

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

EDUC 364 Cultural Diversity & Schooling Fall 2003
Wednesday
6 – 8:45 pm
Temecula (CHS 459)

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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 the COE Governance Community, October 1997)

COURSE DESCRIPTION

- 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, and exceptionality; social, structural, programmatic and curricular issues; and effective teaching for diverse populations.
- This course is designed for students who have an interest in diversity and educational issues, and is a prerequisite for all teacher credential candidates in the College of Education. Highly refined oral and written communication, information literacy, and appropriate use of technology are required of professional educators; therefore they are required as methods for completing course requirements.

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 pre-service teacher credential candidates to provide equitable educational opportunities to all students;
- Provide support to all students who represent national, state, and regional diversity.

GENERAL CONSIDERATIONS

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

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

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (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.

College of Education Attendance Policy

All students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80 % of class time to receive a passing grade for the course. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (adopted by the COE Governance Community, 12/97)

Standards Alignment

The course objectives, assignments, and assessments have been aligned to 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 standards are addressed in this class:

- Standard 3- Relationships Between Theory and Practice
- Standard 4- Pedagogical Thought and Reflective Practice
- Standard 5- Equity, Diversity, & Access to the Core Curriculum
- Standard 10- Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning
- Standard 11- Preparation to Use Educational Ideas and Research
- Standard 12- Profession Perspectives Toward Student Learning and the Teaching Profession
- Standard 13- Preparation to Teach English Learners

Teacher Performance Expectations (TPE) Competencies

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts 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. The following TPE's are addressed in this course:

Primary Emphasis
TPE 8- Learning about Students
TPE 11- Social Environment
TPE 12- Professional, legal, and ethical obligations

Secondary Emphasis
TPE 4- Making Content Accessible
TPE 7- Teaching English Learners
TPE 13- Professional Growth

COURSE REQUIREMENTS

Required Texts

Spring, J. (2004). Deculturalization and the Struggle for Equality, Fourth Edition. New York: The McGraw Hill Companies, Inc. ISBN: 0-07-256383-4

Banks, J.A. & McGee Banks, C.A. (2003). Multicultural Education: Issues and Perspectives, Fourth Edition. New York: John Wiley and Sons. ISBN: 0-471-22813-3

Grading Policy

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. Assignments not handed in on due date will lose 10 % of earned credit per day. Assignments should be typed and double-spaced. The following grading scale will be used:

A (96-100)	B+ (87-89)	C+ (77-79)	D+ (67-69)
A- (90-95)	B (83-86)	C (73-76)	D (63-67)
	B- (80-82)	C- (70-72)	D- (60-62)

ASSIGNMENTS

Attendance and Participation

15 points

You are expected to attend all class session, to participate actively in class activities, and to complete all required readings and reading responses by the assigned date.

Personal/Family Culture

30 points (Due 10/1/03)

(Meets TPE's 8, 11, 13)

You will develop a 6 page narrative which examines your own culture. Write about your own life, describing the experiences that have shaped your views of race, culture, and issues of diversity. Reflect on your own experiences in terms of your cultural reference, your family background, your interactions with others unlike yourself, and other factors determined by your own circumstances and your upbringing. In this assignment, you will explore how your potential as a teacher is affected by:

- Your identity as a learner within a particular cultural/racial/ethnic group which reflects on your family background in terms of :
 - religious affiliation
 - ethnicity
 - culture
 - language(s)
 - country of origin
 - education/occupation
 - and any other information that you think is of interest and value

Include specific examples of events and situations that you feel shaped your views on race, culture, and issues of diversity. Be sure to situate your discussion in the context of schooling and education and to relate your experiences to the concepts discussed in the readings and class activities. Be prepared to discuss your assignment within a larger class dialogue.

HOT TOPICS in Education Panel**25 points (Due 10/22/03)**

A group of 4 people will present a panel discussion of a HOT TOPIC in education related to multicultural/multilingual issues. Each member of the panel will present an aspect of the issue and then guide a short discussion of the topic with the class (approximately 10 minutes).

Final Presentation**30 points (Due 11/12/03)**

You will work with your partner prepare a 15 minute presentation and a 3 – 5 page paper on a topic related to Multicultural Education. The paper and presentation should follow the format below:

- a brief description of the topic and an explanation as to why it is a salient topic to discuss
- an overview of the 3 (or more) perspectives that you use to explore the topic
- a more in-depth explanation of the issues related to the topic which compares the divergent perspectives
- at least 2 questions related to your exploration leading to points you would like to investigate further
- a reflection on your own responses to looking at your chosen topic from multiple perspectives

Course Outline
 (Timeline Subject to Change pending “Teachable” Moments)

Date	Topic	Assignment
Session 1 9-3	Course Overview Describing My Sociocultural Experience	
Session 2 9-10	Approaches to Diversity in Education	BANKS 3 (p. 59 – 78) SPRING 6 (p. 119 – 125)
Session 3 9-17	Describing Culture Exploring the Relation of Culture(s) with Teaching and Learning	BANKS 1 – 2 (p. 8 – 54)
Session 4 9-24	School Reform for Socioculturally Supportive Learning Environments	BANKS 16 (p. 381 – 396) SPRING 2 (p. 17 – 32, 106 – 109)
Session 5 10-1	Equity in Quality Education Access vrs. Access to the Benefits DUE: Family Background Assignment	BANKS 4 (p. 85 – 99) BANKS 9 (p. 197 – 221) SPRING 6 (p. 100 – 107)
Session 6 10-8	Race Matters	BANKS 11 (p. 247 – 263) SPRING 1 (p. 1 – 15)
Session 7 10-15	Race and Education	SPRING 3 – 4 (p. 35 – 73, 109 - 111)
Session 8 10-22	Language Diversity in Education DUE: HOT TOPICS in Education	BANKS 12 (p. 268 – 289) SPRING 6 (p. 111 – 113, 115 – 119)
Session 9 10-29	Hispanic/Latino Community in Education	SPRING 6 (p. 113 – 119)
Session 10 11-5	Gender and Ethnicity Ethnicity	BANKS 7 – 8 (p. 152 – 192)
Session 11 11-12	Respecting a Diversity of Beliefs DUE: Final Presentation (and paper)	BANKS 5 (p. 103 – 119)
Session 12 11-19	Exceptionality, Multiple Intelligences, & Assessment	BANKS 13 (p. 293 – 321)
Session 13 11-26	Integrating Multicultural Content into the Curriculum	BANKS 10
Session 14 11-3	Parental Involvement: Family, Community, & Culture in the Classroom	BANKS 17
Session 15 11-10		