CALIFORNIA STATE UNIVERSITY, SAN MARCOS
SCHOOL OF EDUCATION

EDUC 364 (Section 5) CRN# 26633
THE ROLE OF CULTURAL DIVERSITY IN SCHOOLING
Spring, 2013

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Office Hours: After class or by appointment
Meeting Times/Places: Tues. & Thurs./ UNIV 444 1:00-2:15 p.m. with designated Moodle sessions
Moodle Info: Go to http://cc.csusm.edu/ and use your CSUSM user name and password.

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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 ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(adopted by SOE Governance Community October, 1997).*

Course description

Required of all credential candidates. This course explores cultural and linguistic diversity as critical variables in achieving educational equity for all students. Major units include intensive theoretical and practical articulation of culture and cultural pluralism; educational issues of race, class, gender, language, ethnicity, 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. To gain an understanding of "at risk" youth and foster children

Required Texts

Nieto, S. (2012). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*.
  Sixth Edition. Boston, MA: Pearson Education, Inc. ISBN-13:9780131367340.

Recommended Text

Spring, J. (2012). *Deculturalization and The Struggle for Equality*. Seventh Edition. New York:
  The McGraw Hill Companies, Inc. ISBN–13: 9780078024368.

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-de la Peña. *Ball Don't Lie*

Authorization to Teach English Learners

The credential program at CSUSM has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. (Approved by the CCTC in SB 2042 Programs Standards, August, 2002).

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Multiple or Single Subject(s) Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The course objectives, assignments, and assessments have been aligned with the CCTC standards for the Multiple and Single Subject(s) Credential. You can incorporate artifacts from this class into your final comprehensive portfolio. The following TPE is addressed in this course:

TPE 15: Social Justice and Equity

Teacher candidates will be able to identify issues of social justice and equity in the classroom and can apply appropriate instructional strategies to ensure equal outcomes for diverse students. They will be familiar with ideas, definitions, and major theorists in the fields of multicultural education, social reconstruction, and democratic education. Pluralism and divergent perspectives on educating students will be the foundation of designing effective lessons and instructional practices for diverse students. Candidates will understand when and how to collaborate with others, especially curriculum specialists, community leaders, and parents on preparing relevant and appropriate instructional activities, curricular units, and school structures that would provide equitable outcomes for students from different linguistic, cultural, and social economic backgrounds.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, 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 provided at the website provided:
http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all teacher candidates are expected to attend all classes and participate actively. At a minimum, teacher 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 teacher candidate have extenuating circumstances,

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s/he should contact the instructor as soon as possible. *(Adopted by the College of Education 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 busy lives, and unforeseeable circumstances sometimes get in the way of our plans, 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.

Classroom Courtesy

• Please turn off or silence your cellular phones
• Please refrain from texting and engaging in inappropriate use of a computer during class.
• If you choose to bring food, please make sure that it does not interfere with presentations or instruction.
• Please refrain from having private conversations during class.

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.

Format for written Assignments

• Word–processed

• 1" margins, double-spaced, 12 point in a standard font
• Correct use of grammar, spelling and punctuation.
• Submit assignments on time (late submission = one grade reduction for each session
• Name and date on papers (typed in)
• References and citations in APA format

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.

Teacher candidates 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.

Teacher Candidates with Disabilities Requiring Reasonable Accommodations

Teacher 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. Teacher 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.

Course Requirements

Personal History of Otherness	25 points
Reading Reflections	10 points
Peer Teaching Demonstration	10 points
Foster Youth Reflection	15 points
Final Project	20 points
Moodle Tasks	8 points
Attendance, Participation, Professional Disposition	12 points
	100 points possible

Grading Scale

Grades will be determined by the total number of points earned (100 points possible):

A = 93-100, A– = 90-92, B+ = 87-89, B = 83–86, B- = 80-82, C+ = 77-79, C = 73-71, C- = 70-72, D = 60-69 , F = 0-59

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)

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.

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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.

Plagiarism

As an educator, it is expected that each teacher 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.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor or other teacher candidates, 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 electronic correspondences are a very specific form of communication, with their own form of nuances, meanings, and etiquette. Please be mindful of courtesies and limitations with regards to professional e-mail, 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. A guiding principle when writing an email is to assume that everyone in your school district will be reading it, including your principal.

Things to consider:
- Would I say in person what this e-mail specifically says?
- How could this e-mail be misconstrued?
- Does this e-mail represent my highest self?
- Am I sending this e-mail to avoid a face-to-face conversation?

EDUC 364 COURSE INFORMATION & 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 what 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.

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   **10 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 a point toward your grade. Connections to the course readings are a way to verify that the assigned readings have been completed.

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 assessable to your classmates. You will provide a 15 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   **15 points**

Please write a 1-2 page journal type entry reflection as to what you know, think, feel, etc. about foster youth and your experience as a tutor.

Moodle Tasks   **8 points**

This course blends online and face-to-face delivery. Substantial proportion of the content is delivered face-to-face. Four 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. Each Moodle task is worth 2 points toward your final grade.

Final Project   **25 points**

School diversity assessment: Working with 1-2 classmates, provide a research-based assessment of three 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.

Attendance, Participation, and Professional Disposition   **12 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 2 of this syllabus. Please communicate any attendance issues directly with the instructor

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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 CoEHHS 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 (a.k.a. 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.

Tentative Course Schedule:

Week	Date	Topics	Readings and Assignments Due
Week 1	Tuesday, January 22*	Introductions Syllabus Tutoring Intro	Bring a copy of the syllabus to class or have it accessible on a laptop or tablet.
	Thursday, January 24*	Video- Race: The Power of an Illusion	Tentative fingerprinting during class time.
Week 2	Tuesday, January 29	Multicultural Education	**Read**: Nieto Ch. 1-2 **Submit**: Reading Reflection
	Thursday, January 31*	Tutor connection: Core	
Week 3	Tuesday, February 5	Racism, Discrimination, and Expectations of Students' Achievement	**Read:** Nieto Ch. 3 **Submit**: Reading Reflection Peer Teaching presentation
	Thursday, February 7*	Tutoring Connection: Boundaries	
Week 4	Tuesday, February 12	Structural and Organizational Issues in Classrooms and Schools GATE Students	**Read:** Nieto Ch. 4 **Submit**: Reading Reflection Peer Teaching presentation
	Thursday, February 14*	Tutor Connection: WRAT	

Week 5	Tuesday, February 19	Culture, Identity, and Learning	**Read:** Nieto Ch. 5 **Submit**: Reading Reflection Peer Teaching presentation
	Thursday, February 21	**On-line**	**Submit:** Moodle Task A Class Divided Video & Forum
Week 6	Tuesday, February 26	Linguistic Diversity in U.S. Classrooms	**Read:** Nieto Ch. 6 **Submit**: Reading Reflection Peer Teaching presentation
	Thursday, February 28	**On-line**	**Submit:** Upload Moodle Task In the White man's Image Video & Forum
Week 7	Tuesday, March 5	Understanding Student Learning and School Achievement	**Read**: Nieto chapter 7 **Submit**: Reading Reflection Peer Teaching presentation
	Thursday, March 7*	Tutor Connection: Behavior Management	
Week 8	Tuesday, March 12	Learning from Students LGBT	**Read:** Nieto chapter 8 **Submit**: Reading Reflection Peer Teaching presentation
	Thursday, March 14	**On-line**	**Submit:** Moodle Task LGBT Resources
Week 9	Tuesday, March 19	Adapting Curriculum for Multicultural Classrooms	**Read:** Nieto chapter 9 **Submit**: Reading Reflection Peer Teaching presentation
	Thursday, March 21	**On-line**	**Submit:** Moodle Task Crash Movie & forum
Week 10	Tuesday, March 26	Affirming Diversity: Implications for Teachers, Schools, Families, and Communities	**Read:** Nieto chapter 10 **Submit**: Reading Reflection Peer Teaching presentation
	Thursday, March 28*	Tutor Connection	
Spring Break April 1-5			
Week 11	Tuesday, April 9	Bullying	
	Thursday, April 11*	Tutor Connection: Child Abuse	**Due:** Upload Personal History of Otherness Assignment

Week 12	Tuesday, April 16	Oppression	
	Thursday, April 18*	Tutor Connection	
Week 13	Tuesday, April 23	Final Project Collaboration	
	Thursday, April 25*	Tutor Connection	
Week 14	Tuesday, April 30	Final project presentations	
	Thursday, May 2	Final project presentations	**Due:** Tutoring Logs and Reflective Paper on working with foster youth.
Week 15	Tuesday, May 7	Final project presentations	
	Thursday, May 9	Final project presentations	

*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.