

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
SCHOOL OF EDUCATION

EDUC 364
THE ROLE OF CULTURAL DIVERSITY IN SCHOOLING
SPRING 2012
CRN 20051

Mondays & Wednesdays 11:30pm- 12:45 PM
UH 404

Instructor: Sharon Scott-Gonzalez, Distinguished Teacher in Residence

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Office Hours: before and after class on Mondays and by
appointment

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 College of Education Governance Community, October, 1997).

The California Faculty Association is in the midst of difficult contract negotiations with the CSU administration. In response to the CSU's stance, it is possible that the faculty union will call for a one-day strike or other work stoppage. When a decision for such action has been reached, you will be informed about the decision and of any disruption to the posted schedule.

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

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, 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.

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:

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.

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.

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.

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.

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

Required Texts

1. Nieto, S., and Bode, P. (2012). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Boston: Pearson Education, Inc.
2. Pelzer, D. (1993) *A Child Called It*. Omaha Press.
3. Assigned Readings—Through Cougar Courses

Recommended Text:

Villasenor, V. (2004). *Burro Genius*

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 School 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.

Course Requirements/ Assignments

CULTURAL AUTOBIOGRAPHY:

This paper focuses on your personal connections to the curriculum. Select three cultural groups that you belong to and tell your story as member of that culture. Focus on when you first became aware of being a member of a selected group, what you are proud of, ashamed of, what lessons you have learned from being a part of these groups, and how being a part of these groups has affected how you see yourself, as well as how others see you. *Please reflect on what it means to be a member of these groups.* This should be no longer than five pages.

REFLECTIVE JOURNAL:

Several times throughout the course you will be asked to submit a journal reflecting and commenting on the course readings, discussions, activities, videos, etc. of the class. Please make sure that your writings include personal connections, explanations as to how and why your perspective as an educator has changed, or is changing as related to the course content. Specific attention will be paid to connections of course readings as a way to verify that the assigned readings have been completed.

****The final journal entry differs in format in that this will be a **two page reflective** paper that succinctly describes what you have learned over the duration of the course. 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. Please focus on social justice and equity.

FINAL PROJECT: CHOOSE ONE OF THE FOLLOWING:

- A. Visit the Museum of Tolerance in Los Angeles. This includes the Simon Weisenthal Center. Write a three to four page reflective paper describing the experience and develop a lesson plan for a grade level that you would like to teach. What lessons would you teach before and after your visit to the museum?
- B. Simulation Game/ Simulation Exercise. Develop a game or an exercise that increases the awareness of your students in working with culturally diverse groups, or with students with exceptional needs. Your target group should be the age group that you plan on teaching. Please make your game/ exercise complete; that is, it should be ready to function when you present in class. For your presentation you will want to have the objective of the game/exercise, how it functions, the rules, etc. Come to class, briefly tell us about the steps that you took to create it and then let the class use it. Debrief as necessary. Prepare a one and a half to two- page paper describing the who, what, where, how and why of your game/ exercise.
- C. School diversity assessment:
Working with 1-2 classmates, provide a research-based assessment of three or more schools of varying grade-levels 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.
- D. Self designed project You may design your own project addressing a significant issue related to the course. You may utilize video, computer simulation, art and

crafts, theater, etc. Please submit a 3-5 page written description of its design and significance in dealing with individuals from culturally diverse backgrounds. Students that choose this option are required to submit a brief (no longer than a page) proposal to the instructor no later than session eight outlining what you intend to do as a project, purpose, etc.

All students will present to the class. 10 points of your final project grade will be based on your presentation that you give.

For project A, your presentation should be 10-12 minutes. For choice B, your presentation should be 20 minutes long, with 10 minutes of that time set aside to allow the class to play your game. For choice C, the presentation should be 10-12 minutes. For choice D, the length of presentation will vary, but will not be longer than 20 minutes.

****This project may be completed individually or with a partner.

FOSTER YOUTH REFLECTIVE JOURNAL: Prior to your tutoring experience, please write a one to two page journal type entry as to what you know, think, feel, etc. about foster youth. (Do this early in the semester) After you have completed the tutoring aspect of this course, write a reflective journal (follow the same guiding questions that are used for the course reflective journal) that specifically focuses on foster youth.

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

COURSE REQUIREMENTS AND GRADE DISTRIBUTION:

Cultural Autobiography	20 points
Reflective Journals	25 points
#1-3 5 points each	
#4 10 points	
Foster Youth Reflective Journal	15 points
Beginning 3 points	
End 12 points	

Summative Project		25 points
In class Presentation	10 points	
Paper/Project	15 points	
Attendance and Participation		15 points
		100%

Grading and expectations: It is expected students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the college of education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Furthermore,

- Note: Students taking EDUC as a prerequisite for teacher credential and graduate programs must maintain a B average (3.0 GPA), with all grades at a C+ or better.
- Late assignments will be accepted only under extenuating circumstances. Consult the instructor in advance if an assignment will be turned in late.

A	94-100 points	A-	90-93 points
B+	88-89 points	B	83-87 points
B-	80-82 points	C+	78-79 points
C	73-77 points	C-	70-72 points
D	60-69 points	F	59- Below

Summative 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.

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.

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.

Course Calendar (Tentative schedule- subject to change at the discretion of the instructor)

ALL READING ASSIGNMENTS ARE DUE ON THE MONDAY OF THE WEEK.
ALL WRITTEN ASSIGNMENTS ARE DUE ON THE WEDNESDAY OF THE WEEK.

*These times indicate the Mondays when Michelle Bailow will be present to give a presentation or do a check-in about the Foster Youth Tutoring Component of this course.

Session	Topics	Readings/ Assignment
Week 1: 1/23 & 1/25 M 11:45*	Introductions Communication Course Outline Tutoring Presentation	
Week 2: 1/30 & 2/1 M 11:45*	Tutoring Presentation	Read: Nieto chapters 1 & 2 Read: Online- <i>The Silent language of culture</i> Read: (online) <i>Unpacking the invisible knapsack</i> Due: Pre-tutoring part of Foster Youth Reflective Journal
Week 3: 2/6 & 2/8 M 12:30*	Stereotypes, Prejudice, Discrimination, Oppression Tutoring Check-in	Read: Nieto chapter 5 Read: Pelzer chapters 1-4 Read: (Online) <i>Entitlement</i> Culture, Aspects of Culture Posted reading for class: <i>The sacred rac</i> (please have access to this electronically or bring in a hard copy for class, but you do not need to read it before class)
Week 4: 2/13 & 2/15 M 11:45*	Tutoring Presentation Stereotypes, Prejudice, Discrimination, Oppression	Read: Pelzer chapter 5 to end of book Due: Reflective Journal #1
Week 5: 2/20 & 2/22	Discrimination, Oppression Racism	Read: Nieto chapter 3 Due: Cultural Autobiography
Week 6: 2/27 & 2/29 M 12:30*	Racism, Systems of Oppression Tutoring Check-in	
Week 7: 3/5 & 3/7 M 11:45*	Tutoring Presentation, Literacy Practices and Linguistic	Read: Nieto chapter 6 Due: Reflective Journal #2

	Diversity	
Week 8: 3/12 & 3/14 M 12:30*	Gay, Lesbian, Bisexual, Transgendered Youth Tutoring Check-in	Read: Nieto chapter 8 Read: (online) Various readings about GLBT youth
Week 9: spring break		
Week 10: 3/26 & 3/28 M 12:30*	GATE students Tutoring Check-in	Read: Nieto chapter 7 Due: Reflective Journal #3
Week 11 4/2 & 4/4 M 11:45*	Foster Youth Presentation- Mandated Reporting	Read: Nieto chapter 4
Week 12 4/9 & 4/11 M 12:30*	Classism, Curricular applications Tutoring Check-in	Read: Nieto chapter 9 Read: (online) <i>Coping with the "A" words</i> & <i>Beware of tourist curriculum</i>
Week 13 4/16 & 4/18 M 11:45*	Tutoring Presentation Project work time	Read: Nieto chapter 10
Week 14: 4/23 & 4/25 M 12:30*	Summative Project presentations Tutoring Check-in	
Week 15: 4/30 & 5/2 M 12:30*	Summative project presentations Tutoring Check-in	Due: ALL Tutoring Logs are due to Michelle Bailow AND to instructor on this date. Due: Reflective Paper on working with foster youth. Please submit both parts (pre and post experience)
Week 16: 5/7 & 5/9 M 12:15*	Summative project presentations Tutoring Closure	Due: Reflective Journal #4

Cultural Autobiography Scoring Guide

Name _____

1. The candidate actively writes about three distinct cultural groups that he/ she belongs to.

C- -----C -----C+ -----B -----B -----B+ -----A- -----A
Marginal Commendable Outstanding Achievement

2. The candidate reflectively writes about what it means to be a member of each cultural group.

C- -----C -----C+ -----B -----B -----B+ -----A- -----A
Marginal Commendable Outstanding Achievement

3. The candidate writes about different experiences being a member of these groups (e.g., lessons learned, aspects to be proud of, instances when one was ashamed to be a part of the group, etc.)

C- -----C -----C+ -----B -----B -----B+ -----A- -----A
Marginal Commendable Outstanding Achievement

4. The candidate addresses how these groups interact, do not interact, or conflict with each other.

C- -----C -----C+ -----B -----B -----B+ -----A- -----A
Marginal Commendable Outstanding Achievement

5. The candidate submits a paper that is grammatically correct, mechanically sound with paragraphs that are clearly written.

C- -----C -----C+ -----B -----B -----B+ -----A- -----A
Marginal Commendable Outstanding Achievement

