California State University SAN MARCOS | School of Education

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EDUC 364 Section 1
The Role of Cultural Diversity in Schooling
CRN # 20560
Tuesday and Thursday
4:00 pm - 5:15 pm
University Hall 444
Spring 2015

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

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Hours: By appointment

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

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

COURSE DESCRIPTION

Required of all credential candidates. Principles of first and second language acquisition (e.g., historical and current theories, psychology, sociocultural, political, and pedagogical factors) and issues related to notions of culture, interaction, and communication in school and community contexts (e.g., the nature of culture, manifestations of cultural contact, and cultural diversity in the United States and in California) within a theoretical and applied context.

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:
1. Developing competencies TPE15: social justice and equity;
2. Understanding of various concepts of culture and cultural contact, and their applicability to learning and teaching;
3. Understanding of cultural diversity in the United States and California;
4. General familiarity with cultural responsive pedagogy;
5. Understanding of gay, lesbian, bisexual and transgender students, teachers, and families;
6. Understanding of marginalized student populations.
7. An understanding of "at risk" youth and foster children

Unique Course Requirements

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 College 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. This is a "multi-level win" for all parties involved, youth get some services that they need, you get a deeper understanding of children so that you can be the best teacher that you can be and you can use the twenty hours towards the required forty-five hours of classroom observation for EDUC 350. Please send any questions and comments regarding Tutor Connection to Michelle Bailow at **mbailow@sdcoe.net**.

Required Texts

Nieto, S., and Bode, P. (2012). *Affirming Diversity: The Sociopolitical Context of Multicultural Education.* Boston: Pearson Education, Inc. ISBN: 9780131367340

Authorization to Teach English Learners

This credential program 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. Candidates successfully completing this program receive a credential with authorization to teach English learners.*(Approved by CCTC in SB 2042 Program Standards, August 02)*

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple or Single Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs 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. You will be required to formally address the following TPEs 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, SOE 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 SOE website: http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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 candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Instructor application of attendance policy: Students are encouraged and expected to attend all sessions during the course, however, since we all have unforeseeable circumstances, one absence will be excused without penalty. For each additional absence, there will be a reduction of 40% in this grade category. In regards to partially missed sessions, for every 30 minutes that a student is not in class, their grade in this category will be reduced by 20%. Additionally, if you miss more than three class sessions (this includes late arrivals and departures), you cannot pass the class. Please remember to sign in for each class session.

Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations 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. Candidates 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.

All University Writing Requirement

The writing requirements for this class will be met as described in the assignments. Every course at the university, including this one must have a writing requirement of at least 2500 words.

CSUSM Academic Honesty Policy

"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 presentation 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."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. 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.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, 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 School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care. Things to consider:

- 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

Personal History of Otherness: Who am I? (25 points)
This assignment gives you the chance to analyze your personal history as you see yourself in terms of the eight categories of *otherness*: race/ethnicity, gender, religion, sexual orientation, socioeconomic status, age, physical/mental ability, and language. Throughout this analysis you will also provide an overview of your family/social context as well as a final reflection on what you learned during this critical reflection. This information will help you learn about yourself as you discover how others view you in our society, how your future students might view you, and how you might view your students from diverse backgrounds. This assignment meets the university writing requirement of at least 2500 word paper for the course. Instructions are on Cougar Courses.

Reading Reflections (20 points)
Submit a reflection commenting on the course readings. Please include personal connections, explanations as to how and why your perspective as an educator has changed, or is changing, and what you think your next steps will be in understanding the needs of diverse students in relation to the readings. Please focus on social justice and equity. Be introspective, addressing issues and experiences from the readings that spark your imagination. Ten entries are expected. Each submission is worth 2 points toward your grade. **Connections to the course readings are a way to verify that the assigned readings have been completed.** The final reflection will be your Final Project Proposal--also worth two points. Additionally, assigned readings in Cougar Courses will be assessed through class participation and discussion.

Peer Teaching (10 points)
You are required to sign up with a peer teaching group. Your group will be responsible for teaching your classmates the assigned material in *Affirming Diversity* for one session of the course. Your group will condense the information from your assigned chapter in such a way as to make the content accessible to your classmates. You will provide a 15-20 minute discussion that is interactive and should engage the class and allow us to examine the material in a meaningful way that promotes critical thinking and varied perspectives. You may also share additional resources found related to the topics.

Foster Youth Reflection (10 points)
Please write a 1-2 page typed journal entry reflection as to what you know, think, feel, etc. about foster youth and your experience as a tutor. Upload one copy to Cougar Course and email another to Michelle Bailow at mbailow@sdcoe.net.

Moodle Tasks/Forums (5 points)
This course blends online and face-to-face delivery. A substantial proportion of the content is delivered face-to face. Three class sessions will be on-line. Moodle tasks should take about the equivalent of class time. Please refer to the Cougar Course shell for the assignments that will be posted under the corresponding Moodle date. Forums are is worth a total of 5 points toward your final grade. A missing post to a forum will be counted as an absence from class.

Final Project (20 points)
Choose one of the following activities. All students will make a 10-20 minute presentation and a write up. You may work independently or in small groups. **All students will submit a brief proposal to the instructor no later than session ten outlining the question or issue you intend to address with your project.**

A. Visit the Museum of Tolerance in Los Angeles (this includes the Simon Weisenthal Center): Write a 2 page reflective paper describing the experience and how you could incorporate this trip with your future classroom.

B. Attend a Fall 2014 Arts and Lectures Series event at CSUSM: http://www.csusm.edu/al/calendar.html. Write a 2 page reflective paper describing your experience and how it is relevant to our course objectives. Create or find lessons that will help you address these issues in the classroom.

C. Simulation Game/ Simulation Exercise: Develop a game or an exercise that increases the awareness of your students in working with culturally diverse groups, or with students with exceptional needs. Your target group should be the age group that you plan on teaching. Please make your game/ exercise complete; that is, it should be ready to function when you present in class. For your presentation you will want to have the objective of the game/ exercise, how it functions, the rules, etc. Come to class, briefly tell us about the steps that you took to create it and then let the class use it. Debrief as necessary. Prepare a 1-2 page paper describing the who, what, where, how and why of your game/ exercise. This may be a collaborative write-up.

D. School diversity assessment: Working with 2-3 classmates, provide a research-based assessment of two or more schools from the same district. This assessment will be a comparison of academic achievement, staff characteristics, community resources, and parental involvement/outreach programs at the sites. Your final project may take the form of a PowerPoint, movie, poster, or some other type of creative way to present the information. More detailed directions, examples, and a rubric for grading assignment will be given in class.

E. Self designed project: You may design your own project addressing a significant issue or question related to the course objectives. This is your opportunity to personalize your learning and to be creative! You may incorporate multi-media, visual and/or performing arts. Please submit a 1-2 page written description of its design and significance in dealing with students from culturally diverse backgrounds.

Attendance, Participation, and Professional Disposition (10 points)
First is the expectation that you will attend all class sessions prepared to actively participate in class activities, group and individual sharing, and discussions on various topics and assigned reading. Please see the guidelines for the School of Education Attendance Policy and the attendance requirements for this course on page 4 of this syllabus. Please communicate any attendance issues directly with the instructor. Students are allowed 1 absence. Every absence thereafter will result in a 40% drop in this category. **Therefore, individual students with more than 3 absences cannot earn an A in this class.** Your professional disposition is related to how you conduct yourself in class in relation to social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. Respect, professionalism, and when appropriate, charity, are necessary for a positive, healthy learning environment. All students are entitled to their opinions. Students demonstrating negative attitudes and /or disruptive behavior will not be tolerated under any circumstances and will be referred immediately to the University Dean of Student Affairs and/or the CEHHS Associate Dean. Grades and course credit may be affected by inappropriate professional dispositions and/or behavior.

Electronic Submissions of Assignments
All assignments are to be turned into the Moodle shell (Cougar Course) on time. Points
will be deducted for late submissions as the work you do is essential to the discussions conducted
in this course. Make sure you turn in the assignments in Word, 12 font, in Times New Roman.

Grading Standards

All students will come prepared to class; readings and homework assignments are listed on the dates on which they are due. All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one class session late will be marked down to a "B"). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Exceptions will be handled on a case-by-case basis, as determined by the instructor.

It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error- free (grammar, spelling), and ideas are logically and concisely presented. The assignment's grade will be negatively affected as a result of this oversight. 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, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5th edition for citation guidance.

Grading will also include a component of "professional demeanor." Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to:
• On-time arrival to all class sessions;
• Advance preparation of readings and timely submission of assignments;
• Respectful participation in all settings (e.g., whole group, small group, in/outside of class)

Personal History of Otherness	25 points
Reading Reflections	20 points
Peer Teaching Demonstration	10 points
Foster Youth Reflection	10 points
Final Project	20 points
On-line Discussion Forums	5 points
Attendance, Participation, Professional Disposition	10 points
	100 points possible

Grading Scale

95—100 A	90—94 A -
87—89 B+	83—86 B
80—82 B-	77—79 C+
73—76 C	70—72 C -
60—69 D	0—59 F

Assessment Rubric/ Grade Descriptors

A=Exceeds Expectations: The student consistently performs and participates in an **exemplary** manner. Each assignment receives in-depth exploration and reflection based upon research, observations and classroom implementation, when possible. All work is submitted in a professional manner using APA style when appropriate. Presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

B=Adequately Meets Expectations: The student meets outcomes expectations in a **satisfactory** manner. Each assignment is based upon research, observations and classroom implementation, when possible. Generally, work is submitted in a professional manner using APA style when appropriate. Generally, presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

C=Minimal Performance: The student's skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without APA style, thorough proofreading and organization.

The student needs a great deal of guidance. The student is consistently late with work and has classroom attendance problems.

"D" or "F" students fail to meet the minimum requirements of a "C." The specific grade will be determined based on rate of assignment completion, attendance, etc.

TENTATIVE COURSE SCHEDULE

Week	Date	Topics	Readings and Assignments Due by Thursday
Week 1	Tuesday, January 20 Thursday, January 22	Introductions Syllabus Tutor Connection Introduction Multicultural Education	Bring a copy of the syllabus to class or have it accessible on a laptop or tablet. Livescan appointments
Week 2	Tuesday, January 27 Thursday, January 29	Multicultural Education Tutor Connection: Core	**Read**: Nieto Ch. 1-2 and readings on Cougar Course **Submit**: Reading Reflection Due next class: watch video- Race: The Power of an Illusion
Week 3	Tuesday, February 3 Thursday, February 5*	Racism, Discrimination, and Expectations of Students' Achievement Tutoring Connection: Boundaries	**Read:** Nieto Ch. 3 and readings on Cougar Course **Submit**: Reading Reflection
Week 4	Tuesday, February 10 Thursday, February 12*	Structural and Organizational Issues in Schools, GATE Students Tutor Connection: WRAT	**Read:** Nieto Ch. 4 and readings on Cougar Course **Submit**: Reading Reflection
Week 5	Tuesday, February 17 **Thursday, February 19**	Culture, Identity, and Learning **On-line**	R**ead:** Nieto Ch. 5 and readings on Cougar Course **Submit**: Reading Reflection **Submit:** Moodle Task *Time Wise* Video & Forum
Week 6	Tuesday, February 24 **Thursday, February 26**	Linguistic Diversity in U.S. Classrooms **On-line**	**Read:** Nieto Ch. 6 and readings on Cougar Course **Submit**: Reading Reflection **Submit:** Moodle Task *In the White Man's Image* Video & Forum

Week 7	Tuesday, March 3	Understanding Student Learning and School Achievement: Deficit Perspectives, Cultural Ecology Theory and Caring	**Read**: Nieto chapter 7 and readings on Cougar Course
	Thursday, March 5*		**Submit**: Reading Reflection
		Tutor Connection: Behavior Management	
Week 8	Tuesday, March 10	Learning from Students	**Read:** Nieto chapter 8 and readings on Cougar Course
	Thursday, March 12	Writing Workshop: Bring Personal History of Otherness draft to class.	**Submit**: Reading Reflection
Week 9	Tuesday, March 17*	Tutor Connection	**Read:** Nieto chapter 9 and readings on Cougar Course
	Thursday, March 19	Adapting Curriculum for Multicultural Classrooms	**Submit**: Reading Reflection
Week 10	Tuesday, March 24*	Tutor Connection	**Read:** Nieto chapter 10 and readings on Cougar Course
	Thursday, March 26	**On-line Class**	**Submit**: Reading Reflection **Submit:** Moodle Task *Crash* Movie & forum
Spring Break March 30- April 4			
Week 12	Tuesday, April 7	Oppression, Poverty & Learning: Rich Hill	**Read**: Readings on Cougar Courses
	Thursday, April 9*	Tutor Connection: Child Abuse	**Due:** Upload Personal History of Otherness Assignment
Week 13	Tuesday, April 14	Final Project Collaboration	**Due:** Bring resources for Final Project to Class.
	Thursday, April 16	Final Project Collaboration	
Week 14	Tuesday, April 21*	Tutor Connection	
	Thursday, April 23	Final Project Presentations	

Week 15	Tuesday, April 28	Final project presentations	
	Thursday, April 30	Final project presentations	
Week 16	Tuesday, May 5	Celebrate Diversity Potluck	**Due:** Tutoring Logs and Reflective Paper on working with foster youth.
	Thursday, May 7	Final Thoughts & Course Evaluations	

*These dates indicate the days when Michelle Bailow will be present to give a presentation or do a check-in about the Foster Youth Tutoring Component of this course.