

CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION

EDUC 364

**Cultural Diversity & Schooling**

Fall 2006

CRN #42336

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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**

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, 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:

- TPE 15
- understanding of various concepts of culture and their applicability to learning, teaching, curricular development and educational reform;
- understanding of the historical and contemporary contexts for multicultural and bilingual education;
- general familiarity with (exposure level) various instructional methods and materials appropriate for use in multicultural and multilingual educational settings;
- ability to interpret, analyze and synthesize complex information;
- University-level competence in oral and written communication; information literacy, and use of technology and;
- Explores issues surrounding 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).*

### **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. 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

### **Standards Alignment**

The course objectives, assignments, and assessments have been aligned with the CCTC standards for the Multiple and Single Subject(s) Credential. 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

## **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 Texts**

Spring, J. Deculturation and the Struggle for Equality.

Banks, J. A. Multicultural Education: Issues and Perspectives

Villasenor, Victor. Burro Genius.

## **ASSIGNMENTS / DUE DATES / POINTS POSSIBLE**

Personal History	15 points, due week 6
Family Background Assignment	15 points, due week 8
Journal	15 points, due week 8 & 15
Final Presentation	30 points, due week 13-15
Outcome Assessment	15 points, due week 15
Attendance and Participation	10 points, due week 15

### Grading Standards

A	90+
B	80+
C+	77+

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.

### **Personal/Family Background Assignment**

#### **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 readings, class discussions and activities.

#### **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 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

### **Final Presentation (Critical Assessment Task)**

#### **1. Family Ethnography/Research and Presentation.**

Examining multicultural/multilingual families and their relationships to public schools selected by each group (15 points written/15 points oral). The topic must be approved by the instructor. In heterogeneous groups of 3-4 students, you will develop, as a group, a multicultural research paper on an issue related to families and schooling, 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 issues 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 of your scheduled presentation.**

**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 1/2 hour. It is a group responsibility to practice and time the presentation and Q & A session: presentations which are more than 3 minutes long or short of these parameters will have the grade reduced appropriately (refer to the grading rubric to be distributed separately). 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.

## **2. Research Paper and Panel Presentation. Examining multicultural/multilingual families and their relationships to public schools selected by each group (15 points written/15 points oral). The topic must be approved by the instructor.**

In heterogeneous groups of 4-5 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 issues 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.

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**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 1/2 hour. It is a group responsibility to practice and time the presentation and Q & A session: presentations which are more than 3 minutes long or short of these parameters will have the grade reduced appropriately (refer to the grading rubric to be distributed separately). 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.

### **3. Research Paper/Visual Ethnography and Panel Presentation.**

In heterogeneous groups of four (4) to five (5) students MAXIMUM, you will develop, as a group, a multicultural research paper/video, 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 professional journal articles, and at least one of the texts used in class. (Optional: mainstream newspapers and journals.) References must be exclusive of one another. Each member of the group must submit comments on the group process on the form, **Group Project Reflection & Evaluation (@ the end of this syllabus packet) either individually or collectively.**

Your paper will include the following components:

#### **Research Paper Outline Option (15 – 20 PowerPoint slides or equivalent in Word):**

\*A cover page listing the title, a 1 paragraph/200 word abstract, full names of all group members

1. **BACKGROUND & INTRODUCTION:** This section is a narrative that describes the issue, including its historical context. You might start with a general introduction of the topic you will study. A case study or the depiction of a real life problem situation is a good idea. Basically, you are introducing your topic to the reader and in effect, making a case for why your topic and paper are important.
2. **LITERATURE REVIEW:** In this section, summarize and critically review the literature review you have done related to your topic. This section looks at different researchers’ viewpoints on your topic. The section might have a pro or con feeling tone, depending on your topic.
3. **METHODOLOGY:** How did you conduct your research? Did you do a survey, an interview of someone you knew, compare data in the texts and research articles with your own subjects, etc.
4. **FINDINGS & CONCLUSIONS:** This section should discuss a. your findings from research / ethnographic interview, and b. the conclusions you drew after having researched your topic / conducted your interview and analyzed the themes. For example, your conclusion can

include a position statement on the issue, with references to specific literature to support why you have taken that position.

5. **RECOMMENDATIONS:** What do the findings suggest for action, i.e., instructional change? What implications do you observe for each of the following? Parents, students, curriculum, instruction, assessment, teachers, administrators, communities, voters, policymakers, etc.

\*\* The paper needs to be in an outline format (Word or PowerPoint formats are acceptable) , with one or more slides for each of the 5 sections above. As a general guideline, the final paper should be about 15 – 20 slides in length. The outline needs to be submitted in a printout format (multiple slides, about 4 – 6 slides per page is fine.)

\*An annotated bibliography of all references consulted should also be included.

\*Any attachments such as your visual aids for the presentation, graphic organizers / handouts, or any supplementary material developed to enhance student learning should also be included in the file and printout.

### **Visual Ethnography (Ethnographic Interview on Film) Option:**

#### **Group Presentations:**

Your group's interactive presentation will be 20 minutes in length, plus additional time (about 5 – 10 minutes) for Q & A with the audience. This means that your group needs to include an interactive component that involves the audience directly. For example, you may include skits, simulations, debate, Socratic dialogue, etc. Your group will present a synopsis of your issue, accompanied by appropriate visual, aural and or tactile aids. **DO NOT** a. read from the text of your paper or b. just "present" the material without involving the class; c. grossly miscalculate presentation time (rehearse!). Your presentation does not need to cover the A – Z of your entire written report. Rather, you will provide a **BRIEF** overview, and then highlight some critical points.

#### **Possible Topics for Group Research Paper / Visual Ethnography and Panel Presentations for EDUC 364**

- 1) Studies have suggested that there is a link between vaccines (e.g., mercury levels) and autism, as well as other developmental and learning disorders. What is the research in this area? What do parents need to know?
- 2) What is the status, outcomes, and professional and parental perspectives on the California High School Exit Exam?
- 3) Interview a language minority parent about their access to their children's learning, involvement and empowerment.
- 4) Bi-/multiracial identity: Interview someone about their ethnic identity, language loyalties, self-concept and development, etc.
- 5) Should we educate the children of undocumented workers? Why or why not?
- 6) Why is public education called the "great equalizer"? Is public education indeed an equal opportunity for all students?
- 7) 2004 will mark the 50<sup>th</sup> anniversary of the Brown vs. Board of Education decision. What has been accomplished in the past 50 years of Brown vs. Board of Education? What else still needs to change in the public education system?
- 8) How are public schools funded? What issues of equity in education does this procedure raise?
- 9) Research incidents of violence and discrimination at CSU San Marcos. Ex., Neo-Nazi movements on campus, discrimination lawsuits filed by employees and legal/court decisions that have been rendered, etc. What did you learn about the history of this campus?
- 10) What kind of curriculum should be designed for diverse students?

- 11) What are the goals and benefits of the “English plus” movement? Compare and contrast this to the “English-Only” movement.
- 12) What are some important educational issues related to gender and sexuality?
- 13) What is Proposition 227 and what has been its impact on the education of English language learners? \*Focus on your school district / school site. For example, you might examine SAT-9 scores before and after 227, general community reaction to 227, % of students who filed waivers and stayed in bilingual programs, etc.
- 14) What is ebonics? What did the Oakland Unified School District determine in the widely publicized ebonics proposal?
- 15) Intercultural relations – African American perceptions of Asian Americans; White perceptions of African Americans; Latino perceptions of Whites; etc.
- 16) Strategies for conflict resolutions. How have school districts handled violence and implemented intercultural conflict education?
- 17) Technology in education: organization and instructional aspects for teachers, schools, and districts.
- 18) What are the main strands and effects of the federal legislation, No Child Left Behind?
- 19) Topic of choice – please clear with the professor before starting your project.

### **Outcome Assessment (Critical Assessment Task)**

Your opportunity to examine your own learning. 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

## **WEEKLY READINGS / ACTIVITIES**

**Week 1: Introductions and course overview. The nature of culture. The nature of schooling.**

**Week 2: Historical perspectives of culture and intercultural interaction. The achievement gap, API, AYP in our local schools.**

**Week 3: Race and ethnicity: The history and schooling of Native Americans in the US.**

**Week 4: Race and Ethnicity: The history and schooling of African Americans in the US.**

**Week 5: Race and Ethnicity: The history and schooling of Asian Americans and Hispanics/Latinos in the US.**

**Week 6: Working with diverse populations. Culturally responsive teaching.**

**Week 7: Cultural proficiency and working effectively in culturally diverse groups.**

**Week 8: Language Acquisition for limited and non English speakers.**

**Week 9: Sexuality and gender issues in schooling. Religion and schooling.**

**Week 10: Significance of key holidays and the issues in schooling.**

**Week 11: Gifted students in schooling. The concept and evidence of white privilege.**

**Week 12: Bilingual Policy and schooling.**

**Week 13: Thanksgiving Break: no class**

**Week 14: Public policy and the intersection of race, ethnicity, and class.**

**Week 15: Group presentation and connections to the course. Closure and wrap up.**

**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>
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)	<b>II. Theories and Methods for Instruction In and Through English</b>	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	<b>II. Manifestations of Culture: Learning About Students</b>
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
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	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	<b>III. Cultural Contact</b>
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
		<b>IV. Cultural Diversity in U.S. and CA.</b>
		A. Historical perspectives
		B. Demography
		C. Migration and immigration