

California State University San Marcos  
School of Education

***EDUC 364-01/02-Cultural Diversity & Schooling  
Fall 2012***

**Professor John J. Halcón**

**Mission Statement**

**The mission of the School of Education community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices.**

**We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service.**

**Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (Adopted by the COE Governance Community. October 1997.)**

Office:	420 University Hall
Telephone:	(760) 750-4278
E-mail:	<a href="mailto:jhalcon@csusm.edu">jhalcon@csusm.edu</a>
Office Hours:	By appointment only
Meeting Days:	TR
Room:	<b>Univ 444</b>
Meeting Times:	<i>CRN40470 10:30-11:45 am</i> <i>CRN40471 2:30-3:45 pm</i>
Moodle Address:	<a href="http://cc2012.csusm.edu">cc2012.csusm.edu</a>

## **COURSE DESCRIPTION**

*Required of all credential candidates.* This course explores cultural and linguistic diversity as critical variables in achieving educational equity for ALL students. Major units include intensive theoretical and practical articulation of culture and cultural pluralism; educational issues of race, class, gender, language, ethnicity, and exceptionality; social, structural, programmatic and curricular issues; and effective teaching for diverse populations.

### **Course Objectives**

Students completing EDUC 364 will be able to demonstrate:

- Developing competencies in *TPE 15: Social Justice and Equity*;
- Understanding of various concepts of culture and cultural contact, and their applicability to learning and teaching;

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

### **Authorization to teach English Language Learners (ELLs)**

The credential program at CSUSM has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach ELLs is met through the infusion of content and experiences with the Multiple Subject Program, as well as additional coursework. Students successfully completing this program receive the Preliminary Multiple Subject Credential with authorization to teach ELLs (formerly called CLAD).

### **School of Education Attendance Policy**

All students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

## **COMPETENCIES**

### **Teacher Performance Expectation (TPE) Competencies**

This course is designed to help teachers seeking the Multiple or Single Subject(s) Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The course objectives, assignments, and assessments have been aligned with the CCTC standards for the Multiple and Single Subject(s) Credential. You can incorporate artifacts from this class into your final comprehensive portfolio. The following TPE is addressed in this course:

#### ***TPE 15: Social Justice and Equity***

*Teacher candidates will be able to identify issues of social justice and equity in the classroom to ensure equal outcomes for diverse students. They will be familiar with ideas, definitions, and major theorists in the fields of multicultural education, social reconstruction, and democratic education. Pluralism and divergent perspectives on educating students will be the foundation of designing effective lessons and instructional practices for diverse students. Candidates will understand when and how to collaborate with others, especially curriculum specialists, community leaders, and parents on preparing relevant and appropriate instructional activities, curricular units, and school structures that would provide equitable outcomes for students from different linguistic, cultural, and socio-economic backgrounds.*

## GENERAL CONSIDERATIONS

### **All rights reserved**

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

### **Outcomes and Standards**

The context for, and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the School of Education in development of the program approval documents. (Note: As of 2002, the CLAD competencies are collectively referred to as an *Authorization to Teach English Learners*.)

Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS). Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in “seat time”, meeting minimum criteria for assignments, checking off tasks and activities), and how these outcomes correspond to your potential to enhance student learning as a new teacher.

### **Academic Honesty**

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

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

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

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

### **Appeals**

Every student has the right to appeal a grade, or appeal for redress of grievances incurred in the context of the class. Disputes may be resolved informally with the professor, or through the

formal grades appeal process. For the latter, consult with the Interim Director's Office of the School of Education.

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

Students **MUST BE APPROVED** for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality.

### **All University Writing Requirements**

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

### **Community Service Learning**

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

### **Foster Children**

A unique aspect of this course is a focus on the educational needs of foster children. In a unique collaboration between CSUSM's School of Education, Community Service Learning and San Diego County Office of Education, Foster Youth Services Program, **ALL** students in this class **ARE REQUIRED** to tutor foster children as part of the Service Learning requirement for the course. There will be **NO EXCEPTIONS**. Twenty (20) of these hours can be counted towards the 45 student contact hours required for EDUC 350 and entrance into the Teaching Credential program.

## **COURSE REQUIREMENTS**

### ***Required Texts***

Rothenberg, Paula. Race, class, & gender in the United States: An integrated study (2004). 7th Edition. VHPS. ISBN: 0716-75515-7.

Reyes, Maria de la Luz. Words were all we had: Becoming biliterate against the odds (2011). ISBN 978-0-8077-5180.

### ***Recommended Texts***

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

## Grading Policy

- All required work must be submitted on time.
- You will lose one complete grade on an assignment for late submissions.
- All work will be submitted electronically to class Moodle page

## Assessment of Progress

**There are 1000 points possible:**

- 1) Attendance and Class Participation (100 points)**—First, is the expectation that you will attend all class sessions and actively participate. If you miss four (4) hours, or it's equivalent, you will be dropped from the course.

Second, A significant part of this grade will come from the weekly reading assignments and **Cougar Course postings**. You will be responsible for these assigned readings might be asked to respond to explicit questions from the professor or your peers regarding the readings assigned each week.

- 2) Social Justice Paper(s)-pre and post (100 points). Assignment #1 (a) & (b):** You will submit two papers (1-1 pager/1-2 pager) of your understanding of Social Justice. One is submitted at the start of semester and another at the end. The second paper should reflect an enhanced understanding of the concept based on the readings, class discussions and your experience in class. Answer the following question:

What does the term **Social Justice** mean for you and your profession?

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

Paper #2: *Due: November 29th. (50 points)*

- 3) Personal/Family Background (100 points) Assignment #2:** By researching and studying one's family background it is possible to gain an appreciation about us as individuals and our many similarities and differences.

In this assignment you are to write a 6-8 page narrative about your family background including religious affiliation, ethnicity, culture, language(s), country of origin, education/occupation and any other information you think is of interest and value.

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

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

***DUE: September 27th.***

- 4) **Discussion Board (300 points)**--Ongoing: Students are required to participate in **Cougar Courses Discussions**. Focus on the weekly readings, be introspective, addressing issues, and experiences, from the readings that spark your imagination.

A minimum of ten (10) substantial entries is expected for a passing grade on this assignment (to obtain a C grade). **NOTE: If you want an "A" in this class, you must get an "A" on this assignment. As such, you must submit a minimum of 19 postings!**

The following explains this:

Entries Required	Grade Equivalent
*1-10 entries-50 points	C+
*11-14 entries-100 points	B-
*15-18 entries-125 points	B
*19-22 entries-175 points	B+
*23-25 entries-220 points	A-
*26-30 entries-255 points	A
*31+ entries-300 points	A+

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

***Ongoing-Do not wait until the end of the semester to post to Cougar Courses. Last posting accepted: November 29<sup>th</sup>.***

6. **Midterm Exam (200 points)**. A midterm exam will be given.
7. **Final Exam (200 points)**. A final exam will be given.

## Schedule of Readings

August 28-December 15

( cc2012.csusm.edu )

**Week 1.** *August 28- August 30-Introduction, Organization of Class, /[Tutor Connection/ SDCOE, The Child Welfare System](#)*

For Next Week **Read:**

*Rothenberg: Part I.*

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

**VIDEO: TUTOR CONNECTION**

**Week 2.** *September 4-September 6- [Mission Statement, Definitions/The Social Construction of Difference- SDCOE, FYS Core Curriculum “At Risk” Children](#)*

For Next Week **Read:**

*Rothenberg: Part II.*

*Assignment #1(a) **DUE: September 6***

**Week 3.** *September 11-September 13-The [Social Construction of Difference: Race / FYS Professional Boundaries](#)*

For Next Week: **Read:**

*Rothenberg: Part III.*

**VIDEO: THE EYE OF THE STORM**

**Week 4.** **September 18-September 20-** The Social Construction of Difference: Class / Wide Range Achievement Test (WRAT-4) Training and Student Assignments

For Next Week **Read:**

*Rothenberg. Part IV. - #s 1-14*

**Assignment #2: Submit a 6-8-page Family Background paper. Due: Sept. 27<sup>th</sup>**

**VIDEO: RACE: THE POWER OF AN ILLUSION**

**Week 5.** **September 25-September 27-**Racism & Sexism SDCOE-FYS Behavior Management

For Next Week Read:

*Reyes. Forward, Preface, Acknowledgments, & Introduction*

**Assignment #2: DUE September 27th.**

**Week 6** **October 2-October 4-** Discrimination

For Next Week Read:

*Rothenberg. Part IV 15-29.*

*Reyes. Chapters 1. NIETO. On Learning to Tie a Bow, and Other Tales of Becoming Biliterate (p. 15-25).*

*Week 7.*

*October 9-October 11 - Social Class*

## **MIDTERM EXAM**

For Next Week Read:

*Rothenberg. Part V*

*Reyes. Chapter 2. GONZÁLEZ-Words Were All We Had: Reflections on Becoming Biliterate (p. 26-35).*

*Week 8*

*October 16-October 18- Privilege*

For Next Week Read:

*Rothenberg. Part VI -#s1-14*

*Reyes. Chapter 3. MERCADO. A Lifelong Quest for Biliteracy: A Personal and Professional Journal (p.36-48).*

**VIDEO: TIM WISE ON WHITE PRIVILEGE**

*Week 9.*

*October 23-October25-Immigration*

For Next Week Read:

*Rothenberg. Part VI - #'s 15-28*

*Reyes. Chapter 4. BARTOLOME. Literacy as Comida: Learning to Read with Mexican Novelas. (p. 49-59).*

**VIDEO: A DAY WITHOUT A MEXICAN**

**Week 10.**

**October 30-November 1- Immigrants/SDCOE, FYS-Check in**

For Next Week Read:

*Rothenberg. Part VII.*

*Reyes. Chapter 5. REYES. Prayer Books and Hymnals: Textual Stepping Stones to Biliteracy. (p. 60-70).*

**VIDEO: *EL NORTE (Watch at Home or On-Line)***

**Week 11**

**November 6-November 8- Language Acquisition**

For Next Week Read:

*Rothenberg. Part VIII.*

*Reyes. Chapter 6. BALDERAMA. Border Literacies: Con-Textos Bilingues. (p. 71-84).*

**Week 12**

**November 13-November 15- Language Acquisition /Surviving Abuse**

For Next Week Read:

*Rothenberg. Part IX*

*Reyes. Chapter 7. HALCÓN. Obstinate Child. (p. 85-95).*

**Week 13**

**Nov 19-Nov. 24 -THANKSGIVING**

For Next Week Read:

*Reyes. Chapter 8. Arvizu. Becoming a Bilingual-Crosscultural Educator. (p. 96-106).*

*Reyes. Chapter 9. VALADEZ. Saving La Nena (p. 107-120).*

**Assignment #1(b): Submit a 2-page discussion of your understanding of Social Justice.  
Due: **November 29th.****

*Week 14.*

*November 27-November 29 2<sup>nd</sup> Language Acquisition*

For Next Week Read:

*Reyes. Chapter 10. FRÁNCQUIZ. Boriquen Querido: Growing Bilingual in a Military Family (p. 121-132).*

*Reyes. Chapter 11. PEDRAZA. Pedro, Peter, Pete, and Pito (p. 133-142).*

*Reyes. Conclusion: Overcoming the Odds-Lessons Across Generations. (p. 134-143).*

*Assignment #1(b) DUE: November 29<sup>th</sup>.*

*Week 15.*

*December 4-December 6-Wrap Up & Final Exam*

**VIDEO: CRASH**

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

**Final Exam**