

EDUC 364: The Role of Cultural Diversity in Schooling. Fall 2011, Toya
California State University, San Marcos
School of Education

The Role of Cultural Diversity in Schooling

EDUC 364, Sec. 3, CRN 40060

KEL 5102 Mon, Wed, 10:00 – 11:15 AM Fall 2011 (16 weeks)

Instructor: Gregory J. Toya, Ed.D.
Phone: (760) 750-4935
E-Mail: Cougar Courses or gtoya@csusm.edu
Office: 3600 Craven Hall
Office Hours: By appointment only

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
- understanding of marginalized, at-risk, and foster youth populations.

Required Text

Nieto, S., & Boyd, P. (2011). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Sixth Edition. Boston, MA: Pearson Education, Inc. ISBN-10: 0-13-136734

Course Reader - instructor will provide articles via Cougar Courses, email, and/or print (articles will become available throughout the course)

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School 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).

EDUC 364: The Role of Cultural Diversity in Schooling. Fall 2011, Toya

Students with Disabilities Requiring Reasonable Accommodations

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. The Office of Disabled Student Services (DSS) 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.

Authorization to Teach English Learners

This credential program 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 CCTC in SB 2042 Program Standards, August 02)

COURSE REQUIREMENTS

Assignments / Due Dates / Points Possible

Note: The following is an explanation of tentative assignments for this course. If the instructor needs to modify some of these assignments to meet the needs of the class, all students will be kept aware of any changes well in advance of any due date.

1. Professional Disposition: Attendance, Punctuality, & Class Participation 15 points

Students will engage in active learning throughout each class session, and will be expected to participate actively, collaborate, and demonstrate professionalism at all times. Students will be expected to follow the CSUSM School of Education Professional Dispositions which include:

- Social Justice and Equity
- Collaboration
- Critical Thinking
- Professional Ethics
- Reflective Teaching and Learning
- Life-Long Learning

As noted in the School of Education attendance policy, students must attend more than 80% of class time, or s/he **may not receive a passing grade** for the course. Should the student have extenuating circumstances, s/he should contact the instructor (Cougar Courses, email, and/or phone) as soon as possible. ***Notification of absence or tardiness does not warrant an excuse.***

Because this course is a prerequisite to professional certification in the COE, students are expected to demonstrate behavior consistent with a professional career and adhere to attendance policy.

2. Class and Reading Reflections 15 points

To engage in the meaningful class discussions this course requires, it is crucial that you think about what happened in each prior class, as well as read and analyze the material before the next class. To focus your thinking, aid you in remembering the content, and assist you with meaningful class participation, you will complete an on-line reflection that synthesizes key points from the past class sessions and applying those points to your experiences and/or thoughts or opinions. You may also answer one or more of the *To Think About* questions posed at the end of each chapter. The short

EDUC 364: The Role of Cultural Diversity in Schooling. Fall 2011, Toya

reflections should be 100-150 words. You will post each of your Reading Responses on Cougar Courses before the assigned class session and bring a hardcopy to class. You may also respond to any peer entries.

3. Personal Identity Reflection

20 points

By researching and studying one's relationship to ten categories of typical identity in U.S. society, we gain an appreciation about ourselves as individuals and our many similarities and differences. In this assignment you will write a **10 page** reflection paper about yourself in terms of race/ethnicity, gender/gender identity, language, socioeconomic status, religion/spirituality, sexual orientation, ability, and one other category of your choice. Write approximately one page per social identity. You will be given the chance to reflect on your own experiences in terms of your social context, your family background, and other factors determined by your own circumstances and upbringing and rank them according to personal importance. Be prepared to discuss your assignment and share your ideas with your peers during upcoming class sessions. Submit your paper to [assignment section](#) on Cougar Courses. [The DRAFT and FINAL papers have separate assignment containers.](#)

4. Social Justice Centers

10 points

CSUSM has three social justice centers: 1) Cross-Cultural Center; 2) LGBTQ Pride Center; and 3) Women's Center. There are two options for this assignment:

- 1) Attend a workshop or program organized by one or more of the Centers. Write a 2-3 page reflection paper that identifies the program/workshop title, presenter/trainer's name and position, and describes the program, your learning from the program, and how your learning will help you with succeeding as a teacher, educator, or professional. Submit your paper through Cougar Courses.
- 2) Visit all three social justice centers. Write a 2-3 page reflection paper that identifies the staff and students that you talked with during your visit and describes each center's mission and goals, your learning from visiting the Centers, and how your learning will help you with succeeding as a teacher, educator, or professional. Submit your paper to [assignment section](#) on Cougar Courses.

5. Group Reading Facilitation

10 points

In a small group, you will actively engage your fellow classmates in a 20-30 minute exercise regarding a chapter from the text book *Affirming Diversity*. This exercise should provide your peers with an interactive and highly engaging way to promote critical thinking, varied perspectives, and the connections between the text to the current context represented in your group's assigned chapter. Each group will also share additional resources found related to the chapter as well as a 1-page chapter handout and references. Post your handout and references on Cougar Courses for the entire class.

6. School Diversity Assessment

20 points

Working in a small group, you will provide a research-based assessment of three or more schools of varying grade-levels from the same district. This assessment will be a comparison of academic achievement, staff characteristics, community resources, and parental involvement/outreach programs at the sites. Your final project may take the form of a PowerPoint, movie, poster, or some other type of creative way to present the information. Post (if possible) your final project on Cougar Courses.

7. My Diversity Action Plan (Class final)

10 points

You will write a 2-3 page reflection as a culminating activity for this course. This is your opportunity to examine your own learning. You will select *the most important learning* you have acquired during the course. Describe: (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 behaviors as a teacher, educator, or professional. Please submit your final reflections to Cougar Courses by **December 7, 11:59 p.m.**

Grading Standards

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.

EDUC 364: The Role of Cultural Diversity in Schooling. Fall 2011, Toya

The following grading scale will be used:

93 – 100 A	77 – 79 C+
90 – 92 A-	73 – 76 C
87 – 89 B+	70 – 72 C-
83 – 86 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 **School of Education requires completion of this course with a grade of C+ or higher.***

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. Writing will include content that is focused and cohesive, as well as free of grammatical, spelling, punctuation, and capitalization errors. The Writing Center provides tutoring for students at all stages of the writing process. The center also offers computers and resources on writing. Please, contact the center at KEL 1103 or at (760) 750-4168, www.csusm.edu/writing_center.

CSUSM Academic Honesty Policy

“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 presentation 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.”

Incidents of Academic Dishonesty will be reported to the Dean of Students Office. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html> and the Dean of Students website <http://www.csusm.edu/dos/studres/cheating11.html>. If there are questions about academic honesty, please consult the University catalog or the Dean of Students Office.

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.

Interact professionally and collaborate responsibly with your colleagues

Teacher education is a professional preparation program and students will be expected to adhere to standards of dependability, respect, academic honesty, and writing achievement. Please maintain a safe environment for discussion and learning. Students can express their varying viewpoints and still maintain respect for all voices. Take appropriate individual responsibility for your own learning in a democratic, collaborative, and reciprocal-learning environment.

EDUC 364: The Role of Cultural Diversity in Schooling. Fall 2011, Toya

Use of Technology

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. Details will be given in class. *Please refrain from using laptops and other electronic devices for personal use during class.* The use of computers is strictly for our class purposes and when deemed appropriate.

Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Appeals

Every student has the right to appeal a course 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 grade appeal process. For the latter, consult with the Associate Dean of the College of Education, Health and Human Services

EDUC 364: The Role of Cultural Diversity in Schooling. Fall 2011, Toya

TENTATIVE WEEKLY READINGS / ACTIVITIES

Considering the strengths and challenges that each class may have, there may be revisions on how the readings and assignments will progress. I will keep you well informed of any changes to the reading and assignments.

Date	Topic	Readings & Assignments Due
Week 1 Aug 29, 31	<ul style="list-style-type: none"> • Introductions / Syllabus Overview • Course Expectations • Community Norms • Conceptions/Misconceptions of Culture • Sociopolitical Context of MC Education • Cultural Issues in Education and Society 	Bring copy of syllabus <u>Nieto</u> : Ch 1 (Sociopolitical) <i>Due: Aug 29 - E-mail response of two questions</i>
Week 2 Sept 5 (Holiday) 7	<ul style="list-style-type: none"> • Complexity of Identity • Fun with Terminology 	<u>Nieto</u> : Ch 5 (Culture, Identity) <u>Tatum</u> : The Complexity of Identity: Who am I? <u>McIntosh</u> : White Privilege: Unpacking the Invisible Knapsack <i>Due: Sept 7 - Class/Reading Reflections of Ch. 1&5</i>
Week 3 Sept 12, 14	<ul style="list-style-type: none"> • Multicultural Education & School Reform • Personal Identity Reflection Activity • Dominant & Subordinated Identities 	<u>Nieto</u> : Ch 2 (School Reform) <i>Due: Sept 14 - Class/Reading Reflection</i>
Week 4 Sept 19, 21	<ul style="list-style-type: none"> • Chapter 2 and 3 reflection group activity • Racism, Discrimination, Expectation of Students' Achievement • Set up groups for Group Reading Facilitation • Visit Social Justice Centers Sept 21: Movie: Shadow of Hate (History of Racism and Discrimination in US) – View on Cougar Courses	<u>Nieto</u> : Ch 3 (Discrimination) <i>Due: Sept 19 - Class/Reading Reflection</i> Due: Sept 21 – DRAFT Personal Identity Reflection
Week 5 Sept 26, 28	<ul style="list-style-type: none"> • Sept 26 & 28 - Guest: Robert Aiello-Hauser • Anti-Bullying, Safe Classrooms • Curriculum, Pedagogy, & Climate • Sept 28 - Chapter 4 reflection group activity Assignment Introduction: School Diversity Assessment Project	<u>Nieto</u> : Ch 4 (School Structure/Org) <i>Due: Sept 26 - Class/Reading Reflection</i>
Week 6 Oct 3, 5	<ul style="list-style-type: none"> • Guest: Lea Burgess-Carland • Influence of Culture on Teaching & Learning • Gender Binary, Intersectionality, Hybridity, Power, Privilege Groups & Topics Decided for School 	Review: <u>Nieto</u> : Ch 5 (Cultural Identity), McIntosh, Tatum <i>Due Oct 5: Social Justice Centers</i>

EDUC 364: The Role of Cultural Diversity in Schooling. Fall 2011, Toya

	Diversity Project - <i>groups meet</i>	
Week 7 Oct 10, 12	<ul style="list-style-type: none"> Oct 10 - Guest: Gilberto Barrios, Ed.D. Linguistic Diversity Immigrant Experience Oct 12: Chapter 6 Group Reading Facilitation 	<p><u>Nieto</u>: Ch 6 (Linguistic Diversity) <i>Due: Oct 10: Class/Reading Reflection</i></p>
Week 8 Oct 17, 19	<ul style="list-style-type: none"> Oct 17 - Guest: Ana Hernandez, Ed.D. Bilingual education: politics, history, and politics Factors Affecting Academic Achievement for Students of Color The Immigrant Experience Oct 19 – Group Reading Reflection and School Diversity Project - <i>groups</i> <u>Meet outside class</u> 	<p><u>Nieto</u>: Ch 7 (School Achievement) <i>Due: Oct 17- Class/Reading Reflection</i></p>
Week 9 Oct 24, 26	<ul style="list-style-type: none"> Oct 24: LGBTQ Student Panel Lesbian, Gay, Bisexual and Transgender Students Oct 26: Chapter 7, 9 Group Reading Presentation 	<p><u>Nieto</u>: Ch. 9 (Adapt Curriculum) <u>Elsbree & Halcón</u>: “50 Ways to Call Your Lover” <u>DeJean & Elsbree</u>: “Queer Matters: Educating Educators about homophobia” <i>Due: Oct 24- Class/Reading Reflection</i> <i>Due: Oct 26 – Personal Identity FINAL reflection</i></p>
Week 10 Oct 31, Nov 2	<ul style="list-style-type: none"> Nov 2 - Guest: Luz Elena Perez, Ed.D. Literacy Specialist, Escondido Union High School District Redefining Success and Achievement Families & Communities Oct 31 - Chapter 8 Group Reading Facilitation Assignment Introduction: My Diversity Action Plan (Final for class) 	<p>Nieto: Ch.8 (Learning from Students) <i>Due: Oct 31- Class/Reading Reflection</i></p>
Week 11 Nov 7, 9	<ul style="list-style-type: none"> Nov 9 - Guest: Kheng Waiche Refugees and Education Multicultural Education in Practice Movie & discussion: <i>We Speak America</i> Nov 7 – Chapter 10 Group Reading Facilitation 	<p><u>Nieto</u>: Ch 10 (Affirming Diversity) http://m.voiceofsandiego.org/mobile/article_89abbe0c-d4e9-11e0-a992-001cc4c002e0.html <i>Due: Nov 7 - Class/Reading Reflection</i></p>
Week 12 Nov 14, 16	<ul style="list-style-type: none"> <u>Research/Group Work: School Diversity Project</u> Guest speaker Movie & discussion: <i>Waiting for Superman</i> 	<p>Understanding Prejudice: Thanksgiving Thanksgiving: Celebration or Mourning <i>Due: Nov 14 - Class/Reading Reflection</i></p>

EDUC 364: The Role of Cultural Diversity in Schooling. Fall 2011, Toya

Week 13 Thanksgiving	None	None
Week 14 Nov 28, 30	<ul style="list-style-type: none"> • <u>Research/Group Work: School Diversity Project</u> 	UNIV 270
Week 15 Dec 5, 7	<ul style="list-style-type: none"> • <u>Dec 5 -Presentations: School Diversity Project</u> • Diversity Action Plan sharing • Course Evaluations 	<p>Due: Dec 5 – School Diversity assignment Due: Dec 7, 11:59 p.m. - My Diversity Action Plan</p>