. Gonzalez, L. Moll, & C. Amanti (2005). *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms* (pp.

a. Post to Week 8-Discussion

Week 9. (March 18-22) **Module 9. Funds of Knowledge**

***Read: N. Gonzalez, L. Moll, & C. Amanti (2005). *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms* (pp.

a. Post to Week 9-Discussion

b. Submit a 2-3 page analysis of *Funds of Knowledge*.

Week 10. (March 25-March 29) **Module 10. The Best For Our Children**

***Read: Maria Reyes & John Halcón (2000). *The Best For Our Children: Critical Perspectives on Literacy for Latino Students*. (Pp. 1-142)

a. Post to Week 10-Discussion

Week 11. (April 1-April 5) **Module 11. The Best For Our Children**

***Read: Maria Reyes & John Halcón (2000). *The Best For Our Children: Critical Perspectives on Literacy for Latino Students*. (Pp. 152-248)

- a. Post to Week 11-Discussion
- b. Submit a 4-5 page analysis of *The Best For Our Children*.

Week 12. (April 8-12) Module 12. Subtractive Schooling

***Read: Angela Valenzuela (1999). *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*.

- a. Post to Week 12-Discussion

Week 13. (April 15-19) Module 13. Subtractive Schooling

***Read: Angela Valenzuela (1999). *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*.

- a. Post to Week 13-Discussion
- b. Submit a 2-3 page analysis of *Other People's Children*.

Week 14. (April 22-April 26) Module 14. Learning a New Land: Immigrant Students in American Society

***Read: C. Suárez-Orozco, M. Suárez-Orozco & I. Todorova (2010). *Learning a New Land: Immigrant Students in American Society*.

- a. Post to Week 14-Discussion

Week 15. (April 29-May 3) Module 15. Learning a New Land: Immigrant Students in American Society

***Read: C. Suárez-Orozco, M. Suárez-Orozco & I. Todorova (2010). *Learning a New Land: Immigrant Students in American Society*.

- a. Post to Week 15-Discussion

Week 16. (May 6-May 10) Module 16. Conclusion