



*EDUC 364-02-Cultural Diversity & Schooling
Summer 2011 (CRN30069)*

Lecturer: Roslyn Woodard, Ed.D

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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Meeting Days:	Mondays and Wednesdays
Room:	MARK 101
Meeting Times:	6:00-10:30 pm

COURSE DESCRIPTION

Required of all credential candidates. 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” 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.***

Use of Technology:

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Cougar Courses, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. During each class session you will be expected to keep all electronic devices off unless otherwise told to turn them on. Texting will not be allowed at anytime when class is session.

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.

COURSE REQUIREMENTS

Required Texts

Nieto, S., and Bode, P. (2008). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Boston: Pearson Education, Inc. ISBN 0-205-52982-8

Howard, T. (2010). *Why Race and Culture Matter in Schools*. New York: Teachers College Press. ISBN 978-0-8077-5071-1

Spring, J. (2007) *Deculturalization and the Struggle for Equality*. Boston: McGraw Hill. ISBN 978-0-07-313177-1

Required Media:

Dead Poets Society (Touchstone Pictures; 1989; 128)

Lean on Me (Warner Bros; 1989; 124)

Stand and Deliver (Warner Bros; 1988; 102)

Grading Policy

- All required work must be submitted on time.
- You will lose one complete grade on an assignment for late submissions.
- Although work will be submitted electronically, copies will be need to be brought to class for whole group, small group discussions.

Assessment of Progress (1000 Points Possible)

1) Attendance and Class Participation (150 points)

First is the expectation that you will attend all class sessions and participate actively in class

discussions. If you miss four (4) classes, you will be dropped from the course. 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) Group Project (150 points)

The author of our main textbook (Nieto) encourages students to act as agents for social change through collaboration by defining students as teachers and defining the process of teaching and learning as a process for both student and instructor. Group will facilitate a 15-20 minute discussion and interactive activity around a chapter from a selected text. Discussions/activities should promote critical thinking, varied perspectives and questioning, but always in a safe and caring community where everyone is valued and respected. Presentation dates will be assigned during Session 1.

3) Multicultural Education, Social Justice, and Equity Paper(s) - Pre and Post (150 points each)

You will submit two papers to show your understanding of Multicultural Education, Social Justice, and Equity. The "Pre" paper (1 page) will be submitted at the start of the course, and the "Post" paper (2-3 pages), will be submitted at the end of the course. The "Post," paper should reflect an enhanced understanding of the terms based on the TPE, readings, class discussions, activities, and your experiences. Answer the following question:

What do the terms **Multicultural Education, Social Justice, and Equity** mean for you, your family, and your world?

"Pre" Paper #1 - ***Due: Monday, June 13, 2011 (50 points)***

"Post" Paper #2 - ***Due: Wednesday, July 6, 2011 (100 points)***

4) Personal/Family Background (100 points)

By researching and studying one's family background it is possible to gain self appreciation of our many similarities and differences. In this assignment, you will reference course readings and write a personal narrative about your identity as it relates to self, family, and the sociopolitical context.

You will also reflect on your own experiences and other factors determined by your own circumstances and upbringing and discuss how this understanding may impact your work as an educator. Lastly you will determine how this understanding might have a positive or negative impact on you as well. 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 and/or important or significant adult(s) in your life. Please let me know if you require this or other accommodations to complete this assignment. ***DUE: Wednesday, June 15, 2011***

5) Discussion Board/In-Class Reflections (150 points) – Ongoing

Students are required to participate in ongoing discussions that may take place in class or online. Your discussions should be introspective addressing issues, experiences, ideas, discussions, readings, and current events, related to the class. ***Postings will be accepted until Wednesday, July 6, 2011.***

A minimum of ten (10) substantial entries/reflections are required. All entries must be content rich and relevant to the topic for a minimum passing grade on this assignment (C+).

LET ME BE CLEAR: Personal notes to students, “I agree with....”, “You’re so right”.... Statements, comments, etc., and other such non-substantive references will not be counted in the total.

Ongoing - Do not wait until the end of the semester to respond. Last posting accepted: Wednesday, July 6, 2011

6) Movie Review and Response (100 Points)

You will select two of the three films listed and complete a reflective paper that compares and contrasts the two films and the issues brought out by the movies. A more detailed handout will be provided that addresses the requirement for a minimum passing grade for this assignment.

Due: Monday, July 4, 2011

7) Final Exam/Action Plan (200 points)

Each student will create a 2 page scenario and rubric related to an issue of Multicultural Education, Social Justice and Equity, etc. That scenario will then will be given to another student member in the class who will respond to the scenario by creating a plan that addresses the issue. A separate assignment sheet will be given detailing the requirements of this plan. Some class time will be used to prepare scenarios. **To Be Completed during the Final Session on Wednesday, July 6, 2011.**

<p>SCHEDULE AND ASSIGNMENTS Mondays and Wednesdays 6:00-10:30 pm</p>
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Week 1

Monday June 6, 2011	Introduction, Organization of Class, Sociopolitical Context of Multicultural Education Readings: Nieto Chapter 1; Tatum “Complexity of Identity”
Wednesday June 8, 2011	Multicultural Education Context/Schooling Experiences of Students of Color Readings: Nieto Chapter 2; Delpit “The Silenced Dialogue;” Spring Chapter 1

Week 2

Monday June 13, 2011	Multicultural Education and School Reform, Teaching Students from Diverse Backgrounds Readings: Nieto Chapter 3; Howard Chapter 4 Group 1: Spring Chapter 2 Assignment Due in Class: Multicultural Education, Social Justice, Equity “Pre” Paper #1
Wednesday June 15, 2011	Structural and Organizational Issues in Schools Readings: Nieto Chapter 5; Howard Chapter 1 Group 2: Spring Chapter 3 Assignment Due in Class: Personal/Family Background Paper

Week 3

Monday June 20, 2011	Racism, Discrimination, and Expectations of Students' Achievement/Guest Speaker Readings: Nieto Chapter 4; Howard Chapter 5 Group 3: Spring Chapter 4
Wednesday June 22, 2011	Culture, Identity, and Learning/Guest Speaker Readings: Nieto Chapter 6; Howard Chapter 3 Group 4: Spring Chapter 5

Week 4

Monday June 27, 2011	Linguistic Diversity Readings: Nieto Chapter 7; Howard Chapter 2 Group 5: Spring Chapter 6
Wednesday June 29, 2011	Understanding Academic Diversity Readings: Nieto Chapter 8; Howard Chapter 6 Group 6: Howard Chapter 7

Week 5

Monday July 4, 2011 Session 9 HOLIDAY	Learning from Students, Adapting Curriculum for Multicultural Classrooms Readings: Nieto Chapter 9, 10 Assignment Due by Email: Movie Review and Response
Wednesday July 6, 2011	Pulling it All Together (Grades to be Finalized by Friday) Readings: Nieto Chapter 11 Assignment Due in Class: Multicultural Education, Social Justice, Equity "Post" Paper #2 Action Plan