

CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION
EDUC 364B
The Role of Cultural Diversity in Schooling
Section 01 CRN 21340
SPRING 2004

Instructor: Dr. Rosario Diaz-Greenberg
Office: 301 University Hall
Phone: (760) 750-4309
Office Hours: By appointment
E-Mail: rgreen@csusm.edu
Meeting times/places: Wed 2:30-5:15 p.m. / UH 439

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)*

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 with disabilities requiring reasonable accommodations must be 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.

Writing: In keeping with the All-University Writing Requirement, all courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways.

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: **Course Objectives.** Candidates completing EDUC 464 will be able to demonstrate knowledge, skills and dispositions indicating:

1. mastery of the TPE competencies appropriate to the course and content area;
2. mastery of standards for English learners as indicated in the course alignment with SB 2042;
3. understanding of various concepts of culture and their applicability to learning, teaching, curricular development and educational reform;
4. understanding of the historical and contemporary contexts for multicultural and multilingual education;
5. knowledge of the relationships between multicultural and multilingual instruction;
6. familiarity with second language acquisition theory and the role of the primary language in second language learning;
7. ability to report, interpret, analyze and synthesize complex information; and, university-level competence in information literacy, use of technology and oral and written communication

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

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. If two class sessions are missed, or if the student is late (or leaves early) more than three sessions, s/he cannot receive a grade of "A." If three class sessions are missed, the highest possible grade that can be earned is a "C+." If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements. 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=70-76, D=60-69, F=59 or lower. Plus and minuses are not given except 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. 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. (). *Rethinking our classrooms: Teaching for equity and justice*. Milwaukee, WI: Rethinking Schools, Ltd.

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

Reader available at a later date.

Optional:

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

Handouts distributed in class.

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

COURSE REQUIREMENTS

Assessment:

In order to successfully complete this course, the assignments must be completed with at least XX points on the attached rubric. Failure to successfully complete assignments at the proposed minimum may result in the denial of a teaching credential.

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 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 2000 (Windows XP). If submitting in paper form, **submit 2 copies of all work - one will be returned to you with a grade and the other will be retained on file. Visuals and/or poster size assignments will not be collected.**

| | |
|---|----------------|
| 1. Personal History | 15 pts. |
| 2. Family Background Assignment | 15 pts. |
| 3. Research Paper and Panel Presentation | 30 pts. |
| 4. Outcome Assessment | 25 pts. |
| 5. Attendance and Participation | 15 pts. |

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. (TPE 8, 11, 13)

2. Family Background Assignment: (15 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. (TPE 8, 11, 13)

3. Research Paper and Panel 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 4-5 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. 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)

Possible Topics for Group Research Paper / Visual Ethnography and Panel Presentations for EDUC 364

1. Interview a language minority parent about their access to their children's learning, involvement and empowerment.
2. Bi-/Multiracial identity: Interview someone about their ethnic identity, language loyalties, self-concept and development, etc.
3. Should we educate the children of undocumented workers? Why or why not?

4. Why is public education called the “great equalizer”? Is public education indeed an equal opportunity for all students?
5. 2004 will mark the 50th anniversary of the Brown vs. Board of Education decision. What has been accomplished in the past 50 years of Brown vs. Board of Education? What else still needs to change in the public education system?
6. How are public schools funded? What issues of equity in education does this procedure raise?
7. Research incidents of violence and discrimination at CSU San Marcos. Eg., Neo-Nazi movements on campus, discrimination lawsuits filed by employees and legal/court decisions that have been rendered, etc. What did you learn about the history of this campus?
8. What impact does poverty have on education?
9. What kind of curriculum should be designed for diverse students?
10. What are the goals and benefits of the “English plus” movement? Compare and contrast this to the “English-Only” movement.
11. What are some important educational issues related to gender and sexuality?
12. What is Proposition 227 and what has been its impact on the education of English language learners?
*Focus on your school district / school site. For example, you might examine SAT-9 scores before and after 227, general community reaction to 227, % of students who filed waivers and stayed in bilingual programs, etc.
13. What is ebonics? What did the Oakland Unified School District determine in the widely publicized ebonics proposal?
14. Intercultural relations – African American perceptions of Asian Americans; White perceptions of African Americans; Latino perceptions of Whites; etc.
15. Strategies for conflict resolutions. How have school districts handled violence and implemented intercultural conflict education?
16. Technology in education: organization and instructional aspects for teachers, schools, and districts.
17. What are charter schools?
18. Topic of choice – please clear with the professor before starting your project

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 assessment papers are due two weeks before final exams.**

(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.

**Panel Presentation Evaluation
EDUC 364**

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 | Point Total/Letter Grade | |
|---------|---------------|---------------|---------------|---------------|--------------------------|--|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |

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

SB 2042-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 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 | Abhor teachers can learn about their students |
| II. Theories and Factors in First- and Second-Language Development | III. Language and Content Area Assessment | Chow 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 | III. Cultural Contact |
| 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 |
| | | IV. Cultural Diversity in US & CA |
| | | A. Historical perspectives |
| | | B. Demography |
| | | C. Migration and immigration |

Tentative Course Outline

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

| Date | Topic | Assignment |
|------------------------|--|--|
| Session 1 01/21/04 | Needs sensing; course overview; what is culture? Nature of culture: Brief history and scope of the notion of culture. | Sleeter and Grant, Ch. 1 |
| Session 2 01/28/04 | Manifestations of culture in the classroom: Working with diverse populations. <i>Selection of Panels</i> | Sleeter and Grant, Ch. 2 and 3 |
| Session 3 02/04/04 | Cultural contact. Cultural diversity in the U.S. and California, changing demographics. P. H. assigned time. | Sleeter and Grant, Ch. 4 |
| Session 4* 02/11/04 | Personal history presentations | Personal history presentations due! P. L |
| Session 5 02/18/05 | Cultural pluralism and instructional methods: Issues in curriculum development and social policy | Sleeter and Grant, Ch. 5, 6 Rethinking pp. 126-161 |
| Session 6 02/25/04 | Culture and Language | Sleeter and Grant, Ch. 7 Rethinking, pp. 8-23 and 162-183 |
| Session 7 03/03/04 | Models of Multicultural Education. F. T. assigned time | All chapters from Sleeter and Grant are due!! |
| Session 8* 03/10/04 | Family Tree presentations | Family Tree due! P. L. |
| Session 9 03/17/04 | Culturally responsive teaching: Methods and materials | Rethinking pp. |
| Session 10 03/24/04 | Culturally responsive teaching: Methods and materials | Rethinking pp. |
| Session 11 03/31/04 | Spring Break! | No class! |
| Session 12 04/07/04 | Working Session in Panels (Groups meet separately) | Groups work individually |
| Session 13 04/14/04 | Parental involvement and culturally responsive teaching | Rethinking pp. |
| Session 14 04/21/04 | Group presentations | Group presentations 1-2-3 |
| Session 15 04/28/04 | Group presentations. | Group presentations 4-5-6 |
| Session 16 05/05/04 | Synthesis of group presentations and connections to course. Where do we go from here? | Assessment papers are due! |