

**CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION**

**EDUC 364 The Role of Cultural Diversity in Schooling Summer 2010
CRN 30022**

**Tuesday / Thursday 7:30 – 11:40am
UH 439**

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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:

1. developing competencies in TPE 15: Social Justice and Equity;
2. understanding of various concepts of culture and cultural contact, and their applicability to learning and teaching;
3. understanding of cultural diversity in the United States and California;
4. general familiarity with cultural responsive pedagogy;
5. understanding of marginalized student populations and their families including those from culturally and linguistically diverse backgrounds, and lesbian, gay, bisexual and transgender youth.

This course has an on-line component. The following class sessions will take place on-line in the Cougar Course site on Moodle: June 10, June 17, and July 1.

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.

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 Disabled 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.

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.

Writing

Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

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).

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short. To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website provided: <http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

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.

Use of Technology / Electronic Communication Protocol

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, 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.

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

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).*

Given that this course is offered during a 5-week intensive summer session, missing one class either in person or on-line will result in the reduction of one letter grade.

Grading and Expectations: It is expected students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the College of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor.

Furthermore,

- Note: Students taking EDUC 364 as a prerequisite for teacher credential and graduate programs must maintain a B average (3.0 GPA), with all grades at a C+ or better.
- Late assignments will be accepted only under extenuating circumstances. Consult the instructor in advance if an assignment will be turned in late.

A	94-100 points	C+	78-79 points
A-	90-93 points	C	73-77 points
B+	88-89 points	C-	70-72 points
B	83-87 points	D	60-69 points
B-	80-82 points	F	59- Below

Required Texts:

1. Nieto, S., and Bode, P. (2008). *Affirming diversity: The sociopolitical context of multicultural education*. Boston: Pearson Education, Inc.
2. Spring, J. (2007). *Deculturalization and the struggle for equality*. New York: The McGraw Hill Companies, Inc.
3. Selected Readings—Available on Course Moodle website

ASSIGNMENTS / DUE DATES / POINTS POSSIBLE

1. Attendance, Class Participation, Professional Disposition 20 points
 Students are expected to attend all class sessions, arriving and leaving on time. Students are expected to be well prepared for class sessions by completing readings and assignments before each class session. Students are expected to participate in class activities and demonstrate reflective learning. Students who do not attend a class session, and/or do not participate in class activities nor conduct themselves according to the standards for the teaching profession will not receive attendance and participation points for that session at the instructor’s discretion.

Given that this course is offered during a 5-week intensive summer session, missing one class either in person or on-line will result in the reduction of one letter grade. Being excessively late (at the beginning of class and/or after breaks) or leaving class early will also affect your final grade.

This course is a prerequisite to professional certification in the COE, so students are expected to demonstrate behavior consistent with a professional career and adhere to course policies.

2. Reading Responses 20 points
 To have the type of class discussions this course requires, it is crucial students read and engage the material before class. Your reading responses are due at the beginning of the assigned face-to-face class sessions or at the assigned time on Moodle. The reading responses will consist of the following; 1) an analysis of the assigned readings, and 2) connections to your experiences/perspectives to the reading content and/or a personal connection between the reading and your experiences in schools. Be prepared to discuss your reading responses at the beginning of the class in which the reading is assigned (face-to-face or on-line). Reading Response format: In class - 1 page typed, double-spaced (approx. 200 – 250 words) with both sections included, On-line – approximately 200-250 word responses with both sections included. For in-class Reading Responses, you will also need to bring a hardcopy of your reflection to class in order to facilitate discussion and receive full-credit for the assignment.

DUE: 6/8, 6/10, 6/15, 6/24 and 7/1

3. Group Reading Facilitation

10 points

In small groups, students will lead a discussion on Cougar Course - Moodle of a chapter from the text book *Deculturalization and the Struggle for Equality* by Joel Spring. This discussion should promote critical thinking, varied perspectives and an attempt to connect the past to the present in our schools. Students will share additional resources found related to the chapter as well as any connections the text shares with personal educational experiences. Each group member must equitably contribute to the on-line discussion. **(Class members must participate in all discussions to receive full attendance / participation grade)**

DUE: Scheduled facilitations on Moodle – 6/10 and 6/17

4. Personal History of Otherness

20 points

By researching and studying one's relationship to the eight categories of typical "otherness" in U.S. society, we gain an appreciation about ourselves as individuals and our many similarities and differences. In this assignment you will write one page for each category about your relationship to "otherness" in terms of race or ethnicity, 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. ***Your personal history MUST include a section on each of the 8 categories.*** Be prepared to discuss your paper within a larger class dialogue and with a partner during a peer review session on Moodle.

Due 6/17: Draft posted to Moodle for peer review / feedback – at least ½ page per section

Due 6/22: Final paper due (hardcopy in class) – minimum of 1 page per section

5. School Diversity Assessment

15 points

In small groups, students will provide a research-based assessment of two or more schools from the same district and grade span. This will be a comparison of academic achievement, qualified staff, community resources, and parental involvement at the sites. Groups will also discuss the schools' resources for students from culturally and linguistically diverse backgrounds and their families. The final project could be a PowerPoint, movie, poster, or some other type of creative way to present the information. More detailed directions, examples, and a rubric for grading the assignment will be given in class.

DUE: Scheduled presentations on 6/24 and 6/29

6. My Diversity / Social Justice Action Plan

15 points

As a way to synthesize all the information that has been learned this semester, students will create a personalized diversity / social justice action plan. Your plan will discuss how you, as a future teacher, will address an issue of diversity, social justice and/or equity in K-12 public education geared towards students or their parents. Your plan will include the following; identifying / defining the issue you have chosen to address, a description of the students or parents your plan is designed for, a reflection of the reasons you chose the issue, and a description of the personalized action plan you have created.

Due 7/1: Drafts posted to Cougar Course - Moodle for peer review / feedback

Due 7/6: Final plans posted to Cougar Course - Moodle

EDUC 364 Course Schedule – Summer 2010

The Instructor reserves the right to alter the course schedule. Always bring your books to class.

Session / Date	Topics	Readings and Assignments Due
<p><u>Session #1</u></p> <p>June 1</p>	<ul style="list-style-type: none"> • Introductions, Course Expectations, Etc... • Multiple Perspectives • Active Listening • <i>The Shadow of Hate</i> 	<p>Download the course syllabus prior to Tuesday's class session.</p>
<p><u>Session #2</u></p> <p>June 3</p>	<ul style="list-style-type: none"> • Sociopolitical Context of MC Education, Cultural Issues and Schooling/Society, Terms and Definitions • The Color Line • Discuss Personal History of Otherness Assignment 	<p>Read: Nieto—Chapters 1-2 McIntosh – White Privilege Tatum – The Complexity of Identity</p>
<p><u>Session #3</u></p> <p>June 8</p>	<ul style="list-style-type: none"> • MCE and School Reform • Racism and Discrimination – Groups and Individuals • LGBT Issues in Education • <i>The Lemon Grove Incident</i> 	<p>Read: Nieto – Chapters 3-4 GLSEN– 2007 National School Climate Survey Evans & Washington – Becoming An Ally</p> <p>Due: Reading Response #1</p>
<p><u>Session #4</u></p> <p>June 10 On-line (Cougar Course - Moodle)</p>	<ul style="list-style-type: none"> • The Structure of Schools: tracking, retention, testing, curriculum, etc. • Culture, Identity and Learning • Deculturalization and Schooling 	<p>Read: Nieto – Chapters 5-6 Spring – Chapters 1-3</p> <p>Due: Reading Response #2</p> <p>Due: Reading Facilitation #1 – Deculturalization and the Struggle for Equality</p>
<p><u>Session #5</u></p> <p>June 15</p>	<ul style="list-style-type: none"> • Linguistic Diversity in US Classrooms • Immigration and Education • English Learners in California • The Achievement Gap • Group work of upcoming assignments 	<p>Read: Nieto – Chapters 7-8 Bennett – Colonialism, Immigration and the American Dream</p> <p>Due: Reading Response #3</p>
<p><u>Session #6</u></p> <p>June 17 On-line (Cougar)</p>	<ul style="list-style-type: none"> • Deculturalization and Schooling • Personal Histories of Otherness 	<p>Read: Spring – Chapters 4-7</p> <p>Due: Reading Facilitation #2 –</p>

<p>Course - Moodle)</p>		<p><i>Deculturalization and the Struggle for Equality</i></p> <p><i>Due: Personal History of Otherness Draft posted to Moodle for peer review / feedback</i></p>
<p><u>Session #7</u></p> <p>June 22</p>	<ul style="list-style-type: none"> • Discussion of Personal History of Otherness papers • Affirmative Action in Education • What does Equity look like? • Group work – School Diversity Assessments 	<p><i>Due: Personal History of Otherness paper</i></p>
<p><u>Session #8</u></p> <p>June 24</p>	<ul style="list-style-type: none"> • School Diversity Assessments • Your Students as a Resource • Culturally Relevant Teaching • Multicultural Curriculum 	<p>Read: Nieto – Chapters 9-10 Ladson-Billings – Culturally Relevant Teaching</p> <p><i>Due: Reading Response #4</i></p> <p><i>Due: School Diversity Assessment (Assigned Groups)</i></p>
<p><u>Session #9</u></p> <p>June 29</p>	<ul style="list-style-type: none"> • School Diversity Assessments • <i>A Place at the Table</i> • Social Justice and Equity in Action • Revisiting your “Knapsack” 	<p><i>Due: School Diversity Assessment (Assigned Groups)</i></p>
<p><u>Session #10</u></p> <p>July 1 On-line (Cougar Course - Moodle)</p>	<ul style="list-style-type: none"> • Putting it all together – your personal commitment to social justice and equity in K-12 schools • Final reflections on teaching students from culturally and linguistically diverse backgrounds 	<p>Read: Nieto – Chapter 11 Adams, et.all – Knowing Our Students</p> <p><i>Due: Reading Response #5</i></p> <p><i>Due: My Diversity / SJE Action Plan Draft posted to Moodle for peer review / feedback</i></p> <p><i>Due: My Diversity / SJE Action Plan (FINAL) posted to Moodle by 7/6</i></p>