

CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION

EDUC 364

The Role of Cultural Diversity in Schooling
Section 07 CRN 41358
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Office Hours: Tue. 12:00 – 1:00 p.m., Mon. 2:00 to 3:00 p. m. and by appointment
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DESCRIPTION

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. This course is intended for students having an interest in diversity and educational issues and is a prerequisite for all teacher credential and graduate program candidates in education. Highly refined oral and written communication, information literacy, and appropriate use of technology are required of professional educators, therefore they are stressed as methods for completing course requirements.

OBJECTIVES

Students completing EDUC 364 will be able to demonstrate:

- understanding of various concepts of culture and their applicability to learning, teaching, curricular development and educational reform;
- understanding of the historical and contemporary contexts for multicultural and bilingual education;
- knowledge of the relationships between bilingual and multicultural instruction;
- familiarity with second language acquisition theory and the role of the primary language in second language learning;
- familiarity with various instructional methods and materials appropriate for use in multicultural and multilingual educational settings;
- ability to report, interpret analyze and synthesize complex information, and;
- University-level competence in information literacy, use of technology and oral and written communication.

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*)

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.

The Governance Community of the College of Education adopted the following policy on 12/19/97:

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.

The 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. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, College Policy is amplified as follows: 1. Missing more than 1 class meetings will result in the reduction of one letter grade. (1 absence = A; 2 absences = B; 3 absences = C) 2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be negotiated on a case-by-case basis. Students are expected to establish appropriate personal, academic and career-ladder priorities. These measures should not be considered punitive. Rather, they should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

GRADING

Grading Scale: A=90+, B=80-89, C+=77-79, C=73-76, C-=70-72, D+=67-69, D=63-66, D-=60-62, F=59 or lower. Plus and minuses will be given at the instructor's discretion. Students taking EDUC 364 as a prerequisite for teacher credential and graduate programs are reminded that the College requires completion of this course with a C+ or higher.

Submission Schedule: Work submitted within one week late will be reduced by one letter grade. Work received over one week late receives no credit. Please make sure to turn in all assignments in a timely manner. Otherwise, your grade will be lowered.

Grading Emphasis: Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations will use APA format.

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, and as approved by the faculty of the College of Education. 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 projects and processes. 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. E. Oliver, Associate Dean.

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.

REQUIRED TEXTS

Bigelow, W., Christensen, L., Karp, S., Milner, B. and Peterson, R. (1994). *Rethinking our classrooms: Teaching for equity and justice*. Milwaukee, WI: Rethinking Schools, Ltd.

Sleeter, C. E. and Grant, C. A (1998). *Making choices for multicultural education: Five approaches to race, class, and gender*. New York, NY: Merrill.

Leyba, C. (1994). *Schooling and language minority students: A theoretical framework*. Los Angeles: Evaluation, Dissemination and Assessment Center, CSULA.

Optional:

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

Handouts distributed in class.

NOTE: All texts and readings **MUST** be brought to **ALL** class sessions.

COURSE REQUIREMENTS

Assignments:

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. Assignments may be submitted via e-mail as text messages or enclosures. If you choose to submit your work electronically, please send it to the e-mail address indicated, to ensure timely receipt and response. Text should be readable by MS Word 97 (Windows 95). If submitting in paper form, submit 2 copies of all work - one will be returned to you with comments and the other will be retained on file. Visuals and/or poster size assignments will not be collected.

1. Personal History. Examining your own culture (10 points).

Write a narrative essay about your own life, describing the experiences that have shaped your views of race, culture, and issues of diversity. Reflect on your own experiences in terms of your cultural reference, your family background, your interactions with others unlike yourself, and other factors determined by your own circumstances and your upbringing. In this assignment, you will explore within yourself, and commit to written form, (1) your identity as a learner, (2) how this affects your potential as a teacher, (3) and your identity as a member of a particular cultural/racial/ethnic group. Include SPECIFIC examples of events and situations that you feel shaped your views on these issues. Be sure to situate your examples in the context of assumptions about schooling and education. To the extent possible, relate your experiences to the theory and praxis in readings, class discussions and activities. Be prepared to discuss your assignment within a larger class dialogue on Session 4

2. Family Background Assignment: (10 points) By researching and studying one's own background it is possible to gain an appreciation about ways in which we share many similarities and differences. In this assignment you are to construct a family 'tree' that includes as much information as you can gather 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. The format you use to illustrate the information is up to you. It can be as formal as genealogical tree or informal as a narrative. Of course the depth of this report is somewhat limited by time constraints, personal resources and any information you may have collected prior to this assignment. Please indicate these limitations on your report. This assignment is due on Session 7.

3. Research Paper and Panel Presentation. Examining multicultural/multilingual issues selected by each group (25 points written/15 points oral).

In heterogeneous groups of five (5) students, you will develop, as a group, a multicultural research paper, which you will formally present to the class. Your research should include at least 3 sources from the ERIC database, at least 3 sources from the Internet, at least 3 print media sources, and at least one of the texts used in class. References must be exclusive of one another. Your paper will include:

1. a cover page listing the title, a 2-3 paragraph/200 word abstract, full names of all group members
2. a narrative that describes the issue, including its historical context,
3. a description of why the issues is significant in the field of education,
4. your position on the issue and why you have taken that position,
5. a defense (rationale) for taking the position with appropriate references,
6. a conclusion regarding the issue, with recommendations for action,
7. an annotated bibliography of all references consulted, and
8. attachments such as your visual aids for the presentation, graphic organizers, or any supplementary material developed to enhance student learning.

The length of the paper is determined by the degree to which you articulate the requirements outlined above. Depth of analysis is more important than providing in-depth description. In other words, your paper should answer **WHY** and **HOW**, more importantly than **WHO**, **WHAT**, **WHEN**, or **WHERE**. The paper should be stapled together, and not placed in any kind of binder.

Please put your effort into articulating the issue, not developing some time consuming cover on the computer. All papers are due on the day your group is presenting.

Your panel presentation will be 20 minutes in length. You will present a synopsis of your issue, accompanied by appropriate visual, aural and or tactile aids. The mode of presentation may include skits, simulations, debate, Socratic dialogue, or some other form of multi-modal presentation. You are cautioned NOT to read from the text of your paper. In addition to the 20 minute presentation, you will plan to respond to questions for no more than 10 minutes. Therefore, your group should be prepared to be “on” for 1/2 hour. It is a group responsibility to practice and time the presentation and Q & A session: presentations which are more than 3 minutes long or short of these parameters will have the grade reduced appropriately (refer to the grading rubric to be distributed separately). At the time of your presentation, you will provide each classmate and the professor with a stapled handout, which includes Items 1, 7 and 8, above. Peer assessment of presentations will be incorporated into the grading process.

4. Outcome Assessment. Your opportunity to examine your own learning (25 points).

You will select the most important learning or closely related sets of learning you have acquired during the course. You will write in detail:

- (1) what you learned,
- (2) how you knew you were learning something of significance (assessing your own learning),
- (3) how this will shape your attitudes and demonstrated behaviors as a teacher or in future intercultural interaction, and
- (4) how you will demonstrate overall “cultural competence” (as this definition is developed in class)

Emphasis is placed on your ability to synthesize data around the topic you select, your depth of reflective analysis, your ability to articulate the cognitive, behavioral and affective domains of your learning, and the relationship of this topic to your future growth and professional practice. This assignment is due on Session 15

5. Attendance and Participation. (15 points) Daily Reflections, Quickwrite activities and other in- class assignments are counted as part of the participation points.

Possible Topics for Panel Presentations EDUC 364

1. Are two-way models effective in terms of bilingual education?
2. Should we educate the children of undocumented workers? Why?
3. Why would education that is multicultural and social reconstructionist be more appropriate than other models of multicultural education in today's society?
4. Is multiculturalism a better approach to diversity than cultural assimilation?
5. What are the goals and benefits of the “English plus” movement?

Panel Presentation Evaluation
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1. Was the panel topic clearly defined?
2. Did all group members have a significant role?
3. Was the presentation convincing? Did it cover the main arguments necessary to persuade the audience of the topic statement?
4. Did the panel presentation demonstrate effective communication strategies?

Group Evaluations

Group #	Points Item 1	Points Item 2	Points Item 3	Points Item 4
1				
2				
3				
4				
5				
6				
Totals				

5. Other comments per Group # (Use back of sheet)

Tentative Course Outline

The instructor reserves the rights to add, delete, and modify the reading assignments listed below.

Date	Topic	Assignment
Session 1 8/28/01	Needs sensing; course overview; what is culture?	
Session 2 9/4/01	Nature of culture: Brief history and scope of the notion of culture. <i>Selection of panels.</i>	Sleeter and Grant, Ch. 1
Session 3 9/11/01	Manifestations of culture in the classroom: Working with diverse populations.	Sleeter and Grant, Ch. 2 and 3
Session 4 9/18/01	Personal history presentations	Personal history due! Sleeter and Grant, Ch. 4
Session 5 9/25/01	Cultural contact. Cultural diversity in the U.S. and California, changing demographics	Sleeter and Grant, Ch. 5, 6 Rethinking pp. 126-161
Session 6 10/02/01	Cultural pluralism and instructional methods: Issues in curriculum development and social policy	Sleeter and Grant, Ch. 7 Rethinking, pp. 8-23 and 162-183
Session 7 10/09/01	Family Tree presentations	Family Tree due!
Session 8 10/16/01	Models of Multicultural education	All chapters from Sleeter and Grant are due!!
Session 9 10/23/01	Culturally responsive teaching: Methods and materials	
Session 10 10/30/01	Working session in panels (Groups meet separately)	Working session in panels
Session 11 11/06/01	Culture and language. Language structure and use; language acquisition	Krashen in Leyba
Session 12 11/13/01	The role of primary language in second language learning.	Cummins in Leyba;
Session 13 11/20/01	Second language acquisition strategies.	
Session 14 11/27/01	Group presentations	Group presentations 1-2-3
Session 15 12/04/01	Group presentations. Synthesis of group presentations and connections to course	Group presentations 4-5-6 Assessment papers are due!!!
Session 16 12/11/01	Parental involvement and culturally responsive teaching/Recap: What have we learned?	Rethinking pp.

CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES.

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

EDUC 364 stresses competencies in Part 1, II B, C, D; Part 2, II A, C, and Part 3 in its entirety.

