

**California State University, San Marcos**  
**College of Education**  
**EDUC 602-01-Schooling in a Multicultural Society CRN# 25556**  
**Spring 2013**

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Meeting Times: Thursdays 5:30-8:15 p.m.  
Classroom: UH444 with Online Sessions on cc.csusm.edu  
Office Hours: By Appointment / Video or Audio Conference

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**MISSION STATEMENT OF THE COLLEGE OF EDUCATION AT CSUSM**

The mission of the College 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 COE Governance Community October, 1997)

**GENERAL CONSIDERATIONS**

**Professional Disposition.** The College of Education mission statement and professional standards (see below) are the driving force behind all readings and activity related to this class. This course addresses sensitive and controversial topics. We will be exploring these topics together and striving to expand our perspectives by considering the diverse lenses through which fellow educators see educational issues. Keep in mind that all students are expected to demonstrate professional behavior at all times. Professional behavior is defined herein as one that *consistently* demonstrates integrity, responsibility, tolerance, and respect for self and others. All students are expected to listen to different opinions, consider and reflect in depth on other points of view, and deal proactively with constructive criticism. Any unprofessional behavior is grounds for process and review of the candidate's continued participation in this course and/or program progress.

**Outcomes and Standards.** The context for, and scope of this course is aligned with standards for the California Teachers of English Learners program, leading to the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing (CCTC), and as approved by the faculty of the College of Education. (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).

**Academic Honesty.** Each student is expected to do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstance. Cite all references and original authors. If there are questions about academic honesty, consult the University catalog.

**Appeals.** Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult the Associate Dean.

**Ability.** Every student has the right to equitable educational consideration and appropriate accommodation. 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 reasonable accommodation for students.

**Students with Disabilities Requiring Reasonable Accommodations.** Students who require reasonable accommodations need to contact Disabled Student Services in order to receive approval of necessary accommodations. This office is located in Craven Hall, Room 5025a, and can be reached at (760) 750-4905 or (760) 750-4909 (TDD users).

### **COLLEGE OF EDUCATION ATTENDANCE POLICY**

Due to the dynamic and interactive nature of courses in the College 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. The instructor will determine procedures should the student have extenuating circumstances. *(Adopted by the COE Governance Community, December, 1997).* ***FOR THIS CLASS:*** *1. If you miss three (3) class sessions or 8 hours you cannot receive a passing grade for the class. 2. I will allow up to two (maximum) makeup assignments for absences due to unreschedulable professional obligations, illnesses, emergencies, etc. on a case by case basis. Do talk to me at the earliest opportunity if you plan to / need to make up absences. 3. Do strive for punctuality, and be mindful of late arrivals and early departures.*

<p>These measures are intended to encourage responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.</p>
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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, the psychology of personal prejudice, diversity and exceptionality,

intercultural communication, cross-cultural competence, and curriculum and teaching in multicultural contexts.

### **COURSE OBJECTIVES**

The purposes of this course are to:

- expand and *nuance* students' knowledge about the diversity that is a part of today's school and communities;
- provide a safe environment for reflection on, and discussion of, the complex ways in which pluralism is a part of educational contexts;
- provide support to all students who represent national, state, and regional diversity;
- prepare educators to provide equitable educational opportunities to all students.

**This course is aligned to the following standard for the California Teachers of English Learners (CTEL) Program leading to CLAD certification:**

#### ***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, intragroup 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 crosscultural 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.

## **COURSE REQUIREMENTS**

### **Required Texts:**

Krashen, S. D. (1999). *Condemned without a trial: Bogus arguments against bilingual education*. Portsmouth, NH: Heinemann. ISBN: 0-325-00129-4

Pang, V. O. (2005). *Multicultural education: A caring-centered, reflective approach*. Second Edition. Boston, MA: McGraw Hill. ISBN 0-07-282788-2.

Taylor, L. S. & Whittaker, C. (2009). *Bridging multiple worlds: Case studies of diverse educational communities*. New York: Pearson.

Additional required readings are available electronically on the course Moodle site.

### **Optional Texts (ON RESERVE AT THE LIBRARY):**

Derman-Sparks, L. (1989). *Anti-Bias Curriculum: Tools for empowering young children*. Washington, D. C.: National Association for the Education of Young Children. ISBN: 0-935989-20-X.

Howard, G. (1999). *We can't teach what we don't know: White teachers, multiracial schools*. New York: Teachers College Press. ISBN: 0-8077-3800-X

**Class Structure.** This course is structured as a graduate-level seminar. The success of a seminar course is dependent upon each and every participant being well prepared. My role will be to "facilitate" and to intervene or redirect class discussions as necessary, rather than to exclusively lecture on a weekly basis, or be the main focus of the class. You will work to develop your knowledge base through the readings, discussions, presentations and assignments.

Multiple approaches, methods, and teaching experiences are necessary strategies to accommodate various learning styles. Class formats and learning structures will vary and include whole and small group discussion, pair work (e.g., weekly Readings Discussion Leader(s)), and online work. Each week, two discussion Leader(s) will facilitate online discussion of the week's readings on Moodle **prior to** class sessions. (See responsibilities of discussion Leader(s) below.)

Technology is integrated into both the instruction and assessment components of this course. You are expected to use Moodle and its modules such as coursemail, discussion board, resources, assignments, and occasionally other content modules. All student presentations need to be done in PowerPoint. Technology support is available in the Kellogg Library (ground floor) at the Academic Technology Help Desk @ 760-750-6505 or at 760-750-4790.

### **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 SOE graduate courses.

Excerpt of Graduate Writing Requirements:

V. If a student is satisfying the graduate writing requirement through a submission of a paper(s), the student's writing should demonstrate graduate level skills in:

- style and format
- mechanics
- content and organization
- integration and critical analysis.

### **GRADING POLICY AND CONSIDERATIONS**

*Note: I reserve the right to change, add to, or delete any material or assignment from the course.*

#### **Grading Scale:**

A=93+, A- =92-90, B+=89-88, B = 87-83, B- = 82 – 80, C+=79-78, C=77-73, C-=72-70, D+=69-68, D=67-63, D-=62-60, F=59 or lower.

Students must receive a C+ or higher in all coursework in order to be eligible for or remain in Education programs.

**Submission of Assignments.** Assignments should be typed in 14-pt font and single-spaced. *ALL assignments need to be submitted electronically on Moodle. ALL assignments also need to be submitted in paper format, except for online discussion board postings.*

All students enroll in university courses on a voluntary basis. All students are expected to manage professional and personal responsibilities accordingly. All required work needs to be submitted on time. Work submitted late, but within one week of the due date will be accepted, but lose 10% of earned credit per day. *Work received over one week late receives no credit.*

**Grading Emphasis.** All work needs to reflect university level composition. All written assignments will be graded approximately 80% on structure, content and analysis (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 APA format. Consult Library Services for the *Manual of Citation of the American Psychological Association*, or [www.apastyle.org/index.html](http://www.apastyle.org/index.html).

#### **ASSIGNMENTS (1000 points total possible)**

- Attendance and Participation (On-Line Discussions) **200 points**
- Discussion Leader (On-Line Discussion) **50 points**
- Initial Social Justice Reflection **100 points**
- Final Social Justice Reflection **100 points**
- Individual Action Plan No. 1\* **100 points**
- Individual Action Plan No. 2\* **100 points**
- Group Action Plan Guide **100 points**
- Group Anti-Bias Action Plan Guide Presentation **50 points**
- Multicultural Resources / Annotated Bibliographies **200 points**

***\*If you are taking this course for any of the following requirements, the 2 Individual Action Plans are REPLACED BY the ELD Intervention Assignment:***  
**A. the CTEL.**

***B. the "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.***

***C. The Reading Certificate requirements for Literacy masters students.***

#### **1. Attendance and Participation (200 points)**

It is expected that you will attend all class sessions and participate actively in all (online and face-to-face) class discussions.

Students are required to participate actively in class discussions both in person and online via MOODLE (see information concerning Readings Discussion Leader(s) below). Your discussions should be analytical, not just descriptive, and address issues, experiences, ideas, discussions, readings, & current events, related to the weekly readings and topics. A minimum of one substantial (in content, not length – about one

thoughtful and cogent oral / written paragraph) comment in person and one online per week is required. (15 sessions, and approximately 15 online discussion board postings.)

Each absence equals minus 50 points. *If you miss eight or more hours, you cannot receive a passing grade for the class.* (See School of Education Attendance Policy.)

**2. Readings Discussion Leader - 50 points**

Individually or in pairs, you will have an opportunity to consider and reconcile others' diverse points and viewpoints from the online/class discussions and facilitate further exploration on the given topic. There are two parts to the duties of a readings discussion leader. First, prior to class, you will read through and compose and post a summary by the agreed-upon time. Then, you will review the online discussion points made by peers on Moodle, and select a subtopic or two for a more thorough discussion in class. Then in class, you will lead a discussion on these selected topics. The in-class discussion will be approximately 20 - 30 minutes. If your topic is on an online class meeting day, you will lead the discussion electronically and asynchronously. First, post a written version of your short talk and post 2 questions about the topic on the weekday the class meets. Then, respond to 4 - 5 people or aspects of the topic online by the date and time the online task for the week is due. This semester that day and time is \_\_\_\_\_ . Note: You are welcome to use the questions or activities outlined by the text authors if you wish.

**DUE: Throughout the semester per signups.**

Optional: You are encouraged to make connections between the readings, discussions, and current issues or "hot topics." Some ideas for identifying hot topics include the following websites:

California Department of Education <a href="http://www.cde.ca.gov">www.cde.ca.gov</a>	New York Times <a href="http://www.nytimes.com">www.nytimes.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>	The Economist <a href="http://www.economist.com">www.economist.com</a>	North County Times <a href="http://www.nctimes.com">www.nctimes.com</a>
Rethinking Schools <a href="http://www.rethinkingschools.com">www.rethinkingschools.com</a>	The Washington Post <a href="http://www.washingtonpost.com">www.washingtonpost.com</a>	Teaching Tolerance <a href="http://www.tolerance.org">www.tolerance.org</a>

**3. Initial Social Justice Personal Reflection - 100 points**

In the initial paper, reflect on what social justice means to you.

A. Describe your past experience with issues of diversity, highlighting one positive and one challenging experience you have encountered in your personal or professional life.

B. Reflect on social justice as articulated in the course description and objectives (p. 5 above), and reflect on what you hope to get out of this class. Be sure to address each of the 4 objectives.

The recommended length of a Personal Reflection is 3 - 5 pages. You may use a narrative or matrix format. The matrix format will be modeled in class.

\*\*\*See the rubric used to grade this assignment under Resources on Moodle.

**DUE:**

#### **4. Final Social Justice Personal Reflections - 100 points**

In the final social justice reflection paper, focus on the impact of the course on your personal and/or professional identity and work, with attention to the role and responsibility you have in facilitating social justice in the classroom (or beyond). You need to include the following two sections:

A. Address explicitly how you met the four course objectives. Include what you learned about each topic, and explicitly state what led to your learning (e.g., a particular reading, event, discussion, reflection writing, assignment, etc.).

B. Address how you meet the 6 components of the caring-centered multicultural education. The readings for the caring-centered multicultural education model is in Pang, pp. 427-443 and the summary of the model is in Pang, pp. 428, 430-1.

**\*\*YOUR GRADED INITIAL REFLECTION NEEDS TO BE SUBMITTED TOGETHER WITH YOUR FINAL REFLECTION.**

Final reflections will be turned in at the end of the semester and will not be returned, so do keep copies of all your work.

\*\*\*See the rubric used to grade this assignment under Resources on Moodle.

**DUE:**

#### **5. OPTION A - Individual Social Justice Action Plans - 2 @ 100 points each**

You will have the opportunity to develop an individual social justice action plan that specifically addresses your new understanding of critical pedagogy in relation to schooling in a multicultural society. 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.

You will submit an Action Plan on any two topics covered in this course. You may include artifacts from your teaching such as samples of student writing, tests, etc. as applicable. There are samples of action plans under Resources on Moodle.

Example: *Anti-Bias Curriculum (p. 15)* is about documenting your process of selecting anti-bias materials for your classroom.

Example: *Anti-Bias Curriculum (pp. 18-19)* is about developing and implementing anti-bias stories for use in the classroom.

**DUE: Action Plan No. 1 -**

**DUE: Action Plan No. 2 -**

\*\*\*See the rubric used to grade this assignment under Resources on Moodle.

#### **5. OPTION B - ELD Literacy Intervention Plan                      DUE                      200 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:* You will need to collect the following data.

- What do you know about the students' cultural and language backgrounds? Are there any social, economic and/or political factors you can identify that may impact the students' instruction?
- 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?

*Written Assignment:* Develop a literacy (listening, reading, writing and oral) plan for these children. Your literacy plan must be at least 6-8 pages and should include the following information:

1. A description of the students including the data you collected above about their cultural and language backgrounds, their families, their testing, their placements, etc. Be sure to clearly structure, organize and label this background information.
2. A literacy plan based on the data you collected. 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? Some examples include family partnerships, community resources, specialists for specific disabilities or needs (e.g., speech pathologists, communicative disorders specialists, etc.), and so on. How will you ensure that will happen? What support and accountability will be necessary to ensure equal access and success? For example, how and how often will you assess the new literacy support program or intervention?
3. A description of how you will communicate your literacy plan to the students' families.

4. A reflection of what you learned about yourself (cultural beliefs, attitudes and assumptions) while developing your literacy plan in regards to the English learners and their families.

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

**A. CTEL Standards 9 and 10. Students must post this assignment to their CTEL Portfolio as evidence they have met these standards.**

**B. “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.**

**C. The Reading Certificate requirements for Literacy masters students.**

### **6. Group Action Plan Guide - Group Work -- 100 points**

The purpose of this assignment is to have you reflect on the action plans you have prepared during this semester; to allow for the study and discussion of your colleagues' action plans; and to facilitate the implementation of action plans in the future. \*\*You will work in groups of about five members. Each member will contribute at least one action plan of his/her choice from previous individual action plans. The group members need to 1. sequence; 2. combine and extend; 3. format; 4. edit and revise individual action plans into one streamlined and final Anti-Bias Action Plan Guide. Your group plan needs to include five different major topics from the semester. The # of group members needs to equal at least the # of Action Plans in the Guide. For samples, go to Resources on Moodle and look under the Discussion Board topic, Group Action Plan Guides.

**DUE:**

### **7. Group Action Plan Guide Presentation – Group Work -- 50 points**

Your group will prepare a 20-minute PowerPoint presentation for the class. The group will provide a brief overview of the various action plans in your group plan, but just pick one to present in depth. The group will present with appropriate visual guides for the audience (e.g., You can just show your PowerPoint or Word file on the projection screen since we have a Smart Classroom. Be sure to have an electronic file accessible through either Moodle/CD/flash drive/ send a file to your email for projection BEFORE the presentation date.

Your group's presentation may include artifacts and evidence from the classroom in which an Action Plan was implemented successfully. All groups agree to distribute the PowerPoint outline of their Comprehensive Action Plan on Moodle for access by all members of the class, and educators at large pursuant to grading and approval for dissemination by the professor. Note: all authors will be given appropriate credit unless anonymity is expressly requested.

**DUE:**

### **8. Multicultural Resources / Annotated Bibliographies (200 points)**

You will work individually or in pairs to collect 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 explore a specified topic for use in your classrooms, schools, and communities. You will write an annotated bibliography for **5 resources (minimum)**, using APA-style reference format, and include a brief summary for each reference. Be sure to use diverse resources including professional journal articles, government / public education sources, general newspapers, videos, or professional conference presentations. You will prepare a 15-minute poster presentation for the class based on the selected resources, and share the bibliography with everyone in the class (either electronically or in hardcopy).

**DUE:** - **In-class poster fair**

Lee, E., Menkart, D., Okazawa-Rey, M. (Eds). (1997). *Beyond heroes and holidays: A practical guide to K-12 anti-racist, multicultural education and staff development*. Washington, D.C.: Network of Educators on the Americas. ISBN-1-878554-11-5

### **SCHEDULE OF CLASSES**

Note: The instructor reserves the right to modify all syllabi content.

#### **REMINDERS ABOUT ASSIGNMENTS AND SUBMISSIONS:**

- 1. DUE DATES AND TIMES:** All assignments are due by 5 p.m. for face-to-face sessions and by 11:55 p.m. for online sessions.
- 2. ASSIGNMENT RUBRICS:** Do take a look at the rubrics for both the personal reflections and the action plans on the course website. They are both self-explanatory and typical of the main assessment criteria of all MA coursework in the School of Education.

#### **ONLINE DISCUSSION SCHEDULE:**

Following is the posting schedule which the class collaboratively agreed upon:

**Everyone: Post Reading Responses by Mondays at 11:55 p.m.**

**Discussion Leader(s): Post Summaries by Wed at 11:55 p.m.**

#### **Session 1    January 24 Introduction to Course and Colleagues Current Status of Diverse Students**

Introductions – background, experiences, program, goals

Course Overview

Community Ground Rules

Readings Discussion Leader Signups

Explain Social Justice Personal Reflection assignment.

Film: Anti-Bias Curriculum

#### **Session 2    January 31**

**Current Status of Diverse Students  
Why Multicultural Education?**

**Current Status of Diverse Students**

Taylor & Whittaker, Ch. 1 - The Changing Pattern of Immigration

Taylor & Whittaker, Ch. 2 - The Current State of Education for Diverse Students in the United States

Readings Discussion Leader(s) \_\_\_\_\_

**Why Multicultural Education?**

Pang, Ch. 1 – Why Multicultural Education?

Readings Discussion Leader(s) \_\_\_\_\_

**Session 3 February 7  
Culture, Connections, and Partnerships**

**Culture**

Pang, Ch. 2 – Why is Culture Important? The Power of Culture.

**Partnerships**

Taylor & Whittaker, Ch. 3 - Building Partnerships with Diverse Families and Communities

Readings Discussion Leader(s) \_\_\_\_\_

**DUE: Initial Social Justice Reflection**

GO OVER ACTION PLANS AND SAMPLE STUDENT WORK.

**Session 4 February 14  
MOODLE SESSION  
Confronting Prejudice in Ourselves  
How Prejudice Impacts Students**

**Confronting Prejudice in Ourselves**

Pang, Ch. 3 – What are Our Hidden Hurdles?

Readings Discussion Leader(s) \_\_\_\_\_

**How Prejudice Impacts Students**

Taylor & Whittaker, Ch. 4 – The Development and Use of Cases in Teacher Education

Taylor & Whittaker, Ch. 5 – Putting it All Together: Analyzing and Discussing a Case

**DUE: Moodle Task**

**Session 5 February 21  
Race and Ethnicity**

## Confronting Prejudice in Ourselves and Our Schools

### Confronting Prejudice in Ourselves and Our Schools

Pang, Ch. 5 – Aren't Mary and Michael Too Young to be Prejudiced?

### Race and Ethnicity

Taylor & Whittaker, Ch. 6 – Race and Ethnicity

Moodle: Brodtkin article – How Jews Became White Folks

Readings Discussion Leader(s) \_\_\_\_\_

Film: Vision Test and Liberty Heights

Planned Possibility Activity: Derman-Sparks, Ch. 8 - Learning to Resist Stereotyping and Discriminatory Behavior AND/OR...

Go over Individual Action Plan No. 1 submissions in groups

### DUE: Individual Action Plan No. 1

## Session 6 February 28

### Social Justice at Structural and Individual Levels: Discrimination and At Risk Students

### Social Justice at Structural and Individual Levels

Pang, Ch. 4 – How Does it Feel to be Discriminated Against?

(chapter includes White Privilege / Peggy McIntosh)

Moodle: Wise: White Like Me.

Readings Discussion Leader(s) \_\_\_\_\_

Moodle: Friend & Bursuck (2002): Characteristics and Needs of Students at Risk  
(Poverty, Abuse, Neglect, Substance Abuse) and Interventions (pp. 260-265;  
257)

Moodle: Students in Foster Care

Readings Discussion Leader(s) \_\_\_\_\_

Film: School Colors

## Session 7 March 7 Levels of Prejudice

## Exceptionality

### Levels of Prejudice

Pang, Ch. 6 – How can I Look Beneath the Surface for Prejudice in Schools?

Readings Discussion Leader(s) \_\_\_\_\_

### Exceptionality

Taylor & Whittaker, Ch. 9 - Exceptionality

Readings Discussion Leader(s) \_\_\_\_\_

## Session 8 March 14

### MOODLE SESSION

#### Multicultural Education: Framework and Principles Gender and Sexual Orientation Bias

### Caring-Centered MCE

Pang, Ch. 7 – What is Caring-Centered Multicultural Education?

### Gender and Sexual Orientation Bias

Taylor & Whittaker, Ch. 10 - Gender

Taylor & Whittaker, Ch. 11 – Sexual Orientation

Moodle Resource: DeJean: Gay Male High School Teacher

Readings Discussion Leader(s) \_\_\_\_\_

Film: I Just Want to Say: Talking about Gay Issues in Schools

### DUE: Moodle Task

## Session 9 March 21

### Linguistic Diversity Culture and Language

### Linguistic Diversity

Film: American Tongues

Nonverbal communication activity

Pang, Ch. 9 – How do Students Learn a Second Language?

Moodle: Tse, 1998: Ethnic Identity Formation and Its Implications for Heritage Language Development

Readings Discussion Leader(s) \_\_\_\_\_

### Culture and Language

Taylor & Whittaker, Ch. 7 – Culture and Language

**DUE: ELD Literacy Intervention Plan (as applicable)**

**DUE: Multicultural Resources / Annotated Bibliographies**

## Session 10 March 28

**MOODLE SESSION  
A Reflective Teacher  
Religion**

**A Reflective Teacher**

Pang, Ch. 8 – What does it mean to be a Reflective Teacher?

Readings Discussion Leader(s) \_\_\_\_\_

**Religion**

Taylor & Whittaker, Ch. 12 – Religion

Moodle: Religion and Holiday Decorations

Moodle: Lies My Textbook Told Me

Readings Discussion Leader(s) \_\_\_\_\_

**DUE: Moodle Task**

**April 1 – April 5  
SPRING BREAK**

**Session 11 April 11  
Language Policy  
Programs for English Learners**

**Language Policy, Past and Present**

Moodle: Ricento, T. (1996). A Brief History of Language Restrictionism

Moodle: Crawford, J. (2000). At War with Diversity excerpts:

1. Anatomy of the English Only Movement pp. 4-30
2. Native American Language Loss pp. 53-83 (includes Seven Hypotheses on Language Loss, p. 66-83)
3. Language Rights pp. 98-103.

Readings Discussion Leader(s) \_\_\_\_\_

**Programs for English Learners: What works?**

Krashen (1999). Condemned without a trial: Chs. 1 - 6

Moodle: McField (2008) Ten Years of Proposition 227: History, Practice, Research, and Policy Implications

Moodle: Krashen and McField (2006) What Works for English Learners? Reviewing the Latest Evidence

Readings Discussion Leader(s) \_\_\_\_\_

**Session 12 April 18  
Culture  
Socioeconomic Status**

### **Culturally Relevant Teaching and Curriculum**

Pang, Ch. 10 What is Culturally Relevant Teaching?

Pang, Ch. 11 How Can I make the Curriculum Culturally Meaningful?

### **Socioeconomic Status**

Taylor & Whittaker, Ch. 8 – Poverty and Socioeconomic Status

Readings Discussion Leader(s) \_\_\_\_\_

### **DUE: Individual Action Plan No. 2**

#### **Session 13 April 25**

#### **Multicultural Education: How Can I Remain Effective?**

### **Remaining an Effective Teacher**

Pang, Ch. 12 – How Can I Remain Effective in My Teaching?

Readings Discussion Leader(s) \_\_\_\_\_

### **Group work on Comprehensive Action Plan Guides.**

#### **Session 14 May 2**

#### **MOODLE SESSION**

### **Independent / Group work on final assignments**

#### **Session 15 May 9**

#### **Individual and Group Presentations and Wrapup**

### **Individual and Group Presentations**

**\*\*ALL FINAL WORK IS DUE BOTH VIA Moodle AND IN PAPER VERSIONS\*\***

**DUE: Final Comprehensive Action Plan Group Presentations**

**DUE: Final Social Justice Reflections**