



# California State University San Marcos

EDUC 364

The Role of Cultural Diversity in Schooling

Spring 2009

CRN 10131 MW: 8:30am – 9:45am UNIV 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).

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## 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 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

Spring, J. (2007). *Deculturalization and the struggle for equality*. Fifth Edition. New York: The McGraw Hill Companies, Inc. ISBN 0-07-256383-4

**Course Reader** - available on webCT6

### **Recommended Text**

Tatum, Beverly Daniel. (1997). *“Why are All the Black Kids Sitting Together in the Cafeteria?” and other conversations about race*. First Edition. New York: Basic Books. ISBN: 0-465-09129-6

### 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. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

## **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. **Two (2) points will be deducted for each biweekly class session missed. Four (4) points will be deducted for each weekly missed class session.** Students may negotiate to make up one absence.

*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 one of the featured case studies and connect your experiences/perspectives to the student's situation, and c) write one or two questions/comments that the week's readings/films prompt you to ask after reflecting on the material. Be prepared to discuss your journal and weekly readings at the beginning of the class in which the reading is due. Journal format: 1 page typed, double-spaced (approx. 200 – 250 words) with all 3 sections included.

**DUE: weekly (2 points each/1 point if 1 week late).**

### **3. Personal History of Otherness 20 points**

By researching and studying one's relationship to the eight categories of typical "otherness" in U.S. society, we gain an appreciation about ourselves as individuals and our many similarities and differences. In this assignment you will write one page for each category about your relationship to "otherness" in terms of race, gender, religion, sexual orientation, socioeconomic status, age, physical or mental ability, and language. Reflect on your own experiences in terms of your social context, your family background, and other factors determined by your own circumstances and upbringing. Rank the eight categories from most important to least important in regards to who you are as an individual. Be prepared to discuss your assignment within a larger class dialogue. More detailed directions and rubric for grading assignment will be given in class.

**DUE Week of February 9<sup>th</sup>: Complete Draft with half page for all sections.**

**DUE: Week of March 16<sup>th</sup>: Complete Assignment with one page for all sections.**

**4. Group Reading Facilitation**

**10 points**

In small groups, students will lead a 20-30 minute discussion of a chapter from the text book *Deculturalization and the Struggle for Equality* by Joel Spring. This discussion should promote critical thinking, varied perspectives and an attempt to connect the past to the present in our schools. Students will share additional resources found related to the chapter. Group provides a 1 page chapter summary. More detailed directions and rubric for grading assignment will be given in class.

**DUE: Scheduled facilitations sessions 6, 7, 8**

**5. School Diversity Assessment**

**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 11 - 15**

**6. My Diversity Action Plan (Final Exam)**

**10 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.

**DUE: Week of May 4<sup>th</sup>, last class session**

## 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.

Date	Topic	Readings & Assignments Due
<b>Session 1</b> Week of 1/19	<p><b>Monday:</b> Dr. Martin Luther King Jr. Holiday – no class</p> <p><b>Wednesday:</b> Introduction, Course Expectations, Journal Formats, etc....</p>	
<b>Session 2</b> Week of 1/26	<ul style="list-style-type: none"> <li>• Introductions / Syllabus Overview</li> <li>• Journal Formats &amp; Discussions</li> <li>• Conceptions/Misconceptions of Culture</li> <li>• Sociopolitical Context of MC Education</li> <li>• Cultural Issues in Education and Society</li> <li>• Cultural Terms</li> <li>• <b>Assignment Introduction:</b> <i>Personal History of Otherness</i> (Complexity of Identity)</li> </ul>	<p><b>Reading Due:</b>  <u>Nieto:</u> Ch 1 (Sociopolitical)  <u>Nieto:</u> Ch 2 (Terminology)  <u>Tatum:</u> “The Complexity of Identity”</p> <p><b>Due: Reading journal 1</b></p>
<b>Session 3</b> Week of 2/2	<ul style="list-style-type: none"> <li>• MC Ed. &amp; School Reform</li> <li>• Movie: Shadow of Hate (History of Racism and Discrimination in US)</li> </ul>	<p><b>Reading Due:</b>  <u>Nieto:</u> Ch 3 (School Reform)  <b>Due: Reading journal 2</b>                      Bring Nieto book to class</p>
<b>Session 4</b> Week of 2/9	<ul style="list-style-type: none"> <li>• Personal History of Otherness Activity</li> <li>• <b>Assignment Introduction &amp; create groups:</b> <i>Group Reading Facilitation (Spring Textbook)</i></li> <li>• Framework for MC Ed.</li> <li>• Racism, Discrimination, Expectation of Students’ Achievement</li> </ul>	<p><b>Reading Due:</b>  <u>Nieto:</u> Ch 4 (Discrimination)</p> <p><b>Due: Reading journal 3</b></p> <p><b>Due: DRAFT for Personal History of Otherness</b></p>
<b>Session 5</b> Week of 2/16	<ul style="list-style-type: none"> <li>• Spring text groups meet in class</li> <li>• Curriculum, Pedagogy, &amp; Climate</li> </ul>	<p><b>Reading Due:</b>  <u>Spring:</u> Read your group’s chapter  <u>Nieto:</u> Ch 5 (School Structure/Org)  <b>Due: Reading journal 4</b></p>
<b>Session 6</b> Week of 2/23	<ul style="list-style-type: none"> <li>• <u>Spring Text Facilitation:</u> Chapters 1 &amp; 2</li> <li>• Influence of Culture on Learning</li> <li>• Culturally Relevant Teaching</li> <li>• <b>Assignment Introduction:</b> <i>School Diversity Assessment Project</i></li> </ul>	<p><b>Reading Due:</b>  <u>Nieto:</u> Ch 6 (Cultural Identity)  <b>Due: Reading journal 5</b>  <u>Spring:</u> Ch 1 (Anglo-Am.) &amp; Ch 2 (Nat. Am.)  <b>Due: 1 page summary for Spring chapter, if your group facilitates.</b></p>
<b>Session 7</b> Week of 3/2	<ul style="list-style-type: none"> <li>• <u>Spring Text Facilitation:</u> Chapters 3 &amp; 4</li> <li>• Linguistic Diversity in US Classrooms</li> <li>• Second Language Acquisition Theories</li> <li>• Groups &amp; Topics Decided for School Diversity Project - <u>groups meet</u></li> </ul>	<p><b>Reading Due:</b>  <u>Nieto:</u> Ch 7 (ELLs)  <b>Due: Reading journal 6</b>  <u>Spring:</u> Ch 3 (African Am.) &amp; Ch 4 (Asian Am.)  <b>Due: 1 page summary for Spring chapter, if your group facilitates.</b></p>

<b>Session 8</b> Week of 3/9	<ul style="list-style-type: none"> <li>• <u>Spring Text Facilitation</u>: Chapters 5 &amp; 6</li> <li>• Factors Affecting Academic Achievement for Students of Color</li> <li>• The Immigrant Experience</li> <li>• School Diversity Project - <u>groups meet</u></li> </ul>	<b>Reading Due:</b> <u>Nieto</u> : Ch 8 (School Achievement) <b>Due: Reading journal 7</b> <u>Spring</u> : Ch 5 (Hispanic Am.) & Ch 6 (Civil Rights) <b>Due: 1 page summary for Spring chapter, if your group facilitates.</b>
<b>Session 9</b> Week of 3/16	<ul style="list-style-type: none"> <li>• <b>Assignment Introduction</b>: My Diversity Action Plan (Final for class)</li> <li>• School Diversity Project - groups meet</li> <li>• Learning from Students</li> <li>• Families &amp; Communities</li> </ul>	<b>Reading Due:</b> <u>Nieto</u> : Ch 9 (Identity & Learning) <b>Due: Reading journal 8</b>  <b>Due Final Copy: Personal History of Otherness</b>
<b>Session 10</b> Week of 3/23	<ul style="list-style-type: none"> <li>• <b>Computer Lab (TBA)</b>: Continue research &amp; data collection for School Diversity Assessment Project</li> </ul>	<b>Due: Data tables for your project due after lab session</b>
<b>Mar. 30 – Apr. 3</b>	<b>SPRING BREAK - 😊</b>	<b>Enjoy!!!!</b>
<b>Session 11</b> Week of 4/6	<ul style="list-style-type: none"> <li>• <u>Presentation: School Diversity Project</u></li> <li>• Gender Biases</li> <li>• Schooling Experiences of Lesbian, Gay, Bisexual and Transgender Youth</li> <li>• Movie: LGBT Youth &amp; Families</li> </ul>	<b>Reading Due:</b> <u>Nieto</u> : Ch 10 (Adapt Curriculum) <b>Due: Reading journal 9</b> <u>Elsbree &amp; Halcón</u> : “50 Ways to Call Your Lover” <b>Due: School Diversity Project, if your group presents today.</b>
<b>Session 12</b> Week of 4/13	<ul style="list-style-type: none"> <li>• <u>Presentation: School Diversity Project</u></li> <li>• Multicultural Education in Practice</li> <li>• Movie &amp; discussion: <i>We Speak America</i></li> </ul>	<b>Reading Due:</b> <u>Nieto</u> : Ch 11 (Affirming Diversity) <b>Due: Reading journal 10</b> <b>Due: School Diversity Project, if your group presents today.</b>
<b>Session 13</b> Week of 4/20	<ul style="list-style-type: none"> <li>• <u>Presentations: School Diversity Project</u></li> <li>• Creating Equitable Learning Environments</li> </ul>	<b>Reading Due:</b> <u>Ladson-Billings</u> : “Culturally Relevant Teaching” <b>Due: School Diversity Project, if your group presents today.</b>
<b>Session 14</b> Week of 4/27	<ul style="list-style-type: none"> <li>• <u>Presentations: School Diversity Project</u></li> <li>• Movie &amp; discussion: <i>So They May Speak</i></li> </ul>	<b>Due: School Diversity Project, if your group presents today.</b>
<b>Session 15</b> Week of 5/4	<ul style="list-style-type: none"> <li>• <u>Presentations: School Diversity Project</u></li> <li>• Be prepared to share your Diversity Action Plan – Final for class</li> <li>• Course Evaluations</li> </ul>	<b>Due: School Diversity Project, if your group presents today.</b>  <b>Due: My Diversity Action Plans</b>