

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

**EDUC 602    Schooling in a Multicultural Society    Fall 2005**

**CRN 42518**

**Tuesdays / 4:00 – 9:45pm**

**Capistrano District Office Board Room**

**Professor:    Annette M. Daoud, Ph.D.**

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**Office Hours: By appointment and drop in**

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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 COE Governance Community, October, 1997).*

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**COURSE DESCRIPTION**

This course focuses on an introduction to issues of schooling in a multicultural society. It includes an overview of multicultural education and addresses areas of study such as; culture and cognition, diversity and exceptionality, intercultural communication, cross-cultural competence, the psychology of personal prejudice, and curriculum and teaching in multicultural contexts.

**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 educators to provide equitable educational opportunities to all students;
- Provide support to all students who represent national, state, and regional diversity.

**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. (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).

### **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 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 reasonable accommodation for special needs students.

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.

### **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 class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. Kelly, Associate Dean.

### **College of Education 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. *(Adopted by the COE Governance Community, December, 1997).*

## **COURSE REQUIREMENTS**

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

This course is structured as a graduate-level seminar. The success of a seminar is dependent upon each and every participant being prepared. My role will be to “facilitate” and to intervene as necessary to prompt a topic. I do not intend to lecture each week, or to be the focus of the class. You will work to develop your **knowledge base** through the readings, discussions and presentations.

### **Required Texts**

Ooka Pang, V. (2005). *Multicultural Education: A Caring-Centered, Reflective Approach*. Second Edition. Boston, MA: McGraw Hill. ISBN 0-07-282788-2

Nieto, S. (2003). *What Keeps Teachers Going?* New York, NY: Teachers College Press.  
ISBN 0-8077-4311-9

Wink, J. (2004). *Critical Pedagogy: Notes From the Real World*. Third Edition. Boston, MA:  
Allyn & Bacon. ISBN 020541818X

### **Grading Policy**

All assignments are due on the dates indicated below. Assignments turned in late will not receive full credit. Please manage your time and plan accordingly. Assignments must be typewritten, double-spaced and with standard margins unless completed in class. It is expected that all assignments will reflect university level composition.

The following grading scale will be used:

92 – 100	A;	82 – 87	B;
90 – 91	A-;	80 – 81	B-
88 - 89	B+;	79-below	Failing

### **DESCRIPTION OF ASSIGNMENTS**

- 1. Attendance and Class Participation **20 points****  
You are expected to attend all class sessions and participate actively in discussions and activities both on-line and in-class. In order to do so, you are expected to complete all required readings by the assigned date. ***Missing one class session will result in the reduction of your grade.*** Being consistently late and/or leaving class early can also lower your grade. These measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.  
**DUE: On-line discussions throughout the semester**
- 2. Discussion Leader **20 points****  
Individually or in pairs, students will lead a class discussion on assigned readings, choosing the aspects they wish to highlight in the readings for the discussion. ***Each student or pair of students will turn in written questions they will use to lead their discussion.*** Students may be asked to be discussion leaders multiple times during the semester (approximately 30 minutes).  
**DUE: Throughout the semester**
- 3. “Hot Topics” in Education **10 points****  
Individually or In pairs, students will have the opportunity to present a “hot topic” in the area of multicultural education / social justice and equity of their choosing to the class. You might consider a hot topic that is going on at your school site (for example, the achievement gap) and look at what is being said about this topic from multiple perspectives. The information provided in your presentation may help class members clarify the direction of their annotated bibliography or impact their social justice action plans. ***Students will present their topic on-line and guide a threaded discussion with the class.***  
You can find ideas for hot topics on the following websites:

San Diego Union Tribune  
[www.signonsandiego.com](http://www.signonsandiego.com)

Education Week  
[www.edweek.com](http://www.edweek.com)

North County Times  
[www.nctimes.com](http://www.nctimes.com)

California Department of Education  
[www.cde.ca.gov](http://www.cde.ca.gov)

Rethinking Schools  
[www.rethinkingschools.com](http://www.rethinkingschools.com)

Teaching Tolerance  
[www.tolerance.org](http://www.tolerance.org)

**DUE: On-line throughout the semester**

4. **Multicultural Resources / Annotated Bibliographies** **30 points**  
Students will work individually or in pairs to collect multicultural resources related to your area of emphasis. The multicultural resources you collect can be used as a basis for your thesis or project, or can focus on a specified topic which you and your colleagues can use in your classrooms, schools, and communities. Students will write an annotated bibliography for each resource using APA-style reference format, and including a brief summary. Each student will collect 3-4 resources (minimum), and share his/her annotations with everyone in the class (either electronically or in hardcopy). Each student or pair will prepare a 20-30 minute presentation and discussion for the class based on the selected resources.  
**DUE: November 1<sup>st</sup>**
5. **Social Justice Action Plan** **20 points**  
Each student will have the opportunity to develop an individual social justice action plan that specifically addresses your new understanding of critical pedagogy in relation to schooling in a multicultural society. Our discussions throughout the semester should help you identify issues about your classroom, your students, your school, your district, the community and/or your overall professional work. Based on the issue you “name,” you will develop a specific action plan that you can enact as a professional educator working towards social justice and equity. Students will present their action plans in a poster session (approximately 15 minutes).  
**DUE: November 29<sup>th</sup>**

### WEEKLY READINGS / TOPICS

NOTE: Assigned readings MUST be brought to ALL class sessions.

<b>1</b>	<b>September 6</b>	<b>Multicultural Education and Identity Exploration</b>
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*Due on Sept. 6*      Ooka Pang: Chapters 1-2

Introductions / Syllabus Overview  
Conceptions / Misconceptions of Culture and Multicultural Education  
Identity Exploration  
**Please download the syllabus from the COE Website**

*Due on Sept. 20*      Ooka Pang: Chapters 3-8

<b>2</b>	<b>September 20</b>	<b>Exploring Biases / The Challenge of Change</b>
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White Privilege  
Exploring Our Own Biases  
Prejudices and Stereotypes  
Caring-Centered Multicultural Education

*Due Oct. 4* Ooka Pang: Chapters 9-12  
Wink: Chapters 1-2

**3      October 4      What Can I Do? / Critical Pedagogy**

Culturally Meaningful Classrooms  
Culturally Relevant Curriculum  
Critical Pedagogy

*Due Oct. 18* Wink: Chapters 3, 4 (pp. 65-72) & 6

**4      October 18      Critical Pedagogy / Educational Equity**

A Framework for Social Justice  
Teaching as a Political Act  
Equal is not the same

*Due Nov. 1* Nieto: Chapters 1-3  
Annotated Bibliographies

**5      November 1      What Are Others Doing?**

Annotated Bibliographies Presentations  
How to Teach for Social Justice  
Exploring Who We Are As Teachers

*Due Nov. 15* Nieto: Chapters 4-7

**6      November 15      Teaching for Social Justice**

Teaching for Democracy  
Multiple Perspectives of Multicultural Education  
Effective Teacher Practices

*Due Nov. 29* Nieto: Chapters 8-9  
Social Justice Action Plans

**7      November 29      Teaching For Social Justice**

Social Justice Action Plan Presentations  
What Keeps Teachers Going?  
Course Evaluations

**SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES**

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