

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDUC E364

Cultural Diversity & Schooling

Spring 2007

CRN #22401

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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, 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:

- TPE 15
- various concepts of culture and their applicability to learning, teaching, curricular development and educational reform;
- the historical and contemporary contexts for multicultural and bilingual education;
- general familiarity with (exposure level) various instructional methods and materials appropriate for use in multicultural and multilingual educational settings;
- the ability to interpret, analyze and synthesize complex information;
- university-level competence in oral and written communication; information literacy, and use of technology and;
- issues surrounding gay, lesbian, bisexual and transgender students, teachers and families.

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. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (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 and cultures 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. 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

Standards Alignment

The course objectives, assignments, and assessments have been aligned with the CCTC standards for the Multiple and Single Subject(s) Credential. 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

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 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 special needs students.

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 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.

COURSE REQUIREMENTS

Required Texts

Spring, J. Deculturalization and the Struggle for Equality.

Banks, J. A. Multicultural Education: Issues and Perspectives

Villasenor, Victor. Burro Genius.

ASSIGNMENTS / DUE DATES / POINTS POSSIBLE

Personal History	15 points, due week 3
Family Background Assignment	15 points, due week 6
Journal	15 points, due week 7 & 14
Final Presentation	30 points, due week 13-15
Outcome Assessment	15 points, due week 15
Attendance and Participation	10 points, due week 15

Grading Standards

A 90+

B 80+

C+ 77+

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.

Personal/Family Background Assignment

Personal History. Examining your own culture (15 points)

Using at least 3 examples of characteristics of culture from the first class, write a narrative essay about your life that describes who you are. This will include 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 upbringing. Include how you believe these qualities will help you as a teacher relate to your future students. To the extent possible, relate your experiences to the readings, class discussions and activities.

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. A particularly useful tool may be the downloadable software, Inspiration. The depth of this report is somewhat limited by time constraints, personal resources and any information you may have collected prior to this assignment.

Journal (15 points)

Each week you will write a page responding to a question posed by the professor. You will keep these reflections in a collection of some type and present them to the professor for review at the end of week 7 and week 14.

Final Presentation (30 points)

Written Paper (15 points)

In heterogeneous groups of 3-5 students, you will develop, as a group, a multicultural research paper on a topic related to the course content, 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.

Oral Presentation (15 points)

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 of your abstract.

Possible Topics for Group Research Paper

- 1) What is Prop 229, and how does it affect learning in schools today?
- 2) Conduct an interview a language minority parent about their access to their children's learning, involvement and empowerment.
- 3) Should we educate the children of undocumented workers? Why or why not?
- 4) Is public education an equal opportunity for all students?
- 5) 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?
- 7) What kind of curriculum should be designed for diverse students?
- 8) What are some important educational issues related to gender and sexuality?
- 9) How have school districts handled violence and implemented intercultural conflict education?
- 10) What are the main strands and effects of the federal legislation, No Child Left Behind?
- 11) What are some reasons for gains in reducing the achievement gap in our local schools?

Outcome Assessment (15 points)

This is your opportunity to examine your own learning. You will select the most important 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.

Weekly Topics

Week 1: Introductions and course overview. The nature of culture. The nature of schooling.

Week 2: Historical perspectives of culture and intercultural interaction. The achievement gap, API, AYP in our local schools.

Week 3: Race and ethnicity: The history and schooling of Native Americans in the US.

Week 4: Race and Ethnicity: The history and schooling of African Americans in the US.

Week 5: Race and Ethnicity: The history and schooling of Asian Americans and Hispanics/Latinos in the US.

Week 6: Working with diverse populations. Culturally responsive teaching.

Week 7: Cultural proficiency and working effectively in culturally diverse groups.

Week 8: Language Acquisition for limited and non English speakers.

Week 9: Sexuality and gender issues in schooling. Religion and schooling.

Week 10: Gifted students in schooling. The concept and evidence of white privilege.

Week 11: Off campus assignment: Significance of key holidays and the issues in schooling.

Week 12: Bilingual Policy and schooling.

Week 13: Public policy and the intersection of race, ethnicity, and class

Week 14: Group presentations.

Week 15: Group presentations. Closure and wrap up.

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. Intra-group 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
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	III. Cultural Contact
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA
		A. Historical perspectives
		B. Demography
		C. Migration and immigration