

California State University San Marcos  
College of Education

**EDUC 364: The Role of Cultural Diversity in Schooling**  
**SPRING 2003**  
**CRN 21357**

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**Class Meeting times/places:** Wed. 6-8:45; Chapparral High School

### 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.

### 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*)

### Infusion

Authorization to Teach English Learners. This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(approved by CCTC in SB 2042 Program Standards, August 02))

Students with Disabilities Requiring Reasonable Accommodations. Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

**Standard Alignment:**

The course objectives, assignments, and assessments have been aligned with the CCTC standards for Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards are addressed in this class:

Standard 3: Relationships between theory and practice

Standard 4: Pedagogical thought and reflective practice

Standard 5: Equity, Diversity, and access to the core curriculum

Standard 10: Preparation for learning to create a supportive, healthy environment for student learning

Standard 11: Preparation to use educational ideas and research

Standard 12: Profession perspectives toward student learning and the teaching profession

Standard 13: Preparation to teach English learners

**Teacher Performance Expectation (TPE) Competencies:**

This course is designed to help teachers seeking the Multiple Subjects 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 following TPE's are addressed in this course:

Primary Emphasis:

TPE 8: Learning about students

TPE 11: Social environment

TPE 12: Professional, legal, and ethical obligations

Secondary Emphasis:

TPE 4: Making content accessible

TPE 7: Teaching English learners

TPE 13: Professional growth

**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.

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

## COLLEGE 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.

## ATTENDANCE AND PARTICIPATION

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, the above College Attendance Policy is amplified as follows: 1. Missing more than 1 class meeting will result in the reduction of one letter grade. 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 considered/negotiated on a case-by-case basis. These measures should not be considered punitive, as students are expected to establish appropriate personal, academic and career-ladder priorities. Therefore these measures 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=70-76, D=60-69, F=59 or lower. Plus or minus grades are not given except as noted in the following instance. 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 late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit.

**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, where appropriate, will use APA format. Consult Library Services for the *Manual of Citation of the American Psychological Association*, or other guides to citation.

## GENERAL CONSIDERATIONS

**Outcomes and Standards:** The context for, and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education in development of the program approval documents. 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

Banks, J.A. & Banks, C.A. (Eds.). (2003). *Multicultural education, issues and perspectives*. Updated 4<sup>th</sup> ed. New York: John Wiley & Sons, Inc.

Spring, J. *Deculturalization and the struggle for equality*. Third edition. New York: The McGraw Hill Companies, Inc.

Handouts distributed in class.

**NOTE:** Assigned 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.

<b>1. Personal History</b>	<b>15 pts.</b>
<b>2. Family Background Assignment</b>	<b>10 pts.</b>
<b>3. Research Paper and Panel Presentation</b>	<b>30 pts.</b>
<b>4. Outcome Assessment</b>	<b>25 pts.</b>
<b>4. Attendance and Participation</b>	<b>15 pts.</b>

#### **1. Personal History.** Examining your own culture (15 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 February 12.  
(TPE 8, 11, 13)

**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 February 12.  
(TPE 8, 11, 13)

**3. Family Ethnography/Research and Presentation.** Examining multicultural/multilingual families and their relationships to public schools selected by each group (15 points written/15 points oral). The topic must be approved by the instructor.

In heterogeneous groups of 3-4 students, you will develop, as a group, a multicultural research paper on an issue related to families and schooling, 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. The group's 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 of your scheduled presentation.**

**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.

(TPE 7, 8, 11, 12)

**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. (3-5 pages)

**Outcome assessments are due on the last day of class.** (TPE 4)

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

### TENTATIVE COURSE OUTLINE

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

<u>DATE</u>	<u>TOPICS AND ASSIGNMENTS</u>
01/22/03	Introduction - Course Overview, Community Building
01/29/03	Culture: Definitions and Meanings - Banks & Banks: Chs. 1 & 2
02/05/03	Culture: Definitions and Meanings - Readings in class
02/12/03	<b>Personal History/Family Trees Due - Community Sharing</b>
02/19/03	Culture: Cultural Contact Star Trek: Darmok
02/26/03	Cultural Contact - Bafa Bafa
03/05/03	Prejudice, discrimination, and racism – Spring, Chs. 1-5; Banks & Banks: Ch. 3, 9 & 11
03/12/03	Prejudice, discrimination, and racism – Spring, Chs. 1-5; Banks & Banks: Ch. 3, 9 & 11
03/19/03	Work in groups
03/26/03	Aspects of Diversity: Language - Banks & Banks: Ch. 12 Work in groups
04/02/03	SPRING BREAK
04/09/03	Aspects of Diversity: Social Class & Religion - Banks & Banks: Chs. 4 & 5
04/16/03	Aspects of Diversity: Gender - Banks & Banks: Chs 6, 7, & 8
04/23/03	Open - work in groups
04/30/03	Creating Reform: Students and Families - Banks & Banks: Chs. 16 & 17 <b>Research Presentations - Papers Due</b>
05/07/03	<b>Research Presentations - Papers Due</b> <b>Outcome Assessment Due</b>

**SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS  
COMPETENCIES**

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

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