CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDUC364: The Role of Cultural Diversity in Schooling
UH-444, M/W, 8:30-9:45, Fall, 2008

CONTACT DATA

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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. (*CSUSM Course Catalog, 2006-2008)*

GENERAL COURSE REQUIREMENTS

Course Prerequisites
Admission to the CoE credential program

Course Objectives
Students completing EDUC 364 will be able to demonstrate the following:
- mastery of the Teacher Performance Expectation TPE 15: Social Justice and Equity;
- understanding of cultural diversity in the United States and California;
- general familiarity with culturally responsive pedagogy;
- understanding of gay, lesbian, bisexual and transgender students, teachers and families
- 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 multilingual education;
- familiarity with second language acquisition theory and the role of the primary language in developing second language fluency;
- ability to provide a safe environment for reflection on, and discussion of, the complex ways in which pluralism is a part of educational contexts;
- ability to provide support to all students who represent national, state, and regional diversity;

- emerging positive attitudes, motivations and commitments to all diverse students ("race", class, gender, language, ethnicity, sexual orientation and exceptionality) regardless of prior socialization patterns and life experiences;
- ability to report, interpret, analyze and synthesize complex information; and,
- university-level competence in information literacy, use of technology and oral and written communication.

Required Texts

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

Whitehorse, D. (2008). *COURSE READER: EDUC364.* Required by Week 5. Information on cost, pickup location, etc. will be provided in class.

Course Assignments

Please read these assignments in detail. You will note that I ask you for specific information to be addressed in each assignment. Completing all elements of the assignment will earn a passing grade, whereas missing elements may not allow a passing grade, depending on the magnitude of the omission. A grade of "C+" or higher requires you to exceed the minimum in substantive ways, as indicated in the grading requirements.

All assignments are due on the dates indicated. Written assignments must be word processed (MS Word preferred – candidates are responsible for insuring compatible formats are used), double-spaced, paginated, and have 1" margins on all sides. Your name and the CRN for your section must appear at the top right of the first page, except as noted for the research paper assignment. Page limitations are not given as writing styles differ. You are expected to make your written assignments as long (or as short) as it takes you to respond to all elements of the assignment and make your point(s). It is expected that all assignments will reflect university-level composition and exposition (e.g., an average of more than one structural error per page means no higher than a "C" for that component). Use of electronic spelling and grammar checking is encouraged. All assignments address critical variables in meeting Teacher Performance Expectation 12.

1.	**Personal History**	**15 pts.**	**Due Week 6**
2.	**World Language Acquisition**	**15 pts.**	**Due Week 9**
3.	**Recommended Reading**	**15 pts**	**Due Week 11**
4.	**Group Research Paper/Presentation**	**30pts.**	**Due Week 13**
5.	**Outcome Assessment**	**15 pts.**	**Due Week 15**
6.	**Attendance and Participation**	**10 pts.**	**Due Week 15**

1.   Personal History. (15 points).
The purpose of this assignment is to provide you the opportunity to examine your own background, culture, community and the development of your cultural world view. Write a narrative essay about your own life, describing the experiences that have shaped your views of race, culture, issues of diversity and social justice. 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 (e.g., impact of learning style, multiple intelligence, how
> you see your role, obligations and status in your learning experiences)
> (2) your identity as a member of a particular cultural/racial/ethnic group, your
> relationships to the larger culturally pluralistic society, and
> (3) how these multiple factors, individually and collectively, affect your potential as a

teacher. What do you think you should reinforce and what do you think you should change in your knowledge, skills, and attitudes in order to be an effective teacher?

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. Be prepared to share elements of your paper in small group and larger class discussions.

2. World Language Acquisition. (15 points).
Watch at least one hour of film/video/TV presented in a language of which you have **_no_** knowledge. In a written report of your experience, present a synopsis of what you viewed/heard, and articulate in detail
- How did the different language make you feel? (e.g., curiosity, anger, frustration, humor);
- What helped you comprehend information presented in this new language? (non-verbal communication, music, background knowledge, other cultural "cues");
- From what strategies might ELL students benefit in order to make material comprehensible in a new language?

3. **Recommended Reading.** (15 points).
Individually research multicultural education resources which would allow you to incorporate multicultural issues and perspectives in your classroom. This may include visual, graphic, electronic and print media. You may focus on a particular diversity theme of interest to you, or select general works you would recommend as 'must read/must have' for aspiring and practicing teachers. Select 5 works. For each, write
- an annotated bibliographic entry;
- an explanation/rationale for selecting the work;
- an analysis of how you determined the validity/ importance of the work to the field of diversity education (e.g. reviews of the literature, citations in other reputable media, recommendations from experts in the field, bibliographic information, citations and/or footnotes)). NOTE: Popularity of a work is not necessarily a measure of its value. Many electronic resources (teachers lesson plan sites, blogs, Wikipedia) may purport to be multiculturally appropriate, but are questionable, biased, or inaccurate. Know how to know the difference. An emphasis on primary sources is encouraged.
- a brief explanation of how you might apply the recommended reading in your teaching
Submit an electronic copy of your paper to all you colleagues in class when you submit it to the professor.

4. Group Research Paper and Presentation. (20 points written/10 points oral).
In heterogeneous groups, you will develop, as a group, a research paper on an issue of *significance* in the field of multicultural education, which you will formally present to the class. The topic must be approved by the professor. Your research must 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. These are the minimum requirements for an acceptable grade therefore superior grades require greater breadth and depth of research.

The group's paper will include:
1. a cover page listing the title, a 2-3 paragraph/200 word abstract, and full names of all group members,
2. a narrative that describes the issue, including its historical context,
3. a description of why the issue is significant in the field of education, especially (but not exclusively) as it relates to diverse students observed in school or community research,
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 issues, not developing a time-consuming, computer-generated cover.

Your panel presentation will be 20 minutes in length. You will present a synopsis of your issue, accompanied by appropriate learning aids. The mode of presentation may include skits, simulations, debate, Socratic dialogue, or some other form of multi-modal presentation (PowerPoint, as example). 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. 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.

5. Outcome Assessment. (15 points).
This is your opportunity to examine your own learning. bout diversity and social justice issues in the profession You will select the most important learning or **closely related** set of learnings 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 = cite specific examples from readings, discussions, media presentations, community activities K-12 school involvement such as EDUC350 observations),
   (3) how this learning is meaningfully connected to your experiences as an aspiring teacher
   (4)   how this will shape your attitudes and behaviors as a teacher or in future intercultural interaction, and
   (5) how you will demonstrate overall "cultural competence" (as this definition is developed in class)
Emphasis is placed on your ability to synthesize data around the topic you select, your depth of reflective analysis, your ability to articulate the cognitive, behavioral and affective domains of your learning, and the relationship of this topic to your future growth and professional practice. Final outcome assessments are due on the last class day.

6. **Attendance and Participation.** (10 points).
Daily reflections, Quickwrite activities, participation in dialogue, preparedness with readings, leadership in discussions and other in-class assignments are counted as part of the participation points as are attendance, punctuality and active engagement in class dynamics.

Grading Standards

Grading Scale: A=93+, A-=90-92, B+= 87-89, B=83-86, B-= 80-82, C+=77-79, C=73-76, C-= 70-72, D+=67-69, D=63-66, D-= 60-62, F=59 or lower 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.

Submission Schedule: Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late will receive no credit.

Grading Emphasis: Each written assignment will be graded approximately 85% on content and context (detail, logic, professional reflection, synthesis of information, depth of analysis, etc.), and 15% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use APA format. Consult Library Services for the Manual of Citation of the

American Psychological Association, or other guides to citation such as
www.apastyle.org/index.html

Summative Assessment Rubric
> **A=Exceeds Expectations:** The student consistently performs and participates in an exemplary manner. Each assignment receives in-depth exploration and reflection based upon research, observations and classroom implementation, when possible. All work is submitted in a professional manner using APA style when appropriate. Presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.
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> **B=Adequately Meets Expectations**: The student meets outcomes expectations in a satisfactory manner. Each assignment is based upon research, observations and classroom implementation, when possible. Generally, work is submitted in a professional manner using APA style when appropriate. Generally, presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.
>
> **C=Minimal Performance:** The student's skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without APA style, thorough proofreading and organization. The student needs a great deal of guidance. The student is consistently late with work and has classroom attendance problems.
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> **"D" or "F" students** fail to meet the minimum requirements of a "C." The specific grade will be computed from rate of assignment completion, attendance, etc.

STUDENT LEARNING OUTCOMES

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)*

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for all teaching credentials. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs 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 will be required to formally address the following TPEs 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.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website provided:
http://lynx.csusm.edu/coe/CalTPA/CalTPAdocuments.asp

Although there are no CalTPA assessments specific to EDUC364, you should be aware of, and begin to develop your course assignments with this requirement in mind.

Alignment of Teacher Education Standards to Foster Student Learning

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies.   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.* In particular, this course is informed by and aligned with the standards and principles of the:
- National Council for the Accreditation of Teacher Education (NCATE)
- Interstate New Teacher Assessment and Support Consortium (INTASC)
- National Board for Professional Teaching Standards (NBPTS)
- National Association for Multicultural Education (NAME); and the
- California Commission on Teacher Credentialing (CCTC)

UNIVERSITY AND COLEGE POLICIES AFFECTING COURSE COMPLETION

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations 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 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.

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 needs. Students are reminded of the availability of the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students in addition to those of DSS.

All University Writing Requirement
The all university writing requirement of a minimum of 2500 words for all courses will be met by completing assignments 1 through 5.

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. 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. If there are questions about academic honesty, please consult the professor.

Use of Technology:
Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, 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. All assignments will be submitted online, and some may be submitted in hard copy as well. Details will be given in class.

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.

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).*

Schedule/Course Outline

Candidates are reminded that the schedule is tentative and subject to change. All classes differ in candidate composition, ability levels and background preparation. Some topics may require additional articulation in order for credential candidates to make meaning of specific topical material. It is more important to build understanding and meaning-making than it is to cover all chapters and all topics. Therefore, the professor reserves the academic freedom to modify this calendar of topics to enhance the learning process.

Date	Topic	Assignment
Week 1 Session 1-2 8/25 & 27	Introduction and course overview. The nature of culture.	None. In-class exercises
Week 2 Session 3-4 9/3	Context for culture, cultural contact and intercultural interaction	No class on Labor Day
Week 3 Session 5-6 9/8 & 10	Topic continues Education of dominated cultures in the USA. In-class processing of *Deculturalization*	Spring, entire text
Week 4 Session 7-8 9/15 & 17	Historical perspectives in multicultural education. Development of multicultural education as a discipline.	Reader
Week 5 Session 9-10 9/22 & 24	Views of religion & exceptionality	Reader
Week 6 Session 11-12 9/29 &10/1	Gender/gender identification in classroom. In class discussion of personal histories	Reader **Personal History paper due Wed. 10/1**
Week 7 Session 13-14 10/6 & 8	Topic continues	As above
Week 8 Session 15-16 10/13 &15	Ageism. Summarize cultural construct.	Reader
Week 9 Session 17-18 10/20 & 22	White privilege.	Handouts/exercises in class. **World Language assignment due Wed., 10/22**
Week 10 Session 18-19 10/27 & 29	Language acquisition-Primary language in L2 acquisition	In-class presentation, handouts
Week 11 Session 20-21 11/3 & 5	Language acquisition-ELD and SDAIE	Handouts. **Recommended Reading assignment due Wed. 11/5**
Week 12 Session 22-23 11/10 & 12	Education reform agenda: curricula, pedagogy, and community	Reader

Week 13 Session 24-25 11/17 & 19	Research presentations Groups 1-3	**All research papers due 11/17**
Week14 Session 26-27 11/24 & 26	Research presentations, Groups 4-6	None
Week 15 Session 28-29 12/12	Final assessments, course summary and evaluations	**Outcome assessments due**
Week 16 Final Exam	None	None

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.**	Intra-group 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 both English language development and 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

EDUC364 stresses competencies in Part1, II B, C, D; Part 2, II A, C; and Part 3 in its entirety