

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

EDUC 602-01 Schooling in a Multicultural Society Spring 2011
CRN 21030
Thursday: 5:30 – 8:15 p.m. / UH 460

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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

This course focuses on an introduction to issues of schooling in a multicultural society. It includes an overview of multicultural education and addresses areas of study such as; culture and cognition, diversity & exceptionality, intercultural communication, cross-cultural competence the psychology of personal prejudice, and curriculum and teaching in multicultural contexts.

Course Objectives

The objectives of this course are fourfold:

- Expand and nuance students' knowledge about the diversity represented in today's schools and the communities in which we live;
- Provide a safe environment for reflection on, and discussion of, the complex ways in which pluralism is a part of educational contexts;
- Prepare educators to provide equitable educational opportunities to all students;
- Provide support to all students who represent national, state, and regional diversity.

This course has an on-line component. Some sessions may take place on-line in Moodle: <http://cc.csusm.edu/> More information will be provided during the semester. Assignments will be due online during the week of each class. Any and all assignments posted online require peer review and response.

GENERAL CONSIDERATIONS

Professional Disposition. The College of Education mission statement and professional standards (see below) are the driving force behind all readings and activity related to this class. This course addresses sensitive and controversial topics. We will be exploring these topics together and striving to expand our perspectives by considering the diverse lenses through which fellow educators see educational issues. Keep in mind that all students are expected to demonstrate professional behavior at all times. Professional behavior is defined herein as one that *consistently* demonstrates integrity, responsibility, tolerance, and respect for self and others. All students are expected to listen to different opinions, consider and reflect in depth on other points of view, and deal proactively with constructive criticism. Any unprofessional behavior is grounds for process and review of the candidate's continued participation in this course and/or program progress.

Outcomes and Standards. The context for, and scope of this course is aligned with standards for the California Teachers of English Learners program, leading to the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing (CCTC), and as approved by the faculty of the College of Education. (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).

Academic Honesty. Each student is expected to do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstance. Cite all references and original authors. If there are questions 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 class. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult the 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 needs. 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 students.

Students with Disabilities Requiring Reasonable Accommodations. Students who require reasonable accommodations need to contact Disabled Student Services in order to receive approval of necessary accommodations. This office is located in Craven Hall, Room 5025a, and can be reached at (760) 750-4905 or (760) 750-4909 (TDD users).

UNLESS you require it to assist in your learning, please refrain from using your laptop during class discussions/group presentation. If you do require the use of technology please notify the professor on the first night of class.

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. The instructor will determine procedures should the student have extenuating circumstances. (Adopted by the COE Governance Community, December, 1997). **FOR THIS CLASS:** 1. If you miss three (3) class sessions or 8 hours you cannot receive a passing grade for the class. 2. I will allow up to two (maximum) makeup assignments for absences due to unavoidable professional obligations, illnesses, emergencies, etc. on a case by case basis. Do talk to me at the earliest opportunity if you plan to / need to make up absences. 3. Do strive for punctuality, and be mindful of late arrivals and early departures.

These measures are intended to encourage responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

This course is aligned to the following standard for the California Teachers of English Learners (CTEL) Program leading to CLAD certification:

Standard 9: Culture and Cultural Diversity and Their Relationship to Academic Achievement

The program develops both broad and deep understanding of contemporary and historical concepts, issues, and perspectives related to culture and cultural diversity in California and the United States. The coursework addresses concepts and definitions of culture, including universal features of cultures (e.g., ethnocentrism, acculturation, cultural pluralism and congruence, intragroup and intergroup differences, impact of geography on cultural forms and practices). The coursework requires candidates to explore how cross-cultural contact and acculturation are affected by issues of power and status, psychological and social-emotional issues, and by social and economic factors. The program requires candidates to develop an understanding of major demographic trends related to linguistic and cultural diversity, as well as current trends and features of migration and immigration in California and in the United States. The coursework teaches candidates to develop conceptual understanding and requires them to demonstrate applied knowledge of cultural similarities and differences in communication styles, strategies for fostering positive cross-cultural interactions among culturally diverse students, and challenges involved in cultural contact. The coursework also requires candidates to analyze how this knowledge can be directly applied to instruction of English Learners in order to support student development and learning.

Standard 10: Culturally Inclusive Instruction

The program provides candidates with conceptual understanding of culturally inclusive instruction and the important role that culture plays in school and classroom settings, and teaches candidates strategies on how to acquire in-depth knowledge of English learners' home cultures and cultural experiences. The program requires candidates to examine their own cultural beliefs, attitudes, and assumptions and how this assumptions impact student learning and achievement. The coursework has candidates demonstrate how to apply this knowledge to create culturally inclusive learning environments in the classroom and school (e.g., setting high expectations for all students, having high levels of respect for cultural and linguistic diversity). The program teaches candidates how to apply culturally responsive practices that involve families and the community in decision-making processes and in students' learning. The

program requires candidates to demonstrate understanding of the features, goals, and outcomes of different approaches to multicultural curriculum and how to implement strategies that reflect an inclusive approach with regard to students cultural and language backgrounds. Candidates are taught how to apply knowledge of culturally influenced learning styles and to apply knowledge of English learners' cultural backgrounds and experiences to instructional planning and implementation.

COURSE REQUIREMENTS

This course is structured as a graduate-level seminar. The success of a seminar is dependent upon each and every participant being prepared. My role will be to “**facilitate**” and to intervene as necessary to prompt a 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 the readings, discussions and presentations.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses.

Excerpt of Graduate Writing Requirements:

V. If a student is satisfying the graduate writing requirement through a submission of a paper(s), the student's writing should demonstrate graduate level skills in:

- style and format
- mechanics
- content and organization
- integration and critical analysis.

VI. The paper(s) will be scored using a rubric (1 - 4) in each of four areas: "I. Style and Format", "II. Mechanics", "III. Content and Organization", and "IV. Integration and Critical Analysis". The minimal acceptable combined score from all of the four (I-IV) sections is 10 points, with no scores of "1" on any section, resulting in a minimum of a 2.5 average for all sections. A master's program may establish a higher minimum average score for passing.

Required Texts: ALL TESTS ARE AVAILABLE AT DISCOUNT CAMPUS BOOKS:

Discount Campus Books
310 South Twin Oaks Valley Road #104
SAN MARCOS, CA 92078
(760) 510-1706

Corwin, M. (2000). *And Still They Rise: The Trials and Triumphs of Twelve Gifted Inner-City Students..* New York, NY. Harper-Collins. ISBN: 0-380-79829-9

Bigelow, B. (Editor) *Rethinking Our Classrooms: Teaching For Equity and Justice - Volume 2.* Milwaukee, WI. Rethinking Schools. ISBN-10: 0942961277, ISBN-13: 978-0942961270
(THIS TEXT WILL BE USED AS THE BASIS OF CLASS DISCUSSIONS WEEK 3-9. PLEASE BE AWARE THAT ANY STUDENT CAN BE ASKED TO LEAD A DISCUSSION ON ONE OF THE ARTICLES COVERED IN THAT CLASS PERIOD.)

Lee, E. Menkart, D.& Okazawa-Rey, M. (1998). *Beyond Heroes and Holidays: A Practical Guide to K-12 Antiracist, Multicultural Education and Staff Development.* Washington, DC: Network of Educators on the Americas. ISBN-10: 1878554174, ISBN-13: 978-1878554178

(THIS TEXT WILL BE USED FOR DISCUSSION LEADER GROUPS WEEKS 11-14.)

American Psychological Association (2009) Publication Manual of the American Psychological Association, Sixth Edition. ISBN-10: 1433805618 ISBN-13: 978-1433805615

GRADING POLICY AND CONSIDERATIONS

Note: I reserve the right to change, add to, or delete any material or assignment from the course.

Grading Scale:

Percentage required: A=93+, A- =92-90, B+=89-88, B = 87-83, B- = 82 – 80, C+=79-78, C=77-73, C-=72-70, D+=69-68, D=67-63, D-=62-60, F=59 or lower.

Students must receive a C+ or higher in all coursework in order to be eligible for or remain in Education programs.

Submission of Assignments. Assignments should be typed in 12-pt font and follow APA formatting requirements. All assignments need to be submitted electronically on Moodle.

<http://cc.csusm.edu/> The first written assignment will also need to be submitted in hard copy.

All students enroll in university courses on a voluntary basis. All students are expected to manage professional and personal responsibilities accordingly. All required work needs to be submitted on time. Work submitted late, but within one week of the due date will be accepted, but lose 10% of earned credit per day. *Work received over one week late receives no credit.*

Grading Emphasis. All work needs to reflect university level composition. All written assignments will be graded approximately 80% on structure, content and analysis (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). Please proof all of your work prior to submission. 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. All papers will be screened thru TURNITIN and originality of work will be verified.

DESCRIPTION OF ASSIGNMENTS

1. **Attendance and Class Participation** **20 points**
You are expected to attend all class sessions and participate actively in discussions and activities both on-line and in-class. In order to do so, you are expected to complete all required readings by the assigned date. **Missing more than one class requires a lowering of your grade.** Being consistently late and/or leaving class early can also lower your grade. These measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

2. **Discussion Leader** **20 points**
In small groups, students will lead the class in a discussion on assigned readings in *Beyond Heroes and Holidays*. Sections will be assigned the first night of class. This is not intended to be a summary of the entire section. The role of the presenters is to pull out themes in the readings, compare and contrast opinions presented and increase the level of awareness and understand of the entire class. The entire class is responsible for the material in the assigned section. The discussion leaders will provide the area of focus for the class discussion. Discussions can include small group work, written prompts, exercises or Q & A. etc. It is not recommended that students create power points unless they are used to prompt conversation. **This assignment is not designed to be fulfilled in a didactic format.**

DUE: Weeks 11-14, to be determined on the first night of class.

3. **Reflection Papers-The Power of Bias in Our Society:** **20 points**
Using the readings in the course so far, current events, and your own observations, write a paper reflecting on the current state of our society. How prevalent are bias's in your community or school? What is the impact of stereotypes, misperceptions, racism, separatism, inequity and inequality? How does this impact our school and our students? What steps need to be taken to make a change?

This paper should be 3-5 pages in length and follow APA format. Please reference at least 3 of our readings that informed your opinion, or had an influence on your thinking.

DUE: Session #6

YOU MUST LET ME KNOW BY WEEK 2 OF THE SEMESTER WHICH ASSIGNMENT YOU WILL BE COMPLETING 4a or 4b. Both are worth 20 points. You will only complete one of these assignments.

- 4a. **ELD Literacy Intervention Plan** **20 Points**
***If you are taking this course for any of the following requirements, YOU MUST COMPLETE THIS ASSIGNMENT:**
A. the CTEL.

- B. the “Add On” Level I Mild/Moderate and Moderate/Severe Education Specialist Credential for candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorized the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English.**
- C. The Reading Certificate requirements for Literacy masters students.**

The purpose for this assignment is for you to look at student achievement of culturally and linguistically diverse students over time to determine what happens to students within a system. The purpose is not to examine and criticize your school district. It is to look at opportunities made available to or denied children who are culturally and linguistically diverse.

Components of the project

Population: Select a group of ethnically and linguistically diverse students in a grade level who have attended your school for at least three years. Do a review of their school history and success or lack of success.

Data collection: Consider the following:

- What do you know about the students’ cultural and language backgrounds? Are there any social, economic and/or political factors you can identify that may impact the students’ instruction?
- Testing process when the students entered school. Were they tested? Which test was used? Tested in their primary Language? In English? What were the scores? What do the scores mean?
- Placement issues. Where were the students placed? What kinds of classrooms?
- Services received: What kind of services did the students receive? Were any referred to Special Education? Why? Are any in the SST process? Why? How many have been placed in special education?
- Re-classification: Were the students ever re-classified? What process was followed and is typically followed in your district?
- Look at the grades the students received over three years and look for patterns in terms of achievement. Match the history of each student with his/her present achievement. Are there differences? What growth occurred? Have their CELDT scores increased? Plateaued?
- Analyze the data that you have collected and discuss how these students have progressed through the system.
- Factors of retention: Were these students retained? How many? Why?

Written Assignment:

Develop a literacy (listening, speaking, reading and writing) plan for these students. Your literacy plan must be 6-8 pages and should include the following information:

1. A description of the students including the data you collected about their cultural and language backgrounds, their families, their testing, their placements, etc.
2. A literacy plan based on the data you collected. What would you do to ensure equal access to grade level curriculum for these children? How will the state adopted materials be used to support academic growth? What additional support do these students need? How will you ensure that will happen? What support and accountability will be necessary to ensure equal access and success?

3. A description of how you will communicate your literacy plan to the students' families.
4. A reflection of what you learned about yourself (cultural beliefs, attitudes and assumptions) while developing your literacy plan in regards to the English learners and their families.

Successful completion of this assignment fulfills CTEL requirements for Standards 9 and 10. Students must post this assignment to their CTEL Portfolio as evidence they have met these standards.

This assignment fulfills the requirement for the "Add On" Level I Mild/Moderate and Moderate/Severe Education Specialist Credential for candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorize the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English.

This assignment fulfills the requirements for Literacy masters students in who are taking EDUC 602 in lieu of EDUC 627.

DUE Session #12

4b. Analysis of an Issue

20 Points

Identify an issue or concern in your school, district, community or region. This must relate to **multi cultural education, equity or social justice** in regards to school aged children and youth. There are three (3) primary parts to this assignment, all which are documented in your paper:

1. Research the issue in depth. Include (as appropriate):
 - a. Why is this significant issue?
 - b. What concerns you about this issue?
 - c. What is the impact?
 - d. Is there historical significance?
 - e. Other important information relevant to this issue.
2. Identify community organizations, foundations or public agencies that address this concern. The focus of this should be as local as possible.
3. Analyze the impact of these interventions. Determine what is working and what is not.
4. What may be done by you, your community, your school etc to address this issue/concern?

Your paper must be 6-8 pages. This **may** lead you to explore this issue further in your Social Justice Action Plan.

DUE Session #12

5. Critical Pedagogy/Social Justice Action Plan

20 Points

Your final project is to develop an individual professional action plan that specifically addresses your new understandings of critical pedagogy in relation to schooling in a multicultural society. Hopefully our readings of critical pedagogy will bring to the table new questions and concerns about your classroom, your students, your school, your district, or your overall professional work. Based on these questions, develop a specific

action plan that you could enact in your professional role. Our discussions throughout the semester should help you identify issues about your classroom, your students, your school, your district, the community and/or your overall professional work. Based on the issue you “name,” you will develop a specific action plan that you can enact as a professional educator working towards social justice and equity. The 2-3 page **final paper** will discuss this action plan. Our final session will consist of presentation of these action plans.

DUE: Session #15

WEEKLY READINGS / TOPICS

NOTE: Assigned readings MUST be brought to ALL class sessions.

Session #1 1/27/11 Multicultural Education and Identity Exploration

Please download the syllabus from the COE Website or Moodle

Introductions / Syllabus Overview/Course Expectations/COE Mission Statement

Conceptions / Community Norms and Expectations

Signups for Discussion Leader groups and assignments

Readings Due for Next Class:

Corwin, *And Still They Rise* Introduction, Prologue, Part 1 and 2

Assignment: Log onto Moodle and respond to the first assignment.

Complete a post to respond to the following question:

“When have you experienced some type of discrimination in your life? If you have NEVER experienced discrimination, please discuss why you think this is the case.”

In addition, prior to class on 2/10/11 please respond to at least 2 of your classmate’s responses.

Session #2 2/3/11

Due next class: Readings to Discuss: Corwin *And Still They Rise* Introduction, Prologue, Part 1 and 2

Due for Next Class: Corwin *And Still They Rise*, Part 3 and 4

Session #3 2/10/11 Multicultural Education and Identity Exploration

Readings to Discuss: Corwin *And Still They Rise*, Part 3 and 4

Misconceptions of Culture and Multicultural Education
Identity Exploration

White Privilege: In class reading and response activity. **Bring Beyond Heroes and Holidays to class with you.**

Due 2/24/11 Bigalow: Rethinking our Classrooms Section 1-The Power of Words

Session #4 2/17/11 Marginalized/At-Risk Student Populations

Presentation from Susanne Terry, MPH: "Protecting LGBT Youth in our Schools"

Exploring Our Own Biases
Prejudices and Stereotypes

Due next class: Bigalow: Rethinking our Classrooms Section 1-The Power of Words

Session #5 2/24/11 Power, Privilege and Racism

Readings to Discuss: Bigalow: Rethinking our Classrooms Section 1-The Power of Words

Homeless Education

Racism, Anti-Racism and Cultural Proficiency

Due next class: Bigalow: Rethinking our Classrooms Section 2-The Power of the Past

Session #6 3/3/11 Social Justice in Public Education?

Turn in Reflection Papers-The Power of Bias in Our Society

Readings to Discuss: Bigalow: Rethinking our Classrooms Section 2-The Power of the Past

How to Teach for Social Justice
Foster Care

Due Next Class Bigalow: Rethinking our Classrooms Section 3- The Power of Critique

Session #7 3/10/11

Readings to Discuss: Bigalow: Rethinking our Classrooms Section 3-The Power of Critique

Waiting for Superman
Video and class discussion

Due Next Class: Bigalow: Rethinking our Classrooms Section 4-The Power of Social Action

Session #8 3/17/10

Readings to Discuss: Bigalow: Rethinking our Classrooms Section 4-The Power of Social Action

In Class Assignment: After reading The Power of Social Action section of Rethinking Our Classrooms please post a reflection that responds to the following inquires:

- What even(s), circumstance(s), idea(s) etc were new to you in this section?
- What opinions (if any) that you previously held were refuted?
- What responsibility do you have s an educator to bring this knowledge to your students?
- How far have we come and how much further do we have to go? In which areas?

Please respond to at least one other student's post after you post your response.

Due next class: Bigalow: Rethinking our Classrooms Section 5-The Power of School Culture

3/24/10 SPRING BREAK

HAVE FUN! RELAX and RECHARGE!

Session #9 3/31/11 Respect vs. Tolerance

Readings to Discuss: Bigalow: Rethinking our Classrooms Section 5-The Power of School Culture

Going deeper: what does tolerance mean? To us? To our children?

Due Next Class: Discussion Leader Group 1: School Staff, Family and Community Development

Session # 10 4/7/11 Assessment Bias/Achievement Gap

Discussion Leader Group 1: School Staff, Family and Community Development

Schools, Assessment and Children of Poverty
Social Justice in an unjust world

Due Next Class: Discussion Leader Group 2: Reading between the Lines

Session # 11 4/14/11

The Power of a School Community

Discussion Leader Discussion Leader Group 2: Reading between the Lines

Restorative Justice

Due next class: **4 Week ELD Literacy Intervention Or Analysis of an Issue**

Discussion Leader Discussion Leader Group 3 Critical Literacy

Sessions #12 4/21/11

ELL/Culturally Relevant Curriculum

Turn in 4 Week ELD Literacy Intervention or Analysis of an Issue

Discussion Leader Discussion Leader Group 3 Critical Literacy

Due next class: Discussion Leader Group 4 Lessons from the Classroom

Session #13 4/28/11

CSEC-Sexual Exploitation of Children

Discussion Leader Discussion Leader Group 4 Lessons from the Classroom

CSEC-Sexual Exploitation of Children

Due next class: Group 5: School Wide Activities and Holidays and Heritage

Session #14 5/5/11 General Education/Special Education-Shared Learning

Discussion Leader Group 5: School Wide Activities and Holidays and Heritage

Special Education/General Education Exercise

Due next class: Critical Pedagogy / Social Justice Action Plans

Session #15 5/12/11

Critical Pedagogy / Social Justice Action Plan Presentations

Course Evaluations