

Course Syllabus
Fall 2004
CALIFORNIA STATE UNIVERSITY SAN MARCOS
EDUC 627

Instructor: Dr. Alice M.L. Quioco
Office: 327 University Hall
Phone: 750-4035
Office Hours: By appointment
Course Title: Schooling in a Multicultural Society
Location: UH 460
Day/Time: Mondays 5:30 – 8:15 P.M.

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)

Course Description: This course is an in-depth examination of the issues of literacy development in schooling in a multicultural society. It includes an overview of literacy and multicultural education and addresses areas of study such as: culture and cognition, diversity and exceptionality, intercultural communication, access to literacy for all students, cross-cultural competence, the psychology of personal prejudice, and curriculum and teaching in multicultural contexts.

This course addresses the literacy instructional needs of California's diverse student population to include students receiving special education as well as students with handicapping conditions in light of multicultural classrooms. The implementation of multicultural education will explore the establishment of a democratic classroom along with the value of student work as expressed through their own voices in unique cultural contexts. The influence of culture and language will also be explored as critical factors that affect the literacy achievement of each student. The role of the teacher and the voice that teachers are either encouraged or not encouraged to express will also be considered as a determining factor in student achievement.

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.

Required Texts:

Weiner, C. (2001) Preparing for success: Meeting the language and literacy needs of children from poverty homes. ECL Publications.

Christiansen, L. Reading, writing and rising up: Teaching about social justice and the power of the written word. Rethinking Schools.

Ayers, Hunt, Quinn. Teaching for social justice. 1998. New Press.

Recommended:

Kohl, H. I won't learn from you. The New Press.

Kozol, J. Ordinary resurrections. Crown.

Kozol, J. A fierce injustice: Apartheid schooling in America. Crown (Sept. 2005)

Intrator, S.M. Stories of the courage to teach. Jossey Bass

Palmer, P. The courage to teach. Jossey Bass.

Corwin, M. And still we rise: The trials and triumphs of twelve inner-city students.
William Morrow and Co.

Christensen, Karp. (2003). Rethinking school reform: Views from the classroom.
Rethinking Schools.

Wink, J. Critical pedagogy. Longman. [The most recent edition, please.]

Required Projects:

1. Longitudinal Study of a Group of Diverse Learners in One Grade Level (60 points)

Purpose: The purpose for this project is for you to look at student achievement of culturally and linguistically diverse students over time to determine what happens to students within a system. The purpose is not to examine and criticize your school district. It is to look at opportunities made available to or denied children who are culturally and linguistically diverse.

Components of the project:

Population: Select a group of ethnically and linguistically diverse students in a grade level who have attended your school for at least three years. Do a review of their school history and success or lack of success.

Data collection: Consider the following:

- Testing process when the children entered school. Were they tested? Which test was used? Tested in their primary Language? In English? What were the scores? What do the scores mean?
- Placement issues. Where were the children placed? What kinds of classrooms?
- Services received: What kind of services did the children receive? Were any referred to Special Education? Why? Are any in the SST process? Why? How many have been placed in special education?
- Re-classification: Were the children ever re-classified? What process was followed and is typically followed in your district?
- Look at the grades the children received over three years and look for patterns in terms of achievement. Match the history of each child with the present achievement of each child. Are there differences? What growth occurred? Have their CELDT scores increased? Plateaued?
- Analyze the data that you have collected and discuss how these students have progressed through the system.
- Factors of retention: Were these students retained? How many? Why?

Write-up: Write up your findings and develop a literacy (listening, reading, writing, oral language) plan for these children. What would you do to ensure equal access to grade level curriculum for these children? How will the state adopted materials be used to support academic growth? What additional support do these students need? How will you insure that will happen? What support and accountability will be necessary to ensure equal access and success?

2. The Follow-up Inquiry (80 points).

Purpose: The purpose for the inquiry is to put faces on students who are struggling and have always struggled with schooling in one way or another. The second purpose for this inquiry is to tell the stories of these students; stories that are based on their real life experiences. You will tell the story of one student. In order to tell the story of your student, you will need to observe, research and think critically about traditional programs and curriculum in which schools and districts invest both time and money, and to discern if indeed these programs and curricula are rigorous enough and are designed to ensure that **all** students receive the same quality of curriculum and instruction. This is where the data you have gathered above will be helpful.

Address the following components in your project:

- Consider the factors you have researched in the previous project and select one student from that group to follow in-depth. This will be a case study of the student. What kind of instruction is occurring in the classroom to insure that this child is developing CALP? How can you assess that? (Refer to what you learned about assessment in EDUC 614 A & B.)
- Are the same standards we teach to English Only students being taught to this child?
- How are the English Development Standards being used?
- What accommodations are being made in the instruction to support the English language proficiency of this child in the best way possible?
- Gather primary data from student work, interviews/questionnaires with student responses, questionnaires with teachers, parents or other district/school community members.
- Make a home visit and talk to the parents or guardians of this child. Think about what you have learned from this home visit and match that with what is happening in school for this child. What changes need to occur to ensure success for this child?
- How would you develop a democratic classroom for this child, ensuring equity and equal access? Look at your own classroom and the process of democracy implemented in your classroom. What do you have to change to insure that all students' voices are heard? Make those changes and document how those changes have affected the literacy achievement of this student.
- What kind of learning scaffolds do you need to put in place or this student?
- What lessons have you learned from this experience and how are you going to take the learning and turn it into commitment and action?
- Now that you know all of this about this child, what recommendations do you suggest?

Write-up. Write up your findings. Incorporate your data into your paper, not as lists of data, but rather as evidence and support for the point you are making. Include student work, data from interviews, observations and questions as supportive evidence. Add data lists in the *Appendices* at the end of your paper.

Please include all references that you used as a part of this paper in a *References* section. Submit two copies. I get a copy to keep.

3. Recommended Literature – Book Clubs (60 points). Select a book from the recommended list that you want to read. It is possible that you may be able to use what you read in this text to support and inform your inquiry. However, it does not have to do that. The idea is that you immerse yourself in a piece of reading that will peak your interest, inform and challenge your assumptions about schooling in America, and lead you to ask some questions about the public educational system and how the bureaucratic structure in which it operates supports or does not support student learning and achievement.

You are to keep a **reflective journal** while you read the text you have selected. Question the author. Challenge his/her assumptions. Let the author challenge your assumptions. Make this journal a dialogue between the author and yourself.

You will have the time to meet in book clubs to discuss your book with others who have selected the same text.

Attendance and Participation (20 points). Please plan to attend all classes. This class will be conducted as a seminar, encouraging your input, questions, challenges, ideas about the schooling of California's diverse student population. It will be important then, that you do all assigned readings and come to class ready to engage in open conversations about issues that grow out of the readings. Participation is as crucial as attendance.

Grading:

Total = 220 Points

Grades: Calculated by Percentage

100 - 95	A
94 - 93	A-
92 - 91	B+
90 - 89	B
88 - 87	B-

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. If you have extenuating circumstances, please contact the instructor as soon as possible.*

Course Calendar

This calendar is subject to revision based on student needs. Required texts help us think about ways to respond to the questions posed in the calendar.

Date/Session	Topic	Readings
Session 1	Orientation, expectations and explanation of projects. What does social justice mean to you? Think of a situation that you perceive as socially unjust. Why is it socially unjust? What makes it that way? What do you see as our obligation to others in situations where social injustice is occurring?	
Session 2	Issues of diversity: Not as simple as you might think. The role of poverty: a legacy? Acknowledging and supporting diversity in the classroom. What does it mean to an individual who is definitely committed? Is there a price to pay?	
Session 3	Learning and equality: How are these linked to social justice? How do we insure student academic success?	
Session 4	Examining our assumptions and beliefs: Who are we? What do we believe in? Does who we are influence how we teach for social justice? Are we open to others?	
Session 5	Culture and learning: How do these factors affect the literacy achievement of each student?	
Session 6	What is the obligation of the institution, the teacher, the system?	
Session 7	Who are our students and what do they need? What does the CELDT tells us about student achievement? How do CELDT results align with standardized tests used by districts? How can we meet the language needs of students?	
Session 8	Focusing on the instructional needs of students: How do we align materials?	
Session 9	Does the system really support student needs?	

	How do we scaffold instruction? What scaffolds can we use? How many ELL's are referred to Special Education? Do they qualify?	
Session 10	Critical pedagogy and empowerment. What is critical pedagogy? Does it fit in the world of standards and the No Child Left Behind Act?	
Session 11	Empowerment for students and teachers: What does it really mean? How and what do we accomplish by empowerment?	
Session 12	The issues of tracking. Does it still exist? What are the long lasting effects of tracking on students?	
Session 13	The home-school connection How are families included? Or not included?	
Session 14	What is keeping you from being your very best? Are you supported? Thwarted? How? Why?	
Session 15	Creating learning communities – in classrooms and in schools Course evaluations	Book club presentations
Session 16	Closure	