California State University San Marcos
College of Education

EDUC 602: Schooling in a Multicultural Society
Fall 2004
CRN 42111

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Class Meeting times/places: Monday 5-7:45; Warm Springs Middle School, Rm. 701

DESCRIPTION

This course focuses on the pluralistic nature of society reflected in the contemporary school. A variety of approaches will facilitate students' learning about the multifaceted aspects of pluralism. Highly refined oral and written communication, information literacy, and appropriate use of technology are required of professional educators, therefore they are stressed as methods for completing course requirements.

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)*

INFUSION

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.

GENERAL CONSIDERATIONS

Outcomes and Standards: The context for, and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College 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.

Academic Honesty: It is expected that each student will do his or her own work, and contribute equitably to group projects and processes. 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. P. 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 with Disabilities Requiring Reasonable Accommodations. Students are approved for services through the Disabled Student Services Office (DSS). This 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.

The Governance Community of the College of Education adopted the following policy on 12/19/97:

COLLEGE 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.

ATTENDANCE AND PARTICIPATION

The 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. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, the above College Attendance Policy is amplified as follows: 1. Missing more than 1 class meeting will result in the reduction of one letter grade. 2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be considered/negotiated on a case-by-case basis. These measures should not be considered punitive, as students are expected to establish appropriate personal, academic and career-ladder priorities. Therefore these measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

COURSE OBJECTIVES

The purposes of this course are threefold:

> • to expand and refine students' knowledge about the diversity that is a part of today's public schools and communities;
> • to provide a safe academic environment for reflection on, and discussion of, the complex ways in which pluralism is a part of educational contexts;
> • to provide support to all students who represent national, state and regional diversity.

GRADING

Grading Scale: A=100-96, A-=95-91, B+=90-86, B=85-81, B-=80-76, C+=75-71, C=70-66, C-=65-51, D=50-46, F=545 or lower.

Submission Schedule: Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit.

Grading Emphasis: Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use APA format. Consult Library Services for the *Manual of Citation of the American Psychological Association,* or <www.apastyle.org/index.html>

COURSE REQUIREMENTS

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

This class will be structured as a graduate-level seminar. As such, we will read, write and discuss the materials. The success of a seminar is dependent upon each and every participant being prepared. However, discussion need not consist of only sitting around a table and talking. Multiple approaches, methods, and teaching experiences are a necessary strategy to accommodate learning given the possibility of various learning styles. The class will be divided into groups. Each group will be responsible for presenting and leading class discussion on various topics.

My role will be to "facilitate" the discussion and to intervene as necessary to promote the topic. I do not intend to lecture each week, or to be the focus of the class. You will work to develop your **Knowledge Base** through reading the assigned material (to develop a basic understanding of the subject matter), present it to the class (to develop your expertise), and lead the class discussion (to develop confidence in your KB and skills). In effect, you will have many opportunities to "*empowe*r" yourself--i.e. to use the tools which are before you to try out new ideas.

The theme of our course will be the exploration of ourselves and our classrooms. We will address three main questions: 1) Who am I?; 2) What is culturally relevant teaching?; and 3) How can I transform my classroom curriculum and practice? While seemingly stranight forward and direct, these questions will be complex as each individual explores his/her own experiences, beliefs, attitudes and skills. We will delve into numerous issues including equity, differentiated instruction, educational politics, supports and constraints in classrooms, standardized testing, and power. These are just a few topics that are likely to arise in discussions. But they provide a starting point for our learning community. I look forward to our journey.

REQUIRED TEXTS

Nieto, S. (2003). *What keeps teachers going?* New York: Teachers College Press.

Pang, V. O., (2005). *Multicultural education. A caring-centered, reflective approach*. 2nd edition. Boston: McGraw Hill.

Wink, J. (2000). *Critical Pedagogy. Notes from the real world*. 2nd edition. New York: Addison-Wesley Longman, Inc.

Choose at least one from the following list:

Duckworth, E. (1987). "*The having of wonderful ideas" and other essays on teaching and learning*. New York: Teachers College Press.

Gallas, K. (1994). *The languages of learning: How children talk, write, dance, draw, and sing their understanding of the world.* New York: Teachers College Press.

Kohl, H. (1994). *"I won't learn from you" and other thoughts on creative maladjustment*. New York: The New Press.

Meier, D. (1995). *The Power of their ideas*. Beacon Press.

NOTE: Assigned texts and readings **MUST** be brought to **ALL** class sessions.

COURSE REQUIREMENTS

Assignments:
      All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged.

1.	Attendance and Participation	15 points
2.	Reading response reviews	10 points
3.	"Hot Topics" in Education	10 points
4.	Book Review	30 points
5.	School Assessment/Curriculum Dev.	35 points

1. <u>Attendance and Participation</u>. (20%) As graduate students, you are expected to take an active role in class and class activities. The quality of this course rests on the quality of YOUR participation. Toward this end, you are expected to attend every class.

2. <u>Reading Response Reviews</u> (15%). Periodically, you will be asked to write your reaction to any of the readings assigned prior to the due date. Your review should demonstrate your "thinking" about what it is you have read (it should not be merely a summary). This is an opportunity for you to present your perspective on the topic, share your experiences, struggle with ideas. At the end, construct one question that emerges from what you've read and your reaction to what you've read. Each review must be, at a minimum, 3 pages. It will be handed in at the beginning of class and/or be the basis for initial class discussion.

3. <u>Hot Topics in Education</u> (10%). Each student will have the opportunity to present a "hot topic" in education of his/her choosing to the class. Each student will present their topic and then guide a short discussion with the class (approximately 25 minutes).

4. <u>Book Review</u> (30%). I have listed four books for your consideration above. This assignment asks that you choose one of the four books to review. You, and those who have read the same book as you, will be asked to engage in a discussion of the book. Each group will have 30 minutes in which to conduct their discussion (15%). The group has complete control over how they want to conduct this review. However, it should provide a BRIEF summary of what the book was about. Each individual will also provide a three-page review of the book that should highlight key ideas, questions that emerged, and implications for teaching (15%).

5. <u>School Assessment and Curriculum Development Project</u> (35%). The intent of this project is involve you in a research project that directly evaluates a school atmosphere and considers ways in which to structure and strengthen lessons in a culturally relevant manner. There are two parts to the project. The first part involves conducting as assessment of the multicultural environment of a school. The second part of the project requires you to evaluate a lesson plan and to improve it to be more appropriate for diverse learners.

Part I – School Assessment
You must engage in data collection at a selected school site. Your data include an assessment of the school campus and practice; an interview with the site principal; interviews with two teachers; and demographic profiles of the interviewee's classrooms. Materials related to data collection will be handed out in class.

Part II – Lesson Plan
Select any existing lesson or develop a new lesson. Structure the lesson along guidelines provided by Pang for making curriculum more culturally relevant. The lesson may come from any content area. You have

latitude in how your approach this part of the project. The only stipulation is that you avoid a special topics lesson, i.e. a lesson on Cesar Chavez for the Cinco De Mayo. Please discuss your ideas with me.

Project Particulars:
You may work in small groups.

You must present your research (Part I) in a standard APA research paper format. APA format requires the following sections:
Introduction/Literature Review
Method
Results
Discussion

Part II should include the before-lesson plan and a detailed after-lesson plan with a reflective analysis of the changes (if applicable)

The entire paper should be 10-15 pages in length.

You will present our research and lesson plans to the class at the end of the semester.

TENTATIVE COURSE SCHEDULE

DATE	TOPIC/ACTIVITY	READING ASSIGNMENT
Session 1 8/30/04	*Introduction* Community Building Syllabus Review	
Session 2 9/6/04	*HOLIDAY*	
Session 3 9/13/04	Review of Culture – Meanings & Definitions Multicultural Education/Critical Pedagogy **Hot Topics**	Pang: Chs. 1 & 2 Wink: Ch. 1
Session 4 9/20/04	Our Hidden Selves: The "isms" **Hot Topics**	Pang: Chs. 3 & 4
Session 5 9/27/04	Prejudice: What is it, exactly? Children and prejudice Prejudice and us **Hot Topics** Reading Response #1 **DUE**	Pang: Chs. 5 & 6
Session 6 10/4/04	*Work in groups* **Hot Topics**	Provided in class
Session 7 10/11/04	A new way to do multicultural education Defining critical pedagogy **Hot Topics**	Pang: Chs. 7 & 8 Wink: Ch. 2
Session 8 10/18/04	Culturally Relevant Teaching Roots of critical pedagogy **Hot Topics**	Pang: Ch. 9 & 10 Wink: Ch. 3
Session 9 10/25/04	*Work in groups* **Hot Topics**	Provided in class
Session 10 11/1/04	Transforming our Practice **Hot Topics** Reading Response #2 **DUE**	Pang: Ch. 11 & 12 Wink: Ch. 4
Session 11 11.8.04	Commitment to Change **Hot Topics**	Wink: Ch. 5 Nieto:
Session 12 11/15/04	Commitment to Change **Hot Topics**	Nieto:
Session 13 11/22/04	Work in groups	Provided in class
Session 14 11/29/04	Sharing Book Reviews **Hot Topics** Book Reviews **DUE**	
Session 15 12/6/04	**Hot Topics** Assessment & Curriculum Presentations **DUE**	

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**	**I. The Nature of 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 <u>both</u> English language development <u>and</u> 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	**III. Cultural Contact**
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
		IV. Cultural Diversity in U.S. and CA
		A. Historical perspectives
		B. Demography
		C. Migration and immigration