

**CALIFORNIA STATE UNIVERSITY SAN MARCOS**  
**COLLEGE OF EDUCATION**  
**\*EDUC 364, Section 3 & 5\***  
*The Role of Cultural Diversity in Schooling*  
**Fall 2001**

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**DESCRIPTION**

This course is intended for students having an interest in diversity and educational issues and is a prerequisite for all teacher credential and graduate program candidates in education. In the interest of achieving educational equity for **all** students, this course explores various aspects of cultural and linguistic diversity. Major units to be covered include the following:

- \*culture and cultural pluralism;
- \*race & ethnicity;
- \*class;
- \*gender & sexuality;
- \*language;
- \*exceptionality;
- \*social, structural, programmatic and curricular issues; and
- \*effective teaching for diverse populations.

Strong oral and written communication skills, information literacy, and technology are required of professional educators; therefore, these components are emphasized as methods to be used in completing course requirements.

**OBJECTIVES**

Students completing EDUC 364 will be able to demonstrate the following:

- understanding of various concepts of culture and their applicability to learning, teaching, curricular development and educational reform;
- understanding of the historical and contemporary contexts for multicultural and bilingual education;
- understanding of second language, bilingual, and multicultural instruction / programs;
- familiarity with second language acquisition theory and the role of the primary language in second language learning;
- familiarity with various instructional methods and materials appropriate for use in multicultural and multilingual educational settings;
- ability to interpret, analyze, and synthesize complex information;
- University-level competence in oral and written communication, information literacy, and use of technology.

**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*)

**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.**

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

#### **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.

This 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. Given the fast-paced and highly interactive nature of the course, and given that teaching and learning is difficult (if not impossible) without regular attendance and full engagement in class, the above College Policy is amplified as follows:

Your attendance and participation are basic to your learning and my evaluation of your learning in this class. You are expected to establish appropriate personal, academic and career priorities to facilitate said attendance and participation in this class.

\*Your grade will be negatively affected by absences and positively affected by regular attendance. You will lose 1 point for each tardy or early departure, and 5 points for each absence, explained or unexplained.

\*Students are expected to read course materials prior to class meetings and participate in group and class discussions.

\*Students are also expected to dialogue via email with each other and with the instructor on a regular basis. You are expected to be or become proficient with email. All students are expected to have an email account, or establish a (free) student email account. You must email me during the *first week of class* so that I can add you to my email list. Essential and time-sensitive information may be conveyed via email, and you are responsible for obtaining this information.

\*\*Illness and emergency circumstances will be negotiated on a case-by-case basis.

These measures should not be considered punitive. Rather, they are intended to encourage responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

#### **GRADING**

**Grading Scale:** A=90+, B=80-89, 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 of Education requires completion of this course with a C+ or higher for these purposes.

**Submission Schedule:** Work submitted within one week late will be reduced by one letter grade. Work received over one week late receives no credit (Individual exceptions due to emergencies will be negotiated on an individual basis).

**Grading Emphasis:** Each written assignment will be graded approximately 80% on content and writing (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations need to use APA format.

#### **GENERAL CONSIDERATIONS**

**Outcomes and Standards:** This course is aligned with the standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing, and as approved by the faculty of the College of Education. 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 processes and projects. 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. E. Oliver, Associate Dean.

**Ability:** Every student has the right to an equitable education and appropriate accommodations. 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 appropriate accommodations for special needs students.

## REQUIRED TEXTS

Gollnick, D. & Chinn, P. C. (1998). *Multicultural Education in a Pluralistic Society (5<sup>th</sup> Edition)*. Columbus, Ohio: Prentice Hall, Inc.

Krashen, S. (1999). *Condemned without a trial: Bogus arguments against bilingual education*. Portsmouth, NH: Heinemann.

Spring, J. (1997). *Deculturalization and the Struggle for Equity (2<sup>nd</sup> Edition)*. New York, NY: The McGraw-Hill Companies, Inc.

Course Reader: Info on this will be announced in class.

### Optional:

Cummins, J. (1996). *Negotiating identities: Education for empowerment in a diverse society*. Ontario, CA: California Association for Bilingual Education

**NOTE:** All texts/readings MUST be brought to each appropriate class session.

## COURSE REQUIREMENTS

### Assignments:

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

#### A. Portfolio (6 pieces = 35 points):

- |                               |           |
|-------------------------------|-----------|
| 1. Personal History Narrative | 5 points  |
| 2. Family Tree                | 10 points |
| 3. Gender                     | 5 points  |
| 4. CBEDS                      | 5 points  |
| 5. World Language TV          | 5 points  |
| 6. Service Learning           | 5 points  |

#### B. Research Project & Presentation (30 points):

#### C. Final Assignments (20 points):

- |                                   |           |
|-----------------------------------|-----------|
| 1. Outcome Assessment             | 10 points |
| 2. Revised Personal History Narr. | 10 points |

#### D. Attendance & Participation (15 points)

### A. PORTFOLIO

#### 1. Personal History Narrative. (5 points). Due Week 2

a. 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 and describe your own experiences in terms of the following:

\*your family background;

\*your positionality / membership: i.e., your reference points & identity in terms of gender/sexuality, culture, ethnicity/race, and class;

\*your exposure to and interactions with others unlike yourself; and

\*other factors determined by your unique circumstances and upbringing.

b. In addition, explore and describe

\*your identity as a learner;

\*how this may affect 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 course topics, readings and discussions. Be prepared to discuss your assignment with the class at large.

## 2. Family Background Assignment: (10 points) Due Week 3

By researching and studying one's own background, it is possible to gain an appreciation of our unique experiences, and also open up discussions about any similarities and differences with peers. In this assignment you are to construct a family 'tree' that includes as much information as you can gather about your family background including religious affiliation, ethnicity, culture, language(s), country of origin, education/occupation and any other information that may be of interest and value.

Format: construct a genealogical tree with descriptive paragraphs.

The remaining portfolio assignments will be explained in class.

3.	<b>Gender</b>	<b>5 points</b>	<b>Due Week 5</b>
4.	<b>CBEDS</b>	<b>5 points</b>	<b>Due Week 6</b>
5.	<b>World Language TV</b>	<b>5 points</b>	<b>Due Week 9</b>
6.	<b>Service Learning</b>	<b>5 points</b>	<b>Due Week 12</b>

## B. Research Paper and Panel Presentation. (30 points). Due Weeks 13 and 14

In heterogeneous groups of four (4) to five (5) students MAX, you will develop, as a group, a multicultural research paper, which you will formally present to the class. Your research should include at least 3 sources from the ERIC database, at least 3 sources from the Internet, at least 3 professional journal articles, and at least one of the texts used in class. (Optional: mainstream newspapers and journals.) References must be exclusive of one another. Your paper will include the following components:

\*A cover page listing the title, a 2-3 paragraph/200 word abstract, full names of all group members

1. **BACKGROUND:** a narrative that describes the issue, including its historical context,
2. **PROBLEM:** The purpose of this section is to focus on what is not (but needs to be) known. You might start with a general introduction of the topic you will study. A case study or the depiction of a real life problem situation is a good idea. Basically, you are making a case for why your topic and paper are important.
3. **LITERATURE REVIEW:** In this section, summarize and critically review the literature review you have done related to your topic. This section looks at about three different researchers' viewpoints on your topic. The section might have a pro or con feeling tone, depending on your topic.
4. **FINDINGS & CONCLUSIONS:** This section should discuss a. your findings from research, and b. the conclusions you drew after having researched your topic. For example, your conclusion can include a position statement on the issue, with references to specific literature to support why you have taken that position.
5. **IMPLICATIONS:** What do the findings suggest for action, i.e., instructional change? What implications do you observe for each of the following? Parents, students, curriculum, instruction, assessment, teachers, administrators, communities, voters, policymakers, etc.

\*An annotated bibliography of all references consulted should also be included.

\*Any attachments such as your visual aids for the presentation, graphic organizers / handouts, or any supplementary material developed to enhance student learning should also be included.

\*\*As a general guideline, the final paper should be about 10 – 15 pages in length. The paper should be stapled together, and not placed in any kind of binder.

Your panel presentation will be 20 minutes in length + time for Q & A with the audience (about 10 minutes). 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. You are cautioned NOT to read from the text of your paper.

## D. Final Assignments (20 points): Due Week 14

1. **Outcome Assessment** **10 points**
2. **Revised Personal History Narr.** **10 points**

1. Outcome Assessment

You will describe the following:

- a. A select few of the most important things you learned in this class;
- b. How you knew you were learning something of significance (assessing your own learning);
- c. How this will shape your attitudes and demonstrated behaviors as a teacher or in future intercultural interaction; i.e., how you will demonstrate overall "cultural competence" (as this definition is developed in class).

Emphasis will be placed on your ability to articulate the select topics of your choice, the depth of reflective analysis, your description of how you knew what you were learning (cognitive, behavioral and affective domains of your learning), and the connections you make between the topics and your future growth & professional practice.

- E. **Attendance and Participation.** (15 points) Attendance; preparedness with readings and portfolio pieces; active, engaged discussions and participation in class.

### Possible Topics for Panel Presentations EDUC 364

1. What kind of curriculum should be designed for diverse students?
2. Why is public education called the “great equalizer”? Is it indeed an equal opportunity for all students?
3. What are some important educational issues related to gender and sexuality?
4. Should we educate the children of undocumented workers? Why or why not?
5. What impact does poverty have on education?
6. What are the goals and benefits of the “English plus” movement? Compare and contrast this to the “English-Only” movement.
7. Why are so many educators distressed with high stakes testing, and the singular use of standardized tests (e.g., SAT-9)? What are some ways that assessment and testing can be more inclusive and authentic?
8. What is bilingual education? Are dual-language immersion models effective?
9. What is Proposition 227 and what has been its impact on the education of English language learners?  
\*Focus on your school district / school site. For example, you might examine SAT-9 scores before and after 227, general community reaction to 227, % of students who filed waivers and stayed in bilingual programs, etc.
10. Intercultural relations – White perceptions of African Americans; Latino perceptions of Whites; etc.
11. Strategies for conflict resolutions. How have school districts handled violence and implemented intercultural conflict education?
12. Research the migrant worker communities in California. What kinds of needs do their children have in our public schools?
13. Topic of choice – please clear with instructor before starting your project.

\*\*\*I strongly encourage you to do video projects. For example, you might film migrant workers and their school-aged children in school and community settings, and critically examine educational implications for this group.

### Tentative Course Outline

The professor reserves the rights to modify the schedule below when deemed appropriate.

Date Th/W	Topic	Assignment
Session 1 Aug 23 / 29	<b>TOPIC: Intro to Class, Intro to Culture</b> Course overview; what is culture? Introduction & needs assessment. Begin personal history narratives.	Gollnick & Chinn, Ch. 1 (Culture, Pluralism, and Equality);
Session 2 8/30 9/5	<b>TOPIC: Culture; Anglo-Americans</b> Nature of culture: Brief history and scope of the notion of culture. Cultural contact, cultural diversity in the U.S. and California, changing demographics; <i>Share personal history narratives.</i>	Spring, Ch. 1 (Anglo-Americans) <b>Personal History Narrative Due!</b>
Session 3 Sept. 6 / 12	<b>TOPIC: Class; Native Americans</b> Growing poverty of children; educational implications.	<b>Family Tree due!</b> Gollnick & Chinn, Ch. 2 (Class); Spring Ch. 2 (Native Americans)
Session 4 Sept. 13 / 19	<b>TOPIC: Race &amp; Ethnicity; African Americans</b> Manifestations of culture in the classroom: Working with diverse populations. <i>Share Family Trees.</i>	G & C, Ch. 3 (Ethnicity & Race) Spring, Ch 3 (African Americans)
Session 5 Sept. 20 / 26	<b>TOPIC: Gender &amp; Sexuality; Asian Americans</b> <i>Selection of panels &amp; topics.</i>	<b>Gender Assignment due!</b> Gollnick & Chinn, Ch. 4 (Gender) Spring, Ch 4 (Asian Americans)
Session 6 9/27 10/3	<b>TOPICS: Exceptionality; Hispani/Latino Americans</b>	G & Chinn, Ch. 5 (Exceptionality) Spring, Ch. 5 (Hispanic/Latino Americans)
Session 7 Oct. 4 / 10	<b>TOPIC: Multiple Intelligences &amp; Assessment</b>	<b>CBEDS &amp; Census Assignment due!</b> Reader: Weinberg, Garcia articles
Session 8 Oct. 11 / 17	<b>TOPIC: Religion</b>	Gollnick & Chinn , Ch. 6 (Religion)
Session 9 Oct. 18 / 24	<b>TOPIC: Policy</b> Issues in curriculum development and social policy. Models of multicultural education.	Spring, Ch. 6 (Civil Rights to Now) Reader: Minority teachers article.
Session 10 Oct. 25 / 31	<b>TOPIC: Culture and language.</b> Language structure and use; language acquisition. Culture and communication and interaction styles.	<b>World Language TV due!</b> Gollnick & Chinn, Ch. 7 (Language) Reader: Au, Lee articles.

<p>Session 11 Nov. 1 / 7</p>	<p><b>TOPIC 1: The role of primary language in second language learning.</b></p> <p><b>TOPIC 2: Second Language acquisition strategies</b></p>	<p>Reader: Cummins, Krashen articles</p> <p>Class handouts.</p>
<p>Session 12 Nov. 8 / 14</p>	<p><b>TOPIC: The Bilingual Education “Debate”</b></p>	<p><b>Service Learning due!</b> Krashen: Entire slim volume.</p>
<p>Session 13 Nov. 15 / 21</p> <p>( Thanksgiving 11/22/01 )</p>	<p><b>TOPIC: Learning Styles &amp; Parental involvement</b> Culturally responsive teaching.</p> <p><i>Session to work with panel on project &amp; presentation.</i></p>	<p>Reader: Park, learning styles</p>
<p>Session 14 **Nov. 29 / 28</p>	<p><b>TOPIC : Group presentations</b> Group presentations &amp; connections to course.</p>	<p><b>Research Project &amp; Presentation Due! (30 points)</b></p>
<p>Session 15 Dec. 6 / 5</p>	<p><b>TOPIC 1: Group presentations</b> Group presentations &amp; connections to course.</p> <p><b>TOPIC 2: Closure &amp; Wrap up</b> What have we learned? Where do we go from here?</p>	<p><b>Research Project &amp; Presentation Due! (30 points)</b></p> <p><b>Final Due: 1. Outcome Assessment &amp; 2. Revised Personal History Narratives</b></p>

CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES.

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
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	of I. 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)	<b>II. Theories and Methods for Instruction In and Through English</b>	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <b>both</b> English language development <b>and</b> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
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	<b>III. Language and Content Area Assessment</b>	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	on
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

EDUC 364 stresses competencies in Part 1, II B, C, D; Part 2, II A, C, and Part 3 in its entirety.

**Panel Presentation Evaluation  
EDUC 364**

Name of Evaluator \_\_\_\_\_

Date \_\_\_\_\_

Panel Statement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1. Was the panel topic clearly defined?
2. Did all group members have a significant role?
3. Was the presentation convincing? Did it cover the main arguments necessary to persuade the audience of the topic statement?
4. Did the panel presentation demonstrate effective communication strategies? Other than lecture?

**Please Note:** Each panel group will be evaluated as a whole on a numerical system of 1 (lowest score) through 10 (highest score). Please indicate the score in the appropriate column for each of the items.

**Group Evaluations**

Group #	Points Item 1	Points Item 2	Points Item 3	Points Item 4
1				
2				
3				
4				
5				
6				
Totals				

Other comments per Group # (Use back of sheet if necessary)