

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

EDUC 602-01 Schooling in a Multicultural Society Spring 2010
CRN 22480
Tuesday: 5:30 – 8:15 p.m. / UH 440

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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).*

FURLOUGH STATEMENT

Due to the devastating effects of current budget crisis in California, faculty have been furloughed nine days each semester of this academic year, representing a 9.23% reduction in both workload and compensation. A furlough is an unpaid day off on a faculty member's regularly-scheduled workday. In order to satisfy legal and ethical requirements of the California Labor Code, faculty are required to submit formal certification that we will not work on furlough days. We are prohibited from teaching, conducting scholarly research, consulting with students, responding to email or voicemail, providing assignment feedback, or participating in any CSU work-related activities on my furlough days. Furlough dates vary by professor (see schedule).

The CSU faculty agreed to take furlough days in order to preserve jobs for as many CSU employees as possible, and to serve as many students as possible, in the current budget crisis. The agreement that governs faculty furloughs acknowledges that "cuts of this magnitude will naturally have consequences for the quality of education that we can provide." Within the furlough context, faculty will make every effort to support your educational experience at CSUSM. However, be mindful that business will NOT be as usual, given the inevitable delays that will occur in many areas of the university such as instructional technology support, bookstore hours, student advisement office hours, faculty availability, and so on. Visit CSUSM Budget Central [<http://www.csusm.edu/budgetcentral/>] to learn about the state budget crisis and how it impacts your educational opportunities, and to voice your opinion to state legislators and the governor. You are also strongly encouraged to complete and submit the Student Furlough Complaint Form (available on the course WebCT site.)

Furlough plans may be altered after the beginning of the semester as a result of administrative actions or other emergencies, thus subsequent revisions to this syllabus may occur.

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.

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 unreschedulable 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.

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 and exceptionality, intercultural communication, cross-cultural competence, the psychology of personal prejudice, and curriculum and teaching in multicultural contexts.

Course Objectives

The purposes 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 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.

Required Texts

Barr, R.D. & Parrett, W. H. (2007). *The Kids Left Behind: Catching Up the Underachieving Children of Poverty*. Bloomington, IN. The Solution Tree. ISBN1-932127-90-9

Ooka Pang, V. (2005). *Multicultural Education: A Caring-Centered, Reflective Approach*. Second Edition. Boston, MA: McGraw Hill. ISBN 0-07-282788-2

Selected other readings will be assigned in class.

Recommended Reading

Krashen, S. D. (1999). *Condemned without a trial: Bogus arguments against bilingual education*. Portsmouth, NH: Heinemann. ISBN: 0-325-00129-4

Nieto, S. (2003). *What Keeps Teachers Going?* New York, NY: Teachers College Press.
ISBN 0-8077-4311-9

Wink, J. (2004). *Critical Pedagogy: Notes From the Real World*. Third Edition. Boston, MA:
Allyn & Bacon. ISBN 0-2054-1818-X

GRADING POLICY AND CONSIDERATIONS

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

Grading Scale:

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 WebCT. Some assignments also need to be submitted in paper format.*

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.

DESCRIPTION OF ASSIGNMENTS

- Attendance and Class Participation** **10 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.
- Discussion Leader** **10 points**
Individually, students will lead a class discussion on assigned readings, choosing the aspects they wish to highlight in the readings for the discussion. ***Each student will turn in written questions they will use to lead their discussion.*** This is not intended to be a summary of the entire chapter. The entire class is responsible for the material in

the chapter. The discussion leader will provide the area of focus for the class discussion. Discussions can include small group work, written prompts, exercises or Q & A. Questions should be emailed to the instructor no later than the Sunday night prior to class. Students may be asked to be discussion leaders multiple times during the semester (approximately 20 minutes).

DUE: Throughout the course, to be determined on the first night of class.

3. **“Hot Topics” in Education** **10 points**
Individually, students will have the opportunity to present a “hot topic” in the area of multicultural education / social justice and equity of their choosing to the class. You might consider a hot topic that relates to your school site, your school district, or the entire region (for example, the achievement gap). **Please look at what is being said about this topic from multiple perspectives.** Information provided in your presentation may help class members clarify the direction of their annotated bibliography or impact their social justice action plans. Each student or pair will prepare a 20-30 minute presentation and discussion for the class based on the selected topic.

You can find ideas for hot topics on the following websites:

San Diego Union Tribune
www.signonsandiego.com

Education Week
www.edweek.com

North County Times
www.nctimes.com

California Department of Education
www.cde.ca.gov

Rethinking Schools
www.rethinkingschools.com

Teaching Tolerance
www.tolerance.org

DUE: Session 7, 8 and 9

4. **Multicultural Resources / Annotated Bibliographies** **20 points**
Students will work individually to collect multicultural resources related to your area of emphasis. The multicultural resources you collect can be used as a basis for your thesis or project, or can focus on a specified topic which you and your colleagues can use in your classrooms, schools, and communities. Students will write an annotated bibliography for each resource using APA-style reference format, and including a brief summary. Each student will collect a minimum of 4 resources, and share his/her annotations with everyone in the class on Web CT and during a small group discussion in class.

DUE: Session #10

YOU MUST LET ME KNOW BY WEEK 2 OF THE SEMESTER WHICH ASSIGNMENT YOU WILL BE COMPLETING.

- 5a. **ELD Literacy Intervention Plan**
****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 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

5b. 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. Research the issue and identify community organizations, foundations or public agencies that address this concern. Analyze the impact of these interventions. Determine what is working and what is not. Prepare a paper which outlines your analysis and suggests what may be done 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

6. Critical Pedagogy/Social Justice Action Plan 30 Points

Your final project is to develop an individual professional action 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. Your action plan will be broken up into several parts which make up the writing process -the brainstorm, draft, and a 2-3 page final. 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 1/18/10 Martin Luther King Jr.'s Birthday Day-NO Class

Please download the syllabus from the COE Website

Session #2 1/25/10 Multicultural Education and Identity Exploration

Introductions / Syllabus Overview/Course Expectations/COE Mission Statement
Conceptions / Community Norms and Expectations

Signups for Discussion Leaders and Hot Topic Presentations

Please download the syllabus from the COE Website

Due next class: Ooka Pang: Chapters 1-2

Assignment: Log onto Web CT and 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 2/1/10 please respond to at least 2 of your classmate's responses.

Session #3 2/1/10 Caring Centered Teaching and Multi Cultural Education

Misconceptions of Culture and Multicultural Education
Identity Exploration

Discussion Leader presents Ooka Pang chapter 1 & 2.

White Privilege: In class reading and response activity.

Due Next Class: Ooka Pang: Chapters 3-4

Sessions #4 2/8/10 Exploring Biases / The Challenge of Change

Discussion Leader presents Ooka Pang Chapters 3-4
Review of state and federal laws related to English learners, including students eligible for special education. Please read articles posted on Web CT prior to this class.

In class assignment:

Data Café: Who Are Our Students? – Class participants analyze state, county, and local district English learner program data (i.e., SDAIE vs. ELD) to understand service options for English learners and knowledge of first and second language acquisition and how language literacy connects to second language.

Due next class: Ooka Pang: Chapters 5-6

Sessions #5 2/15/10 President's DAY-NO CLASS

Discussion Leaders present Ooka Pang Chapters 5-6: posts discussion questions on Web CT.
Note to Discussion Leader: please post discussion questions on Web CT. Please frame questions to elicit reflection and introspection.

Class: Respond to at least one question/discussion topic for each chapter.

NOTE: please do not include a discussion question on homophobia in your questions. Our next guest speaker will explore this topic with the class.

Due next class: Ooka Pang: Chapters 7-8

Sessions #6 2/22/10 GUEST SPEAKER-Class begins at 6:00 p.m.

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

Exploring Our Own Biases
Prejudices and Stereotypes

Discussion Leader presents Ooka Pang Chapters 7-8

Due next class: Ooka Pang: Chapters 9-10

Hot Topics Presentations

Sessions #7 3/1/10 The Challenge of Change / What Can I Do?

Hot Topics Presentations

Discussion Leader presents Ooka Pang Chapters 9-10
How to Teach for Social Justice
Equal is not the same

Due next class: Ooka Pang: Chapters 11-12

Hot Topics Presentations

Sessions #8 3/8/10 Caring Centered Multicultural Education

Hot Topics Presentations

Discussion Leader presents Ooka Pang Chapters 11-12

Critical Pedagogy
Caring-Centered Multicultural Education
Reflective Teaching

Due next class: Barr & Parrett: Chapters 1-2

Hot Topics Presentations

Sessions #9 3/15/10 Public Education: Then and Now

Hot Topics Presentations

Discussion Leader presents Barr & Parrett Chapters 1-2
Schools, society and Children of Poverty
Social Justice in an unjust world

Due next class: **Annotated Bibliographies**
 Barr & Parrett Chapters 3-4

Sessions #10 3/22/10 Critical Pedagogy

Turn in Annotated Bibliographies

Discussion Leader presents Barr & Parrett Chapters 3-4

Peer Group Work – Review and Analyze Annotated Bibliographies. Be prepared to discuss what you gleaned from them during the next class session.

Due next class: Barr & Parrett: Chapters 5-6
 Initial Drafts –if you would like feedback (this is optional)
 4 Week ELD Literacy Intervention
 Critical Pedagogy / Social Justice Action Plans

3/29/10SPRING BREAK

Sessions #11 4/5/10 Closing the Achievement Gap: What Works?

Discussion Leader presents Barr & Parrett Chapters 5-6

Due next class: Barr & Parrett: Chapters 7-8

**4 Week ELD Literacy Intervention
Or Analysis of an Issue**

Session #12 4/12/10 Engagement and Expectations: Communities, Students and Parents.

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

Discussion Leader presents Barr & Parrett Chapters 7-8

Culturally Relevant Curriculum
Teaching English Learners
Critical Pedagogy / Social Justice Action Plans Group Work
Multiple Perspectives of Multicultural Education

Due next class: Barr & Parrett: Chapters 8-9

Session #13 4/19/10 Alignment and Achievement

Discussion Leader presents Barr & Parrett Chapters 8-9
Homeless Education
Foster Care
Hidden Curriculum
School Cultures

Due next class: Barr & Parrett: Chapters 9-10
Barr & Parrett: Chapters 11-12

Session #14 4/26/10 Furlough Day-No Class-Online Assignment for this week

Discussion Leader presents Barr & Parrett Chapters 9-10 posts discussion questions on Web CT.

Discussion Leader presents Barr & Parrett Chapters 11-12 posts discussion questions on Web CT.

Note to Discussion Leader: please post discussion questions on Web CT. Please frame questions to elicit reflection and introspection.

Class: Respond to at least one question/discussion topic for each chapter.

Due final class: Critical Pedagogy / Social Justice Action Plans

Session #15 5/3/10 Social Justice Action Plans

Critical Pedagogy / Social Justice Action Plan Presentations
Course Evaluations