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International & Multicultural Education (IME) Department SUPPLEMENTAL HANDBOOK

This handbook was created by the faculty and staff of the IME Department. The image on the front cover was designed by Yasmeen Abedifard (University of San Francisco Class of 2018).

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Welcome Note

Dear Students,

We welcome you to your Academic Program in the Department of International and Multicultural Education (IME) at the University of San Francisco School of Education!

Our Department was founded in 1975 by critical educational scholars in the U.S. IME was inspired by the educational philosophies of noted Brazilian education philosopher Paulo Freire, with whom the Department's founders worked closely, to advance participatory and community-based education. For over 40 years, IME programs have been dedicated to understanding transformative possibilities for formal and informal education in diverse — and all-too-often inequitable — sociocultural, linguistic, political, and economic contexts. Through the four programs in the department (the Masters in International & Multicultural Education; the Masters in Human Rights Education; the Masters in Teaching English to Speakers of Other Languages; and the Doctor of Education in International and Multicultural Education), **we work toward a vision of social justice and educational equity in local, global, and transnational settings.**

Based on principles of equity, social justice, and human rights, all IME programs critically address the realities of education within and beyond the borders of public schooling in the United States and around the world. Our programs aim to equip students with the praxis (theory and practice) needed to engage in scholarship, teaching and advocacy work that makes a positive impact on key issues confronting education today.

A quick note about this handbook: this is meant to be a supplement to the School of Education handbooks provided to students online. On the next page you will find links to those and we encourage you to read them thoroughly as they will provide essential information about student services, resources, and responsibilities as a graduate student in the School of Education.

Our students and alumni are the heart of our work as a Department. We wish you a wonderful academic year and please do not hesitate to be in touch with any concerns, issues, or questions you may have for us to best support you in your academic journey.

Best wishes,

Dr. Monisha Bajaj

Professor & Chair, Department of International & Multicultural Education

Email: mibajaj@usfca.edu

On behalf of the IME Department Faculty

Handbooks & Important Links

This supplemental handbook provides additional information to that which is contained in the following documents. We encourage you to start by reading the relevant handbooks and documents below (see hyperlink and scannable code) that pertain to you as a MA- or EdD-level student.

For ALL Students

Did you know that your student status allows you access to free software such as Microsoft Office, Anti-Virus software, etc., and discounted computer products? Have a look at this page to find out more: <https://myusf.usfca.edu/services/its-estore>

For MA Students

The **School of Education Masters of Arts & Credential Student Handbook** is an important resource that you should become familiar with. From information on how to get your ID card to how to avoid plagiarism, the basics of being a MA student in the IME Department and the School of Education are covered in great detail.

The **International and Multicultural Education Department MA Field Project/Thesis Writing Guide** is a comprehensive guide to the requirements of the culminating project for MA-level students in our Department. It's never too early to start thinking about your topic and learning about the requirements.

For EdD Students

The **School of Education Doctoral Student Handbook** is an important resource that you should become familiar with. From information on how to get your ID card, to how to avoid plagiarism, to doctoral requirements, the basics of being a EdD student in the IME Department and the School of Education are covered in detail.

The **Dissertation Process: Survival Guide** was developed a few years ago to help doctoral students navigate the final stages of their EdD Program, namely, the dissertation process. It offers important tips and guidelines for moving towards completion of an independently-designed dissertation with the support of the faculty.



All Handbooks and Guides mentioned above, including an electronic version of this IME Department Supplemental Handbook, can be found at:

<https://myusf.usfca.edu/education/handbooks-forms>

← Or by scanning this code

Course Planning for Academic Year (AY) 2017-2018

Year at a Glance | *Please note:* These courses are subject to change based on instructors and course enrollments. These are our best guess of what will be offered this Spring and Summer to assist you in planning for the academic year, but please check the online schedule and/or with your advisor for the official schedules.

Fall 2017	Spring 2018	Summer 2018
<p>Weekday</p> <p>IME 632 The Structure of American English (Popal)</p> <p>IME 633 Preparation and Evaluation of TESOL Materials (Popal)</p> <p>IME 638 TESOL MA Field Project (García)</p> <p>IME 649-01 IME MA Field Project (Canlas)</p> <p>IME 649-02 IME MA Field Project (Katz)</p> <p>Friday Night</p> <p>IME 709 Dissertation Proposal Seminar (Katz)</p> <p>IME 606/706 Critical Analysis of Urban Schooling (Camangian)</p> <p>IME 634/734 Assessment and Testing of Second Language Proficiency (Popal)</p> <p>IME 698/798 Special Topics: Intro to LGBTQ Issues in Ed (Donahue)</p> <p>Saturday Morning</p> <p>IME 621/IME 721 HRE: History, Philosophy and Current Debates (Bajaj & Argenal)</p> <p>IME 608 Foundations of IME (Jimenez)</p> <p>IME 615/715 Education for Inclusion (Reza)</p> <p>Saturday Afternoon</p> <p>IME 619/719 Gender and Globalization (Pathmarajah)</p> <p>IME 610/710 Sociology of Language (Jimenez)</p> <p>IME 624/724 Ethnic Studies in Education with a focus on: African American Educational History in the United States (Norris)</p> <p>GEDU 702 Social and Critical Theoretical Foundations (Desai)</p>	<p>Weekday</p> <p>IME 630 Teaching English to Speakers of Other Languages: Theory & Praxis (Popal)</p> <p>IME 649-01 IME MA Thesis/Field Project (Canlas)</p> <p>IME 638 TESOL MA Thesis/Field Project (García)</p> <p>Friday Night</p> <p>IME 650/750 Ethnic Studies in Ed: Asian Americans (Canlas)</p> <p>IME 616/716 Social Movements (Camangian)</p> <p>IME 618/718 International Human Rights Law & Advocacy (TBD)</p> <p>IME 631/731 Research in First and Second Language Acquisition (Guan)</p> <p>GEDU 703 Public Scholarship (TBD)</p> <p>Saturday Morning</p> <p>IME 610/710 Sociology of Language (Popal)</p> <p>IME 602/702 Linguistic Rights and Bilingual Ed (Jimenez)</p> <p>IME 640/740 Immigration & Forced Displacement (Negrin)</p> <p>IME 698/798 Special Topics: Transnational Feminisms (Desai)</p> <p>Saturday Afternoon</p> <p>IME 637/737 Critical Pedagogy (Jimenez)</p> <p>IME 603/703 Applied Linguistics (Popal)</p> <p>IME 620/720 Human Rights Education: Pedagogy & Praxis (Katz)</p> <p>IME 649-02 IME MA Thesis/Field Project</p> <p>IME 605/705 Reconceptualizing Multiculturalism (Taylor)</p>	<p><i>Confirmed Dates/times of classes to be announced in early Spring 2018 semester</i></p> <p>**TENTATIVE**</p> <p>IME 611/711 Language and Culture</p> <p>IME 613/713 Emotional Intelligence and Cultural Competency</p> <p>IME 625/725 Contemporary International Issues: Islamophobia in Global Context</p> <p>IME 676/776 Social Justice Pedagogy and the Arts</p> <p>GEDU 603 Research Methods</p>

MA Course Planning Worksheets

Sample planning sheet created by Jazzmin Gota (HRE-MA Class of '15)

MASTER OF ARTS

Program: _____

PROGRAM REQUIREMENTS

SEMESTER BREAKDOWN

TOTAL UNITS

i. CORE COURSES (__ UNITS)

- 1.
- 2.
- 3.

YEAR 1

FALL of

ii. TOPICS COURSES (__ UNITS)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

SPRING of

SUMMER of

iii. ELECTIVE COURSES (__ UNITS)

- 1.
- 2.

YEAR 2

FALL of

iv. IME MASTER'S RESEARCH PROJECT COURSES

1. GEDU 603: Methodology of Educational Research
2. IME __: MA Thesis/Field Project

SPRING of

OTHER:

SUMMER of

YEAR 3 (if needed)

INTERESTS AND FOCUSES

-
-
-
-

-
-
-
-

**Doctor of Education in
International & Multicultural Education**

Planning Guide for First Year

- ☐ A minimum of 12 units of course work is recommended

Course #	Title	Instructor
GEDU-702		
GEDU-703		
IME-7____		
IME-7____		

At the start of your second year, please prepare your portfolio application with the following items:

- ☐ Application for Full Admission to the IME Doctoral Program form
(Get from IME Program Assistant, Yunuen Gutierrez)
- ☐ Unofficial transcript
- ☐ Three best papers from different IME or GEDU foundation courses with professors' comments
- ☐ Doctoral study plan

Multi-year Planning Sheets

Note: Students can complete the EdD in anywhere from 3.5 to 6 (or more) years, depending on their progress and ability to take classes each semester. See sample schedules in the following sections; this chart is a way to track courses and progress in units to date as you move through the program.

Fall	Intersession	Spring	Summer
YEAR 1			
Unit Total	Unit Total	Unit Total	Unit Total
YEAR 2			
Unit Total	Unit Total	Unit Total	Unit Total
YEAR 3			
Unit Total	Unit Total	Unit Total	Unit Total

Fall	Intersession	Spring	Summer
YEAR 4			
Unit Total	Unit Total	Unit Total	Unit Total
YEAR 5			
Unit Total	Unit Total	Unit Total	Unit Total
YEAR 6			

Notes:

Sample Course Plans

MA-HRE – example # 1 (2 academic years)

	Fall	Intercession	Spring	Summer
Year 1:	IME 612 & 621	IME 676	IME 616 & 620	No classes
Year 2:	IME 618 & GEDU 603	IME 697	IME 649 & 637	

MA HRE – example #2 (2 academic years)

	Fall	Intercession	Spring	Summer
Year 1:	IME 618 & 621	--	IME 622 & 606	IME 697 & 625
Year 2:	IME 619 & GEDU 603	--	IME 649 & 620	

MA-IME (2 academic years)

	Fall	Intercession	Spring	Summer
Year 1:	IME 608 & 619	--	IME 640 & 616	IME 625 & 676
Year 2:	IME 698 & GEDU 603	--	IME 649 & 639	

MA-IME (2.5 academic years)

	Fall	Intercession	Spring	Summer
Year 1:	IME 608 & 619	--	IME 640 & 650	
Year 2:	IME 698 & 621	--	GEDU 603 & 616	
Year 3:	IME 637 & 649			

MA-TESOL (18 months)

	Fall	Intercession	Spring	Summer
Year 1:	IME 632, 633 & 34	--	IME 630, 610 & 603	IME 611 & GEDU 603
Year 2:	IME 638 & 647 (or another elective)			

MA-TESOL (2 academic years)

	Fall	Intercession	Spring	Summer
Year 1:	IME 632 & 633	--	IME 630, 610 & 603	IME 611
Year 2:	IME 634 & GEDU 603	--	IME 631 & 638	

The list of classes with their titles & numbers can be found at: <https://www.usfca.edu/catalog/graduate/school-of-education/programs-international-and-multicultural-education/courses>

Edd-IME Sample Plans

Sample # 1 - 4 years – IME EdD | HRE Concentration

** All Course are 3 credits unless otherwise noted*

Year 1 FALL	GEDU-702 IME-721	Social and Critical Theoretical Foundations of Education Human Rights Education: History, Philosophy Debates
Year 1 INTER	IME 697	Directed Study on Literature on Potential Dissertation Topic
Year 1 SPR	GEDU-703 IME-720	Public Scholarship Human Rights Education: Pedagogy & Praxis
Year 1 SUM	IME-725 IME-776 IME-711	Contemporary International Issues Social Justice Pedagogy & the Arts Language and Culture
Year 2 FALL	GEDU-708 IME-735	Research Methods Latinos and Education <i>(Submit Portfolio for Full Admission to EdD Program)</i>
Year 2 SPR	IME-718 IME-740	International Human Rights Law for Educators Immigration and Forced Displacement
Year 2 SUM	GEDU-706 IME-797	Applied Educational Statistics Directed Study: Critical Readings in your area of interest
Year 3 FALL	GEDU-712 IME-709	Qualitative Research in Ed Dissertation Proposal Seminar <i>(Qualifying Presentation after completion of 709)</i>
Year 3 SPR	IME-722 IME-790 (3 credits)	Peace, Conflict & Education in Global Contexts Dissertation Proposal Development <i>(Oral Defense once Proposal is Complete)</i>
Year 3 SUM	IME-797	Directed Study: Literature Review of Dissertation
Year 4 FALL	IME-791 (2 credits)	Dissertation Research and Writing (independent)
Year 4 SPR	IME-791 (1 credit)	Dissertation Research and Writing (independent) <i>(Final Dissertation Defense once Complete)</i>

Sample # 2 – 5.5 years – IME EdD

** All Course are 3 credits unless otherwise noted*

Year 1 SPR	GEDU-703 IME-740	Public Scholarship Immigration and Forced Displacement
Year 1 SUM	IME 697	Directed Study on Literature on Potential Dissertation Topic
Year 1 FALL	GEDU-702 IME-721	Social and Critical Theoretical Foundations of Education Human Rights Education: History, Philosophy Debates
Year 2 SPR	IME-798 IME-736	Special Topics: LGBTQ Issues in Ed Human Rights and the Media <i>(Portfolio submitted at the start of this semester)</i>
Year 2 SUM	IME-725	Contemporary International Issues
Year 2 FALL	GEDU-708 IME-719	Research Methods Gender & Globalization
Year 3 SPR	IME-702 IME-712	Linguistic Rights & Bilingual Education Critical Race Theory and Praxis
Year 3 SUM	GEDU-706 IME-776	Applied Educational Statistics Social Justice Pedagogy & the Arts
Year 3 FALL	GEDU-712 IME-739	Qualitative Research in Ed Cross-Cultural Literacy
Year 4 SPR	IME-709 IME-797	Dissertation Proposal Seminar <i>(Qualifying Presentation after completion of 709)</i> Directed Study: Development of Literature Review for Dissertation Proposal
Year 4 FALL	IME-790 (1 credit)	Dissertation Proposal Development
Year 5 SPR	IME-790 (2 credits)	Dissertation Proposal Development <i>(Dissertation Proposal Defended in this semester)</i>
Year 5 FALL	IME-791 (1 credit)	Dissertation Research and Writing (independent)
Year 6 SPRING	IME-791 (2 credits)	Dissertation Research and Writing (independent) <i>(Final Dissertation Defense once Complete)</i>

IME Faculty

IME Full-Time Department Faculty & Staff

Dr. Monisha Bajaj, Professor and Chair

Monisha Bajaj is Professor and Chair of International and Multicultural Education at the University of San Francisco. Dr. Bajaj is the editor and author of six books, including, most recently, *Human Rights Education: Theory, Research, Praxis* (University of Pennsylvania Press, 2017), as well as numerous articles. She has also developed curriculum—particularly related to peace education, human rights, anti-bullying efforts and sustainability—for non-profit organizations and inter-governmental organizations, such as UNICEF and UNESCO. She is the recipient of the Ella Baker/Septima Clark Human Rights Award (2015) from Division B of the American Educational Research Association (AERA).

Dr. Melissa Canlas, Assistant Professor

Melissa Ann Canlas is Assistant Professor in International and Multicultural Education at the University of San Francisco (USF). Her work focuses on Ethnic Studies, issues of educational equity, critical leadership, critical pedagogies, and human rights, particularly for immigrant and refugees and students of color. Dr. Canlas is a graduate of USF's doctoral program in International and Multicultural Education (IME), with a concentration in Human Rights Education; and she received her Master's Degree in Asian American Studies at San Francisco State University. Her work experience includes teaching a wide variety of Ethnic Studies and Asian American Studies classes at the undergraduate level, and serving as the director of APALU (Asian Pacific American Leaders United), a social justice leadership development program at City College of San Francisco. Dr. Canlas's experience also includes working with middle and high school students through federally funded TRIO programs, teaching and serving as a mentor teacher with Pin@y Educational Partnerships (PEP), and building collaborative partnerships between community organizations and educational programs in San Francisco. In addition to teaching with IME, Dr. Canlas teaches undergraduate courses with USF's Critical Diversity Studies program and the Leo T. McCarthy Center for Public Service and the Common Good.

Dr. Karishma Desai, Gerardo Marin Post-Doctoral Fellow

Karishma Desai is a 2017-2018 Gerardo Marin Postdoctoral Fellow in the International and Multicultural Education Department. Her scholarship employs anthropological and transnational feminist lenses in the study of globalization, gender, and education. Concerned with the politics of knowledge in education and international development, her current project investigates the globalization of gender categories, discourses, and practices through girl empowerment initiatives in India and the United States. She is passionate about and has engaged extensively in collaborative research, writing, and educational projects. Karishma's doctoral degree is from the department of Curriculum and Teaching from Teachers College, Columbia University. She holds an Ed.M. in International Educational Development from Teachers College, and a B.A. in Cultural Anthropology from Washington University in St. Louis. Karishma has thirteen years of experience as a K-12 classroom teacher, instructional leader, and in educator professional development within the United States and international contexts.

Dr. Emma Fuentes, Associate Professor (on leave 2017-2018)

Emma Fuentes received her PhD in Social and Cultural Studies from the Graduate School of Education at the University of California, Berkeley. Her research and teaching focus on issues such as urban schooling, critical race theory and praxis, social movements and education, and Latino/as in education. Dr. Fuentes is on sabbatical in Chiapas, Mexico for the 2017-2018 academic year.

Yunuen (“Yuni”) Gutierrez, Program Assistant for IME

Yuni is a proud Bay Area native, born and raised in San Francisco and Oakland. She did her undergraduate studies at the University of California, San Diego where she also completed a certificate program in Teaching English to Speakers of other Languages. Yuni also spent two years in South Korea teaching English to elementary school children.

Dr. Rosa Jimenez, Assistant Professor

Rosa M. Jiménez is an Assistant Professor in the International and Multicultural Education Department at the University of San Francisco. Her research examines K-12 classroom pedagogies and theoretical principles necessary for conceptualizing and enacting critical language education and culturally responsive learning environments. She centers her research on family histories and autoethnographic counterstories with Latina/o youth, immigrant students, and ‘English learners’. Dr. Jiménez has conducted classroom-based research in several K-12 contexts including Los Angeles, the California Central Valley, and Phoenix, Arizona. Her research stems from her life experiences as a daughter of working class Mexican immigrants and from her work experiences as a social studies teacher of bilingual immigrant youth for the Los Angeles Unified School District. Her research has been supported by the Spencer Foundation, the National Council of Teachers of English Research Foundation/Cultivating New Voices, and the American Association of Hispanics in Higher Education (AAHHE). She serves on the editorial boards of the International Multilingual Research Journal (Taylor & Francis) and Open Review of Educational Research (Routledge/Taylor & Francis). Dr. Jiménez has twenty years of experience working with K-12 public schools as a bilingual social studies teacher, literacy coach and educational researcher.

Dr. Susan Katz, Professor

Susan Roberta Katz is Professor of International and Multicultural Education at the University of San Francisco, where she has taught for 20+ years. In 2008, she co-founded the first graduate program in Human Rights Education in the U.S., and in 2014 received the USF Sarlo Prize for exemplary teaching. She has received two Fulbright fellowships: 2003 in Hungary at the University of Pécs and 2010 in Ecuador where she researched bilingual/intercultural education of the Shuar indigenous nationality in the Amazon. Dr. Katz has written articles on the language, literacy, and sociocultural dimensions of the education of youth from marginalized communities, which have been published in such journals as *Teachers College Record*, *Urban Education*, *Intercultural Education*, and *Social Justice*. Her co-edited book, *Bringing Human Rights Education to U.S. Classrooms: Exemplary Models from Elementary Grades through University*, was published by Palgrave MacMillan in Spring 2015.

Dr. Sedique Popal, Assistant Professor & TESOL Program Coordinator

Sedique Popal, has been a professor of Linguistics, Education, English/ESL/EFL (Teacher Trainer and Consultant) since 1980. He holds degrees in English, TESL, Education, and Linguistics and has taught ESL/EFL throughout Asia and Europe. He has been a featured presenter within the following national and global organizations: TESOL, CATESOL, NABE, and CABE. He has also been recognized for his focused research in the areas of bilingual education and code-switching and code-mixing. In addition to being an Honored Instructor at University of California, Berkeley, Dr. Popal was also awarded the Outstanding Educator Award at the University of San Francisco (USF), and Teacher of the Year Award at the College of Alameda. He also served on the Advisory Board for St. Mary's College's Graduate TESOL program, and U.C. Berkeley TESL Certificate Program.

Dr. Betty Taylor, Professor

Betty Taylor’s research and teaching focuses on (1) emotional intelligence, cultural competency, resiliency, and social learning research approaches to learning; (2) global and multicultural education, higher education administration, management and leadership; and (3) women and mentoring, diverse populations and schooling. She also leads a collaborative partnership with the Engage San Francisco program of the Leo T. McCarthy Center for Public Service includes families and young people from the YMCA and San Francisco Unified School District, community organizations, and USF School of Education faculty and students, to work together on a platform to facilitate community conversations and empowerment of those individuals and groups that are often perceived as marginalized in our society.

Affiliated Faculty

Dr. Patrick Camangian, Associate Professor, Teacher Education Department

Patrick Camangian is an associate professor in the Teacher Education Department at the University of San Francisco. He has been an English teacher since 1999, beginning in the Los Angeles Unified School District where he was awarded "Most Inspirational Teacher" by former mayor Richard Riordan and the school's student body. Professor Camangian currently volunteers in the Oakland Unified School District teaching English. He has collaborated with groups such as California's People's Education Movement, the Education for Liberation national network, and San Francisco's Teachers 4 Social Justice. He holds a PhD from the University of California Los Angeles.

Dr. Dave Donahue, Professor of Education & Director, Leo T. McCarthy Center for Public Service & the Common Good

David Donahue is Professor of Education and Director of the McCarthy Center for Public Service and the Common Good at the University of San Francisco. Before coming to USF in 2015, he was the Interim Provost and Associate Provost at Mills College in Oakland, California, and worked there for more than twenty years as a professor of education where he taught and advised doctoral students, teacher credential candidates, and undergraduates. He has a Ph.D. in Education from Stanford University and a B.A. in History from Brown University. His research interests include teacher learning generally and learning from service learning and the arts specifically. He has also published on LGBTQ issues in education. He is co-editor of *Art-Centered Learning Across the Curriculum: Integrating Contemporary Art in the Secondary School Classroom* (2014) and *Artful Teaching: Integrating the Arts for Understanding Across the Curriculum* (2010), both published by Teachers College Press. He is also co-editor of *Democratic Dilemmas of Teaching Service Learning: Curricular Strategies for Success* (2011) published by Stylus in 2011.

Adjunct Faculty

*** Adjunct faculty members may have other work elsewhere and lend their expertise to us for a particular course or courses. These faculty members are an integral part of our IME community but are not usually full-time faculty at the University of San Francisco so may have less frequent office hours and do not have advising responsibilities.*

Dr. Amy Argenal, Adjunct Faculty

Amy Argenal completed her doctorate in International and Multicultural Education at the University of San Francisco, where she also received her Master's in the same area of study. She received her second Master's in Human Rights from Mahidol University in Thailand. Her doctorate research focuses on human rights activism in Myanmar. Amy is the Director of Service Learning at an independent high school in San Francisco and through her work in that capacity has published on service learning and presented at various conferences on teaching race, power and privilege. Recently she has been working with immigrant rights groups in the Bay Area.

Yalini Dream, Adjunct Faculty

Ilankai Tamil Blood, Manchester-Born, Texas-Bred and Brooklyn-Brewed, YaliniDream conjures spirit through her unique blend of poetry, theater, song, and dance-- reshaping reality and seeking peace through justice in lands of earth, psyche, soul, and dream. Her work has been performed in Africa, Asia, Europe; esteemed venues in the US such as NYC's Lincoln Center, New York Live Arts, Chicago's Vittum Theater; and numerous universities. YaliniDream has twenty years experience using artistic tools for organizing, healing, safety, and dignity with communities contending with violence and oppression. She was founding member of Audre Lorde Project's Safe Outside the System Collective which works to address homophobic and transphobic violence. The storytelling

project she facilitated with domestic worker organization Andolan is featured in short film "Claiming Our Voice." Through Vision Change Win, YaliniDream works nationally with social justice organizations such as BreakOUT!, the Arab American Association of New York, Dalit Women Fight, Jewish Voice for Peace, the Transgender Law Center, Voices for Racial Justice and more. YaliniDream tours with her partner Jendog Lonewolf, as part of Hip Hop Storytelling duo Brooklyn DreamWolf.

Dr. Luz Garcia, Adjunct Faculty

Luz Navarrette García has taught courses in the USF School of Education since January of 2013. Her research interests include second language acquisition, English for multilingual speakers, K-12 education, community college education, sociocultural factors in education, Latina/os in education, and equity for racially, ethnically, socioeconomically, and linguistically diverse students. In addition to her work at USF, Dr. García teaches ESL at the community college level. Previously, she taught secondary English and English Language Development for over ten years. She maintains a long-standing relationship with Migrant Education, volunteering, teaching, and facilitating workshops.

Dr. Yi Guan, Adjunct Faculty

Yi Guan's scholarly work focuses on strategy-based instruction, educational technology, and adult education. She has been invited to present at regional and national conferences such as CATESOL and TESOL. Her dissertation research employed the mixed methods approach and implemented a 3-phase research design to investigate how explicit listening strategy instruction might impact adult ESL students' listening comprehension performance. Dr. Guan has over 10 years of experience working with language learners in various academic and community settings in China and the United States. Dr. Guan earned her Ed.D. Degree in 2014 from the International and Multicultural Department at the University of San Francisco.

Dr. Mariana Mora, Adjunct Faculty

Mariana Mora has a PhD in social anthropology from the University of Texas at Austin and a Master's in Latin American Studies from Stanford University. She is currently based in the Center for Advanced Studies and Research in Social Anthropology in Mexico City and was previously associate professor in the Department of Anthropology at Tulane University. Her research has centered on indigenous autonomy and on the critical use of rights and the current context of violence in Mexico. She is the author of, *Kuxlejal Politics, Indigenous Autonomy, Race and Decolonizing Research Zapatista Communities*, University of Texas Press (2017) and co-editor of, *Luchas "muy otras": Zapatismo y autonomía en las comunidades indígenas de Chiapas* (2011), amongst other publications in both English and Spanish. Her teaching areas include: Social movements; state formation; violence; race and racialization; human rights; indigenous and afro- descendent people in Latin America; decolonial activist research methods; testimonies and ethnography; and feminist anthropology. Webpage:

<https://ciesas.academia.edu/MarianaMora>

Dr. Diana Negrin, Adjunct Faculty

Diana Negrín is a geographer with a focus on identity, space and social movements in Latin American and the United States. Since 2003 she has conducted ethnographic and archival research in the Mexico with a primary focus on urban indigenous university students and young professionals. Her scholarship engages human and cultural geography, critical race theory, migration and diaspora, cultural studies, environmental studies and urbanism. For more information visit: www.diananegrin.weebly.com

Dr. Aaminah Norris, Adjunct Faculty

Aaminah Norris is a critical multicultural educator whose overall focus is instituting educational practices, which affirm the instantiation of more positive identities for youth across the United States and internationally. Norris has more than 20 years of experience supporting schools and not for profit organizations in addressing issues of educational equity for low income students of color. Her background in education includes teaching, administration, and curriculum-development for thousands of students in grades K-16. She researches, teaches, and advocates use of digital and social media in formal and informal learning environments to address racial and

gender inequities. Dr. Norris authored curricula for the films *Miss Representation* and *The Mask You Live In*. Currently, she is Assistant Professor in the Teaching Credentials Branch of the College of Education at Sacramento State University.

Dr. Meera Pathmarajah, Adjunct Faculty

Meera Pathmarajah is an adjunct faculty member at the University of San Francisco. She also taught at the University of California Los Angeles. Meera teaches classes on gender, education and development and has over 15 years of experience working in international education. She is the founder of Visions Global Empowerment, a non-profit organization dedicated to youth education & empowerment. For four years she worked & traveled extensively across Asia while serving as Regional Program Manager for Room to Read. Her research focuses on gender, development, pedagogy and teacher education. She earned a Bachelor's degree in Psychology and South Asian Studies from UC Berkeley, a Masters in International Education Policy from the Harvard Graduate School of Education & a doctorate degree in International Education Policy from Teachers College, Columbia University.

Dr. Jackie Reza, Adjunct Faculty

Jackie Reza is an internationally recognized consultant & educator in the areas of diversity, inclusion, culturally responsive education, social justice and equity. Dr. Reza received her doctorate in International & Multicultural Education from the University of San Francisco. She also holds degrees from San Francisco State University in La Raza Studies (BA) and two Masters Degrees in Counseling (Rehabilitation Counseling and Marriage and Family Therapy) and she has a BS from Ahmadu Bello University, Nigeria in Zoology. Dr. Reza has been a member of the California Community College system as a professor, counselor and Director of Professional Development for 33 years.

Dr. Nancy Ryoo, Adjunct Faculty

Nancy Ryoo has over 25 years of successful professional experience in the areas of education, entrepreneurship, and multimedia development. As a multimedia producer, Nancy has launched numerous edutainment products and successfully led multi-national cross-functional teams around the globe. She has also taught extensively in a number of subjects including: TESOL theory and methodology, ESL/EFL, Education Technology, Statistics, and Gifted and Accelerated Programs to students of all ages. Nancy Ryoo is completing her doctorate in International and Multicultural Education at the University of San Francisco, with an emphasis in Second Language Acquisition and a minor in Education Technology. Her doctorate research focuses on translanguaging, language, and identity among Korean bilingual adults. Currently, Nancy is a Program Director at UC Santa Cruz in the Gear Up program helping under-represented, low-income middle and high school students achieve academic excellence.

Shonali Shome, Adjunct Faculty

Shonali Shome received her JD from Georgetown University, where she was selected to be a Public Interest Law Scholar. Prior to law school, Shonali worked for the Global Fund for Women, Medical Students for Choice, and the Feminist Majority Foundation, in addition to holding various voluntary board memberships and national advisory committee positions for women's rights organizations. She currently serves on the board of Women Organized to Respond to Life-threatening Disease (WORLD), an HIV/AIDS organization based in Oakland, California. She previously worked as the Legal and Gender Advisor for AIDS-Free World. In 2007, she was awarded the Kroll Foundation's Human Rights Fellowship to work on gender and HIV/AIDS issues. Shonali has a BA in Foreign Affairs and English from the University of Virginia and a Certificate in Refugees and Humanitarian Emergencies from Georgetown University.

Dr. Ken Van Bik, Adjunct Faculty

Ken grew up in Hakha, Chin State, Myanmar (aka Burma) and was the fourth son of a Bible translator (Rev. Dr. David Van Bik) and a primary school teacher (Mabel Zo Kai). Ken completed his Ph.D. in Linguistics in 2006. Ken's dissertation was about the historical aspect of the Chin languages, reconstructing a hypothetical ancestor-language of the modern Chin languages, and the analysis of how Chin languages are related to one another. Ken is now a lecturer at the Department of Linguistics and Language Development at San Jose State University, San Jose, CA.

Tips for Academic Success

In this section, we supplement the information provided in the MA and Doctoral Student handbooks (available at: <https://myusf.usfca.edu/education/handbooks-forms>) to help prepare you for graduate studies in our department. We abide by the highest standards of academic integrity and honesty, and expect our students to be prepared to engage fully and rigorously in their programs of study.

This section offers some tips on engaging with material, reading critically, adhering to APA style, guidelines for professional etiquette, and avoiding plagiarism.

The academy is not paradise. But learning is a place where paradise can be created. The classroom with all its limitations remains a location of possibility. In that field of possibility, we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. ***This is education as the practice of freedom.***¹

¹ hooks, bell (1994) *Teaching to Transgress. Education as the practice of freedom*, London: Routledge. p. 207

Plagiarism

Infographics on plagiarism from:

<http://libguides.utep.edu/c.php?g=525615&p=3593136>

1. Plagiarism is the act of presenting, as one's own, the ideas or writings of another; plagiarism, in any of its forms, violates academic integrity. While different academic disciplines have different norms of attribution, all strive to recognize and value individuals' contributions to the larger body of knowledge. It is the responsibility of students to consult with their professors in order to understand the norms of attribution in each discipline and area of study.
2. False citation is attribution to an incorrect or fabricated source; false citation is academic fraud. False citation seriously undermines the integrity of the academic enterprise.
3. Submitting the Same Work for Multiple Assignments Students may not submit work (in identical or similar form) for multiple assignments without the prior, explicit approval of all faculty to whom the work will be submitted. This includes work first produced at USF or at another institution attended by the student.
4. Submitting False Data - false data is information that has been fabricated, altered, or contrived in such a way as to be misleading; the submission of false data is academic fraud.

(From Fogcutter Handbook)

When do you cite?

Did you think of it?

yes

Do not cite it

no

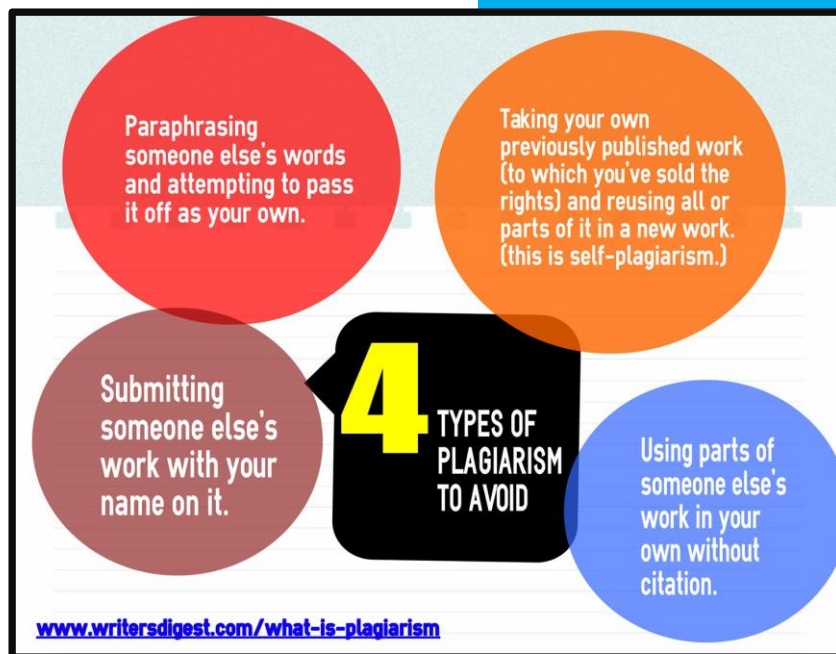
Is it common knowledge?

yes

Do not cite it

no

Cite it



Research Paper Checklist

Not all assignments in our department are research papers; in fact, we often engage autobiographical, reflexive writing as well as assignments such as curriculum development, literature reviews and the creation of strategic funding memos. When a research paper is called for, this handy checklist can help you ensure you have all the necessary components.

I. Content

- ❑ Thesis statement or research question clearly defined in the introduction.
- ❑ Thesis statement answers the "So what?" question that a prospective reader might ask when wondering, "Why am I reading this?"²
- ❑ Major arguments clearly stated and clearly linked to thesis statement
- ❑ Major arguments adequately supported by evidence from the sources cited in your references.
- ❑ Technical terms and complex information are introduced and explained.
- ❑ Conclusion restates thesis statement, summarizes major arguments, and links them to thesis statement.

II. Organization

- ❑ Title of paper announces and clearly states what the reader should expect in the research paper.
- ❑ Introduction grabs the attention of the reader and gives broad sketch of what to expect in body of the research paper.
- ❑ Clear distinction when introduction ends and the body of paper begins, and when the body of the paper ends and conclusion begins.
- ❑ Lead-in/transition sentences provided to introduce the next major argument.
- ❑ Topic and transition sentences add flow and unity to research paper.
- ❑ Appropriate use of subheadings to mark major sections of the paper.
- ❑ Order of paragraphs makes sense for the argument you are constructing and supporting
- ❑ Paragraphs provide enough information to substantiate major argument.
- ❑ Sources are convincing, supportive, and referenced.
- ❑ Conclusion ends strong and convincing, leaving an impression on the reader.

² Notice the difference between these two thesis statements: (1) "In this paper, I will examine a teacher education project in Turkey." (2) "The Turkish government's bilingual teacher education project will help Turkey integrate successfully into the global economy and achieve its educational development goals." In the first thesis statement, the readers learn the topic of the paper, but they do not know what the writer is arguing in the paper. In the second example, the readers are clear about the argument the writer is going to support in the paper, and the readers have a clear idea of why they are reading the paper, i.e., they want to find out whether the argument is supported convincingly.

III. Proofreading

- ❑ Utilize the feedback on writing given in previous papers/assignments.
- ❑ Page number on every page.
- ❑ Margins are one inch on all sides, and font size is 12 point throughout the paper [double space unless otherwise noted].
- ❑ Spelling checked through spell check on computer and manually to check all possible mistakes.
- ❑ Correct punctuation—all commas, semicolons, apostrophes, etc. are used correctly.
- ❑ Verb tense agreement checked throughout the paper.
- ❑ Active voice rather than passive voice used in the vast majority of sentences.
- ❑ ‘Formal academic register’ used rather than essay style—no use of informal ‘you’ and ‘we’, or ‘let’s.’
- ❑ Reference list conforms to APA style.
- ❑ Reference list contains all sources cited in the paper and only sources cited in paper.

IV. Quick helpful tips

- ❑ Think like the reader. Don’t assume the reader is familiar with the topic/problem/project.
- ❑ In every paragraph, ask yourself "why is this important" and provide explanation/reason.
- ❑ Whenever a quotation is used, introduce it and make its relevance as a SUPPORTING example clear to the reader.
- ❑ Create a reference page as soon as you start to add references to the paper.
- ❑ Have someone else read your paper. They may see mistakes you don’t or provide good constructive criticism.

Some of the Basic Rules and Guidelines

APA Formatting

4 Major Sections: Title page, Abstract, Main Body, References

4. **Title Page:** Header (shortened version of your paper's title and cannot exceed 50 characters including spacing and punctuation), Title, Author's name, Institutional Affiliation

Running Head: SOCIAL MEDIA IN THE CLASSROOM	1
Social Media in the Classroom: Distraction or Teaching Tool?	
Mary Jacobs	
Virginia Wesleyan College	

3. **Abstract:** Write a concise summary of the key points of your research. Your abstract should be a single paragraph double-spaced. Your abstract should be between 150 and 250 words.

SOCIAL MEDIA IN THE CLASSROOM	2
Abstract	
This paper explores the reach done on the use of social media in higher education. The use of Facebook and twitter will be main social networking sites (SNS) that will be explored. Many	

3. **Main Body:** Running head, Center title (not underlined, in quotation marks, in big font or all capitalized letters), 1" margins all around and double spaced

SOCIAL MEDIA IN THE CLASSROOM	3
Social Media in the Classroom: Distraction or Teaching Tool?	
With the explosion of social media usage in the twenty-first century, especially by teenagers and young adults, many educators are beginning to explore the positive and	

In-text Citations

Summary or Paraphrase: Include author's last name and year

- According to Jones (1998), APA style is a difficult citation format for first-time learners.
- APA style is a difficult citation format for first-time learners (Jones, 1998).

Short Quotations: Include author's last name, year, and page number

- According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

- She stated, "Students often had difficulty using APA style" (Jones, 1998, p. 199), but she did not offer an explanation as to why.

Titles: Whole sources like books, journals and newspapers get italicized, but parts of a whole source like chapters or articles are not italicized but put in quotation marks.

- The book *Food for Thought* and the chapter "The Great Cake Debate"

Punctuation: punctuation (periods, commas, question marks, etc) goes after the in-text citation.

- Ex. Smith (200) suggests, "Chocolate is the best flavor for cakes" (p. 8). However, his claim that "vanilla is the worst flavor ever" (Smith, 2000, p. 8), while might be true for him, is certainly not agreed upon by everyone.

4. References: References starts on a new page, sources listed in alphabetical order, double spaced, with hanging indentations

- Authors' names are inverted (last name first); give the last name and initials for all authors of a particular work
- For multiple articles by the same author, or authors listed in the same order, list the entries in chronological order, from earliest to most recent
- Capitalize all major words in journal titles; italicize titles of longer works such as books and journals.
- When referring to books, chapters, articles, or Web pages, capitalize only the first letter of the first word of a title and subtitle and proper nouns; do not italicize, underline, or put quotes around the titles of shorter works such as journal articles or essays in edited collections.

References

Bromley, K. (2007). Nine things every teacher should know about words and vocabulary instruction. *Journal of Adolescent & Adult Literacy*, 50(7), 528-537.

Hara, M. (1996). Service learning and reading instruction. In D. Droge (Ed.), *Disciplinary pathways to service learning*. (pp. 77-90). Messa, AZ: CCNCCC.

Professional Etiquette Tips

Email is an easy-to-access mode of communication that facilitates greater access and transfer of information. Here are some tips for effective communication with your professors and staff members in the School of Education. Please note that we try as faculty in the IME Department to attend to your email within 3 business days. Please do not re-send your email within this window of time (expect longer times for response if it's a holiday, semester break, or if you've received an away message). If you need assistance getting a response, please enlist the help of the Program Assistant or Department Chair.

These guidelines for Email Etiquette below were adapted from Professor Jorge Soares of the University of Delaware.

Simple steps to send a respectful email that won't get you on your professor's bad side.

1. Use your college or university email. This marks the message as legitimate and not spam. It also gives the professor an idea of who's sending the message. It also saves you from looking uncouth to your professor because of your off-color personal email username. (Using an email address like 'bootiephantum1985@mail.com' is not a way to make a positive impression on your professor or anyone else for that matter.)
2. Always use subject lines. When filling the subject line, make sure that you mention what the email is for or in regards to. You don't want it to seem like a randomly generated subject and end up in your professor's spam folder.
3. Address your professor directly; don't just launch straight into a request. Examples: 'Dear Dr. Smith', 'Hi, Dr. Jones', 'Dr. Zimmerman, I hope all's well with you...'
4. If your college or university email address doesn't use your full last name (in other words, it uses your initials or some other abbreviation of your name), then make sure your first sentence identifies who you are by name. If your class is large, or taught in multiple sections, you may want to include your class and meeting time as well. Example: 'This is John Jacob Jingleheimer Schmidt from your American Literature class.'
5. Be polite: Don't make demands, don't accuse, remember to write please and thank you.
6. Be succinct: Keep your message short and to the point. Your professor is going to have probably hundreds of email messages to wade through each day. Just get to the point and politely, respectfully, ask your request.
7. Be specific: This may seem to conflict with the previous step, but it needn't be. Make sure you are as clear as possible about what it is you need to ask of your professor without writing a novel.
8. Do not use your email to argue and never send an email when angry. You want to be sure that you maintain a professional demeanor.
9. Close your email with something polite like 'Thanks', 'Thanks for your time', 'See you in class Wednesday', 'regards', etc. Then re-type your first name.
10. Grammar and Spell check. Prior to sending your email, be sure that you proofread your message. You shouldn't write your email as though you are texting your friend. Make sure it's got full sentences, proper grammar, and real spelling. Don't use texting abbreviations or jargon.
11. Do not write in all capital letters. This is generally interpreted as SHOUTING.

Critical Analysis of a Text

*This worksheet will guide you through a critical reading of
an assigned article or book chapter.*

1. The main argument of this article is: (Paraphrase as accurately as possible.)
2. The most important information in the article is:
(What supporting evidence, facts, experience, or data do the authors provide to support their argument?)
3. The key concept(s) we need to understand in the article are:
(What important ideas do you need to understand in order to understand the authors' line of reasoning?)
4. The main assumption(s) underlying the authors' thinking is/are: (What are the authors taking for granted [that might be questioned]?)
5. If we take this line of reasoning seriously, the implications are:
(The "so what?" question: Why does this argument matter? Why should we care? What consequences are likely to follow if people take the authors' line of reasoning seriously?)

6. What are your reactions to this argument? Are you convinced? Why or why not?

7. What questions do you have about this article? Do you need more information? Is part of the argument unclear? Is there something the authors haven't considered? What would you ask the author(s) if you spoke with him/her/them?

8. How do the authors establish authority? (Think about whether the authors seem knowledgeable. Why or why not? What perspectives, biases, or values appear to have a role in the authors' argument? Cite specific examples.)

9. How does the authors' overall style aid their argument? (Think about the overall tone, how the authors form sentences or choose words, the length of passages, etc. Cite specific examples.)

10. How do the authors get your interest? (Think about whether the authors try to get you to identify with them or to care about the subject. Do the authors seem to assume you have particular interests and/or values and use them as the basis for argument? How? Cite specific examples.)

Adapted from Critical Thinking: Concepts & Tools by Paul and Elder & Empire State College Writing Center