

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION**

EDUC 602-01 Schooling in a Multicultural Society Fall 2003

**Tuesdays
5:30 – 8:15pm
UH 441**

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College of Education Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators 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 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.

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 educators to provide equitable educational opportunities to all students;
- Provide support to all students who represent national, state, and regional diversity.

GENERAL CONSIDERATIONS

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).

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). 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.

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).

COURSE REQUIREMENTS

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

This course will be structured as a graduate-level seminar. As such, we will read, write and discuss the course material. The success of a seminar is dependent upon each and every participant being prepared. My role will be to “facilitate” and to intervene as necessary to prompt a 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 the readings, discussions, and presentations.

Required Texts

Darling-Hammond, L., French, J. and Garcia-Lopez, S. (2002). *Learning to Teach for Social Justice*. New York, NY: Teachers College Press. ISBN 0-8077-4208-2

Delpit, L. and Dowdy, J. (2002). *The Skin That We Speak: Thoughts on Language and Culture in the Classroom*. New York, NY: The New Press. ISBN 1-56584-544-7

Howard, G. (1999). *We Can't Teach What We Don't Know: White Teachers, Multiracial Schools*. New York, NY: Teachers College Press. ISBN 0-8077-3801-8

Olsen, L. (1997). *Made In America: Immigrant Students In Our Public Schools*. New York, NY: The New Press. ISBN 1-56584-471-8

Weis, L. and Fine, M. (2000). *Construction Sites: Excavating Race, Class, and Gender Among Urban Youth*. New York, NY: Teachers College Press. ISBN 0-8077-3978-2

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:

95 – 100	A;	73 – 76	C
90 – 94	A-;	70 – 72	C-
87 - 89	B+;	67 – 69	D+
83 – 86	B;	63 – 66	D
80 – 82	B-	60 – 62	D-
77 – 79	C+	59 – below	F

DESCRIPTION OF ASSIGNMENTS

- Attendance and Class Participation** **30 points**

It is the expectation that you will attend all class sessions and participate actively in class discussions and activities. In order to do so, you are expected to complete all required readings by the assigned date. Missing more than one class session will result in the reduction of one letter grade. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade. These measure 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.
- Discussion Leader** **20 points**

In pairs, students will lead a class discussion on assigned readings, choosing the aspects they wish to highlight in the readings for the discussion. Each pair of students will turn in written questions they will use to lead their discussion. Students will be discussion leaders multiple times during the semester (approximately 30 minutes).
DUE: Throughout the semester
- “Hot Topics” in Education** **20 points**

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).
DUE: Throughout the semester
- Final Presentation** **30 points**

In small groups (2-4 per group), students will collect multicultural resources on a specified topic which they and their colleagues can use in their classrooms, their schools, their communities. Each group will prepare an annotated bibliography for each resource in their presentation, and share their annotations with everyone in the class (either electronically or in hardcopy). Each group will prepare a 20-30 minute presentation and discussion for the class based on the topic and the resources they have selected for that topic.
DUE: December 9

WEEKLY READINGS / TOPICS

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

1 September 2 Multicultural Education: Issues and Concepts

Introductions / Syllabus Overview
Conceptions / Misconceptions of Culture
Multicultural Education

NOTE: Please download the syllabus from the COE Website

2 September 9 White Teachers, Multiracial Schools

Howard: Introduction – Chapter 3
Darling-Hammond, et. al.: Chapters 1 – 5

3 September 16 White Teachers, Multiracial Schools (Cont.)

Howard: Chapters 4 – 7
Darling-Hammond, et.al.: Chapters 6 – 11

4 September 23 Language and Identity

Delpit: Chapters 1 – 5

5 September 30 Language in the Classroom

Delpit: Chapters 6 - 10

6 October 7 Adolescent Identity Development

Delpit: Chapters 11 – 12
Weis and Fine: Chapters 1 – 2

7 October 14 Race, Class and Gender

Weis and Fine: Chapters 3 – 8

8 October 21 Race, Class and Gender

Weis and Fine: Chapters 9 – 13

9 October 28 Race, Class and Gender

Weis and Fine: Chapters 14 – 17

10 November 4 Educational Equity

Darling-Hammond, et.al: Chapters 12 – 16

11 November 11 Educational Equity

Olsen: Introduction – Chapter 5

12 November 18 Educational Equity

Olsen: Chapters 6 – 11

13 November 25 Research Week

NO CLASS SESSION
Work with group – Research Topic for Final Presentation

14 December 2 Multicultural Education in Practice

Darling-Hammond, et.al: Chapters 17 – 22

15 December 9 Multicultural Education in Practice

Final Presentations
Class Wrap-up