

Course: Cultural Diversity & Schooling



EDUC 364 The Role of Cultural Diversity in Schooling CRN 30164
Part of the Teacher Recruitment Project Summer Institute
Summer 2007
5:00 – 8:30 PM – Meeting dates vary
UH 272 & UH 443

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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).

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

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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 2 points from attendance/participation for each hour missed class.

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",

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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.

Credential Program Recommendations

As one of several evaluation methods, EDUC 364 course instructors are asked for feedback concerning credential candidates who are applying for programs at California State University San Marcos. Keep in mind that your professionalism and hard work in this class not only affect your course grade, but also indicate your readiness for a credential program. *Everything you do speaks. Make sure your actions speak a professional message.*

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.

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. Kelly, Associate Dean.

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (DSS). The DSS 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.

Use class time effectively

Interact professionally and collaborate responsibly with your colleagues

Teacher education is a professional preparation program and students will be expected to adhere to standards of dependability, respect, academic honesty, and writing achievement. Please maintain a safe environment for discussion and learning. Students can express their varying viewpoints and still maintain respect for all voices. Take appropriate individual responsibility for your own learning in a democratic, collaborative, and reciprocal-learning environment. *Refrain from using laptops and other electronic devices for personal use during class.* The use of computers is strictly for our class purposes and when deemed appropriate.

Writing

In keeping with the All-University Writing Requirement, all three unit courses must have a writing component of at least 2,500 words (approx. 10 pages) which can be administered in a variety of ways.

Academic Honesty

It is expected that each student will do his or her own work, and contribute equitably to group projects and processes. If there is any question about academic honesty, consult the University Catalog.

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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.

COURSE REQUIREMENTS

Required Text

Nieto, S. (2004). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Fourth Edition. Boston, MA: Pearson Education, Inc. ISBN: 0-205-38692-X

Spring, J. (2007). *Deculturalization and The Struggle for Equality*. Fifth Edition. New York: The McGraw Hill Companies, Inc. ISBN – 10: 0-07-313177-6

Course Reader - available on webCT6 (articles will become available throughout the course)

Material

Reading Journal: 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:

93 – 100	A	<u>75 – 79</u>	C+
90 – 92	A-	72 – 74	C
88 – 89	B+	70 – 71	C-
83 – 87	B	60 – 69	D
80 – 82	B-	59 – below	F

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 Reflection Journal** **20 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 the week, students must bring their reading journals with a synthesis of key points of the week's reading with the following criteria: a) personal thoughts with references to the chapter, b) your experiences/perspectives/observations connected to the reading, and c) write one or

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two questions that the week's readings prompt you to ask after reflecting on the material. Be prepared to discuss your journal at the beginning of the class in which the reading is due. The journals will be used to allow you to reflect on your learning at the end of the course. Since our class meets three times weekly, please be prepared on Wednesdays to reflect on the weekly readings and journal entries. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting.

DUE: Wednesdays

- 2. Personal History of Otherness **15 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: June 9th
- 3. Weekly Discussion Board **20 points****
After our weekly course sessions, you will be asked to write a reflection and post on the discussion board in webCT6. Each reflection will be at least 150 words in length and will cover a variety of topics including; a reflection of your learning experiences, a response to a class discussions, and/or critique of a class reading or film. You will also respond to at least 2 peer entries.
DUE: Friday evenings from June 1st through June 16th
Discussion boards will close on Saturdays after class.
- 4. School Diversity Assessment **25 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, or some other type of creative way to present the information.
DUE: June 13th
- 5. My Diversity Action Plan **30 points****
As a way to synthesize all of the information that has been learned during the two and a half weeks, students will create a personal diversity action plan that will discuss and showcase how each future teacher will personally address the achievement gap and promote learning for all students. Plans will be presented in class if time permits.
DUE: June 16th

TENTATIVE WEEKLY READINGS / ACTIVITIES

As I like to take advantage of the strengths and challenges that each individual class may have, there may be revisions on how the readings will progress. I will keep everyone well-informed of any changes of dates, additional articles, or

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deletions. Every week all our reading journals will be due on Wednesday and discussion boards posted by Saturday after class.

1 Friday June 1st Multicultural Education: Issues and Concepts

5:00-7:30PM Face-to-face

Introductions / Syllabus Overview

Conceptions / Misconceptions of Culture

Multicultural Education

NOTE: Please download the syllabus from the COE Website or WebCT6. I will let you know when all our assignments and readings are posted on WebCT6.

Due: Nieto: Introduction, Chapters 1 and 2
Jensen: Black and White (course reader)
Banks: "It's Up to Us" (course reader)
Bring journal entry to class.

2 Saturday June 2nd Multicultural Education: Issues and Concepts

8:00AM-10:30AM Face-to-face

11:00AM -4:30PM Online

Dimensions of Multicultural Education

Cultural Issues in Education and Society

Tolerance Issues

Groups & Topics Decided for School Diversity Project!

Personal History of Otherness – Assignment Introduction (Due: June 9)

Due : Tatum: The Complexity of Identity (course reader)
Nieto: Chapter 3
Bring journal.

3 Wednesday June 6th Examining Race and Racism & Personal / Family Backgrounds

5:00PM-8:30PM Online

White Privilege

Racism and Discrimination

Movie: The Shadow of Hate

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Personal History of Otherness

Expressing and Respecting Multiple Perspectives

Due: Kosciw & Diaz: The 2005 National School Climate Survey (course reader)
Tatum: Bring Complexity of Identity (course reader)
Hitchcock: White American Culture
Bring journal.

4 Friday June 8th	Gender and GLST Issues & Examining Social Class / Structural Inequalities
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5:00PM-7:30PM Face-to-face

Gender Biases

Schooling Experiences of Lesbian, Gay, Bisexual and Transgender Youth

Approaches to Multicultural Education (Models)

Social Class and Educational Inequality

Due: Delpit: The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children (course reader)
Ladson-Billings: Culturally Relevant Teaching (course reader)
Nieto: Chapter 4 & 5; *Bring journal*
Bring journal.

5 Saturday June 9th	Cross-Cultural Teaching & Academic Achievement
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8:00AM-11:00AM Face-to-Face

11:00AM-2:30PM Online

Approaches to Multicultural Education (Models)

Social Class and Educational Inequality

Due: Personal History of Otherness

Delpit: The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children (course reader)
Ladson-Billings: Culturally Relevant Teaching (course reader)
Nieto: Chapter 5, 7, and 8
Bring journal.

6 Wednesday June 13th	Learning From Students/ Race & Ethnicity
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5:00PM-7:30PM Face-to-face

Factors Affecting Academic Achievement for Students of Color

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Learning from Students

Multiple Perspectives

Colorblind Perspective in Education

Affirmative Action in Schools

Due: School Diversity Assessment

Nieto: Chapters 6, 9

Olsen: Learning the Language of America (course reader)

Spring: Chapters 1

Bring journal.

7 Friday June 15th Educational Equity & Language Diversity

5:00PM-7:30PM

Educating Immigrant Students

Schooling Experiences of Latino Students

Movie: The Lemon Grove Incident

Schooling Experiences of Students of Color

Causes and Effects of Stereotypes

Due: Nieto: Chapter 10

Heward, et.al: Educational Equity for Students with Disabilities (reader)

Spring: Chapters 2, 3, 4, 5, & 6

Bring journal.

8 June 16th Educational Equity & Multicultural Education in Practice

8:00AM-2:30PM Face-to-face

Students with Disabilities

School / Family Connections

Present School Diversity Assessments this Week

Final Presentations

Course Evaluations

Due: My Diversity Action Plan

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SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	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. Intragroup differences (e.g., 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
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	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 students
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. 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 and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA
		A. Historical perspectives
		B. Demography
		C. Migration and Immigration