

Schooling in a Multicultural Society

EDUC 602—Fall 2001

COE Mission

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 students centered education, diversity, collaboration, professionalism, and shared governance.

(adopted by the COE Governance Community October, 1997)

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Course Description:

This course is an introduction to issues of schooling in a multicultural society. It includes an overview of multicultural education and addresses areas of study such as: culture and cognition, diversity and exceptionality, intercultural communication, cross-cultural competence, the psychology of personal prejudice, and curriculum and teaching in multicultural contexts.

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.

OBJECTIVES:

- a) To acquaint students with current theory, research and practice in the teaching of writing in culturally and linguistically diverse K – 12 classrooms.
- b) To provide students with opportunities to increase their experiences as competent, confident writers and teachers of writing.
- c) To gain an understanding of how people learn to write in their first and second language
- d) To understand the relationship between reading and writing.
- e) To become familiar with classroom diagnostic techniques and evaluation procedures for writing and well as developing criteria for good writing.

- f) To become sensitive observers of children's writing and analyze children's writing behavior as a basis for making instructional decisions.
- g) To develop the ability to select appropriate instructional strategies to meet the individual needs of students.
- h) To develop instructional strategies which enables students to become more competent users of the conventions of language (mechanics, grammar, usage and spelling) within the context of writing.
- i) To provide the foundation for students to design a curriculum in which writing is used to communicate ideas, enhance thinking, develop understandings and provide enjoyment.
- j) To develop an appreciation for the need and value of integrating writing into all areas of the curriculum
- k) To develop a respect for each student, his/her abilities and background and the student's right to instruction that meets his or her individual needs.

Required Texts:

Darling-Hammond, L. (1997). *The right to learn: A blueprint for creating schools that work*. Jossey-Bass

Graves, D. (2001). *The Energy to Teach*. Heinemann.

Norton, D. (2001). *Multicultural Children's Literature: Through the Eyes of Many Children*. Merrill-Prentice Hall.

Assessment:

Final grades will be based upon the student's ability to demonstrate knowledge in the area of leadership and professional development. Participation in all course activities is a CORE expectation. Grades will be based upon the following points:

GRADING

Total = 200 Points	
Grades: Calculated by Percentage	
100 - 95	A
94 - 93	A-
92 - 91	B+
90 - 89	B
88 - 87	B-

Assignments:

Attendance & Participation	10
Interactive email journal	20
Longitudinal Study	40
Choice Assignment	30

Required Projects:

Longitudinal Study of a Group of Diverse Learners in One Grade Level (40 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 (try to get a mix of male and female-about 6) 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 when they entered? What kinds of classrooms? How long did they stay in the placement? What accommodations are being made in the regular classroom for the children?
- Services received: What kind of services did the children receive? Be as specific as possible.
- Re-classification: Were the children ever re-classified? How often? 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 (were they in a pull out program, were they reclassified, were they placed in special education title I, etc.) of each child with the present achievement of each child. Did the special services support their literacy development and second language development?
- Factors of retention: Were these students retained? How many? Why? What reasons were given? Did the parents support the retention or promotion?
- Analyze the data that you have collected and make some decisions about how these students have progress through the system. What trends do you notice? Do you notice anything across the group? Is each case unique? Can draw any conclusions about how students acquiring a second language are supported or not supported within the system? Do you notice any effect on placement issues after the passage of Proposition 227? How did the district in which these children are educated respond to the passage of Prop 227?

Data Collection Due {10-23}

Write-up: Write up your findings and develop a plan for these children. The sections of your report should be:

- Describe the population (age, ethnicity, number of boys, girls, etc.), the setting (school, district, how many children in the school, ethnic breakdown, etc.)
- Testing process
- Placement issues
- Services received
- Re-classification
- Academic history compared to present day
- Factors of retention
- Analysis
- Your conclusions

Would you support the decisions made on their behalf? What would you do differently? What would you do to ensure equal access for these children? What support and accountability will be necessary to ensure equal access and success?

Paper Due {12-4}

Interactive Journal (20 pts)

For this project, you will need to choose a journal partner in class for an online interactive journal on the first night and exchange email addresses. After each class session, please write an email journal entry reflecting on the following: 1) what the class covered, 2) how the session has informed your practice, 3) what you found most useful about the session, 4) what you found least useful about the session, 5) strengths, weaknesses, areas for improvement, and 6) whatever else comes to mind. Your entry should be about one half page in length. Email the entry to your journal partner, who will then respond to your entry and give you feedback, ideas, suggestions, etc. Your journal partner should email their entry to you and you should provide feedback to that person. For each session, then, you will have one email entry that you wrote and one that you responded to.

Due DATES: **Entries for weeks 1-5 due week 6 {10-2}**
 Entries for weeks 6-10 due week 11 {11-6}
 Complete set of entries due week 15 {12-4}

Before the second night of class, email Zee your first night's reflection when you email it to your partner (zcline@csusm.edu)

Choice Assignment (30 pts)

DUE-Choice Assignment [11-20]

Please choose one of the following assignments or you can design your own and clear it with the instructor.

- 1. The Expository Piece of Literature.** Select a book that you feel you might be interested in reading that has to do with multicultural education. 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 diverse 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.

2. **Multicultural Children's Literature Unit.** Select a Multicultural children's book and develop a unit of study for the book. The unit of study should be extensive and comprehensive and include:
 - a. Other books you would use as part of the readings
 - b. Writing assignments that would accompany the unit
 - c. Lessons learned
 - d. Vocabulary development & Conceptual development
 - e. Extensions for art, music, dance, movement, food, etc.

3. **Technology Resources.** Visit at least 10 Multicultural Websites and write an analysis of the sites. In your analysis, cover the following areas,
 1. Ease of use and navigation. How easy was it to find your way around the site and to be able to navigate the various areas and find what you were looking for.
 2. Cultural relevance. Did you feel the site had enough to offer, did it allow you to gain perspective, did you feel as if this site would be useful for teachers?
 3. Availability of Materials. Was there any free materials available? Was it easy to access materials? Was this a site that students could easily use? Is it a teacher resource site?
 4. Would you recommend the site for teachers/students? Why or Why not?

4. **Personal History & Family Background Assignment.** Examining your own culture. 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.

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.

Attendance and Participation (10 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.

COE 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.

A good student is one who adheres to standards of dependability and promptness. If you miss more than two class sessions or are late (or leave early) for more than three sessions, you cannot receive an A. If you miss more than three class sessions you cannot receive a B. Late assignments will be penalized by a 5% deduction in points for each weekday late. After two weeks, late assignments will be given a zero. If you have extraordinary circumstances in your life which will impact your assignments, please let me know. I want you to be able to stay in school and succeed. If you have any questions or concerns, please feel free to come in and speak with me about them.

Course Outline

Week One: *The Right to Learn. 8-28*

Quote: Providing most Americans with an empowering and equitable education has always been a struggle, and it remains one today (Darling-Hammond p.7).

- Readings-Darling-Hammond, L. (1997). *The Right to Learn*.
Chapter 1-The Right to Learn
 - 1) What is the right to learn?
 - 2) How is the right to learn implemented?
 - 3) What is the difference between going to school and being educated?

Week Two: What Matters Most. 9-4

Quote: Consistently, studies have found that flexibility, adaptability, and creativity are among the most important determinants of teachers' effectiveness (Darling-Hammond p. 72)

- Readings-Darling-Hammond, L. (1997). *The Right to Learn*.
Chapter 2-The Limits of the Education Bureaucracy
Chapter 3-What Matters for Teaching
- Questions
 - 1) How does the bureaucracy shape the system?
 - 2) What matters most?
 - 3) How do we determine what matters most?

Week Three: Yin/Yang. 9-11

Quote: Otherwise, the outcome of raising learning standards will be greater failure rather than higher levels of accomplishment (Darling-Hammond p. 105).

- Readings-Darling-Hammond, L. (1997). *The Right to Learn*.
Chapter 4-Teaching and Learning for Understanding
Chapter 5-Structured Learner Centered Schools
- Questions
 - 1) Define teaching? Learning?
 - 2) Just how paradoxical is teaching/learning?
 - 3) What is learner centered

Week Four: First you have to tie down the dog. 9-18

Quote: The flawed belief that reforms can simply be replicated elsewhere once they have been developed in demonstration sites is one key to the unhappy history of curriculum change (Darling-Hammond p. 217)

- Readings-Darling-Hammond, L. (1997). *The Right to Learn*.
Chapter 6-Staffing Schools for Teaching & Learning
Chapter 7-Creating Standards Without Standardization
- Questions
 - 1) Who should be hired?
 - 2) Do Standards Make a Difference?
 - 3) Do we need standards?

Week Five: Re-Creating. 9-25

Quote: Today, several thousand restructured school have managed to create democratic learning communities that succeed in ways not previously thought possible with diverse groups of students (Darling-Hammond p. 331)

- Readings-Darling-Hammond, L. (1997). *The Right to Learn*.
Chapter 8-Ensuring Access to Knowledge
Chapter 9-Building a Democratic Profession of Teaching

Chapter 10-Conclusion-An Agenda for Re-creating Public Education

- Questions
 - 1) Where are you on the journey of recreating?
 - 2) How do you move forward?
 - 3) What are your strengths as a teacher/learner?

Week Six: *Renewal. 10-2*

Quote: *Everyone seems to be in a hurry to deal with the crisis in education (Graves, p. 1).*

- Readings-Graves, D. (2001). *The Energy to Teach*
Chapter 1-The Energy to Teach
Chapter 2-Taking Stock
Chapter 3-Setting a Clear Direction
- Questions
 - 1) What would it take to “rethink” educational change in your organization?
 - 2) How do we change our theory of schooling, learning, and teaching?
 - 3) Are changes at this level reasonable? Desirable? Practical? Attainable?

• DUE-WEEKS 1-5 Reflective Journal Entries

Week Seven: *Positive Energy begets Positive Energy. 10-9*

Quote: *We have to ask tough, persistent questions of our colleagues and administrators if current approaches to curriculum are not to drain us completely (Graves, p. 59).*

- Readings-Graves, D. (2001). *The Energy to Teach*
Chapter 4-Structure the Class for Release of Student Energy
Chapter 5-Tap the Energy Source in Curriculum
Chapter 6-Build Energy with Colleagues
- Questions
 - 1) How do you build energy with students? Colleagues?
 - 2) How would you assess the energy level within your classroom? school?
 - 3) Are we regressing as a system? As a society?

Week Eight: *There are no either/or's. 10-16*

Quote: *The misuse of standards and standardized testing is draining energy from the profession (Graves, p. 80).*

- Readings-Graves, D. (2001). *The Energy to Teach*
Chapter 7-Create Energy Through Learning
Chapter 8-Take Energy from Assessment
Chapter 9-Exchanging Energy with Parents
- Questions
 - 1) Define diversity within diversity?

- 2) Why do reform movements fail to increase student achievement, especially for disadvantaged students?
- 3) How do you change the outcomes?

Week Nine: Warm Fuzzies. 10-23

Quote: *Rather than looking to see what has gone wrong, they looked to see what was right (Graves, p. 112).*

- Readings-Graves, D. (2001). *The Energy to Teach*
Chapter 10-A State Gives Energy: The Maine Model
Chapter 11-A Portrait in energy: Virginia Secor
Chapter 12-energy in the Workplace
- Questions
 - 1) How do we nurture students? Communities?
 - 2) How do you prepare communities, both inside and out?
 - 3) How do we change individuals? Systems?

• **Data Collection Due {10-23}**

Week Ten: Loss of Control. 10-30 (No class session)

Quote: *Artful living is and endless source of energy (Graves, p. 173).*

- Readings-Graves, D. (2001). *The Energy to Teach*
Chapter 13-Principals and Teachers Build Energy
Chapter 14-Explore More Lasting Sources of Energy
- Questions
 - 1) How do you renew your energy reserves?
 - 2) Do you have a purposeful community within your school?
 - 3) Is there enough time to do all that needs to be done?

Week Eleven: Changing Sensitivities. 11-6

Quote: *In contrast, the issues around Helen Bannerman's Little black Sambo, published in 1899, illustrate the changing sensitivities of Americans toward certain social issues (Norton p.).*

- Readings-Norton, D. (2001). *Multi-cultural Children's Literature.*
Chapter 1-Introduction to Multicultural Literature
Chapter 2-African American Literature
- Questions
 - 1) Why is the oral tradition so important?
 - 2) How are traditional values transferred through folklore?
 - 3) What is ELVES? Why does it work?

• **DUE-WEEKS 6-10 Reflective Journal Entries**

Week Twelve: *Forming an Identity 11-13*

Quote: Many Native American authors trace their identities back to the voices of the continent's earliest storytellers (Norton p. 98).

- Readings-Norton, D. (2001). Multi-cultural Children's Literature. Chapter 3-Native American Literature
- Questions
 - 1) How does literature change and form our identity?
 - 2) What are the different oral traditions?
 - 3) How are traditional values identified?

Week Thirteen: *Perspectives. 11-20*

Quote: Latino educators are particularly critical of the previous educational systems in the United States that tended to ignore their heritage and identity (Norton p. 135).

- Readings-Norton, D. (2001). Multi-cultural Children's Literature. Chapter 4-Latino Literature
- Questions
 - 1) Why is authentication important?
 - 2) How would you rethink using English/Spanish literature?
 - 3) Who should decide what perspective is taught in the curriculum?

• **DUE-Choice Assignment**

Week Fourteen: *Definition. 11-27*

Quote: The project also criticized the books because they tended to measure success by the extent to which Asian Americans have assimilated white middle-class values and because they implied that hard work, learning to speak English, and keeping a low profile would enable Asian Americans to overcome adversity and be successful (Norton p. 185).

- Readings-Norton, D. (2001). Multi-cultural Children's Literature. Chapter 5-Asian Literature
- Questions
 - 1) What influences folklore?
 - 2) How are questioning techniques used to help with predictions?
 - 3) Why is it important to compare biographies?

Week Fifteen: *Transmitting Essential Values. 12-4*

Quote: Folklorists who study Jewish literature contend that the folklore provides a portrait of the people, an understanding of the Jewish heritage, and a link to both the biblical and historical past (Norton, p. 236)

- Readings-Norton, D. (2001). Multi-cultural Children's Literature. Chapter 6-Jewish Literature
- Questions

- 1) What does it mean to be Jewish?
- 2) Why is Literature important to the Jewish culture?
- 3) Along the way, I hope to find...

- **DUE: ALL Reflective Journal Entries/Longitudinal Study Paper**

Week Sixteen: Closure. 12-11

Quote: *Inequality is deeply embedded in the American schooling system.*

- Questions
 - 1) The road is long, with many a winding turn that leads us to ...
 - 2) The heart of teaching is ...
 - 3) We will make it if we...