

CALIFORNIA STATE UNIVERSITY SAN MARCOS  
COLLEGE OF EDUCATION  
EDUC E364, Section 01 (CRN# 30126)  
*The Role of Cultural Diversity in Schooling*  
Summer 2009  
Session 2 07/8/09-8/15/09

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**Meeting times/places:** 444 University Hall **Monday & Wednesday 6:00-10:10 PM**  
**\*\*\*With designated WebCT sessions\*\*\***  
**WebCT Info:** Go to <http://webct.csusm.edu> and use your CSUSM user name and password.

### 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 \*ongoing 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.

Strong oral and written communication skills, information literacy, and technology are required of professional educators; therefore, these components are emphasized as methods to be used in completing course requirements.

### COURSE OBJECTIVES

Students completing EDUC 364 will be able to demonstrate the following:

- developing competencies in TPE 15: Social Justice and Equity (see below);
- 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 culturally responsive pedagogy;
- understanding of gay, lesbian, bisexual and transgender students, teachers and families.

### AUTHORIZATION TO TEACH ENGLISH LEARNERS

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted. As of 2002, the CLAD competencies are collectively referred to as an authorization to teach English Learners.

## STUDENTS WITH DISABILITIES REQUIRING REASONABLE ACCOMMODATIONS

Students with disabilities requiring reasonable accommodations must be approved for services through the Disabled Student Services Office (DSS). This office is located at Craven Hall 5205, and the contact numbers are 760-750-4905 (tel) and 760-750-4909 (TTY). Students authorized by DSS to receive reasonable accommodations should meet with their instructor on or before the first week of class.

### 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 **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.

### ATTENDANCE POLICY

#### The Governance Community of the College of Education adopted the following policy on 12/19/1997:

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.

This course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. Given the fast-paced and highly interactive nature of the course, and given that teaching and learning is difficult (if not impossible) without regular attendance and full engagement in class, the above College Policy is amplified as follows:

Your attendance and participation are basic to your learning and my evaluation of your learning in this class. You are expected to establish appropriate personal, academic and career priorities to facilitate said attendance and participation in this class.

\*Your grade will be negatively affected by absences and positively affected by regular attendance. You will lose **10 points for each tardy or early departure, and 50 points for each absence**, explained or unexplained. **One** absence may be made up with approval.

\*\*Illness and emergency circumstances will be negotiated on a case-by-case basis.

These measures are intended to encourage responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

### GRADING

**Grading Scale:** A=930-1000, A-=900-920, B=800-890, **C+=770-790**, C=730-769, C-=700-720, D+=670-690, D=630-660, D-=600-620, F=590 or lower. 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 **C+ or higher** for these purposes.

**Attendance & Participation:** You are expected to read course materials prior to class meetings and participate in group and class discussions both on WebCT prior to class and in face-to-face class sessions.

**Communication:** You are expected to use WebCT/coursemail and the web on a regular basis. You must log in regularly to WebCT and obtain a university email address / user ID no later than during the first week of

class so that I can add you to my WebCT/coursemail list. Essential and time-sensitive information may be conveyed via WebCT/coursemail, and you are responsible for obtaining this information from each other or from the professor.

**Submission of Coursework:** All work needs to be submitted on WebCT under the appropriate Assignment module. **All work also needs to be submitted in paper format to be graded.** Work submitted within one week late will be reduced by one letter grade. Work received over one week late receives no credit (Individual exceptions due to emergencies will be negotiated on an individual basis).

**Grading Emphasis:** Each written assignment will be graded approximately 90% on content and writing (detail, logic, synthesis of information, depth of analysis, etc.), and 10% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). You are expected to write at or above the minimum competency level for writing. All citations need to use APA format.

## GENERAL CONSIDERATIONS

**Professional Disposition and Behavior at All Times:** Respect, professionalism, and when appropriate, charity, are necessary for a positive, healthy learning environment. All students are entitled to their opinions. Students demonstrating negative attitudes and /or disruptive behavior will not be tolerated under any circumstances and will be referred immediately to the University Dean of Student Affairs and/or the College of Education Associate Dean. Grades and course credit may be affected by inappropriate professional dispositions and/or behavior. **See *Self-Evaluation* for criteria of professional disposition, to be completed at the beginning and end of the semester.**

**Outcomes and Standards:** This course is aligned with the standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing, and as approved by the faculty of the College of Education. (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:** It is expected that each student will do his or her own work, and contribute equitably to group processes and projects. If there is any question about academic honesty, 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 course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. Peggy Kelly, Associate Dean.

**Ability:** Every student has the right to an equitable education and appropriate accommodations. 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 needs. 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 appropriate accommodations for special needs students. Students may be required to use the Writing Center or similar resource for all written assignments, based on performance on the first writing assignment.

## REQUIRED TEXTS (These\* texts are on reserve at the Kellogg Library.)

**NOTE:** All texts/readings MUST be brought to each appropriate class session.

1. \*Spring, J. (2010). *Deculturalization and the Struggle for Equity (6th Edition)*. New York, NY: The McGraw-Hill Companies, Inc. ISBN 978007337873-2
2. \*Course Reader: Info on this will be announced in class.
3. \*Krashen, S. (1999). *Condemned without a trial: Bogus arguments against bilingual education*. Portsmouth, NH: Heinemann.

### Optional Texts:

Banks, J.A. and Banks, C.A. (2005). *Multicultural Education: Issues and Perspectives*, 5<sup>th</sup> Ed.

Cummins, J. (1996). *Negotiating identities: Education for empowerment in a diverse society*. Ontario, CA: California Association for Bilingual Education

**Derman-Sparks, L. (1989). *Anti-Bias Curriculum*. National Association for the Education of Young People. ISBN: 093598920X**

### **ALL UNIVERSITY WRITING REQUIREMENT**

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.

### **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.

## COURSE REQUIREMENTS

### Assignments:

All assignments are due on the dates indicated. All work needs to be submitted on WebCT under the appropriate Assignment module. All work also needs to be submitted in paper format to be graded. Work submitted within one week late will be reduced by one letter grade. Work received over one week late receives no credit (Individual exceptions due to emergencies will be negotiated on an individual basis).

Assignments must be typewritten or word processed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition. Use of electronic spelling and grammar checking is encouraged. Select samples of assignments are available for viewing in class and/or on WebCT/Resources.

- A. Attendance & Participation (300 points) Attendance at every session, along with active, engaged, reflective, respectful discussion, is required and expected. (See section on the Attendance Policy for information on consequences of absences.) Ongoing and active participation on the WebCT Discussion Board is required.**
- i. Attendance (200)
  - ii. WebCT (100)

### ASSIGNMENT SPECIFICATIONS

#### ASSIGNMENT DIRECTIONS (SPECIFIC DIRECTIONS WILL ALSO BE POSTED ON WEBCT)

- A. Attendance and Participation. (300 points)** Attendance; preparedness with readings and leading a discussion prior to class; as well as active, engaged discussions and participation in class all fall into this category. Students will post comments on readings and current issues (optional) as they relate to each session's topic on WebCT PRIOR TO class. **Your comments need to directly reflect and quote your readings.**

Current educational issues and thoughts on course topics can be found on the following websites:

San Diego Union Tribune [www.signonsandiego.com](http://www.signonsandiego.com)  
North County Times [www.nctimes.com](http://www.nctimes.com)  
[www.cde.ca.gov](http://www.cde.ca.gov)  
Rethinking Schools [www.rethinkingschools.com](http://www.rethinkingschools.com)

Education Week [www.edweek.com](http://www.edweek.com)  
California Department of Education

Teaching Tolerance [www.tolerance.org](http://www.tolerance.org)

- B. Discussion Leader (xtra credit 20 points).** For each discussion topic (some sessions will have more than one topic), one or two students will be responsible for posing critical thinking questions to the class, and reviewing and summarizing the other students' comments **\*\*prior to\*\*** the session in which the topic will be discussed.

### C. PORTFOLIO

First, watch any volume of the Irish in America film series at the Media Library. Then, write a short (one or two paragraphs) response to the following question: What does this film reveal about the social, historical and psychological construction of the white racial or ethnic group in the U.S.?

**1. Family Tree Assignment: 100 points Due Session 4**

By researching and studying one's own background, it is possible to gain an appreciation of our unique heritage as an American, and also prepare to discuss the unique heritage and history of other Americans. **First**, construct a genealogical family 'tree' covering e.g., grandson to grandfather levels. **Second**, for each person on the tree, write a descriptive paragraph (bulleted outlines are also acceptable), including as much information as you can gather (e.g., vocation, religious affiliation, ethnicity, culture, language(s), country of origin,

education/occupation and any other information that may be of interest and value). **Third, write a response to the following questions:** How does your family fit into mainstream U.S. culture? (\*\*Note: You MUST use Ogbu's terms such as primary and secondary cultural characteristics, voluntary and involuntary immigration, etc.) What processes of change and assimilation or acculturation do you notice through the generations in your family's history? Has your family's status or identity changed over the generations? Why? What are some positive and negative experiences your family has had related to your family's role or status in the U.S.?

**Format:** tree graphic + info on about 10 people in at least three generations + a paragraph for each of the final series of questions above.

### **3. Personal History Narrative.**

**100 points**

**Due Session 3**

Write a narrative essay about your own life, describing the experiences that have shaped your views of race, culture, and issues of diversity.

a. Reflect on and describe your own experiences in terms of the following:

\*your family background;

\*your positionality / membership: i.e., your reference points & identity in terms of gender/sexuality, culture, ethnicity/race, class, language, religion, etc.;

\*your exposure to and interactions with others unlike yourself; and

\*other factors you would like to include, as determined by your unique circumstances and upbringing.

b. In addition, explore and describe

\*your identity as a learner (a confident student; had trouble with writing; etc.)

\*how this may affect your potential as a teacher (will have high expectations of students; etc.)

Include SPECIFIC examples of events and situations that you feel shaped your views on these issues. Be sure to situate your examples, i.e., provide context and explicitly detail any assumptions about schooling and education.

To the extent possible, relate your experiences to anticipated course topics, readings and discussions. Be prepared to discuss your assignment with the class (small and/or whole group).

### **4. WebCT Task: Video, Smoke Signals or In the White Man's Image**

Write a short (one or two paragraphs) response to the following question: What does this film reveal about the social and historical construction of the white vs. nonwhite (in this case, Native American) racial or ethnic groups in the U.S.? How were premises about the inferiority of Native Americans used to justify racist policies (give specific examples from the Spring book reading.)

### **5. World Language TV**

**Due Session: TBD**

Watch an hour of a film in a language that you have no knowledge of. In your writeup describe the following. A. How did you feel? (Frustrated, engaged, etc.) B. What helped you comprehend this new language? (Visuals, facial expressions, music, background knowledge – familiar genre or familiar words, etc.) C. Based on part B, consider....what type of instructional strategies can teachers use that English learners might benefit from and make subject matter comprehensible?

**6. [Possible In-class WebCT Task: Class: CBEDS / DataQuest 0 points]**

Look up a school of your choice on the CBEDS or DataQuest web site, located at <http://dq.cde.ca.gov/dataquest/>. Examine and analyze the languages spoken in the district, the test scores, the number of qualified teachers, the types of programs the school offers, etc. In your writeup, consider... How does class or socioeconomic status interact with the foregoing factors?

**7. Reflection on Personal History Narrative 200 points Due Session 11**  
**Suggested length:** 3-6 pages

Consider your first reflective narrative from the beginning of the semester. Are there any changes you would make to the story? Have you remembered or reinterpreted particular events throughout this semester, or have particular events taken place since the beginning of the term that have led you to reflect on some critical themes in this course? In what ways have your voice and perspective changed? Sometimes, the changes will be subtle, as in choosing to use the terms Asian American or Latino rather than Oriental or Hispanic for specific purposes. Or, the changes may be dramatic. In this assignment, you will document your new reflections concerning your personal narrative, as a result of having critically examined the major issues covered in this course.

*\*\*\*The narrative needs to be mindful of TPE 15, Social Justice and Equity.*

**8. Outcome Assessment 200 points Due Session 11**  
**Suggested length:** 2 – 4 pages

Describe the following, *\*\*\*keeping in mind the focus needs to be on TPE 15, Social Justice and Equity.*

- a. A select few of the most important things you learned in this class; (continued on next page)
- b. How you knew you were learning something of significance (assessing your own learning – cite specific readings, discussions, films, activities, community activities, etc.);
- c. How this will shape your attitudes and demonstrated behaviors as a teacher or in future intercultural interaction;  
i.e., how you will demonstrate overall “cultural competence” (as this definition is developed in class).

Grading emphasis will be placed on your ability to articulate the select topics of your choice, the depth of reflective analysis, your description of how you knew what you were learning (specific examples from the course: cognitive – facts, knowledge bases, content areas; behavioral – speech and actions; and affective – attitudes), and the connections you make between the topics and plans for your future growth & professional practice.

**a. Multiracial Identities Due Session: TBD**

Select and watch any film of your choice having to do with either bi/multicultural or bi/multiracial identity. Some options are A Family Thing, Bend It Like Beckham, Come See the Paradise, Joy Luck Club, Mi Familia. Then, write a reflection (1 page) connecting the film to Ogbu’s notion of primary and secondary cultural characteristics, AND to the Lelyveld article, “Getting Under My Skin.”

**b. WebCT Task: Exceptionality Due Session: TBD**

WebCT tasks should take about the equivalent of class time or less than 3 hours. Accordingly, you should spend about 90 minutes on this task (review of websites and response to each question below) + 30 to 60 minutes on the video. PART I – SPECIAL EDUCATION CATEGORIES Go to the state DataQuest website (search under google.com for cde DataQuest and it will show up or go to <http://dq.cde.ca.gov/dataquest/>). Then, investigate the following: 1. What categories of special education services are there? Read the various categories of services and consider the following questions. You can also refer to FAT City video for disability categories. 1a. What do you think are some pros and cons of mainstreaming (placing students of special education in mainstream classes)? 1b. Have you seen any mainstreaming firsthand? What kind of anti-bias education issues might be necessary for both the mainstream students and the students receiving special education services for mainstreaming to be successful? 2. The state has data on special education and ethnicity. Click on this category. What do you notice about the proportion of particular ethnicities in special education services relative to the proportion of these ethnicities in the general student population? In other words, which groups are “overrepresented”? Why might these groups be overrepresented? PART II – Intelligence & Testing. 1. Also on DataQuest, review the mandatory tests (SAT or STAR) and their test components and testing schedule. 2. Select and review the reporting of these tests for your local school district. What do you notice concerning these test scores along major groups (ethnicity, gender, etc.)? What in your opinion are the pros and cons of increased testing under No Child Left Behind, the federal legislation enacted by the current administration?

### **c. WebCT Task: Religion Map& Writeup**

\*\* Map out the various religious buildings and organizations (churches, temples, mosques, etc.) in your neighborhood. The map needs to be done on a regular size sheet of paper, and the scale is up to you. If there are lots of religious buildings within a 10-block area, do that. If not, go bigger -- e.g., map the city on your sheet of paper, indicating the various religious buildings. You may search churches on a web map as well and submit the printout instead. In your writeup, discuss the ways in which these various religions might effect public education. Give specific examples as much as possible. \*\*Incorporate the film of choice on religion into your writeup. E.g., if you see a Jewish temple on either your website or in the film you chose, you might reflect that Christmas is not celebrated by Jews, and that public schools might teach students about a variety of celebrations such as Hanukkah, Kwaanza, Christmas, and Ramadan; and further, that the winter break be called just that, Winter Break, not Christmas vacation. Also consider the following questions in your writeup: What is the difference between proselytizing and educating about various religions? What can be done if different religions have conflicting views on holidays? (Total: 2 pages, i.e., 1 page = map + 1 page = writeup. If you can't upload your html website from the google search, don't worry about it. Just submit the writeup.)

### **Extra Credit & Quizzes**

### **100 Points**

There will be up to 10 unannounced in class "quizzes". Overall the quizzes will be based primarily on the readings and to a lesser degree on lectures or on WebCT materials. Each quiz will be worth 10 points. There are no make-up quizzes. These quizzes are intended to add extra points to your score and missing a quiz or doing poorly on a quiz WILL NOT HURT YOUR GRADE. A student can receive an A and choose to never take a quiz. However, with rare exceptions, this will be the extent of possible extra credit work.

#### **Check with the professor re: doing any of the following as a Makeup Assignment:**

**Community events:** Write a critical response to a community event you participated in, or provide a video/visual of the event with a brief analysis.

**Article reviews:** Write a critical response to current articles related to the topics covered in this course.

## Checklist – What is my grade in this class?

Name \_\_\_\_\_

### A. Attendance & Participation (300 points)

**Attendance at every session, along with active, engaged, reflective, respectful discussion, is required and expected. (See section on the Attendance Policy for information on consequences of absences.)**

I have attended \_\_\_\_/11 sessions, including any WebCT. Full credit work = For WebCT sessions, I have posted activity files on WebCT on time. The WebCT tasks are thoughtful and well done and are worthy of full credit.

**Ongoing and active participation on the WebCT Discussion Board is required.**

I have posted \_\_\_\_/10 postings possible. Full credit work = Each posting is reflective, and includes a direct reference to the readings, as well as any real life connections or applications.

### B. Discussion Leader Xtra credit (20 points)

\_\_\_\_\_/20 points. 20 points = I have posted discussion questions or summarized the discussion postings in a timely manner. The discussion question or summary reflect critical points in the readings of the week.

### C. Portfolio (700 points TOTAL)

- |     |   |                   |                 |
|-----|---|-------------------|-----------------|
| 1.  | Family Tree Map & Writeup                       | _____/100 points  | Due Session 4   |
| 2.  | Personal History Narrative                      | _____/100 points  | Due Session 2   |
| 3.  | WebCT Task: Video, Smoke Signals                | _____/10 points   | Due Session 5   |
| 4.  | Irish in America<br>or In the White Man's Image | _____/10 points   | Due Session TBA |
| 5.  | WCT Task: World Languages                       | _____/20 points   | Due Session TBA |
| 6.  | In-class WCT Task: CBEDS/Dataquest              | 0 points In-class | Due Session TBA |
| 7.  | WCT Task: Exceptionality & Learning styles      | _____/ 40 points  | Due Session 7   |
| 8.  | WCT Task: Religion Map                          | _____/ 20 points  | Due Session 8   |
| 9.  | Revised Personal Narrative                      | _____/200 points  | Due Session 15  |
| 10. | Outcome Assessment                              | _____/200 points  | Due Session 15  |

### D.

Extra Credit Options:

- |   |                        |                   |                 |
|---|------------------------|-------------------|-----------------|
|   | Quizzes                | _____/100 points  | Due Session TBA |
| A | Multiracial Identities | _____/TBA points  | Due Session TBA |
| B | WCT Task: Gender       | _____/ TBA points | Due Session TBA |

### TOTAL POINTS POSSIBLE: 1000 POINTS (plus 100 extra credit points possible)

I have earned \_\_\_\_/300 + \_\_\_\_/ 600+ \_\_\_\_/100 = \_\_\_\_/1000 points possible (plus \_\_\_\_/100 extra credit points).  
I will likely receive \_\_\_\_\_ in this course.

## WEEKLY READINGS / ACTIVITIES

### Tentative Course Schedule

The professor reserves the right to modify the schedule below when deemed appropriate.

| Date       | Topic   | Assignment  |
|------------|---|---|
| Session 1A | <b>TOPIC: Intro to Educ 364</b>   | Discuss course objectives, standards, and assignments.  |
| Session 1B | <b>TOPIC: Intro to Culture and Multicultural Education</b><br><br><b>TOPIC: Race &amp; Ethnicity – begin</b><br><b>Race as a social construct</b> |   |
| Session 2A | <b>TOPIC: Race &amp; Ethnicity – continue</b><br><b>Race as a social construct</b>  | Reader: Smedley & Smedley<br><b>Due:</b> In the Discussion board on WebCt Post intro comment<br>Discuss culture                                 |
| Session 2B | <b>TOPIC: History of Anglo-Americans in the U.S.</b>  | <b>Personal History Narrative Due!</b><br>Reader: Ogbu<br>Reader: Brodtkin<br>Reader: Wise<br>Reader: Buck<br><b>Due: (V – Irish Americans)</b> |
| Session 3A | <b>TOPIC: History of African Americans in the U.S.</b>  | Spring: Ch. 3 (African Americans)<br>Reader: Anderson<br><br>Reader: Article on “White names”   |
| Session 3B | <b>TOPIC: Hispanic/Latino Americans</b>   | Spring, Ch. 5 (Hispanic/Latino Americans)   |
| Session 4A | <b>TOPIC: Asian Americans</b><br>(V – Cambodian Doughnut Dreams)  | Spring, Ch 4 (Asian Americans)<br><b>Family Tree Due!!!</b>   |
| Session 4B | <b>TOPIC: Native Americans</b>  | Reading: Spring Ch 2<br>Reader: McIntosh article  |
| Session 5A | <b>TOPIC: Class</b>   | Reader: Persell (From Banks)<br>Reader: WP: Natural disasters<br>Reader: Lindsay  |
| Session 5B | <b>Open</b>   | Reader: Crenshaw  |

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|--|--|--|
| <p><b>Session 6A</b></p> <p>Session 6B</p>   | <p><b>TOPIC: Gender &amp; Sexuality</b><br/> <b>TOPIC: (Institutional racism)</b></p> <p><b>TOPIC: Open</b></p>  | <p>Reader: Sadker and Sadker<br/> Reader: A. P. article on Wal-Mart<br/> <i>OTHER</i></p>  |
| <p><b>Session 7</b><br/> <b>WEBCT</b></p> <p>Session 7B</p>  | <p><b>TOPIC: Exceptionality</b><br/> (V – 60 minutes clip OR The Station Agent<br/> OR V- FAT City)</p> <p><b>Learning styles</b></p>  | <p>Chapter 13: Banks &amp; Banks<br/> Chapter 15: Banks &amp; Banks</p> <p>Reader: Park: learning styles<br/> Reader: Park: Aspirations of Southeast Asians</p>                    |
| <p><b>Session 8A</b></p> <p>Session 8B</p>   | <p>TOPIC: Religion</p> <p><b>TOPIC: Open</b></p>   | <p>Reader: Lippy (in Banks)<br/> Reader: “Holiday decorations”<br/> (View movie with religious theme different from your own)<br/> <b>Due: Religion map</b></p> <p><b>Open</b></p> |
| <p><b>Session 9A</b><br/> <b>Possible</b><br/> <b>Guest Speaker:</b><br/> <b>Dr. McField</b></p> <p>Session 9B</p> | <p>TOPIC: The Bilingual Education “Debate”</p> <p>TOPIC: Prop 227<br/> <b>(Multiracial Identities)</b></p>   | <p>Reader: McField &amp; Krashen</p> <p><b>Reading: Prop 227 text (on-line)</b></p>  |
| <p><b>Session 10A</b></p> <p>Session 10B</p>   | <p><b>TOPIC: Public Policy and the Intersection of Race, Ethnicity, and Class. Issues in curriculum development and social policy</b></p> <p>What have we learned? Where do we go from here?</p> | <p>Reader: Weinstein et al.<br/> Reader: Pettigrew<br/> (Spring: Ch. 6)</p>  |
| <p><b>Session 11A</b></p> <p>Session 11B<br/> <b>Guest Speaker:</b><br/> <b>Dr. McField</b></p>                    | <p><b>OPEN</b></p> <p><b>TOPIC : Begin Wrap up</b></p>   | <p><b>DUE: Reflection on Personal History</b><br/> <b>DUE: Outcome Assessment</b><br/> <b>DUE: Self-Evaluation</b><br/> <b>DUE: All WORK DUE!!</b></p>                             |

## Self-Evaluation of Attributes of Effective Teachers

**Generally Accepted Attributes of Highly Effective Teachers** *as seen in pre-service programs* (Roberts & Kellough, 2000; Stone, 2002; McEwan, 2002; Baldwin, Keating & Bachman, 2003; Johnson & Johnson, 1994; COE Mission Statement, 1997)

*The following will be used as a guideline for defining each attribute:*

1. **General classroom attendance, promptness, and participation:** is on time; respects time boundaries (breaks, etc.); regularly attends class; and actively participates.
2. **Attention to classroom discussion protocols:** respects time limitations; recognizes and respects the perspectives of fellow classmates; gives wait time; listens actively; uses non-interruptive skills; mediates disagreements by working to understand others' perspectives & finding common ground; and genuinely encourages all to participate.
3. **Social and cooperative skills (as illustrated in cooperative projects):** assumes responsibility of one's roles; is open to consensus and mediation; effectively communicates ideas; communicates in respectful manner in online discussion (as noted in electronic communication protocol); attends group meetings; is dependable; respects others' ideas; expects quality work from self and colleagues; manages time effectively; uses organizational skills and leadership skills; is assertive but not aggressive; uses reflection as a means of evaluation; and motivates and offers positive reinforcement to others.
4. **Attention to assignments:** meets time deadlines; produces quality products; responds cooperatively to constructive criticism; uses rubrics or other stipulated criteria to shape an assignment; and prioritizes tasks and performs/supervises several tasks at once.
5. **General classroom demeanor:** is professional, creative, kind, sensitive, respectful, has a sense of humor; is supportive of fellow classmates and instructors; recognizes others' perspectives as valid and works to include all "voices" in the classroom; is aware of & responsive to issues & behaviors that might marginalize colleagues in the classroom; does not conduct personal business during class time; uses personal computer appropriately, clearly taking notes when warranted; and computer is closed during discussions so that eye contact can be maintained.
6. **Flexibility:** is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena); can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking; "bounces" back easily; and can work calmly under stress.
7. **Openness to and enthusiasm for learning:** can engage with a variety of educational ideas with an open mind and a sense of exploration; demonstrates passion for and metacognition of learning across the curriculum and within discipline areas; and takes advantage of learning opportunities and seeks out additional opportunities for learning.

## Evidence of Effective Teacher Attributes Self-Evaluation

Course: \_\_\_\_\_ Student: \_\_\_\_\_ Dates: \_\_\_\_\_

Score each of the attribute areas below on a 4-point scale in terms of level of accomplishment. Because reflective and “supported” assessment is the goal, you **MUST** provide evidence for each of your scores. “Perfection” (all 4’s) is **NOT** the goal. While these attributes define professional and collegial behavior to which we expect all teacher candidates (and students) to aspire, it is recognized that individuals will have areas in need of improvement (we are, after all, human!).

Earning full credit for this assignment (at the end of the course) is predicated on your ability to provide **evidence** of your assessments and your ability to **work conscientiously toward increased accomplishment**. This is what reflective practitioners do: monitor and self-evaluate their own performances as well as that of their students.

**4:** Teacher candidate demonstrates an especially high level of functioning with respect to this attribute (no sub par examples).

**3:** Teacher candidate demonstrates an acceptable level of functioning with respect to this attribute (some qualities may be high while others are more limited; while there is room for continued growth, this candidate is generally solid; no concerns exist).

**2:** Teacher candidate demonstrates inconsistent levels of functioning with respect to this attribute; the candidate is on his/her way to meeting expectations, but needs time or a conscientious focus on this attribute in order to do so (numerous limitations or examples noted).

**1:** Teacher candidate demonstrates a low level of functioning with respect to this attribute (serious overall limitations noted in this area).

### ATTRIBUTES

#### 1. General classroom attendance, promptness, and participation:

- a. Is on time
- b. Respects time boundaries (breaks, etc.)
- c. Regularly attends class
- d. Actively participates

**RATING: Beginning \_\_\_\_\_ End \_\_\_\_\_**

**REFLECTIONS & COURSE EVIDENCE:**

#### 2. Attention to classroom discussion protocols:

- a. Respects time limitations
- b. Recognizes and respects the perspectives of fellow classmates
- c. Gives wait time
- d. Listens actively
- e. Uses non-interruptive skills
- f. Mediates disagreements by working to understand others’ perspectives & finding common ground
- g. Genuinely encourages all to participate

**RATING: Beginning \_\_\_\_\_ End \_\_\_\_\_**

**REFLECTIONS & COURSE EVIDENCE:**

**3. Social and cooperative skills (as illustrated in cooperative projects):**

- a. Assumes responsibility of one's roles
- b. Is open to consensus and mediation
- c. Effectively communicates ideas
- d. Communicates in respectful manner in online discussion (see electronic communication protocol)
- e. Attends group meetings
- f. Is dependable
- g. Respects others' ideas
- h. Expects quality work from self and colleagues
- i. Manages time effectively
- j. Uses organizational skills and leadership skills
- k. Is assertive but not aggressive
- l. Uses reflection as a means of evaluation
- m. Motivates and offers positive reinforcement to others

**RATING: Beginning \_\_\_\_\_ End \_\_\_\_\_**

**REFLECTIONS & COURSE EVIDENCE:**

**4. Attention to assignments:**

- a. Follows directions
- b. Meets time deadlines
- c. Produces quality products
- d. Responds cooperatively to constructive criticism
- e. Uses rubrics or other stipulated criteria to shape an assignment
- f. Prioritizes tasks and performs/supervises several tasks at once

**RATING: Beginning \_\_\_\_\_ End \_\_\_\_\_**

**REFLECTIONS & COURSE EVIDENCE:**

**5. General classroom demeanor:**

- a. Is professional, creative, kind, sensitive, respectful, has a sense of humor
- b. Is supportive of fellow classmates and instructors
- c. Does not conduct personal business during class time.
- d. Uses personal computer appropriately, clearly taking notes when warranted.
- e. Computer is closed during discussions so that eye contact can be maintained.
- f. Recognizes others' perspectives as valid and works to include all "voices" in the classroom

- g. Is aware of and responsive to issues and behaviors that might marginalize colleagues in the classroom
- h. Does not conduct personal business during class time
- i. Uses personal computer appropriately, clearly taking notes when warranted and computer is closed during discussions so that eye contact can be maintained.

**RATING: Beginning \_\_\_\_\_ End \_\_\_\_\_**  
**REFLECTIONS & COURSE EVIDENCE:**

**6. Flexibility:**

- a. Is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena)
- b. Can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking
- c. "Bounces" back easily
- d. Can work calmly under stress

**RATING: Beginning \_\_\_\_\_ End \_\_\_\_\_**  
**REFLECTIONS & COURSE EVIDENCE:**

**7. Openness to and enthusiasm for learning:**

- a. Can engage with a variety of educational ideas with an open mind and a sense of exploration
- b. Demonstrates passion for and metacognition of learning across the curriculum and within discipline areas
- c. Takes advantage of learning opportunities and seeks out additional opportunities for learning

**RATING: Beginning \_\_\_\_\_ End \_\_\_\_\_**  
**REFLECTIONS & COURSE EVIDENCE:**