Cal State San Marcos

EDUC 364   The Role of Cultural Diversity in Schooling   Fall 2006

CRN 41290   Wed: 2:30 – 5:15   UH 439
CRN 41827   Wed: 5:30 – 8:15   UH 460

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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).

COURSE DESCRIPTION
Required of all credential candidates. 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, sexual orientation and exceptionality; social, structural, programmatic and curricular issues; and effective teaching for diverse populations.

Course Objectives
Students completing EDUC 364 will be able to demonstrate:
- developing competencies in TPE 15: Social Justice and Equity;
- understanding of various concepts of culture and cultural contact, and their applicability to learning and teaching;
- understanding of cultural diversity in the United States and California;
- general familiarity with cultural responsive pedagogy;
- understanding of gay, lesbian, bisexual and transgender students, teachers and families.

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*). **Students will loose 4 points from attendance/participation for each missed class.**

Authorization to Teach English Learners

The credential program at CSUSM 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 the CCTC in SB 2042 Programs Standards, August, 2002).

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Multiple or Single Subject(s) 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 course objectives, assignments, and assessments have been aligned with 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 TPE is addressed in this course:

TPE 15: Social Justice and Equity
Teacher candidates will be able to identify issues of social justice and equity in the classroom and can apply appropriate instructional strategies to ensure equal outcomes for diverse students. They will be familiar with ideas, definitions, and major theorists in the fields of multicultural education, social reconstruction, and democratic education. Pluralism and divergent perspectives on educating students will be the foundation of designing effective lessons and instructional practices for diverse students. Candidates will understand when and how to collaborate with others, especially curriculum specialists, community leaders, and parents on preparing relevant and appropriate instructional activities, curricular units, and school structures that would provide equitable outcomes for students from different linguistic, cultural, and social economic backgrounds.

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). 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.

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 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.

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.

Students with Disabilities Requiring Reasonable Accommodations

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

COURSE REQUIREMENTS

Required Text

Nieto, S. (2004). *Affirming Diversity: The Sociopolitical Context of Multicultural Education.*
        Fourth Edition. Boston, MA: Pearson Education, Inc.   ISBN: 0-205-38692-X

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

Course Reader - available on webCT

Grading Policy

All assignments are due on the dates indicated below. **Assignments turned in late will not receive full credit.** They must be typewritten, and should reflect university level composition.

The following grading scale will be used:

93 – 100	A	75 – 79	C+
90 – 92	A-	72 – 74	C
88 – 89	B+	70 – 71	C-
83 – 87	B	60 – 69	D
80 – 82	B-	59 – below	F

Note: *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 grade of C+ or higher.*

ASSIGNMENTS / DUE DATES / POINTS POSSIBLE
Note: the following is a concise explanation of probable assignments for this course. There is a strong possibility that the instructor will modify some of these assignments to meet the needs of the class. However, all students will be kept aware of any changes well in advance of any due date.

1.   **Attendance and Class Participation**   **20 points**
In order to have the type of class discussions that this course requires, it is crucial that students read the material before class. In order to receive participation points for the week, students must submit a minimum one-page, double-spaced, typed summary of the week's reading. It is to be turned in to the teacher upon entering class*.* **Four (4) points will be deducted for each missed class session.** It is important that students are well prepared for course sessions by completing the readings and assignments scheduled <u>before</u> the class meeting.

2.   **Personal History of Otherness**   **20 points**
By researching and studying one's relationship to the seven categories of typical "otherness" in U.S. society, it is possible for us to gain an appreciation about ourselves as individuals and our many similarities and differences. In this assignment you are to write a 6-8 page narrative about your relationship to "otherness" in terms of race, gender, religion, sexual orientation, socioeconomic status, age, and physical or mental ability. Reflect on your own experiences in terms of your social context, your family background, and other factors determined by your own circumstances and upbringing. Rank the seven categories from most important to least important in regards to who you are as an individual. Be prepared to discuss your assignment within a larger class dialogue.
  DUE: September 20

3.   **Reflections / Journal Entries**   **20 points**
After each course session, you will be asked to write a journal entry / reflection statement and post on the discussion board in webCT. Each journal entry will be approximately one page in length and will cover a variety of topics including; a reflection of your learning experiences, a response to a class discussion, and / or critique of a class reading or film. You will be asked to discuss and respond to journal entries in pairs or small groups.

      DUE: Throughout the Spring semester

4.   **School Diversity Assessment**   **15 points**
In small groups, students will provide a research-based assessment of three or more schools from the same district and the same grade levels. The final project could be a PowerPoint, movie, or some other type of creative way to present the information.
Due: Nov 15

5.   <u>**Group Reading Facilitation**</u>   **10 points**

In small groups, students will lead a 60 minute discussion of an assigned reading. This discussion could include activities that are learned in the course or modeled by another teacher.

6.   <u>**My Diversity Action Plan**</u>   **15 points**

As a way to synthesize all of the information that has been learned in the semester, students will create a personal diversity action plan that will discuss and showcase how each future teacher will personally address the achievement gap and promote learning for all students. Plans will be presented in class if time permits.
Due: Dec 6

WEEKLY READINGS / ACTIVITIES
As I like to take advantage of the strengths and challenges that each individual class may have, this list is not necessarily how the readings will progress. I will keep everyone well-informed of any changes.

1	Aug 30	Multicultural Education: Issues and Concepts

Introductions / Syllabus Overview
Conceptions / Misconceptions of Culture
Multicultural Education
NOTE: Please download the syllabus from the COE Website

Due Sept 6:   <u>Nieto</u>: Introduction, Chapters 1 and 2
                 <u>Jensen</u> Black and White (course reader)

2	Sept 6	Multicultural Education: Issues and Concepts

Dimensions of Multicultural Education
Cultural Issues in Education and Society
Tolerance Issues

Due Sept 13: <u>Tatum</u>:   The Complexity of Identity (course reader)
               <u>McIntosh</u>:   The Invisible Knapsack (course reader)
               <u>Takaki</u>:   A Different Mirror (course reader)
               <u>Nieto</u>: Chapter 3

3	Sept 13	Examining Race and Racism

White Privilege
Racism and Discrimination

Reading: TBD

Due Sept 20: **Personal History of Otherness**

4	Sept 20	Personal / Family Backgrounds

Personal History of Otherness "Presentations/Discussion"
Expressing and Respecting Multiple Perspectives

Due Sept 27*:* Campbell: How Society and Schools Shortchange Girls and Boys (reader)
Kosciw: The 2003 National School Climate Survey (course reader)

5	Sept 27	Gender and GLST Issues

Gender Biases
Schooling Experiences of Lesbian, Gay, Bisexual and Transgender Youth

Due Oct 4: Grant and Sleeter: Race, Class, Gender & Disability (course reader)
Nieto: Chapter 4

6	Oct 4	Examining Social Class / Structural Inequalities

Approaches to Multicultural Education (Models)
Social Class and Educational Inequality

Due Oct 11*:* Delpit: The Silenced Dialogue: Power and Pedagogy in Educating Other
People's Children (course reader)
Ladson-Billings: Culturally Relevant Teaching (course reader)
Tatum: Embracing a Cross-Racial Dialogue (course reader)
Nieto: Chapter 5

7	Oct 11	Cross-Cultural Teaching

Teaching Students from Diverse Backgrounds

Due Oct 18*:* Nieto: Chapters 7 and 8

8	Oct 18	Academic Achievement / Learning From Students

Factors Affecting Academic Achievement for Students of Color
Learning from Students
Multiple Perspectives

Due Oct 25*:* Nieto: Chapter 9
Spring: Chapters 1 and 3

9	Oct 25	Race & Ethnicity / Educational Equity

Colorblind Perspective in Education
Affirmative Action in Schools

Due Nov 1: Nieto: Chapters 6

Spring: Chapter 5
Olsen: Learning the Language of America (course reader)

| 10 | Nov 1 | **Language Diversity / Educational Equity** |

Educating Immigrant Students
Schooling Experiences of Latino Students

Due Nov 8: Spring: Chapters 2, 4 and 6
Lee: Academic Achievement among Asian Americans (course reader)

| 11 | Nov 8 | **Research Week** |

NO CLASS
Work with your Group on School Diversity Assessment

| 12 | Nov 15 | **Educational Equity** |

Schooling Experiences of Students of Color
Causes and Effects of Stereotypes

Due: Nov 22: Nieto: Chapter 10
Heward, et.al: Educational Equity for Students with Disabilities (reader)

| 13 | Nov 22 | **Educational Equity / School-Family Connections** |

Students with Disabilities
School / Family Connections
Present School Diversity Assessment

Due Nov 29: Nieto: Chapter 11

| 14 | Nov 29 | **Multicultural Education in Practice** |

Creating Equitable Learning Environments
Outcome Assessments

Due Dec 6: **Final Presentations/My Diversity Action Plan**

| 15 | Dec 6 | **Multicultural Education in Practice** |

Final Presentations
Course Evaluations

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS 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
I. Language Change		**C.** How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	**III. Language and Content Area Assessment**	**III. Cultural Contact**
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	**A.** Purpose	**A.** Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	**B.** Methods	**B.** Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	**C.** State mandates	**C.** The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	**D.** Limitations of assessment	**D.** Strategies for conflict resolution
E. Political factors affecting first- and second-language development	**E.** Technical concepts	**IV. Cultural Diversity in U.S. and CA**
		A. Historical perspectives
		B. Demography
		C. Migration and Immigration