

**Course Syllabus**  
**FALL 2003**  
**CALIFORNIA STATE UNIVERSITY SAN MARCOS**  
**EDUC 627**

**Instructor:** Dr. Alice M.L. Quioco  
**Office:** 327 University Hall  
**Phone:** 750-4035  
**Office Hours:** By appointment  
**Course Title:** Schooling in a Multicultural Society  
**CRN No.:**  
**Location:** ACD 408  
**Day/Time:** Mondays (5:30 – 8:15 P.M.)

*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)*

**Course Description:** This course is an in-depth examination of the issues of literacy development in schooling in a multicultural society. It includes an overview of literacy and multicultural education and addresses areas of study such as: culture and cognition, diversity and exceptionality, intercultural communication, access to literacy for all students, cross-cultural competence, the psychology of personal prejudice, and curriculum and teaching in multicultural contexts.

This course addresses the literacy instructional needs of California's diverse student population to include students receiving special education as well as students with handicapping conditions in light of multicultural classrooms. The implementation of multicultural education will explore the establishment of a democratic classroom along with the value of student work as expressed through their own voices in unique cultural contexts. The influence of culture and language will also be explored as critical factors that affect the literacy achievement of each student. The role of the teacher and the voice that teachers are either encouraged or not encouraged to express will also be considered as a determining factor in student achievement.

## **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 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 CCTC in SB 2042 Program Standards, August 02))

### **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.

### **Required Texts:**

Darling-Hammond, L., French, J., and Garcia-Lopez, S.P. (2002). *Learning to teach for social justice*. Teachers College Press.

Slater, J.J. (2002). *Frierean legacy: Educating for social justice*. Peter Lang Publishing.

### Text list from which to select one book to read:

Blackledge, A. (2000). *Literacy, power and social justice*. Stylus Publishers.

Delpit, L. (2002). *The skin we speak: Thoughts on language and culture in the classroom*. New Press.

Howard, G.R. (1999). *We can't teach what we don't know: White teachers, multiracial schools*. Teachers College Press.

Kozol, J. (2001). *Ordinary resurrections: Children in the years of hope*. Perennial Press.

Michie, G. (1999). *Holler if you hear me: The education of a teacher and his students*. Teachers College Press.

Reyes, M., and Halcon, J. (2001). *The best for our children: Critical perspectives on literacy for Latino students*. Teachers College Press.

Valdes, G. (2001). *Learning and not learning English: Latino students in American schools*. Teachers College Press.

## **Required Projects:**

### **1. Longitudinal Study of a Group of Diverse Learners in One Grade Level (60 points)**

Purpose: The purpose for this project is for you to look at student achievement of culturally and linguistically diverse students over time to determine what happens to students within a system. The purpose is not to examine and criticize your school district. It is to look at opportunities made available to or denied children of color.

Components of the project:

Population: Select a group of ethnically and linguistically diverse students in a grade level who have attended your school at least three years. Do a review of their school history and success or lack of success.

Data collection: Consider the following:

- Testing process when the children entered school. Were they tested? Which test was used? Tested in their primary Language? In English? What were the scores? What do the scores mean?
- Placement issues. Where were the children placed? What kinds of classrooms?
- Services received: What kind of services did the children receive?
- Re-classification: Were the children ever re-classified? What process was followed?
- Look at the grades the children received over three years and look for patterns in terms of achievement. Match the history of each child with the present achievement of each child.
- Analyze the data that you have collected and make some decisions about how these students have progress through the system.
- Factors of retention: Were these students retained? How many? Why?

Write-up: Write up your findings and develop a plan for these children. What would you do to ensure equal access for these children? What support and accountability will be necessary to ensure equal access and success?

### **2. The Follow-up Inquiry (80 points).**

Purpose: The purpose for the inquiry is first of all, to put faces on students who are struggling and have always struggled with schooling in one way or another. The second purpose of this inquiry is to tell the stories of these students; stories that are based on the real life experiences of students. You will tell the story of one student. In order to tell the story of your student, you will need to observe, research and think critically about traditional programs and curriculum in which schools and districts invest both time and money, and to discern if indeed these programs and curricula are designed to ensure that **all** students receive the same quality of curriculum and instruction. This is where the data you have gathered above will be helpful.

Address the following components in your project:

- Consider the factors you have researched in the previous project and select one student from that group to follow in-depth. What kind of instruction is occurring in the classroom to ensure that this child is developing CALP? How can you assess that?
- Are the same standards we teach to English Only students being taught to this child?
- What accommodations are being made in the instruction to accommodate the English language proficiency of this child?
- Gather primary data that will come from student work, interviews/questionnaires with students, teachers, parents or other district/school community members.
- Make a home visit and talk to the parents, guardians of this child. Think about what you have learned from this home visit and match that with what is happening in school for this child. What changes need to occur to ensure success for this child?
- Tell the story of this child. Put a face on him or her so we can walk with you and be a part of his or her life.
- Developing a democratic classroom. Look at your own classroom and the process of democracy implemented in your classroom. What do you have to change in order to ensure that all students' voices are heard? Make those changes and document how those changes have affected the literacy achievement of this student.
- What lessons have you learned from this experience and how are you going to take the learning and turn it into commitment and action?
- Now that you know all of this about this child, what recommendations do you suggest?
- How will the No Child Left Behind Act benefit this child?

Write-up. Tell the story of your student(s) much in the way that Denny Taylor and her colleagues tell children's stories and invite you into the lives of their students. You meet them, you get to know them and you begin to understand the perspective of the student. All of a sudden, the student has a face and a name (be sure to use a pseudonym).

Incorporate your data into your paper. That means that you will include student work, data from interviews, observations and questions **in** your story. Please add *Appendices* at the end of your paper where you will include all originals.

Please include and references that you used as a part of this paper in a *References* section. Be sure that I get a copy of your paper for me to keep.

**3. Recommended Literature – Book Clubs (60 points).** Select a book from the recommended list that you want to read. It is possible that you may be able to use what you read in this text to support and inform your inquiry. However, it does not have to do that. The idea is that you immerse yourself in a piece of reading that will peak your interest, inform and challenge your assumptions about schooling in America, and lead you to ask some questions about whether the public educational system is sound and how the bureaucratic structure in which it operates supports or does not support student learning and achievement.

You are to keep a **reflective journal** while you read the text you have selected. Question the author. Challenge his/her assumptions. Let the author challenge your assumptions. Make this journal a dialogue with the author and yourself.

**Attendance and Participation (20 points).** Please plan to attend all classes. This class will be conducted as a kind of seminar, encouraging your input, questions, challenges, ideas about the schooling of California's diverse student population. It will be important then, that you do all assigned readings and come to class ready to engage in open conversations about issues that grow out of the readings. Participation is as crucial as attendance.

***Grading:***

Total = 220 Points

Grades: Calculated by Percentage

|          |    |
|----------|----|
| 100 - 95 | A  |
| 94 - 93  | A- |
| 92 - 91  | B+ |
| 90 - 89  | B  |
| 88 - 87  | B- |

**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. If you have extenuating circumstances, please contact the instructor as soon as possible.*

**Course Calendar**

*This calendar is subject to revision based on student needs. Additional readings will be assigned.*

| <b>Date/Session</b> | <b>Topic</b>   | <b>Readings</b>              |
|---------------------|--|------------------------------|
| Session 1           | Orientation<br><br>What does social justice mean to you?<br><br>Think of a situation that you perceive as socially unjust. Why is it socially unjust? What makes it that way? What do you see as our obligation to others in situations where social injustice is occurring? |                              |
| Session 2           | Issues of diversity: Not as simple as you might think.<br><br>Acknowledging and supporting diversity in the classroom. What does it mean to an individual who is definitely committed? Is there a price to pay?  | Darling Hammond: PP. 1 – 29. |
| Session 3           | Learning and equality: How are these linked to social justice?   |                              |
| Session 4           | Examining our assumptions and beliefs: Who are we? What do we believe in? Does who we are influence how we teach for social justice? Are we open to others?  | Darling-Hammond: pp. 39-78   |
| Session 5           | Culture and learning: How do these factors affect the literacy achievement of each student?  |                              |
| Session 6           | What is the obligation of the institution?   |                              |
| Session 7           | Who are our students and what do they need?  | Darling – Hammond: 79-115    |
| Session 8           | Focusing on students   |                              |
| Session 9           | Does the system really support student needs?  | Darling-Hammond: 116-148     |
| Session 10          | Critical pedagogy and empowerment. What is critical pedagogy? Does it fit in the world of standards and the No Child Left Behind Act?  |                              |
| Session 11          | Empowerment: What does it really mean? What do we accomplish by empowerment?   |                              |
| Session 12          | The issues of tracking. Does it still exist? What are the long lasting effects of tracking on students?  | Darling-Hammond: 149-170     |
| Session 13          | Personal transformations   |                              |
| Session 14          | Issues of equity   | Darling-Hammond: 171-212     |
| Session 15          | Creating learning communities – in classrooms and in schools<br><br>Course evaluations   | Book club presentations      |
| Session 16          | Closure  |                              |