

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

**EDUC 602 Schooling in a Multicultural Society Fall 2008
CRN 40490**

Monday: 5:30 – 8:15pm / UH 439

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Office Hours: By appointment

***SESSIONS OF THIS COURSE MAY BE TAUGHT BY DR. JOHN HALCÓN**

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

This course focuses on an introduction to issues of schooling in a multicultural society. It includes an overview of multicultural education and addresses areas of study such as; culture and cognition, diversity and exceptionality, intercultural communication, cross-cultural competence, the psychology of personal prejudice, and curriculum and teaching in multicultural contexts.

Course Objectives

The purposes of this course are fourfold:

- Expand and nuance students' knowledge about the diversity represented in today's schools and the communities in which we live;
- Provide a safe environment for reflection on, and discussion of, the complex ways in which pluralism is a part of educational contexts;
- Prepare educators to provide equitable educational opportunities to all students;
- Provide support to all students who represent national, state, and regional diversity.

This course is aligned to the following standard for the California Teachers of English Learners (CTEL) Program leading to CLAD certification:

Standard 9: Culture and Cultural Diversity and Their Relationship to Academic Achievement

The program develops both broad and deep understanding of contemporary and historical concepts, issues, and perspectives related to culture and cultural diversity in California and the United States. The coursework addresses concepts and definitions of culture, including universal features of cultures (e.g., ethnocentrism, acculturation, cultural pluralism and congruence, intragroup and intergroup differences, impact of geography on cultural forms and

practices). The coursework requires candidates to explore how cross-cultural contact and acculturation are affected by issues of power and status, psychological and social-emotional issues, and by social and economic factors. The program requires candidates to develop an understanding of major demographic trends related to linguistic and cultural diversity, as well as current trends and features of migration and immigration in California and in the United States. The coursework teaches candidates to develop conceptual understanding and requires them to demonstrate applied knowledge of cultural similarities and differences in communication styles, strategies for fostering positive crosscultural interactions among culturally diverse students, and challenges involved in cultural contact. The coursework also requires candidates to analyze how this knowledge can be directly applied to instruction of English Learners in order to support student development and learning.

Standard 10: Culturally Inclusive Instruction

The program provides candidates with conceptual understanding of culturally inclusive instruction and the important role that culture plays in school and classroom settings, and teaches candidates strategies on how to acquire in-depth knowledge of English learners' home cultures and cultural experiences. The program requires candidates to examine their own cultural beliefs, attitudes, and assumptions and how this assumptions impact student learning and achievement. The coursework has candidates demonstrate how to apply this knowledge to create culturally inclusive learning environments in the classroom and school (e.g., setting high expectations for all students, having high levels of respect for cultural and linguistic diversity). The program teaches candidates how to apply culturally responsive practices that involve families and the community in decision-making processes and in students' learning. The program requires candidates to demonstrate understanding of the features, goals, and outcomes of different approaches to multicultural curriculum and how to implement strategies that reflect an inclusive approach with regard to students cultural and language backgrounds. Candidates are taught how to apply knowledge of culturally influenced learning styles and to apply knowledge of English learners' cultural backgrounds and experiences to instructional planning and implementation.

GENERAL CONSIDERATIONS

Outcomes and Standards

The context for, and scope of this course is aligned with 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 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 needs. 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.

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905 or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

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. Prado-Olmos, Associate Dean.

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).*

Writing

In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways.

COURSE REQUIREMENTS

This course is structured as a graduate-level seminar. The success of a seminar is dependent upon each and every participant being prepared. My role will be to “facilitate” and to intervene as necessary to prompt a topic. I do not intend to lecture each week, or to be the focus of the class. You will work to develop your **knowledge base** through the readings, discussions and presentations.

Required Texts

Nieto, S. (2003). *What Keeps Teachers Going?* New York, NY: Teachers College Press.
ISBN 0-8077-4311-9

Ooka Pang, V. (2005). *Multicultural Education: A Caring-Centered, Reflective Approach.*
Second Edition. Boston, MA: McGraw Hill. ISBN 0-07-282788-2

Wink, J. (2004). *Critical Pedagogy: Notes From the Real World.* Third Edition. Boston, MA:
Allyn & Bacon. ISBN 020541818X

Selected Readings Available from e-reserve (CSUSM library website)

Grading Policy

All assignments are due on the dates indicated below. Assignments turned in late will not receive full credit. Please manage your time and plan accordingly. Assignments must be typewritten, double-spaced and with standard margins unless completed in class. It is expected that all assignments will reflect university level composition.

The following grading scale will be used:

A = 92 – 100	A- = 90 – 91	
B+ = 88 - 89	B = 82 – 87	B- = 80 – 81
Failing = 79 - below		

DESCRIPTION OF ASSIGNMENTS

- 1. Attendance and Class Participation **10 points****
You are expected to attend all class sessions and participate actively in discussions and activities both on-line and in-class. In order to do so, you are expected to complete all required readings by the assigned date. ***Missing more than one class requires a lowering of your grade.*** Being consistently late and/or leaving class early can also lower your grade. These measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.
- 2. Discussion Leader **10 points****
Individually or in pairs, students will lead a class discussion on assigned readings, choosing the aspects they wish to highlight in the readings for the discussion. ***Each student or pair of students will turn in written questions they will use to lead their discussion.*** Students may be asked to be discussion leaders multiple times during the semester (approximately 30 minutes).
DUE: Throughout the course
- 3. “Hot Topics” in Education **10 points****
Individually or In pairs, students will have the opportunity to present a “hot topic” in the area of multicultural education / social justice and equity of their choosing to the class. You might consider a hot topic that is going on at your school site (for example, the achievement gap) and look at what is being said about this topic from multiple perspectives. Information provided in your presentation may help class members clarify the direction of their annotated bibliography or impact their social justice action plans.

You can find ideas for hot topics on the following websites:

San Diego Union Tribune
www.signonsandiego.com

Education Week
www.edweek.com

North County Times
www.nctimes.com

California Department of Education
www.cde.ca.gov

Rethinking Schools
www.rethinkingschools.com

Teaching Tolerance
www.tolerance.org

DUE: Session 6 and 7

4. **Multicultural Resources / Annotated Bibliographies** **20 points**
Students will work individually or in pairs to collect multicultural resources related to your area of emphasis. The multicultural resources you collect can be used as a basis for your thesis or project, or can focus on a specified topic which you and your colleagues can use in your classrooms, schools, and communities. Students will write an annotated bibliography for each resource using APA-style reference format, and including a brief summary. Each student will collect 3-4 resources (minimum), and share his/her annotations with everyone in the class (either electronically or in hardcopy). Each student or pair will prepare a 20-30 minute presentation and discussion for the class based on the selected resources.
DUE: Session #9

5. **ELD Literacy Intervention Plan** **20 Points**
The purpose for this assignment is for you to look at student achievement of culturally and linguistically diverse students over time to determine what happens to students within a system. The purpose is not to examine and criticize your school district. It is to look at opportunities made available to or denied children who are culturally and linguistically diverse.

Components of the project

Population: Select a group of ethnically and linguistically diverse students in a grade level who have attended your school for at least three years. Do a review of their school history and success or lack of success.

Data collection: Consider the following:

- What do you know about the students' cultural and language backgrounds? Are there any social, economic and/or political factors you can identify that may impact the students' instruction?
- Testing process when the students entered school. Were they tested? Which test was used? Tested in their primary Language? In English? What were the scores? What do the scores mean?
- Placement issues. Where were the students placed? What kinds of classrooms?
- Services received: What kind of services did the students receive? Were any referred to Special Education? Why? Are any in the SST process? Why? How many have been placed in special education?
- Re-classification: Were the students ever re-classified? What process was followed and is typically followed in your district?
- Look at the grades the students received over three years and look for patterns in terms of achievement. Match the history of each student with his/her present achievement. Are there differences? What growth occurred? Have their CELDT scores increased? Plateaued?
- Analyze the data that you have collected and discuss how these students have progressed through the system.
- Factors of retention: Were these students retained? How many? Why?

Written Assignment:

Develop a literacy (listening, speaking, reading and writing) plan for these students. Your literacy plan should include the following information:

1. A description of the students including the data you collected about their cultural and language backgrounds, their families, their testing, their placements, etc.
2. A literacy plan based on the data you collected. What would you do to ensure equal access to grade level curriculum for these children? How will the state adopted materials be used to support academic growth? What additional support do these students need? How will you ensure that will happen? What support and accountability will be necessary to ensure equal access and success?
3. A description of how you will communicate your literacy plan to the students' families.
4. A reflection of what you learned about yourself (cultural beliefs, attitudes and assumptions) while developing your literacy plan in regards to the English learners and their families.

Successful completion of this assignment fulfills CTEL requirements for Standards 9 and 10. Students must post this assignment to their CTEL Portfolio as evidence they have met these standards.

This assignment fulfills the requirement for the "Add On" Level I Mild/Moderate and Moderate/Severe Education Specialist Credential for candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorized the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English.

This assignment fulfills the requirements for Literacy masters students who are taking EDUC 602 in lieu of EDUC 627.

DUE Session #11

6. Critical Pedagogy/Social Justice Action Plan 30 Points

Your final project is to develop an individual professional action that specifically addresses your new understandings of critical pedagogy in relation to schooling in a multicultural society. Hopefully our readings of critical pedagogy will bring to the table new questions and concerns about your classroom, your students, your school, your district, or your overall professional work. Based on these questions, develop a specific action plan that you could enact in your professional role. Our discussions throughout the semester should help you identify issues about your classroom, your students, your school, your district, the community and/or your overall professional work. Based on the issue you "name," you will develop a specific action plan that you can enact as a professional educator working towards social justice and equity.

Your action plan will be broken up into several parts which make up the writing process - the brainstorm, draft, and a 2-3 page final. The 2-3 page **final paper** will discuss this action plan. Our final session will consist of presentation of these action plans.

DUE: Session #15

WEEKLY READINGS / TOPICS

NOTE: Assigned readings MUST be brought to ALL class sessions.

Session #1 8/24/08 Multicultural Education and Identity Exploration

Introductions / Syllabus Overview/Course Expectations
Conceptions / Misconceptions of Culture and Multicultural Education
Identity Exploration

Please download the syllabus from the COE Website

Due next class: Ooka Pang: Chapters 1-2

Session #2 9/1/08 NO CLASS- In Honor of the LABOR DAY HOLIDAY

Assignment: Log onto Web CT and complete a post to respond to the following question:

When have you experienced some type of discrimination in your life? If you have NEVER experienced discrimination, please discuss why you think this is the case.

In addition, prior to class on 9/8/08 please respond to at least 2 of your classmate's responses.

Sessions #3 9/8/08 Exploring Biases / The Challenge of Change

Discussion of the Readings

In class assignment:

Data Café: Who Are Our Students? – Class participants analyze state, county, and local district English learner program data (i.e., SDAIE vs. ELD) to understand service options for English learners and knowledge of first and second language acquisition and how language literacy connects to second language.

Review of state and federal laws related to English learners, including students eligible for special education

Due next class: Ooka Pang: Chapters 3-6

Sessions # 9/15/08 Exploring Biases / The Challenge of Change

Discussion of the Readings
Exploring Our Own Biases
Prejudices and Stereotypes
White Privilege

Due next class: Ooka Pang: Chapters 7-8

Sessions #5 9/22/08 The Challenge of Change / What Can I Do?

Discussion of the Readings
Hidden Curriculum
School Cultures
Foster care

Due next class: Ooka Pang: Chapters 9-10
Hot Topics Presentations

Sessions #6 9/29/08 The Challenge of Change / What Can I Do?

Hot Topics Presentations
Culturally Meaningful Classrooms
Culturally Relevant Curriculum
Special Education

Due next class: Ooka Pang: Chapters 11-12
Hot Topics Presentations

Sessions #7 10/6/08 Caring Centered Multicultural Education

Hot Topics Presentations
Critical Pedagogy
Caring-Centered Multicultural Education
Reflective Teaching

Due next class: Wink: Chapters 1-2

Sessions #8 10/13/08 Critical Pedagogy

Discussion of the Readings
Critical Pedagogy
A Framework for Social Justice
Teaching as a Political Act

Due next class: Wink: Chapters 3-4 & 6
Annotated Bibliographies

Sessions #9 10/20/08 Critical Pedagogy

Discussion of the Readings
Peer Group Work – Review and Analyze Annotated Bibliographies

Due next class: Independent Work – Initial Drafts
Critical Pedagogy / Social Justice Action Plans
4 Week ELD Literacy Intervention

Sessions #10 10/27/08 Critical Pedagogy

Independent Work on Course Assignments

Due next class: Nieto: Chapters 1-2
4 Week ELD Literacy Intervention

Session # 11/3/08 Teaching for Social Justice

Discussion of the Readings
Culturally Relevant Curriculum
Teaching English Learners

Due next class: Nieto: Chapters 3-4

Class #12 11/10/08 Teaching For Social Justice / Critical Pedagogy

Discussion of the Readings
Critical Pedagogy / Social Justice Action Plans Group Work
Multiple Perspectives of Multicultural Education

Due next class: Nieto: Chapters 5-6

Class #13 11/17/08 Teaching For Social Justice / Educational Equity

Discussion of the Readings
How to Teach for Social Justice
Effective Teacher Practices
Equal is not the same

Due next class: Nieto: Chapters 7, 8- 9

Class #14 11/24/08 Teaching For Social Justice / What Are Others Doing?

Discussion of the Readings
Exploring Who We Are As Teachers
What Keeps Teachers Going?

Due final class: Critical Pedagogy / Social Justice Action Plans

Class #15 12/1/08 Social Justice Action Plans

Critical Pedagogy / Social Justice Action Plan Presentations
Course Evaluations