

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
College of Education
EDUC 364 The Role of Cultural Diversity in Schooling
Fall 2002

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Class Meeting times/places: Tuesdays, 6:00 - 8:45 UH 440

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. The 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. Highly refined oral and written communication, information literacy, and appropriate use of technology are required of professional educators, therefore they are stressed as methods for completing course requirements.

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

CLAD Infusion

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.

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 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

Authorization:

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)

Writing:

In keeping with All-University Writing Requirement, all courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways.

OBJECTIVES

Students completing 364 will be able to demonstrate:

- understanding of various concepts of culture and their applicability to learning, teaching, curricular development and educational reform;
- understanding of the historical and contemporary context for multicultural and bilingual education;
- knowledge of the relationships between bilingual and multicultural instruction;
- familiarity with second language acquisition theory and the role of the primary language in second language learning;
- familiarity with various instructional methods and materials appropriate for use in multicultural and multicultural educational settings;
- ability to report, interpret, analyze and synthesize complex information, and;
- university-level competence in information literacy, use of technology and oral and written communication.

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

COLLEGE 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.

ATTENDANCE AND PARTICIPATION

The 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. Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups. The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, the above College Attendance Policy is amplified as follows: 1. Missing more than 1 class meeting will result in the reduction of one letter grade. 2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be considered/negotiated on a case-by-case basis. These measures should not be considered punitive, as students are expected to establish appropriate personal, academic and career-ladder priorities. Therefore these measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

GRADING

Grading Scale: A=90+, B=80-89, C+=77-76, C=73-76, C-=70-72, D+=67-69, D=63-66, D-=60-62, F=59 or lower. Plus and minuses will be given at the instructor's discretion. Students taking EDUC 364 as a prerequisite for teacher credential and graduate programs are reminded that the College requires completion of this course with a C+ or higher.

Submission Schedule: Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit.

Grading Emphasis: 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 APA format. Consult Library Services for the *Manual of Citation of the American Psychological Association*, or other guides to citation.

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. 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 projects and processes. 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 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 Students 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.

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.

REQUIRED TEXTS

Banks, James A. and Banks, Cherry A. McGee *Multicultural Education, Issues and Perspectives*, Fourth Edition, John Wiley and Sons, Inc.
Spring, J. *Deculturalization and the Struggle for Equality*. Third Edition. New York: The McGraw-Hill Companies, Inc.

Handouts distributed in class.

NOTE: All assigned texts and readings **MUST** be brought to **ALL** class sessions.

COURSE REQUIREMENTS

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged.

Assignments:

- | | |
|---|-----------|
| 1. One Personal History | 15 points |
| 2. One Family Background | 15 points |
| 3. Research Paper and Panel Presentation | 30 points |
| 4. <u>Deculturalization</u> Jigsaw and Assessment | 10 points |
| 5. Outcome Assessment | 15 points |
| 6. Attendance and Participation | 15 points |

Assignment Description:

- 1. Personal History.** Examining your own culture (15 points).
Write a narrative essay 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 within yourself, and commit to written form, (1) your identity as a learner, (2) how this affects your potential as a teacher, (3) and your identity as a member of a particular cultural/racial/ethnic group. 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 the theory and praxis in reading, class discussions and activities. Be prepared to discuss your assignment within a larger class dialogue on **October 1**.
- 2. Family Background Assignment:** (15 points) By researching and studying one's own background it is possible to gain an appreciation about ways in which we share many similarities and differences. 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 you think is of interest and value. The format you use to illustrate the information is up to you. It can be as formal as a genealogical tree or informal as a narrative. Of course the depth of this report is somewhat limited by time constraints, personal resources and any information you may have collected prior to this assignment. Please indicate these limitations on your report. This assignment is due on **October 29**.
- 3. Research Paper and Panel Presentation:** Examining multicultural/multilingual issues selected by each group (30 points: 15 points written/15 points oral)
In heterogeneous groups of approximately 3-5 students, 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 print media sources, and at least one of the texts used in class. References must be exclusive of one another. The group's paper will include:
 1. a cover page listing the title, a 2-3 paragraph/200 word abstract, full names of all group members,
 2. a narrative that describes the issue, including its historical context,
 3. a description of why the issue is significant in the field of education,
 4. your position on the issue and why you have taken that position,

5. a defense (rationale) for taking the position with appropriate references,
6. a conclusion regarding the issue, with recommendations for action,
7. an annotated bibliography of all references consulted, and
8. attachments such as your visual aids for the presentation, **graphic organizers, or any supplementary material** developed to enhance student learning.

The length of the paper is determined by the degree to which you articulate the requirements outlined above. Depth of analysis is more important than providing in-depth description. In other words, your paper should answer WHY and HOW, more importantly than WHO, WHAT, WHEN, OR WHERE. The paper should be stapled together, and not placed in any kind of binder. Please put your effort into articulating the issue, not developing some time consuming cover on the computer. All papers are due on the day your group presents.

Your panel presentation will be 20 minutes in length. You will present a synopsis of your issue, accompanied by appropriate visual, aural and or tactile aids. The mode of presentation may include skits, simulations, debate, Socratic dialogue, or some other form of multi-modal presentation. You are cautioned NOT to read from the text of your paper. In addition to the 20 minute presentation, you will plan to respond to questions for no more than 10 minutes. Therefore, your group should be prepared to be "on" for ½ hour. It is a group responsibility to practice and time the presentation and Q & A session. At the time of your presentation, you will provide each classmate and the professor with a stapled handout, which includes Items 1, 7 and 8, above.

4. **Deculturalization** jigsaw and assessment (10 points). For this assignment, you will work in a group of four to six students to read, discuss, and summarize a chapter from Deculturalization. You will then join a second group of "experts" with the purpose of sharing with them what you learned from the chapter. There will be a short written assessment in class on **September 24**.
5. **Outcome Assessment**. Your opportunity to examine your own learning (15 points). You will select the most important learning or **closely related** sets of learning you have acquired during the course. You will write in detail:
 - (1) what you learned.
 - (2) How you knew you were learning something of significance (assessing your own learning),
 - (3) How this will shape your attitudes and demonstrated behaviors as a teacher or in future intercultural interaction, and
 - (4) How you will demonstrate overall "cultural competence" (as this definition is developed in class)

Emphasis is placed on your ability to synthesize data around the topic you select, your depth of reflective analysis, your ability to articulate the cognitive, behavioral and affective domains of your learning, and the relationship of this topic to your future growth and professional practice on **December 3**.

6. **Attendance and Participation**. (15 points) Daily Reflections, Quickwrite activities and other in-class assignments are counted as part of the participation points.

Topics:

1. Should we educate the children of undocumented workers? Why or why not? (Historical, legal, economic, moral and educational issues).
2. Which approach to multicultural education best promotes educational equity?
3. What are the challenges and issues associated with mainstreaming students? (special education, Attention Difficulties, GATE, etc.)
4. Examine California Proposition 227 (history, passage, guidelines, implementation). How should we educate our second language learners in California? (Bilingual, SEI –Structured English Immersion,, English mainstream, other?).
5. Should public education accept vouchers? (History of California State Propositions, voucher systems in other states, public money for private schools). How could the outcome affect the fabric of diversity in our schools?
6. There is a gap in achievement between white and non-white students. Please examine the documented research and reasons for this discrepancy. Give ideas and proposals of how to close this gap.

COURSE OUTLINE

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
September 3	Course Overview, needs sensing, cultural pursuit:	
September 10	What is culture? The nature of culture. Cultural plunge. Selection of chapter, <u>Deculturalization</u> Multicultural Education: Characteristics and Goals.	Begin personal biography Chapter 1, 2 Banks and Banks
September 17	Manifestation of culture in the classroom. Working with diverse populations. Cultural diversity in the U.S. and California, changing demographics. Implications for California educational system. Deep and surface culture.	Handouts Chapter 3, Banks and Banks
September 24	<u>Deculturalization</u> Working session for book jigsaw: Chapter "experts" meet for in-depth discussion and summary. "Experts" share with group. Short assessment in class.	<u>Deculturalization</u> Assigned chapter
October 1	Personal history. Sharing in small groups. Selection of panels.	Personal history due
October 8	Primary language instruction and the education of language minority students. Language Diversity.	Chapter 12, Banks and Banks Video: Brown-Eyed - Blue Eyed
October 15	Bilingual Education and Second Language Acquisition Theory Multicultural Ed. Reform	Chapter 10, Banks and Banks Video: Betances
October 22	Why do we have bilingual education? Historical overview; legislation affecting bilingual education, misconceptions about bilingual education. Overview of bilingual programs and instructional strategies.	Vista School District Handout Video: Lemon Grove Incident

Date	Topic	Assignment
October 29	Family Tree Presentations: Students share in small groups Group presentations.	Family Tree assignment due
November 5	Work Night in class for Panel Presentations	Chapter 16, Banks and Banks
November 12	Panel Presentations begin	Chapter 17, Banks and Banks
November 19	Panel Presentations	Chapter 9, Banks and Banks
November 26	Panel Presentations	Chapter 4, Banks and Banks
December 3	Summarization	Outcome Assessment Evaluation
December 10	Multicultural Event	

Panel Presentation Evaluation

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Panel Statement: _____

1. Was the panel topic clearly defined?
2. Did all group members have a significant role?
3. Was the presentation convincing? Did it cover the main arguments necessary to persuade the audience of the topic statement?
4. Did the panel presentation demonstrate effective communication strategies?
5. Other comments.

Number of points per panel member: _____

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

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	I. The Nature of 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 <u>both</u> English language development <u>and</u> 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	III. Cultural Contact
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
		IV. Cultural Diversity in U.S. and CA.
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

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