



EDUC E364 The Role of Cultural Diversity in Schooling

Fall 2008

CRN 41769 Tues: 5:30 – 8:15 UH 272

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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.

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.

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*).

Students will loose 4 points from attendance/participation for each missed class.

Excessive tardiness will also affect final grade. If student is more than 20 minutes late or leaves more than 20 minutes early, it will could as ½ absence.

Authorization to Teach English Learners

The credential program at CSUSM has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(Approved by the CCTC in SB 2042 Programs Standards, August, 2002).

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Multiple or Single Subject(s) Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. 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 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>

GENERAL CONSIDERATIONS

Outcomes and Standards

The context for, and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education in development of the program approval documents. (Note: As of 2002, the CLAD competencies are collectively referred to as an *Authorization to Teach English Learners*.) Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS). Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in “seat time”, meeting minimum criteria for assignments, checking off tasks and activities), and how these outcomes correspond to your potential to enhance student learning as a new teacher.

Ability

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Academic Honesty

It is expected that each student will do his or her own work, and contribute equitably to group projects and processes. If there is any question about academic honesty, consult the University Catalog.

Appeals

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

Students with Disabilities Requiring Reasonable Accommodations

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

COURSE REQUIREMENTS

Required Text

Nieto, S., Bode, P. (2008). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Fifth Edition. Boston, MA: Pearson Education, Inc. ISBN: 0-205-52982-8

Spring, J. (2007). *Deculturalization and the struggle for equality*. Fifth Edition. New York: The McGraw Hill Companies, Inc. ISBN 0-07-256383-4

Course Reader - available on webCT6

Recommended Text

Tatum, Beverly Daniel. (1997). *“Why are All the Black Kids Sitting Together in the Cafeteria?” and other conversations about race*. First Edition. New York: Basic Books. ISBN: 0-465-09129-6

Material

Reading Journal: Spiral-bound notebook of at least 50 pages

Grading Policy

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. The following grading scale will be used:

93 – 100	A	<u>75 – 79</u>	C+
90 – 92	A-	72 – 74	C
88 – 89	B+	70 – 71	C-
83 – 87	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 College of Education requires completion of this course with a grade of C+ or higher.*

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 will be submitted in hard copy as well. Details will be given in class.

ASSIGNMENTS / DUE DATES / POINTS POSSIBLE

Note: the following is a concise explanation of probable assignments for this course. There is a strong possibility that the instructor will modify some of these assignments to meet the needs of the class. However, all students will be kept aware of any changes well in advance of any due date.

1. Attendance, Class Participation, and Reflection Journal **20 points**

In order to have the type of class discussions that this course requires, it is crucial that students read the material before class. In order to receive participation points for the week, students must bring their reading journals with a synthesis of key points of the week's reading with the following criteria: a) personal thoughts with references to the chapter, b) connect your experiences/perspectives/observations to the reading, and c) write one or two questions that the week's readings prompt you to ask after reflecting on the material. Be prepared to discuss your journal at the beginning of the class in which the reading is due. The journals will be used to allow you to reflect on your learning at the end of the course. Four (4) points will be deducted for each missed class session. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting.

2. Personal History of Otherness **20 points**

By researching and studying one's relationship to the eight categories of typical "otherness" in U.S. society, it is possible for us to gain an appreciation about ourselves as individuals and our many similarities and differences. In this assignment you are to write one page for each category about your relationship to "otherness" in terms of race, gender, religion, sexual orientation, socioeconomic status, age, physical or mental ability, and language. Reflect on your own experiences in terms of your social context, your family background, and other factors determined by your own circumstances and upbringing. Rank the eight categories from most important to least important in regards to who you are as an individual. Be prepared to discuss your assignment within a larger class dialogue.

Draft DUE: Sep 16 (bring to class)

3. Weekly Discussion Board **20 points**

After each course session, you will be asked to write a reflection and post on the discussion board in webCT. Each reflection will be at least 150 words in length and will cover a variety of topics including; a reflection of your learning experiences, a response to a class discussion, and/or critique of a class reading or film. You will also **thoughtfully respond to at least 2 peer entries** (more than simply stating you agree with the post or you relate. Make it something deeper and more meaningful).

For full credit, posts will be made by Friday evening at 11pm; however, the discussion board will be left open for the entire week.

DUE: Throughout the Spring semester

4. School Diversity Assessment **15 points**

In small groups, students will provide a research-based assessment of three or more schools from the same district and the same grade levels. The final project could be a PowerPoint, movie, or some other type of creative way to present the information.

DUE: Nov 18

5. Group Reading Facilitation 10 points

In small groups, students will lead a 15/20 minute discussion of a chapter from the Spring book. This discussion should promote critical thinking, varied perspectives and an attempt to connect the past to the present in our schools.

Due: Presented in Class throughout the semester.

6. School Improvement Plan 15 points

Using the research from the School Diversity Project, student will, alone or in groups, propose and carry out an action that will either deepen personal awareness of the inequity in our schools or benefit the lowest performing school from student research.

Due: Last Day of Class!

WEEKLY READINGS / ACTIVITIES

As I like to take advantage of the strengths and challenges that each individual class may have, this list is not necessarily how the readings will progress. I will keep everyone well-informed of any changes. Any change will be documented electronically to students either as a message in webCT or a post in a class blog.

1: week of Aug 26 Multicultural Education: Issues and Concepts

Introductions / Syllabus Overview
Conceptions / Misconceptions of Culture
Multicultural Education

NOTE: Please download the syllabus from the COE Website or WebCT

Due Sep 2: Nieto: Introduction, Chapters 1 and 2
Jensen Black and White (course reader)

2: week of Sep 2 Multicultural Education: Issues and Concepts

Dimensions of Multicultural Education
Cultural Issues in Education and Society
Tolerance Issues
Personal History of Otherness – Assignment Introduction (First Draft Due: Sep 16 – in class)

Due Sep 9: Tatum: The Complexity of Identity (course reader or Ch 2 Tatum)
Nieto: Chapter 4

3: week of Sep 9 Examining Race and Racism

White Privilege
Racism and Discrimination **Movie:** The Shadow of Hate

Due Sep 16: Tatum: Bring Complexity of Identity (course reader or Tatum book)
Hitchcock: White American Culture

Due Sep 16: Personal History of Otherness

4: week of Sep 16 Personal / Family Backgrounds

Personal History of Otherness
Expressing and Respecting Multiple Perspectives

Due Sep 23: Elsbree & Halcón: 50 Ways to Call Sept 16 (reader)
Kosciw & Diaz: The 2005 National School Climate Survey (course reader)

5: week of Sep 23 Gender and GLST Issues

Gender Biases
Schooling Experiences of Lesbian, Gay, Bisexual and Transgender Youth

Due Feb 25: Grant and Sleeter: Race, Class, Gender & Disability (course reader)
Nieto: Chapter 5

6: week of Sep 30 Examining Social Class / Structural Inequalities

Approaches to Multicultural Education (Models)
Social Class and Educational Inequality

Due Oct 7: Delpit: The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children (course reader)
Ladson-Billings: Culturally Relevant Teaching (course reader)
Nieto: Chapter 6

7: week of Oct 7 Cross-Cultural Teaching

Teaching Students from Diverse Backgrounds
Movie: Eyes on the Prize

Due Oct 14: Nieto: Chapters 5 & 9

8: week of Oct 14 Academic Achievement / Learning From Students

Factors Affecting Academic Achievement for Students of Color
Learning from Students
Multiple Perspectives
School Diversity Assessment – Assignment Introduction (Due Nov 4)

Due Oct 21: Nieto: Chapter 8

9: week of Oct 21 Race & Ethnicity / Educational Equity

Colorblind Perspective in Education
Affirmative Action in Schools
Groups & Topics Decided for School Diversity Project!

Due Oct 28: Nieto: Chapters 6
Olsen: Learning the Language of America (course reader)

10: week of Oct 28 Educational Equity

Research for School Diversity Assessment

Group Reading Facilitation: Assignment Instruction (Begin-tentative)

Due Nov 4: Nieto: Chapter 8

11: week of Nov 4 Language Diversity / Educational Equity

Educating Immigrant Students
Schooling Experiences of Latino Students
Movie: The Lemon Grove Incident

Due: Nov 18: Nieto: Chapter 3

12: week of Nov 11 Veteran's Day – No Class

13: week of Nov 18 Multicultural Education

Schooling Experiences of Students of Color
Causes and Effects of Stereotypes
Student Group Reading Facilitation!!

School Improvement Plan – Assignment Introduction (Due: Dec 2) [may be introduced much earlier]

Due: Nov 25: Nieto: Chapter 11

Heward, et.al: Educational Equity for Students with Disabilities (reader)

14: week of Nov 25 Educational Equity / School-Family Connections

Students with Disabilities
School / Family Connections
Present School Diversity Assessment (may be moved up)

15: week of Dec 2 Adapting Curriculum for Multicultural Classrooms

Creating Equitable Learning Environments
Outcome Assessments

Due May 5: Final Presentations/School Improvement Plan

16: week of Dec 9 Multicultural Education in Practice

Final Presentations
Course Evaluations

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 <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	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