**California State University**
**SAN MARCOS**

**School of Education**

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**EDUC 602 Section 1**
**Schooling in a Multicultural Society**
**CRN #27520**
**Thursdays**
**5:30 pm – 8:15 pm**
**University Hall 440**
**Spring 2014**

*Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.*

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| Professor: | Dr. José Manuel Villarreal |
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| Office: | San Marcos Elementary CSUSM Satellite Room |
| Hours: | By appointment |

## School of Education Mission & Vision Statement
*(Adopted by SOE Governance Community, January 2013)*

*Vision*
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.

*Mission*
The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

## Basic Tenets of our Conceptual Framework

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

# COURSE DESCRIPTION

An introduction to issues of schooling in a multicultural society. Includes an overview of multicultural education and address areas of study such as: culture and cognition, diversity and exceptionality, intercultural communication, cross-cultural competence, the psychology of personal prejudice, and curriculum and teaching in multicultural contexts.

## Course Prerequisites
Consent of Program Coordinator

## Course Objectives
The objectives of this course are fourfold:
- Expand and nuance students' knowledge about the diversity represented in today's schools and the communities in which we live;
- Provide a safe environment for reflection on, and discussion of, the complex ways in which pluralism is a part of educational contexts;
- Prepare educators to provide equitable educational opportunities to all students;
- Provide support to all students who represent national, state, and regional diversity.

## Unique Course Requirements
This course is aligned to the following standard for the California Teachers of English Learners (CTEL) Certificate Program:

### Standard 9: Culture and Cultural Diversity and Their Relationship to Academic Achievement
The program develops both broad and deep understanding of contemporary and historical concepts, issues, and perspectives related to culture and cultural diversity in California and the United States, The coursework addresses concepts and definitions of culture, including universal features of cultures (e.g., ethnocentrism, acculturation, cultural pluralism and congruence, intra-group and intergroup differences, impact of geography on cultural forms and practices). The coursework requires candidates to explore how cross-cultural contact and acculturation are affected by issues of power and status, psychological and social-emotional issues, and by social and economic factors. The program requires candidates to develop an understanding of major demographic trends related to linguistic and cultural diversity, as well as current trends and features of migration and immigration in California and in the United States. The coursework teaches candidates to develop conceptual understanding and requires them to demonstrate applied knowledge of cultural similarities and differences in communication styles, strategies for fostering positive cross-cultural interactions among culturally diverse students, and challenges involved in cultural contact. The coursework also requires candidates to analyze how this knowledge can be directly applied to instruction of English Learners in order to support student development and learning.

### Standard 10: Culturally Inclusive Instruction
The program provides candidates with conceptual understanding of culturally inclusive instruction and the important role that culture plays in school and classroom settings, and teaches candidates strategies on how to acquire in-depth knowledge of English learners' home cultures and cultural experiences. The program requires candidates to examine their own cultural beliefs, attitudes, and assumptions and how this assumptions impact student learning and achievement. The coursework has candidates demonstrate how to apply this knowledge to create culturally inclusive learning environments in the classroom and school (e.g., setting high expectations for all students, having high levels of respect for cultural and linguistic diversity). The program teaches candidates how to apply culturally responsive practices that involve families and the community in decision-making processes and in students' learning. The program requires candidates to demonstrate understanding of the features, goals, and outcomes of different approaches to multicultural curriculum and how to implement strategies that reflect an inclusive approach with regard to students cultural and language backgrounds. Candidates are taught how to apply knowledge of culturally influenced learning styles and to apply knowledge of English learners' cultural backgrounds and experiences to instructional planning and implementation.

**Required Texts**

Gay, G., (2010). *Culturally Responsive Teaching: Theory, Research, and Practice (Multicultural Education Series.* Teacher College Press. ISBN-10: 0807750786

Lindsey, R., Robins, K., Terrell, R. (2009). *Cultural Proficiency A Manual for School Leaders.*Corwin. ISBN 141296363X

Wink, J. (2011). *Critical Pedagogy: Notes from the Real World.* Forth Edition. Boston, MA: Pearson / Allyn & Bacon. ISBN 13-978-0-13-702873-3

American Psychological Association (2009). *Publication Manual of the American Psychological Association.* ISBN: 978-1-4338-0561-5.


## STUDENT LEARNING OUTCOMES

### Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

### School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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 candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

### Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

# COURSE REQUIREMENTS

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|---|---|
| **Class Participation** | **10 points** |
| **Discussion Leader / On-Line Reading Discussions** | **15 points** |
| **Multicultural / Social Justice "Hot Topics"** | **10 points** |
| **ELD Literacy Intervention Plan** | **20 Points** |
| **Multicultural Resources / Annotated Bibliographies** | **20 points** |
| **Critical Pedagogy/Social Justice Action Plan** | **25 Points** |

**1.    Class Participation                                                                10 points**
You are expected to attend all class sessions and participate actively in discussions and activities both on-line and in-class.  In order to do so, you are expected to complete all required readings by the assigned date.  ***Missing more than one class, in person or on-line will result in a lower grade.***  Being consistently late and/or leaving class early can also lower your grade.  These measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

**2.    Discussion Leader / On-Line Reading Discussions                    15 points**
Individually or in pairs, students will lead a class discussion on assigned readings, choosing the aspects they wish to highlight in the readings for the discussion.  ***Each student or pair of students will write out 1-2 questions that reference the assigned reading to post to Cougar Course website to lead their discussion.***  Students may be asked to be discussion leaders multiple times during the semester.
***Discussion Leader:  5 points / Participation in On-Line Discussions:  10 points***

**3.    Multicultural / Social Justice "Hot Topics"                              10 points**
Individually or in pairs, students will have the opportunity to present a "hot topic" in the area of multicultural education / social justice and equity of their choosing to the class.  You might consider a hot topic that is going on at your school site (for example, the achievement gap) and look at what is being said about this topic from multiple perspectives.  Information provided in your presentation may help class members clarify the direction of their annotated bibliography or impact their social justice action plans.

You can find ideas for hot topics on the following websites:

| CA Dept. of Education<br>www.cde.ca.gov | North County Times<br>www.nctimes.com | San Diego Union Tribune<br>www.signonsandiego.com |
|---|---|---|
| Education Week<br>www.edweek.com | Rethinking Schools<br>www.rethinkingschools.com | Teaching Tolerance<br>www.tolerance.org |
| ERIC Database<br>www.library.csusm.edu | | |

***Posting an MCE / SJE "hot topic (with question):" 5 points / Participation in the On-line Discussion: 5 points***

**4.    ELD Literacy Intervention Plan                                                20 Points**
The purpose for this assignment is for you to look at student achievement of culturally and linguistically diverse students over time to determine what happens to students within a system.  The purpose is not to examine and criticize your school district.  It is to look at opportunities made available to or denied children who are culturally and linguistically diverse.

**Components of the project**
*Population:*  Select a group of ethnically and linguistically diverse students in a grade level who have attended your school for at least three years.  Do a review of their school history and success or lack of success.

*Data collection*:  Consider the following:

- Testing process when the children entered school.  Were they tested?  Which test was used?  Tested in their primary Language?  In English?  What were the scores?  What do the scores mean?
- Placement issues.  Where were the children placed?  What kinds of classrooms?
- Services received:  What kind of services did the children receive?  Were any referred to Special Education?  Why?  Are any in the SST process?  Why?  How many have been placed in special education?
- Re-classification:  Were the children ever re-classified?  What process was followed and is typically followed in your district?
- Look at the grades the children received over three years and look for patterns in terms of achievement.  Match the history of each child with the present achievement of each child. Are there differences?  What growth occurred?  Have their CELDT scores increased?  Plateaued?
- Analyze the data that you have collected and discuss how these students have progressed through the system.
- Factors of retention:  Were these students retained?  How many?  Why?

*Details*:  Develop a literacy (listening, reading, writing and oral) plan for these children.  What would you do to ensure equal access to grade level curriculum for these children?  How will the state adopted materials be used to support academic growth?  What additional support do these students need?  How will you ensure that will happen?  What support and accountability will be necessary to ensure equal access and success?

***Successful completion of this assignment fulfills the following requirements:***
1. ***CTEL Standards 9 and 10.  Students must post this assignment to their CTEL Portfolio as evidence they have met these standards.***
2. ***"Add On" Level I Mild/Moderate and Moderate/Severe Education Specialist Credential for candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorized the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English.***
3. ***The Reading Certificate requirements for Literacy masters students.***

5. **Multicultural Resources / Annotated Bibliographies**        **20 points**
    Each student will collect **3-4 peer-reviewed (minimum) multicultural resources** related to your area of emphasis.  The multicultural resources you collect can be used as a basis for your thesis or project, or can focus on a specified topic which you can use in your classrooms, schools, and communities.  Students will write an annotated bibliography for each resource using APA-style reference format which includes:
    - A brief description of the study
    - Participants, setting and procedures of the study
    - Methods used to collect data
    - Results of the study
    - Your analysis of the study

    Each student will share his/her annotations with everyone in the class - a hardcopy for a gallery walk presentation, and electronically through the EDUC 602 course website.

6. **Critical Pedagogy/Social Justice Action Plan**        **25 Points**
    Your final project is to develop an individual professional action that specifically addresses your new understandings of critical pedagogy in relation to schooling in a multicultural society. Hopefully our readings of critical pedagogy will bring to the table new questions and concerns about your classroom, your students, your school, your district, or your overall professional work.  Based on these questions, develop a specific action plan that you could enact in your professional role.  Our discussions throughout the semester should help you identify issues about your classroom, your students, your school, your district, the community and/or your overall professional work.  Based on the issue you "name," you will develop a specific action plan that you can enact as a professional educator working towards social justice and equity.

Your final paper will consist of a 3-4 page paper discussing the issue you have identified (to name), your thoughts, research, discussion on the issue (to reflect critically) and a detailed description of your action plan (to act).

## Grading Standards

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well-prepared for course sessions by completing the readings and assignments scheduled BEFORE each class session.

All assignments are to be submitted on the due date. **Assignments not handed in on the due date will lose 10% of earned credit per day.** Assignments should adhere to APA style (see above Graduate Writing Requirement) submitted electronically on Moodle.

| 94 – 100 = A | 90 – 93 = A- | 87 - 89 = B+ | 84 – 86= B | 80–83 = B- |
|---|---|---|---|---|
| 77-79 = C+ | 73-76 = C | 70-73 = C- | | |

## All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. Writing in this course will be completed by each candidate with various tasks, but not limited to: reflecting peer-to-peer online, designing class presentations and reflection sessions during class.

## 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.

## Use of Technology

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, 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. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

**Electronic Communication Protocol**

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 School 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?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

## SCHEDULE/COURSE OUTLINE

| Date | Topic | Assignment (if any) |
|---|---|---|
| Session 1 1/23/14 | Conceptions/Misconceptions **FACE-to-FACE** | Class discussion/syllabus |
| Session 2 1/30/14 | Putting a face to the data **FACE-to-FACE** | Selected Cougar Courses Readings |
| Session 3 2/6/14 | Putting a face to the lesson **COUGAR COURSES ONLINE** | Selected Cougar Courses Readings |
| Session 4 2/13/14 | Cougar Courses Discussion Lead – Joyce **COUGAR COURSES ONLINE** | Lindsey, R., Robins, K., Terrell, R. (2009). *Cultural Proficiency A Manual for School Leaders.* – Chapters 1 & 2 |
| Session 5 2/20/14 | Cougar Courses Discussion Lead – Genna **COUGAR COURSES ONLINE** | Lindsey, R., Robins, K., Terrell, R. (2009). *Cultural Proficiency A Manual for School Leaders.* – Chapters 3 & 4 |
| Session 6 2/27/14 | Cougar Courses Discussion Lead – Kara **FACE-to-FACE** | Lindsey, R., Robins, K., Terrell, R. (2009). *Cultural Proficiency A Manual for School Leaders.* – Chapters 5 & 6 |
| Session 7 3/6/14 | Cougar Courses Discussion Lead - Brooke G. **COUGAR COURSES ONLINE** | Lindsey, R., Robins, K., Terrell, R. (2009). *Cultural Proficiency A Manual for School Leaders.* – Chapters 7 & 8 |
| Session 8 3/13/14 | Cougar Courses Discussion Lead - Joyce **Draft of ELD Literacy Intervention Plan (Online peer review) DUE** **FACE-to-FACE** | , J. (2011). *Critical Pedagogy: Notes from the Real World.* – Chapters 1 & 2 |
| Session 9 3/20/14 | Cougar Courses Discussion Lead – Genna **ELD Literacy Intervention Plan Final DUE** **COUGAR COURSES ONLINE** | , J. (2011). *Critical Pedagogy: Notes from the Real World.* – Chapters 3 & 4 |
| Session 10 3/27/14 | Cougar Courses Discussion Lead – Kara **COUGAR COURSES ONLINE** | Selected Cougar Courses Readings |
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| Session 11 4/10/14 | Cougar Courses Discussion Lead – Brooke **Multicultural Resources / Annotated Bibliographies DUE** **COUGAR COURSES ONLINE** | Gay, G., (2010). *Culturally Responsive Teaching: Theory, Research, and Practice (Multicultural Education Series.*– Chapters 1 & 2 |
| Session 12 4/17/14 | Cougar Courses Discussion Lead **COUGAR COURSES ONLINE** | Gay, G., (2010). *Culturally Responsive Teaching: Theory, Research, and Practice (Multicultural Education Series.*– Chapters 3 & 4 |
| Session 13 4/24/14 | Cougar Courses Discussion Lead **FACE-to-FACE** | Gay, G., (2010). *Culturally Responsive Teaching: Theory, Research, and Practice (Multicultural Education Series.*– Chapters 5 & 6 |
| Session 14 5/1/14 | **COUGAR COURSES ONLINE** | Selected Cougar Courses Readings |
| Session 15 5/8/14 | **Critical Pedagogy/Social Justice Action Plan DUE** **FACE-to-FACE** | Selected Cougar Courses Readings |