



*EDUC 364-EX-01 Cultural Diversity & Schooling  
Spring 2012 (CRN22000)*

**Lecturer: Richard F. Lawrence Jr., Ed.D**

**Mission Statement**

**The mission of the School 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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (Adopted by the COE Governance Community. October 1997.)**

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Meeting Days:	Wednesdays
Room:	UH 101
Meeting Times:	6:00-8:45 pm

**COURSE DESCRIPTION**

*Required of all credential candidates.* 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.

## Course Objectives

Students completing EDUC 364 will be able to demonstrate:

- Developing competencies in *TPE 15: Social Justice and Equity*;
- Understanding of various concepts of culture and cultural contact, and their applicability to learning and teaching;
- Understanding of cultural diversity in the United States and California;
- A general familiarity with cultural responsive pedagogy;
- Understanding of gay, lesbian, bisexual and transgender students, teachers and families.
- To gain an understanding of “*at risk*” and foster children.

## Authorization to teach English Language Learners (ELLs)

The credential program at CSUSM has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach ELLs is met through the infusion of content and experiences with the Multiple Subject Program, as well as additional coursework. Students successfully completing this program receive the Preliminary Multiple Subject Credential with authorization to teach ELLs (formerly called CLAD).

## School of Education Attendance Policy

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. (*Adopted by the COE Governance Community, December, 1997*).

## COMPETENCIES

### Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Multiple or Single Subject(s) 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 course objectives, assignments, and assessments have been aligned with the CCTC standards for the Multiple and Single Subject(s) Credential. You can incorporate artifacts from this class into your final comprehensive portfolio. The following TPE is addressed in this course:

### ***TPE 15: Social Justice and Equity***

*Teacher candidates will be able to identify issues of social justice and equity in the classroom to ensure equal outcomes for diverse students. They will be familiar with ideas, definitions, and major theorists in the fields of multicultural education, social reconstruction, and democratic education. Pluralism and divergent perspectives on educating students will be the foundation of designing effective lessons and instructional practices for diverse students. Candidates will understand when and how to collaborate with others, especially curriculum specialists, community leaders, and parents on preparing relevant and appropriate instructional activities, curricular units, and school structures that would provide equitable outcomes for students from different linguistic, cultural, and socio-economic backgrounds.*

### **GENERAL CONSIDERATIONS**

#### **All rights reserved**

*As instructor of record, I reserve the right to change, add to, or delete any and all material from the course.*

#### **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 School of Education in development of the program approval documents. (Note: As of 2002, the CLAD competencies are collectively referred to as an *Authorization to Teach English Learners*.)

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**

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 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.

I expect that each student will do his/her own work, and contribute equally to group projects and processes.

***\*\*Plagiarism is cheating and will not be tolerated under any circumstance.***

### **Use of Technology:**

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Cougar Courses, 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. During each class session you will be expected to keep all electronic devices off unless otherwise told to turn them on. Texting will not be allowed at anytime when class is session.

### **Appeals**

Every student has the right to appeal a grade, or appeal for redress of grievances incurred in the context of the class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult with Dr. Patricia Prado-Olmos, Associate Dean of the College of Education, Health & Human Services.

### **Students with Disabilities Requiring Reasonable Accommodations**

Students **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. 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.

### **All University Writing Requirements**

The all-University writing requirements will be met through written reactions and reflections related to assigned readings.

## COURSE REQUIREMENTS

### ***Required Texts***

Nieto, S., and Bode, P. (2008). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Boston: Pearson Education, Inc. ISBN 0-205-52982-8

Howard, T. (2010). *Why Race and Culture Matter in Schools*. New York: Teachers College Press. ISBN 978-0-8077-5071-1

Weber, K. (2010) *Waiting for "Superman"*. New York: Public Affairs. ISBN 978-1586489274

### ***Required Media:***

*Dead Poets Society* (Touchstone Pictures; 1989; 128)

*Lean on Me* (Warner Bros; 1989; 124)

*Stand and Deliver* (Warner Bros; 1988; 102)

## **Grading Policy**

- All required work must be submitted on time.
- You will lose one complete grade on an assignment for late submissions.
- All work will be submitted electronically to [rlawrenc@csusm.edu](mailto:rlawrenc@csusm.edu)

## **Assessment of Progress**

**There are 1000 points possible:**

- 1) Attendance and Class Participation (100 points)**—First is the expectation that you will attend all class sessions and participate actively in class discussions. If you miss four (4) classes, you will be dropped from the course. A significant part of this grade will come from weekly group presentations on the readings. Please review the weekly reading assignments and presentations schedule. You will be selected into groups the first week of class. You will read and present selected readings. The entire class will be responsible for these assigned readings, but assigned groups will respond to explicit questions from the professor and their peers regarding the readings assigned each week.

- 2) Social Justice Paper(s)-pre and post (75 points). Assignment #1 (a) & (b):**  
You will submit two papers (1-1 page/1-2 pages) of your understanding of Social Justice. One will be submitted at the start of semester and one will be submitted at the end of the semester. The second paper should reflect an enhanced understanding of the term based on the readings, class discussions and your service learning experiences. Answer the following question:

What does the term **Social Justice** mean for you, your family, and your world?

Paper #1: *Due: Feb.1<sup>st</sup>. (30 points)*

Paper #2: *Due: May 3rd. (45 points)*

- 3) Personal/Family Background (100 points) Assignment #2:** By researching and studying one's family background it is possible to gain an appreciation about us as individuals and our many similarities and differences.

In this assignment you are to write a narrative 4-6pages in length 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.

Reflect on your own experiences in terms of your cultural referents, your family background, and other factors determined by your own circumstances and upbringing. Discuss how this may impact your work as an educator. How might this have a positive or negative impact? Be prepared to discuss your assignment within a larger class dialogue.

Please note that if you are adopted or were raised in foster care, and choose not to disclose this information, your paper may be fictionalized, or you may choose to discuss how you came to be the person you are today based on the influences of society, important or significant adult in your life. Please let me know if you require this or other accommodations to complete this assignment.

***DUE: Feb. 15th***

- 4) Discussion Board/ In-Class Reflections (125 points)--Ongoing:** Students are required to participate in the class Bulletin Board (Moodle). Your discussions should be introspective addressing issues, experiences, ideas, discussions, readings, and current events, related to the class. Postings will be accepted until **May 16th.**

A minimum of ten (10) substantial online entries and an in class reflection of one page minimum for each live class session is required. All entries must be content rich and relevant to the topic for a minimum passing grade on this assignment (C+).

LET ME BE CLEAR: Personal notes to students, “*I agree with....*”, “*You’re so right*”.... Statements, comments, etc., and other such non-substantive postings will not be counted in the total.

*Ongoing-Do not wait until the end of the semester to post on Cougar Courses. Last Posting accepted: May 13th.*

**5. Create, Respond, and Act Plan (100 points)** – Each student will be required to create a social justice scenario of 2 pages along with a rubric. That scenario will then will be given to another student member in the class who will respond to the scenario through creating a plan that addresses the social justice issue addressed in the scenario. A separate assignment sheet will be given detailing the requirements of this plan.

**6. Midterm Assignment (100 points)**—A content-based midterm exam will be administered. Everything covered in class from the readings, lectures, discussion, and Moodle is fair game for this exam.

**7. Movie Review and Response (100 Points)**- You will select two of the three films listed and complete a reflective paper that compares and contrasts the two films and the issues brought out by the movies. A more detailed handout will be provided that addresses the requirement for a minimum passing grade for this assignment.

**8. Final Exam/Assignment (125 points)** -A final, comprehensive assignment will be given that will culminate all learning that has occurred in this class this semester. The assignment will be given two weeks prior to the due date of May 9<sup>th</sup>.

**9. Group Project (100 points)** -Each group will first facilitate a discussion around a chapter reading from a selected text. The following week that group will present a workshop focused on the topic facilitated during class. More information will be given prior to the group presentation.

**10. Waiting for Superman (75 points)**-You will read “Waiting for Superman” and write a reflection in which you describe your initial feelings, and create your solutions to one of the problems which resonated for your in the book.

## Schedule of Assignments

Wednesdays

6:00-8:45 pm

**Week 1. Jan. 25 -Introduction, Organization of Class,**

For Next Week: Read: Nieto: Chapter 1

***Assignment #1(a): Submit a 1-page discussion of your understanding of Social Justice. Due: Feb. 1st.***

**Week 2. Feb.1- Sociopolitical Context of Multicultural Education**

**Group 1: Read Howard: Chapter 1**

For Next Week Read: Nieto: Chapters 2 & 3

**Week 3. Feb. 8-School Reform in a Multicultural Context (Group1)**

**Group 2: Read Howard: Chapter 2**

For Next Week: **Read:** Nieto: Chapter 4

***Assignment #2 : Submit a 4-6-page Family Background paper. Due: Feb. 15th***

**Week 4 Feb. 15- Expectations of Student Achievement (Group2)  
Workshop 1**

**Group 3: Read Howard: Chapter 3**

For Next Week **Read:** Nieto: Chapter 5

**Week 5 Feb. 22-Organizational Issues in Schools (Group3)  
Workshop 2**

**Group 4: Read Howard: Chapter 4**

For Next Week Read: Nieto: Chapter 6

*Week 6 Feb. 29-Culture, Identity, and Learning (Online)*

**Group 5: Read Howard: Chapter 5**

For Next Week Read: Nieto: Chapter 7

**Assignment 3:** Create, Respond, and Act Plan. **Create** portion due Mar. 7

*Week 7 Mar. 7 – Linguistic Diversity (Group4)  
Workshop 3*

For Next Week Read: Nieto: Chapter 8

*Week 8 Mar. 14- Midterm (School Achievement) (Group 5)  
Workshop 4*

For Next Week Read: Waiting for Superman

**Assignment:** Create, Respond, and Act Plan. **Respond and Act** portion due Mar. 28th

*Week 9 Mar. 21 -Spring Break*

**Group 6: Read Howard Chapter: 6**

*Week 10 Mar. 28- Learning from Students (Group 6)  
Workshop 5*

For Next Week Read: Nieto. Chapter 11

*Week 11 Apr. 4- Online Forum (Online)*

**Group 7: Read Howard Chapter 7**

Assignment: Movie review and response due April 18th

**Paper Due: Waiting for Superman**

*Week 12 Apr. 11- Affirming Diversity (Group 7)  
Workshop 6*

**Group 8: Read Nieto Chapter 9**

For Next Week Read: Handouts

**Week 13**                      **Apr. 18 – *School Success***                      **(Group 8)**  
**Workshop 7**

**Group 9: Read Nieto Chapter 10**

**Assignment #1(b): Submit a 2-page discussion of your understanding of Social Justice. Due: May2nd.**

**Week 14**                      **Apr. 25 –*Curriculum for Multi-cultural Classroom***                      **(Group 9)**  
**Workshop 8**

**For Next Week Read: Handouts**

**Final Assignment (Handout)**

**Week 15**                      **May 2 –*Pulling it Together***  
**Workshop 9**

**Class Discussion/Wrap up**

**Week 16**                      **May 9 -*Final Exam***

**Exit Interviews / Final Assignment**