



CARDINAL STRITCH
UNIVERSITY

SYLLABUS OF COURSE

Course No: ED 205

Title of Course: Education for Diversity: Historical Foundations

Credit Hours: 3.0

Scheduled Class Time: Tues/Thurs

Hours: 11-12:20pm

Instructor: Corey Thompson

Semester: Fall

Year: 2015

Syllabus Outline: The following information must be included in each syllabus of course.

- a. Course title
- b. Course description (should match the current Cardinal Stritch University Catalog)
- c. Program Learning Outcomes linked to the course (only note those that are achieved in the specific course)
- d. Measurable Course Learning Outcomes and Performance Indicators
- e. Explain how course is in compliance with University policy on Credit Hour. Example: **Credit Hour Policy:** This course abides by the credit hour policy at Cardinal Stritch University which defines a credit as the amount of work a typical student is expected to complete while meeting all of the learning outcomes of the course at a level of competency. The amount of work is dictated by the delivery methods of the course, pedagogy, calendar, discipline, and degree level and typically involves the amount of time on task, academic rigor, complexity of outcome, and resources. Nevertheless, the amount of work completed by the student in this course is connected directly to the learning outcomes of the course and is verified by evidence of student achievement (assessment), e.g., readings, assignments, study team requirements, practicum, homework, classroom attendance, examinations, practica, laboratory work, internships, and/or supervised studio work.
- f. Methods of assessment linked to each Course Learning Outcome.
- g. Criteria for assessment that describe how the performances (Performance Indicators) will be judged and ultimately graded. **Assessment criteria must be clearly specified in a list, paragraph or scoring rubric format. A suggested grading scheme, which includes weighting of assignments, assessments or other measured performances, must be included here as well.**
- h. Outline of the sequence of topics and content covered in the course.
- i. Required materials and other relevant supportive references cited in APA, MLA, or other style appropriate to the discipline.
- j. Textbook(s) used
- k. Policy on class attendance
- l. Policy on cheating and plagiarism (reference the University Policy on Academic Integrity in the current University catalog at www.stritch.edu/catalogs)
- m. Policy on late assignments
- n. Policy on missed exams and assignments
- o. Office hours
- p. Last date for withdrawal (2/3 of semester for courses with unusual start dates or which don't last 15 weeks)
- q. Policy statement for Rehabilitation Act 504: ***It shall be the policy of Cardinal Stritch University to comply with the Rehabilitation Act and Americans with Disabilities Act and their regulations to the extent applicable to Cardinal Stritch University.***
- r. If this course requires LiveText, please include the following statement: "This course requires an active subscription to LiveText. A five-year LiveText subscription must be purchased online at www.livetext.com. Click on Purchase/Register at the top of the LiveText homepage. If you have already purchased a LiveText subscription for a different course, you do not need to purchase it again."
 - Revised Fall 2002 to reflect requirements of the Undergraduate and Graduate Curriculum Committees and the assessment requirements of the Higher Learning Commission (HLC).
 - Revised Spring 2012 to reflect HLC and HLC Steering Committee requirements for University-wide and departmental student learning outcomes, and word change from "objectives" to "outcomes."
 - Revised January 2013to reflect credit hour policy and program and course learning outcomes



Cardinal Stritch University
College of Education and Leadership
School of Education
Education for Diversity: Historical Foundations
UG Teacher Education

Program Mission: To transform lives and communities by preparing teacher leaders for learning and service.
Spring 2016

ED 205: Education for Diversity: Historical Foundation

Credit(s): 3

Professors: Dr. Corey Thompson

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E-Mail: clthompson@stritch.edu

Office Hours: by appointment

Meeting Times: Tuesdays/Thursdays 11:00-12:20

Meeting Dates: January 21-May 5

Meeting Place: TBD, various museum locations, including the Milwaukee Public Museum

COURSE DESCRIPTION: In this course students will study and discuss the philosophy of education in historical context as it reflects societal norms and values. Of particular emphasis will be the examination of the experience of various groups whose culture, religion, race or ethnicity placed them outside of the “mainstream” American Culture. In addition to this, students will also study the characteristics of the Franciscan Tradition with particular emphasis on peacemaking and reconciliation among various groups.

SOE Program Framework	Program Outcomes	Course Learning Outcomes an Performance Indicators	Course Assignments and Assessments
Educator Effective Model	InTASC	ED 205	ED 205
Danielson Domains	InTASC Standards	MyStritch	An asterisk indicates key assessments.
School of Education programs are based on the educator effectiveness framework adopted by the Department of Public Instruction (DPI)and based on the work of C. Danielson	School of Education program outcomes are based on the InTASC core teaching standards.	All course learning outcomes reflect the knowledge, dispositions and performances of the specific InTASC standards that are specifically addressed in this course.	Every course assignment is directly aligned with one or more specific InTASC performance indicators that require students to demonstrate specific knowledge, and/or dispositions, and/or performances.

<p>Planning and Preparation</p> <ul style="list-style-type: none"> · Demonstrating Knowledge of Pedagogy and Content · Demonstrating Knowledge of Students · Selecting Instructional Outcomes · Demonstrating Knowledge of Resources · Designing Coherent Instruction · Designing Student Assessment 	<p>#1 Learner Development #2 Learner Difference #4 Content Knowledge #6 Assessment #7 Planning of Instruction</p>	<p>1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.</p>	<p>Group Presentation</p>
<p>Classroom Environment</p> <ul style="list-style-type: none"> · Creating an Environment of Respect and Rapport · Establishing a Culture for Learning · Managing Classroom Procedures · Managing Student Behaviors · Organizing Physical Space 	<p>#3 Learner Environment</p>	<p>3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.</p> <p>3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.</p>	<p>Group Presentation</p>
<p>Instruction and Assessment</p> <ul style="list-style-type: none"> · Communicating with Students · Using Questioning and Discussion Techniques · Engaging Students in Learning · Using Assessment and Instruction · Demonstrating Flexibility and Responsiveness 	<p>#1 Learner Development #3 Learner Environment #4 Content Knowledge #5 Application of Content #6 Assessment #8 Instructional Strategies</p>		

Professional Responsibilities <ul style="list-style-type: none"> · Reflecting on Teaching · Maintaining Accurate Records · Communicating with Parents · Participating in a Professional Community · Growing and Developing Professionally · Demonstrating Professionalism 	#9 Professional Learning and Ethical Practice #10 Leadership and Collaboration	9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. 9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others. 10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts. 10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.	Cultural Autobiography Reflections Educational Philosophy Group Presentation Attendance and Participation
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ASSESSMENTS/ASSIGNMENTS:

A description of each assessment, including the knowledge, dispositions, and performances connected to appropriate InTASC Model Core Teaching Standards that relate to the assessment and the rubric that is used for evaluation of each assessment are attached to the syllabus.

Culture Group Presentation (MPM Project):	60 %
Reflections:	10%
Educational Philosophy:	20%
Cultural Autobiography:	10%

Grading Scale:

A	4.0-3.68	B+	3.33-3.01	C+	2.33-2.01	D+	1.33-1.01	F	.66 or lower
A-	3.67-3.34	B	3.00-2.68	C	2.00-1.68	D	1.00-.68		
		B-	2.67-2.34	C-	1.67-1.34	D-	.67		

REQUIRED TEXTS

Articles will be provided in class or posted on MyStritch as needed.

COURSE EXPECTATIONS

- Elements of the syllabus are subject to change based on the needs of the class and/or the instructor.
- **Attendance:** No more than an accumulated total of class time noted below may be missed during the entire semester without medical/official documentation. Students will be expected to complete course content for class time missed. If students miss more class time than what is listed below, they may be asked to withdraw from the course and repeat it. This is at the discretion of the instructor. If students are allowed to remain in the course, the

absences will affect their grades:

- 5 credit class: no more than 6 hours absence
 - 4 credit class: no more than 5 hours absence
 - 3 credit class: no more than 4 hours absence
 - 2 credit class: no more than 3 hours absence
 - 1 credit class: no more than 1 hour absence
- If absences occur before and/or after the last date for withdrawal, students may be in jeopardy of not passing the course. Withdrawal from any class could impact financial aid. Refer to policy in UGTE Handbook.
 - **Tardiness:** Students are expected to arrive at class on time and remain for the duration. Three tardies or early departures are considered equal to one absence.
 - **For Courses That Require Practicum and Field Experience:** If this course requires practicum or field experiences in school settings, attendance and promptness in the field are critical. It may not be possible to make up a missed practicum or field experience session, and will therefore affect a student's grade. The grading consequences will be determined by the instructor.
 - **Assignment completion is assumed.** To receive a passing grade on assignments, students must follow assignment guidelines, complete all the required components, and demonstrate insightful reflection. Assignments are expected to be turned in on the determined due date. Requests for extensions must be made well in advance of the due date; however, turning in the assignment late may impact the final grade of that assignment. The grading consequences will be determined by the instructor.

POLICY NOTES

- Policy statement for Rehabilitation Act 504: *It shall be the policy of Cardinal Stritch University to comply with the Rehabilitation Act and Americans with Disabilities Act and their regulations to the extent applicable to Cardinal Stritch University.*
- Academic Integrity: Students are referred to the Student Handbook for the policy on academic integrity and specifically the policy on material that is plagiarized from the Internet or other students.
- The last date for withdrawal is _____. Refer to the Current Undergraduate Catalog for correct information regarding the withdrawal procedure.

LiveText: This course requires an active subscription to LiveText. A five-year LiveText subscription must be purchased online at www.livetext.com. Click on Purchase/Register at the top of the LiveText homepage. If you have already purchased a LiveText subscription for a different course, you do not need to purchase it again.

Assignment Naming Convention

- Save all files for electronic submission with the following convention:

oCourse#_assignment title_Lastname First Initial_Semester
 (Sample) EMA575_DiverseLearners_SmithJ_Fall2014

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Grading Scale

Grade	Percent
A	94 – 100
A-	90 – 93
B+	88 – 89
B	84 – 87
B-	80 – 83
C+	78 – 79
C	74 – 77
C-	70 – 73
D+	68 – 69
D	64 – 67
D-	60 – 63
F	0 – 59

APA Manuscript Format

All written work should adhere to the most recent APA Manuscript Format unless otherwise directed.

- Title page should include teacher candidate's name, contact information (E-mail address/phone number) course number and title, instructor and date in a format of the teacher candidate's choosing.
- Double spaced
- 12 point font (Times New Roman or Arial)
- 1 inch margins all around
- .5" indent for paragraph

Major Assignments & Rubrics

- **Group Presentation: 60 %**
 - **INTASC 1. Learner Development**
 - **INTASC 3. Learning Environments**
 - **INTASC 10. Leadership and Collaboration**
- Danielson Domains: Planning and Preparation, Instruction, Classroom Environment**

In small groups of 2-4 students, you will research and prepare a presentation on a culture that is featured in the Milwaukee Public Museum (MPM). ED 205 will take several trips to the MPM throughout the semester to meet with the staff and review the current collection of educator resources. Your group will explore the connection between themselves and their chosen culture to create an interactive presentation for “real” students who will visit the MPM. *THE PRIMARY GOAL OF YOUR CULTURE PRESENTATION IS TO TELL THE CULTURE’S STORY THROUGH THE LENSE OF A CHILD FROM THAT CULTURE*

Your group will present your culture presentation twice at the MPM: once to a chosen school group and once to a random public group. Your presentations must consist of the following elements:

- *Must be 35-40 minutes in length, including time for participants to fill out a half-sheet evaluation form at the completion of your presentation.(your group must create this form)
- *Must involve the use of Bloom’s Taxonomy (this concept will be taught to you during ED205)
- *Must be hands-on/interactive for participants, allowing them to make and take something from the culture with them (examples include but are not limited to: teaching participants how to play a game from that culture, teaching a popular song from the culture, creating a piece of art from the culture, etc..)
- *Must hand out to participants a one page, minimum 7 book annotated bibliography of children’s books about the culture (During your presentation, at least one of the books must be present and featured as part of your presentation).
- *Must not replicate current MPM teaching resources on file

The following items will make up the written group component that will be submitted to Dr. Thompson. Items containing an (*) after them are items you must also make available to your participants. The MPM will also need a hard copy of your entire packet.

- A) A cover page indicating the following information: The exhibit title/name of culture, Group members names, CSU Course Name and number: ED 205 Education for Diversity, Semester, Professor’s Name, title: In Collaboration with the Milwaukee Public Museum
- B) Introduction Notes/Facts: can be in bulleted form, what are the key facts/information you would like your audience to come away with regarding children from your chosen culture?
- C) Bloom’s Taxonomy questions from each level that can be used within your presentation.
- D) 7 book minimum annotated bibliography of related children’s literature: listed alphabetically by author’s last name; annotation means there is a brief description of the book included.(*)
- E) Closing Notes/Activity: list the directions, steps, instructions for your hands-on activity.(*)
- F) Bibliography indicating the resources you used in compiling your research.

ED 205: Education for Diversity: Historical Foundation
Cultural Presentation Rubric

Teacher Candidate: _____

Date: _____

Cultural Presentation Rubric for Evaluation

	Exemplary (4)	Proficient (3)	Progressing (2)	Needs Significant Work (1-0)
Content _____	<input type="checkbox"/> Content was relevant, accurate and focused. <input type="checkbox"/> Variety of sources was clearly documented	<input type="checkbox"/> Content was relevant, accurate and mostly focused. <input type="checkbox"/> Sources were documented.	<input type="checkbox"/> Content was somewhat relevant and focused, but some inaccurate or unclear information. <input type="checkbox"/> Further documentation needed	<input type="checkbox"/> Content was hard to follow or not relevant or accuracy was questionable in several areas. <input type="checkbox"/> Sources were not present.
Content _____	<input type="checkbox"/> Tangible and Intangible elements of culture effectively explored <input type="checkbox"/> Experiences of culture within the education system clearly addressed <input type="checkbox"/> Several possible ways or suggestions for addressing the needs of the culture within the educational system explained	<input type="checkbox"/> Tangible and Intangible elements of culture covered <input type="checkbox"/> Experiences of culture within the education system addressed <input type="checkbox"/> Possible ways or suggestions for addressing the needs of the culture within the educational system explained	<input type="checkbox"/> Tangible and Intangible elements of culture covered, but an vital aspect overlooked <input type="checkbox"/> Experiences of culture within the education system mentioned <input type="checkbox"/> Some mention of possible ways or suggestions for addressing the needs of the culture within the educational system	<input type="checkbox"/> Significant Tangible and Intangible elements of culture not addressed <input type="checkbox"/> Experiences of culture within the education system not addressed <input type="checkbox"/> Limited to no suggestions for addressing the needs of the culture within the educational system explained
Introduction _____	<input type="checkbox"/> Creative, attention-getting way to begin	<input type="checkbox"/> Appropriate and interesting way to begin	<input type="checkbox"/> Present	<input type="checkbox"/> Seemed missing
Audience Involvement _____	<input type="checkbox"/> Creatively, cleverly involved audience in several ways during presentation	<input type="checkbox"/> Involved audience in presentation	<input type="checkbox"/> Attempted to involve audience in presentation	<input type="checkbox"/> Presentation did not involve audience
Use of Bloom's Taxonomy _____	<input type="checkbox"/> Bloom's Taxonomy clearly identifiable throughout the presentation <input type="checkbox"/> Written document contains no errors	<input type="checkbox"/> Bloom's Taxonomy is present in presentation <input type="checkbox"/> Perhaps some minor errors in written document	<input type="checkbox"/> A feeble attempt at using Bloom's Taxonomy is made in presentation <input type="checkbox"/> Errors present.	<input type="checkbox"/> Bloom's Taxonomy was not used at all in presentation <input type="checkbox"/> Significant, numerous errors present
Closure _____	<input type="checkbox"/> Clever, unique closure	<input type="checkbox"/> Appropriate closure	<input type="checkbox"/> Present	<input type="checkbox"/> Missing, not planned
Attention to Time _____	<input type="checkbox"/> Met time allotment, well paced	<input type="checkbox"/> Met time allotment	<input type="checkbox"/> Slightly over/under time allotment	<input type="checkbox"/> Timing needed work
Group Facilitation Skills _____	<input type="checkbox"/> Presented as a group, seamlessly working together to share information, <input type="checkbox"/> Effective facilitation skills by all members	<input type="checkbox"/> Facilitated as a group, each person had a speaking part, <input type="checkbox"/> Effective facilitation skills by all members	<input type="checkbox"/> Attempted to facilitated as a group/perhaps some members dominated or perhaps some weaknesses in presentation skills	<input type="checkbox"/> Did not present as a group or significant improvement needed in facilitation skills
Individual Presentation Skills _____	<input type="checkbox"/> Confident individual presentation and facilitation skills; seemed comfortable in front of the group <input type="checkbox"/> Well prepared for presentation	<input type="checkbox"/> Strong individual presentation or facilitation skills; <input type="checkbox"/> Prepared for presentation	<input type="checkbox"/> Communicated effectively, but some aspects of individual presentation skills could be stronger such as . . .	<input type="checkbox"/> Individual presentation skills need refinement and/or appeared unprepared for presentation

Total Points: _____ Average:(Total÷9) _____ Grade: _____	Comments:
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• **Reflections: 10%**

○ **INTASC 9. Professional Learning and Ethical Practice**

Danielson Domains: Classroom Environment, Professional Responsibilities

Throughout the semester, you will be asked to submit a one-page reflection that is focused on a particular activity, discussion or class experience. The one-page reflections must be submitted hard copy in APA format (12 pt font, Times New Roman, every other line, 1” margins).

ED 205: Education for Diversity: Historical Foundation
 Reflection Rubric

Teacher Candidate: _____

Date: _____

Scoring (Each performance indicator is worth 4 pts.)		4 (A) Requirements Met	3 (B) Requirements Mostly Met	2 (C) Some Requirements Met	1 – 0 (D-F) Most Requirements Not Met
Focus		Reflection is focused on topic	Reflection is somewhat focused on the topic	Reflection attempts to address topic but lacks specificity	Reflection is vague
Course Impact		Thoroughly addresses impact of ED 205 on topic	Addresses impact of ED 205 on topic	Somewhat addresses impact of ED 205 on topic	A limited description of impact on candidate’s topic is given
Length		Reflection is one to two pages in length	Reflection is approximately one page in length	Reflection is half a page or less	Reflection is lonely a few sentences and needs improvement
Writing/ Grammar		Well written with few or no grammatical errors	Written with few or no grammatical errors	Contains some grammatical errors	Contains five or more grammatical errors

Total Points: _____ Average: (Total ÷ 6) _____ Grade: _____	Comments:
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• **Educational Philosophy: 20%**

○ **INTASC 9. Professional Learning and Ethical Practice**

Danielson Domains: Classroom Environment, Professional Responsibilities, Instruction

In 2-3 pages explain your educational philosophy in relationship to the Franciscan values or your own core values: How will you create a classroom community that fosters those values? Make connections between your life experiences and ED 205 experiences and those values. (APA format required.)

ED 205: Education for Diversity: Historical Foundation
Educational Philosophy Rubric

Teacher Candidate: _____ Date: _____

Scoring (Each performance indicator is worth 4 pts.)		4 (A) Requirements Met	3 (B) Requirements Mostly Met	2 (C) Some Requirements Met	1 – 0 (D-F) Most Requirements Not Met
Franciscan/ Core Values		Description of the connections to the values is detailed, clear and thorough	Description of the connections to the values is clear and thorough	Description of the connections to the values is present but lack specificity or a value is not addressed	Description of the connections to the values is vague
Life Influences		Thoroughly discusses two or more influences that have shaped the student’s educational philosophy	Discusses two or more influences that have shaped the student’s educational philosophy.	Discusses one influence that has shaped the student’s educational philosophy	Does not discuss any influences that have shaped the student’s educational philosophy
Course Impact		Thoroughly addresses impact of ED 205 on candidate’s educational philosophy	Addresses impact of ED 205 on candidate’s educational philosophy	Somewhat addresses impact of ED 205 on candidate’s educational philosophy	A limited description of impact on candidate’s educational philosophy is given
Organization		Paper is well organized	Paper is fairly organized.	Paper is not well organized	Paper is poorly written
Writing/ Grammar		Well written with few or no grammatical errors	Written with few or no grammatical errors	Contains some grammatical errors	Contains five or more grammatical errors

Total Points: _____ Average: (Total ÷ 6) _____ Grade: _____	Comments:
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Cultural Autobiography: 10%

○ INTASC 9. Professional Learning and Ethical Practice

Danielson Domains: Professional Responsibilities

You will create a cultural autobiography that explores your background regarding diversity and the teaching profession. In 7-10 minutes, you will explain your background (*race, religion, ethnicity, gender, neighborhood, K-12 schools, etc.*) and talk about how these factors have impacted you and will influence your teaching. The goal is to cover: what you are bringing to the teaching profession, what influences have shaped you, and what imprints have changed your thinking.

**ED 205: Education for Diversity: Historical Foundation
Cultural Autobiography Rubric**

Teacher Candidate:

Date:

Question	Proficient (4)	Basic (3)	Minimal (2)	Indicator Not Met (1-0)
Teacher Qualities	Three or more education-related qualities are explored	Two education-related qualities are explored	One education-related quality is explored	No teacher qualities are explored
Life Influences	Two or more major life influences are explained and artifacts are also provided	A major life influence is explained and an artifact also provided	A major life influence is explained but no artifact(s) are provided	No major life influences are explained
Personal Imprints	Two or more specific incidents that changed your thinking are explained and artifacts are also provided	A specific incident that changed your thinking is explained and an artifact is also provided	A specific incident that changed your thinking is explained but no artifact(s) are provided	No personal imprints are explained
Time	Time limit met (7-10 minutes)			Presentation over/under time limit (>6 minutes) or <11 minutes)
Total Points _____ Average (Total /4) _____ Grade:	Comments:			

ED 205 COURSE SCHEDULE

Week	Dates	Assignment/Work Due	Location of Session/Class Topics
1	Jan 21		Introductions/Background, Review of syllabus, Circle Dr. T's Cultural Autobiography Community Building in the Classroom, Franciscan Tradition
2	Jan 26 Jan 28	Weekly Reflection # 1	Definition of culture, analysis of dominant culture, Tangible/Intangible culture, <i>Human Trafficking in Milwaukee: The Harvard of Pimp Schools?</i> ZOOM!
3	Feb 2 Feb 4	Weekly Reflection # 2	Cultural Autobiography, Stereotypes, Levels of prejudice and isms <i>Brown Eyes/Blue Eyes</i> Cultural Autobiography, Self-assessment for cultural competence <i>Mental Health Issues in America</i>
4	Feb 9 Feb 11	Weekly Reflection # 3	Cultural Autobiography <i>View and Discuss Paperclips</i> Cultural Autobiography <i>Field trip to Jewish Museum of Milwaukee</i>
5	Feb 16 Feb 18	Weekly Reflection # 4	Cultural Autobiography Restorative Justice Circles: The Theory Cultural Autobiography Restorative Justice Circles: The Practical Application of
6	Feb 23 Feb 25	Weekly Reflection # 5	Cultural Autobiography <i>"People Like Us" – Class and Culture</i> Cultural Autobiography, <i>Ethnic Notions: African-Americans in the media</i>
7	Mar 1 Mar 3		Cultural Autobiography INTRODUCTION TO CULTURE PROJECT WITH MPM Cultural Autobiography Visit #1 to MPM: Purpose-walk through to become familiar with MPM

8	Mar 8	University Spring Break NO CLASS	
	Mar 10	University Spring Break NO CLASS	
9	Mar 15		Cultural Autobiography Introduction to Bloom's Taxonomy Use The Unconference to determine research teams
	Mar 17	Group Check in log Due	Visit #2 to MPM: Purpose-meet MPM staff and understand current resources Bloom's Taxonomy with Native American Exhibit (Dawn)
10	Mar 22	Group Check in log Due	Visit #3 to MPM: Purpose-research day; study your exhibit, develop outline...look at exhibits through a child's eyes
	Mar 24	University Easter Break- NO CLASS	
11	Mar 29		Visit #4 to MPM: Purpose-research day; observe/listen to MPM visitors
	Mar 31	Group Check in log Due	Visit #5 to MPM: Purpose-research day
12	Apr 5		Campus Fieldtrip to Children's Collection of the CSU Library
	Apr 7	Annotated Bibliography Due	Introduction to CCBC & Online Scavenger Hunt
13	Apr 12		Online Class Session to be used for group work day
	Apr 14		Visit #6 to MPM: Purpose-exhibit presentations to ED205 peers for feedback
14	Apr 19*	NO CLASS ON 4/19	
	Apr 21*	NO CLASS ON 4/21 CLASS ON 4/22	Visit #7(Dr. T will arrange for parking this evening) ATTEND INSIDE OUT ON 4/22, 6:00PM-9:00PM AT MPM
15	Apr 26		Class session at CSU-Final check in with Dr. T/work day for culture groups if needed.
	Apr 28	Culture Presentation Written Component Due	Visit #8 to MPM: Purpose-Culture Project Presentations to "real" students
16	May 3	Turn in Educational Philosophy Paper(bring hard copy to class)	Final Exam: Walk of Privilege and Multicultural Potluck (location: Kliebhan Conference Center)
	May 5		Visit #9 to MPM: Culture Project Presentations at MPM

