



EDUC 364

The Role of Cultural Diversity in Schooling

Section 3 (CRN# 20562)

Mon & Wed 11:30 – 12:45 p.m. with designated Moodle sessions

Moodle Info: Go to <http://cc.csusm.edu/> and use your CSUSM user name and password.

Academic Hall 407

Spring 2015

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

Professor:	Dr. Grace Park McField
Phone:	(760) 750-8511
E-Mail:	gmcfield@csusm.edu
Office:	428 University Hall
Hours:	before or after class by appointment

School of Education Mission & Vision Statement

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

Basic Tenets of our Conceptual Framework

- Student centered education
 - Research and theory specific to the program field inform practice
 - Connections and links between coursework and application
 - Strong engagement between faculty and candidates
 - Co-teaching clinical practice
 - Culturally responsive pedagogy and socially just outcomes
-

Table of Contents

COURSE DESCRIPTION	2
COURSE OBJECTIVES / STUDENT LEARNING OUTCOMES	3
Students completing EDUC 364 will be able to demonstrate:.....	3
Authorization to Teach English Learners	3
Teacher Performance Expectation (TPE) Competencies	3
California Teacher Performance Assessment (CalTPA)	3
GENERAL CONSIDERATIONS	4
Assessment of Professional Dispositions.....	4
Professional Disposition and Behavior at All Times:	4
Outcomes and Standards:	4
Academic Honesty:	4
Plagiarism:	5
Appeals:	5
Ability:.....	5
Students with Disabilities Requiring Reasonable Accommodations	5
Attendance Policy	6
Grading	6
Grading Scale:	6
Assessment Rubric/ Grade Descriptors.....	6
Required Texts	8
Optional Texts:.....	8
All University Writing Requirement	8
TENTATIVE COURSE SCHEDULE	9
COURSE READER ~ TABLE OF CONTENTS	16
COURSE REQUIREMENTS.....	18
ASSIGNMENT SPECIFICATIONS	18
List of Assignments and Checklist – A.K.A. What is my grade in this class?	27
GENERIC ASSIGNMENT CHECKLIST	29
EDUCATION 364 RUBRIC	30
EDUCATION 364 EASY AS A-B-C APA 6 CHEAT SHEET	31

COURSE DESCRIPTION

This course explores cultural and linguistic diversity as critical variables in achieving educational equity for all students; and issues related to notions of culture, interaction, and communication in school and community contexts (e.g. the nature of culture, manifestations of cultural contact and cultural diversity in the United States and in California) within a theoretical and applied context.

Major units include intensive theoretical and practical articulation of culture and cultural pluralism; educational issues of race, class, gender, language, ethnicity, sexual orientation and exceptionality; social, structural, programmatic and curricular issues; and effective teaching for diverse populations. Required of all credential candidates. *Also offered as EDSL 364. Students may not receive credit for both.*

Strong oral and written communication skills, information literacy, and technology are required of professional educators; therefore, these components are emphasized as methods to be used in completing course requirements.

COURSE OBJECTIVES / STUDENT LEARNING OUTCOMES

Students completing EDUC 364 will be able to demonstrate:

1. developing competencies in TPE 15: Social Justice and Equity (SJE) including
 - a. identify issues of social justice and (in)equity in public schools (including curricular, pedagogical and structural issues)
 - b. apply knowledge of SJE to ensure equitable outcomes for students from diverse backgrounds
2. understanding of various concepts of culture and cultural contact, and their applicability to learning and teaching;
3. understanding of racial and cultural diversity in the United States and California;
4. general familiarity with culturally relevant pedagogy;
5. understanding of marginalized student populations and their families including those from culturally and linguistically diverse backgrounds, "at-risk" youth, and lesbian, gay, bisexual and transgender youth.
6. an ability to analyze data and understand empirical educational articles and theoretical frameworks.

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Multiple or Single Subject(s) Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The course objectives, assignments, and assessments have been aligned with the CCTC standards for the Multiple and Single Subject(s) Credential. You can incorporate artifacts from this class into your final comprehensive portfolio.

The following TPE is addressed in this course: **TPE 15: Social Justice and Equity**. Teacher candidates will be able to identify issues of social justice and equity in the classroom and apply appropriate instructional strategies to ensure equal outcomes for diverse students. They will be familiar with ideas, definitions, and major theorists in the fields of multicultural education, social reconstruction, and democratic education. Pluralism and divergent perspectives on educating students will be the foundation of designing effective lessons and instructional practices for diverse students. Candidates will understand when and how to collaborate with others, especially curriculum specialists, community leaders, and parents on preparing relevant and appropriate instructional activities, curricular units, and school structures that would provide equitable outcomes for students from different linguistic, cultural, and social economic backgrounds.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SOE website provided at the website provided:
<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

GENERAL CONSIDERATIONS

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

Professional Disposition and Behavior at All Times:

Respect, professionalism, and when appropriate, charity, are necessary for a positive, healthy learning environment. All students are entitled to their opinions. Students demonstrating negative attitudes and /or disruptive behavior will not be tolerated under any circumstances and will be referred immediately to the University Dean of Student Affairs and/or the CoEHHS Associate Dean. Grades and course credit may be affected by inappropriate professional dispositions and/or behavior. **See *Self-Evaluation* for criteria of professional disposition, to be completed at the beginning and end of the semester.**

Outcomes and Standards:

This course is aligned with the standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing, and as approved by the faculty of the SCHOOL 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). Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in "seat time", meeting minimum criteria for assignments, checking off tasks and activities), and how these outcomes correspond to your potential to enhance student learning as a new teacher.

Academic Honesty:

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Appeals:

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. Manuel Vargas, Director of Teacher Education, School of Education, CEHHS.

Ability:

Every student has the right to an equitable education and appropriate accommodations. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special needs. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of appropriate accommodations for special needs. Students may be required to use the Writing Center or similar resource for all written assignments, based on performance on the first writing assignment.

Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor, and in order to ensure confidentiality, in a more private setting.

Attendance Policy

The Governance Community of the School Of Education adopted the following policy on 12/19/1997:

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. **At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade** for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

This course deals with complex material processed in a variety of ways. Structured interactions, group processes, guided discussion of readings, and self-disclosure exercises are the norm. *Given the fast-paced and highly interactive nature of the course, and given that teaching and learning is difficult (if not impossible) without regular attendance and full engagement in class, the above School Policy is amplified as follows:*

Your attendance and participation are basic to your learning and my evaluation of your learning in this class. You are expected to establish appropriate personal, academic and career priorities to facilitate said attendance and participation in this class.

***Your grade will be negatively affected by absences and positively affected by regular attendance. You will lose 10 points for each tardy or early departure, and 25 points (for biweekly classes) or 50 points (for once a week classes) for each absence, explained or unexplained.** One absence may be made up with approval.

****Illness and emergency circumstances will be negotiated on a case-by-case basis.**

These measures are intended to encourage responsibility for one's own learning in a democratic, collaborative and reciprocal learning environment.

Grading

Grading Scale:

A=93 – 100%, A-=90-92%, B+=87-89%, B=83-86%, B- = 80-82%, **C+=77-79%**, C=73-76%, C-=70-72%, D+=67-69%, D=63-66%, D-=60-62%, F=59% or lower. Students taking EDUC 364 as a prerequisite for teacher credential and graduate programs are reminded that the SCHOOL OF EDUCATION requires completion of this course with a C+ or higher for these purposes.

Assessment Rubric/ Grade Descriptors

A=Exceeds Expectations: The student consistently prepares, participates and performs in an **exemplary** manner. Each assignment reflects in-depth exploration and reflection based on readings and other class materials, and observations, as appropriate. All work is submitted in a professional manner using APA style when appropriate. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

B=Adequately Meets Expectations: The student meets outcomes expectations in a **satisfactory** manner. Each assignment reflects in-depth exploration and reflection based on readings and other class materials, and observations, as appropriate. Generally, work is submitted in a professional manner using APA style when appropriate. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

C=Minimal Performance: The student's skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without organization, careful proofreading, or use of APA style.

“D” or “F” students fail to meet the minimum requirements of a “C.”

The student needs a great deal of guidance. The student is consistently late with work and/or has not met minimum classroom attendance requirements.

Attendance & Participation: You are expected to read course materials prior to class meetings and write reading responses prior to class and engage actively in face-to-face class sessions.

Communication: You are expected to use Moodle/email and the web on a regular basis. Essential and time-sensitive information may be conveyed via Moodle/email, and you are responsible for obtaining this information from each other or from the professor.

Submission of Coursework: *All work needs to be submitted in paper format in order to be graded.* (*Note on SPECIAL NEEDS: Due to the professor's visual disability, all work needs to be submitted in 14-pt font in PAPER FORMAT.*) **Any work submitted late receives no credit.** (Individual exceptions due to emergencies or catastrophes only will be negotiated on an individual basis.)

Grading Emphasis: Each written assignment will be graded approximately 80% on content and writing (detail, logic, synthesis of information, depth of analysis, etc.), and up to 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). You are expected to write at or above the minimum competency level for writing. All citations need to use APA format, 6th edition, released in 2009.

Required Texts

(*These texts are on reserve at the Kellogg Library.)

NOTE: All texts/readings MUST be brought to each appropriate class session.

1. *Spring, J. (2009). *Deculturalization and the Struggle for Equity (6th Edition)*. New York, NY: The McGraw-Hill Companies, Inc. **Note: The 6th edition or a more current edition is fine.**
2. Course Reader: Info on this will be announced in class.
3. *Krashen, S. (1999). *Condemned without a trial: Bogus arguments against bilingual education*. Portsmouth, NH: Heinemann.
4. Banks, J.A. and Banks, C.A. (2007). *Multicultural Education: Issues and Perspectives*, 6thth Ed. ****NOT for this semester.**]**

Optional Texts:

Cummins, J. (1996). *Negotiating identities: Education for empowerment in a diverse society*. Ontario, CA: California Association for Bilingual Education

Day, F. A. (1999). *Multicultural Voices in Contemporary Literature*. Portsmouth, NH: Heinemann.

Derman-Sparks, L. (1989). *Anti-Bias Curriculum*. National Association for the Education of Young People. ISBN: 093598920X

Feagin, J. R. (2000). *Racist America: Roots, Current Realities, and Future Reparations*. New York: Routledge.

Gollnick, D. & Chinn, P. C. (1998). *Multicultural Education in a Pluralistic Society (5th Edition)*. Columbus, Ohio: Prentice Hall, Inc.

Lee, E. (1998). *Beyond Heroes and Holidays*. Washington, DC: Network of Educators on the Americas.

All University Writing Requirement

Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

TENTATIVE COURSE SCHEDULE

The professor reserves the rights to modify the schedule below when deemed appropriate.
 The course reader Table of Contents are included herein after the Tentative Course Schedule.

DATE	TOPIC -- Covered <u>IN Class (either face-to-face or online class sessions)</u>	LOG - HOURS SPENT ON READINGS / PAPERS	NOTES / QUESTIONS / TO-DO LIST
Week 1 1A 1/21	TOPIC: Intro to Educ 364 Course overview; introduction & needs assessment. True Colors and Self-evaluation.		
Week 2 2A 1/26 2B 1/28	TOPIC: Personal / Cultural Identity READER: Lelyveld: Best of Friends, Worlds Apart READER: Lelyveld: Growing Up, Growing Apart READER: Nieto & Bode: David Weiss (An Adopted Student's View) DUE: Bring in 3 – 5 artifacts that represent YOU! TOPIC: Personal / Cultural Identity (Cont'd) *READER: Appendix: 5 identity models READER: Park: Who Is Marrying Whom READER: Lelyveld: Getting Under My Skin *READER: Nieto & Bode: (Race & Other Cultural) Terminology DUE: Week 2 Reading Response DUE: Self-evaluation. [In Class -- Writing Resources: 1. Generic Assignment Checklist 2. Rubric 3. APA 6 Cheat Sheet]		
Week 3 3A 2/2 3B 2/4	TOPIC: Intro to Culture What is culture? Cultural diversity in the U.S. and California, changing demographics. READER: Vedantam: Why Everyone You Know Thinks the Same as You READER: Boyd: First Empty Your Cup READER: U.S. Census Bureau: Population Distribution and Change: 2000 to 2010 READER: U.S. Census Bureau: State and County Quickfacts: 2010 TOPIC: Implications of Culture on Schooling How		

DATE	TOPIC -- Covered <u>IN Class (either face-to-face or online class sessions)</u>	LOG - HOURS SPENT ON READINGS / PAPERS	NOTES / QUESTIONS / TO-DO LIST
	<p>does culture inform education?</p> <p>[Enrichment: READER: Swerdlow: Changing America] READER: Ogbu: Understanding Cultural Diversity READER: Nieto & Bode. (2008). Racism, discrimination, and expectations of student achievement. (pp. 65-91). – BEGIN</p> <p>DUE: Week 3 Reading Response – Try to keep it to 1 – 2 pages and be sure to cite EACH author very briefly.</p>		
<p>Week 4</p> <p>4A 2/9</p> <p>4B 2/11</p>	<p>TOPIC: History of Anglo-Americans in the U.S. and White Ethnics</p> <p>BOOK: Spring, Ch. 1 Anglo-Americans READER: Buck** [Note: This article can be found in the TOPIC: White Privilege section in the course reader.] VIDEO – The Irish in America</p> <p>TOPIC: Race & Ethnicity, Part I</p> <p>VIDEO - Race: The Power of an Illusion READER: Nieto & Bode. (2008). Racism, discrimination, and expectations of student achievement. (pp. 65-91). -- FINISH [Enrichment: READER: Smedley & Smedley] READER: Loewen READER: Lindsay</p> <p>DUE: Week 4 Reading Response DUE: Personal History Narrative</p>		
<p>Week 5</p> <p>5A 2/16</p> <p>MOODLE SESSION #1</p> <p>5B 2/18</p>	<p>TOPIC: History of Native Americans in the U.S.</p> <p>BOOK: Spring, Ch 2 Native Americans READER: McKenna, ERIC, Winona LaDuke articles VIDEO – Smoke Signals OR In the White Man’s Image</p> <p>Complete Native Americans Assignment - Be sure to include references to the readings and film you viewed!</p> <p>DUE: Native Americans Assignment</p> <p>TOPIC: History of African Americans in the U.S.</p> <p>BOOK: Spring Ch. 3 African Americans</p>		

DATE	TOPIC -- Covered <u>IN Class (either face-to-face or online class sessions)</u>	LOG - HOURS SPENT ON READINGS / PAPERS	NOTES / QUESTIONS / TO-DO LIST
	<p>[Enrichment: Film: Akeelah and the Bee Enrichment: Book: Dear Mr. Rosenwald]</p> <p>VIDEO - A Family Thing OR Akeelah and the Bee</p> <p>DUE: Week 5 Reading Response</p> <p>Explain Family Tree assignment</p>		
<p>Week 6</p> <p>6A 2/23</p> <p>6B 2/25</p>	<p>TOPIC: Asian Americans</p> <p>BOOK: Spring, Ch 4 Asian Americans</p> <p>TOPIC: Race & Ethnicity, Part II Manifestations of culture in the classroom: Working with diverse populations: Learning styles; parental collaborations; culturally responsive teaching; culture, communication, and interaction styles.</p> <p>READER: Gay: Preparing for Culturally Responsive Teaching</p> <p>PICK ONE: 1. READER: Park: learning styles 2. READER: Pang: whole child</p> <p>DUE: Family Tree Assignment</p>		
<p>Week 7</p> <p>7A 3/2</p> <p>7B 3/4 MOODLE SESSION #2</p>	<p>TOPIC: Class (Socioeconomic Status) Growing poverty of children; poverty across ethnic groups; educational implications.</p> <p>READER: Lelyveld: At a Slaughterhouse, Some Things Never Die READER: Persell READER: Crenshaw</p> <p>[VIDEO – Akeelah and the Bee W – www.NYTimes.com - Class Matters]</p> <p>In Class: Begin CBEDS/DataQuest Assignment</p> <p>TOPIC: Religion READER: Lippy READER: Hamilton READER: Lelyveld: Shared Prayers, Mixed Blessings</p>		

DATE	TOPIC -- Covered <u>IN Class (either face-to-face or online class sessions)</u>	LOG - HOURS SPENT ON READINGS / PAPERS	NOTES / QUESTIONS / TO-DO LIST
CABE – March 4-7, 2015 at Town & Country, SD	[Enrichment: Bremer: My Accidental Jihad] VIDEO – Inside Islam OR Islam Today OR film of choice on a religion different from your own Complete Religion Assignment - Be sure to include references to the readings and film you viewed!		
Week 8 8A 3/9 8B 3/11	TOPIC: Gender & Sexuality VIDEO – Talking about Gay Issues in Schools [OR VIDEO - The Kids are All Right] READER: Sadker & Sadker READER: Nieto & Bode. (2008). Expanding definitions of family. (pp. 384-406). READER: DeJean DUE: Religion Assignment TOPIC: Hispanic/Latino Americans BOOK: Spring, Ch. 5 Hispanic/Latino Americans VIDEO – Lemon Grove Incident [Enrichment: VIDEO – If the Mango Tree Could Speak] DUE: Week 8 Reading Response DUE: CBEDS/DataQuest Assignment		
Week 9 9A 3/16 <i>TENTATIVE</i> MOODLE SESSION #3 9B 3/18	TOPIC: Exceptionality VIDEO – How Difficult Can This Be? FAT City W-google and read: San Diego Unified School District's CEP-EL: A Comprehensive Evaluation Process for English Learners by Gaviria and Tipton (2012) Complete Exceptionality Assignment -- Be sure to include references to the online readings and film you viewed! TOPIC: Programs for English Learners READER: NCELA: Programs for English Learners READER: SDCOE: World Languages Plan – CONTINUED – SEE BELOW READER: Krashen & McField (2005). <i>What Works for English learners? Reviewing the latest evidence.</i> READER: McField (2008). <i>Proposition 227's</i>		

DATE	TOPIC -- Covered <u>IN Class (either face-to-face or online class sessions)</u>	LOG - HOURS SPENT ON READINGS / PAPERS	NOTES / QUESTIONS / TO-DO LIST
	<p><i>Structured English Immersion mandate: History, practice, and implications.</i></p> <p>DUE: <u>Session 9B</u> Reading Response</p> <p>DUE (TENTATIVE DUE DATE): Exceptionality Assignment</p>		
<p>Week 10</p> <p>10A 3/23</p> <p>10B 3/25</p>	<p>TOPIC: Gifted Education READER: Lefkowitz: The Gifted Classes READER: Esquierdo: Gifted Hispanic Bilingual Children READER: Ford, Grantham, & Whiting: Culturally and Linguistically Diverse Students in Gifted Education</p> <p>TOPIC: Culture and language. Historical and sociocultural context of language education. Language ideologies.</p> <p>READER: Ricento: A Brief History of Language Restrictionism in the U.S. VIDEO - Arts and Lecture Event: Dr. Stephen Krashen</p> <p>[Enrichment: VIDEO – American Tongues]</p> <p>DUE: Week 10 Reading Response</p>		
<p>Week 11</p> <p>11A 4/6</p> <p>11B 4/8</p>	<p>TOPIC: Multiple Intelligences READER: Multiple Intelligences READER: Assessment: Find Your Strengths! VIDEO - How are Kids Smart?</p> <p>DUE: Gifted Education Assignment</p> <p>TOPIC: The Intersection of Public Policy and School Policy BOOK: Spring: Ch. 6 Civil Rights to Now READER: Futrell: Minority teachers READER: Proposition 227 READER: Senate Bill 1174: California Education for a Global Economy Initiative</p> <p>DUE: <u>Session 11B</u> Reading Response</p>		

DATE	TOPIC -- Covered <u>IN Class (either face-to-face or online class sessions)</u>	LOG - HOURS SPENT ON READINGS / PAPERS	NOTES / QUESTIONS / TO-DO LIST
<p>Week 12</p> <p>12A 4/13</p> <p>12B 4/15</p>	<p>TOPIC: School Structures, Student Expectations and Student Outcomes</p> <p>READER: Nieto & Bode. (2008). <i>Transforming pedagogy by detracking math.</i> (pp. 378-384).</p> <p>[IN CLASS - LAB: Begin Testing and Achievement Assignment]</p> <p>TOPIC: White Privilege</p> <p>READER: Lee et. al: McIntosh article. READER: Brodtkin: How Jews Became Whites READER: AP: White Names READER: Buck – REVIEW!</p> <p>DUE: Week 12 Reading Response</p>		
<p>Week 13</p> <p>13A 4/20 MOODLE SESSION #4</p> <p>13B 4/2</p>	<p>TOPIC: Testing and Assessment</p> <p>READER: (Author): case examples article READER: Ravitch: Time to Kill No Child Left Behind</p> <p>TOPIC: The Bilingual Education “Debate”</p> <p>BOOK: Krashen: <i>Condemned Without a Trial.</i> (Entire slim volume.)</p> <p>DUE: Session 13B Reading Response DUE: Bring Testing and Achievement Assignment</p>		
<p>Week 14</p> <p>14A 4/27 MOODLE SESSION #5</p> <p>14B</p>	<p>TOPIC: Identifying Social Justice and Equity In Public Schools</p> <p>Identifying Social Justice Assignment – Be sure to cite readings and any film or website you reviewed.</p> <p>TOPIC: Read about Final Assignments and come prepared with questions!!</p> <ol style="list-style-type: none"> 1. Reflection on Personal History Narrative 2. Outcome Assessment 3. Self-Evaluation, Part 2 & 4. Grades Checklist <p>DUE: Identifying Social Justice Assignment</p>		

DATE	TOPIC -- Covered <u>IN Class (either face-to-face or online class sessions)</u>	LOG - HOURS SPENT ON READINGS / PAPERS	NOTES / QUESTIONS / TO-DO LIST
4/29	<p>TOPIC: Go over Final Assignments including: 1. Reflection on Personal History Narrative and 2. Outcome Assessment</p> <p>[In Class - Outline for Personal History Narrative and Outcome Assessment]</p>		
<p>Week 15</p> <p>15A 5/4</p> <p>15B 5/6</p>	<p>TOPIC: Working Session – 1. Reflection on Personal History Narrative and 2. Outcome Assessment</p> <p>TOPIC: Closure & Wrap up What have we learned? Where do we go from here?</p> <p>DUE: 1.Reflection on Personal History Narrative 2.Outcome Assessment 3.Self-Evaluation - End 4.Grades Checklist– (OPTIONAL -- See syllabus, p. 28)</p>		

**EDUC 364 – The Role of Cultural Diversity in Schooling
COURSE READER ~ TABLE OF CONTENTS**

NOTE: SEE CLASS SCHEDULE in the SYLLABUS for the COMPLETE LIST OF READINGS (e.g., from other texts) due for each session, as well as WHEN readings are due for discussion! There are also additional films or assignments for select sessions. Check your CLASS SCHEDULE.

TOPIC: Personal and Cultural Identity

Lelyveld (2002) Best of Friends, Worlds Apart
Lelyveld (2002) Growing Up, Growing Apart
Nieto & Bode (2008) David Weiss (An Adopted Student's View)

Subtopic: 5 Identity Models

Banks (1994) Typology of Ethnic Identity
Table 7.1: External & Internal Ethnic Identity and Their Respective Components and Vars. (1994)
Tse: Proposed Model for Ethnic Identity Formation (1998)
Table 9.1: White Racial Identity Ego Statures and Information – Processing Strategies (1994)
Table 9.2: People of Color Racial Identity Ego Statures and Information-Processing Strategies (1994)

TOPIC: Personal / Cultural Identity (Cont'd)

Park (2011) Who Is Marrying Whom
Lelyveld (2002) Getting Under My Skin
Nieto & Bode (2008) (Race & Other Cultural) Terminology

TOPIC: Intro to Culture

Vedantam (2006) Why Everyone You Know Thinks the Same as You
Boyd (2011) First Empty Your Cup
U.S. Census Bureau (2011) Population Distribution and Change: 2000 to 2010
U.S. Census Bureau (2013) State and County Quickfacts: 2010

TOPIC: Implications of Culture on Schooling

Swerdlow (2001) Changing America
Ogbu (1992) Understanding Cultural Diversity

TOPIC: Race & Ethnicity, Part I Culture and Multicultural Education

Nieto & Bode. (2008). Racism, Discrimination, and Expectations of Student Achievement. In *Affirming Diversity*. (pp. 65-91).
Loewen (2007) Lies My Textbook Told Me
Lindsay* (2002) Study Finds the Nation's Public School Districts Are Resegregating by Race

Smedley & Smedley (2005) Race as Biology is Fiction, Racism as a Social Problem is Real

TOPIC: Race & Ethnicity, Part II Implications for Teaching

Gay (200) Preparing for Culturally Responsive Teaching

Pick One: *Park (2000): Learning Style Preferences of Armenian, African, Hispanic, Hmong, Korean, Mexican, and Anglo Students in American Secondary Schools
*Pang 1998): Educating the Whole Child + Appendix on APA Children

TOPIC: Native Americans

- McKenna (1991) The Myth of Multicultural Education and the Reality of the American Indian in Contemporary America
- ERIC (1996) Teaching Young Children About Native Americans
- Winona LaDuke (1993) Social Justice, Racism and the Environmental Movement

TOPIC: Religion

- Lippy (2007) Christian Nation or Pluralistic culture. (In Banks & Banks, 2007, *Multicultural Education: Issues and Perspectives.*)
- Hamilton (2004) Holiday Decorations
- Lelyveld (2002) Shared Prayers, Mixed Blessings
- Bremer (2007) My Accidental Jihad

TOPIC: Class

- Lelyveld (2002) At a Slaughterhouse, Some Things Never Die
- Persell (2007) Social Class and Educational Equality (In Banks & Banks, 2007, *Multicultural Education: Issues and Perspectives.*)
- Crenshaw** (2002) Colleges Out of Reach for Low-Income Students
(*Note: This article is behind the *Lindsay article in the Race topic section above)

TOPIC: Gender

- Sadker & Sadker (2007) Gender Bias. (In Banks & Banks, 2007, *Multicultural Education: Issues and Perspectives.*)
- Nieto & Bode. (2008). Expanding Definitions of Family. (pp. 384-406). In *Affirming Diversity.*
- DeJean (2004) White Male High School Teacher

TOPIC: Multiple Intelligences

- (Author) (n.d.) Multiple Intelligences
- Multiple Intelligences for Assessment: Find Your Strengths!
- Adult Literacy and Education

TOPIC: Programs for English Learners

- NCELA (n.d.) Programs for English Learners
- SDCOE (n.d.) SDCOE World Languages Plan
- Krashen & McField (2005) What Works? Reviewing the Latest Evidence on Bilingual Education
- McField (2008) Ten Years of Proposition 227: History, Research, Practice, and Policy Implications.

TOPIC: Gifted Education

- Lefkowitz (2003) The Gifted Classes
- Esquierdo (2009) Gifted Hispanic Bilingual Children
- Ford, Grantham & Whiting (2008) Culturally and Linguistically Diverse Students in Gifted Education

TOPIC: Culture and Language

- Ricento (1995) A Brief History of Language Restrictionism in the U.S.

TOPIC: Public Policy

- Futrell (1999) Recruiting Minority Teachers
- Unz & Tuckman (1997) Proposition 227
- Lara (2014) Senate Bill 1174: California Education for a Global Economy Initiative

TOPIC: School Structures, Student Expectations and Student Outcomes

Nieto & Bode. (2008). Transforming Pedagogy by Detracking Math. (pp. 378-384). In *Affirming Diversity*.

TOPIC: Testing and Assessment

Ravitch (2009) Time to Kill No Child Left Behind
(Author) (n.d.) Case Examples of Culturally Aware Assessment

TOPIC: White Privilege

McIntosh (1990) Unpacking the Knapsack: White Privilege
Brodin (2002) How Jews became White Folks
AP (2002) White Names
Buck (2001) Constructing Race, Creating White Privilege

Appendices

OWL, Purdue Univ. In-text Citations: The Basics
OWL, Purdue Univ. Reference List: Basic Rules
Rose, P. APA Format: Citing Your Sources
Weil, B. & Showers, J. (1992). Models of Teaching
Resources Rethinking Schools, Teaching for Change, etc.

COURSE REQUIREMENTS

Assignments:

All assignments are due on the dates indicated. **All assignments must be submitted in paper format to be graded. All late work receives no credit.** (Individual exceptions due to emergencies and catastrophes only will be negotiated on an individual basis).

Assignments must be typewritten or word processed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition. Use of electronic spelling and grammar checking is encouraged. Select samples of assignments are available for viewing in class and/or on Moodle/Resources.

Students may be required to use the Writing Center or similar resource for all written assignments, based on performance on the first writing assignment.

ASSIGNMENT SPECIFICATIONS

A. Attendance and Participation. Attendance; completing assigned readings prior to class; writing reading response reflections prior to class; as well as active, engaged discussions and participation in class all fall into this category.

To repeat, students will write Reading Responses as they relate to each session's topic PRIOR TO class. **Your Reading Responses need to directly quote, reflect on, and analyze your readings and films.**

You are encouraged to peruse articles on current educational issues and thoughts on course topics, which can be found on the following websites:

Education Week www.edweek.com

California Department of Education www.cde.ca.gov

Teaching Tolerance www.tolerance.org

Rethinking Schools www.rethinkingschools.com

B. Portfolio.

1. Self-Evaluation – Beginning and End.

These are graded as credit / no credit. You will not be graded down for scoring yourself lower.

2. Personal History Narrative.

Write a narrative essay about your own life, describing the experiences that have shaped your views of race, culture, and issues of diversity.

a. Reflect on and describe your own experiences in terms of the following:

*your family background;

*your positionality / membership: i.e., your reference points & identity in terms of gender/sexuality, culture, ethnicity/race, class, language, religion, etc.;

*your exposure to and interactions with others unlike yourself; and

*other factors you would like to include, as determined by your unique circumstances and upbringing.

b. In addition, explore and describe

*your identity as a learner (a confident student; had trouble with writing; etc.)

*how this may affect your potential as a teacher (will have high expectations of students; etc.)

Include SPECIFIC examples of events and situations that you feel shaped your views on these issues. Be sure to situate your examples, i.e., provide context and explicitly detail any assumptions about schooling and education. To the extent possible, relate your experiences to anticipated course topics, readings and discussions. Be prepared to discuss your assignment with the class (small and/or whole group). ****BE SURE TO DIRECTLY CITE AT LEAST TWO ARTICLES YOU HAVE READ FOR THIS COURSE. NIETO & BODE (2008) AND OGBU (1992) ARE RECOMMENDED.****

3. Family Tree Assignment.

By researching and studying one's own background, it is possible to gain an appreciation of our unique heritage as an American, and also prepare to discuss the unique heritage and history of other Americans. First, construct a genealogical family 'tree' covering e.g., grandson to grandfather levels. Second, for each person on the tree, write a few descriptors (bulleted outlines are also acceptable), including as much information as you can gather (e.g., vocation, religious affiliation, ethnicity, culture, language(s), country of origin, education/occupation and any other information that may be of interest and value). Third, write a response to the following questions: How does your family fit into mainstream U.S. culture? (**Note: You MUST use Ogbu's terms such as primary and secondary cultural characteristics, voluntary and involuntary immigration, etc.) What processes of change and assimilation or acculturation do you notice through the generations in your family's history? Has your family's status or identity changed over the generations? Why? What are some positive and negative experiences your family has had related to your family's role or status in the U.S.? ****BE SURE TO DIRECTLY CITE OGBU (1992) PLUS AT LEAST ONE MORE ARTICLE YOU HAVE READ FOR THIS COURSE.****

Format: tree graphic + info on about 10 people in at least three generations + a paragraph for each of the final series of questions above.

MOODLE SESSIONS: Moodle tasks should take about the equivalent of class time. Accordingly, for a section that meets once a week during the fall or spring terms, you should spend about 90 minutes on this task (including review of websites or films and response to assignment questions) + 30 to 60 minutes on the video. Divide this by half for a section that meets biweekly. For a summer section, the time allotted may vary.

4. Native Americans. (Choice.)

Watch either the film, *Smoke Signals* or *In the White Man's Image*. Then, write a short (one or two paragraphs) response to the following questions:

A. What does this film reveal about the history of race relations between whites and Native Americans? **Be sure to give specific examples from both the film and from the readings.**

B. How were premises about the inferiority of Native Americans used to justify racist policies? **Be sure to give specific examples from both the film and from the readings.**

5. Religion. (Choice.)

Today's task consists of two activities, a web search on religious institutions in your neighborhood of choice **and** watching a film on a religion that you are unfamiliar with, followed by a writeup of both. **In your writeup, be sure to give specific examples from A. the map, B. the film you watched, and C. and the readings.**

A. Using yahoo or other search engine, map out the various religious buildings and organizations (churches, temples, mosques, etc.) in your neighborhood. The map needs to be done on a regular size sheet of paper, and not on a giant poster board. Yahoo.com will map out the neighborhood religious buildings for you -- you do a search for the terms, "[city of choice] + churches, temples, etc." and hit return, and mapping out your results will be one of your choices. Save the yahoo or similar web page as an html. document and upload. If this does NOT work, do not panic. Just include your religious buildings in your writeup.

B. Watch any film of your choice that addresses a religion that you are not familiar with. The film can be a Hollywood piece or a documentary. There are two films on the course website and on reserve at the Media Library, "Islam Today" and "Inside Islam," for your convenience.

C. Writeup. Respond to the following two questions. You can either outline your responses or compose a paragraph for each question response. ****Be sure to give specific examples from A. the map, B. the film you watched, and C. and the readings.**

**** Question 1.** Discuss the ways in which these various religions might effect public education. For example, how might religions impact the school calendar and schedule, menu, curriculum, activities, etc.? On a related note, what can be done if different religions have conflicting views about holidays, schedules, etc.? Give specific examples as much as possible. ****Be sure to give specific examples from A. the map, B. the film you watched, and C. and the readings.** E.g., if you see a Jewish temple on either your website or in the film you chose, you might reflect that Christmas is not celebrated by Jews, and that public schools might teach students about a variety of celebrations such as Hanukkah, Kwanza, Christmas, and Ramadan; and further, that the winter break be called just that, Winter Break, not Christmas vacation.

****Question 2.** What is the difference between proselytizing and educating about various religions? To your knowledge and/or in your experience, what types of lessons on religion are reflected in the standards across different content areas, and to what extent are non-Christian religions adequately and fairly represented in the curriculum? ****Be sure to give specific examples from A. the map, B. the film you watched, and C. and the readings.**

6. Class: CBEDS / DataQuest Assignment. (REQUIRED)

Look up a school of your choice on the CBEDS or DataQuest web site, located at <http://dq.cde.ca.gov/dataquest/>. First, locate the number of students receiving free / reduced lunches (factor a).

Next, examine and analyze FOUR or more of the following factors:

ON THE SAME PAGE AS FREE AND REDUCED LUNCHES:

- b) the percentage and number of English Learners languages in the district,
- c) # of Students Per Computer Less Than 48 months old
- d) Grads completing UC/CSU Classes
- e) 1-year dropout rate
- f) staff service and experience for teachers

SELECT THESE FACTORS FROM THE MAIN DATAQUEST WEB PAGE:

- g) Number of Classes by Subject (i.e., the types of programs the school offers), or
- h) STAR test scores (NOTE: you have click VIEW REPORT to see the test scores... you can pick any set of test scores since there will be a lot of these).

Then, repeat for another school district with a likely very different socioeconomic status.

HELPFUL HINTS:

1. Be sure to keep each of the data sets for the two school districts handy; do not close out all the windows without printing or saving the first school district before moving onto the next school district.
2. Notice that the data reporting on this website is VERY CLUNKY.
For instance, the data on the number of classes by subject only reports how many classes are offered by subject and does not report on what percentage the numbers reflect for the school district. You may have to explore other links on this web page to get that data.

Remember, to examine or verify socioeconomic status of a particular school or district, go to Create Your Own Report and check Free/Reduced Lunches. ****IMPORTANT!! BE SURE TO INCLUDE YOUR DATA SOURCE IN YOUR COMPLETED ASSIGNMENT AND SUBMISSION.****

WRITEUP: Answer the following questions:

How does class or socioeconomic status (factor a) interact each of the four factors (factors b – e)?
****IMPORTANT!! BE SURE TO INCLUDE YOUR DATA SOURCE IN YOUR COMPLETED ASSIGNMENT AND SUBMISSION.** BE SURE TO GIVE SPECIFIC EXAMPLES FROM BOTH THE DATA AND FROM THE READINGS.**

TIP: You can make a chart with two columns comparing the two school districts. In each column, you would list the data for the factors you explored (e.g., b, c, d & e above. Then you would be ready to answer the main analysis question above, "How does class or socioeconomic status (factor a) interact each of the four factors (any 4 factors from among b – h)?"

Remember, to examine or verify socioeconomic status of a particular school or district, go to Create Your Own Report and check Free/Reduced Lunches. ****IMPORTANT!! BE SURE TO INCLUDE YOUR DATA SOURCE IN YOUR COMPLETED ASSIGNMENT AND SUBMISSION.** BE SURE TO GIVE SPECIFIC EXAMPLES FROM BOTH THE DATA AND FROM THE READINGS.**

7. Exceptionality (REQUIRED)

FOCUS ON SPECIAL EDUCATION CATEGORIES - Go to the state DataQuest website (search under google.com for cde DataQuest and it will show up or go to <http://dq.cde.ca.gov/dataquest/>). Then, investigate the following: 1. What categories of special education services are there? Read the various categories of services and consider the following questions. You can also refer to the How Difficult Can This Be? FAT City video for disability categories. 1a. What do you think are some pros and cons of mainstreaming (placing students of special education in mainstream classes)? 1b. Have you seen any mainstreaming firsthand? What kind of anti-bias education issues might be necessary for both the mainstream students and the students receiving special education services for mainstreaming to be successful? 2. The state has data on special education and ethnicity. Click on this category. What do you notice about the proportion of particular ethnicities in special education services relative to the proportion of these ethnicities in the general student population? In other words, which groups are "overrepresented"? Why might these groups be overrepresented? ****IMPORTANT!! BE SURE TO INCLUDE YOUR DATA SOURCE IN YOUR COMPLETED ASSIGNMENT AND SUBMISSION.** BE SURE TO GIVE SPECIFIC EXAMPLES FROM BOTH THE DATA AND FROM THE READINGS.**

8. Gifted Education. (Choice.)

Explore any aspect of gifted education in your local school district / district of choice, and try to answer the following questions through your research. **BE SURE TO GIVE SPECIFIC EXAMPLES FROM BOTH THE RESEARCH / DATA AND FROM THE READINGS.**

- A. How are gifted students identified?
- B. What kind of programs are offered?
- C. Who is enrolled in these programs? (Consider gender and racial/ethnic and class variables.)

D. How are they evaluated?

BE SURE TO GIVE SPECIFIC EXAMPLES FROM BOTH THE DATA AND FROM THE READINGS.

9. Multiple Intelligences. (Choice.)

Watch the film, "How are Kids Smart?" Take the short questionnaire, "Where Does Your True Intelligence Lie?" and review the reference sheets on "7 Ways of Knowing and "40 Multi-Intelligence Ways..." Then, answer the following three questions: A. How would you define intelligence? B. How do you think schools ought to cultivate children's intelligence(s)? C. What are some factors, as well as possibilities and limitations, in cultivating multiple intelligences in the public schools?

BE SURE TO GIVE SPECIFIC EXAMPLES FROM BOTH THE FILM AND FROM THE READINGS.

10. Testing & Assessment. (REQUIRED.)

1. On CDE's DataQuest, review the general information concerning mandatory tests (SAT or STAR) and their test components and testing schedule. 2. Select and review the reporting of one subject area in one grade level for your local school district. 3. Answer these questions: 3A. What do you notice concerning these test scores along major groups (ethnicity, gender, etc.)? 3B. What in your opinion are the pros and cons of increased testing under No Child Left Behind (the federal legislation enacted by the Bush Jr. administration), and now the pros and cons of testing under the Common Core State Standards and its counterpart Smarter Balanced Assessments? ****IMPORTANT!! BE SURE TO INCLUDE YOUR DATA SOURCE IN YOUR COMPLETED ASSIGNMENT AND SUBMISSION.** BE SURE TO GIVE SPECIFIC EXAMPLES FROM BOTH THE DATA AND FROM THE READINGS.**

11. Identifying Social Justice and Equity In Public Schools (REQUIRED) Suggested length: 1 – 2 paragraphs

A. ASSIGNMENT DESCRIPTION

In this assignment, you will locate a school or an assignment that advances social justice and equity as articulated in Teaching Performance Expectation 15. Then, you will carefully articulate how the school or assignment you chose advances social justice and equity.

B. ASSIGNMENT DIRECTIONS AND CHECKLIST

___ FIRST, review the language regarding TPE 15 in the syllabus (p. 2 and also copied and pasted below).

___ THEN, locate a school or an assignment that seeks to advance social justice and equity, i.e., aims to present **pluralistic and divergent perspectives** or **provide equitable outcomes for students from different linguistic, cultural, and social economic backgrounds.**

___ NEXT, carefully and explicitly write about HOW or IN WHAT WAY(S) the school or assignment you chose advances TPE 15.

___ BE SURE TO directly CITE and QUOTE language from the syllabus for Education 364 syllabus in your writeup.

___ ALSO BE SURE TO USE APA6 TO CITE the SOURCES you used such as the course syllabus (for the TPE 15 language), the URL for the school description, the source of the assignment you chose, and so on. Proper reference formatting for the course syllabus can be found on p. 4 of the APA 6 CHEAT SHEET.

___ BE SURE TO PROOFREAD your paper to ensure that you addressed each step of the assignment; as well as addressed grammar, formatting, and other technical aspects of the paper.

___ BE SURE THE PAPER IS PRINTED IN 14-POINT FONT so that the instructor can read your work.

Notice that through this assignment, you will demonstrate the ability **"to identify issues of social justice and equity in the classroom and apply appropriate instructional strategies to ensure equal outcomes for diverse students."**

C. ASSIGNMENT CHECKLIST

Review each step of the assignment above.

Place a check mark on the ___ in front of each step that you completed thoroughly.

D. SAMPLE SCHOOL RESPONSE (see course website for this file)

Berkeley High School seeks to “**provide equitable outcomes for students from different linguistic, cultural, and social economic backgrounds**” (CSU San Marcos, 2014, p. 2) by providing a broad range of programs and opportunities for students of diverse backgrounds. The learning communities of Academic Choice, Arts and Humanities Academy, Academy of Medicine and Public Service, Berkeley International High School, Communication Arts and Sciences, Green Academy, and the Berkeley Independent Study Program are all coherent, theme-based or industry-based programs of study that seek to engage and challenge a broad spectrum of students with diverse backgrounds and goals. [Continue to highlight one or two more aspects of the high school that aim to advance equity. It is also a great idea to cite your readings such as Nieto & Bode, Persell, or any of the Spring chapters, for example.]

E. SAMPLE ASSIGNMENT RESPONSE (see course website for this file)

The Columbus Day assignment directly advances “**pluralistic and divergent perspectives**” (CSU San Marcos, 2014, p. 2) regarding the federal Columbus Day holiday. The assignment asks students to critically examine the holiday and its multiple dimensions by analyzing seven different sources and perspectives about the holiday, such as its history, its fallacies, perspectives left out of the celebrated holiday, and its future. By completing this assignment, students learn about, evaluate, synthesize, and ultimately come to a decision about a national holiday that necessarily encompasses and represents multiple perspectives and facets of U.S. history. The assignment “**identif[ies] an issue of social justice and (in)equity in public schools**” (CSU San Marcos, 2014, p. 2) and provides students with an opportunity to address a salient, modern day policy for a living and evolving democracy. Moreover, the assignment prepares students to participate as a citizen of this grand U.S. of A that thrives on shared governance by the people and for the people.

SAMPLE LIST OF REFERENCES

CSU San Marcos. (2014). Education 364: The role of cultural diversity in schooling (Course Syllabus).

San Marcos: Author.

[Nieto & Bode, 2008; Persell, C., 2007; Spring, 2009 or other sources here]

F. TPE 15 LANGUAGE FROM THE COURSE SYLLABUS FOR EDUCATION 364 (2014, p. 2)

Students completing EDUC 364 will be able to demonstrate developing competencies in TPE 15: Social Justice and Equity (SJE) including

- a. **identify issues of social justice and (in)equity in public schools (including curricular, pedagogical and structural issues)**

The following TPE is addressed in this course: **TPE 15: Social Justice and Equity**. Teacher candidates will be able to **identify issues of social justice and equity in the classroom and apply appropriate instructional strategies to ensure equal outcomes for diverse students**. They will be familiar with ideas, definitions, and major theorists in the fields of multicultural education, social reconstruction, and democratic education. **Pluralism and divergent perspectives** on educating students will be the foundation of designing effective lessons and instructional practices for diverse students. Candidates will understand when and how to collaborate with others, especially curriculum specialists, community leaders, and parents on preparing relevant and **appropriate instructional activities, curricular units, and school structures that would provide equitable outcomes for students from different linguistic, cultural, and social economic backgrounds**.

[Moodle Session Task: Film or Book Review: Multicultural / Multiracial Identities -- NOT FOR THIS SEMESTER]

1A. Select and watch any film of your choice having to do with either bi/multicultural or bi/multiracial identity. Some options are *Crash*, *A Family Thing*, *The Pursuit of Happyness*, *Bend It Like Beckham*, *Come See the Paradise*, *Joy Luck Club*, *Mississippi Masala*, *Catfish in Black Bean Sauce*, *Mi Familia*,

Goal! The Dream Begins, The Blind Side, Finding Forrester, The Great Debaters, Down in the Delta, The Secret Life of Bees, and Remember the Titans.

1B. Or, select a book of your choice that is a quality example of a narrative book on identity, such as *Encounters* by Jane Yolen, *House on Mango Street* by Sandra Cisneros, *Growing Up Asian American* by Maria Hong, *Finding My Hat* by John Son, *Kimchi and Calimari* by Rose Kent, etc.

2. Then, write a reflection (1 page) connecting the film to any three articles from this semester. Suggested articles: a) any of the identity models, b) Lelyveld articles, AND c) to at least one more article you read this semester.

****BE SURE TO DIRECTLY CITE ANY THREE ARTICLES FROM THIS SEMESTER. BE SURE TO GIVE SPECIFIC EXAMPLES FROM BOTH THE FILM OR BOOK AND FROM THE READINGS.**]**

12. Reflection on Personal History Narrative.

Suggested length: 3 pages

Consider your first reflective narrative from the beginning of the semester. Are there any changes you would make to the story? Have you remembered or reinterpreted particular events throughout this semester, or have particular events taken place since the beginning of the term that have led you to reflect on some critical themes in this course? In what ways have your voice and perspective changed? Sometimes, the changes will be subtle, as in choosing to use the terms Asian American or Latino rather than Oriental or Hispanic for specific purposes. Or, the changes may be dramatic. In this assignment, you will document your new reflections concerning your personal narrative, as a result of having critically examined the major issues covered in this course.

You can use any of the Identity Models to analyze how the events, perspectives or your voice / narrative has shifted your identity slightly or greatly. For example, a particular event or reflection about something that happened in your life may have led you to move from the stage of “obliviousness” in the identity model to one of “suppression or ambivalence” or “hypervigilance.”

For instance, you may have been relatively “oblivious” or unaware about the full ramifications about the role of socioeconomic status in schooling. Now, you may have come to reflect upon the role your class background has played in the quality of schooling and life opportunities such as access to quality teachers, computers and other resources, enrichment programs, and extracurricular activities. You may now also consider how financial factors have a direct correlation with your test scores and other school performance outcomes.

You can also cite two other articles for a total of three articles minimum, in the reflection.

*****The narrative needs to directly address TPE 15, Social Justice and Equity. See first part of this syllabus for more info on TPE 15.*****

****BE SURE TO DIRECTLY CITE ANY THREE ARTICLES FROM THIS SEMESTER.****

13. Outcome Assessment.

Suggested length: 4 - 5 pages

Describe the following.

- a. A select few [****FOUR****] of the most important things you learned in this class;
- b. How you knew you were learning something of significance (assessing your own learning – cite specific readings, discussions, films, activities, community activities, etc.);
- c. How this will shape your attitudes and demonstrated behaviors as a teacher or in future intercultural interaction;
i.e., how you will demonstrate overall “cultural competence” (as this definition is developed in class, vis a vis articles by Ogbu, Gay, Pang, and chapters from Banks and chapters from Nieto).

The “things” you learned in this class can be topics related to culture (such as race/ethnicity, gender, language, religion) or topics regarding aspects of schooling (school programs or structures such as tracking or mainstreaming/inclusion). Notice that the topics related to culture have all been related to topics regarding aspects of schooling. For example, you have examined the role of language (a topic related to culture) and connected it to programs offered at schools and language policy in the state (topic regarding aspects of schooling).

Grading emphasis will be placed on your ability to articulate the select topics of your choice, the depth of reflective analysis, your description of how you knew what you were learning (specific examples from the course: cognitive – facts, knowledge bases, content areas; behavioral – speech and actions; and affective – attitudes), and the connections you make between the topics and plans for your future growth and professional practice.

****NOTE: YOU NEED TO DIRECTLY ADDRESS TPE 15, Social Justice and Equity.**

ALSO, BE SURE TO DIRECTLY CITE ANY THREE ARTICLES (including the suggestions above) FROM THIS SEMESTER.

Other Possible Assignments – Extra Credit or Makeup Work for Emergencies or Catastrophes Only

Check with the professor re: doing any of the following as an Extra Credit or Makeup Assignment:

Each option is worth about 25 points. The actual points awarded depends on the quality of the extra credit work submitted

Community event or hot topic reviews: Write a critical response to a political / educational hot topic (with approval from the instructor) or a community event you participated in, or provide a video/visual of the event with a brief analysis.

Article reviews: Write a critical response to current articles related to the topics covered in this course. e.g., Gifted education, DREAM Act, etc.

Focus on World Languages: First, Review the San Diego County Office of Education's World Languages Plan (available on the class website).

Then, identify and review two resources for learning languages other than English. One example is Mango Languages, made available through public library portals. For example, here is the link through Carlsbad Library. (Note: You need a library card to access this free public resource. All San Diego County libraries should offer Mango Languages, so you can check your local library. You can also try to find a sample tutorial online through a google search but in order to complete the Extra Credit task, you will need a library card.

<http://www.carlsbadca.gov/services/departments/library/research/Pages/default.aspx>

Try it out in any language and write a paragraph on your experience with the program.

Find two more resources for learning a language other than English. For example, you can locate world language programs at a local public school, at a private academy for extracurricular enrichment, and so on. You can locate these through a search on the Internet, or through local free magazines such as San Diego Parents, etc.

Focus on Resources for Children with Special Needs: Review three different resources for children with special needs. For each item reviewed, include a full annotated bibliography entry. Here are a couple of links to help you with the formatting of an annotated bibliography:

<https://owl.english.purdue.edu/owl/resource/614/02/>

https://www.e-education.psu.edu/styleforstudents/c6_p7.html

Here are some samples. You can review these or find three of your own.

Front of the Class - Front of the Class is a 2008 American drama film based on the book by Brad Cohen, Front of the Class: How Tourette Syndrome Made Me the Teacher I Never Had, co-authored by Lisa Wysocky.

Sam and Me – A book about how siblings with and without Autism relate to one another.

<http://www.amazon.com/Sam-And-Me-Dorothy-Potash/dp/1477255850>

Focus on White Privilege: Update the following information from *What White (Male) Privilege?* by Sue, D. W. (2003). *Overcoming our racism: The journey to liberation*. San Francisco: Jossey-Bass with current data, preferably 2013 data. (List A.)

In the post-Civil Rights era, White American males constitute

- 33% of the U.S. population, but comprise about
- 80% of tenured positions in higher education;
- 92% of executives or similar CEO-level positions in Forbes 400 companies;
- 80% of the U.S. House of Representatives;
- 84% of the U.S. Senate;
- 99% of owners of sports teams; and
- 100% of U.S. Presidents.

Then, compile a second corresponding list for Whites (both male and female) (List B). Be sure to cite your sources for both List A and List B.

Both lists need to be crafted using PowerPoint.

LIST OF ASSIGNMENTS AND CHECKLIST – A.K.A. WHAT IS MY GRADE IN THIS CLASS?

Name _____ Course/Section _____

A. Attendance & Participation (200 points)

Attendance at every session, along with active, engaged, reflective, respectful discussion, is required and expected. (See section on the Attendance Policy for information on consequences of absences.)

I attended ____/28 or ____/15 sessions total, including in-class and online sessions. I have prepared and actively participated in the sessions.

Ongoing and active participation through thorough preparation and participation.

I completed ____/9 reading responses possible. Full credit work = Each response is reflective, and includes a direct reference to the readings and films, as well as any real life connections or applications. I conducted myself with “professional demeanor,” i.e., in ways that are generally expected of those who are entering the education profession including on-time arrival to all class sessions.

B. Portfolio {4 KEY ASSIGNMENTS + 3 REQUIRED TOPIC ASSIGNMENTS + 1 CHOICE TOPIC ASSIGNMENT (CHOOSE ONE OUT OF THOSE MARKED ** BELOW) + 2 SELF-EVALS}

I carefully proofread and edited assignments prior to submission. I worked to ensure that the assignments are error-free (grammar, spelling, style), and my ideas were logically and concisely presented.

1. **Self-Evaluation (Beginning & End of semester)** ____/25 + 25 points
2. **Personal History Narrative** ____/100 points
3. **Family Tree Map & Writeup** ____/100 points
4. ****Native Americans OR** ____/50 points
5. ****Religion** ____/50 points
6. **Class: CBEDS/Dataquest (REQUIRED)** ____/50 points
7. **Exceptionality (REQUIRED)** ____/50 points
8. ****Gifted Education OR** ____/50 points
9. ****Multiple Intelligences** ____/50 points
10. **Identifying Social Justice and Equity in Public Schools (REQUIRED)** ____/50 points
11. **Reflection on Personal Narrative** ____/50 points
12. **Outcome Assessment** ____/100 points

TOTAL POINTS POSSIBLE: 200 + 600 = 800 POINTS

I have earned ____/200 + ____/600 + ____/30 Extra = ____/800 points possible.

I will likely receive a(n) _____ (write in possible or likely letter grade in the blank) in this course.

Assessment Rubric/ Grade Descriptors

A=Exceeds Expectations: The student consistently prepares, participates and performs in an **exemplary** manner. Each assignment reflects in-depth exploration and reflection based on readings and other class materials, and observations, as appropriate. All work is submitted in a professional manner using APA style when appropriate. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

B=Adequately Meets Expectations: The student meets outcomes expectations in a **satisfactory** manner. Each assignment reflects in-depth exploration and reflection based on readings and other class materials, and observations, as appropriate. Generally, work is submitted in a professional manner using APA style when appropriate. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

C=Minimal Performance: The student's skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without organization, careful proofreading, or use of APA style.

“D” or “F” students fail to meet the minimum requirements of a “C.” The student needs a great deal of guidance. The student is consistently late with work and/or has not met minimum classroom attendance requirements.

GENERIC ASSIGNMENT CHECKLIST

NOTE: BE SURE TO INCLUDE THIS CHECKLIST AS PART OF YOUR SUBMISSION.

____ FIRST, review the directions for the assignment in the syllabus.

____ THEN, review the readings, film, website or other resource required for the assignment.

____ BE SURE TO directly answer ALL questions included in the ASSIGNMENT directions, **MAKING SURE TO GIVE SPECIFIC EXAMPLES FROM THE BOOK, FILM, WEBSITE, or OTHER RESOURCE.** Depending on the assignment, there may be a general reflection and analysis (e.g., compare and contrast, evaluation, analysis of a muddy point in the resource, etc.) rather than a list of specific questions to answer.

____ BE SURE TO USE APA6 TO CITE the SOURCES you used such as the film used, book chapters and articles from the course syllabus, the URL for websites, and so on, as appropriate. Note: APA formatting for the course syllabus can be found on p. 4 of the APA 6 CHEAT SHEET.

____ BE SURE TO PROOFREAD your paper to ensure that you addressed each step of the assignment; as well as addressed grammar, formatting, and other technical aspects of the paper. READ the ASSIGNMENT RUBRIC to help with the review process.

____ BE SURE THE PAPER IS FORMATTED WITH THE FOLLOWING BASIC ASPECTS. ALL WORK IS LABELED:

- ❖ Title
- ❖ Name
- ❖ Course
- ❖ Date

____ THE PAPER IS PRINTED IN 14-POINT FONT so that the instructor can read your work.

EDUCATION 364 RUBRIC

Effective Characteristics: 1. Content/Structure (40% of points) 2. Analysis & Application (40% of points) 3. Mechanics (20% of points).

Beginning Level (1) - Weak in all 3 characteristics. Work demonstrates extremely superficial and/or low levels of understanding of the text / topic.

*Content/Structure: The scope and focus of the topic is not very clear. Assignment questions are not fully addressed or are missing altogether. The content does not or very minimally attends to issues related to social justice and equity. The organization or structure does not demonstrate a clear beginning, middle, and end; nor a main idea, good transitions, and conclusion.

*Analysis & Application: There are no quotes from the text or they are not responded to clearly and cogently. The text referenced may be summarized or restated, but barely explored, interpreted, tested or applied to a different context, compared, contrasted, extended or challenged. Evidence from personal experience and discussions are not provided. The writing does not demonstrate insightfulness and reflectiveness.

*Mechanics: Grammar, spelling, punctuation, and use of citations are weak. The tone and level of formality is inappropriate (no colloquialisms, etc.).

Early Intermediate Level (2) - Below standard / inconsistent demonstration of the effective characteristics. Many errors and/or lack of depth or breadth noted.

*Content/Structure: The scope and focus of the topic is somewhat unclear. Assignment questions are not fully addressed or are missing altogether. The content does minimally or somewhat attends to issues related to social justice and equity. The organization or structure does not demonstrate a clear beginning, middle, and end; main idea, good transitions, and conclusion; i.e., these aspects are somewhat fuzzy.

*Analysis & Application: The text may or may not be quoted and may or may not be responded to clearly and cogently. The text referenced is minimally or lightly explored, interpreted, tested or applied to a different context, compared, contrasted, extended or challenged. Evidence from personal experience and discussions may or may not be provided. The writing weakly demonstrates insightfulness and reflectiveness.

*Mechanics: Grammar, spelling, punctuation, and use of citations are frequently weak. The tone and level of formality may be inappropriate (inappropriate use of colloquialisms, etc.). APA 6 format is not included or followed.

Intermediate Level (3) – Partially / moderately meets and demonstrates the effective characteristics. Some errors in the effective characteristics domains were noted.

Early Advanced Level (4) - Sufficiently meets and demonstrates the effective characteristics w/ very few / only occasional errors in the effective characteristics noted.

Advanced Level (5) - Beyond the standard / consistent strength in each of the effective characteristics domains.

*Content/Structure: The scope and focus of the topic is very clear. Assignment questions are fully addressed. The content directly attends to issues related to social justice and equity. The organization or structure demonstrates a clear beginning, middle, and end; a main idea, good transitions, and conclusion.

*Analysis & Application: The text is quoted and responded to clearly and cogently – the text referenced is explored in more depth, interpreted, tested or applied to a different context, compared, contrasted, extended or challenged. Evidence from personal experience and discussions are provided. The writing demonstrates insightfulness and reflectiveness.

*Mechanics: Grammar, spelling, punctuation, and use of citations are strong. The tone and level of formality are appropriate (no colloquialisms, clear sense of register, etc.). APA 6 format is included and followed correctly.

EDUCATION 364 EASY AS A-B-C APA 6 CHEAT SHEET
(Samples taken from Online Writing Lab, Purdue University.
Also see www.apa.org)

A. IN-TEXT CITATIONS

1. **Cite the year IMMEDIATELY after the author is first mentioned.**
2. **Use “p.” for a single page citation and use “pp.” for multiple page citations.**
3. **Notice the placement of the “ and ” and final punctuation mark!**

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

Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

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

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, p. 199).

B. COMMON ERRORS

1. **Spell out the numbers 1 – 9. Use Arabic numbers (digits) for the number 10 and higher.**
2. **WHERE TO PLACE THE FINAL PUNCTUATION AFTER A DIRECT QUOTE (THIS IS NOT AN APA 6 ITEM PER SE BUT IT IS NOTED HERE FOR YOU TO NOTE):**

"It was predicted that marital conflict would predict behavior problems in school-aged children."

C. FORMATTING REFERENCE LIST ITEMS

See <https://owl.english.purdue.edu/owl/resource/560/05/>

1a. Article in Journal Paginated by Volume

Journals that are paginated by volume begin with page one in issue one, and continue numbering issue two where issue one ended, etc.

Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles. *Journal of Comparative and Physiological Psychology*, 55, 893-896.

1b. Article in Journal Paginated by Issue

Journals paginated by issue begin with page one every issue; therefore, the issue number gets indicated in parentheses after the volume. The parentheses and issue number are not italicized or underlined.

Scruton, R. (1996). The eclipse of listening. *The New Criterion*, 15(3), 5-13.

Ogbu, J. (1992). Understanding cultural diversity and learning. *Educational Researcher* 10(2), 5-13.

2. Article or Chapter in an Edited Book

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. A. Editor & B. B. Editor (Eds.), *Title of book* (pages of chapter). Location: Publisher.

Spring, J. (2013). The great civil rights movement and the new culture wars. In *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States* (7th ed.) (pages of chapter). New York, NY: McGraw Hill.

Lippy, C. H. (2007). Christian nation or pluralistic culture: Religion in American life. In J. A. Banks & C. A. Banks (Eds.), *Multicultural education: Issues and perspectives* (pp. 110-131). New Jersey: Wiley.

3. Motion Picture

Producer, P. P. (Producer), & Director, D. D. (Director). (Date of publication). *Title of motion picture*

[Motion picture]. Country of origin: Studio or distributor.

Eyre, C. (Director). (1998). *Smoke signals* [Motion picture]. United States: Miramax Home Entertainment.

4. Data Sets

United States Department of Housing and Urban Development. (2008). *Indiana income limits* [Data file].

Retrieved from http://www.huduser.org/Datasets/IL/IL08/in_fy2008.pdf

California Department of Education. (2014, July 31). 2013-14 Statewide enrollment by ethnicity.

In *DataQuest*. Retrieved July 31, 2014.

5. Websites

Author, A. A., & Author, B. B. (Date of publication). *Title of document*. Retrieved from <http://Web address>

Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., Soderland, L., & Brizee, A. (2010, May 5).

General format. Retrieved from <http://owl.english.purdue.edu/owl/resource/560/01/>

To cite a *YouTube* video, the APA recommends following the above format.

6. Government Documents – e.g., Education 364 course reader and syllabus

National Institute of Mental Health. (1990). *Clinical training in serious mental illness* (DHHS Publication No. ADM 90-1679). Washington, DC: U.S. Government Printing Office.

CSU San Marcos. (2014). Study finds the nation's public schools are resegregating by race. *Education 364: The role of cultural diversity in schooling (Course Reader)*. San Marcos: Author.

CSU San Marcos. (2014). Education 364: The role of cultural diversity in schooling (Course Syllabus). San Marcos: Author.

The following are also acceptable formats, as often the actual author is used instead of the name of the government office. Either format – the government office or the author of the government document -- is fine.

McField, G. (2014). *Study finds the nation's public schools are resegregating by race*. Education 364: The role of cultural diversity in schooling (Course Reader). San Marcos: Author.

McField, G. (2014). Education 364: The role of cultural diversity in schooling (Course Syllabus). San Marcos: Author.