

*California State University San Marcos*  
*College of Education*

**EDUC-364: The Role of Cultural Diversity in Schooling (3 Units)**

**CRN 41945, Tuesday, 1730-2015, ACD 113**

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**Mission of the College of Education at CSUSM.** 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*)

**Authorization to Teach English Learners.** This credential program 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 experience 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 CCTC in SB 2042 Program Standards, August, 2002*)

**Students with Disabilities Requiring Reasonable Accommodation.** 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 instructors during office hours or, in order to ensure confidentiality, in a more private setting.

**Alignment of Teacher Education Standards to Foster Student Learning.** In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. 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.* In particular, this course is informed by and aligned with the standards and principles of the:

- National Council for the Accreditation of Teacher Education (NCATE)
- Interstate New Teacher Assessment and Support Consortium (INTASC)
- National Board for Professional Teaching Standards (NBPTS)
- National Association for Multicultural Education (NAME); and the
- California Commission on Teacher Credentialing (CCTC)

In particular, 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:

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

**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

**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, exceptionality and sexual orientation; social, structural, programmatic and curricular issues; and, effective teaching for diverse populations. This course is intended for candidates having an interest in diversity and educational issues and is a prerequisite for all teacher credential program candidates. Highly refined oral and written communication, information literacy, and appropriate uses of technology are required of professional educators. Therefore, these competencies are emphasized in the successful completion of this course.

**Course Objectives.** Candidates completing EDUC 464 will be able to demonstrate knowledge, skills and dispositions indicating:

1. mastery of the TPE competencies appropriate to the course and content area;
2. mastery of standards for English learners as indicated in the course alignment with SB 2042;
3. understanding of various concepts of culture and their applicability to learning, teaching, curricular development and educational reform;
4. understanding of the historical and contemporary contexts for multicultural and multilingual education;
5. knowledge of the relationships between multicultural and multilingual instruction;
6. familiarity with second language acquisition theory and the role of the primary language in second language learning;
7. ability to report, interpret, analyze and synthesize complex information; and,
8. university-level competence in information literacy, use of technology and oral and written communication.

**Required Texts.**

Banks, J. A. & Banks, C. A. McG. (Eds.). (2001). *Multicultural education: Issues and perspectives* (4<sup>th</sup> Edition). New York: John Wiley & Sons.

King, S. H. & Castenell, L. A. (Eds.). (2001). *Racism and racial inequality: Implications for teacher education*. Washington, DC: American Association of Colleges for Teacher Education.

Leyba, C. F. (Ed.). (1994). *Schooling and language minority students: A theoretical framework* (2<sup>nd</sup> Edition). Los Angeles: California State University LA.

Spring, J. (2001). *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States* (3<sup>rd</sup> Edition). Boston: McGraw-Hill.

**Course Outline (Calendar of Topics).** Candidates are reminded that the schedule is tentative and subject to change. All classes differ in candidate composition, ability levels and background preparation. Some topics may require additional articulation in order for credential candidates to make meaning of specific topical material. It is more important to build understanding and meaning-making than it is to cover all chapters and all topics. Therefore, the professor reserves the academic freedom to modify this calendar of topics to enhance the learning process.

<b>SESSION/DATES</b>	<b>TOPICS</b>	<b>READINGS</b>
1 – 9/2	Introduction and course overview. Defining culture	None
2 – 9/9	The nature of culture. Context for culture. Cultural contact and intercultural interaction.	Banks, Chs. 1, 2, 3
3 – 9/16	Historical perspectives. Development of multicultural education as a discipline.	Banks, Chs. 9, 11
4 – 9/23	Topics continue	None
5 – 9/30	Education of dominated cultures in the USA In-class processing of <i>Deculturalization</i>	Spring (entire text)

6 – 10/7	Gender issues in the classroom In-class discussion of personal histories. <b>Personal History papers due.</b>	Banks, Chs. 6, 7, 8
7 – 10/14	Class, religion and exceptionality	Banks, Chs. 4, 5, 13, 14, 15
8 – 10/21	Language acquisition. Role of primary language in L2 development Language acquisition as a social justice concern	Banks, Ch. 12 Leyba, Part 1
9 – 10/28	Language acquisition. ELD and SDAIE	Same as above
10 – 11/4	Critical analysis and processing of <i>Race and Racial Inequality</i>	King/Castenell (entire text)
11 – 11/11	Multicultural reform agenda: curricula, pedagogy & community	Banks, Chs. 10, 16, 17
12 – 11/18	Group processing of research paper and presentation	None
13 – 11/25	Research presentations: Groups 1 – 3	None
14 - 12/2	Research Presentations: Groups 4 – 6	None
15 – 12/9	Examination Day. Course summary. Course evaluation. <b>Assignment Due: Final Outcome Assessment .</b>	None

## COURSE REQUIREMENTS

### Assignments:

All assignments are due on the dates indicated. Written assignments must be word processed, double-spaced, paginated, and have 1” margins on all sides. Your name and the CRN for your section must appear at the top right of the first page, except as noted for the research paper assignment. Page limitations are not given as writing styles differ. You are expected to make your written assignments as long (or as short) as it takes you to respond to all elements of the assignment and make your point(s). It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged.

<b>1. Personal History</b>	<b>25 pts.</b>	<b>Due Week 6</b>
<b>2. Group Research Paper and Presentation</b>	<b>40 pts.</b>	<b>Due Week 13</b>
<b>3. Outcome Assessment</b>	<b>20 pts.</b>	<b>Due Week 15</b>
<b>4. Attendance and Participation</b>	<b>15 pts.</b>	<b>Assessed Week 15</b>

### 1. Personal History. (25 points).

The purpose of this assignment is to provide you the opportunity to examine your own culture. Write a narrative essay about your own life, describing the experiences that have shaped your views of “race”, culture, and issues of diversity. Reflect on your own experiences in terms of your cultural reference, your family background, your interactions with others unlike yourself, and other factors determined by your own circumstances and your upbringing. In this assignment, you will explore within yourself, and commit to written form:

- (1) your identity as a learner,
- (2) your identity as a member of a particular cultural/racial/ethnic group, and
- (3) how this affects your potential as a teacher.

Include SPECIFIC examples of events and situations that you feel shaped your views on these issues. Be sure to situate your examples in the context of assumptions about schooling and education. To the extent possible, relate your experiences to the theory and praxis in readings, class discussions and activities. **Be prepared to share your paper in small group and larger class discussions during the sixth week of instruction.**

(TPE 8, 11, 13)

### 2. Group Research Paper and Presentation. (25 points written/15 points oral).

In heterogeneous groups, you will develop, as a group, a research paper on an issue of *significance* in the field of multicultural education, which you will formally present to the class. The topic must be approved by the professor. Your research must include at least 3 sources from the ERIC database, at least 3 sources from the Internet, at least 3 print media sources, and at

least one of the texts used in class. References must be exclusive of one another. These are the minimum requirements for an acceptable grade, therefore superior grades require greater breadth and depth of research.

The group's paper will include:

1. a cover page listing the title, a 2-3 paragraph/200 word abstract, and full names of all group members,
2. a narrative that describes the issue, including its historical context,
3. a description of why the issues 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,
7. an annotated bibliography of all references consulted, and
8. attachments such as your visual aids for the presentation, graphic organizers, or any supplementary material developed to enhance student learning.

The length of the paper is determined by the degree to which you articulate the requirements outlined above. Depth of analysis is more important than providing in-depth description. In other words, your paper should answer WHY and HOW, more importantly than WHO, WHAT, WHEN, or WHERE. The paper should be stapled together, and not placed in any kind of binder. Please put your effort into articulating the issues, not developing a time-consuming, computer-generated cover. **All papers are due Week 13, regardless of the day of your scheduled presentation.**

Your panel presentation will be 20 minutes in length. You will present a synopsis of your issue, accompanied by appropriate visual, aural and or tactile aids. The mode of presentation may include skits, simulations, debate, Socratic dialogue, or some other form of multi-modal presentation (PowerPoint, as example). You are cautioned NOT to read from the text of your paper. In addition to the 20 minute presentation, you will plan to respond to questions for no more than 10 minutes. Therefore, your group should be prepared to be "on" for 1/2 hour. It is a group responsibility to practice and time the presentation and Q & A session: presentations which are more than 3 minutes long or short of these parameters will have the grade reduced appropriately. At the time of your presentation, you will provide each classmate and the professor with a stapled handout, which includes Items 1, 7 and 8, above.  
(TPE 7, 8, 11, 12)

### **3. Outcome Assessment. (20 points).**

This is your opportunity to examine your own learning. You will select the most important learning or **closely related** set of learning you have acquired during the course. You will write in detail:

- (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 or in future intercultural interaction, and
- (4) how you will demonstrate overall "cultural competence" (as this definition is developed in class)

Emphasis is placed on your ability to synthesize data around the topic you select, your depth of reflective analysis, your ability to articulate the cognitive, behavioral and affective domains of your learning, and the relationship of this topic to your future growth and professional practice. **Final outcome assessments are due on the scheduled examination day.** (TPE 4)

### **Attendance and Participation. (15 points).**

Daily reflections, Quickwrite activities, participation in dialogue and other in-class assignments are counted as part of the participation points.

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 are especially important since 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. (TPE 12, 13).

## GRADING

**Grading Scale:** A=93+, A-=90-92, B+= 87-89, B=83-86, B-= 80-82, 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 requires completion of this course with a C+ or higher.

**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 will receive no credit.

**Grading Emphasis:** Each written assignment will be graded approximately 85% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 15% 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 other guides to citation.

## GENERAL CONSIDERATIONS

**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 or the Semester Schedule.

**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 the 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 need. 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.

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

<b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND- LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
<b>A.</b> The sound systems of language (phonology)	<b>A.</b> Foundations	<b>A.</b> Definitions of culture
<b>B.</b> Word formation (morphology)	<b>B.</b> Organizational models: What works for whom?	<b>B.</b> Perceptions of culture
<b>C.</b> Syntax	<b>C.</b> Instructional strategies	<b>C.</b> Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
<b>D.</b> Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	<b>D.</b> Physical geography and its effects on culture
<b>E.</b> Language in context	<b>A.</b> Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	<b>E.</b> Cultural congruence
<b>F.</b> Written discourse	<b>B.</b> Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
<b>G.</b> Oral discourse	<b>C.</b> Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	<b>A.</b> What teachers should learn about their students
<b>H.</b> Nonverbal communication	<b>D.</b> Working with paraprofessionals	<b>B.</b> How teachers can learn about their students
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b>C.</b> How teachers can use what they learn about their students (culturally responsive pedagogy)
<b>A.</b> Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	<b>A.</b> Purpose	<b>III. Cultural Contact</b>
<b>B.</b> Psychological factors affecting first- and second-language development	<b>B.</b> Methods	<b>A.</b> Concepts of cultural contact
<b>C.</b> Socio-cultural factors affecting first- and second-language development	<b>C.</b> State mandates	<b>B.</b> Stages of individual cultural contact
<b>D.</b> Pedagogical factors affecting first- and second-language development	<b>D.</b> Limitations of assessment	<b>C.</b> The dynamics of prejudice
<b>E.</b> Political factors affecting first- and second-language development	<b>E.</b> Technical concepts	<b>D.</b> Strategies for conflict resolution
<b>EDUC 364 stresses competencies in Part 1, II Part 2, II A, C, and Part 3 in its entirety.</b>		<b>IV. Cultural Diversity in U.S. and CA.</b>
		<b>A.</b> Historical perspectives
		<b>B.</b> Demography
		<b>C.</b> Migration and immigration