

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

EDUC 647

Multicultural Curriculum and Application

Spring 2010

CRN 22609

Mondays 5:30 – 8:15pm

UNIV Hall 237

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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 examines issues relevant to multicultural curriculum and its application in creating equitable communities of learners in multilingual / multicultural settings. Students will review current theory as it relates to the design, implementation, and evaluation of multicultural curriculum given the sociocultural contexts which exist in classrooms, schools, and communities. Students will critically evaluate multicultural curriculum and application, with a specific focus on promoting equal and effective instruction for students from culturally and linguistically diverse backgrounds.

Course Objectives

The purpose of this course is to:

- Analyze the various models and methods of bilingual and multicultural education and their implications for curriculum, instruction and educational policy.
- Demonstrate understanding of language and content area assessment for English learners;
- Develop multicultural curriculum to meet the specific needs of all students, particularly English learners in an authentic classroom setting.

This course has an online component. The following class sessions will take place online on WebCT; Feb 1st, Feb 15th, March 1st, March 15th, April 19th, May 3rd

Furlough Statement for Spring 2010

Due to the devastating effects of current budget crisis in California, I 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, I am

required to submit formal certification that I will not work on my furlough days. I am 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; my Spring Semester furlough dates are 1/19, 1/27, 2/16, 2/25, 3/10, 3/26, 4/5, 4/28, 5/6.

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, I will make every effort to support your educational experience at CSUSM.

Visit CSUSM Budget Central [<http://www.csusm.edu/budgetcentral/>] to learn about the state budget crisis and how it impacts your educational opportunities. To avoid the continued loss of higher education availability in California, exercise your right to voice an opinion. Contact information for state legislators and the governor are provided at Budget Central.

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

Standard 7: Foundations of English Language/Literacy Development & Content Instruction

The program provides candidates with opportunities to develop conceptual understanding of the historical, legal, and legislative foundations of instructional programs for English learners, including federal and state laws and policies, legal decisions, and demographic changes at the local, state, and national levels. The program provides candidates with philosophies and assumptions underlying various instructional program models methods for English learners, as well as current research on the effectiveness of these various models and methods of instruction. The coursework provides candidates with knowledge of the foundations of English language literacy, including the links between oral and written language and the affects of personal factors on English language literacy development. The program coursework develops candidates’ conceptual and applied knowledge about the instructional planning, organization, and delivery for English Learners, including effective resource use. Coursework also provides candidates with conceptual understanding and applied knowledge of current approaches, methods, and strategies used in English Language/Literacy Development, Content-based English Language Development (ELD) instruction, and Specially Designed Academic Instruction Delivered in English (SDAIE).

Standard 8: Approaches and Methods for ELD and Content Instruction

The program provides candidates with the ability to demonstrate knowledge of English language development (ELD) research-based theories and frameworks and to apply these theories to assist English learners with English language literacy. The coursework teaches candidates about the theoretical goals, key features, and the effectiveness of current ELD approaches, in addition to those goals and features of instructional approaches outlined in the California Reading/Language Arts Framework (2006). The program enables candidates to deliver standards-based English language development instruction and English language arts instruction that are informed by assessment and appropriate for English Learners in the areas of listening and speaking, reading and writing. The coursework provides candidates with the ability to understand, apply, and evaluate key procedures used in planning and implementing SDAIE lessons, including the use of language objectives and grade-level content objectives in the lesson, selecting and applying multiple strategies to access core content and assess students’ prior knowledge, provide students with cognitively engaging input, and to augment and/or

modify content-area texts and textbooks to address English learners' language needs. The coursework develops candidates' ability to utilize the methodology of ELD, Content-based ELD, and SDAIE to scaffold student acquisition of language and grade-level content knowledge across the curriculum and to target listening, speaking, reading and writing skills as appropriate to the student's level of language proficiency.

GENERAL CONSIDERATIONS

Outcomes and Standards

The context for, and scope of this course is aligned with standards for the California Teachers of English Learners (CTEL) which leads to CLAD certification, 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. 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).

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.

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.

Writing

Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

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*).

COURSE REQUIREMENTS

NOTE: I RESERVE THE RIGHT TO CHANGE, ADD TO, OR DELETE ANY MATERIAL OR ASSIGNMENT FROM THE COURSE.

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

Langer de Ramirez, L. (2006). *Voices of Diversity: Stories, Activities, and Resources for the Multicultural Classroom*. Upper Saddle River, NY: Pearson. ISBN: 0-13-117886-5

Sleeter, C. (2005). *Un-Standardizing Curriculum: Multicultural Teaching in the Standards-Based Classroom*. New York, NY: Teachers College Press. ISBN: 978-8077-4621-9

Multicultural / Multilingual Readings available on the WebCT course site

Grading Policy

All assignments are due on the dates indicated below. Assignments turned in late will not receive full credit. Please manage your time and plan accordingly. Assignments must be typewritten, double-spaced and with standard margins unless completed in class. Written assignments will be graded approximately 85% on content and context (detail, logic, synthesis of information, depth of analysis, etc.) and 15% on mechanics (grammar, syntax, spelling, format, uniformity of citations, etc.). All assignments should reflect graduate level composition and use APA format.

The following grading scale will be used:

92 – 100	A;	82 – 87	B;
90 – 91	A-;	80 – 81	B-
88 - 89	B+;	79 – below	Failing

DESCRIPTION OF ASSIGNMENTS

- 1. Attendance and Class Participation 10 points**
You are expected to attend all class sessions and participate actively in discussions and activities. In order to do so, you are expected to complete all required readings by the assigned date. **Missing one class session will result in the reduction of your grade.** Being consistently late and/or leaving class early will also lower your grade.
- 2. Reading Discussions 20 points**
Individually or in pairs, students will lead a class discussion on one of the required readings either in class or on WebCT. Students should identify 2-3 critical questions from the readings to lead the discussion. **All students should reference the readings in their questions (discussion leaders) and in their responses (participation in discussions).**
Discussion Leader: 10 points
Participation in ALL Reading Discussions: 10 points

DUE: Throughout the semester

- 3. Multicultural / Social Justice & Equity Curriculum Analysis 20 points**
Students will critically analyze curriculum used in the classroom to assess the multicultural / social justice and equity content. **Each student will submit a 5 page paper covering their curriculum analysis.** Your analysis should include the following (derived from the curriculum questions posed on p.8 of the Sleeter book):
 - What purpose does the curriculum serve?
 - How was the knowledge selected?
 - Who decided what knowledge was most worth teaching and learning, AND what is the relationship between those in the classroom and the knowledge selected?
 - Who are your students?
 - What are their backgrounds (curricular and cultural)?
 - What are their strengths and weaknesses?
 - What are their learning styles?
 - How is the curriculum evaluated?
 - How is learning evaluated?
 - What is your overall assessment of the curriculum?

Students will post a draft of their curriculum analysis to WebCT for peer feedback for Session 4 (2/15).

DUE: Session 5 (2/22)

- 4. Multicultural Curriculum Unit Plan / Self-Developed Practicum 50 points**
Each student will have the opportunity to develop a multicultural curriculum unit plan / practicum that can be used in your classroom, at your school, in your community - with students, including English learners, teachers and families. Curriculum you develop should cover **2-4 weeks of lessons**. A practicum should cover **5-10 workshops or sessions**. The following outline contains the information that **must** be included in your curriculum / practicum.

- Students/Audience:** *Curriculum:* Describe the students - grade level(s), language level(s), and other pertinent background information.
Practicum: Describe the audience for which your practicum is designed.
- Objectives:** *Curriculum:* Identify your standards and objectives: both content objectives and language objectives for your curriculum. (NOTE: You should include language objectives in all areas – listening, speaking, reading and writing if your students are English learners.) Identify your social justice and equity objectives.
Practicum: Identify the objectives for your practicum, including your social justice and equity objectives.
- Assessment:** *Curriculum:* Your plan for assessment should address the following questions: How will your students demonstrate mastery of the content and language standards / objectives?; What varied authentic products will be produced?; and What multilevel assessment criteria will be used to accommodate students at various language proficiency levels and/or students' varied learning styles?
Practicum: Your assessment plan should address the following questions: How will you show that your objectives have been met?; How will you evaluate the effectiveness of the practicum?; What did the audience members learn from your practicum?
- Strategies/Activities:** *Curriculum:* Identify the strategies you are using which makes the content accessible to all your students, particularly your English learners (i.e. SDAIE strategies), as well as the reasons for selecting those strategies. Describe how you have designed your curriculum to address issues of equity in your classroom.
Practicum: Identify the activities you have designed for your practicum. Are the activities appropriate for your audience members? Do all audience members have equal access to the activities and/or information presented?
- Write-up:** *Curriculum:* Your lesson plans (unit) will serve as your write-up.
Practicum: The write-up of your practicum should include a clear and detailed description of each activity, how you will carry out each activity of the practicum and what the audience members will do during the practicum.
- Materials:** *Curriculum:* Include a resources list that describes material(s) used in your curriculum (either in curriculum development or as supplemental material). Also include any supplemental materials you developed. Include a rationale as to why you selected these resources – why are they appropriate for your students? How do they promote social justice and equity?
Practicum: Include references / materials used to develop your practicum as well as any materials you developed to distribute during your practicum. Include a rationale as to why you selected

or developed these materials – why are they appropriate for your audience? How do they promote social justice and equity?

Reflection: Your curriculum or practicum must contain a reflective section. What have you learned from the development of this curriculum / practicum? How will this affect your teaching?

“Who Are Your Students/Audience?” DUE: Session 7 (3/8) 5 points

Draft of one lesson plan or presentation plan DUE: Session 9 (3/22) 5 points

Peer Analysis of Curriculum / Practicum DUE: Session 14 (5/3) 5 points

Final Curriculum / Practicum DUE: May 7 (posted to WebCT) 35 points

PLEASE NOTE: This assignment fulfills the CTEL requirement for Standards 7 and 8. If you are taking this class to fulfill a CTEL requirement, you must post at least one lesson plan from this assignment to your CTEL electronic portfolio as evidence that you can effectively apply knowledge and design instruction for English learners.

1/25/2010	Session 1: Course Overview / Multicultural Teaching
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Course Overview

Definition of Terms

Multicultural Education

Bilingual Education / English Learners

Social Justice and Equity

Multicultural Curriculum Analysis: Guidelines / Considerations

Examining who we are as teachers - our ideologies, knowledge, perspectives, etc.

Assignment for Session 2 on WebCT:

Banks: Goals and Misconceptions (WebCT)

Grant and Sleeter: Race, Class, Gender and Disability in the Classroom (WebCT)

Sleeter: Intro, Chapters 1-2

Langer de Ramirez: Chapters 1-3

2/1/2010	Session 2: Approaches to Multicultural Education – WebCT
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WEBCT SESSION

On-line Reading Discussions

Assignment for Session 3:

Bring information to the next class session about the instructional program(s) and/ or curriculum at your school in regards to Bilingual and Multicultural Education.

Bring information to discuss Multicultural / Social Justice and Equity Curriculum Analysis assignment

2/8/2010

Session 3: Approaches to Multicultural Education

Analysis of Instructional Programs and Curriculum (bilingual & multicultural education) at school

- Identify aspects of multicultural education represented – race, class, gender, socio-economic status, religion, sexual orientation, etc.
- Are multiple perspectives represented in the curriculum?
- Which approaches to multicultural education are used?
- Are issues of social justice and equity represented in the curriculum?
- How can you incorporate multicultural education & social justice and equity into your programs / curriculum and still meet the standards?

Group work: Initial analysis of multicultural / social justice and equity curriculum

Assignment for Session 4 on WebCT:

Read and respond to your partner's draft of their curriculum analysis

Read:

Gay: Ethnic and Cultural Diversity in Curriculum Content (WebCT)

Ladson-Billings: Culturally Responsive Pedagogy (WebCT)

Diaz-Rico: Culture and Cultural Diversity & The Relationship to Academic Achievement (WebCT)

2/15/2010

Session 4: Multicultural Education / Issues of Equity – WebCT

WEBCT SESSION

On-line Reading Discussions

Post Draft of Multicultural / Social Justice and Equity Curriculum Analysis for peer review

Assignment for Session 5:

Multicultural / Social Justice and Equity Curriculum Analysis (20 points)

Bring information to class to begin discussion of Who Are The Students / Audience for your Curriculum / Practicum

2/22/2010

Session 5: Curriculum Development for English Learners

Discussion of the Multicultural / Social Justice and Equity Curriculum Analysis Assignment

Begin to discuss **Who Are The Students / Audience for your Curriculum / Practicum**

- What do you know about your students' / audiences' prior content knowledge and language proficiency skills?
- What do you know about your students' / audiences' lives, families, communities, cultures, histories that you can incorporate into your lesson / unit?
- What do you know about your students' / audiences' learning styles?
- Discuss how you will take the knowledge of your students' / audiences' backgrounds – prior knowledge and cultures – and incorporating it into your curriculum / practicum.

Developing Objectives for curriculum / practicum

Assignment for Session 6 on WebCT:

Grant & Sleeter: Planning Curriculum that is Multicultural (WebCT)

Sleeter: Chapters 3-4

Langer de Ramirez: Chapters 4-6

3/1/2010

Session 6: Curriculum Development – WebCT

WEBCT SESSION

On-line Reading Discussions

Assignment for Session 7:

“Who Are Your Students / Audience?” for your Curriculum / Practicum (5 points)

Bring a draft of a lesson or presentation for your curriculum / practicum

3/8/2010

Session 7: Social Justice and Equity Curriculum

Discussion of the Readings

Designing Equitable Assessments

Designing Accessible Activities

Putting it all together

Assignment for Session 8 on WebCT:

Diaz-Rico & Weed: Content Area Instruction (WebCT)

Echevarria, Vogt & Short: Strategies (WebCT)

Gonzalez & Minaya-Rowe: Increasing Academic Achievement and Language Acquisition for English Learners across Grade Levels (WebCT)

Sleeter: Chapters 5-6

3/15/2010

Session 8: Social Justice and Equity Curriculum – WebCT

WEB CT SESSION

On-line Discussion of the Readings

Post Your Resource List for your Curriculum / Practicum

Assignment for Session 9:

Draft of one lesson or presentation for peer review (5 points)

Draft of your Resource List for your Curriculum / Practicum

3/22/2010

Session 9: Social Justice and Equity Curriculum

Peer Review of lesson /presentation (feedback form provided on WebCT)

Discussion of Resources

Small Group Analysis of Curriculum / Practicum

- Identify specific strategies used for English learners in your lesson plans / units
- Is content presented with strategies that are challenging AND accessible to the English learners based on their proficiency levels (i+1)?
- How do the strategies you have designed help your English learners have access to academic language? Higher-order thinking skills?
- Identify specific activities in your practicum. Are your practicum activities appropriate for your audience?

Assignment for Session 11 (4/12):

Draft of complete curriculum (2-4 weeks) or practicum (5-10 presentations/sessions)

Spring Break: 3/29 – 4/2

4/5/2010	Session 10: Furlough Day
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No Class – Faculty Furlough Day

4/12/2010	Session 11: Social Justice and Equity Curriculum
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Peer Analysis of Curriculum / Practicum Assignment
Differentiating for all students / audience members

Assignment for Session 12:
Sleeter: Chapters 7-9
Langer de Ramirez: Chapters 7-9

4/19/2010	Session 12: Curriculum / Practicum Analysis – WebCT
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WEBCT SESSION

On-line Reading Discussions

Assignment for Session 13:
Final Draft of Curriculum / Practicum for peer review / analysis

4/26/2010	Session 13: Curriculum / Practicum Analysis
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Critical Peer Analysis of Curriculum / Practicum – rubric provided
Reflections on “who we are as teachers” and how we design curriculum for social justice
Course Evaluations

5/3/2010	Session 14: Critical Analysis of our Work – WebCT
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WEBCT SESSION

Peer Analysis of curriculum / practicum (5 points)
Final Multicultural Curriculum / Self-Developed Practicum – DUE 5/7 (35 points)