

**Course Syllabus**  
**FALL 2002**  
**CALIFORNIA STATE UNIVERSITY SAN MARCOS**  
**EDUC 627**

**Instructor:** Dr. Alice M.L. Quioco  
**Office:** University Hall 327  
**Phone:** 750-4035  
**Office Hours:** By appointment  
**Course Title:** Literacy in a Multicultural Society  
**CRN No.:** 42149  
**Location:** UH 439  
**Day/Time:** Mondays (5:00 – 7:45 P.M.)

**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)

**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 2002))

**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.

**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, social justice, and curriculum and teaching in multicultural contexts.

This course addresses the instructional needs of California's diverse student populations in literacy to include students receiving special education, students with alternative sexual preferences as well as students with handicapping conditions in light of multicultural classrooms. The implementation of literacy and multicultural education will explore the establishment of a democratic classroom along with the value of student work as expressed through the emergence of students' 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.

**Required Texts:**

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

Nieto, S. (1999). *The light in their eyes: Creating multicultural learning communities*. Teachers College Press.

**Recommended Texts: Texts from which to select a title for the book project. You may only select from this list of texts.**

Darling-Hammond. (1997). *The right to learn*. Jossey-Bass.

Hoard, G.R. (1999). *We can't teach what we don't know*. Teachers College Press.

Kohl, H. (1994). *I won't learn from you*. New Press.

Kohl, H. (1998). *The discipline of hope: Learning from a lifetime of teaching*. Simon and Schuster.

Ladson-Billings. (1994) *The dreamkeepers: Successful teachers of African American children*. Jossey-bass.

Ladson-Billings. *Crossing over to Canaan: The journey of new teachers in diverse classrooms*. Jossey-Bass.

## **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. This is not to criticize your school district but rather to look at the entire system. Your district is one part of that system. It is important that we look at opportunities made available to or denied children of color and all children who constitute the diverse populations identified in the course description.

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? Be sure to contrast the tests in terms of what standardized tests test as opposed to the demands of the classroom.
- Placement issues. Where were the children placed? What kinds of classrooms? Was the teacher CLAD certified? BCLAD?
- Services received: What kind of services did the children receive? ELD pullout? ELD collaboration? Special education pullout? Special education collaboration? Other services?
- Re-classification: Were the children ever re-classified? At what grade level? What process was followed? Were parents included in the process?
- 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? Look at their achievement records? Did the retention do any good, that is, did grades improve?

Write-up: Write up your findings in a narrative using subheadings for each child and for each component you investigated. Do not just list the questions and then answer them. Develop an instructional plan for these children. What would you do to ensure equal access and equity for these children? What support and accountability will be necessary to ensure equal access as well as equity and success? This paper should be at least 5 to 8 pages double spaced.

### **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. In order to tell the story of your student, you will need to observe, research and think critically about traditional programs and curriculum (including scripted remediation programs) 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.

Components of the 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 or 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 are you going to do about it?

Write-up. Tell the story of your student(s) much in the way that Sonia Nieto tells others' stories and invites you into their lives. 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 all references that you used as a part of this paper in a *References* section. Uses APA format since that is the format you will be using to write your thesis. Be sure that I get a copy of your paper for me to keep. The paper should be at least 10 to 12 pages double spaced.

**3. The Expository Piece of Literature (60 points).** Select from the recommended list a book that you feel you might be interested in reading. 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. Be open to what you are reading. Your experiences may not be the same as others. Listen to what others have to say about schooling and equity.

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 between the author and yourself. You will hand in your journal.

**4. Multicultural literature as a way to open conversations in the classroom about children's personal experiences (20 points).** Select two multicultural children's books. Use these books in a small guided reading group in which the student you are looking at in-depth is a member. Select stories that your children can relate to and clearly reflect their culture. Ask children to respond to the story and to talk about the characters. You want to encourage your students to move beyond retelling the story to responding to what happened to the protagonist in the story and why they think that happened. How do they feel about it? What would they have done if they were the character(s) in the story? Have the children connect the story to their lives, to other texts they have read, and to the world about them.

Record the sessions and listen to them. Listen for emotional responses about the story and reasons children give for their thinking. Draw some conclusions about how multicultural literature can have a positive influence on children's attitudes about themselves and each other. Write up your findings in narrative form. Cite children's responses to support the points you are making. The paper should be at least 5 to 7 pages, double-spaced.

**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. You will also be asked to do **quickwrites** that will be shared with others. In this aspect, we are using writing to think about what we know and how we feel about what we know. **Participation is as crucial as attendance.**

**Final Exam (20 points).** This exam will serve as a way of pulling together some issues about which you have read, researched and discussed in this class. It is a way to further provoke thoughtfulness about how you can serve as a change agent in your school and district to ensure equal educational opportunities for all students. This will be a take home exam.

***Grading:***

Total = 260 Points

Grades: Calculated by Percentage

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

**Attendance Policy.** There is an attendance policy that has recently been developed for use in the College of Education. The policy, approved December 19, 1997, reads as follows:

*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.*

Course Calendar

***This calendar is subject to revision based on the needs of students in class and the way the class is progressing.***

<b>Date/Session</b>	<b>Topic</b>	<b>Assignments</b>
Session1	Orientation  What does social justice mean to you?  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.  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 inequality. How is this linked to issues of social justice?	Nieto: pp. 1-46
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?	Nieto: pp. 47 - 71
Session 6	What is the obligation of the institution?	Nieto: pp. 72-86
Session 7	Who are our students and what do they need?	Darling – Hammond: 79-115
Session 8	Focusing on students	Nieto: pp. 87-100
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?	Nieto: 103 - 114
Session 11	Empowerment	Nieto: pp. 114-129
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	Nieto: pp. 130-160
Session 14	Issues of equity	Darling-Hammond: 171-212
Session 15	Creating learning communities – in classrooms and in schools  Course evaluations	Nieto: pp. 162-176 Book club presentations
Session 16	Presentations in small groups	Project presentations