

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
SCHOOL OF EDUCATION**

**EDUC 602   Schooling in a Multicultural Society   Fall 2012  
CRN 41132  
Tuesdays / 5:30 – 8:15pm   UH 440**

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Wednesdays after class  
**Course Hours:** Wednesdays, 5:30 p.m. – 8:15 p.m.

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**School of Education Mission Statement**

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

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**COURSE DESCRIPTION**

This course focuses on an introduction to issues of schooling in a multicultural society. It includes an overview of multicultural education and addresses areas of study such as; culture and cognition, diversity & exceptionality, intercultural communication, cross-cultural competence the psychology of personal prejudice, and curriculum and teaching in multicultural contexts.

**Course Objectives**

The objectives of this course are fourfold:

- Expand and nuance students' knowledge about the diversity represented in today's schools and the communities in which we live;
- Provide a safe environment for reflection on, and discussion of, the complex ways in which pluralism is a part of educational contexts;
- Prepare educators to provide equitable educational opportunities to all students;
- Provide support to all students who represent national, state, and regional diversity.

**This course has an on-line component. The following class sessions will take place on-line on the EDUC 602 course website (Cougar Courses): Sept. 20, Oct. 4, Oct. 18, Nov. 1 and Nov. 15.**

This course is aligned to the following standard for the California Teachers of English Learners (CTEL) Certificate Program:

***Standard 9: Culture and Cultural Diversity and Their Relationship to Academic Achievement***

The program develops both broad and deep understanding of contemporary and historical concepts, issues, and perspectives related to culture and cultural diversity in California and the United States. The coursework addresses concepts and definitions of culture, including universal features of cultures (e.g., ethnocentrism, acculturation, cultural pluralism and congruence, intra-group and intergroup differences, impact of geography on cultural forms and practices). The coursework requires candidates to explore how cross-cultural contact and acculturation are affected by issues of power and status, psychological and social-emotional issues, and by social and economic factors. The program requires candidates to develop an understanding of major demographic trends related to linguistic and cultural diversity, as well as current trends and features of migration and immigration in California and in the United States. The coursework teaches candidates to develop conceptual understanding and requires them to demonstrate applied knowledge of cultural similarities and differences in communication styles, strategies for fostering positive cross-cultural interactions among culturally diverse students, and challenges involved in cultural contact. The coursework also requires candidates to analyze how this knowledge can be directly applied to instruction of English Learners in order to support student development and learning.

### ***Standard 10: Culturally Inclusive Instruction***

The program provides candidates with conceptual understanding of culturally inclusive instruction and the important role that culture plays in school and classroom settings, and teaches candidates strategies on how to acquire in-depth knowledge of English learners' home cultures and cultural experiences. The program requires candidates to examine their own cultural beliefs, attitudes, and assumptions and how this assumptions impact student learning and achievement. The coursework has candidates demonstrate how to apply this knowledge to create culturally inclusive learning environments in the classroom and school (e.g., setting high expectations for all students, having high levels of respect for cultural and linguistic diversity). The program teaches candidates how to apply culturally responsive practices that involve families and the community in decision-making processes and in students' learning. The program requires candidates to demonstrate understanding of the features, goals, and outcomes of different approaches to multicultural curriculum and how to implement strategies that reflect an inclusive approach with regard to students cultural and language backgrounds. Candidates are taught how to apply knowledge of culturally influenced learning styles and to apply knowledge of English learners' cultural backgrounds and experiences to instructional planning and implementation.

## **GENERAL CONSIDERATIONS**

### **Graduate Writing Requirements**

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's students, to be completed before Advancement to Candidacy can be approved. A student may satisfy the graduate writing requirement in one of two ways: an acceptable standardized test score or a paper that receives a passing score as described in the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the rules of style (for writing and format style) detailed in the Publication Manual of the American Psychological Association, 6th Ed. (2009). This is a required textbook for all CSUSM COE graduate courses.

**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.

**Academic Honesty and Plagiarism:** It is expected that each student will do his or her own work, and contribute equitably to group processes and projects. 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 is any question about academic honesty, consult the University Catalog.

**Ability:** Every student has the right to an equitable education and appropriate accommodations. 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 needs. 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 appropriate accommodations for special needs students. Students may be required to use the Writing Center or similar resource for all written assignments, based on performance on the first writing assignment.

### **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. E-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. Because e-mail is convenient and is used for both personal and professional purposes, you should be mindful of courtesies and limitations with regard to professional e-mail. You should not expect immediate responses to e-mail at any time, especially to queries posted on weekends and holidays, late at night, or early in the morning.

Reading and responding to e-mail takes a great deal of time. Often the response is more involved and complicated than can be adequately conveyed in e-mail form. If you have a multifaceted question or issue, it would probably be best to have a verbal discussion face to face or on the phone. E-mail sent in all upper case (or lower case) letters, major typos, slang, salutations that are very personal, etc. 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.

Things to consider:

- Would I say in person or on the phone what this electronic message specifically says?
- How could this message be misconstrued?
- Can this message wait until I see the recipient in person?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

Most importantly, 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.

***Students with Disabilities Requiring Reasonable Accommodations.*** Students are approved for services through the Disabled Student Services Office (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 at the earliest opportunity.

**Appeals:** Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. Kathy Hayden, Interim Director, School of Education.

#### ATTENDANCE POLICY

**The Governance Community of the College of Education adopted the following policy on 12/19/1997:**

Due to the dynamic and interactive nature of courses in the School 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. This 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. Given the fast-paced and highly interactive nature of the course, and given that teaching and learning is difficult (if not impossible) without regular attendance and full engagement in class, the above SoE Policy is amplified as follows:

Your attendance and participation are basic to your learning and my evaluation of your learning in this class. You are expected to establish appropriate personal, academic and career priorities to facilitate said attendance and participation in this class.

\*Your grade will be negatively affected by absences and positively affected by regular attendance. **You will lose 10 points for each tardy or early departure, and 50 points for each absence, explained or unexplained.** One absence may be made up with approval.

\*\*Illness and emergency circumstances will be negotiated on a case-by-case basis.

These measures are intended to encourage responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

## **Grading**

94 – 100 = A;	80–83 = B-
90 – 93 = A-;	77-79 = C+
87 - 89 = B+;	73-76 = C
84 – 86= B;	70-73 = C-

**Grading Emphasis:** Each written assignment will be graded approximately 80% on content and writing (detail, logic, synthesis of information, depth of analysis, etc.), and up to 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). You are expected to write at or above the minimum competency level for writing. All citations need to use APA format.

## **Outcomes and Standards**

The context for, and scope of this course is aligned with standards for the California Teachers of English Learners (CTEL) which leads to CLAD certification, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the School of Education in development of the program approval documents. 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).

## **COURSE REQUIREMENTS**

**NOTE:** *I RESERVE THE RIGHT TO CHANGE, ADD TO, OR DELETE ANY MATERIAL OR ASSIGNMENT FROM THE COURSE.*

This course is structured as a graduate-level seminar. The success of a seminar is dependent upon each and every participant being prepared. My role will be to “facilitate” and to intervene as necessary to prompt a topic. I do not intend to lecture each week, or to be the focus of the class. You will work to develop your **knowledge base** through the readings, discussions and presentations.

## Required Texts

Darling-Hammond, L. (2010). *The Flat World and Education: How America's Commitment to Equity Will Determine our Future*. New York, NY: Teachers College Press.  
ISBN 978-0-8077-4962-3

Grant, C. & Sleeter, C. (2011). *Doing Multicultural Education for Achievement and Equity*.  
Second Edition. New York, NY: Routledge. ISBN 13-978-0-415-88056-5

Wink, J. (2011). *Critical Pedagogy: Notes From the Real World*. Forth Edition. Boston, MA:  
Pearson / Allyn & Bacon. ISBN 13-978-0-13-702873-3

American Psychological Association (2009). *Publication Manual of the American Psychological Association*. ISBN: 978-1-4338-0561-5.

Selected Readings available on the EDUC 602 course website (Cougar Courses).

## DESCRIPTION OF ASSIGNMENTS

- 1. Class Participation 10 points**  
You are expected to attend all class sessions and participate actively in discussions and activities both on-line and in-class. In order to do so, you are expected to complete all required readings by the assigned date. **Missing more than one class, in person or on-line will result in a lower grade.** Being consistently late and/or leaving class early can also lower your grade. These measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.
- 2. Discussion Leader / On-Line Reading Discussions 15 points**  
Individually or in pairs, students will lead a class discussion on assigned readings, choosing the aspects they wish to highlight in the readings for the discussion. **Each student or pair of students will write out 1-2 questions that reference the assigned reading to post to Cougar Course website to lead their discussion.** Students may be asked to be discussion leaders multiple times during the semester.  
**Discussion Leader: 5 points / Participation in On-Line Discussions: 10 points**  
**DUE on the EDUC 602 Cougar Course website: Sessions 4 (9/20), 6 (10/4), 8 (10/18), 10 (11/1), 12 (11/15)**
- 3. Multicultural / Social Justice "Hot Topics" 10 points**  
Individually or in pairs, students will have the opportunity to present a "hot topic" in the area of multicultural education / social justice and equity of their choosing to the class. You might consider a hot topic that is going on at your school site (for example, the achievement gap) and look at what is being said about this topic from multiple perspectives. Information provided in your presentation may help class members clarify the direction of their annotated bibliography or impact their social justice action plans.

You can find ideas for hot topics on the following websites:

CA Dept. of Education <a href="http://www.cde.ca.gov">www.cde.ca.gov</a>	North County Times <a href="http://www.nctimes.com">www.nctimes.com</a>	San Diego Union Tribune <a href="http://www.signonsandiego.com">www.signonsandiego.com</a>
Education Week <a href="http://www.edweek.com">www.edweek.com</a>	Rethinking Schools <a href="http://www.rethinkingschools.com">www.rethinkingschools.com</a>	Teaching Tolerance <a href="http://www.tolerance.org">www.tolerance.org</a>
ERIC Database <a href="http://www.library.csusm.edu">www.library.csusm.edu</a>		

**Posting an MCE / SJE "hot topic (with question):" 5 points / Participation in the On-line Discussion: 5 points**

**DUE on the EDUC 602 Cougar Course website: Sessions 4 (9/18), 7 (10/9), 11 (11/6) and 13 (11/12)**

**4. ELD Literacy Intervention Plan **20 Points****

The purpose for this assignment is for you to look at student achievement of culturally and linguistically diverse students over time to determine what happens to students within a system. The purpose is not to examine and criticize your school district. It is to look at opportunities made available to or denied children who are culturally and linguistically diverse.

**Components of the project**

*Population:* Select a group of ethnically and linguistically diverse students in a grade level who have attended your school for at least three years. Do a review of their school history and success or lack of success.

*Data collection:* Consider the following:

- Testing process when the children entered school. Were they tested? Which test was used? Tested in their primary Language? In English? What were the scores? What do the scores mean?
- Placement issues. Where were the children placed? What kinds of classrooms?
- Services received: What kind of services did the children receive? Were any referred to Special Education? Why? Are any in the SST process? Why? How many have been placed in special education?
- Re-classification: Were the children ever re-classified? What process was followed and is typically followed in your district?
- Look at the grades the children received over three years and look for patterns in terms of achievement. Match the history of each child with the present achievement of each child. Are there differences? What growth occurred? Have their CELDT scores increased? Plateaued?
- Analyze the data that you have collected and discuss how these students have progressed through the system.
- Factors of retention: Were these students retained? How many? Why?

*Details:* Develop a literacy (listening, reading, writing and oral) plan for these children. What would you do to ensure equal access to grade level curriculum for these children?

How will the state adopted materials be used to support academic growth? What additional support do these students need? How will you ensure that will happen? What support and accountability will be necessary to ensure equal access and success?

**Successful completion of this assignment fulfills the following requirements:**

- 1. CTEL Standards 9 and 10. Students must post this assignment to their CTEL Portfolio as evidence they have met these standards.**
- 2. "Add On" Level I Mild/Moderate and Moderate/Severe Education Specialist Credential for candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorized the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English.**
- 3. The Reading Certificate requirements for Literacy masters students.**

**DUE: Draft /Peer Feedback on EDUC 602 course (Cougar Courses) website – Session 8 (10/18) / Final-Session 9 (10/25)**

**5. Multicultural Resources / Annotated Bibliographies 20 points**

Each student will collect **3-4 peer-reviewed (minimum) multicultural resources** related to your area of emphasis. The multicultural resources you collect can be used as a basis for your thesis or project, or can focus on a specified topic which you can use in your classrooms, schools, and communities. Students will write an annotated bibliography for each resource using APA-style reference format which includes:

- A brief description of the study
- Participants, setting and procedures of the study
- Methods used to collect data
- Results of the study
- Your analysis of the study

Each student will share his/her annotations with everyone in the class - a hardcopy for a gallery walk presentation, and electronically through the EDUC 602 course website.

**DUE: Session 11 (11/8)**

**6. Critical Pedagogy/Social Justice Action Plan 25 Points**

Your final project is to develop an individual professional action that specifically addresses your new understandings of critical pedagogy in relation to schooling in a multicultural society. Hopefully our readings of critical pedagogy will bring to the table new questions and concerns about your classroom, your students, your school, your district, or your overall professional work. Based on these questions, develop a specific action plan that you could enact in your professional role. Our discussions throughout the semester should help you identify issues about your classroom, your students, your school, your district, the community and/or your overall professional work. Based on the issue you "name," you will develop a specific action plan that you can enact as a professional educator working towards social justice and equity.

Your final paper will consist of a 3-4 page paper discussing the issue you have identified (to name), your thoughts, research, discussion on the issue (to reflect critically) and a detailed description of your action plan (to act).

**DUE: Drafts will be peer-reviewed periodically, Final plans due Session 15 (12/6)**



## WEEKLY READINGS / TOPICS

NOTE: Assigned readings MUST be brought to ALL class sessions.

### **Session #1: August 28                      Multicultural Education and Identity Exploration**

Introductions / Syllabus Overview  
Conceptions / Misconceptions of Culture and Multicultural Education  
Identity Exploration

**Please download the syllabus from the SOE Website and/or the EDUC 602 course site**

*Due next class:*            McIntosh:                      Unpacking the Invisible Knapsack (Cougar Course)

### **Sessions #2: September 4                      Identity Exploration**

Exploring Our Own Biases  
White Privilege  
Prejudices, Stereotypes and Discrimination  
Moving Towards Action

*In class assignment:*

Data Café: Who Are Our Students? – Class participants analyze state, county, and local district English learner program data (i.e., SDAIE vs. ELD) to understand service options for English learners and knowledge of first and second language acquisition and how language literacy connects to second language. Review of state and federal laws related to English learners, including students eligible for special education

*Due next class:*            Darling-Hammond:    Chapters 1 and 2  
                                 Grant and Sleeter: Chapter 1  
                                 English Learner Data (for group discussion and analysis of ELD Literacy Intervention Plans)

### **Sessions #3: September 11                      Exploring Biases / The Challenge of Change**

Analysis of English Learner Data  
Culture, Race and Multicultural Teaching  
Becoming a Fantastic Teacher

*Due next class:*            Darling-Hammond:    Chapters 3 and 4  
                                 Grant and Sleeter:    Chapters 2 and 3  
                                 Multicultural / Social Justice and Equity “Hot Topics”

**Sessions #4: September 18      The Challenge of Change (On-line: Cougar Course)**

Discussion of the Readings  
Multicultural /Social Justice “Hot Topics” Discussions  
Moving Towards Action

*Due next class:*      English Learner Data (for group discussion and analysis of ELD Literacy Intervention Plans  
Continue to search for MCE Resources (MCE Resources / Annotated Bibliographies)

**Sessions #5: September 25      The Challenge of Change / Educational Equity**

Critical Examination of English Learner data  
Teaching Culturally and Linguistically Diverse (CLD) Students

*Due next class:*      Wink:            Chapters 1 and 2  
Gandara & Baca: NCLB and CA’s English Learners (Cougar Course)  
Multicultural / Social Justice “Hot Topics”

**Sessions #6: October 2      Educational Equity**

Discussion of the Readings  
ELD Literacy Intervention Plan Peer Review

*Due next class:*      Darling-Hammond:    Chapters 5-7  
Draft of ELD Literacy Intervention Plan (online peer review)

**Sessions #7: October 9      Educational Equity for English Learners (On-line)**

Discussion of the Readings  
Multicultural /Social Justice “Hot Topics”  
A Framework for Social Justice

Discussion of the Readings  
Peer Review of ELD Literacy Intervention Plans

*Due next class:*      ELD Literacy Intervention Plans  
Drafts of Critical Pedagogy / Social Justice Action Plans (for group discussion and analysis)

Continue to search for MCE Resources (MCE Resources / Annotated Bibliographies)

**Sessions #9: October 23**      **Equity for English Learners / Critical Pedagogy**

ELD Literacy Intervention Plan Presentations  
Critical Pedagogy  
Passion into Action  
Drafts of Critical Pedagogy / Social Justice Action Plans (discussion)

*Due next class:*      Grant and Sleeter: Chapters 4 and 5  
                                 Wink: Chapters 3 and 4  
                                 Multicultural / Social Justice “Hot Topics”

Presentation of Multicultural Resources / Annotated Bibliographies  
Diverse Learning Styles  
Culturally Responsive Teaching

*Due next class:*      Grant and Sleeter: Chapters 6-8  
                                 Darling-Hammond: Chapters 8 and 9  
                                 Wink: Chapter 5  
                                 Multicultural / Social Justice “Hot Topics”

**Session #11: November 6**      **Critical Pedagogy (On-line: Cougar Course)**

Discussion of the Readings  
Multicultural / Social Justice “Hot Topics”

*Due next class:*      Multicultural Resources / Annotated Bibliographies  
                                 Drafts of Critical Pedagogy / Social Justice Action Plans (discussion)

**Session #12: November 13**      **Teaching for Social Justice and Equity**

Research Week  
Complete a draft of your Critical Pedagogy / Social Justice Action Plan

*Due next class:*      Draft of Critical Pedagogy / Social Justice Action Plans

**Session #13: November 20**      **Teaching for Social Justice and Equity (On-line)**

Discussion of the Readings  
Multicultural / Social Justice “Hot Topics”

**Session #14: November 27****Social Justice and Equity Action Plans**

Teaching as a Political Act  
How to Teach for Social Justice  
Social Justice Action Plan Discussions  
Peer Analysis / Discussions of Critical Pedagogy / Social Justice Action Plans  
Effective Teacher Practices

*Due next class:* Critical Pedagogy / Social Justice Action Plans

**Session #15: December 4****Social Justice and Equity Action Plans**

Critical Pedagogy / Social Justice Action Plans  
Revisit Reflective Statements  
Who Are We As Teachers...Now  
Course Evaluations