



EDUC 364
The Role of Cultural Diversity in Schooling
Section 6 CRN# 48592
Monday and Wednesday
5:30 pm – 6:45 pm
Academic Hall 201
Fall 2014

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

Instructor: Victor Vega, Distinguished Teacher in Residence
Phone: (760) 750-8255
E-Mail: vvega@csusm.edu
Office: UNIV 425
Hours: by appointment

School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
 - Promote and foster social justice and educational equity
 - Advance innovative, student-centered practices
 - Inspire reflective teaching and learning
 - Conduct purposeful research
 - Serve the School, College, University, and Community
-

Basic Tenets of our Conceptual Framework

- Student centered education
 - Research and theory specific to the program field inform practice
 - Connections and links between coursework and application
 - Strong engagement between faculty and candidates
 - Co-teaching clinical practice
 - Culturally responsive pedagogy and socially just outcomes
-

COURSE DESCRIPTION

Required of all credential candidates. Principles of first and second language acquisition (e.g., historical and current theories, psychology, sociocultural, political, and pedagogical factors and issues related to notions of culture, interaction, and communication in school and community contexts (e.g., the nature of culture, manifestations of cultural contact, and cultural diversity in the United States and in California) within a theoretical and applied context.

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:

1. Developing competencies TPE15: social justice and equity;
2. Understanding of various concepts of culture and cultural contact, and their applicability to learning and teaching;
3. Understanding of cultural diversity in the United States and California;
4. General familiarity with cultural responsive pedagogy;
5. Understanding of gay, lesbian, bisexual and transgender students, teachers, and families;
6. Understanding of marginalized student populations.
7. An understanding of "at risk" youth.

Required Text

Nieto, S., and Bode, P. (2012). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Boston: Pearson Education, Inc. ISBN: 9780131367340

Recommended Text:

Nieto, S. (2013). *Finding Joy in Teaching Students of Diverse Backgrounds*. New Hampshire: Heinemann. ISBN: 9780325027159

Authorization to Teach English Learners

This credential program 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. Candidates successfully completing this program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB 2042 Program Standards, August 02*)

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple or Single Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs 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, SOE 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 SOE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

GENERAL CONSIDERATIONS

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages require not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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 candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

Instructor application of attendance policy: Students are encouraged and expected to attend all sessions during the course, however, since we all have unforeseeable circumstances, one absence will be excused without penalty. For each additional absence, there will be a reduction of 40% in this grade category. In regards to partially missed sessions, for every 30 minutes that a student is not in class, their grade in this category will be reduced by 20%. Additionally, if you miss more than three class sessions, (this includes late arrivals and departures), you cannot pass the class. Please remember to sign in for each class session.

Students with Disabilities Requiring Reasonable Accommodations

Candidates 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 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates 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.

All University Writing Requirement

The 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.

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 candidate 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.

Use of Technology

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

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS

Assignments

Personal History of Otherness: Who am I? (25 points) “We Teach Who We Are.” --Parker Palmer

This assignment gives you the chance to analyze your personal history as you see yourself in terms of the eight categories of *otherness*: race/ethnicity, gender, religion, sexual orientation, socioeconomic status, age, physical/mental ability, and language. Throughout this analysis you will also provide an overview of your family/social context as well as a final reflection on what you learned during this critical reflection. This information will help you learn about yourself as you discover how others view you in our society, how your future students might view you, and how you might view your students from diverse backgrounds. This assignment meets the university writing requirement of at least 2500 word paper for the course. Instructions are on Cougar Courses.

Reading Reflections (10 points)

Submit a reflection commenting on the course readings. Please include personal connections, explanations as to how and why your perspective as an educator has changed, or is changing, and what you think your next steps will be in understanding the needs of diverse students in relation to the readings. Please focus on social justice and equity. Be introspective, addressing issues and experiences from the readings that spark your imagination. Ten entries are expected. Each submission is worth a point toward your grade. Connections to the course readings are a way to verify that the assigned readings have been completed.

Peer Teaching (10 points)

You are required to sign up with a peer teaching group. Your group will be responsible for teaching your classmates the assigned material in *Affirming Diversity* for one session of the course. Your group will synthesize the information from your assigned chapter in such a way as to make the content accessible to your classmates. You will facilitate a 15-20 minute discussion that is interactive. Presentation should engage the class and allow us to examine the material in a meaningful way that promotes critical thinking and varied perspectives. You may also share additional resources found related to the topics.

Teacher Profile (15 points)

For this assignment you will interview a teacher that has made a difference in the lives of students from diverse backgrounds. You will write 1-2 page informative essay that describes the teacher's philosophy and practice as it relates to social justice and culturally responsive pedagogy. What are the values (e.g. caring, empathy, advocacy, equity) and perspectives that inform their decision-making? What are the issues (e.g. poverty, race, class, gender, identity) related to social justice and culturally responsive teaching that have shaped their practice? How does the teacher keep her practice engaging and inspiring? Alternatively, you may research and write about an educator from the book Finding Joy in Teaching Students from Diverse Backgrounds, by Sonia Nieto (2013).

Discussion Forums/Online Tasks (10 points)

This course blends online and face-to-face delivery. Substantial proportion of the content is delivered face-to face. Four class sessions will be on-line. Moodle tasks should take about the equivalent of class time. Please refer to the Cougar Course shell for the assignments that will be posted under the corresponding Moodle date. Each Moodle task is worth 2 points toward your final grade.

Final Project (20 points)

Choose one of the following activities. All students will make a 10-20 minute presentation and a write up. You may work independently or in small groups.

A. Visit the Museum of Tolerance in Los Angeles (this includes the Simon Weisenthal Center): Write a 2 page reflective paper describing the experience and how you could incorporate this trip with your future classroom.

B. Attend a Fall 2014 Series Arts and Lectures event at CSUSM: <http://www.csusm.edu/al/calendar.html>. Write a 2 page reflective paper describing your experience and how it is relevant to our course objectives.

C. Simulation Game/ Simulation Exercise: Develop a game or an exercise that increases the awareness of your students in working with culturally diverse groups, or with students with exceptional needs. Your target group should be the age group that you plan on teaching. Please make your game/ exercise complete; that is, it should be ready to function when you present in class. For your presentation you will want to have the objective of the game/ exercise, how it functions, the rules, etc. Come to class, briefly tell us about the steps that you took to create it and then let the class use it. Debrief as necessary. Prepare a 1-2 page paper describing the who, what, where, how and why of your game/ exercise. This may be a collaborative write-up.

D. School diversity assessment: Working with 2-3 classmates, provide a research-based assessment of two or more schools from the same district. This assessment will be a comparison of academic achievement, staff characteristics, community resources, and parental involvement/outreach programs at the sites. Your final project may take the form of a PowerPoint, movie, poster, or some other type of creative way to present the information. More detailed directions, examples, and a rubric for grading assignment will be given in class.

E. Self designed project: You may design your own project addressing a significant issue or question related to the course objectives. This is your opportunity to personalize your learning and to be creative! You may incorporate multi-media, visual and/or performing arts. Webquests, Thinglinks, Infographics and Prezi are web-based tools that can help you plan, build and publish your presentation. Please submit a 1-2 page written description of its design and significance in dealing with students from culturally diverse backgrounds. It is suggested that students submit a brief proposal to the instructor no later than session eight outlining the question or issue you intend to address with your project.

Attendance, Participation, and Professional Disposition (10 points)

First is the expectation that you will attend all class sessions prepared to actively participate in class activities, group and individual sharing, and discussions on various topics and assigned reading. Please see the guidelines for the School of Education Attendance Policy and the attendance requirements for this course on page 3 of this syllabus. Please communicate any attendance issues directly with the instructor. Your professional disposition is related to how you conduct yourself in class in relation to social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. Respect, professionalism, and when appropriate, charity, are necessary for a positive, healthy learning environment. All students are entitled to their opinions. Students demonstrating negative attitudes and /or disruptive behavior will not be tolerated under any circumstances and will be referred immediately to the University Dean of Student Affairs and/or the COEHHS Associate Dean. Grades and course credit may be affected by inappropriate professional dispositions and/or behavior.

Electronic Submissions of Assignments

All assignments are to be turned into the Moodle shell (Cougar Course) on time. Points will be deducted for late submissions as the work you do is essential to the discussions conducted in this course. Make sure you turn in the assignments in Word, 12 font, in Times New Roman.

Grading Standards

All students will come prepared to class; readings and homework assignments are listed on the dates on which they are due. All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an “A” assignment that is submitted one class session late will be marked down to a “B”). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Exceptions will be handled on a case-by-case basis, as determined by the instructor.

It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error- free (grammar, spelling), and ideas are logically and concisely presented. The assignment’s grade will be negatively affected as a result of this oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5th edition for citation guidance.

Grading will also include a component of “professional demeanor.” Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to:

- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class)

Personal History of Otherness	25 points
Reading Reflections	10 points
Peer Teaching Demonstration	10 points
Teacher Profile	15 points
Final Project	20 points
On-line Discussion Forums	10 points
Attendance, Participation, Professional Disposition	<u>10 points</u>
	100 points possible

Grading Scale

95 – 100 A	90 – 94 A-
87 - 89 B+	83 – 86 B
80 – 82 B-	77 – 79 C+
73 – 76 C	70 – 72 C-
60 - 69 D	0 – 59 F

Assessment Rubric/ Grade Descriptors

A=Exceeds Expectations: The student consistently performs and participates in an **exemplary** manner. Each assignment receives in-depth exploration and reflection based upon research, observations and classroom implementation, when possible. All work is submitted in a professional manner using APA style when appropriate. Presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

B=Adequately Meets Expectations: The student meets outcomes expectations in a **satisfactory** manner. Each assignment is based upon research, observations and classroom implementation, when possible. Generally, work is submitted in a professional manner using APA style when appropriate. Generally, presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

C=Minimal Performance: The student's skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without APA style, thorough proofreading and organization. The student needs a great deal of guidance. The student is consistently late with work and has classroom attendance problems.

"D" or "F" students fail to meet the minimum requirements of a "C." The specific grade will be determined based on rate of assignment completion, attendance, etc.

TENTATIVE COURSE SCHEDULE

The instructor reserves the rights to alter the instructional timeline, add, delete, and/or change topics and assignments in response to individual and class needs.

Week	Date	Topics	Readings and Assignments Due by Wednesday
Week 1	Monday, August 25	Introductions Syllabus	Bring a copy of the syllabus to class or have it accessible on a laptop or tablet.
	Wednesday, August 27	Video- Race: The Power of an Illusion	
Week 2	Monday, September 1	Labor Day—Campus closed	Read: Nieto Ch. 1-2 and readings on Cougar Course
	Wednesday, September 3	Multicultural Education	Submit: Reading Reflection
Week 3	Monday, September 8	Racism, Discrimination, and Expectations of Students' Achievement	Read: Nieto Ch. 3 and readings on Cougar Course
	Wednesday, September 10		Submit: Reading Reflection
Week 4	Monday, September 15	Multilingual Education for Achievement, Presentation by Steve Krashen: Class will meet at Arts Hall 240, 6-8pm. Structural and Organizational Issues in Schools, GATE Students	Read: Nieto Ch. 4 and readings on Cougar Course
	Wednesday, September 17		Submit: Reading Reflection
Week 5	Monday, September 22	Culture, Identity, and Learning	Read: Nieto Ch. 5 and readings on Cougar Course
	Wednesday, September 24	On-line	Submit: Reading Reflection Submit: Moodle Task <i>A Class Divided</i> Video & Forum
Week 6	Monday, September 29	Linguistic Diversity in U.S. Classrooms	Read: Nieto Ch. 6 and readings on Cougar Course
	Wednesday, October 1	On-line	Submit: Reading Reflection Submit: Moodle Task <i>Tim Wise</i> Video & Forum
Week 7	Monday, October 6	Understanding Student Learning and School Achievement	Read: Nieto chapter 7 and readings on Cougar Course
	Wednesday, October 8		Submit: Reading Reflection

Week	Date	Topics	Readings and Assignments Due by Wednesday
Week 8	Monday, October 13 Wednesday, October 15	Learning from Students LGBT On-line	Read: Nieto chapter 8 and readings on Cougar Course Submit: Reading Reflection Submit: Moodle Task <i>In the White man's Image</i> Video & Forum
Week 9	Monday, October 20 Wednesday, October 22	Adapting Curriculum for Multicultural Classrooms On-line	Read: Nieto chapter 9 and readings on Cougar Course Submit: Reading Reflection Submit: Moodle Task <i>Crash</i> Movie & forum
Week 10	Monday, October 27 Wednesday, October 29	Final Project Collaboration	Read: Nieto chapter 10 Submit: Reading Reflection
Week 11	Monday, November 3 Wednesday, November 5	Bullying	Read: Cougar Course Readings Due: Upload Personal History of Otherness Assignment
Week 12	Monday, November 10 Wednesday, November 12	Oppression, Poverty & Learning Tutor Connection	Read: Joel Spring: Deculturalization on Course Reserves
Week 13	Monday, November 17 Wednesday, November 19	Final Project Collaboration	Read: Subtractive Schooling Angela Valenzuela--Course Reserves Reading Due: Teacher Profile
Week 14	Monday, November 24 Wednesday, November 26	Final project presentations Final project presentations	
Week 15	Monday, December 1 Wednesday, December 3	Final project presentations Final project presentations	Due: Final Project Presentation-Write up