Dear Adjunct Faculty of MALT 601,

Thank you for your willingness to teach for the University of Redlands within the Department of Teaching and Learning! As we address the present and consider the future, Scott Stevens, Alayne Sullivan, and Brian Charest were instrumental in carrying forward to work of creating MALT 601.

Please see the attachment describing the journey of course creation that began more than two years ago. The journey began at the invitation of Dean Wall to not merely revise courses but to create new courses and a new structure. Emerging from initial discussions was infusion of critical theory into creation of the course as a way of disrupting one’s current thinking to make self-interrogation possible (such as questioning normativity as perpetuating intersectional “isms” that harm the dignity and worth of the human person and society); early attempts around themes that might serve as bridges across programs; and discussions around the New Science of Learning. The initial intention was that we gather over the year with adjunct faulty members discussing course creation and developing shared understanding of a credential program anchored in key concepts of social justice. The intention was not forgotten even though, to paraphrase John Lennon, “life happens while other plans were made.” How might we revisit the wealth of ideas such as web-based work done by his students in addressing key assignments?

Given the 14-week structure and creation of the course, the first phase of the courses immerses students in the key concepts of social justice education and is aligned to the readings in the course text: *Is everyone really equal?* Such immersion now informs development of *My Identity as Teacher: Cultural Autobiography* assignment replacing the *My Cultural Autobiography.* The second phase immerses candidates in the field of education as political and the text, *Teaching to Change the World,* and required articles support compositions of *Education as Political: Critical Consciousness and Conflicting Philosophical Paradigms.* Use of the word “paradigm” had its origins in chapter five of the course, *Teaching to Change the World,* where students investigate paradigmatic differences in curricular content and its accompanying pedagogy in four disciplines: science, social studies, English language arts, and mathematics. If you are teaching one of the methods courses, you might find a point of alignment or bridge between the two courses:

|  |
| --- |
| Week #6: 06/04/18 – 06/08/18Note: These comparisons are found in chapter 5 of the course text: Teaching to Change the World |
| Monday, June 4, 2018Comparison of traditional math (Transmissive essentialist didactic banking paradigm) and progressive math (Progressivist Transactive Transformative Social Reconstructivist paradigm) | Wednesday, June 6, 2018Comparison of paradigms regarding English Language arts. |

|  |
| --- |
| Week #7: 06/11/18 – 06/15/18 |
| Monday, June 11, 2018Comparison of traditional social studies (Transmissive essentialist didactic banking paradigm) and progressive social studies (Transactive Transformative Social Reconstructivist paradigm) | Wednesday, June 13, 2018Comparison of traditional science (Transmissive essentialist didactic banking paradigm) and progressive science (Progressivist Transactive Transformative Social Reconstructivist paradigm) |

Hopefully this syllabus will serve as a resource in implementing the 14-week schedule of the created course. Not only is this a “first-time” for people teaching a 14-week schedule, it also is a “first-time” for some in using a text specific to social justice concepts and one specific to restorative justice. Those of you familiar with the text, *Teaching to Change the World,* will find that this current syllabus has drawn from and more fully developed the systemic interconnections between historical ideologies that have tended to perpetuate the “status quo” in society and its institutions such as education.

Please consider the topics as possible ways of addressing the course objectives and not the topics. There are more topic suggestions for each class than can be addressed given a 110 minute block of time. Given the goal is knowledge construction (i.e., internalization via neural pathway construction and/or deepening), one topic per session may be advisable. Because such internalization necessitates immersion in experiential learning, there exists a strong connection between the readings and class sessions. The topics tend to be recursive such that time is devoted to immersion with the goal, stated again, as knowledge construction rather than remembering information. Thus, the recursiveness may seem redundant and you will want to discern whether internalization is occurring. Video resources and activities for each class session available upon request.

As you pursue your own learning about social justice, formulate insights, identify concerns, and formulate suggestions, this course will continue developing. It is not intended to be a step-by-step script to be mindlessly followed; but, a resource based on common objectives and key assignments. We plan to follow-up with you regarding “what” worked, didn’t work, and anything else you may wish to share. On behalf of all the students and stakeholders you impact, thank you for making the difference!

NOTE: This 14-week syllabus was designed to align with the MALT 601 on-line course and its use of language. The online course went through its own process of development based on *Keypath* and stakeholders connected to the development of online programs.

Dr. Phil Mirci