



EDUC 364 (Section 1)
The Role of Cultural Diversity in Schooling
CRN #45491
Tuesdays and Thursdays
10:30 am – 11:45 am
Social Behavioral Science Building 1111
Fall 2013

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

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Hours:	By Appointment Only

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. 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.

HALCON: *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.

Unique Course Requirement – 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.

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.

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

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.

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)

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 Ana Hernandez, CTEL Program Coordinator, at ahernand@csusm.edu.

STUDENT LEARNING OUTCOMES

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.

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.

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*).

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

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.

****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.

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 and Grading Standards

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 (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 27th.

- 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 26th.

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 2013, for specifics of the syllabus. It will outline all readings, videos, Power Points, etc., and assignments for the week.

Schedule Outline

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

MODULE 1.	(August 27)	Introduction
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MODULE 2.	(August 29)	Tutor Connection
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****Week 2. Vision Statement/Definitions/Core Curriculum**

MODULE 3.	(September 3)	Vision Statement/Definitions
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MODULE 4.	(September 5)	Core Curriculum
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****Week 3. Social Construction of Difference/Professional Boundaries**

MODULE 5.	(September 10)	The Social Construction of Difference: Race
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MODULE 6.	(September 12)	Professional Boundaries
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****Week 4. Difference: Race, Ethnicity/Behavior Management**

MODULE 7.	(September 17)	Difference: Race, Class & Ethnicity
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MODULE 8.	(September 19)	Behavior Management
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****Week 5. Racism**

MODULE 9.	(September 24)	Racism & Sexism
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MODULE 10.	(September 26)	WRAT-4 Training
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****Week 6. Stereotypes and Discrimination**

MODULE 11.	(October 1)	Stereotypes
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MODULE 12.	(October 3)	Discrimination
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****Week 7. Foster Youth & 'At Risk' Children**

MODULE 13.	(October 8)	MIDTERM: On Line
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MODULE 14.	(October 10)	Foster Youth & "At Risk" Children
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****Week 8. Privilege**

MODULE 15.	(October 15)	Privilege
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MODULE 16.	(October 17)	Surviving Abuse
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****Week 9. Immigration**

MODULE 17.	(October 22)	Immigration
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MODULE 18.	(October 24)	Immigration
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****Week 10. Immigrants/FYS Check-in**

MODULE 19.	(October 29)	Immigrants
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MODULE 20.	(October 31)	FYS Check-In
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****Week 11. Language Acquisition/Surviving Abuse**

MODULE 21.	(November 5)	Language Acquisition
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MODULE 22.	(November 7)	Surviving Abuse
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****Week 12. 2nd Language Acquisition**

MODULE 23.	(November 12)	2 nd Language Acquisition
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MODULE 24.	(November 14)	2 nd Language Acquisition
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****Week 13. Biliteracy & Bilingual Education**

MODULE 25.	(November 19)	Biliteracy
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MODULE 26.	(November 21)	Bilingual Education
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****Week 14. Thanksgiving Week**

November 26-November 28	THANKSGIVING	
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****Week 15. Discussion/Wrap-Up & Foster Children**

MODULE 29.	(December 3)	Wrap Up/Foster Children
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****Week 16. Final Exam-ON LINE**

MODULE 30.	(December 5)	FINALS WEEK
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