



California State University San Marcos

EDUC 364_EX

The Role of Cultural Diversity in Schooling

Spring 2010

Wednesday, 6 to 8:45 p.m. Univ. 439

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Office Hours: by appointment
Spring Break: March 29-April 2
First Class: January 20
Last Class: May 5

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 exceptionalism; 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 cultural diversity in the United States and California;
- general familiarity with cultural responsive pedagogy;
- understanding of 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. 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 2 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 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.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website provided:

<http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

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.

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 an 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.

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. Prado-Olmos, Associate Dean.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

COURSE REQUIREMENTS

Required Text

- Nieto, S., Bode, P. (2008). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Fifth Edition. Boston, MA: Pearson Education, Inc. ISBN: 0-205-52982-8
- Pettigrew Reader

Grading Policy

All assignments are due on the dates indicated below. **Assignments turned in late will not receive full credit.** They must be typewritten, and should reflect university level composition.

The following grading scale will be used:

93 – 100	A	<u>75 – 79</u>	C+
90 – 92	A-	72 – 74	C
88 – 89	B+	70 – 71	C-
83 – 87	B	60 – 69	D
80 – 82	B-	59 – below	F

Note: *Students taking EDUC 364 as a prerequisite for teacher credential and graduate programs are reminded that the College of Education requires completion of this course with a grade of C+ or higher.*

Use of Technology:

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, 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.

ASSIGNMENTS / DUE DATES / POINTS POSSIBLE

1. Attendance, Class Participation, Professional Disposition

20 points

Students are expected to attend all class sessions, arriving and leaving on time. Students are expected to be well prepared for course sessions by completing readings and assignments before the class meeting. Students are expected to participate in class activities and demonstrate reflective learning. Students who do not attend a class session, and/or do not participate in class activities nor conduct themselves according to the standards for the teaching profession will not receive attendance and participation points for that session at the instructor's discretion. **Three points will be deducted for each weekly class session missed.**

Because this course is a prerequisite to professional certification in the COE, students are expected to demonstrate behavior consistent with a professional career and adhere to attendance policy.

2. Weekly Reflection Journal

20 points

To have the type of class discussions this course requires, it is crucial students read and engage the material before class. Your Weekly Reflection Journal will be turned in at the beginning of class. It will consist of a synthesis of key points of the week's reading with the following criteria: a) respond to a question from the "To Think About" section at end of each chapter b) write your personal thoughts on any of experiences that you have with diversity or something current that you read On furlough days it can be emailed to me.

3. Personal History Due

25 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 upbringing. (see handout on assignment)

5. School Diversity Assessment Due

20 points

In small groups, students will provide a research-based assessment of three or more schools from the same district and grade span. This will be a comparison of academic achievement, qualified staff, community resources, and parental involvement at the sites. The final project could be a PowerPoint, movie, poster, or some other type of creative way to present the information. More detailed directions, examples, and rubric for grading assignment will be given in class.

DUE: Scheduled presentations sessions

6. My Diversity Action Plan (Final Exam) Due

15 points

As a way to evaluate and synthesize the information learned in the semester, students will create a personal *diversity action plan* that will propose how each future teacher will personally address the gap in achievement, resources, and expectations to achieve equity and promote learning for all students. Plans will be shared in class, if time permits. More detailed directions and rubric for grading assignment will be given in class.

TENTATIVE WEEKLY READINGS / ACTIVITIES

As always in teaching, the strengths and challenges of individuals and classes will be considered, and the need to ‘monitor and adjust’ topics, readings, and assignments is likely. I will keep everyone well-informed of any changes of dates, additional articles, or deletions. Readings assigned in the Reader will be on a class by class basis.

Date	Topic	Readings & Assignments Due
Session 1 1-20-10	Introduction, Course Expectations, Journal Formats, group work, etc.... Assumptions	“I am...I see” Activity Assigned
Session 2 1-27	<ul style="list-style-type: none"> • Sociopolitical Context of MC Education • Conceptions of Cultural in Education and Society (terms, issues, observations) • Assignment Introduction: <i>Personal History</i> 	<p>Reading Due: <u>Nieto:</u> Ch 1 (Sociopolitical) <u>Nieto:</u> Ch 2 (Terminology)</p> <p>Due: Reading journal 1 and “I am...I see”</p>
Session 3 2-3	<ul style="list-style-type: none"> • MC Ed. & School Reform • In class Activity 	<p>Reading Due: <u>Nieto:</u> Ch 3 (School Reform)</p> <p>Due: Reading journal 2 Bring Nieto book to class</p>
Session 4 2-10	<ul style="list-style-type: none"> • Personal History Activity • Framework for MC Ed. • Racism, Discrimination, Expectation of Students’ Achievement 	<p>Reading Due: <u>Nieto:</u> Ch 4 (Discrimination)</p> <p>Due: Reading journal 3</p> <p>Due: Personal History</p>
Session 5 2-17	<ul style="list-style-type: none"> • Education and Social Justice • Social Justice influence on Individual, Group, and Societal Levels • Power and Privilege 	<p>Reading Due: <u>Nieto:</u> Ch 5 (School Structure/Org) Excerpts from <i>Leadership for Social Justice</i> (Marshall & Oliva, 2006)</p> <p>Due: Reading journal 4</p>
Session 6 2-24	<ul style="list-style-type: none"> • Influence of Culture on Learning • Culturally Relevant Teaching • Assignment Introduction: <i>School Diversity Assessment Project</i> (team members selected) 	<p>Reading Due: <u>Nieto:</u> Ch 6 (Cultural Identity)</p> <p>Due: Reading journal 5</p>
Session 7 3-3	<ul style="list-style-type: none"> • The Immigrant Experience • Bilingual Ed model • Nieto chapter 6 jigsaw 	<p>Reading Due: <u>Nieto:</u> Ch 7 (ELLs)</p> <p>Due: Reading journal 6</p>

Session 8 3-10	<ul style="list-style-type: none"> • Research night, no class 	
Session 9 3-17	<ul style="list-style-type: none"> • Factors Affecting Academic Achievement for Students of Color • School Diversity Project - <u>groups meet</u> 	<p>Reading Due: <u>Nieto</u>: Ch 8 (School Achievement)</p> <p>Due: Reading journal 7</p>
Session 10 3-24	<ul style="list-style-type: none"> • Assignment Introduction: My Diversity Action Plan (Final for class) • School Diversity Project - groups meet • Learning from Students • Families & Communities 	<p>Reading Due: <u>Nieto</u>: Ch 9 (Identity & Learning)</p> <p>Due: Reading journal 8</p>
March 29-April 2	Spring Break	<u>Enjoy</u>
Session 11 4-7	<ul style="list-style-type: none"> • <u>The Masks We Wear</u> • Intersections of identity • Summation of Nieto 	<p>Reading Due: <u>Nieto</u>: Ch 10 (Adapt Curriculum)</p> <p>Due: Reading journal 9</p>
Session 12 4-14	<ul style="list-style-type: none"> • Presentation of Mask • Summary of what we have learned about culture and its importance 	<p>Reading Due: <u>Nieto</u>: Ch 11 (Affirming Diversity)</p> <p>Due: Reading journal 10</p>
Session 13 4-21	<ul style="list-style-type: none"> • Presentations School Diversity Project 	Reading Due:
Session 14 4-28	<ul style="list-style-type: none"> • School Diversity Project Presentations • TBD 	
Session 15 5-5-10	<ul style="list-style-type: none"> • School Diversity Project Presentations • Diversity Action Plan • Last Class 	Due: My Diversity Action Plan (final exam)