

California State University San Marcos
College of Education

EDUC 602: Schooling in a Multicultural Society

Spring 2003
CRN 21744

Instructor: Patricia L. Prado-Olmos, PhD
Office: University Hall 402
Phone: (760) 750-4304
Office Hours: by appt. before class
E-Mail: pprado@csusm.edu
Class Meeting times/places: Fridays 4-6:45, UH 337

DESCRIPTION

This course focuses on the pluralistic nature of society reflected in the contemporary school. A variety of approaches will facilitate students' learning about the multifaceted aspects of pluralism. 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.

COURSE OBJECTIVES

The purposes of this course are threefold:

- to expand and refine students' knowledge about the diversity that is a part of today's public schools and communities;
- to provide a safe academic environment for reflection on, and discussion of, the complex ways in which pluralism is a part of educational contexts;
- to provide support to all students who represent national, state and regional diversity.

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=100-96, A-=95-91, B+=90-86, B=85-81, B-=80-76, C+=75-71, C=70-66, C-=65-51, D=50-46, F=545 or lower.

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 <www.apastyle.org/index.html>

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.

COURSE REQUIREMENTS

NOTE: I RESERVE THE RIGHT TO CHANGE, ADD TO, OR DELETE ANY AND ALL MATERIAL FROM THE COURSE.

This class will be structured as a graduate-level seminar. As such, we will read, write and discuss the materials. The success of a seminar is dependent upon each and every participant being prepared. However, discussion need not consist of only sitting around a table and talking. Multiple approaches, methods, and teaching experiences are a necessary strategy to accommodate learning given the possibility of various learning styles. The class will be divided into groups. Each group will be responsible for presenting and leading class discussion on various topics.

My role will be to “facilitate” the discussion and to intervene as necessary to promote the topic. I do not intend to lecture each week, or to be the focus of the class. You will work to develop your **Knowledge Base** through reading the assigned material (to develop a basic understanding of the subject matter), present it to the class (to develop your expertise), and lead the class discussion (to develop confidence in your KB and skills). In effect, you will have many opportunities to “empower” yourself--i.e. to use the tools which are before you to try out new ideas.

The theme of our course will be the exploration of “Silence in my classroom”. The theme arose out of my own questions as I reflected on our course. The notion of silence is powerful. We read and talk about “giving voice” or “having a voice”. And many authors contend that one of the strongest barriers to equity in public schools is the lack of voice on the part of some communities. We will explore these very issues and start with questions about silence. What is silence? Is silence positive or negative? What is silence to me? What does silence look like in my classroom? Is silence a part of my pedagogy? How? Why? Does everyone have a voice in my classroom? Do I want everyone to have a voice in my classroom? Will what I learn here impact my teaching? How?

These are not the only questions we will ask. But they provide a starting point for our learning community. I look forward to our journey.

REQUIRED TEXTS

Delpit, L. (1993). Other people’s children: Cultural conflict in the classroom. The New York Press. New York. ISBN: 1-56584-179-4.

Gussin Paley, V. (1996). Kwanzaa and me: A teacher’s story. Harvard University Press. Cambridge. ISBN: 0-6745-0586-7.

Gussin Paley, V. (2000). White teacher. Harvard University Press. Cambridge. ISBN: 0-6740-0273-3.

Howard, G. (1999). We can’t teach what we don’t know: White teachers, multiracial schools. Teachers College Press. New York. ISBN: 0-8077-3800-X.

Michie, G. (1999). Holler if you hear me. The education of a teacher & his students. Teachers College Press. New York. ISBN: 0-8077-3888-3.

Weis, L. & Fine, M. (Eds.). (1993). Beyond silenced voices. Class, race, and gender in the United States schools. State University of New York Press. Albany, New York. ISBN: 0-7914-1286-5.

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.

1. Attendance and Participation	30 points
2. Reading response reviews	40 points
3. Article Review	30 points

1. Attendance and Participation. (30%) As graduate students, you are expected to take an active role in class and class activities. The quality of this course rests on the quality of YOUR participation. Toward this end, you are expected to attend every class.

2. Reading Response Reviews (40%). For each week where there is a reading assignment, you will be asked to write your reaction to what you have read which, at minimum, demonstrates your “thinking” about what it is you have read (it should not be merely a summary). This is an opportunity for you to present your perspective on the topic, share your experiences, struggle with ideas. At end, construct one question that emerges from what you’ve read and your reaction to what you’ve read. Since you will review entire books, each review should be 3-4 pages. It will be handed in at the beginning of class and/or be the basis for initial class discussion.

3. Article Review (30%). This task will be completed in pairs. No more than two students may work together. Select an article from the Weis and Fine book, Part II. You will lead a class discussion on the selected article. We will read the article before class. Each pair will have 30 - 45 minutes in which to conduct their discussion (20%). The group has complete control over how they want to conduct this review. However, it should provide a BRIEF summary of what the article was about. Each individual will also provide a one-page review of the article that should highlight key ideas, questions that emerged, and implications for teaching (10%).

TENTATIVE COURSE SCHEDULE

DATE	TOPIC/ACTIVITY	READING ASSIGNMENT
Session 1 1/24/03	<i>Introduction</i> Article Selection Video: American Tongues	Handed out in class
Session 2 2/7/03	<i>Exploring the nature of silence and voice</i> Article Presentation	Weis & Fine: Chs. 2 & 6 Shared in class – bring an article, book, original writing on the topic of silence and/or voice
Session 3 2/21/03	<i>The ways we support and constrain silence</i> Article Presentation Reading Response #1 Due	Delpit: <u>Other people's children: Cultural conflict in the classroom</u>
Session 4 3/7/03	<i>Who am I? What is my voice? What is my silence?</i> Article Presentation Reading Response #2 Due	Howard: <u>We can't teach what we don't know: White teachers, multiracial schools</u>
Session 5 3/21/03	<i>Learning to listen to the silence and the voices</i> Article Presentation Reading Response #3 Due	Michie: <u>Holler if you hear me: the education of a teacher and his students</u>
Session 6 3/28/03	<i>Using silence and voice effectively</i> Article Presentation Reading Response #4 Due	Gussin Paley: <u>White teacher, Kwanzaa and Me</u>

**SB2042 – AUTHORIZATION TO TEACH ENGLISH LEARNERS
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	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	act
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	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