

***EDUC 364-02-Cultural Diversity & Schooling  
Fall 2011 (CRN40059)***

**Professor John J. Halcón**

**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 the COE Governance Community. October 1997.)**

|                |                     |
|----------------|---------------------|
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| Meeting Times: | 2:30-3:45 pm        |

**FOR YOUR INFORMATION**

**The faculty union is in the midst of contract negotiations and there is a possibility of a work interruption. Updates on this situation will be provided throughout the course.**

**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:

- 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;
- A general familiarity with cultural responsive pedagogy;
- Understanding of gay, lesbian, bisexual and transgender students, teachers and families.
- To gain an understanding of “*at risk*” and foster children.

## Authorization to teach English Language Learners (ELLs)

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 ELLs is met through the infusion of content and experiences with the Multiple Subject Program, as well as additional coursework. Students successfully completing this program receive the Preliminary Multiple Subject Credential with authorization to teach ELLs (formerly called CLAD).

## School of Education Attendance Policy

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*).

## COMPETENCIES

### 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 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 socio-economic backgrounds.*

### **GENERAL CONSIDERATIONS**

#### **All rights reserved**

*As instructor of record, I reserve the right to change, add to, or delete any and all material from the course.*

#### **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.

#### **Academic Honesty**

Students will be expected to adhere to standards of academic honesty\*\* and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

I expect that each student will do his/her own work, and contribute equally to group projects and processes.

***\*\*Plagiarism is cheating and will not be tolerated under any circumstance.***

### **Appeals**

Every student has the right to appeal a grade, or appeal for redress of grievances incurred in the context of the class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult with Dr. Patricia Prado-Olmos, Associate Dean of the School of Education.

### **Students with Disabilities Requiring Reasonable Accommodations**

Students **MUST BE APPROVED** for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, 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.

### **All University Writing Requirements**

The all-University writing requirements will be met through written reactions and reflections related to assigned readings.

### **Community Service Learning**

Community Service Learning is an integral part of this class. Community Service Learning engages students in active learning experiences that enhance classroom instructional activities, while addressing social, economic, political, health, and environmental needs of people in the community. Students learn while doing and while reflecting on what they do.

### **Foster Children**

**A unique aspect of this course is a focus on the educational needs of foster children. In a unique collaboration between CSUSM's CoEHHS and San Diego County Office of Education, Foster Youth Services Program, all students in this class ARE**

**REQUIRED** to tutor foster children as part of the Service Learning requirement for the course. There will be **NO EXCEPTIONS**. Twenty (20) of these hours can be counted towards the 45 student contact hours required for EDUC 350 and entrance into the Teaching Credential program.

**2042 Competencies**

COMPETENCIES ADDRESSED BY THIS COURSE ARE INDICATED WITH \*\*\*

**PART 1: LANGUAGE STRUCTURE & FIRST- AND SECOND-LANGUAGE DEVELOPMENT**

I. Language Structure and Use: Universals and Differences (including the structure of English)\*\*\*

- A. The sound systems of language (phonology)\*\*\*
- B. Word formation (morphology)\*\*\*
- C. Syntax\*\*\*

D. Word meaning (semantics)

E. Language in context\*\*\*

F. Written discourse

G. Oral discourse

H. Nonverbal communication

**II. Theories and Factors in First-and Second-Language Development** \*\*\*

- A. Historical and current theories and models of language analysis that have implications for second-language development pedagogy\*\*\*
- B. Psychological factors affecting first- and second-language development \*\*\*
- C. Socio-cultural factors affecting first- and second-language development\*\*\*
- D. Pedagogical factors affecting first- and second-language development

**PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, CONTENT INSTRUCTION**

Theories and Methods of Bilingual Educ

- A. Foundations\*\*\*
- B. *Organizational models: What works for whom?*
- C. *Instructional strategies*

**II. Theories and Methods for Instruction In and Through English**

- A. *Teacher delivery for both English language development and content instruction*
- B. *Approaches with a focus on English language development*
- C. *Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)\*\*\**
- D. *Working with paraprofessionals*

II. Language and Content Area Assessment

- A. *Purpose*
- B. *Methods*
- C. *State mandates*
- D. *Limitations of assessment\*\*\**

**PART 3: CULTURE AND CULTURAL DIVERSITY**

I. The Nature of Culture\*\*\*

- A. Definitions of culture\*\*\*
- B. Perceptions of culture\*\*\*
- C. Intra-group differences (ethnicity, race, generations, and micro-cultures)\*\*\*
- D. Physical geography and its effects on culture
- E. *Cultural congruence* \*\*\*

II. Manifestations of Culture: Learning About Students\*\*\*

- A. *What teachers should learn about their students* \*\*\*
- B. *How teachers can learn about their student* \*\*\*
- C. *How teachers can use what they learn about their students (culturally responsive pedagogy)*

III. Cultural Contact

- A. Concepts of cultural contact
- B. Stages of individual cultural contact
- C. *The dynamics of prejudice\*\*\**

*E. Political factors affecting first- and second-language development\*\*\**

*E. Technical concepts*

*D. Strategies for conflict resolution\*\*\**

## COURSE REQUIREMENTS

### ***Required Texts***

Rothenberg, Paula. *Race, Class, & Gender in the United States: An Integrated Study* (2004). 7th Edition. VHPS. ISBN: 0716-75515-7.

Reyes, Maria de la Luz. *Words Were All We Had: Becoming Biliterate Against the Odds*. Teachers College Press, 2011. ISBN: 978-0-8077-1580-0.

Pelzer, David. *A Child Called 'IT'*.

### ***Recommended Texts***

Villaseñor, Victor. *Rain of Gold*. (1992). Delta Press. ISBN: 0385-31177-X

## Grading Policy

- All required work must be submitted on time.
- You will lose one complete grade on an assignment for late submissions.
- All work will be submitted electronically through Moodle or to [jhalcon@csusm.edu](mailto:jhalcon@csusm.edu)

## Assessment of Progress

**There are 1000 points possible:**

- 1) Attendance and Class Participation (100 points)**—First is the expectation that you will attend all class sessions and participate actively in class discussions. If you miss four (4) classes, you will be dropped from the course. A significant part of this grade will come from weekly group presentations on the readings. Please review the weekly reading assignments and presentations schedule. You will read and present selected readings. The entire class will be responsible for these assigned readings, but assigned groups will respond to explicit questions from the professor and their peers regarding the readings assigned each week.
- 2) Social Justice Paper(s)-pre and post (100 points). Assignment #1 (a) & (b):**  
You will submit two papers (1-1 pager/1-2 pager) of your understanding of Social

Justice. One will be submitted at the start of semester and one will be submitted at the end of the semester. The second paper should reflect an enhanced understanding of the term based on the readings, class discussions and your service learning experience. Answer the following question:

What does the term **Social Justice** mean for you, your family, and your world?

Paper #1: *Due: Sept. 6th. (50 points)*

Paper #2: *Due: Dec 8th. (50 points)*

- 3) Personal/Family Background (150 points) Assignment #2:** By researching and studying one's family background it is possible to gain an appreciation about us as individuals and our many similarities and differences.

In this assignment you are to write a 6-8 page narrative 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.

Reflect on your own experiences in terms of your cultural referents, your family background, and other factors determined by your own circumstances and upbringing. Discuss how this may impact your work as an educator. How might this have a positive or negative impact? Be prepared to discuss your assignment within a larger class dialogue.

Please note that if you are adopted or were raised in foster care, and choose not to disclose this information, your paper may be fictionalized, or you may choose to discuss how you came to be the person you are today based on the influences of society, important or significant adult in your life. Please let your professor know if you require this or other accommodations to complete this assignment.

***DUE: Sept 13th.***

- 4) Discussion Board (300 points)--Ongoing:** Students are required to participate in the class Bulletin Board (Moodle). Your discussions should be introspective addressing issues, experiences, ideas, discussions, readings, and current events, related to the class. Postings will be accepted until **December 1st**.

A minimum of ten (10) substantial entries is expected for a passing grade on this assignment (C+). The following explains this:

| Entries Required          | Grade Equivalent |
|---------------------------|------------------|
| *1-10 entries-50 points   | C+               |
| *11-14 entries-100 points | B-               |

|        |                    |    |
|--------|--------------------|----|
| *15-18 | entries-125 points | B  |
| *19-22 | entries-175 points | B+ |
| *23-25 | entries-220 points | A- |
| *26-30 | entries-255 points | A  |
| *31+   | entries-300 points | A+ |

**LET ME BE CLEAR:** Personal notes to students, “*I agree with....*”, “*You’re so right*”.... Statements, comments, etc., and other such non-substantive postings will not be counted in the total.

***Ongoing-Do not wait until the end of the semester to post on Moodle. Last Posting accepted: December 1st<sup>d</sup>.***

**5. Midterm Exam (150 points)**—A content-based midterm exam will be administered. Everything covered in class from the readings, lectures, discussion, and Moodle is fair game for this exam.

**6. Final Exam (150 points)**. A final, comprehensive exam will be given. It will be part multiple choice and part essay.

**7. Tutoring Reflection Paper (50 points)**. All submit. Can be used by those simultaneously enrolled in EDUC 350 and to upload to electronic portfolio. DUE: **December 7th.**

### Schedule of Readings

TR

1030-1145 am

*Week 1.* [Aug. 30-Sept. 1-Introduction, Organization of Class, /Tutor Connection/ SDCOE, The Child Welfare System](#)

***VIDEO:*** [\*Tutor Connection\*](#)

For Next Week: Read: Rothenberg: Part I

***Assignment #1(a): Submit a 1-page discussion of your understanding of Social Justice. Due: Sept. 6th.***

**Week 2.**                      *Sept. 6-Sept. 8- Mission Statement, Definitions/The Social Construction of Difference-Core Curriculum “At Risk” Children*

For Next Week **Read:**              Rothenberg. Part II.

**Week 3.**                      *Sept. 13-Sept. 15.-The Social Construction of Difference: Race / FYS Professional Boundaries*

**VIDEO:**                      *RACE: The Power of an Illusion*

For Next Week: **Read:**              Rothenberg. Part III.

**Week 4**                      *Sept. 20-Sept. 22- The Social Construction of Difference: Class /SDCOE, FYS Wide Range Achievement Test (WRAT-4) Training and Student Assignments*

For Next Week **Read:**              Rothenberg. Part IV. - #'s 1-14

*Assignment #2: Submit a 6-8-page Family Background paper.  
Due: Sept. 13th*

**Week 5**                      *Sept. 27-Sept. 29-Racism & Sexism SDCOE,-FYS Behavior Management (9/25)*

For Next Week Read:              Rothenberg. Part IV. #s 1-14.

**Week 6**                      *Oct.4-Oct.6- Discrimination*

**VIDEO:**                      *The Eye of the Storm*

For Next Week Read:              Rothenberg. Part IV. #s 15-29.

**Week 7**                      **Oct. 11-Oct. 13 - Social Class**

## **MIDTERM EXAM**

For Next Week Read:            Rothenberg. Part V. #s 1-18.

**Week 8**                      **Oct. 18-Oct. 20- Privilege**

**VIDEO:**                      *Tim Wise on White Privilege*

For Next Week Read:            Rothenberg. Part VI. #s 1-14

Reyes. Introduction. (Pp.ix-11).

**Week 9**                      **Oct. 25-Oct 27-Immigration**

**VIDEO:**                      *A Day Without A Mexican*

For Next Week Read: Rothenberg. Part VI - #'s 15-28

Reyes. Part I. *Emerging Biliteracy With Conviction and Purpose* (Pp. 15-48).

**Week 10**                      **Nov. 1-Nov. 3- Immigrants/SDCOE, FYS-Check in on**

**VIDEO:**                      *El Norte (Watch on your own Reyes. Part I.)*

For Next Week Read: Rothenberg. Part VII -#'s 1-11

Reyes. Part II. *Novelas, Revistas, Fotonovelas, and Prayer Books: Stepping Stones to Biliteracy*. (Pp. 49-84).

**Week 11**                      **Nov. 8-Nov.10- Language Acquisition**

For Next Week Read: Rothenberg. Part VII -#'s 12-23

Reyes. Part III. *Resistance, Agency, and Bilinguality*. (Pp. 85-120).

**Week 12**      **Nov. 15-Nov. 17- Language Acquisition /[Surviving Abuse](#)**

For Next Week Read: Rothenberg. Part VIII.

Reyes. Part IV. *Island and Mainland Influences on Bilinguality & Conclusion*. (Pp. 120-158).

**Week 13**      **Nov. 24**      **THANKSGIVING**

**Week 14**      **Nov. 29-Dec. 1--2<sup>nd</sup> Language Acquisition**

For Next Week Read:      Rothenberg. Part IX

**Week 15**      **Dec. 6-Dec. 8 -Educating Latino Children**

**Assignment #1(b) : Submit a 2-page discussion of your understanding of Social Justice. Due: Dec. 8th.**

**Week 16**      **Dec. 12-Dec. 16-FINALS WEEK**

**Class Discussion/Wrap up/Foster Children**

***VIDEO:***      ***Crash***

**Final Exam**