

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

EDUC 602 Schooling in a Multicultural Society Fall 2011
CRN 41132
Tuesdays / 5:30 – 8:15pm UH 441

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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).*

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

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).

Students with Disabilities Requiring Reasonable Accommodations

Students 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. Students 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.

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 student 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.

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 grades appeal process. For the latter, consult Dr. Prado-Olmos, Associate Dean.

Writing

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.

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.

School of Education Attendance Policy

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. (*Adopted by the COE Governance Community, December, 1997*).

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).

Grading Policy

All assignments are due on the dates indicated below. Assignments turned in late will not receive full credit. Please manage your time and plan accordingly. Assignments must be typewritten, double-spaced and with standard margins unless completed in class. It is expected that all assignments will reflect university level composition.

The following grading scale will be used:

92 – 100	A;	82 – 87	B;
90 – 91	A-;	80 – 81	B-
88 - 89	B+;	79-below	Failing

DESCRIPTION OF ASSIGNMENTS

- 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 www.cde.ca.gov	North County Times www.nctimes.com	San Diego Union Tribune www.signonsandiego.com
Education Week www.edweek.com	Rethinking Schools www.rethinkingschools.com	Teaching Tolerance www.tolerance.org
ERIC Database www.library.csusm.edu		

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 (9/20), 6 (10/4), 10 (11/1) and 12 (11/15)

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 30	Multicultural Education and Identity Exploration
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Introductions / Syllabus Overview

Conceptions / Misconceptions of Culture and Multicultural Education

Identity Exploration

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

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

<i>Due next class:</i>	<u>Darling-Hammond</u> : Chapters 1 and 2	
	<u>McIntosh</u> : Unpacking the Invisible Knapsack (Cougar Course)	

Sessions #2: September 6	Identity Exploration
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Exploring Our Own Biases

White Privilege
Prejudices, Stereotypes and Discrimination
Moving Towards Action

Due next class: Grant and Sleeter: Chapter 1
English Learner Data (for group discussion and analysis of ELD Literacy
Intervention Plans

Sessions #3: September 13 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 20 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 27 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 4 Educational Equity for English Learners (On-line)

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

Sessions #7: October 12 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 #8: October 18 Educational Equity (On-line: Cougar Course)

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 25 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"

Session #10: November 1 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 #11: November 9 Critical Pedagogy / What Can I Do?

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 #12: November 15 Teaching for Social Justice and Equity (On-line)

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

Session #13: November 22 Teaching for Social Justice and Equity

Research Week – NO CLASS
Complete a draft of your Critical Pedagogy / Social Justice Action Plan

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

Session #14: November 29 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 6 Social Justice and Equity Action Plans

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