

CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION

EDUC 364B

The Role of Cultural Diversity in Schooling
Section 01 CRN 21603

Spring 2005

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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

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:

- 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 various concepts of service-learning and volunteerism, and their applicability to learning and teaching
- understanding of cultural diversity in the United States and California;
- general familiarity with cultural responsive pedagogy;

Community Service Learning

Community Service Learning is an integral part of this class. Community Service Learning engages students in active learning experiences that enhance classroom instructional activities, while addressing social, economic, political, health, and environmental needs of people in the community. Students learn while doing and while reflecting on what they do.

A unique aspect of this course is a focus on the educational needs of children in developing countries. In a unique collaboration between CSUSM's College of Education and bilingual Mayan schools in Guatemala, the students enrolled in this course are provided with an opportunity to participate in an international service-learning project called "Solidarity-not Charity" as part of the Service Learning component of the course.

COURSE REQUIREMENTS

Required Text

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

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.

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.

General Guidelines:

Panel presentations must include the following elements:

- a. The presentation topic must be formed around social justice and equity
- b. Students will work in groups
- c. Students will submit a research paper (group paper)
- d. Students will use APA format to write their papers
- e. The paper will include resources from any or all of the following:
 - i. ERIC database
 - ii. Internet
 - iii. Print media (e.g., journals, newspapers, magazines)

Specific requirements for this assignment:

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. Should we educate the children of undocumented workers? Why or why not?
2. Why is public education called the "great equalizer"? Is public education indeed an equal opportunity for all students?
3. 2004 marked 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?
4. How are public schools funded? What issues of equity in education does this procedure raise?

5. What impact does poverty have on education?
6. What kind of curriculum should be designed for diverse students?
7. What are the goals and benefits of the “English plus” movement? Compare and contrast this to the “English-Only” movement.
8. What are some important educational issues related to gender and sexuality?
9. 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.
10. Strategies for conflict resolutions. How have school districts handled violence and implemented intercultural conflict education?
11. Technology in education: organization and instructional aspects for teachers, schools, and districts.
12. What are charter schools?
13. Topic of choice – please clear with the professor before starting your project

4. Outcome Assessment (Critical Assessment Task)

This is your opportunity to examine your own learning. In 3-5 pages, you will:

1. describe your understanding of social justice, service-learning, and equity;
 2. discuss what you learned in the class that contributed to your understanding of social justice, service-learning, and equity;
 3. and discuss how your understanding of social justice, service-learning, and equity will shape your attitudes, disposition, and demonstrated behaviors as a future teacher.
- 5. General classroom attendance, promptness, and participation:** is on time, respects time boundaries (breaks, etc.), regularly attends class, and actively participates.

Assessment:

In order to successfully complete this course, the assignments must be completed with at least 80% of the points on the attached rubric. Failure to successfully complete assignments

Panel Presentation Evaluation

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						

Other comments per Group # (Use back of sheet)

Tentative Course Outline

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

Date	Topic	Assignment
Session 1 1/19/05	Needs sensing; course overview; what is culture? What is Social Justice and Equity?	Sleeter and Grant, Ch. 1
Session 2 1/26/05	Nature of culture: Brief history and scope of the notion of culture. Intro. to Service Learning	Sleeter and Grant, Ch. 2 and 3
Session 3 2/2/05	Manifestations of culture in the classroom: Working with diverse populations. <i>Selection of Panel</i> . Service Learning continued.	Sleeter and Grant, Ch. 4
Session 4 2/9/05	Cultural contact. Cultural diversity in the U.S. and California, changing demographics.	Sleeter and Grant, Ch. 5 and 6
Session 5 2/16/05	Personal history presentations	Personal history presentations due! P. L
Session 6 2/23/05	Culture and Language: The role of language in the development of cultural identity. Language genocide, language loss, etc	Sleeter and Grant, Ch. 7 Rethinking, pp. 8-23 and 162-183
Session 7 3/2/05	Cultural pluralism and instructional methods: Issues in curriculum development and social policy	Rethinking pp.
Session 8 3/9/05	Models of Multicultural Education.	All chapters from Sleeter and Grant are due!!
Session 9 3/16/05	Family Tree Presentations	Family Trees are due!!!
Session 10 3/23/05	Cooperative Learning Practice: Individual Group Work for Panel Presentation	Groups meet individually to plan for Panel presentations.
Session 11 3/30/05	Spring Break!	No classes
Session 11 4/6/05	Service Learning as a Tool for Social Justice	Power Point presentation
Session 12 4/13/05	Multicultural literature as a tool to foster cultural sensitivity. Parental involvement and the value of oral history and traditions.	Mini-demonstration on Multicultural Children's literature
Session 13 4/20/05	Group presentations	Group papers are due!
Session 14 4/27/05	Group presentations	Group papers are due!
Session 15 5/04/05	Synthesis of group presentations and connections to course. Where do we go from here?	Assessment papers are due!
Final Exam		

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

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.

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.”

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. Kelly, 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 CSUSM must have a writing requirement of at least 2500 words. In order to comply with it, students must turn in an interactive journal, class reflections, TPE reflections and other pertinent written assignments.

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	I. The Nature of 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 <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. How 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 U.S. and CA.
		A. Historical perspectives
		B. Demography
		C. Migration and immigration