

CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION
EDUC 364, Section 4 (CRN#41518)
The Role of Cultural Diversity in Schooling
Fall 2002

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Office / Hours: 428 University Hall / Wed. 4:00 p.m. – 5:00 p.m. and by appointment
**It is advised that you confirm all office hour sessions with the professor in advance.
Meeting times/places: EDUC 364, Section 4* / Wed. 6:00 – 8:45 in ARTS 220 and lab times TBA

DESCRIPTION

This course is intended for students having an interest in diversity and educational issues and is a prerequisite for all teacher credential and graduate program candidates in education. In the interest of achieving educational equity for **all** students, this course explores various aspects of cultural and linguistic diversity. Major units to be covered include the following:

- culture and cultural pluralism;
- race & ethnicity;
- class;
- gender & sexuality;
- language;
- religion;
- exceptionality;
- effective teaching for diverse populations; and
- social, structural, programmatic and curricular issues related to the above.

Strong oral and written communication skills, information literacy, and technology are required of professional educators; therefore, these components are emphasized as methods to be used in completing course requirements.

OBJECTIVES

Students completing EDUC 364 will be able to demonstrate the following:

- understanding of various concepts of culture and their applicability to learning, teaching, curricular development and educational reform;
- understanding of the historical and contemporary contexts for multicultural and bilingual education;
- general familiarity with (exposure level) various instructional methods and materials appropriate for use in multicultural and multilingual educational settings;
- ability to interpret, analyze, and synthesize complex information;
- University-level competence in oral and written communication, information literacy, and use of technology.

COE 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 *ongoing service. Our practices demonstrate a commitment to *student-centered education, *diversity, *collaboration, *professionalism, and *shared governance. (*adopted by COE Governance Community October, 1997*)

Authorization to teach English Learners

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted. As of 2002, the CLAD competencies are collectively referred to as an authorization to teach English Learners.

Standard Alignment

The course objectives, assignments, and assessments have been aligned with the CCTC standards for Multiple Subjects Credential. Please be sure to 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, and 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 Expectation (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 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 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

The Governance Community of the College of Education adopted the following policy on 12/19/97:

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.

This course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. Given the fast-paced and highly interactive nature of the course, and given that teaching and learning is difficult (if not impossible) without regular attendance and full engagement in class, the above College Policy is amplified as follows:

Your attendance and participation are basic to your learning and my evaluation of your learning in this class. You are expected to establish appropriate personal, academic and career priorities to facilitate said attendance and participation in this class.

*Your grade will be negatively affected by absences and positively affected by regular attendance. You will lose 1 point for each tardy or early departure, and 5 points for each absence, explained or unexplained.

**Illness and emergency circumstances will be negotiated on a case-by-case basis.

These measures are intended to encourage responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

GRADING

Grading Scale: A=93-100, A-=90-92, B=80-89, C+=77-79, C=73-76, C-=70-72, D+=67-69, D=63-66, D-=60-62, F=59 or lower. 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 C+ or higher for these purposes.

Attendance & Participation: You are expected to read course materials prior to class meetings and participate in group and class discussions.

Communication: You are expected to use email and the web on a regular basis. You must email me during the *first week of class* so that I can add you to my email list. Essential and time-sensitive information may be conveyed via email, and you are responsible for obtaining this information from each other or from the professor.

Submission of Coursework: Work submitted within one week late will be reduced by one letter grade. Work received over one week late receives no credit (Individual exceptions due to emergencies will be negotiated on an individual basis).

Grading Emphasis: Each written assignment will be graded approximately 80% on content and writing (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). You are expected to write at or above the minimum competency level for writing. All citations need to use APA format.

GENERAL CONSIDERATIONS

Positive Learning Environment: Respect, x, and when appropriate, charity, are necessary and helpful for a positive, healthy learning environment. Interactions for

Outcomes and Standards: This course is aligned with the standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing, 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). 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.

Academic Honesty: It is expected that each student will do his or her own work, and contribute equitably to group processes and projects. If there is any question 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 course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. E. Oliver, Associate Dean.

Ability: Every student has the right to an equitable education and appropriate accommodations. 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 appropriate accommodations for special needs students. Students may be required to use the Writing Center or similar resource for all written assignments, based on performance on the first writing assignment.

REQUIRED TEXTS

Gollnick, D. & Chinn, P. C. (1998). *Multicultural Education in a Pluralistic Society (5th Edition)*. Columbus, Ohio: Prentice Hall, Inc.
Krashen, S. (1999). *Condemned without a trial: Bogus arguments against bilingual education*. Portsmouth, NH: Heinemann.
Lee, E. (1998). *Beyond Heroes and Holidays*. Washington, DC: Network of Educators on the Americas.
Spring, J. (1997). *Deculturalization and the Struggle for Equity (2nd Edition)*. New York, NY: The McGraw-Hill Companies, Inc.

Course Reader: Info on this will be announced in class.

Optional Texts:

Cummins, J. (1996). *Negotiating identities: Education for empowerment in a diverse society*. Ontario, CA: California Association for Bilingual Education
Day, F. A. (1999). *Multicultural Voices in Contemporary Literature*. Portsmouth, NH: Heinemann.
Feagin, J. R. (2000). *Racist America: Roots, Current Realities, and Future Reparations*. New York: Routledge.

NOTE: All texts/readings MUST be brought to each appropriate class session.

COURSE REQUIREMENTS

Assignments:

All assignments are due on the dates indicated. Assignments must be typewritten or word processed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition. Use of electronic spelling and grammar checking is encouraged. Samples of assignments are available for viewing in class and during office hours.

A. Portfolio (5 points x 6 pieces = 30 points):

- | | | |
|-------------------------------|----------|-------------|
| 1. Personal History Narrative | 5 points | Due Week 2 |
| 2. Family Tree | 5 points | Due Week 3 |
| 3. Gender Assignment | 5 points | Due Week 5 |
| 4. CBEDS Assignment | 5 points | Due Week 7 |
| 5. Religion Map | 5 points | Due Week 8 |
| 6. World Language TV | 5 points | Due Week 11 |

B. Community / Service Learning Activities (2 x 5 points = 10 points) (Check with the professor re: doing these activities as Extra Credit or Makeup Assignments)

Do these at your convenience, but they are due Week 14.

C. Research Project & Presentation (30 points – look in this syllabus for a list of suggested topics):

1. Outline (5 points) : Topics (General statement and focus)
Due Week 4 Tasks (Assign to each member)
Timeline (Target dates for completion)
2. Draft of Paper: Due Week 12
3. Final Paper & Presentation (25 points) : Be sure to complete and include the Project Reflection form (in this syllabus).
Due Weeks 15 & 16

D. Final Assignment (10 points):

Revised Personal History Narrative & Outcome Assessment 10 points Due Week 16

E Pop Quizzes (5 x 2 points = 10 points)

F. Attendance & Participation (10 points) Ongoing

ASSIGNMENT SPECIFICATIONS

A. PORTFOLIO

1. Personal History Narrative. (5 points). Due Week 2

Write a narrative essay about your own life, describing the experiences that have shaped your views of race, culture, and issues of diversity.

a. Reflect on and describe your own experiences in terms of the following:

*your family background;

*your positionality / membership: i.e., your reference points & identity in terms of gender/sexuality, culture, ethnicity/race, class, language, religion, etc.;

*your exposure to and interactions with others unlike yourself; and

*other factors determined by your unique circumstances and upbringing.

b. In addition, explore and describe

*your identity as a learner;

*how this may affect your potential as a teacher.

Include SPECIFIC examples of events and situations that you feel shaped your views on these issues. Be sure to situate your examples in the context of assumptions about schooling and education. To the extent possible, relate your experiences to anticipated course topics, readings and discussions. Be prepared to discuss your assignment with the class (small and/or whole group).

2. Family Tree and Background Assignment: (5 points) Due Week 3

By researching and studying one's own background, it is possible to gain an appreciation of our unique experiences, and also open up discussions about any similarities and differences with peers. In this assignment you are to construct a family 'tree' that includes as much information as you can gather about your family background including religious affiliation, ethnicity, culture, language(s), country of origin, education/occupation and any other information that may be of interest and value.

Format: construct a genealogical tree covering e.g., grandson to grandfather levels with descriptive paragraphs for each person.

The remaining portfolio assignments will be explained in class.

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|-----------------------------|-----------------|-------------------|
| 3. Gender Assignment | 5 points | Due Week 5 |
| 4. CBEDS / DataQuest | 5 points | Due Week 7 |
| 5. Religion Map | 5 points | Due Week 8 |

** Map out the various religious buildings and organizations (churches, temples, mosques, etc.) in your neighborhood. The map needs to be done on a regular size sheet of paper, and the scale is up to you. If there are lots of religious buildings within a 10-block area, do that. If not, go bigger -- e.g., map the city on your sheet of paper, indicating the various religious buildings. Then, discuss the ways in which these various religions might effect public education. Give specific examples as much as possible.

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|-----------------------------|-----------------|--------------------|
| 5. World Language TV | 5 points | Due Week 11 |
| 6. Service Learning | 5 points | Due Week 13 |

B. Community / Service Learning Activities (2 x 5 points = 10 points) (Check with the professor re: doing these activities as Extra Credit or Makeup Assignments): Due anytime through Week 14

Films: View a film, preferably with a historical context, that deals with the major issues covered in this class (race, ethnicity, exceptionality, language, class, etc.) then write a critical response to a film related to the course.

Asian American: Come See the Paradise, Snow Falling on Cedars

African American: Tuskegee Airmen, Freedom Song, Down in the Delta

Hispanic: Mi Familia

Colonial perspectives: Indochine (French Indochina); Lagaan (British India or South Asia);

Immigration: Angela's Ashes (Irish American / poverty)

**For additional ideas, see the reference list from Rethinking our Classrooms in the course reader.

Article reviews: Write a critical response to current articles related to the topics covered in this course.

Community events: Write a critical response to a community event you participated in, or provide a video/visual of the event with a brief analysis.

C. Research Paper/Ethnographic Interview and Panel Presentation. (30 points).

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|------------------------------------------------------------------------|------------------------------|
| 1. Outline | Due Week 4 |
| 2. Research / Interview Paper Draft | Due Week 12 |
| 3. Research / Interview Paper Final Version & Presentations | Due Weeks 15 & 16 |

In heterogeneous groups of four (4) to five (5) students MAXIMUM, you will develop, as a group, a multicultural research paper, which you will formally present to the class. Your research should include at least 3 sources from the ERIC database, at least 3 sources from the Internet, at least 3 professional journal articles, and at least one of the texts used in class. (Optional: mainstream newspapers and journals.) References must be exclusive of one another. Your paper will include the following components:

Research Paper Option:

*A cover page listing the title, a 1 paragraph/200 word abstract, full names of all group members

- 1. BACKGROUND & INTRODUCTION:** This section is a narrative that describes the issue, including its historical context. You might start with a general introduction of the topic you will study. A case study or the depiction of a real life problem situation is a good idea. Basically, you are introducing your topic to the reader and in effect, making a case for why your topic and paper are important.
- 2. LITERATURE REVIEW:** In this section, summarize and critically review the literature review you have done related to your topic. This section looks at different researchers' viewpoints on your topic. The section might have a pro or con feeling tone, depending on your topic.
- 3. FINDINGS & CONCLUSIONS:** This section should discuss a. your findings from research / ethnographic interview, and b. the conclusions you drew after having researched your topic / conducted your interview and analyzed the themes. For example, your conclusion can include a position statement on the issue, with references to specific literature to support why you have taken that position.
- 4. RECOMMENDATIONS:** What do the findings suggest for action, i.e., instructional change? What implications do you observe for each of the following? Parents, students, curriculum, instruction, assessment, teachers, administrators, communities, voters, policymakers, etc.

*An annotated bibliography of all references consulted should also be included.

*Any attachments such as your visual aids for the presentation, graphic organizers / handouts, or any supplementary material developed to enhance student learning should also be included.

**As a general guideline, the final paper should be about 10 – 15 pages in length. The paper should be stapled together, and not placed in any kind of binder.

Ethnographic Interview Option:

All sections above are the same as the Research Paper Option, except section 2, which is amended as follows:

2. You can reduce the number of library resources (i.e., all 9 are not required). Instead, the bulk of your writeup will be based on your ethnographic interview. You need to develop and a set of interview questions related to your topic of interest.

e.g., The context should be the subject's family and community, so you need to develop questions on the subject's background. This section should draw our responses similar to what you wrote in your own personal narrative for this course.

Next, develop questions focusing on your subject's identity, academic motivation, or academic achievement. How do issues of race, ethnicity, gender, class, exceptionality, etc. mediate your subject's identity, academic motivation, or academic achievement?

Presentations:

Your interactive presentation will be 20 minutes in length + time for Q & A with the audience (about 10 minutes). You will present a synopsis of your issue, accompanied by appropriate visual, aural and or tactile aids. For example, you may include skits, simulations, debate, Socratic dialogue, etc. You need to include an interactive component that involves the audience directly. You are cautioned NOT to a. read from the text of your paper or b. just "present" the material without involving the class; c. grossly miscalculate presentation time (rehearse!). Your presentation need not cover the A – Z of your entire written report. Rather, you will provide a BRIEF overview, then highlight some critical points.

Possible Topics for Group Research Paper / Panel Presentations EDUC 364

1. Interview a language minority parent about their access to their children's learning, involvement and empowerment.
2. Bi-/Multiracial identity: Interview someone about their ethnic identity, language loyalties, self-concept and development, etc.
3. Should we educate the children of undocumented workers? Why or why not?
4. Why is public education called the "great equalizer"? Is it indeed an equal opportunity for all students?
5. How are public schools funded? What issues of equity in education does this procedure raise?
6. Research incidents of violence and discrimination at CSU San Marcos. Eg., Neo-Nazi movements on campus, discrimination lawsuits filed by employees and court decisions, etc.
7. What impact does poverty have on education?
8. Topic of choice – please clear with instructor before starting your project.
9. What kind of curriculum should be designed for diverse students?
10. What are the goals and benefits of the "English plus" movement? Compare and contrast this to the "English-Only" movement.
11. What are some important educational issues related to gender and sexuality?
12. What is Proposition 227 and what has been its impact on the education of English language learners?
*Focus on your school district / school site. For example, you might examine SAT-9 scores before and after 227, general community reaction to 227, % of students who filed waivers and stayed in bilingual programs, etc.
13. What is ebonics? What did the Oakland Unified School District determine in the widely publicized ebonics proposal event?
14. Intercultural relations – African American perceptions of Asian Americans; White perceptions of African Americans; Latino perceptions of Whites; etc.
15. Strategies for conflict resolutions. How have school districts handled violence and implemented intercultural conflict education?
16. Technology in education: organization and instructional aspects for teachers, schools, and districts.
17. What are charter schools?

***I strongly encourage you to do video projects. Digital camcorders and video editing resources are available on campus. Try it out! For example, you might film migrant workers and their school-aged children and critically examine educational implications for this group. As noted above, ethnographic projects entail a shorter literature review section and examines one subject's experience in depth. More information will be provided to interested groups. Should you choose to include a video component to either the Research Paper Option or Ethnographic Interview Option papers, the writeup gets reduced by about 5 pages, and you are instead responsible for presenting a polished, edited video as part of your project.

D. Final Assignment (10 points): Due Week 16 Revised Personal History Narrative and Outcome Assessment 10 points

Revised Personal History Narrative

Consider your first reflective narrative from the beginning of the semester. Are there any changes you would make to the story? Have you remembered particular events throughout this semester, or have particular events taken place since the beginning of the term that have led you to reflect on some critical themes in this course? Birthdays don't change, but your voice and perspective

may have changed. Sometimes, the changes will be subtle, as in choosing to use the terms Asian American or Latino rather than Oriental or Hispanic for specific purposes. Or, the changes may be dramatic. In this assignment, you will document your new reflections concerning your personal narrative, as a result of having critically examined the major issues covered in this course.

Outcome Assessment

You will describe the following:

- a. A select few of the most important things you learned in this class; (continued on next page)
- b. How you knew you were learning something of significance (assessing your own learning – cite specific readings, discussions, films, activities, community activities, etc.);
- c. How this will shape your attitudes and demonstrated behaviors as a teacher or in future intercultural interaction; i.e., how you will demonstrate overall “cultural competence” (as this definition is developed in class).

Emphasis will be placed on your ability to articulate the select topics of your choice, the depth of reflective analysis, your description of how you knew what you were learning (specific examples from the course: cognitive – facts, knowledge bases, content areas; behavioral – speech and actions; and affective – attitudes), and the connections you make between the topics and your future growth & professional practice.

E. Pop Quizzes (5 x 2 points = 10 points)

You will have pop quizzes on basic information in your readings. They are worth 2 points each, and cannot be made up if you are absent or late.

F. Attendance and Participation. (10 points) Attendance; preparedness with readings and portfolio pieces; active, engaged discussions and participation in class all fall into this category. **Each of you will be responsible for leading one activity for the whole class. For ideas on class activities, refer to Beyond Heroes and Holidays.

Tentative Course Schedule

The professor reserves the rights to modify the schedule below when deemed appropriate. Reader Table of Contents are included herein following the Tentative Course Schedule.

Date	Topic	Assignment
Session 1 9/4	TOPIC: Intro to Class, Intro to Culture Course overview; introduction & needs assessment. What is culture? Begin personal history narratives.	Gollnick & Chinn: Ch. 1 (Culture, Pluralism, and Equality);
Session 2 9/11	TOPIC: Culture; Anglo-Americans Nature of culture: Brief history and scope of the notion of culture. Cultural contact, cultural diversity in the U.S. and California, changing demographics; <i>Share personal history narratives.</i>	Reader: Changing America; Ogbu; Appendix: Census data. Lee et. al: McIntosh article. Spring: Ch. 1 (Anglo-Americans) Personal History Narrative Due!
Session 3 9/18	TOPIC: Class; Native Americans Growing poverty of children; poverty across ethnic groups; educational implications.	Family Tree due! Gollnick & Chinn, Ch. 2 (Class); Spring Ch. 2 (Native Americans) Reader: McKenna, ERIC, Winona LaDuke speeches
Session 4 9/25	TOPIC: Race & Ethnicity; African Americans Manifestations of culture in the classroom: Working with diverse populations. <i>Share Family Trees.</i>	Project Outline due! G & C, Ch. 3 (Ethnicity & Race) Spring, Ch 3 (African Americans) Reader: Anderson
Session 5 10/2	TOPIC: Gender & Sexuality; Asian Americans <i>Selection of groups & topics.</i>	Gender Assignment due! Gollnick & Chinn, Ch. 4 (Gender) Spring, Ch 4 (Asian Americans)
Session 6 10/9	TOPICS: Exceptionality; Hispanic/Latino Americans Models of multicultural education.	G & Chinn, Ch. 5 (Exceptionality) Spring, Ch. 5 (Hispanic/Latino Americans) Reader: Best of Friends, Worlds Apart
Session 7 10/16	TOPIC: Multiple Intelligences & Assessment Groups: Organization & planning meeting. Model of Teaching: Group Investigation	CBEDS/DataQuest Assignment due! Reader: *Garcia, case examples article, multiple intelligences handout
Session 8 10/23	TOPIC: Religion	Religion Map Due! Gollnick & Chinn , Ch. 6 (Religion) Reader: Shared Prayers, Mixed Blessings
	TOPIC: Identity models Model of Teaching: Advance Organizers	Reader: Growing Up, Growing Apart Reader: Appendix: 4 identity models
Session 9 10/30	No class -- Session to work on projects or other assignments.	

<p>Session 10 11/6</p>	<p>TOPIC: Multiracial Identities</p> <p>TOPIC: Public Policy and the Intersection of Race, Ethnicity, and Class</p>	<p>Reader: Getting Under My Skin</p> <p>Reader: At a Slaughterhouse, Some Things Never Die</p> <p>Reader: Gandara article</p>
<p>Session 11 11/13</p>	<p>TOPIC: Culture and language. Language structure and use; language acquisition.</p>	<p>World Language TV due! Gollnick & Chinn, Ch. 7 (Language) Reader: A Brief History of Language Restrictionism in the U.S.</p>
<p>Session 12 11/20</p>	<p>Peer edit papers?</p> <p>TOPIC: Learning Styles & Parental involvement Culturally responsive teaching: culture, communication, and interaction styles.</p> <p>TOPIC: Policy Issues in curriculum development and social policy. Model of Teaching: Inductive Teaching: classify experiences of Anglo, Native, African, Asian, Latino Americans</p>	<p>Research Project / Ethnographic Interview DRAFT DUE!</p> <p>Pick One:</p> <ol style="list-style-type: none"> 1. Reader: Au/cultural congruence; 2. Reader: Park/learning styles; 3. (Irvine/learning styles); 4. Pang/whole child <p>Required: Spring, Ch. 6 (Civil Rights to Now) Reader: Futrell/Minority teachers</p>
<p>Session 13 11/27</p>	<p>TBA</p>	<p>Class handouts.</p>
<p>Session 14 12/4</p>	<p>TOPIC: The Bilingual Education “Debate” Model of Teaching: Jurisprudential Inquiry</p>	<p>2 Service Learning activities due! Krashen: Entire slim volume. (jigsaw?)</p>
<p>Session 15 12/11</p>	<p>TOPIC : Group presentations Group presentations & connections to course.</p>	<p>Research Project & Presentation Due!</p>
<p>Session 16 12/18</p>	<p>TOPIC 1: Group presentations Group presentations & connections to course.</p> <p>TOPIC 2: Closure & Wrap up What have we learned? Where do we go from here?</p>	<p>Research Project & Presentation Due!</p> <p>Final Due: Revised Personal History Narrative & Outcome Assessment</p>

EDUC 364 – The Role of Cultural Diversity in Schooling

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COURSE READER TABLE OF CONTENTS

DUE	ARTICLE
Session 2.....	*Changing America *Ogbu: Understanding Cultural Diversity
Session 3.....	*McKenna: The Myth of Multicultural Education and the Reality of the American Indian in Contemporary America (Journal of American Indian Education) *ERIC: Teaching Young Children About Native Americans *Winona LaDuke Speech
Session 4.....	*Anderson: The Code of the Streets
Session 6.....	*Best of Friends, Worlds Apart
Session 7.....	*Garcia & Pearson: Assessment and Diversity *Case Examples of Culturally Aware Assessment *Multiple Intelligences handout
Session 8.....	*Shared Prayers, Mixed Blessings *Growing Up, Growing Apart
Session 10.....	*Getting Under My Skin *At a Slaughterhouse, Some Things Never Die *Gandara: Review of the Research on Instruction of LEP Students: A Report to the CA Legislature
Session 11.....	* A Brief History of Language Restrictionism in the U.S.
Session 12.....	*Au & Kawakami: Cultural Congruence in Instruction
Pick one:	*Park: Learning Style Preferences of Armenian, African, Hispanic, Hmong, Korean, Mexican, and Anglo Students in American Secondary Schools *(Optional -- Irvine: Learning Styles and Culturally Diverse Students) *Pang: Educating the Whole Child + Appendix on APA Children
Required:	*Futrell: Recruiting Minority Teachers

Appendices:

- *U.S. Census Bureau State and County Quickfacts
- *Table 7.1: External & Internal Ethnic Identity and Their Respective Components and Vars.
- *Tse: Proposed Model for Ethnic Identity Formation
- *Table 9.1: White Racial Identity Ego Statures and Information – Processing Strategies
- *Table 9.2: People of Color Racial Identity Ego Statures and Information-Processing Strategies
- *APA Format: Citing Your Sources
- *Models of Teaching
- *Rethinking Schools Resource List

\$\$\$\$\$ This list only includes articles in this reader. There may be additional readings due from your other books for each session.
Be sure to check your course syllabus for all reading assignments.

CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES.

As of 2002, the CLAD competencies are collectively referred to as an authorization to teach English Learners.

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	of I. Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for both English language development and content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	on
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

EDUC 364 stresses competencies in Part 1, II B, C, D; Part 2, II A, C, and Part 3 in its entirety.

