Professor John J. Halcón

Mission Statement

The mission of the College of Education community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices.

We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service.

Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by the COE Governance Community. October 1997.)*

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Office Hours:	By appointment only
Meeting Days:	TR
Room:	UNIV 440
Meeting Times:	12:00-4:10PM

COURSE DESCRIPTION

<u>*Required of all credential candidates*</u>. This course explores cultural and linguistic diversity as critical variables in achieving educational equity for ALL students. Major units include intensive theoretical and practical articulation of culture and cultural pluralism; educational issues of race, class, gender, language, ethnicity, and exceptionality; social, structural, programmatic and curricular issues; and effective teaching for diverse populations.

Course Objectives

Students completing EDUC 364 will be able to demonstrate:
- Developing competencies in *TPE 15: Social Justice and Equity*;
- Understanding of various concepts of culture and cultural contact, and their applicability to learning and teaching;
- Understanding of cultural diversity in the United States and California;
- A general familiarity with cultural responsive pedagogy;

- Understanding of gay, lesbian, bisexual and transgender students, teachers and families.
- To gain an understanding of "*at risk*" and foster children.

Authorization to teach English Language Learners (ELLs)

The credential program at CSUSM has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach ELLs is met through the infusion of content and experiences with the Multiple Subject Program, as well as additional coursework. Students successfully completing this program receive the Preliminary Multiple Subject Credential with authorization to teach ELLs (formerly called CLAD).

College of Education Attendance Policy

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. (*Adopted by the COE Governance Community, December, 1997*).

COMPETENCIES

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 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 socio-economic backgrounds.

GENERAL CONSIDERATIONS

All rights reserved

As instructor of record, I reserve the right to change, add to, or delete any and all material from the course.

Outcomes and Standards

The context for, and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education in development of the program approval documents. (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 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.

I expect that each student will do his/her own work, and contribute equally to group projects and processes.

*****Plagiarism is cheating and will not be tolerated under any circumstance.*

Appeals

Every student has the right to appeal a grade, or appeal for redress of grievances incurred in the context of the class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult with Dr. Patricia Stall, Associate Dean of the College of Education.

Students with Disabilities Requiring Reasonable Accommodations

Students **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. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirements

The all-University writing requirements will be met through written reactions and reflections related to assigned readings.

Community Service Learning (DOES NOT APPLY TO SUMMER SESSION)

Community Service Learning is an integral part of this class. Community Service Learning engages students in active learning experiences that enhance classroom instructional activities, while addressing social, economic, political, health, and environmental needs of people in the community. Students learn while doing and while reflecting on what they do.

Foster Children (DOES NOT APPLY TO SUMMER SESSION)

A unique aspect of this course is a focus on the educational needs of foster children. In a unique collaboration between CSUSM's College of Education, Community Service Learning and San Diego County Office of Education, Foster Youth Services Program, **ALL** students in this class **ARE REQUIRED** to tutor foster children as part of the Service Learning requirement for the course. There will be **NO EXCEPTIONS.** Twenty (20) of these hours can be counted towards the 45 student contact hours required for EDUC 350 and entrance into the Teaching Credential program.

2042 Competencies

COMPETENCIES ADDRESSED BY THIS COURSE ARE INDICATED WITH ***

PART 1: LANGUAGE STRUCTURE& FIRST- AND SECOND-LANGUAGE DEVELOPMENT

PART 2: METHODOLOGY OFBILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, CONTENT INSTRUCTION

PART 3:CULTURE AND CULTURAL DIVERSITY

I. Language Structure and Use: Universals and Differences (including the structure of English)***

Theories and Methods of Bilingual Educ

I. The Nature of Culture***

A. The sound systems of language (phonology)***

A. Foundations***

A. Definitions of culture***

B. Word formation (morphology)***

B. *Organizational models: What works for whom?*

B. Perceptions of culture***

C. Syntax***

C. *Instructional strategies*

C. Intra-group differences (ethnicity, race, generations, and micro-cultures)***

D. Word meaning (semantics)

II. Theories and Methods for Instruction In and Through English

D. Physical geography and its effects on culture

A. *Teacher delivery for <u>both</u> English language development <u>and</u> content instruction*

E. *Language in context***

B. *Approaches with a focus on English language development*

E. *Cultural congruence ***

F. *Written discourse*

II. Manifestations of Culture: Learning About Students***

G. *Oral discourse*

C. *Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)***

A. *What teachers should learn about their students ***

H. *Nonverbal communication*

D. *Working with paraprofessionals*

B. *How teachers can learn about their student ***

C. *How teachers can use what they learn about their students (culturally responsive pedagogy)*

II. Theories and Factors in First-and Second-Language Development *

II. Language and Content Area Assessment

III. Cultural Contact

A. Historical and current theories and models of language analysis that have implications for second-language development pedagogy***

A. *Purpose*

III. Cultural Contact

B. *Psychological factors affecting first- and second-language development ***

B. *Methods*

A. Concepts of cultural contact

C. Socio-cultural factors affecting first- and second-language development***

C. *State mandates*

B. Stages of individual cultural contact

D. *Pedagogical factors affecting first- and second-language development*

D. *Limitations of assessment***

C. *The dynamics of prejudice***

E. *Political factors affecting first- and second-language development***

E. *Technical concepts*

D. *Strategies for conflict resolution***

COURSE REQUIREMENTS

Required Texts

Rothenberg, Paula. Race, class, & gender in the United States: An integrated study (2004). 7th Edition. VHPS. ISBN: 0716-75515-7.

Reyes, Maria de la Luz. Words were all we had: Becoming biliterate against the odds (2011). ISBN 978-0-8077-5180.

Recommended Texts

Villaseñor, Victor. Rain of Gold. (1992). Delta Press. ISBN: 0385-31177-X

Grading Policy

- All required work must be submitted on time.

- You will lose one complete grade on an assignment for late submissions.

- All work will be submitted electronically to class Moodle page

Assessment of Progress

There are 1000 points possible:

1) **Attendance and Class Participation (200 points)**–First, is the expectation that you will attend all class sessions and participate actively in class. If you miss four (4) hours, or it's equivalent, you will be dropped from the course.

   Second, A significant part of this grade will come from weekly group presentations on the readings. Please review the weekly reading assignments and presentations schedule. You will be selected into groups the first week of class. You will read and present selected readings. The entire class will be responsible for these assigned readings, but assigned groups will respond to explicit questions from the professor and their peers regarding the readings assigned each week.

2) **Social Justice Paper(s)-pre and post (100 points). Assignment #1 (a) & (b):** You will submit two papers (1-1 pager/1-2 pager) of your understanding of Social Justice. One will be submitted at the start of semester and one will be submitted at the end of the semester. The second paper should reflect an enhanced understanding of the term based on the readings, class discussions and your service learning experience. Answer the following question:

What does the term **Social Justice** mean for you and your world?

Paper #1: *Due: **June 14th**. (50 points)*
Paper #2: *Due: **Aug 9th**. (50 points)*

3) **Personal/Family Background (200 points)** Assignment #2: By researching and studying one's family background it is possible to gain an appreciation about us as individuals and our many similarities and differences.

In this assignment you are to write a 6-8 page narrative about your family background including religious affiliation, ethnicity, culture, language(s), country of origin, education/occupation and any other information you think is of interest and value.

Reflect on your own experiences in terms of your cultural referents, your family background, and other factors determined by your own circumstances and upbringing. Discuss how this may impact your work as an educator. Be prepared to discuss your assignment within a larger class dialogue.

Please note that if you are adopted or were raised in foster care, and choose not to disclose this information, your paper may be fictionalized, or you may choose to discuss how you came to be the person you are today based on the influences of society, important or significant adult in your life. Please let your professor know if you require this or other accommodations to complete this assignment.

DUE: July 26nd.

4) **Discussion Board (300 points)--Ongoing:** Students are required to participate in the class Moodle. Your discussions should be introspective, addressing issues, experiences, ideas, discussions, readings, and current events, related to the class.

A minimum of eight (8) substantial entries is expected for a passing grade on this assignment (C).

The following explains this:

Entries Required		Grade Equivalent
*25+	entries-300 points	A+
*21-24	entries-275 points	A
*18-20	entries-255 points	A-
*15-18	entries-225 points	B+
*12-14	entries-200 points	B
*10-12	entries-175 points	B-

| *9-10 | entries-150 points | C+ |
| *8 or less | entries-100 points | C |

LET ME BE CLEAR: Personal notes to students, *"I agree with....", 'You're so right"*…. Statements, comments, etc., and other such non-substantive postings will not be counted in the total.

Ongoing-Do not wait until the end of the semester to post to Moodle. Last posting accepted: Aug 4th.

6.   **Final Exam** (**200 points**). A final exam will be given.

Schedule of Readings
TR
12:00-4:10 pm

Week 1. July 12 & 14-Introduction, Organization /Mission Statement/Race

For This Week Read:

`Rothenberg: Part I:` *`The Social Construction of`*
`Difference: Race, Class, Gender and Sexuality`
`(Chapters 1-11).`

Assignment #1(a) : Submit a 1-page discussion of your understanding of Social Justice. Due: July 14th.

`Video:     RACE: THE POWER OF AN ILLUSION-Part I`

`Video:     RACE: THE POWER OF AN ILLUSION-Part II`

Week 2. July 19 & 21- _Class, Stereotyping, Racism, Discrimination_

For This Week Read:

Rothenberg. Part II. _Understanding Racism, Sexism, Heterosexism, and Class Privilege (Chapters 1-9)_
Rothenberg. Part III. _Race in the 21st Century: Complicating Questions of Race and Ethnicity (Chapters 1-9)._

Reyes, Part I-_Embracing Literacy with Conviction and Purpose (Forward, Preface, Introduction & Chapters 1-3)._

@m-Marsh, Mendoza-Denton, Smith (2010). _We Might Be More Racist Than We Think._

Video: THE EYE OF THE STORM

Video: RACIAL AND SEXUAL STEREOTYPING

Week 3. July 26 & 28- _SES/Class/ White Privilege_

For This Week Read:

Rothenberg. Part V. _The Economics of Race, Class, and Gender (Chapters 1-18)._

Reyes, Part II. _(Novelas, Revistas, Fotonovelas, and Prayer Books: Stepping Stones to Biliteracy)._

Assignment # 2 : Submit Family Background Paper (6-8 pages). Due: July 28th.

**Video: MIRRORS OF PRIVILEGE: MAKING
              WHITENESS VISIBLE**

Video: TIM WISE ON WHITE PRIVILEGE

Week 4. Aug 2 & 4- *Immigration/Immigrants*

For This Week Read:

Rothenberg. Part VIII. *Maintaining Race, Class, and
          Gender Hierarchies: Reproducing "Reality".*

Reyes, Part IV: *Resistance, Agency, and Biliteracy
(Chapters 7-9).*

@m-Dreifus, Claudia (2010). *The Bilingual Advantage.*

*Assignment # 3 : Submit a 2-page reflection of your understanding of Social Justice.
Due: August 9th.*

Video: A DAY WITHOUT A MEXICAN

Video: EL NORTE

Week 5. August 9 & 11-*Language Acquisition/2nd Language Acquisition/Biliteracy*

For This Week Read:

Rothenberg. Part IX. *Social Change, Revisioning the Future and Making a Difference (Chapters 1-9).*

Reyes, Part V: *Island and Mainland Influences on Biliteracy (Chapters 10, 11 & Conclusion.*

Guest Speaker: **Biliteracy**

Video: CRASH

Final Exam (on-line)-August 11th