

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

EDUC 644 Multicultural Students and Families in Public Schools
(CRN- 42380)

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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 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).

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.

Attendance Policy. Due to the dynamic and interactive nature of EDMS 555, all students are expected to attend all classes and participate in all class activities. For every session of absence, students will lose 6 points. Attendance will be taken during the first 5 minutes of class. Three tardiness or “early exits” will be the equivalence of an absence. A passing grade will not be issued for students who do not attend 80% or more of the class sessions. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

COURSE DESCRIPTION

This course examines topics that allow students to increase their level of awareness, knowledge and skills that will render them effective teachers with culturally diverse students and families. Students will understand how families function and interact with schools. We will consider how mainstream society defines / describes families and the ways families define and describe themselves. We will consider specific ethnic groups as well as interracial families, and inter-ethnic and intra-ethnic relations.

Course Objectives

The purpose of the course is to:

- Examine the meaning of family for students from culturally and linguistically diverse backgrounds.
- Gain better knowledge, awareness and skills for developing partnerships with diverse families.
- Have an opportunity to develop an increased respect and appreciation for at least one culture that is different from your own
- Conduct a book review of diverse families
- Organize a planned school event for diverse families
- Exhibit understanding between language and culture in families and communities
- Participate actively in course discussions about issues that matter for diverse families and communities in U.S. schools

COURSE REQUIREMENTS

Required Texts

Child, B. (1998). *Boarding School Seasons*. Lincoln, NE: University of Nebraska Press.

Kotlowitz, A. (1991). *There are no Children Here: the Story of Two Boys Growing Up in the Other America*. New York: Doubleday.

Villaseñor, V. (2004). *Burro Genius: a Memoir*. New York: Harper Collins Publishers.

An additional book of your choice.

Other articles selected by instructor.

Assignments

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meetings. Unless otherwise

negotiated with the instructor, all assignments are to be handed in on the due date. **Assignments not handed-in on due date will lose 10% of earned credit per day.** Assignments should be typed and double-spaced (yes, including the class journal).

- Attendance and Participation **30 points**
- Ethnographic interview or School Family Event **30 points**
- Literature Circle on *Burro Genius* **20 points**
- Book Review **15 points**
- Reactions to Book Reviews **5 points**
- Lesson Observation (10 points)

Grading

96 – 100 = A; 80–82 = B-
90 – 95 = A-; 77-79 = C+
87 - 89 = B+; 73-76 = C
83 – 86= B; 70-73 = C-

Assignments

1. Active participation in class

This course is intended to be highly interactive and participatory with the expectation that students will be able to have deep conversations “that matter” about topics related to diverse families. Students are required to “listen first to understand the views of others, then to be understood” in an environment of open and honest conversations about issues related to diverse families in schools. In this regard, a high proportion (30%) of the grade earned in the class will be depended on the degree to which students participate actively in class activities and conversations.

2. Ethnographic interview with a family different from you

Students may work in groups of 2-3 to conduct an ethnographic interview of someone who is very different from themselves. The purpose of the interview is to conduct an extensive analysis of the responses to questions related to the issues discussed in class. To the degree possible, the students should incorporate the perspective of the interviewee and view the world from someone else’s lens. The group will be responsible for compiling a portfolio that contains: the interview questions, a summary of responses to the questions and reflections from each group member about the interview. The reflection should, minimally, address your impressions of the interviewee, relate the information obtained from class discussions and describe what you learned from this experience. Also, students

will give class presentations of the interviews. (You may work in groups of up to 4 students)

OR

School family event

Students will need to plan and implement a special school event (family science night; “Cuéntame un cuento”) to encourage family and community involvement in school. For the assignment, students are to submit all the artifacts (e.g., agenda, notices, etc.) created for the event and a 2 to 4-page reflection in response to the following questions:

- a. How did the event incorporate families’ strengths?
- b. How did the event incorporate the diverse families’ languages and cultures?
- c. Describe the essential ambience and climate that emerged during the event.
- d. What did you learn from the event?
- e. What would you improve next time you implement a similar event?
- f. Final words of wisdom.

Students may work in groups of up to 4 students for this assignment.

4. Book Review--Diverse families in American schools. (WEBct Online session)

Upload your book review to WEBct “Assignments” under “Diverse Families” also post in the discussion board under “Diverse Families.” Please be certain to “paste” your paper into the discussion board—do not add it as an attachment—for ease of reading for other students.

Research an issue in education and/or society related to families that will likely have an impact on your practice as an educator. Choose a book you wish to read related to the issue selected and write a 6 to 8 page review, extrapolating social and personal implications for your own professional goals as an educator in a diverse society. This review needs to be posted in WEBct by Tuesday, October 24 , at 11:00 p.m. Your review should include the following:

- a) A discussion of the book read.
- b) Why is this issue important?
- c) How does it relate to your passion in education?
- d) How can addressing this issue have a positive impact on education or society?
- e) What might happen if schools do make changes to accommodate the issue?
- f) What can you, as an educational leader, do to have an impact in transforming schools or society to address the issue?

After posting your review on WEBct, read at least three other reviews posted by your colleagues and provide a 1-2 page reflection on each review. Please upload and post your reflections by the following week in a similar manner: reflections need to be uploaded and posted in “Assignments” and “Discussion board”, respectively, under “Review Reflections” by October 31, 2006. In your reactions, please include the following for each:

- g) How does this issue resonate with you?
- h) Do you see a connection with the issue you have selected to examine?
- i) What are your recommendations for making a difference or having an impact as it relates to this issue?
- j) How can addressing this issue have a positive impact on education

5. Literature Circle Assignment (20 pts)

Each one of you will be responsible for participating in a Literature Circle Discussion in a group of 4 using *Burro Genius*. You should each take turns with each of the roles. The 7 roles include 1) Discussion Director, 2) Passage Master, 3) Word Wizard, 4) Connector, 5) Summarizer, 6) Illustrator, and 7) Investigator. In your groups, you will keep track of each section read and the roles each person played. The work completed by each individual for each section should be turned in. Your readings should be divided into at least 4 sections and each person should have an opportunity to perform each role at least once. I suggest the following format, however, if you group would like to try a different format, please check with me and you can implement it. Since this course is focused on the family, please distill the “family” elements you encounter in each of the roles you play (more information on the roles forthcoming).

Section	Section 1	Section 2	Section 3	Section 4
Person 1	DD & PM	WW & C	S & I	I
Person 2	I	DD& PM	WW & C	S & I
Person 3	S& I	I	DD & PM	WW & C
Person 4	WW & C	S & I	I	DD & PM

Course Schedule

This course schedule is tentative and will likely be changed to accommodate topics that arise during the discussions

Date	Activity/Topic	Readings/Assignments
Session 1 8/29/06	Review Syllabus Introductions Personal experiences with diverse families in schools	Article Handout: "When Cultures Class" Oral Reading "Buscando su Voz en dos Culturas."
Session 2 9/05/06	School perceptions of families Parameters of Success Working Through Family Strengths	Article Handout: "My mother never read to me."
Session 3 9/12/06	Native American Experiences The Legacy of Boarding Schools	Child: Introduction, ch. 1, 2
Session 4 9/19/06	Native American Experiences: Irradication of language and culture	Child: ch. 3, 4, 5
Session 5 9/26/06	Native Americans: Family Structure and Economic Well-Being	Child: ch. 6, 7, conclusion.
Session 6 10/03/06	African American Experience: Family Life in Historical Perspective	Kotlowitz: Ch. 1-10
Session 7 10/10/06	African American Experience: "Growing up in the Other America."	Kotlowitz: Ch. 11-20 Due: Ethnographic Interview Or School Event
Session 8 10/17/06	African American Families and Social Change	Kotlowitz: Ch. 21 - end
Session 9 10/24/06	Independent Work Diverse families in American Schools	Due: Book Review on Diverse Family
Session 10 10/31/06	Diverse Families: The Promise for the Future	Due: Three personal reactions to three book reviews
Session 11 11/07/06	"Cuéntame un cuento:" Family Stories from the Heart	Villaseñor: ch. 1-10

Session 12 11/14/06	The Shame of Spanish	Villaseñor: Ch. 11-end
Session 13 11/21/06	Independent session: work on Literature Circle Assignment	Opportunity for group work on Literature Circle Assignment
Session 14 11/28/06	Burro Genius: Literature Circle Presentations	Due: Literature Circle Assignment on Burro Genius Presentations of Literature Circle
Session 15 12/05/06	Closure	All Assignments Due