

CALIFORNIA STATE UNIVERSITY SAN MARCOS

EDUC 364

THE ROLE OF CULTURAL DIVERSITY IN SCHOOLING

Spring 2001

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Meeting times/places: Wednesdays, 1:30-4:15 p.m., ACD 111

Required texts:

Cummins, J. (1996). *Negotiating identities: Education for empowerment in a diverse society*. Sacramento, CA: CABE.

Gollnick, D. M. and Chinn, P. C. (1998). *Multicultural education in a pluralistic society, 5th edition*. Upper Saddle River, NJ: Prentice Hall.

Leyba, C. F. (1994). *Schooling and language minority students: A theoretical framework*. Los Angeles CA: CSULA.

Course overview: In this class we will explore the role of culture in the education of today's diverse populations. Major units include concepts dealing with the nature of culture and cultural pluralism in today's schools within the historical framework of bilingual education. We will further examine the nature of curriculum and instruction as they relate to multicultural education for all students.

Course objectives: Students completing EDUC 364 will:

- Be familiar with the notions of culture, its use in curricula, and its relevance to multicultural curricula and instruction;
- Understand the historical context and background of bilingual education in the U.S.;

- Be able to describe the relationships between bilingual schooling and multicultural instruction;
- Be familiar with second language acquisition theory and the role of the primary language in second language learning; and
- Be familiar with various instructional methods and materials appropriate for use in a multicultural classroom.

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.

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

Course requirements: This 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.

Assignments: All assignments must be handed in on the due date. Assignments must be typed and double spaced.

- 1 personal history 15 points
- 1 research paper/presentation 35 points
- 1 community description 20 points

- 1 outcome assessment 20 points
- Attendance and participation 10 points

Grading Scale:

A=93-100	B+=87-89	C+=77-79	D+=68-69	F=below 64
A-=90-92	B=83-86	C=73-76	D=66-67	
	B-=80-82	C-=70-72	D-=64-65	

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.

Assignment descriptions:

Personal histories: Examining your own culture: (15 points).

“In order to learn to teach in a society that is increasingly culturally and linguistically diverse, prospective teachers . . . need opportunities to examine much of what is usually unexamined in the tightly braided relationships of language, culture, and power in schools and schooling. This kind of examination inevitably begins with our own histories as human beings and as educators--our own cultural, racial, and linguistic backgrounds and our own experiences as raced, classed, and gendered children, parents, and teachers in the world. It also includes a close look at the tacit assumptions we make about the motivations and behaviors of other children, other parents, and other teachers and about the pedagogies we deem most appropriate for learners who are like us and who are not like us” Cochran-Smith (1993). *Color blindness and basket making are not the answers: Confronting the dilemmas of race, culture, and language diversity in teacher education.*

For this assignment you will write a narrative essay about your own life, describing the experiences that have shaped your views of race, culture and diversity. Reflect on your own experiences in terms of your own specific culture, that which is determined by your own circumstances. It is the intention of this assignment for you to explore within yourself your identity as a learner, teacher and as a member of your cultural group. Include specific examples of events or situations that you feel shaped your views. Be sure to situate your examples in the context of assumptions about schooling and education, etc. Feel free to relate these examples to the readings and

discussions from class. **This paper is due February 28, 2001.** You will share your essay in small groups on that day.

Research paper and presentation (25 points paper/10 points presentation). Students will work in groups of four to six students to present various issues discussed in class. In this group you will research and write, as a group, a research paper and present a panel discussion of your work to the class. Groups may choose to present opposing sides or support one particular issues. Feel free to be creative about your presentation. Previous presentations have included simulations of school board meetings, talk shows, web site development and have incorporated a variety of media. Your research should include at least 3 sources from the internet/www, at least 3 print media sources and at least one of the texts used in class. References must be exclusive on 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 issue is significant in the field of education;
4. Your position on the issue and why you have taken the 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 to enhance student learning.

The length of the paper is determined by the degree to which you articulate the requirements outlined above. You must incorporate depth of analysis rather than mere description. 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. The paper is due **May 2, 2001.**

Your panel presentation will be 20 minutes in length. You will present a synopsis of the issue accompanied by appropriate visual, aural and/or tactile aids. You may want to include skits, simulations, debate or some other form of multi-modal presentation. Please do NOT read your paper. In addition to your presentation please plan to allow for no more than 10 minutes for questions following your presentation. These presentations will be made on **May 2, May 9 and May 16. All papers must be turned in on May 2, 2001.** Students may choose from the following topics or select one of their own (be sure to check with the instructor if you self-select a topic):

1. Are maintenance models or two way models better in terms of bilingual education?
 2. Why do we have to educate the children of undocumented workers?
 3. Why education that is multicultural and social reconstructionist more appropriate than other models of multicultural education?
 4. Why is cultural pluralism a better approach to diversity than cultural assimilation?
 5. What are the goals and benefits of the "English plus" movement?
- Presentations will be evaluated on the criteria listed on the final page of this course outline. Papers will be evaluated for clarity, comprehensiveness, integration with other learnings from the class (discussions, readings, lectures, simulations, etc.) analysis and insight, and the reader's overall impression of the quality of the paper.

Community Description (20 points). Select a community that you wish to study. The community should reflect some aspect of cultural diversity. Take a "tour" of the community. What do you observe? Take notes of the types of stores, homes, streets, signs, advertisements, that you observe. Based on your tour, begin to form some questions about this community. What kind of a "feel" do you get of this community? What is the "culture" of the community? Define the community. Provide a detailed description, as if drawing a picture. Pose at least 3 questions that deal with some aspect of culture: e.g., the nature of culture, perceptions culture, historical perspectives, demography, to name a few. Address each question in

your paper, and write beyond the "observable" to address deeper notions concerning culture. *You are encouraged to discuss your questions with the professor, who will be able to guide you in your discussion.* Discussion of your questions (analysis) should be integrated with readings and activities specifically associated with your participation in the culture modules. Please provide the appropriate citation within the text and reference section. All papers should be double-spaced. Overall, your study of the community should address this question: *Given what I have learned in this community study, what can I plan for as an individual entering the field of education?* You will also identify a specific resource that may aide other educators in addressing the needs of a specific cultural group. Describe the resource (e.g., program, curriculum, research, book) and write up a one page summary which provides pertinent information for teachers. Include your notes and any other information concerning the community in an appendix. Minimum 8 page write-up. Please use the following time line to help you with your paper. **This assignment is due on April 18, 2001.**

Outcome Assessment (15 points). You will select the most important learning or closely related sets of learnings 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 be able to demonstrate overall "cultural competence." This paper will be graded 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 May 16, 2001.**

Course outline: Readings are expected to be completed prior to the class meeting..

Date	Topic	Assignment	Date	Topic	Assignment
2/7	Needs sensing; course overview; what is culture?	Pre survey in class	4/18	The role of the primary language in second language learning	Cummins in Leyba; Cummins, Ch. 3 & 5 Community description due!
2/14	The nature of culture: Brief history and scope of the notion of culture	Cummins, Ch. 1; Gollnick and Chinn, Ch. 1	4/25	Cultural contact con'd; Cultural diversity in the U.S. and California: Changing demographics	Chinn, Ch. 4, 6, 8
2/21	The nature of culture; bilingual ed. and culture	Cummins, Ch. 6, 8; Gollnick and Chinn, Ch. 2	5/2	Changing demographics con'd; <i>Panel Presentations</i>	Cummins, Ch. 7; Research paper due!
2/28	Why do we have bilingual education? Historical overview and legislation	Cummins, Ch. 2; Personal history due!	5/9	Cultural pluralism and instructional methods: Issues in curriculum development and social policy <i>Panel Presentations</i>	Cummins, Ch. 9;
3/7	Misconceptions about bilingual ed.; overview of bilingual programs and instructional strategies	Cummins, Ch. 5 & 8; Leyba pp. 47-51	5/16	Methods and materials in a multicultural classroom: Cultural pluralism, instructional strategies and materials bias <i>Panel presentations</i>	Crawford in Leyba Snow in Leyba Thonis in Leyba Outcome Assessments due!
3/14	Cultural simulation: <i>Bafá, Bafá</i>		5/23	The multicultural classroom: Designing effective instruction for diverse populations; recap: What have we learned?	Chinn, Ch. 9
3/21	Manifestations of culture in the classroom: Working with diverse populations; cultural contact: Concepts and stages	Cummins, Ch. 4, 6; Chinn, Ch. 5;			
3/28	Language structure and use; second language acquisition	Krashen in Leyba; Chinn, Ch. 7			
4/4	Spring Break, no class!				
4/11	Working session on panels				

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 both English language development and 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
		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	III. Cultural Contact
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	

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

Scoring Rubric for Research Paper and Presentation: EDUC 364

Group: _____

Topic: _____

<i>Paper</i> Standard	Possible	Score
Effectiveness in describing the issue including historical context	5	_____
Effectiveness in presenting a position, with rationale for that position	5	_____
Effectiveness in supporting position, including use of citations and/or references	5	_____
Effectiveness in presenting conclusions or significance	4	_____
Specific or overall strengths of the paper		(+) _____
Specific or overall concerns related to the paper		(-) _____
Degree to which paper is logically organized, formatted and presented	2	_____
Degree to which bibliography is appropriately annotated, meets requirements, and supports the paper	2	_____
Effectiveness in supporting position, including use of citations and/or references	2	_____
Total score for paper	25	_____
 <i>Presentation</i>		
Organization of presentation (e.g., did all group members have a significant role? was the topic clearly defined?)	3	_____
Effectiveness of presentation	3	_____
Effectiveness of sheltered instruction, including visuals, multi-modal format and handouts	2	_____
Response to questions	2	_____ _____

Scoring Rubric for Research Paper and Presentation: EDUC 364

Total for Presentation

10
