

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
SCHOOL OF EDUCATION

EDUC 364: The Role of Cultural Diversity in Schooling
Summer 2012
CRN # 30204

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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

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, 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:

- understanding of social justice and equity
- various concepts of culture and their applicability to learning, teaching, curricular development and educational reform;
- the historical and contemporary contexts for multicultural and bilingual education;
- general familiarity with (exposure level) various instructional methods and materials appropriate for use in multicultural and multilingual educational settings;
- the ability to interpret, analyze and synthesize complex information;
- university-level competence in oral and written communication; information literacy, and use of technology and;
- issues surrounding gay, lesbian, bisexual and transgender students, teachers and families.

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. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Authorization to Teach English Learners

The credential program at CSUSM has been specifically designed to prepare teachers for the diversity of languages and cultures 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. 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

Standards Alignment

The course objectives, assignments, and assessments have been aligned with the CCTC standards for the Multiple and Single Subject(s) Credential. The following standards are addressed in this class:

- Standard 3: Relationships between theory and practice
- Standard 4: Pedagogical thought and reflective practice
- Standard 5: Equity, diversity, and access to the core curriculum
- Standard 10: Preparation for learning to create a supportive, healthy environment for student learning
- Standard 11: Preparation to use educational ideas and research
- Standard 12: Professional perspectives toward student learning and the teaching profession
- Standard 13: Preparation to teach English learners

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) endorsement, 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). Emphasis is

placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in “seat time”, meeting minimum criteria for assignments, checking off tasks and activities), and how these outcomes correspond to your potential to enhance student learning as a new teacher.

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 special needs students.

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.

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.

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, Interim Dean.

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (DSS). The DSS 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.

COURSE REQUIREMENTS

Required Texts

Spring, J. (2009). *Deculturalization and the struggle for equality*, 6th edition. McGraw Hill.

Villaseñor, V. (2004). *Burro genius*. HarperCollins Publications.

Assignments / Due Dates / Points Possible

Notes for discussion	15 points, due weekly
Hot Topics	10 points, due each week
Personal History	15 points, due session 3
Family Background Assignment	15 points, due session 5
Outcome Assessment	5 points, due week 9
Final Paper and Presentation	20 points, due session 10
Attendance and Participation	20 points, assessed the final week

Grading Standards

A	90+
B	80+
C+	77+

Students taking EDUC 364 as a prerequisite for teacher credential and graduate programs are reminded that the college requires completion of this course with a C+ or higher.

Writing

In keeping with the All-University Writing Requirement, all three unit courses must have a writing component of at least 2,500 words (approx. 10 pages) which can be administered in a variety of ways. This course meets this requirement with the research paper assignment.

Assignments (100 points)

Attendance and Participation: Give it your best effort (20 points)

Come to class prepared, stay in communication with the professor, turn your work in on time, participate with an open mind.

Hot Topics (10 points)

You will download news concerning hot topics in education related to cultural diversity in schools. You will be assigned a class session to share your 2-3 hot topics.

Personal History: Examining your own culture (15 points)

Using at least three examples of cultural characteristics listed in the first class, write a narrative essay about your cultural characteristics. Reflect on your own experiences in terms of your family background and other factors determined by your circumstances and upbringing. Include how you believe these qualities will help you as a teacher when relating to your future students. Approximately 3 double-spaced, typed pages.

Family Background Assignment: (15 points)

By researching and studying one's own background, it is possible to gain an appreciation about ways in which we share many similarities and differences. In this assignment you are to construct a "family tree" that includes as much information as you can gather about three generations of your family, including religious affiliation, ethnicity, culture, language(s), country of origin, education/occupation and any other information you think is of interest and value. The format you use to illustrate the information is up to you. It can be as formal as genealogical tree or informal as a narrative. A particularly useful tool may be the free downloadable software *Inspiration*. The depth of this report is somewhat limited by time constraints, personal resources and any family information you may have collected prior to this assignment.

Those who are from families with no information on family lineage may confer with the professor to do an alternate assignment.

Class notes preparation (15 points)

Each week as you read the assigned chapters or articles, you will make notes that answer the questions: What do I already know about this, what more do I want to know, and what did I learn? This will become a journal of your reading and notes to lead small group class discussions.

Final Presentation (20 points total)

Written Paper (10)

You will develop a research paper on a multicultural topic related to the course content, which you will formally present to the class. Your research should include at least 2 sources from the ERIC database, at least 2 sources from the Internet, and at least one of the texts used in class. The paper will include:

1. a cover page listing the title, full names of all group members
2. an 8-10 page narrative that describes the issue, including its historical context,
3. a description of why the issue is significant in the field of education,
4. your position on the issue and why you have taken that position,
5. a defense (rationale) for taking the position with appropriate references,
6. a conclusion regarding the issue, with recommendations for action, and
7. an annotated bibliography of all references consulted.

Oral Presentation (10)

Your presentation will be approximately 10 minutes in length. You will present a synopsis of your issue, accompanied by appropriate visual, aural and or tactile aides. The mode of presentation may include a skit, debate, Power Point, Socratic dialogue, or some other form of multi-modal presentation. You are cautioned NOT to read from the text of your paper. In addition to the presentation, you will respond to questions from the class. It is your responsibility to practice and time the presentation.

Possible Topics for Research Paper

- 1) What is Prop 227, and how does it affect learning in schools today?
- 2) Working with the parents of diverse children.
- 3) Should we educate the children of undocumented workers? Why or why not?
- 4) Gangs in schools
- 5) Brown vs. Board of Education, Lau vs. Nichols: a history and current implications
- 6) What are current educational issues related to gender and sexuality?
- 7) How have school districts handled violence and implemented intercultural conflict education?

Outcome Assessment (5 points)

This is your opportunity to examine your own learning. You will select the most important learning you have acquired during the course. You will write a 1-2 page paper describing:

- (1) what you learned,
- (2) how you knew you were learning something of significance (assessing your own learning),
- (3) how this will shape your attitudes and behaviors as a teacher.

Weekly Schedule

Date	Week	Topic	Reading Due	Assignment Due
June 5	1	Intro to culture, NCLB and achievement gaps in schools	No assignment	
June 7	2	The history of Native Americans and African Americans in schools	Cougar Courses, articles, Spring chapters 2, 3	Discussion notes, hot topics
June 12	3	The history of Asian Americans in schools	Cougar Courses, articles, Spring chapter 4	Personal characteristics paper
June 14	4	The history of Mexican Americans in schools	Spring chapter 5	Discussion notes, hot topics
June 19	5	The history of English learners and bilingual policy	Cougar courses, articles Villasenor, chapters 1-3	Family background
June 21	6	The history of special needs children and the law	Cougar courses, articles	Discussion notes, hot topics
June 26	7	Sexuality, gender issues, and poverty issues that affect schooling	Cougar courses, articles Villasenor, chapters 4-11	
June 28	8	International-mindedness in the classroom	Cougar courses, articles	Discussion notes, hot topics
July 3	9	Social justice and equity in the classroom	Villasenor, chapters 12-21	Outcome assessment paper
July 5	10	Final presentations	No assignment	Final paper