

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDUC 364 (B)

Cultural Diversity & Schooling

Fall 2004

Wednesday

2:30 – 5:15pm

UNIV 444

Professor: Annette M. Daoud, Ph.D.

Phone: (760) 750-8519

E-Mail: adaoud@csusm.edu

Office: 410 University Hall

Office Hours: Mon 4–5pm / Wed 1-2pm

By appointment and drop in

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 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 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.
- This course is designed for students who have an interest in diversity and educational issues, and is a prerequisite for all teacher credential candidates in the College of Education. Highly refined oral and written communication, information literacy, and appropriate use of technology are required of professional educators, therefore they are required as methods for completing course requirements.

Course Objectives

The purposes 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 pre-service teacher credential candidates to provide equitable educational opportunities to all students;
- Provide support to all students who represent national, state, and regional diversity.

GENERAL CONSIDERATIONS

NOTE: I RESERVE THE RIGHT TO CHANGE, ADD TO, OR DELETE ANY MATERIAL OR ASSIGNMENT FROM THE COURSE.

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).

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he **may not receive a passing grade** for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (Adopted by the COE Governance Community, December, 1997).

NOTE: This means that if you miss three (3) classes you cannot receive a passing grade!

Standards Alignment

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 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

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 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

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. Kelly, Associate Dean.

Ability

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special needs. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students are approved for services through the Disabled Student Services Office (DSS). The DSS Office is located in Craven Hall 5205, 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. (2004). *Deculturalization and the struggle for equality*. Forth edition. New York: The McGraw Hill Companies, Inc. ISBN 0-07-256383-4

Banks, J. A. & McGee Banks, C. A. (2004). *Multicultural education: Issues and perspectives*. Fifth Edition. New York: John Wiley & Sons. ISBN: 0-471-14982-9

Course Reader - available at CopyServe 754 S. Rancho Santa Fe Road, San Marcos
Phone: 599-9923 (price forthcoming)

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:

93 – 100	A	<u>75 – 79</u>	C+
90 – 92	A-	72 – 74	C
88 – 89	B+	70 – 71	C-
83 – 87	B	60 – 69	D
80 – 82	B-	59 – below	F

Note: 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 grade of C+ or higher.

ASSIGNMENTS / DUE DATES / POINTS POSSIBLE

- 1. Attendance and Class Participation 20 points**
All students are expected to participate in class activities and demonstrate reflective learning. Students who do not attend a class session, or do not participate in class activities will not receive attendance and participation points for that session. **Four (4) points will be deducted for each missed class session.** It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting.
- 2. Personal/Family Background 25 points**
By researching and studying one's family background it is possible to gain an appreciation about ourselves as individuals and our many similarities and differences. In this assignment you are to write a 6-8 page narrative about your family background including religious affiliation, ethnicity, culture, language(s), country of origin, education/occupation and any other information you think is of interest and value. Reflect on your own experiences in terms of your cultural referents, your family background, and other factors determined by your own circumstances and upbringing. Be prepared to discuss your assignment within a larger class dialogue.
DUE: September 22nd
- 3. Interactive Journal / Reflections 20 points**
At various times throughout the course, you will be asked to write a journal entry / reflection statement. Each journal entry will be approximately one page in length and will cover a variety of topics including; a reflection of your learning experiences, a response to a class discussion, and / or a critique of a class reading or film. You will be asked to discuss and respond to journal entries in pairs or small groups.
DUE: Throughout the Fall semester
- 4. "Hot Topics" in Education 10 points**
In pairs, students will have the opportunity to present a "hot topic" in education of their choosing to the class. Students will present their topic and then guide a short discussion with the class (approximately 10 -15 minutes).
DUE: Throughout the Fall semester
- 5. Final Presentation 25 points**
The class will divide into six (6) groups. With the guidance of the instructor, each group will select a topic of their choosing related to Multicultural Education. Groups will be

expected to present multiple perspectives of their chosen topic. Each group will prepare a 20-30 minute PowerPoint presentation and discussion for the class. Each group will also submit a 5-7 page paper on their topic. The class will determine the criteria for the presentations, and evaluate each group based on the chosen criteria.

DUE: Papers, Dec. 1st; Presentations, Dec. 8th

WEEKLY READINGS / ACTIVITIES

1	Sept. 1	Multicultural Education: Issues and Concepts
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Introductions / Syllabus Overview
Conceptions / Misconceptions of Culture
Multicultural Education

NOTE: Please download the syllabus from the COE Website

Due Sept. 8: Banks and Banks: Chapters 1 and 2

2	Sept. 8	Multicultural Education: Issues and Concepts
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Dimensions of Multicultural Education
Cultural Issues in Education and Society
Tolerance Issues

Due Sept. 15: Powell: Letter Two: Thinking About Multicultural Education (course reader)
McIntosh: Unpacking the Invisible Backpack (course reader)
Paley: White Teacher (course reader)
Banks and Banks: Chapter 3

3	Sept. 15	Examining Race and Gender
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Approaches to Multicultural Education (Models)
Classroom / School Issues

Due Sept. 22: Personal / Family Background Papers

4	Sept. 22	Personal / Family Backgrounds
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Personal / Family Background "Presentations"
Expressing and Respecting Multiple Perspectives

Due Sept. 29: Banks and Banks: Chapters 4 and 5

5	Sept. 29	Examining Social Class and Religious Diversity
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Social Class and Educational Inequality

Religion in American Life

Due Oct. 6: Banks and Banks: Chapter 6
Kosciw: The 2003 National School Climate Survey (course reader)

6	Oct. 6	Gender and GLST Issues
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Gender Bias
Schooling Experiences of Lesbian, Gay, Bisexual and Transgender Youth

Due Oct. 13: Takaki: A Different Mirror (course reader)
Delpit: The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children (course reader)
Ladson-Billings: Culturally Relevant Teaching (course reader)
Tatum: Embracing a Cross-Racial Dialogue (course reader)

7	Oct. 13	Cross-Cultural Teaching
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Teaching and Learning from Students from Diverse Backgrounds

Due Oct. 20: Banks and Banks: Chapters 9 and 10

8	Oct. 20	Academic Achievement / Multicultural Curriculum
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Academic Achievement for Students of Color
Transforming Curriculum / Multiple Perspectives

Due Oct. 27: Banks and Banks: Chapter 11
Spring: Chapters 1 and 3

9	Oct. 27	Race & Ethnicity / Educational Equity
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Colorblind Perspective in Education
Affirmative Action in Schools

Due Nov. 3: Banks and Banks: Chapters 12
Spring: Chapter 5
Olsen: Chapter Four: Learning the Language of America (course reader)

10	Nov. 3	Language Diversity / Educational Equity
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Educating Immigrant Students
Schooling Experiences of Latino Students

Due Nov. 10: Spring: Chapters 2, 4 and 6
Lee: Academic Achievement among Asian Americans (course reader)

11 Nov. 10 Educational Equity

Schooling Experiences of Students of Color
Causes and Effects of Stereotypes

Due Nov. 17: Banks and Banks: Chapters 13 and 14

12 Nov. 17 Educational Equity

Students with Disabilities
School Inclusion and Multicultural Curriculum

13 Nov. 24 Research Week

NO CLASS

Work with your Group on your Final Presentation

Due Dec. 1: Banks and Banks: Chapters 16 and 17
Nieto: Multicultural Curriculum in Practice (course reader)
Final Presentation Papers

14 Dec. 1 Multicultural Education in Practice

Creating Equitable Learning Environments
School / Family Connections

Due Dec. 8: **Final Presentations**

15 Dec. 8 Multicultural Education in Practice

Final Presentations
Course Evaluations