

***EDUC 364-01-Cultural Diversity & Schooling
Summer 2013 (CRN35183)***

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Meeting Times:	7:30-11:40 am

Vision Statement

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

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, 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;
- A general familiarity with cultural responsive pedagogy;
- Understanding of gay, lesbian, bisexual and transgender students, teachers and families.
- To gain an understanding of “*at risk*” and foster children.

Authorization to teach English Language Learners (ELLs)

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 ELLs is met through the infusion of content and experiences with the Multiple Subject Program, as well as additional coursework. Students successfully completing this program receive the Preliminary Multiple Subject Credential with authorization to teach ELLs (formerly called CLAD).

School of Education Attendance Policy

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*).

COMPETENCIES

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 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 socio-economic backgrounds.

GENERAL CONSIDERATIONS

All rights reserved

As instructor of record, I reserve the right to change, add to, or delete any and all material from the course.

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 School 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.

Academic Honesty

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 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.

I expect that each student will do his/her own work, and contribute equally to group projects and processes.

*****Plagiarism is cheating and will not be tolerated under any circumstance.***

Appeals

Every student has the right to appeal a grade, or appeal for redress of grievances incurred in the context of the class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult with the Director's Office of the School of Education.

Students with Disabilities Requiring Reasonable Accommodations

Students **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 4300, 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.

All University Writing Requirements

The all-University writing requirements will be met through written reactions and reflections related to assigned readings.

2042 Competencies

COMPETENCIES ADDRESSED BY THIS COURSE ARE INDICATED WITH ***

PART 1: LANGUAGE STRUCTURE & FIRST- AND SECOND-LANGUAGE DEVELOPMENT

I. Language Structure and Use: Universals and Differences (including the structure of English)***

- A. The sound systems of language (phonology)***
- B. Word formation (morphology)***
- C. Syntax***

D. Word meaning (semantics)

E. *Language in context****

F. *Written discourse*

PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, CONTENT INSTRUCTION

Theories and Methods of Bilingual Educ

- A. Foundations***
- B. *Organizational models: What works for whom?*
- C. *Instructional strategies*

II. Theories and Methods for Instruction In and Through English

- A. *Teacher delivery for both English language development and content instruction*
- B. *Approaches with a focus on English language development*

PART 3: CULTURE AND CULTURAL DIVERSITY

I. The Nature of Culture***

- A. Definitions of culture***
- B. Perceptions of culture***
- C. Intra-group differences (ethnicity, race, generations, and micro-cultures)***
- D. Physical geography and its effects on culture

E. *Cultural congruence* ***

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 student ***

C. How teachers can use what they learn about their students (culturally responsive pedagogy)

II. Theories and Factors in First-and Second-Language Development ***

II. Language and Content Area Assessment

A. Historical and current theories and models of language analysis that have implications for second-language development pedagogy***

A. Purpose

B. Psychological factors affecting first- and second-language development ***

B. Methods

C. Socio-cultural factors affecting first- and second-language development***

C. State mandates

D. Pedagogical factors affecting first- and second-language development

D. Limitations of assessment***

E. Political factors affecting first- and second-language development***

E. Technical concepts

III. Cultural Contact

A. Concepts of cultural contact

B. Stages of individual cultural contact

C. The dynamics of prejudice***

D. Strategies for conflict resolution***

COURSE REQUIREMENTS

Required Texts

Rothenberg, Paula. Race, class, & gender in the United States: An integrated study (2004). 7th Edition. VHPS. ISBN: 0716-75515-7.

Reyes, Maria de la Luz. Words were all we had: Becoming biliterate against the odds (2011). ISBN 978-0-8077-5180.

Recommended Texts

Villaseñor, Victor. Rain of Gold. (1992). Delta Press. ISBN: 0385-31177-X

Grading Policy

- All required work must be submitted on time.
- You will lose one complete grade on an assignment for late submissions.
- All work will be submitted electronically to class Moodle page

Assessment of Progress

There are 1000 points possible:

1. **Attendance and Class Participation (200 points)**–First, is the expectation that you will attend all class sessions, **on-line and face-to-face (f2f)**, and actively participate. Due to a reduced summer schedule, if you miss four (4) hours or it's equivalent, you will be dropped from the course.

Second, A significant part of this grade will come from the weekly reading assignments and **Cougar Courses postings**. **You will be responsible for all assigned readings.**

2. **Social Justice Paper(s)-pre and post (100 points)**. **Assignment #1 (a) & (b):** You will submit two papers (a.1-2pages & b.1-3 pages) of your understanding of Social Justice. One is submitted at the start of semester and another at the end. The second paper should reflect an enhanced understanding of the concept based on the readings, class discussions and your experience in class. Answer the following question:

What does the term **Social Justice** mean for you and your profession?

Paper #1: Due: *June 6th*. (50 points)

Paper #2: Due: *July 2nd*. (50 points)

3. **Personal/Family Background (200 points)** **Assignment #2:** By researching and studying one's family background it is possible to gain an appreciation about us as individuals and our many similarities and differences. In this assignment you are to write a **8-10** page narrative about your family background including religious affiliation, ethnicity, culture, language(s), country of origin, education/occupation and any other information you think is of interest and value. Reflect on your own experiences in terms of your cultural referents, your family background, and other factors determined by your own circumstances and upbringing. Discuss how this may impact your work as an educator. Be prepared to discuss your assignment within a larger class dialogue. Please note that if you are adopted or were raised in foster care, and choose not to disclose this information, your paper may be fictionalized, or you may choose to discuss how you came to be the person you are today based on the influences of society, important or significant adult in your life. Please let your professor know if you require this or other accommodations to complete this assignment. Assignment #2: Due: *June 18th* (200 points)

4. **Cougar Courses Postings (300 points):** Students are required to participate in Cougar Courses Discussions. Focus on the weekly readings, be introspective, addressing issues, experiences, and ideas from the readings that spark your imagination.

*****Value Added Postings:** When replying to a posting in the discussion area by another student, instructor, or guest, you must *refer to the person by name and refer to their comments* within your posting.

To Add Value, your response must do one of the following: **give an example** of what the prior post described; **provide a different perspective** of the topic posted; OR **expand upon the idea** posted in the message by including more detail and depth. The instructor will provide feedback in the first few modules to support understanding of this concept. Peers will also be asked to review how others conform to this aspect of the course discussions.

Assignments: There is a ***Diversity Café*** section under **Class Commons**. I know you might be a bit intimidated if you haven't ever taken a Distance-delivered class. However, not to worry, things will be fine. I will walk you through it. The ***Diversity Café*** is a synchronous chat space.

Respond to this note in the ***Diversity Café*** to begin a conversation with your classmates this summer AND, to let me know you are on-line. After this message, I will try to stay out of this synchronous chat room to allow you an opportunity to converse among yourselves.

As you've figured out by now, I am not here this first week, thus, the importance of a "hybrid". As we become increasingly technology oriented, "hybrid" classes will become the norm. So, buckle up, let's take this puppy for a ride.

Please review posted questions **BEFORE** posting your response(s) to them. I will respond to your posts within 48 hours. If you do not have a response by 48 hours, please contact me directly by email or phone. Students may also respond to questions when they have information that will help other students.

NOTE: If you expect an "A" in this class, you must get an "A" on this assignment. As such, you must submit a minimum of 20 postings! A minimum of five (5) substantial entries is expected for a passing grade on this assignment (to obtain a C grade).

The following explains this:

Entries Required	Grade Equivalent
*21+ entries-300 points	A+

*19-20	entries-275 points	A
*16-18	entries-255 points	A-
*14-15	entries-225 points	B+
*11-13	entries-200 points	B
*9-10	entries-175 points	B-
*6-8	entries-150 points	C
*5 or less	entries-100 points	C-

LET ME BE CLEAR: Personal notes to students, “*I agree with....*”, “*You’re so right*”.... Statements, comments, etc., and other such non-substantive postings will not be counted in the total. I’m looking for consistency of discussion.

Ongoing-Do not wait until the end of the semester to post to Cougar Courses. Last posting accepted: July 2nd .

6. **Final Exam (200 points).** A final exam will be given-ON LINE Only. More info on this will follow.

Welcome To EDUC 364 -Hybrid

Welcome to **EDUC 364-01** Cultural Diversity & Schooling. I hope you enjoy the class, learn a lot about human and cultural diversity, and take to heart the many differences among today’s students that you, as 21st century teachers, will face in society generally, and in tomorrow’s classrooms, specifically.

This **Summer’s section of EDUC 364 is unusual in that it will be taught as a **HYBRID** class for the first time, meaning that it will be taught partially on-line. Although most class assignments are required to be posted on-line already, via **Cougar Courses**, this summer’s class takes another step leading ultimately, to an optional, completely on-line course (though not yet).

Not to worry, I will be with you every step of the way. Together, we will march into the future of on-line instruction.

Organization of the Class-The class will run from June 1st through July 6th. It will be a very intense 5 weeks. It is divided into 10 modules, each representing one meeting. All assignments due in any one module are due on Friday, midnight of that week.

Glossary of Terms

Diversity Café is a Synchronous Chat forum for students in the class to interact with each other. It allows you to post questions to each other about the class, readings, discussions, etc. It is there for your use. I will limit myself to responding to your questions. However, if you receive a response from me indicating that you “read the syllabus”, that should be a signal to you that the info is available on the syllabus.

Hybrid teaching is a mixed f2f and on-line class structure that utilizes various technological innovations. It allows students and faculty more flexibility in their respective schedules.

Schedule of Readings

June 1-July 6, 2013

TR

7:30 am-11:40 am

Module 1. June 4 & Module 2. June 6.

ONLINE ONLY:

Intro, Organization /Mission & Difference: Race & Class

(A colleague will meet and greet you on first day of class)

Module 1: Step-by-Step Instructions- Read and complete the following assignments by first f2f meeting.

LEARNING OUTCOMES:

Learning Outcomes for this week are:

1. Prepare for a hybrid class
2. Review class syllabus carefully.
3. Distinguish between purpose of Diversity Café postings and Cougar Courses postings.

RESOURCES:

1. Class videos for the week on Cougar Courses.
2. Power Points for the week on Cougar Courses.
3. Reading materials for the week available in Library.

ACTIVITIES (for Module 1): Step-by-Step

A. Pre-Assignments (for the Week):

1. Post a recent photo of yourself to the class Cougar Course page (this is a **MUST DO** for everyone).

2. Prepare a short, 1-page Biography (a description of yourself) that focuses on your educational preparation and background, and post to the class Cougar Course page (refer to my bio posted on there for example).

3. Read and Review the SOE's Vision & Mission Statement, and post response to Cougar Courses.

4. Post a response to my welcome note on the *Diversity Café*.

B. Assignments (for the Week):

1. Read: Rothenberg. Part I & II. Post comment(s) to *Discussion Forum* on Cougar Courses.

2. Watch the video: A CLASS DIVIDED.

3. Discuss in 2-3 pages your reaction, opinion, analysis of the video and post to *Discussion Forum*.

4. Review PowerPoint #1- Definitions.

5. Review PowerPoint #3- Race & Ethnicity.

6. Complete Writing Assignment #1(a): Write & submit a 1-2 page discussion of your understanding of Social Justice (#1). Post to *Discussion Forum*. *DUE: June 6th.*

ASSESSMENT:

1. Posting of recent photo to Cougar Courses.
2. Posting of one page Bio to the Cougar Courses.
3. Posting of comments on Mission Statement to Cougar Courses.
4. Posting of assigned reading comments to Discussion Forum.
5. Posting of video comments to Discussion Forum.

Module 3. June 11 & 13. Discrimination & Racism

For June 11th:

Watch the VIDEO: RACE-THE POWER OF AN ILLUSION

*Lecture/Discussion

PowerPoint #1- Definitions

PowerPoint #4-Race and Ethnicity

Assignment:

1. *READ:* Rothenberg. Part III (#'s 1-11).
2. *READ:* Reyes. Forward, Preface, Acknowledgments, & Introduction
3. *COMPLETE:* Assignment #2: Submit a 6-8-page Family Background paper. Due: **June 18th**.

Module 4. June 13 "At Risk" Kids & Foster Youth

For June 13th:

Watch the VIDEO: TUTOR CONNECTION

*Lecture/Discussion

PowerPoint #5- Racism and Discrimination

PowerPoint #12-Tutor Connection Core Principles

Assignment:

1. *READ:* Rothenberg. Part IV (#'s 1-29).

2. READ: Reyes. Chapters 1. NIETO. *On Learning to Tie a Bow, and Other Tales of Becoming Biliterate* (p. 15-25).
3. READ: Reyes. Chapter 2. GONZÁLEZ-*Words Were All We Had: Reflections on Becoming Biliterate* (p. 26-35).

Module 5. June 18. Social Class & Privilege

For June 18th:

Assignment #2: DUE-Family Background Paper

Watch the VIDEO: TIM WISE ON WHITE PRIVILEGE

*Lecture/Discussion

PowerPoint #6-SES/CLASS

1. READ: Rothenberg. Part V (#'s 1-16).
2. READ: Rothenberg. Part VI (#'s 1-28).

Module 6. June 20. Language Acquisition

For June 20th:

*Lecture/Discussion

PowerPoint #10-Language Acquisition

PowerPoint#9-Second Language Literacy

1. *READ: McLaughlin, B. Myths and Misconceptions About Second Language Learning: What Every Teacher Needs To Unlearn. <http://people.ucsc.edu/~ktellez/epr5.htm>*
2. *READ: Clark, Beverly A. First- and Second-Language Acquisition in Early Childhood <http://ceep.crc.uiuc.edu/pubs/katzsym/clark-b.html>*
3. *READ: Reyes. Chapter 5. REYES. Prayer Books and Hymnals: Textual Stepping Stones to Biliteracy. (p. 60-70).*
4. *READ: Reyes. Chapter 3. (p. 36-48). MERCADO. A Lifelong Quest for Biliteracy: A Personal and Professional Journey (p. 36-48).*
5. *READ: Reyes. Chapter 4. BARTOLOMÉ. Literacy as Comida: Learning to Read with Mexican Novelas. (p. 49-59).*

Module 7-June 25. 2nd Language Acquisition

For June 25th:

***Lecture/Discussion**

PowerPoint #11-Words Were All We Had

1. *READ: Rothenberg. Part VII (#'s 1-23).*
2. *READ: Reyes. Chapter 6. BALDERAMA. Border Literacies: Contextos Bilingües. (p. 71-84).*
3. *READ: Reyes. Chapter 7. HALCÓN. Obstinate Child. (p. 85-95).*
4. *READ: Reyes. Chapter 9. VALADEZ. Saving La Nena (p. 107-120).*

Module 8-June 27. Immigrants & Immigration

For June 27th:

Watch the VIDEO: [A DAY WITHOUT A MEXICAN](#)

Watch the VIDEO: [A BETTER LIFE](#)

*Lecture/Discussion

[PowerPoint#7-Immigration](#)

[PowerPoint#8-Immigrants](#)

1. READ: Rothenberg. Part VIII (#'s 1-12).
2. READ: Reyes. Chapter 10. FRÁNCUIZ. Boriquen Querido: Growing Bilingual in a Military Family (p. 121-132).
3. READ: Reyes. Chapter 11. PEDRAZA. Pedro, Peter, Pete, and Pito (p. 133-142).

**Module 9. July 2. ON-LINE ONLY:
Conclusion**

Module 9: Step-by-Step Instructions- Read and complete the following assignments for final week's class.

LEARNING OUTCOMES:

Learning outcomes for this week are:

1. Prepare to complete a hybrid class.
2. Complete All Assignments
3. Final Exam
4. Submit course evaluation on line.

RESOURCES:

1. Class videos for the week on Cougar Courses.
2. Power Points for the week on Cougar Courses.

ACTIVITIES (For Module 5): Step-by-Step

1. **NOTE: Assignment #3 Due:** Social Justice Paper #2
2. Read:
 1. *Rothenberg. Part IX (#'s 1-13)*. Post comment(s) to **Discussion Forum**.
 2. *Reyes. Conclusion: Overcoming the Odds-Lessons Across Generations. (p. 143-158)*. Post to **Discussion Forum**.
4. Watch the **VIDEO: CRASH**
5. Watch the **VIDEO: EL NORTE**

Module 10-July 6. Summary/Final Exam

1. Complete: **FINAL EXAM** (post to FINAL EXAM FORUM)