

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION**

**EDUC 364B—The Role of Cultural Diversity in Schooling CRN: 20048**

**University Hall 441—Wednesday: 2:30-5:15  
Spring 2011**

**Instructor: Mae S. Chaplin, Distinguished Teacher in Residence**

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**Office Hours: By Appointment**

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

**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, sexual orientation 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:

1. developing competencies in TPE 15: Social Justice and Equity;
2. understanding of various concepts of culture and cultural contact, and their applicability to learning and teaching;
3. understanding of cultural diversity in the United States and California;
4. general familiarity with cultural responsive pedagogy;
5. understanding of gay, lesbian, bisexual and transgender students, teachers, and families;
6. understanding of marginalized student populations.

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

**Students will lose 4 points from attendance/participation for each missed class. Excessive tardiness will also affect final grade. If student misses more than 20 minutes of class it will count as ½ an absence.**

**Authorization to Teach English Learners:** 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 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 the CCTC in SB 2042 Programs Standards, August, 2002).

**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 and can apply appropriate instructional strategies 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 social economic backgrounds.

## 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. (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.

**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.

**Appeals:** Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. Stall, Interim Associate Dean.

**Students with Disabilities Requiring Reasonable Accommodations:** Students are approved for services through the Disabled Student Services Office (DSS). The DSS 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.

**All University Writing Requirement:** Every course at the university must fulfill the university’s writing requirement of at least 2,500 words.

**CSUSM Academic Honesty Policy:** 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 presentation 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.”

Incidents of academic dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

**Plagiarism:** As a future educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

**Grading and Expectations:** It is expected students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the College of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Furthermore,

- Note: Students taking EDUC as a prerequisite for teacher credential and graduate programs must maintain a B average (3.0 GPA), with all grades at a C+ or better.
- Late assignments will be accepted only under extenuating circumstances. Consult the instructor in advance if an assignment will be turned in late.

A	94-100 points	A-	90-93 points
B+	88-89 points	B	83-87 points
B-	80-82 points	C+	78-79 points
C	73-77 points	C-	70-72 points
D	60-69 points	F	59- Below

**Use of Technology:** Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, 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. Details will be given in class.

**Electronic Communication Protocol:** Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater

educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

**Required Texts:**

1. Nieto, S., and Bode, P. (2008). *Affirming diversity: The sociopolitical context of multicultural education*. Boston: Pearson Education, Inc.
2. Spring, J. (2007). *Deculturalization and the struggle for equality*. New York: The McGraw Hill Companies, Inc.
3. Assigned Readings—Through Moodle

**Recommended Text:**

1. Villaseñor, V. (2004). *Burro genius: A memoir*. New York: Harper Collins

**Course Requirements**

<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>
1. Reflections/Reading Responses	20	On-Going
2. Personal History of “Otherness”	20	March 2 <sup>nd</sup> & April 6 <sup>th</sup>
3. Group Reading Facilitation	10	Sessions 7, 8, 9
4. School Diversity Assessment	20	May 11 <sup>th</sup>
5. Professional Dispositions/Attendance	15	On-Going
6. Final Reflection and SJE Action Plan	15	May 16 <sup>th</sup>

## EDUC 364B Course Schedule, Spring 2011

(The Instructor reserves the right to alter the course schedule. Always bring your books to class.)

<b>Date/Session</b>	<b>Topics</b>	<b>Readings and Assignments Due</b>
<b><u>Session #1</u></b> <b>January 26<sup>th</sup></b>	<ul style="list-style-type: none"> <li>▪ Introduction and Course Expectations</li> <li>▪ Cultural Conceptions and Misconceptions</li> </ul>	Before our next session, please visit Moodle and explore this course. ☺
<b><u>Session #2</u></b> <b>February 2<sup>nd</sup></b>	<ul style="list-style-type: none"> <li>▪ Fun with Terminology</li> <li>▪ Sociopolitical Context of MC Education</li> <li>▪ Culture and Schooling</li> <li>▪ MC Education and School Reform</li> </ul>	<b>Due: Reading Journal #1 (Don't forget your hardcopy for class!)</b>  <b>Readings Due—Nieto Chapters 1&amp;2</b>
<b><u>Session #3</u></b> <b>February 9<sup>th</sup></b>	<ul style="list-style-type: none"> <li>▪ Personal History of Otherness Activity</li> <li>▪ Framework for MC Education</li> <li>▪ Anti-Racist Education</li> </ul>	<b>Preview: Personal History of Otherness</b> <b>Due: Reading Journal #2</b>  <b>Readings Due—Nieto Chapter 3, Tatum (Moodle)</b>
<b><u>Session #4</u></b> <b>February 16<sup>th</sup></b>	<ul style="list-style-type: none"> <li>▪ Personal Biases, Racism, Discrimination, and Teacher Expectations</li> <li>▪ Areas of Privilege and Teaching—Unpacking the Knapsack</li> <li>▪ Assign Spring Groups</li> </ul>	<b>Preview: Group Reading Facilitation</b> <b>Due: Reading Journal #3</b>  <b>Readings Due—Nieto Chapters 4&amp;5, McIntosh (Moodle)</b>
<b><u>Session #5</u></b> <b>Moodle Session</b> <b>February 23<sup>rd</sup></b>	<ul style="list-style-type: none"> <li>▪ Spring—Group Workshop</li> <li>▪ Personal History of Otherness Writer's Workshop</li> </ul>	<b>Due: Reading Journal #4/Moodle Discussion</b>  <b>Readings Due—Nieto Chapter 6, Assigned Spring Chapter</b>
<b><u>Session #6</u></b> <b>March 2<sup>nd</sup></b>	<ul style="list-style-type: none"> <li>▪ Influence of Culture on Learning</li> <li>▪ Personal History of Otherness Peer Review Session</li> <li>▪ Spring Working Session</li> </ul>	<b>Due: Personal History of Otherness Draft</b>  <b>Readings Due—Kozol (Moodle)</b>
<b><u>Session #7</u></b> <b>March 9<sup>th</sup></b>	<ul style="list-style-type: none"> <li>▪ Spring Chapters 1 &amp;2 Book Groups</li> <li>▪ Culturally Relevant Pedagogy</li> <li>▪ Linguistic Diversity in U.S. Classrooms</li> </ul>	<b>Due: Spring Groups 1 &amp; 2</b> <b>Due Reading Journal #5</b>  <b>Readings Due—Nieto Chapter 7, Villaseñor (Moodle)</b>

<p><b><u>Session #8</u></b> <b>March 16<sup>th</sup></b></p>	<ul style="list-style-type: none"> <li>▪ Spring Chapters 3 &amp; 4 Book Groups</li> <li>▪ Immigrant Experience and Schooling</li> <li>▪ Academic Achievement and Students of Color</li> </ul>	<p><b>Due: Spring Groups 3 &amp; 4</b> <b>Due Reading Journal #6</b></p> <p><b>Readings Due—Nieto Chapter 8, Cuero, Worthy, &amp; Rodriguez-Galindo (Moodle)</b></p>
<p><b>Spring Break—Campus Closed</b> <b>March 21-26</b></p>		
<p><b><u>Session #9</u></b> <b>March 30<sup>th</sup></b></p>	<ul style="list-style-type: none"> <li>▪ Spring Chapters 5 &amp; 6 Book Groups</li> <li>▪ Movie—<i>The Shadow of Hate: History of Discrimination in the United States</i></li> <li>▪ Educational Connection</li> </ul>	<p><b>Due: Spring Groups 5 &amp; 6</b> <b>Due Reading Journal #7</b></p> <p><b>Readings Due—Nieto Chapter 8</b></p>
<p><b><u>Session #10</u></b> <b>April 6<sup>th</sup></b></p>	<ul style="list-style-type: none"> <li>▪ School Diversity Assessment—Group Selection</li> <li>▪ Families and Communities</li> <li>▪ Gender Bias</li> </ul>	<p><b>Preview: School Diversity Assessment</b> <b>Due: Personal History of Otherness Final Draft</b></p> <p><b>Readings Due—Nieto Chapter 9, Tywoniak and García (Moodle)</b></p>
<p><b><u>Session #11</u></b> <b>April 13<sup>th</sup></b></p>	<ul style="list-style-type: none"> <li>▪ Schooling Experiences of Lesbian, Gay, Bisexual, and Transgender Youth</li> <li>▪ Group Planning Time</li> </ul>	<p><b>Due: Reading Journal #8</b></p> <p><b>Readings Due—Nieto Chapter 10, GLSEN—Both Documents (Moodle), Denizet-Lewis (Moodle)</b></p>
<p><b><u>Session #12</u></b> <b>April 20<sup>th</sup></b></p>	<ul style="list-style-type: none"> <li>▪ LGBTQ Youth and Families</li> <li>▪ Creating Welcoming Schools</li> <li>▪ School Diversity Workshop</li> </ul>	<p><b>Due: Reading Journal #9</b></p> <p><b>Readings Due—Nieto Chapter 11</b></p>
<p><b><u>Session #13</u></b> <b>April 27<sup>th</sup></b></p>	<ul style="list-style-type: none"> <li>▪ School Diversity Mix and Mingle</li> <li>▪ Movie: A Place at the Table</li> <li>▪ Community Connections</li> <li>▪ School Diversity Assessment Workshop</li> </ul>	<p><b>Due: Reading Journal #10</b></p>
<p><b><u>Session #14</u></b> <b>Moodle Session</b> <b>May 4<sup>th</sup></b></p>	<ul style="list-style-type: none"> <li>▪ School Diversity Assessment Workshop</li> <li>▪ On-line Discussion</li> </ul>	<p><b>Due: On-line Discussion</b></p>
<p><b><u>Session #15</u></b> <b>May 11<sup>th</sup></b></p>	<ul style="list-style-type: none"> <li>▪ School Diversity Assessment Poster Session</li> <li>▪ Final Thoughts</li> </ul>	<p><b>Due: School Diversity Assessment</b></p>

## Assignment Descriptions

➤ **Attendance, Participation, and Professionalism** *15 points*

Students will engage in active learning throughout each class session, and will be expected to participate actively, collaborate, and demonstrate professionalism at all times. Students will also be expected to attend each class session prepared and on time each week. Students will be expected to follow the CSUSM College of Education Professional Dispositions which include:

- Social Justice and Equity
- Collaboration
- Critical Thinking
- Professional Ethics
- Reflective Teaching and Learning
- Life-Long Learning

➤ **Reading Responses** *20 points*

To engage in the meaningful class discussions this course requires, it is crucial that you read and analyze the material before class. To focus your reading, aid you in remembering the content, and assist you with meaningful class participation, you will be asked to complete an on-line reflection responding to posted discussion questions. These questions will relate to course readings and will be posted on Moodle prior to class. You will post each of your Reading Responses to Moodle before the assigned class session and bring a hardcopy to class. More details will be discussed during our first class session.

➤ **Personal History of Otherness** *20 points*

By researching and studying one's relationship to the eight categories of typical "otherness" in U.S. society, we gain an appreciation about ourselves as individuals and our many similarities and differences. In this assignment you will write one page for each category about your relationship to "otherness" in terms of race, gender, religion, sexual orientation, socioeconomic status, age, physical or mental ability, and language. You will be given the chance to reflect on your own experiences in terms of your social context, your family background, and other factors determined by your own circumstances and upbringing and rank them according to personal importance. Be prepared to discuss your assignment and share your ideas with your peers during upcoming class sessions. More detailed directions and a rubric for grading assignment will be given in class.

➤ **Group Reading Facilitation**

*10 points*

In a small group, you will actively engage your fellow classmates in a 20-30 minute discussion of a chapter from the text book *Deculturalization and the Struggle for Equality* by Joel Spring. This discussion should provide your peers with an interactive and highly engaging way to promote critical thinking, varied perspectives, and the connections between the past to the present represented in your group's assigned chapter. Each group will also share additional resources found related to the chapter as well as a 1 page chapter summary. More detailed directions and rubric for grading assignment will be given in class.

➤ **School Diversity Assessment**

*20 points*

Working with 2-3 classmates, you will provide a research-based assessment of three or more schools of varying grade-levels from the same district. This assessment will be a comparison of academic achievement, staff characteristics, community resources, and parental involvement/outreach programs at the sites. Your final project may take the form of a PowerPoint, movie, poster, or some other type of creative way to present the information during our final poster presentation. More detailed directions, examples, and a rubric for grading assignment will be given in class.

➤ **Final Reflection and Social Justice and Equity Action Plan**

*15 points*

You will write a short one-page reflection as a culminating activity for this course. You will be asked to reflect on your perceptions of the eight categories of "otherness," the use of Social Justice and Equity in your own future classroom, how such perceptions will influence your own development into a professional educator, as well as additional areas of personal and professional growth. You will post your final reflections to Moodle no later than May 16, 2011. More information will be discussed during class.