

CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION
EDUC 364, Section 9 (CRN#41532)
The Role of Cultural Diversity in Schooling
Fall 2004

Instructor: Dr. Grace Park McField
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Phone: (760) 750-8511 on Tuesday and Thursday afternoons and evenings
Office / Hours: 428 University Hall / by appointment
Meeting times/places: **Tuesdays/Thursdays 11:30 – 12:45 p.m. in ACD 407 / includes some WebCT sessions**

COURSE DESCRIPTION

This course is intended for students who have an interest in diversity and educational issues, and is a prerequisite for all teacher credential and graduate program candidates in education. In the interest of achieving educational equity for **all** students, this course explores various aspects of cultural and linguistic diversity. Major units to be covered include the following:

- culture and cultural pluralism;
- race & ethnicity;
- class;
- gender & sexuality;
- language;
- religion;
- exceptionality;
- effective teaching for diverse populations; and
- social, structural, programmatic and curricular issues related to the above.

Strong oral and written communication skills, information literacy, and technology are required of professional educators; therefore, these components are emphasized as methods to be used in completing course requirements.

COURSE OBJECTIVES

Students completing EDUC 364 will be able to demonstrate the following:

- understanding of various concepts of culture and their applicability to learning, teaching, curricular development and educational reform;
- understanding of 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;
- ability to interpret, analyze, and synthesize complex information;
- University-level competence in oral and written communication, information literacy, and use of technology.

COLLEGE OF EDUCATION MISSION STATEMENT

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*)

Authorization to teach English Learners

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted. As of 2002, the CLAD competencies are collectively referred to as an authorization to teach English Learners.

Standard Alignment

The course objectives, assignments, and assessments have been aligned with the CCTC standards for Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. 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: Profession perspectives toward student learning and the teaching profession

Standard 13: Preparation to teach English learners

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities requiring reasonable accommodations must be approved for services through the Disabled Student Services Office (DSS). This office is located at Craven Hall 5205, and the contact numbers are 760-750-4905 (tel) and 760-750-4909 (TTY). Students authorized by DSS to receive reasonable accommodations should meet with their instructor on or before the first week of class.

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Multiple Subjects 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 following TPE's are addressed in this course:

Primary Emphasis:

TPE 8: Learning about students

TPE 11: Social environment

TPE 12: Professional, legal, and ethical obligations

Secondary Emphasis:

TPE 4: Making content accessible

TPE 7: Teaching English learners

TPE 13: Professional growth

Attendance Policy: The Governance Community of the College of Education adopted the following policy on 12/19/1997:

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. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

This course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. Given the fast-paced and highly interactive nature of the course, and given that teaching and learning is difficult (if not impossible) without regular attendance and full engagement in class, the above College Policy is amplified as follows:

Your attendance and participation are basic to your learning and my evaluation of your learning in this class. You are expected to establish appropriate personal, academic and career priorities to facilitate said attendance and participation in this class.

**Your grade will be negatively affected by absences and positively affected by regular attendance. You will lose 10 points for each tardy or early departure, and 50 points for each absence, explained or unexplained. One absence may be made up with approval.*

***Illness and emergency circumstances will be negotiated on a case-by-case basis.*

These measures are intended to encourage responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

GRADING

Grading Scale: A=93-100, A-=90-92, B=80-89, C+=77-79, C=73-76, C-=70-72, D+=67-69, D=63-66, D-=60-62, F=59 or lower. Students taking EDUC 364 as a prerequisite for teacher credential and graduate programs are reminded that the College of Education requires completion of this course with a C+ or higher for these purposes.

Attendance & Participation: You are expected to read course materials prior to class meetings and participate in group and class discussions.

Communication: You are expected to use WebCT/coursemail and the web on a regular basis. You must log in regularly to WebCT and obtain a university email address / user ID no later than during the *first week of class* so that I can add you to my WebCT/coursemail list. Essential and time-sensitive information may be conveyed via WebCT/coursemail, and you are responsible for obtaining this information from each other or from the professor.

Submission of Coursework: All work needs to be submitted on WebCT under the appropriate Assignment module. All work also needs to be submitted in paper format to be graded. Work submitted within one week late will be reduced by one letter grade. Work received over one week late receives no credit (Individual exceptions due to emergencies will be negotiated on an individual basis).

Grading Emphasis: Each written assignment will be graded approximately 80% on content and writing (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). You are expected to write at or above the minimum competency level for writing. All citations need to use APA format.

GENERAL CONSIDERATIONS

Professional Disposition and Behavior at All Times: Respect, professionalism, and when appropriate, charity, are necessary for a positive, healthy learning environment. All students are entitled to their opinions. Students demonstrating negative attitudes and behavior will not be tolerated under any circumstances and will be referred immediately to the University Dean of Student Affairs and/or the College of Education Associate Dean. Grades and course credit may be affected by inappropriate professional dispositions and/or behavior.

Outcomes and Standards: This course is aligned with the standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing, 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). 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.

Academic Honesty: It is expected that each student will do his or her own work, and contribute equitably to group processes and projects. If there is any question 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 course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. Peggy Kelly, Associate Dean.

Ability: Every student has the right to an equitable education and appropriate accommodations. 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 appropriate accommodations for special needs students. Students may be required to use the Writing Center or similar resource for all written assignments, based on performance on the first writing assignment, and provide evidence.

REQUIRED TEXTS (These* texts are on reserve at the Kellogg Library.)

NOTE: All texts/readings MUST be brought to each appropriate class session.

1. NOT REQ'D for Fall 2004 / Banks, J.A. and Banks, C.A. (2004?). *Multicultural Education: Issues and Perspectives*, 5th Ed.
2. See WebCT, Resources module for these chapters / Lelyveld, J. Ed. (2001). *How Race is Lived in America: Pulling Together, Pulling Apart*. Henry Holt Company.
3. *Spring, J. (1997). *Deculturalization and the Struggle for Equality* 2nd, 3rd or 4th Edition). New York, NY: The McGraw-Hill Companies, Inc.
4. *Course Reader: Available @ CopyServe (San Marcos/Rancho Santa Fe) 760-599-9923.
5. *Krashen, S. (1999). *Condemned without a trial: Bogus arguments against bilingual education*. Portsmouth, NH: Heinemann.

Optional Texts:

Cummins, J. (1996). *Negotiating identities: Education for empowerment in a diverse society*. Ontario, CA: California Association for Bilingual Education

Day, F. A. (1999). *Multicultural Voices in Contemporary Literature*. Portsmouth, NH: Heinemann.

Derman-Sparks, L. (1989). *Anti-Bias Curriculum*. National Association for the Education of Young People. ISBN: 093598920X

OR Lee, E. (1998). *Beyond Heroes and Holidays*. Washington, DC: Network of Educators on the Americas.

COURSE REQUIREMENTS

Assignments:

All assignments are due on the dates indicated. *All work needs to be submitted on WebCT under the appropriate Assignment module. All work also needs to be submitted in paper format to be graded. Work submitted within one week late will be reduced by one letter grade. Work received over one week late receives no credit* (Individual exceptions due to emergencies will be negotiated on an individual basis).

Assignments must be typewritten or word processed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition. Use of electronic spelling and grammar checking is encouraged. Samples of assignments are available for viewing in class and during office hours.

A. Portfolio (300 points TOTAL / #1 & #6 are required. For #2 – 5, **choose any 2 out of the 4 assignments marked with a ***.)

***Writups need to attend to your SL student!!!):**

- | | | |
|---|------------|-------------|
| 1. Family Tree Map & Writeup | 50 points | Due Week 2 |
| & Personal History Narrative | 50 points | Due Week 2 |
| 2. CBEDS Assignment* | 50 points | Due Week 3 |
| 3. Religion Map* | 50 points | Due Week 5 |
| 4. Gender Assignment* | 50 points | Due Week 8 |
| 5. World Language TV* | 50 points | Due Week 11 |
| 6. Final Assignment: Reflection on | 100 points | Due Week 15 |
| Personal History Narrative (25 points) & Outcome Assessment (75 points) | | |

B. Research Project & Presentation (300 points TOTAL – look in this syllabus for a list of suggested topics):

1. Proposal / Outline (50 points) : Topics (General statement and focus)
 Due Session 7 Tasks (Each task must be assigned to one or more team member)
 Timeline (Target dates for completion)
2. Draft of Paper/Video: Due Session 14
3. Final Paper/Video & Presentation (250 points) : Be sure to complete and include the Project Reflection form in this syllabus. Due Session 15

C. Attendance & Participation (100 points) Attendance at every session, as well as active, engaged, reflective, respectful discussion, is required and expected. (See section on the College of Education Attendance Policy for information on consequences of absences.) Ongoing and active participation on the WebCT Discussion Board will be required. For each session's topics, one or two students will be responsible for posing critical thinking questions to the class, and summarizing the students' comments *prior to the session in which the topic will be discussed.

TOTAL POINTS POSSIBLE: 300 + 300 + 100 = 700 POINTS

ASSIGNMENT SPECIFICATIONS

ASSIGNMENT DIRECTIONS (SPECIFIC DIRECTIONS WILL ALSO BE POSTED ON WEBCT)

A. PORTFOLIO

1. Family Tree (50 points) and Personal History Narrative (50 points) Due Week 2
- 1a. Family Tree Assignment: (50 points) Due Week 2

By researching and studying one's own background, it is possible to gain an appreciation of our unique heritage as an American, and also prepare to discuss the unique heritage and history of other Americans. First, construct a genealogical family 'tree' covering e.g., grandson to grandfather levels. Second, write descriptive paragraphs for each person, including as much information as you can gather about your family background (religious affiliation, ethnicity, culture, language(s), country of origin, education/occupation and any other information that may be of interest and value). Third, write a response to the following questions: How does your family fit into mainstream U.S. culture? (**Note: You MUST use Ogbu's terms such as primary and secondary cultural characteristics, voluntary and involuntary immigration, etc.) What processes of change and assimilation or acculturation do you notice through the generations in your family's history? Has your family's status or identity changed over the generations? Why? What are some positive and negative experiences your family has had related to your family's role or status in the U.S.?

Format: tree graphic + sentences for 10 people in at least three generations + a paragraph for each of the final series of questions above.

- 1b. Personal History Narrative. (50 points) Due Week 2

Write a narrative essay about your own life, describing the experiences that have shaped your views of race, culture, and issues of diversity.

- a. Reflect on and describe your own experiences in terms of the following:

*your family background; [cont'd on next page!!!]

*your positionality / membership: i.e., your reference points & identity in terms of gender/sexuality, culture, ethnicity/race, class, language, religion, etc.;

*your exposure to and interactions with others unlike yourself; and

*other factors determined by your unique circumstances and upbringing.

b. In addition, explore and describe

*your identity as a learner (a confident student; had trouble with writing; etc.)

*how this may affect your potential as a teacher (will have high expectations of students; etc.)

Include SPECIFIC examples of events and situations that you feel shaped your views on these issues. Be sure to situate your examples, i.e., provide context and explicitly detail any assumptions about schooling and education. To the extent possible, relate your experiences to anticipated course topics, readings and discussions. Be prepared to discuss your assignment with the class (small and/or whole group).

B. NOTE: CONCERNING ASSIGNMENTS 2 – 5, BELOW, YOU NEED TO CHOOSE 2 OUT OF THE 4 OPTIONS. REMEMBER, THESE writeups need to attend to your SL student!!!

2. *Class: CBEDS / DataQuest 50 points Due Week 3

Look up a school of your choice on the CBEDS or DataQuest web site. Examine and analyze the languages spoken in the district, the test scores, the number of qualified teachers, the types of programs the school offers, etc. In your writeup, consider... What role does class play with the foregoing factors?

3. *Religion Map & Writeup 50 points Due Week 5

** Map out the various religious buildings and organizations (churches, temples, mosques, etc.) in your neighborhood. The map needs to be done on a regular size sheet of paper, and the scale is up to you. If there are lots of religious buildings within a 10-block area, do that. If not, go bigger -- e.g., map the city on your sheet of paper, indicating the various religious buildings. You may search churches on a web map as well and submit the printout instead. In your writeup, discuss the ways in which these various religions might effect public education. Give specific examples as much as possible.

4. *Gender Assignment 50 points Due Week 8

Written or visual work on any of the following: personal narrative or literature or film piece from a different gender / sexuality / family composition perspective.

5. *World Language TV 50 points Due Week 11

Watch an hour of a film in a language that you have no knowledge of. In your writeup describe the following. A. How did you feel? (Frustrated, engaged, etc.) B. What helped you comprehend this new language? (Visuals, facial expressions, music, background knowledge – familiar genre or familiar words, etc.) C. What type of strategies might teachers use so that English learners benefit and have comprehension of subject matter?

6. Final Assignment (100 points): Reflection on Personal History Narrative (25 points) and Outcome Assessment (75 points) Due Session 15

Reflection on Personal History Narrative (1 page)

Consider your first reflective narrative from the beginning of the semester. Are there any changes you would make to the story? Have you remembered particular events throughout this semester, or have particular events taken place since the beginning of the term that have led you to reflect on some critical themes in this course? Birthdays don't change, but your voice and perspective may have changed. Sometimes, the changes will be subtle, as in choosing to use the terms Asian American or Latino rather than Oriental or Hispanic for specific purposes. Or, the changes may be dramatic. In this assignment, you will document your new reflections concerning your personal narrative, as a result of having critically examined the major issues covered in this course.

Outcome Assessment (2 pages)

Describe the following:

- A select few of the most important things you learned in this class; (continued on next page)
- How you knew you were learning something of significance (assessing your own learning – cite specific readings, discussions, films, activities, community activities, etc.);
- How this will shape your attitudes and demonstrated behaviors as a teacher or in future intercultural interaction; i.e., how you will demonstrate overall “cultural competence” (as this definition is developed in class).

Emphasis will be placed on your ability to articulate the select topics of your choice, the depth of reflective analysis, your description of how you knew what you were learning (specific examples from the course: cognitive – facts, knowledge bases, content areas; behavioral – speech and actions; and affective – attitudes), and the connections you make between the topics and your future growth & professional practice.

7. Check with the professor re: doing any of the following as a Makeup Assignment for Extraordinary Cases:

Film Writeups: View a film, preferably with a historical context, that deals with the major issues covered in this class: (race, ethnicity, exceptionality, language, class, etc.) then write a critical response to a film related to the course.

Colonial perspectives: Indochine (French Indochina); Lagaan (British India or South Asia); Master & Commander; The Count of Monte Cristo; Jefferson in Paris

Immigration: Angela's Ashes (Irish American / poverty), Moscow on the Hudson

White American: A Family Thing (1996), White Man's Burden

Native American: Smoke Signals

Asian American: Bend It Like Beckham, Come See the Paradise, Snow Falling on Cedars, Joy Luck Club
African American: School Daze, Tuskegee Airmen, Freedom Song, Down in the Delta, Finding Forrester,
Hispanic: Mi Familia
Gender & Sexuality: Mona Lisa Smile, Mambo Italiano, [Green Thumb? The Laundromat?]
Exceptionality: The Station Agent

**For additional ideas, see the reference list from Rethinking our Classrooms in the course reader.

OR **Article reviews:** Write a critical response to current articles related to the topics covered in this course.

OR **Community events:** Write a critical response to a community event you participated in, or provide a video/visual of the event with a brief analysis.

B. Research Paper/Visual Ethnography and Panel Presentation. (300 points).

- | | |
|---|--------------------|
| 1. Proposal / Outline | Due Week 7 |
| 2. Research Paper / Visual Ethnography Draft | Due Week 14 |
| 3. Research Paper / Visual Ethnography Final Version & Presentations | Due Week 15 |

In heterogeneous groups of four (4) to five (5) students MAXIMUM, you will develop, as a group, a multicultural research paper/video, which you will formally present to the class. Your research should include at least 3 sources from the ERIC database, at least 3 sources from the Internet, at least 3 professional journal articles, and at least one of the texts used in class. (Optional: mainstream newspapers and journals.) References must be exclusive of one another. Each member of the group must submit comments on the group process on the form, **Group Project Reflection & Evaluation (@ the end of this syllabus packet) either individually or collectively.**

Your paper will include the following components:

Research Paper Outline Option (15 – 20 PowerPoint slides or equivalent in Word):

*A cover page listing the title, a 1 paragraph/200 word abstract, full names of all group members

1. **BACKGROUND & INTRODUCTION:** This section is a narrative that describes the issue, including its historical context. You might start with a general introduction of the topic you will study. A case study or the depiction of a real life problem situation is a good idea. Basically, you are introducing your topic to the reader and in effect, making a case for why your topic and paper are important.
2. **LITERATURE REVIEW:** In this section, summarize and critically review the literature review you have done related to your topic. This section looks at different researchers' viewpoints on your topic. The section might have a pro or con feeling tone, depending on your topic.
3. **METHODOLOGY:** How did you conduct your research? Did you do a survey, an interview of someone you knew, compare data in the texts and research articles with your own subjects, etc.
4. **FINDINGS & CONCLUSIONS:** This section should discuss a. your findings from research / ethnographic interview, and b. the conclusions you drew after having researched your topic / conducted your interview and analyzed the themes. For example, your conclusion can include a position statement on the issue, with references to specific literature to support why you have taken that position.
5. **RECOMMENDATIONS:** What do the findings suggest for action, i.e., instructional change? What implications do you observe for each of the following? Parents, students, curriculum, instruction, assessment, teachers, administrators, communities, voters, policymakers, etc.

** The paper needs to be in an outline format (Word or PowerPoint formats are acceptable) , with one or more slides for each of the 5 sections above. As a general guideline, the final paper should be about 15 – 20 slides in length. The outline needs to be submitted in a printout format (multiple slides, about 4 – 6 slides per page is fine.)

*An annotated bibliography of all references consulted should also be included.

*Any attachments such as your visual aids for the presentation, graphic organizers / handouts, or any supplementary material developed to enhance student learning should also be included in the file and printout.

Visual Ethnography (Ethnographic Interview on Film) Option:

***I strongly encourage you to do video projects. Digital camcorders and video editing resources are available on campus. Try it out! For example, you might film migrant workers and their school-aged children and critically examine educational implications for this group. As noted above, ethnographic projects entail a shorter literature review section and examines one subject's experience in depth. More information will be provided to interested groups. Should you choose to do the Visual Ethnography Option, your writeup will be comprised of two parts: a. the actual transcript of the interview; and b. the 15 – 20 slides above gets reduced to about 5 slides total. Your group is responsible for presenting a polished, edited video and mini outline (a. and b.) as your final project.

For the visual ethnography option, all sections are the same as the Research Paper Option above, except section 2, which is amended as follows:

2. Your group will need to read the Spradley article that details how to develop an interview protocol. Your group will also need to develop a set of interview questions related to your topic of interest. Your group can reduce the number of library resources (i.e., all 9 are not required). However, keep in mind that the interview protocol should reflect information from your literature review, and that the bulk of your writeup will be based on your ethnographic interview.

e.g., The interview typically begins by establishing the context of your subject. Often, this means asking about the subject's family and community, so you need to develop questions on these aspects of the subject's background. This section should draw out responses similar to what you wrote in your own personal narrative for this course.

Next, develop questions focusing on your subject's identity, academic motivation, or academic achievement. How do issues of race, ethnicity, gender, class, exceptionality, etc. mediate your subject's identity, academic motivation, or academic achievement? You will develop drafts of interview questions and they will be reviewed prior to the actual video interview.

Group Presentations:

Your group's interactive presentation will be 20 minutes in length, plus additional time (about 5 – 10 minutes) for Q & A with the audience. This means that your group needs to include an interactive component that involves the audience directly. For example, you may include skits, simulations, debate, Socratic dialogue, etc. Your group will present a synopsis of your issue, accompanied by appropriate visual, aural and or tactile aids. **DO NOT** a. read from the text of your paper or b. just "present" the material without involving the class; c. grossly miscalculate presentation time (rehearse!). Your presentation does not need to cover the A – Z of your entire written report. Rather, you will provide a BRIEF overview, then highlight some critical points.

Possible Topics for Group Research Paper / Visual Ethnography and Panel Presentations for EDUC 364

1. Studies have suggested that there is a link between vaccines (e.g., mercury levels) and autism, as well as other developmental and learning disorders. What is the research in this area? What do parents need to know?

2. What is the status, outcomes, and professional and parental perspectives on the California High School Exit Exam?

3. Interview a language minority parent about their access to their children's learning, involvement and empowerment.

4. Bi-/Multiracial identity: Interview someone about their ethnic identity, language loyalties, self-concept and development, etc.

4. Should we educate the children of undocumented workers? Why or why not?

6. Why is public education called the "great equalizer"? Is public education indeed an equal opportunity for all students?

7. 2004 will mark the 50th anniversary of the Brown vs. Board of Education decision. What has been accomplished in the past 50 years of Brown vs. Board of Education? What else still needs to change in the public education system?

8. How are public schools funded? What issues of equity in education does this procedure raise?

9. Research incidents of violence and discrimination at CSU San Marcos. Eg., Neo-Nazi movements on campus, discrimination lawsuits filed by employees and legal/court decisions that have been rendered, etc. What did you learn about the history of this campus?

10. What kind of curriculum should be designed for diverse students?

11. What are the goals and benefits of the "English plus" movement? Compare and contrast this to the "English-Only" movement.

12. What are some important educational issues related to gender and sexuality?

13. What is Proposition 227 and what has been its impact on the education of English language learners?

*Focus on your school district / school site. For example, you might examine SAT-9 scores before and after 227, general community reaction to 227, % of students who filed waivers and stayed in bilingual programs, etc.

14. What is ebonics? What did the Oakland Unified School District determine in the widely publicized ebonics proposal?

15. Intercultural relations – African American perceptions of Asian Americans; White perceptions of African Americans; Latino perceptions of Whites; etc.

16. Strategies for conflict resolutions. How have school districts handled violence and implemented intercultural conflict education?

17. Technology in education: organization and instructional aspects for teachers, schools, and districts.

19. What are the main strands and effects of the federal legislation, No Child Left Behind?

20. Topic of choice – please clear with the professor before starting your project.

D. Attendance and Participation. (100 points) Attendance; preparedness with readings and leading a discussion on WebCT prior to class; as well as active, engaged discussions and participation online and in class all fall into this category.

Tentative Course Schedule - The professor reserves the rights to modify the schedule below when deemed appropriate. Reader Table of Contents are included herein following the Tentative Course Schedule.

Date	Topic	Assignment
Week 1 8/31	TOPIC: Intro to Class, Intro to Culture Course overview; introduction & needs assessment. What is culture? How does it inform education? Begin personal history narratives. Sample projects.	Discuss course objectives, standards, and assignments. Discuss culture using personal narratives.
9/2	TOPIC: Multicultural Education and Culture Nature of culture, race relations theories, and implications for education. TOPIC: Michelle Lustig, Casey Foundation Sign up and clearance info re: tutoring (20 hours).	Reader: Changing America;
Week 2 9/7	TOPIC: Culture (cont'd) TOPIC: History of Anglo-Americans in the U.S. Cultural contact, cultural diversity in the U.S. and California, changing demographics; <i>Share personal history narratives & family trees.</i> V – Irish Americans	Ogbu; Appendix: Census data. Spring: Ch. 1 (Anglo-Americans)
9/9	TOPIC: White Privilege	Lee et. al: McIntosh article. Personal History Narrative & Family Tree Due!
Week 3 9/14	TOPIC: Class Growing poverty of children; poverty across ethnic groups; educational implications.	Lelyveld: At a Slaughterhouse, Some Things Never Die Class: CBEDS/DataQuest Assignment Due!
9/16	TOPIC: Michelle Lustig, Casey Foundation Core Curriculum and Professional Boundaries	
Week 4 9/21	TOPIC: Michelle Lustig, Casey Foundation Sexual Abuse	
9/23	TOPIC: Michelle Lustig, Casey Foundation Behavior Management	
Week 5 9/28	Groups: Begin selection of groups & topics. Group Project Work: develop project timelines, tasks.	Reader: Spradley
9/30 WebCT	TOPIC: Religion	Religion Map Due! Lelyveld: Shared Prayers, Mixed Blessings
Week 6 10/5	TOPIC: History of African Americans in the U.S. V – A Family Thing / School Colors Guest Speaker: David R. McField	Spring Ch. 3 (African Americans) Reader: Anderson
10/7	TOPIC: Race & Ethnicity	TBA

Week 7 10/12	TOPIC: Race & Ethnicity (cont'd) Manifestations of culture in the classroom: Working with diverse populations: Learning styles; Parental involvement; Culturally responsive teaching; culture, communication, and interaction styles.	Pick One: 1. Reader: Au/cultural congruence; 2. Reader: Park/learning styles; 3. (Reader: Irvine/learning styles); 4. Reader: Pang/whole child
10/14	TOPIC: History of Native Americans in the U.S. V – Smoke Signals OR In the White Man’s Image	Spring, Ch 2 (Native Americans) Reader: McKenna, ERIC, Winona LaDuke speeches
Week 8 10/19	TOPIC: Asian Americans V – Cambodian Doughnut Dreams	Spring, Ch 4 (Asian Americans) Project Proposal due!
10/21	TOPIC: Gender & Sexuality	Gender Assignment due!
Week 9 10/26	TOPIC: Group time to review Timelines & Tasks; develop Literature Review, Interview Protocols and Preview Basics of Shooting and Video Editing (MAC LAB TBA).	
10/28	TOPIC: Hispanic/Latino Americans V – A Day Without Mexicans	
Week 10 11/2	TOPIC: Exceptionality V – 60 minutes clip OR The Station Agent	Spring, Ch. 5 (Hispanic/Latino Americans)
11/4	TOPIC: Gifted Students TOPIC: Assessment TOPIC: Multiple Intelligences	DataQuest: Search and find special education categories and services in your local school / district!
Week 11 11/9	Groups: Check in on Projects, Review Shooting and Video Editing. (MAC LAB TBA). Peer edit papers? Help with videoediting.	Reader: *Garcia, Reader: case examples article, Reader: multiple intelligences handout
11/11	TOPIC: Culture and language. Language structure and use; language acquisition.	World Language TV due! CHOOSE ONE: Reader: A Brief History of Language Restrictionism in the U.S. Reader: Gandara article
Week 12 11/16 WCT Session	V – Lemon Grove Incident / Kellogg Library	
11/18	TOPIC: The Bilingual Education “Debate” Model of Teaching: Jurisprudential Inquiry	Krashen: Entire slim volume.
Week 13 11/23	(No class – pre-Thanksgiving holiday)	Research Project / Ethnographic Interview DRAFT DUE NEXT WEEK!

DATE	TOPIC	ASSIGNMENT
Week 14 11/30 WCT Session	<p>TOPIC: Public Policy and the Intersection of Race, Ethnicity, and Class. Issues in curriculum development and social policy</p> <p>*TOPIC: Applying Multicultural Education</p>	Spring: Ch. 6 Civil Rights to Now Reader: Futrell/Minority teachers
12/2	<p>TOPIC: Identity models Model of Teaching: Advance Organizers</p> <p>TOPIC: Multiracial Identities</p>	<p>Research Project / Ethnographic Interview DRAFT <u>DUE !!!</u></p> <p>Lelyveld: Best of Friends, Worlds Apart Lelyveld: Growing Up, Growing Apart Reader: Appendix: 4 identity models Lelyveld: Getting Under My Skin</p>
Week 15 12/7	<p>TOPIC 1: Group presentations Group presentations & connections to course.</p>	
12/9	<p>TOPIC 2: Closure & Wrap up What have we learned? Where do we go from here?</p>	<p>Research Paper / Visual Project & Presentation FINAL VERSION DUE!</p> <p>Final DUE: Reflection on Personal History Narrative & Outcome Assessment</p>

CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES.

As of 2002, the CLAD competencies are collectively referred to as an authorization to teach English Learners.

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	of I. Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for both English language development and content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	on
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

EDUC 364 stresses competencies in Part 1, II B, C, D; Part 2, II A, C, and Part 3 in its entirety.

EDUC 364 – The Role of Cultural Diversity in Schooling

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COURSE READER / TABLE OF CONTENTS

*X *Lelyveld articles are NOT in this reader. They can be found on WebCT / Resources*

****NOTE: SEE SYLLABUS SCHEDULE FOR CORRECT READINGS FOR EACH SESSION!!**

- DUE ARTICLE
- Session 2.....*Changing America
*Ogbu: Understanding Cultural Diversity
- Session 3.....*Anderson: The Code of the Streets
X *Lelyveld: At a Slaughterhouse, Some Things Never Die
- Session 4...Pick One.....*Au & Kawakami: Cultural Congruence in Instruction
*Park: Learning Style Preferences of Armenian, African, Hispanic, Hmong,
Korean, Mexican, and Anglo Students in American Secondary Schools
*(Optional -- Irvine: Learning Styles and Culturally Diverse Students)
*Pang: Educating the Whole Child + Appendix on APA Children
- Session 5.....McKenna: The Myth of Multicultural Education and the Reality of the
American Indian in Contemporary America (Journal of American Indian
Education)
*ERIC: Teaching Young Children About Native Americans
*Winona LaDuke Speech
- Interview/Video Project Readings: Spradley: The Ethnographic Interview
Tips for Making iMovie
Using the iMovie 2
Home Video Hints (VideoMaker article)
- Session 6.....X*Lelyveld: Best of Friends, Worlds Apart
*Garcia & Pearson: Assessment and Diversity
*Case Examples of Culturally Aware Assessment
*Multiple Intelligences handout
- **Session 8.....X*Lelyveld: Shared Prayers, Mixed Blessings
- Session 9 *Gandara: Review of the Research on Instruction of LEP Students: A Report to the CA Legislature
*A Brief History of Language Restrictionism in the U.S.
- Session 10..... X*Lelyveld: Growing Up, Growing Apart
X* Lelyveld: Getting Under My Skin

Also for Session 10 – these are in the Appendix Section at the end of the reader:

*Table 7.1: External & Internal Ethnic Identity and Their Respective Components and Vars.

*Tse: Proposed Model for Ethnic Identity Formation

*Table 9.1: White Racial Identity Ego Statuses and Information – Processing Strategies

*Table 9.2: People of Color Racial Identity Ego Statuses and Information-Processing Strategies

Session 11:.....*Futrell: Recruiting Minority Teachers

Appendices:

*U.S. Census Bureau State and County Quickfacts

*APA Format: Citing Your Sources

*Models of Teaching

*Rethinking Schools Resource List

\$\$\$\$ See course syllabus and schedule for other readings that may be due at each session. \$\$\$\$