



**EDUC 364-01**  
**Diversity & Schooling**  
**CRN #48495**  
**Tuesdays and Thursdays**  
**10:30 – 11:45 am**  
**Kellogg 1106**

Cougar Courses Address: <http://cc.csusm.edu/course/view.php?id=3951>

**Fall 2014**

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*Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.*

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Hours:	By Appointment

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**School of Education Mission & Vision Statement**  
*(Adopted by SOE Governance Community, January 2013)*

*Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

*Mission*

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
  - Promote and foster social justice and educational equity
  - Advance innovative, student-centered practices
  - Inspire reflective teaching and learning
  - Conduct purposeful research
  - Serve the School, College, University, and Community
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**Basic Tenets of our Conceptual Framework**

- Student centered education
  - Research and theory specific to the program field inform practice
  - Connections and links between coursework and application
  - Strong engagement between faculty and candidates
  - Co-teaching clinical practice
  - Culturally responsive pedagogy and socially just outcomes
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## COURSE DESCRIPTION

Required of all credential candidates. This course explores social, cultural and linguistic diversity as critical variables in achieving educational equity and social justice for ALL students. Major units include intensive theoretical and practical articulation of social justice, equality and equity, culture and cultural pluralism in the classroom. This includes issues of race, class, gender, language, ethnicity, exceptionality and social, structural, programmatic, curricular issues, and organizational impediments to 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 “*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 English Learners 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 English Learners (Approved by CCTC in SB 2041 Programs Standards, August, 2002).

**NOTE: CTEL CANDIDATES ONLY:** *CTEL candidates will need to upload their graded CTEL signature assignment (with a passing grade or rubric indicating passing grade) to their **CTEL electronic portfolio** upon completion of this course. CTEL Program Coordinator will then review the candidate’s CTEL standards in their electronic portfolio in order to fulfill their certification requirements for the California State Department of Education. For further clarification, please contact Dr. Ana Hernandez, CTEL Program Coordinator, at [ahernand@csusm.edu](mailto:ahernand@csusm.edu).*

### College 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 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.

#### **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. 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 University catalog.

**\*\*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 Dean'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.

## **Foster Children**

A unique aspect of this course is the tutoring of foster children. **ALL** students in this class **ARE REQUIRED** to tutor foster children as part of the 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.

## **Required Texts**

Rothenberg, Paula. Race, class, & gender in the United States: An integrated study (2009). 8th Edition.

Reyes, Maria de la Luz. Words were all we had: Becoming biliterate against the odds (2011).

## ***Recommended Texts***

Villaseñor, Victor. Rain of Gold. (1992). Delta Press.

## **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 5th**. (50 points)

Paper #2: Due: **November 21st**. (50 points)

- 3) Personal/Family Background (200 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 26th.**

- 4) Discussion Board (300 points)--Ongoing:** Students are required to participate in **Cougar Courses Discussions**. Focus on the weekly readings, be introspective, address 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). **However, if you expect an "A" in this class, you must get an "A" on this assignment. As such, you must submit a minimum of 26 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 26<sup>th</sup>*.**

6. **Midterm Exam (100 points)**. There will be a midterm exam.
7. **Final Exam (200 points)**. There will be a final exam.

### **Welcome To EDUC 364 -Hybrid**

Welcome to **EDUC 364-01** Cultural Diversity & Schooling. This **section of EDUC 364** is unusual in that it will be taught as a **HYBRID** class, meaning that it will be taught partially on-line. Although most class assignments are required to be posted on-line already, via **Cougar Courses**, this fall’s class takes another step leading, ultimately, to an optional, completely on-line course (though not yet).

Not to worry, I will be with you every step of the way. Together, we will march into the future of on-line instruction.

Refer to Cougar Courses-EDUC 364 Fall 2014, for specifics of the syllabus. It will outline all readings, videos, Power Points, etc., and assignments for the week.

## SCHEDULE OF CLASSES

### **\*\*Week 1. Introduction/Tutor Connection**

<b>MODULE 1.</b> (August 26)	Introduction
<b>MODULE 2.</b> (August 28)	Tutor Connection

### **\*\*Week 2. Vision Statement/ Definitions/Core Curriculum**

<b>MODULE 3.</b> (September 2)	Vision Statement/Definitions
<b>MODULE 4.</b> (September 4)	Core Curriculum

### **\*\*Week 3. Social Construction of Difference/Professional Boundaries**

<b>MODULE 5.</b> (September 9)	The Social Construction of Difference: Race
<b>MODULE 6.</b> (September 11)	Professional Boundaries

### **\*\*Week 4. Difference: Race, Ethnicity/Behavior Management**

<b>MODULE 7.</b> (September 16)	Difference: Race, Class & Ethnicity
<b>MODULE 8.</b> (September 18)	Behavior Management

### **\*\*Week 5. Racism/Stereotyping**

<b>MODULE 9.</b> (September 23)	Racism
<b>MODULE 10.</b> (September 25)	WRAT-4 Training

### **\*\*Week 6. Stereotypes and Discrimination**

<b>MODULE 11.</b> (September 30)	Discrimination
<b>MODULE 12.</b> (October 2)	Stereotypes

### **\*\*Week 7. Foster Youth & 'At Risk' Children**

<b>MODULE 13.</b> (October 7)	<b>MIDTERM: On Line</b>
<b>MODULE 14.</b> (October 9)	Foster Youth & "At Risk" Children

### **\*\*Week 8. Privilege**

<b>MODULE 15.</b> (October 14)	Privilege
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**MODULE 16.** (October 16) Surviving Abuse

**\*\*Week 9. Immigration**

**MODULE 17.** (October 21) Immigration

**MODULE 18.** (October 23) Immigration

**\*\*Week 10. Immigrants/FYS Check-in**

**MODULE 19.** (October 28) Immigrants

**MODULE 20.** (October 30) FYS Check-In

**\*\*Week 11. Language Acquisition/Surviving Abuse**

**MODULE 21.** (November 4) Language Acquisition

**MODULE 22.** (November 6) 2nd Language Acquisition

**\*\*Week 12. 2<sup>nd</sup> Language Acquisition**

**MODULE 23.** (November 11) 2nd Language Acquisition

**MODULE 24.** (November 13) Surviving Abuse

**\*\*Week 13. Biliteracy & Bilingual Education**

**MODULE 25.** (November 18) Biliteracy

**MODULE 26.** (November 20) Bilingual Education

**\*\*Week 14. Thanksgiving Week**

**November 25-November 27** **THANKSGIVING**

**\*\*Week 15. Discussion/Wrap-Up & Foster Children**

**MODULE 29.** (December 2) Wrap Up/Foster Children

**MODULE 30.** (December 4) Last Day of Class

**\*\*Week 16. Final Exam-ON LINE December 8-12**