

**California State University San Marcos  
COLLEGE OF EDUCATION**

**EDUC E364 The Role of Cultural Diversity in Schooling Summer 2008**

CRN 30098      Mondays/Wednesdays 5:30 – 10:00      Academic Hall 201

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Office Hours:    By appointment; before class

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**College of Education 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 COE Governance Community, October, 1997).

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**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, sexual orientation 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;
- general familiarity with cultural responsive pedagogy;
- understanding of gay, lesbian, bisexual and transgender students, teachers and families.

**College of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the College 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. (Adopted by the COE Governance Community, December, 1997).

**Students will lose 3 points from attendance/participation for each missed class. Excessive tardiness will also affect final grade. If student is more than 20 minutes late or leaves more than 20 minutes early, it will count as ½ an absence.**

## **Authorization to Teach English Learners**

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 English Learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. (Approved by the CCTC in SB 2042 Programs Standards, August, 2002).

## **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 can 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.

## **GENERAL CONSIDERATIONS**

### **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.

### **Ability**

Every student has the right to equitable educational consideration and appropriate accommodation. 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 need. 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 reasonable accommodation for special needs students.

### **All University Writing Requirement**

Every course at the university must have a writing requirement of at least 2500 words. This will be met through written assignments in this course.

## **CSUSM Academic Honesty Policy**

“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 student 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**

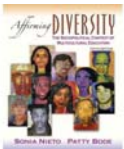
Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. Prado-Olmos, Associate Dean.

### **Students with Disabilities Requiring Reasonable Accommodations**

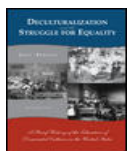
Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. 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.

## **COURSE REQUIREMENTS**

### **Required Text**



Nieto, S., Bode, P. (2008). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Fifth Edition. Boston, MA: Pearson Education, Inc. ISBN-10: 0-205-52982-8



Spring, J. (2007). *Deculturalization and the Struggle for Equality*. Fifth Edition. New York: The McGraw Hill Companies, Inc. ISBN: 0-07-256383-4

Course Reader - Available on WebCT6

## Recommended Text



Tatum, Beverly Daniel. (1997). *“Why are All the Black Kids Sitting Together in the Cafeteria?” And other conversations about race.* First Edition. New York: Basic Books. ISBN: 0-465-09129-6

## Material(s)

3 Ring binder or spiral-bound notebook of at least 50 pages

## Grading Policy

All assignments are due on the dates indicated below. **Assignments turned in late will not receive full credit.** They must be typewritten, and should reflect university level composition.

The following grading scale will be used:

100 – 93 A	89 – 87 B+	79 – 77 C+	76 – 73 C	60 – 69 D	59 and below F
92 – 90 A-	86 – 83 B		72 – 70 C-		
	82 – 80 B-				

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

## ASSIGNMENTS / DUE DATES / POINTS POSSIBLE

*Note: The following is a concise explanation of probable assignments for this course. There is a strong possibility that the instructor will modify some of these assignments to meet the needs of the class. However, all students will be kept aware of any changes well in advance of any due date.*

- 1. Attendance, Class Participation, and Reading Reflection Journal** **30 points**

In order to have the type of class discussions that this course requires, it is crucial that students read the material before class. In order to receive participation points for each session, download journal responses to WebCT6 and bring a hard copy to class. Journal responses are “live” documents that include *a synthesis of key points from the session’s reading with the following criteria: a) personal thoughts with references to the chapter, b) connect your experiences/perspectives/observations to the reading, and c) write at least two questions that the week’s readings prompt you to ask after reflecting on the material.* Be prepared to discuss your journal/thinking throughout the class for which the reading is due. The journals will be used to allow you to reflect on your learning at the end of the course. Three (3) points will be deducted for each missed class session. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting.

**Due: Each Session – Hard Copy in Class/Electronic Copy to WebCT6**
- 2. Personal History of Otherness** **20 points**

By researching and studying one’s relationship to the eight categories of typical “otherness” in U.S. society, it is possible for us to gain an appreciation about ourselves as individuals and our many similarities and differences. In this assignment you are to *write one page for each category about your relationship to “otherness” in terms of race, gender, religion, sexual orientation, socioeconomic status, age, physical or mental ability, and language. Reflect on your own experiences in terms of your social context, your family background, and other factors determined by your own circumstances and upbringing.* Rank the eight categories from most important to least important in regards to who you are as an individual. Be prepared to discuss your assignment within a larger class dialogue.

**Due: Session 4 to WebCT6**
- 3. Group Reading Facilitation** **15 points**

In small groups, students will lead a *15-20 minute discussion, including a time for questions and answers, of a chapter from the Spring and Nieto texts.* This discussion should promote critical thinking, varied perspectives and an attempt to connect the past to the present in our schools. Groups should develop active learning activities that may take the form of plays, debates, poster presentations, interactive games, small group work, etc. A one page handout will be provided to the audience by each group to extend understanding around the content presented. Lastly, groups will develop and distribute a peer evaluation form for immediate feedback.

**Due: Session 7**
- 4. School Diversity/Improvement Action Plan** **35 points**

In small groups, students will provide a research-based assessment of three or more schools from the same district and the same grade levels. The final project could be a PowerPoint, movie, poster presentation, or some other type of creative way to present the information. As a way to synthesize all of the information that has been learned in the 5 weeks, groups will select the most deserving school and create an improvement action plan that will discuss and showcase how they will address diversity issues, achievement gap, learning for all students, school-family-community connections, etc. Plans will be presented in class.

**Due: Session 10**

## WEEKLY READINGS / ACTIVITIES / ASSIGNMENTS

*This outline may be subject to change based upon the needs and requirements of the course and students. Every effort will be made to inform you of the changes.*

Date	Session Topics	Readings Assigned for this Session	Assignments Due this Session
Session 1 <b>Monday</b> <b>July 7</b>	Course Overview Multicultural Education: Issues, Concepts, Terminology	Syllabus Nieto Chapters 1 and 2	<b>Reading Response Journal (RRJ) # 1</b> <i>(***Download to WebCT6/ Bring hard copy to class for discussion and participation***)</i>
Session 2 <b>Wednesday</b> <b>July 9</b>	Personal Identify/History Power and Privilege	Tatum "Complexity of Identify" Course Reader (CR) Delpit "The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children" (CR)	<b>RRJ # 2</b>
Session 3 <b>Monday</b> <b>July 14</b>	Multicultural Education and School Reform Teaching Students from Diverse Backgrounds	Nieto Chapter 3 Ladson-Billings "Culturally Responsive Teaching" (CR)	<b>RRJ # 3</b>
Session 4 <b>Wednesday</b> <b>July 16</b>	Racism, Discrimination, Expectations of Student Achievement Gender and GLST Issues	Nieto Chapter 4 Grant & Sleeter "Race, Class, Gender & Disability" (CR)	<b>RRJ # 4</b> <b>Personal History of Otherness Paper</b> to WebCT6 by 11:59pm
Session 5 <b>Monday</b> <b>July 21</b>	Structural and Organizational Issues in Schools Deculturalization and Equality	Nieto Chapter 5 Spring Chapter 1	<b>RRJ # 5</b>
Session 6 <b>Wednesday</b> <b>July 23</b>	Linguistic Diversity in U. S. Classrooms	Nieto Chapter 7 Olsen "Learning the Language of America" (CR)	<b>RRJ # 6</b>
Session 7 <b>Monday</b> <b>July 28</b>	Schooling Experiences for Students of Color Causes/Effects of Stereotypes and Myths	Nieto Chapter 6 Spring Chapters 2, 3, 4, 5, 6	<b>RRJ # 7</b> <b>Group Facilitation</b>
Session 8 <b>Wednesday</b> <b>July 30</b>	Understanding Academic Achievement	Nieto Chapter 8 Heward et al "Educational Equity for Students with Disabilities" (CR)	<b>RRJ # 8</b>
Session 9 <b>Monday</b> <b>Aug 4</b>	Learning from Students Course Evaluations	Nieto Chapter 9	<b>RRJ # 9</b> <b>Extra Credit</b> to WebCT6 by 11:59pm
Session 10 <b>Wednesday</b> <b>Aug 6</b>	Multicultural Education in Practice Final Presentations	Nieto Chapter 10, 11	<b>RRJ # 10</b> <b>School Diversity/Improvement Plan Presentations</b>

**SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES**

<b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
<b>A.</b> The sound systems of language (phonology)	<b>A.</b> Foundations	<b>A.</b> Definitions of culture
<b>B.</b> Word formation (morphology)	<b>B.</b> Organizational models: What works for whom?	<b>B.</b> Perceptions of culture
<b>C.</b> Syntax	<b>C.</b> Instructional strategies	<b>C.</b> Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
<b>D.</b> Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	<b>D.</b> Physical geography and its effects on culture
<b>E.</b> Language in context	<b>A.</b> Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	<b>E.</b> Cultural congruence
<b>F.</b> Written discourse	<b>B.</b> Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
<b>G.</b> Oral discourse	<b>C.</b> Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	<b>A.</b> What teachers should learn about their students
<b>H.</b> Nonverbal communication	<b>D.</b> Working with paraprofessionals	<b>B.</b> How teachers can learn about their students
<b>I.</b> Language Change		<b>C.</b> How teachers can use what they learn about their students (culturally responsive pedagogy)
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b>III. Cultural Contact</b>
<b>A.</b> Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	<b>A.</b> Purpose	<b>A.</b> Concepts of cultural contact
<b>B.</b> Psychological factors affecting first- and second-language development	<b>B.</b> Methods	<b>B.</b> Stages of individual cultural contact
<b>C.</b> Socio-cultural factors affecting first- and second-language development	<b>C.</b> State mandates	<b>C.</b> The dynamics of prejudice
<b>D.</b> Pedagogical factors affecting first- and second-language development	<b>D.</b> Limitations of assessment	<b>D.</b> Strategies for conflict resolution
<b>E.</b> Political factors affecting first- and second- language development	<b>E.</b> Technical concepts	<b>IV. Cultural Diversity in U.S. and CA</b>
		<b>A.</b> Historical perspectives
		<b>B.</b> Demography
		<b>C.</b> Migration and Immigration