

CALIFORNIA STATE UNIVERSITY SAN MARCOS
SUMMER 2002
EDUC 364: THE ROLE OF CULTURAL DIVERSITY IN SCHOOLING
Monday, Tuesday, and Thursday
June 17- August 9
4:00-5:45 p.m.

INSTRUCTOR: Lorri J. Santamaría, Ph.D., Assistant Professor
PHONE: 760-458-8920
E-MAIL: klaus00@pacbell.net
OFFICE HOURS: By appointment
LOCATION: ACD 408

MISSION STATEMENT

California State University San Marcos focuses on the *student as an active participant* in the learning process. *Students work closely with a faculty* of active scholars and artists whose commitment to sustained excellence in teaching, research, and *community partnership enhances student learning*. The university offers *rigorous undergraduate and graduate programs* distinguished by exemplary teaching, innovative curricula, and the application of new technologies. CSUSM provides a range of services that *respond to the needs of a student body with diverse backgrounds*, expanding student access to an excellent and affordable education. As a public university, CSUSM grounds its mission in the public trust, *alignment with regional needs, and sustained enrichment of the intellectual, civic, economic, and cultural life* of our region and state.

COURSE DESCRIPTION

This course explores historical and current theories, psychology, sociocultural, political, and pedagogical factors and issues related to notions of culture, interaction, and communication in school and community contexts (e.g., nature of culture, manifestations of, cultural contact, and cultural diversity in the United States and California), with an emphasis on the principals of first and second language acquisition within a theoretical and applied context.

This course is intended for students having an interest in diversity and educational issues and is a prerequisite for all teacher credential and graduate program candidates in education. Developed oral and written communication, information literacy, and appropriate use of technology are required of professional educators; therefore they are stressed as methods for completing course requirements.

Human differences and similarities to be examined in this class include but are not limited to those of sex, race, ethnicity, socio-economic status, religion, sexual orientation, and exceptionality. The program may also include study of other human similarities and differences.

In this class prospective teachers gain knowledge and understanding pertaining to similarities and differences between, contributions of, exchanges between, and the varying perspectives of the populations referenced in the *Non-Discrimination Policy of the State of California*.

CLAD competencies are attached. The instructor will review the competencies to be addressed in this course.

OBJECTIVES

Upon completion of this course and in accordance with the State of California Commission on Teacher Credentialing Standards, students will be able to:

- Have the opportunity to develop respect for human similarities and differences. **(Standard 8)**
- Gain awareness of their perspectives pertaining to human diversity. **(Standard 8)**
- Gain openness to new perspectives regarding important variations among people. **(Standard 8)**
- Gain critical understanding of the nature and forms of human discrimination and ways to overcome them. **(Standard 8)**
- Demonstrate familiarity with various theories and instructional methodologies in first and second language acquisition **(Standards 12d, 13d)**.
- Demonstrate familiarity with past and current methods for teaching English as a second language. **(Standards 5a, 12d, 13d)**
- Discuss strengths and weaknesses of varied organizational strategies for multilingual classrooms. **(Standards 13a, 13c, 13d)**
- Demonstrate awareness of the issues involved in language assessment and testing for instructional purposes. **(Standards 13a, 13b, 13c)**
- Demonstrate awareness of local and national legal, political and socio-cultural issues related to the education of English learners. **(Standards 4b, 5a, 11c, 13c)**
- Demonstrate competence in the use of electronic research tools (e.g. access the Internet) to search for and retrieve information and the ability to assess the authenticity, reliability, and bias for the data gathered. Interact with others using email and is familiar with a variety of computer based collaborative tools **(Standards 9c, 9f)**

COLLEGE OF EDUCATION ATTENDANCE POLICY

Due to the dynamic and interactive nature of this course, you are expected to attend all classes and participate actively. At minimum, you must attend more than 80% of class time, or may not receive a passing grade for this course, at the discretion of the instructor. If for any reason you miss two class sessions or are late (or leave early) more than three sessions, you cannot receive a grade of "A". If you miss three class sessions, your highest grade is "C+". Should you have extenuating circumstances, contact the instructor as soon as possible. If you miss a class, you must discuss a make-up assignment with the instructor and are expected to complete the make-up work within one week of the absence.

GENERAL CONSIDERATIONS

- This course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement.
- Emphasis is on learning outcomes (e.g., what you know and can demonstrate) and ways in which your learning corresponds with your potential to enhance student learning as a new teacher.
- Academic honesty is expected from each student and students are expected to contribute equally on group assignments. Plagiarism is a crime.
- Student access to course learnings is a priority. If you are in need of academic accommodations/modifications based on mobility, disability, or the English language learning process, please contact the professor immediately. Every effort will be made to accommodate your previously documented need.

REQUIRED TEXTS

Banks, J.A., & Banks, C.A. (2001). Multicultural education: Issues and perspectives (4th Ed.). Allyn and Bacon.

Spring, J. (2001). Deculturalization and the struggle for equality (3rd Ed.). McGraw Hill.

Websites: Multicultural Pavilion www.curry.edschool.virginia.edu/go/multicultural/, Multicultural Review www.mcreview.com/ and other readings as assigned or provided by professor.

COURSE REQUIREMENTS

All assignments are due on the dates indicated below (also indicated on the course calendar). Please manage your time and plan accordingly. Assignments must be word processed/typewritten, double-spaced, with standard margins, unless completed in class. It is expected that all assignments will reflect university level composition.

ASSIGNMENTS, DUE DATES, AND GRADING

- | | |
|--|---|
| 1. Guest Speaker Responses (8, 10 points each)
<i>IN CLASS 6/18, 6/25, 7/2, 7/9, 7/16, 7/23, 7/30, 8/1, & 8/5</i> | 80 points |
| 2. Interactive Journal (4, 10 points each)
<i>IN CLASS 6/20, 6/24, 6/27, 7/11, or 7/18</i> | 40 points |
| 3. Color My Family Human (40 points/ Wisdom Walk, 20 points)
<i>DUE 7/15</i> | 60 points |
| 4. Multicultural Review (40 points wr., 20 points oral pres.)
<i>DUE 7/25</i> | 60 points |
| 5. Another Perspective: Cross Cultural Interview
<i>WHO? DUE 7/18, INTERVIEW DUE 8/1</i> | 60 points |
| 6. Multicultural Experience Paper (100 points wr., 50 points oral pres.)
<i>WRITTEN & PRESENTATIONS WK. OF 8/ 5</i> | 150 points |
| 7. Attendance and Participation | <u>50 points</u>
500 points possible |

Points will be converted to percentages. The following grading scale will be used:

93-100%.....	A
90-92%.....	A-
88-89%.....	B+
83-87%.....	B
80-82%.....	B-
<u>75-79%.....</u>	<u>C+</u>
72-75.....	C
70-71.....	C-
60-69%.....	D
59% and below.....	F

Note: Students taking EDUC 364 as a prerequisite for teacher credential and graduate programs are reminded that the College requires completion of this course with a C+ or higher.

ASSIGNMENT GUIDELINES

1. Guest Speaker Responses (8, 10 points each) 80 points *IN CLASS 6/18, 6/25, 7/2, 7/9, 7/16, 7/23, 7/30, 8/1, & 8/5*

Guest speakers representing various cultural backgrounds and experiences will be sharing their perspectives and stories relating to education with us on a weekly basis. After each presentation, there will be a 15-minute question answer period followed by a 1 page handwritten reflection on your learnings or thoughts.

2. Interactive Journal (4, 10 points each) 40 points *IN CLASS 6/20, 6/24, 6/27, 7/11, or 7/18*

Interactive journals are a way for the professor to respond to your questions, reflections, insights, or concerns regarding course content. They also facilitate relationship between the student and professor. Follow each journal entry with a question. The professor will respond to your question and then ask you to begin your next entry, by answering a new question of the professor's choice. Entries are to be no more than one page long.

3. Color My Family Human (40 points/ Wisdom Walk, 20 points) 60 points *DUE 7/15*

For this assignment you will create a visual response that describes you, your cultural affiliation, your family, and the way in which your family affected your educational experience. Posters, multimedia, Power Point Presentations, or Overheads are encouraged. As a class, we will create a grading rubric for this assignment. The assignments will be displayed around the room, like a Science Fair set-up, and we will all take a Wisdom Walk around the room noting the strengths and what we have learned from each project, followed by a brief self-reflection of the process.

Please note: Assignments 4,5, and 6 take some preplanning and pre-selection of people and resources. Read these assignments carefully and select your resources EARLY to prevent heartache and chaos later.

4. Multicultural Review (40 points writing, 20 points oral presentation) 60 points
DUE 7/25

For this assignment you will visit the Multicultural Review web site at www.mcreview.com/. There, you will peruse reviews in three different genres, making sure ONE IS JUVENILE (e.g., fiction, reference, video). Summarize each of the three reviews of your choice (1 paragraph or less, each review). Then, choose a multicultural children's book, and review it using the format found on the website (NO REPEAT BOOKS ALLOWED, IF YOU AND ANOTHER STUDENT REVIEW THE SAME BOOK, YOU WILL BOTH BE PENALIZED 10 POINTS. COMMUNICATE WITH YOUR CLASSMATES FOR THIS ASSIGNMENT). You will write up your review (no more than 1 page) and present your children's book to the class. Oral presentations should be no longer than 5 minutes. Popcorn is encouraged.

5. Another Perspective: Cross Cultural Interview 60 points
WHO? DUE 7/18, INTERVIEW DUE 8/1

Leaving your comfort zone and reaching out to an individual who does not belong to your ethnic, linguistic, or cultural background takes courage and cultural competence. For this assignment you are asked to befriend an individual (perhaps a neighbor or acquaintance) from an ethnic, linguistic, or cultural background that differs from your own, and interview them using 5 class generated interview questions. The interview should be written up, followed by your personal reflection, and turned in (4 page maximum). Both you and the person you are interviewing must sign a written agreement stating showing evidence of both parties participation on this assignment. Please include date, time, and location for the interview. YOU MAY NOT USE A STUDENT FROM THIS CLASS FOR THIS ASSIGNMENT. 20 extra credit points for further proof of interview (e.g., standard sized audio or video tape)

6. Multicultural Experience Paper (100 pts writing, 50 pts oral presentation) 150 points
WRITTEN & PRESENTATIONS WK. OF 8/ 5

Your final assignment should be an experientially based culmination of your learning. I strongly encourage group projects for this (groups no larger than 4 members). If you choose to work in a group, the professor will need a clear written statement from each member stating what their specific contribution to the project was, signed by all other members of the group.

For this assignment you are expected to engage in a multicultural experience (e.g., concert, play, dance class, culinary adventure, travel <use the San Diego Reader for ideas>), and reflect upon the experience using the readings, discussions, guest speakers, and class assignments as reference points. Organize your ideas around a brief synopsis of the experience and its personal significance to you (2 page max.) followed by three major learnings you will take away from this class and incorporate into your own life as a future educator (2 page max.). Each student will need to provide evidence of their experience by including ticket stubs, photos, instructor's signature etc. A simple cutout or announcement from a newspaper will not be accepted.

For the oral presentations, each member of the group is expected to participate. Creativity and the use of technology or multimedia are encouraged.