

CALIFORNIA STATE UNIVERSITY SAN MARCOS  
COLLEGE OF EDUCATION

EDUC 364: The Role of Cultural Diversity in Schooling  
Fall 2001

Instructor: Maritza Rodriguez

Office: UH-321-B

Phone: (909) 301-0657

Office Hours: To be arranged.

E-Mail: Maritza4863@aol.com

Class Meeting times/places: Saturday 9:00-11:45 UH442

**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, and exceptionality; social, structural, programmatic and curricular issues; and effective teaching for diverse populations. 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. 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.

**OBJECTIVES**

Students completing EDUC 364 will be able to demonstrate:

- 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;
- knowledge of the relationships between bilingual and multicultural instruction;
- 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 report, interpret analyze and synthesize complex information, and;
- University-level competence in information literacy, use of technology and oral and written communication.

**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:

**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**

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.

## GRADING

**Grading Scale:** \_A=90+, B=80-89, C+=77-79, C=70-76, D=60-69, F=59 or lower. Plus or minus grades are not given except as noted in the following instance. 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 receives no credit.

**Grading Emphasis:** Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% 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

**Outcomes and Standards:** The context for, and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education in development of the program approval documents. 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 projects and processes. 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 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.

## REQUIRED TEXTS

- Gollnick, D. M. and Chin, P. C. (1998). *Multicultural education in a pluralistic society*, 5<sup>th</sup> Edition. Upper Saddle River, NJ: Prentice Hall **REQUIRED**
- Leyba, C. (1994). *Schooling and language minority students: A theoretical framework*. Los Angeles: Evaluation, Dissemination and Assessment Center, CSULA. **REQUIRED**
- Spring, J. *Deculturalization and the struggle for equality*. Third edition. New York: The McGraw Hill Companies, Inc. **REQUIRED**

Handouts distributed in class.

**NOTE:** All assigned texts and readings **MUST** be brought to **ALL** class sessions.

## COURSE REQUIREMENTS

### Assignments:

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced and with standard margins. 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>10 pts.</b>
<b>2. Family Background Assignment</b>	<b>10 pts.</b>
<b>3. Critical Analysis of Spring Text</b>	<b>30 pts.</b>
<b>4. Literature or Research Presentation and Paper</b>	<b>15 pts.</b>
<b>5. Outcome Assessment</b>	<b>20 pts.</b>
<b>6. Attendance and Participation</b>	<b>15 pts.</b>

#### **1. Personal History.** Examining your own culture (10 points).

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) how this affects your potential as a teacher, (3) and your identity as a member of a particular cultural/racial/ethnic group. 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 discuss your assignment within a larger class dialogue.

**2. Family Background Assignment:** (10 points) By researching and studying one's own background it is possible to gain an appreciation about ways in which we share many similarities and differences. 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 you think is of interest and value. The format you use to illustrate the information is up to you. It can be as formal as genealogical tree or informal as a narrative. Of course the depth of this report is somewhat limited by time constraints, personal resources and any information you may have collected prior to this assignment. Please indicate these limitations on your report.

**3. Research Paper and Panel Presentation.** Examining multicultural/multilingual issues selected by each group (15 points written/15 points oral).

In heterogeneous groups of 3-4 students, 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 print media sources, and at least one of the texts used in class. References must be exclusive of one another. The group's paper will include:

1. a cover page listing the title, a 2-3 paragraph/200 word abstract, 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 issue, not developing some time consuming cover on the computer. **All papers are due on 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. 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 (refer to the grading rubric to be distributed separately). 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.

#### **4. Literature Presentation and Paper.** (7 points oral/8 points written)

Each student will be responsible for a **literature presentation and paper**. In groups of 2 or 3, you will read a book (fiction or non-fiction) written by or about a person from a cultural group different from your own. A list of suggested books is attached to the syllabus. The intent of this assignment is to allow the opportunity to experience the world through someone else’s eyes as well as to learn about another cultural group. Your group will be responsible for developing a **presentation to the class** about the book, about the cultural group described, and about what you learned. **Each presentation will be no more than 20 minutes in length.** Each individual in the group will be responsible for writing a **3-4 page reaction paper**. This paper should focus on your personal reflections about the book and the people/events described. **What did you learn about the people described? What did you learn about yourself? How did this book impact your own sense of cultural identity?** *Hint:* the best presentations will be creative and interactive and will make connections between the book and the course content. The best reaction papers will be thoughtful, serious and respectful of the author’s position and views as well as respectful of your own views. **All papers are due on the day of your scheduled presentation.**

#### **5. Outcome Assessment.** Your opportunity to examine your own learning (20 points).

You will select the most important learning or **closely related** sets 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 demonstrated 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. (3-5 pages) **Outcome assessments are due on the last day of class.**

#### **5. Attendance and Participation.** (15 points) Daily Reflections, Quickwrite activities and other in- class assignments are counted as part of the participation points.

#### **Possible Topics for Panel Presentations EDUC 364**

1. Are two-way models effective in terms of bilingual education?
2. Should we educate the children of undocumented workers? Why?
3. Why would education that is multicultural and social reconstructionist be more appropriate than other models of multicultural education in today's society?
4. Is multiculturalism a better approach to diversity than cultural assimilation?
5. What are the goals and benefits of the “English plus” movement?
6. What impact has Prop. 227 had on California students?

7. Is Title IX (gender equity) needed any longer?

**Critical Analysis of Spring Text and Rubric (30 points)**

Write a critical analysis of Joel Spring's text. Your analysis should make connections between this text and lectures, discussions, readings and other learning from this course. Your analysis should be guided by the following questions.

1. How does the Spring text correspond (or not) to your previous education about American History, the history of education, race and ethnic relations in the United States, or nay other personal or educational experiences?
2. What new learning arises from your reflection on Spring's text?
3. Assuming this is largely new information, why do you think you were not taught about these issues in your K-12 education?
4. What meaning does this hold for you?
5. How does Spring's work inform your beliefs about public education in the United States?
6. What beliefs have changed: what beliefs remain the same?
7. How will this new knowledge affect your conduct as a teacher?
8. How does this new knowledge affect your opinions, beliefs or thinking about traditionally underrepresented populations who will be your students?
9. How will this knowledge affect your relationships with other cultural/ethnic/racial linguistic groups who will be your students?
10. What more will you need to learn, or do, in order to demonstrate cultural competence for similarly underrepresented students in your classroom?

Grading will be based on the depth to which you reflectively analyze the text. Do not repeat portions of the text and what spring is saying. Rather, develop and articulate your own construction of meaning from the text and as based in the above questions.

**Assessment Rubric-Critical Analysis of Spring's Text-EDUC 364**

<b>Criterion</b>	<b>Possible</b>	<b>Assigned</b>
1. Degree to which relevant connections were made to discussions, lectures, and other course learnings.	6	_____
2. Degree to which text was analytically connected to prior knowledge, education or experience.	4	_____
3. Degree to which new meaning was made about the context of contemporary K-12 education.	6	_____
4. Degree to which analysis connected to knowledge, Skills, and dispositions as a teacher.	6	_____
5. Analytical connection to cultural competence.	4	_____
6. Degree to which assignment was appropriately formatted, logically developed and presented.	2	_____
6. Degree to which paper conforms to university level grammar, syntax, spelling, and punctuation.	2	_____
<b><u>TOTAL</u></b>	_____	_____

**Comments:**

**Outcome Assessment Rubric (20 points)**  
**EDUC 364**

**Student:** \_\_\_\_\_

<u><b>Criterion</b></u>	<u><b>Possible</b></u>	<u><b>Assigned</b></u>
Depth of articulation and significance of important learning	_____	_____
Degree to which student assessed own learning	_____	_____
Depth of analysis of attitudinal and behavioral change	_____	_____
University level composition	_____	_____
<u><b>Total</b></u>	_____	_____

**Comments:**

**TENTATIVE COURSE OUTLINE**

The instructor reserves the rights to add, delete, and modify the reading assignments listed below.

<b><u>DATE</u></b>	<b><u>TOPICS AND ASSIGNMENTS</u></b>
08/25/01	Introduction - Course Overview, Community Building
09/08/01	Culture: Definitions and Meanings - Gollnick & Chinn, Ch. 1
09/15/01	Culturally Responsive Pedagogy
09/22/01	<b>Personal History Due - Community Sharing</b> Cultural Contact- Star Trek: Darmok
09/29/01	<b>Cultural Contact-Bafa Bafa</b> Stages of Cultural Transition Work in groups
10/06/01	<b>Family Background Due-Community Sharing</b> Aspects of Diversity: Language - Gollnick & Chinn, Ch. 7 Work in groups
10/13/01	Aspects of Diversity: Language, Bilingual Education – Leyba, Chs. 1 & 2
10/20/01	Aspects of Diversity: Language, Bilingual Education - Leyba, Chs. 1 & 2 Work in Groups
10/27/01	Aspects of Diversity: Multicultural Education Gollnick & Chinn, Ch. 9 Work in Groups
11/03/01	Teaching for Equity and Social Justice-Video The Lemon Grove Incident <b>Literature/Research Presentations</b>
11/10/01	Prejudice, discrimination, and racism – Spring, Chs. 1-5; Chinn, Ch. 3 Video- Shadow of Hate <b>Literature/Research Presentations</b>
11/17/01	Prejudice, discrimination, and racism – Spring, Chs. 1-5; Chinn, Ch. 3
12/01/01	<b>Critical Analysis of Spring Text Due-Community Sharing</b>
12/08/01	Aspects of Diversity: Gender & Exceptionality - Gollnick & Chinn, Chs. 4 & 5
12/15/01	Reflection: What have we learned? What do we still need to know? <b>Outcome Assessment Due</b>



### Suggested Book List

Author/Year Published	Book Title	Publisher
<b><i>Latino authors/stories</i></b>		
Alvarez, Julia (1001)	How The Garcia Girls Lost Their Accents	Penguin Group
Martinez, Ruben (1992)	The Other Side	Vintage Books
Santiago, Esmeralda (1993)	When I was Puerto Rican	Vintage Books
Urrea, Luis	Under the Wire	
Villasenor, Victor (1991)	Rain of Gold	Delta Books
<b><i>Asian/Asian American authors/stories</i></b>		
Chang, Jung (1991)	Wild Swan	Doubleday
Gardner, Mary	Boat People	
Gutterson, Dan (1998)	Snow Falling on Cedars	Random House
Hayslip, LeLy	When Heaven and Earth Changed Places	
Kingston, Maxine Hong	Woman Warrior	
Okada, John (1976)	No No Boy	San Francisco: The Combined Asian Amer. Res. Proj. Inc.
Tan, Amy	The Kitchen God's Wife The Joy Luck Club	
<b><i>Black/African American authors/stories</i></b>		
Angelou, Maya (1969)	I Know Why The Caged Bird Sings	Bantam Books
Comer, James (1988)	Maggie's American Dream	Penguin Books
Hurston, Zora Neale (1937)	Their Eyes Were Watching God	Harper Perennial
Kozol, Jonathan (1996)	Amazing Grace	Fawcett Books
Morrison, Toni (1970)	The Bluest Eye	Holt, Rinehard and Winston
<b><i>Native American authors/stories</i></b>		
Crow Dog, Mary (1990)	Lakota Woman	Harper Collins
Power, Susan	Grass Dancer	
Wallis, Michael & Mankiller, Wilma Pearl (1994)	Mankiller: A Chief and Her People	St. Martin's Press

<i>Others</i>		
Cameron, Anne	Daughters of Copper Woman	
Chernin, Kim (1994)	In My Mother's House	Harper Perennial
Hoffman, Eva (1989)	Lost in Translation	Penguin Books
Kingsolver, Barbara	Pigs in Heaven	
Kozol, Jonathan	Rachel & Her Children Savage Inequalities	Fawcett Books Crown Publishers, Inc.
McBride, James (1996)	The Color of Water	Riverhead Books
McCourt, Frank (1996)	Angela's Ashes	Scribner
Orenstein, Peggy (1994)	School Girls	Doubleday
Rose, Mike (1989)	Lives on The Boundary	The Free Press
Sheehy, Gail	Spirit of Survival	
Silko, Leslie	Ceremony	
West, Dorothy	The Wedding	

CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) 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>
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 both English language development <u>and</u> 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
<b>II. Theories and Factors in First- and Second-Language Development</b>	<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	<b>III. Cultural Contact</b>
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
		<b>IV. Cultural Diversity in U.S. and CA.</b>
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

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