

California State University San Marcos  
COLLEGE OF EDUCATION

EDUC 364

The Role of Cultural Diversity in Schooling

Fall 2009

CRN 41261 M: 5:30pm – 8:15pm UNIV HALL 440

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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).

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**Furlough Statement**

Due to the devastating effects of current budget crisis in California, CSU faculty have been furloughed nine days each semester of this academic year, representing a 9.23% reduction in both workload and compensation. A furlough is an unpaid day off on a faculty member's regularly-scheduled workday. In order to satisfy legal and ethical requirements of the California Labor Code, CSU faculty are required to submit formal certification to not work on furlough days. CSU faculty are prohibited from teaching, conducting scholarly research, consulting with students, responding to email or voicemail, providing assignment feedback, or participating in any CSU work-related activities on furlough days. Furlough dates vary by professor; my Fall Semester furlough dates are noted on this syllabus.

The CSU faculty agreed to take furlough days in order to preserve jobs for as many CSU employees as possible, and to serve as many students as possible, in the current budget crisis. The agreement that governs faculty furloughs acknowledges that "cuts of this magnitude will naturally have consequences for the quality of education that we can provide." Within the furlough context, I will make every effort to support your educational experience at CSUSM. Visit CSUSM Budget Central [<http://www.csusm.edu/budgetcentral/>] to learn about the state budget crisis and how it impacts your educational opportunities. To avoid the continued loss of higher education availability in California, exercise your right to voice an opinion. Contact information for state legislators and the governor are provided at Budget Central (<http://www.csusm.edu/budgetcentral/links.html>).

**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. This course is intended for students having an interest in diversity and educational issues and is a prerequisite for all teacher credential and graduate program candidates in education. Highly refined oral and written communication, information literacy, and appropriate use of technology are required of professional educators, therefore they are stressed as methods for completing course requirements.

## 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, curricular development and educational reform;
- understanding of the historical and contemporary contexts for multicultural education and the relationship existent between multicultural and bilingual education
- understanding of cultural diversity in the United States and California;
- general familiarity with cultural responsive pedagogy and the various instructional methods and materials appropriate for use in multilingual/multicultural settings;

Students are expected to a) report, interpret, analyze, and synthesize complex information, and;  
b) demonstrate university-level competence in information literacy, the use of technology, and oral communication.

Please note that this is a hybrid course that involves face-to face as well as online components. Therefore, students are required to check WebCT for online components, announcements, and assignments.

## College of Education Attendance Policy

The Governance Community of the College of Education adopted the following policy on 12/19/97:

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.

The course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, College Policy is amplified as follows:

1. Missing more than 1 class meetings will result in the reduction of one letter grade. 2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be negotiated on a case-by-case basis. Students are expected to establish appropriate personal, academic and career-ladder priorities. These measures should not be considered punitive. Rather, they should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

## 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

Spring, J. *Deculturalization and the struggle for equality*. (Third, Fourth, or Fifth Edition.) New York: The McGraw Hill Companies, Inc.

**Course Reader** - available on webCT6

## GRADING

**Submission Schedule:** Work submitted within one week late will be reduced by one letter grade. Work received over one week late receives no credit.

**Grading Emphasis:** Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations will use APA format.

All assignments are due on the dates indicated. **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:

90 – 100	A
89 – 80	B
72 – 79	C+

**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.

### 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.

Items to take into consideration:

- 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

## COURSE REQUIREMENTS

### Assignments:

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. Assignments may be submitted via e-mail as text messages or enclosures. If you choose to submit your work electronically, please send it to the e-mail address indicated, to ensure timely receipt and response. Text should be readable by MS Word 97 minimum (Windows 95 minimum). If submitting in paper form, submit 2 copies of all work - one will be returned to you with comments and the other will be retained on file.

#### **1. Personal History and Family Background Assignment:** Examining your own culture (30 points).

This is a two-part assignment consisting of 1) a written outline of who you are and who composes your family tree and 2) a presentation to be shared in class with the rest of the group. This presentation can be done through a Power Point, iMovie, or any other format that fits your needs.

For this assignment you will first write an outline about a) your own life, describing the experiences that have shaped your views of race, culture, and issues of diversity, and b) a family 'tree'. For part (1) you will need to 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, (a) your identity as a learner, (b) how this affects your potential as a teacher, (c) and your identity as a member of a particular cultural/racial/ethnic group. 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.

For part (2) you will need to construct a family 'tree' that includes as much information as you can gather 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. By researching and studying one's own background it is possible to gain an appreciation about ways in which we share many similarities and differences.

Once you have done the outline you will need to find a format to present it to the class. You will present a synopsis of your personal history and family background, accompanied by appropriate visual, aural and or tactile aids. The mode of presentation may include any form of multi-modal presentation. The format you use to present the information is up to you. It can be as formal as genealogical tree or informal as a narrative. Of course the depth of this report is somewhat limited by time constraints, personal resources and any information you may have collected prior to this assignment. Please indicate these limitations on your report. This presentation can only last a maximum of **six minutes**. You will need to time yourself/ the length of your presentation ahead of time to make sure that you do not exceed the time frame assigned in consideration to the other students who are waiting to present. **This assignment is due by session five.**

Note: Samples of presentations done for this assignment will be available in class and on WebCT resources.

#### **2. Research Paper and Panel Presentation.** Examining multicultural/multilingual issues selected by each group (30 points written/15 points oral).

In heterogeneous groups the students will develop, as a group, a multicultural research paper, which you will formally present to the class via Power Point or video. Your research should 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. Your paper will include:

1. a cover page listing the title, a 2-3 paragraph/200 word abstract, full names of all group members
2. a narrative that describes the issue, including its historical context,
3. a description of why the issues is significant in the field of education,
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. a "references" table showing all references consulted, and
8. any 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 issue, not developing some time consuming cover on the computer. All papers are due on the last day of class.

Your panel presentation will be 20 minutes in length. You will present a synopsis of your issue, accompanied by appropriate visual, aural and or tactile aids. The mode of presentation may include skits, simulations, debate, Socratic dialogue, or some other form of multi-modal presentation. 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 (refer to the grading rubric to be distributed separately). 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. Peer assessment of presentations will be incorporated into the grading process. **Presentations will take place during the last two class sessions. Papers are due on the day of the presentation.**

**3. Outcome Assessment.** Your opportunity to examine your own learning (25 points)

You will select the most important learning or closely related sets of learning 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),
- (3) how this will shape your attitudes and demonstrated behaviors as a teacher or in future intercultural interaction, and
- (4) 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. **This paper is due on the last day of class.**

**4. Participation.** (15 points) Reflections, Quickwrite activities and other assignments are counted as part of the participation points.

**NOTE:** It is important to remember that this is a hybrid course, which means that part of it is delivered face to face and part of it is delivered through online assignments. It is expected that each student will check WebCT for online sessions and that each assignment will be submitted in a timely manner.

## TENTATIVE WEEKLY READINGS / ACTIVITIES

The professor reserves the rights to modify the schedule below when deemed appropriate. *Items are suggestive, and delivery depends on available time*

**Tentative Class Schedule and Assignments will be found on WebCT under each session**

Date	Topic	Readings & Assignments Due
<b>Session 1</b> 8/31/09	<ul style="list-style-type: none"> <li>• Introductions / Needs sensing/ Syllabus Overview</li> <li>• Nature of Culture: Brief history and scope of the notion of culture</li> <li>• Manifestations of culture in the classroom: Working with diverse populations</li> </ul>	Write a one page essay answering the question "What is culture?" and bring a printed copy to Session 4
<b>Session 2</b> 9/7/09	Labor Day!!!!	No class
<b>Session 3</b> 9/14/09	Research Session for Personal Narrative and Family Tree Assignment	Online Session. See guidelines to prepare your personal narrative/family tree presentation and bring it to Session 5/6 to share in class Read Ch 1 in Spring
<b>Session 4</b> 9/21/09	<ul style="list-style-type: none"> <li>• Cultural contact, cultural diversity in the U.S. and California, changing demographics: "American Tongues" video. Conceptions/Misconceptions of Culture</li> <li>• Cultural Terms</li> <li>• Definitions of culture (Resources)</li> </ul>	<b>Reading Due:</b> Chapter 1 in Deculturalization book
<b>Session 5</b> 9/28/09	Personal History/Family Tree presentations	<b>Due: Personal History/Family Tree</b>
<b>Session 6</b> 10/05/09	Personal History/Family Tree presentations <ul style="list-style-type: none"> <li>• Create groups</li> <li>• Discussion/reflection on personal narrative/family tree assignment</li> </ul>	<b>Due: Personal History/Family Tree</b>
<b>Session 7</b> 10/12/09	<ul style="list-style-type: none"> <li>• Cultural Issues in Education and Society</li> <li>• Cultural Terms</li> <li>• Definitions of culture cont. (Resources)</li> <li>• Manifestations of culture in the classroom: Working with diverse populations</li> <li>• History of Native Americans in the US</li> </ul>	<b>Reading Due:</b> Chapter 2 in Deculturalization "In the White Man's Image" film Write a short (one or two paragraphs) response to the following questions: What does this film reveal about the social and historical construction of the white vs. nonwhite (in this case, Native American) racial or ethnic groups in the U.S.? How were premises about the inferiority of Native Americans used to justify policies (give specific examples)
<b>Session 8</b> 10/19/09	<ul style="list-style-type: none"> <li>• The history of Intolerance in America;</li> <li>• Shadow video and discussion/reflection on personal narrative/family tree assignment</li> <li>• The Immigrant Experience</li> </ul>	<b>Reading Due:</b> Spring Text Chapters 3 and 4

<b>Session 9</b> 10/26/09	<b>Computer Lab (TBA):</b> Research & data collection for Panel Presentation Project	Online Session: Cooperative learning activity: Each group meets individually <b>Due: Group panel leader's report.</b>
<b>Session 10</b> 11/02/09	<ul style="list-style-type: none"> <li>Parental Involvement: Working with communities outside the school from a Multicultural perspective: Lemon Grove Incident movie and reflections</li> </ul>	<b>Reading Due: Chapters 5</b>
<b>Session 11</b> 11/09/09	<ul style="list-style-type: none"> <li>Cultural pluralism and instructional methods: Issues in curriculum development and social policy</li> <li>Models of multicultural education</li> <li>Summary of Spring's book on Deculturalization.</li> </ul>	Find a children's book (story, folktale, legend, etc) that portrays characters from another culture. Write a one page summary about it, and bring it to next class for sharing and discussion
<b>Session 12</b> 11/16/09	<ul style="list-style-type: none"> <li>Using Multicultural literature in the classroom</li> <li>"Starting Small" video and reflections</li> </ul>	<b>Reading Due</b> Ladson-Billings: "Culturally Relevant Teaching" Presentation and sharing of individual books.
<b>Session 13</b> 11/23/09	<ul style="list-style-type: none"> <li><b>Computer Lab (TBA):</b> Research &amp; data collection for Panel Presentation Project</li> </ul>	On-line Session: Individuals work on their section of the research paper and panel presentation
<b>Session 14</b> 11/30/09	<ul style="list-style-type: none"> <li>Group presentations &amp; connections to course. Reflections. Where do we go from here?</li> </ul>	<b>Due: Group Panel Project due, if your group presents today.</b>
<b>Session 15</b> 12/7/09	<ul style="list-style-type: none"> <li>Group presentations &amp; connections to course. Reflections. Where do we go from here?</li> <li>Outcome Assessment – Final for class</li> <li>Course Evaluations</li> </ul>	<b>:Due: Group Panel Project, if your group presents today. Outcome Assessment</b>

**Dr. Rosario Diaz-Greenberg**  
**Tentative Furlough Days for Fall 2009:**

- Sept 8<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 15<sup>th</sup>
- Oct 8<sup>th</sup> and 22<sup>nd</sup>
- November 24<sup>th</sup> and 25<sup>th</sup> (University imposed dates)
- December 10<sup>th</sup>



**Panel Presentation Evaluation\***  
**EDUC 364**

**Panel Statement:** \_\_\_\_\_

1. **Was the panel topic clearly defined?**
2. **Did all group members have a significant role?**
3. **Was the presentation convincing? Did it cover the main arguments necessary to persuade the audience of the topic statement?**
4. **Did the panel presentation demonstrate effective communication strategies?**

**Group Evaluations**

Group #	Points Item 1	Points Item 2	Points Item 3	Points Item 4	Totals
1					
2					
3					
4					
5					
6					

5. **Other comments per Group # (Use back of sheet)**

\*Please print this page and bring it to Class Sessions 14 and 15