

Course Syllabus
FALL 1997
CALIFORNIA STATE UNIVERSITY SAN MARCOS
EDUC 627

Instructor: Dr. Alice M.L. Quioco
Office: 419 University Hall
Phone: 750-4035
Office Hours: By appointment
Course Title: Schooling in a Multicultural Society
CRN No.: 41573
Location: UH 440
Day/Time: Wednesdays (5:00 – 7:45 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.

CLAD Emphasis. This course addresses the California Commission on Teacher Credentialing requirements for the Cross-cultural Language and Academic Development (CLAD) emphasis. This course specifically addresses standards/competencies associated with language and culture, models of bilingual education, assessment, instructional and intervention strategies.

Required Texts:

Apple, M.W. & Beane, J.A. (Eds.). (1995). *Democratic Schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

Beyond the silence: Listening for democracy. (1999). Edited by J.C. McDermott. Heinemann

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

Henkin, R. (1998). *Who's invited to share: Using literacy to teach for equity and social justice*. Heinemann

Meier, D. (1995). *The Power of Their Ideas*. Boston, Mass: Beacon Press.

Taylor, D., Coughlin, D. and Marasco, J. (1997). *Teaching and Advocacy*. York, Maine: Stenhouse.

Valdés, G. (1996). *Con respecto: Bridging the distance between culturally diverse families and schools*. Teachers College Press.

Children's Books:

Flor Ada, A. (1993). *My name is Maria Isabel*. Alladin.

Got me a story to tell. (1977) Edited by S. Yee and L. Kokin. St. John's Educational Center.

Yin, C. (1996). *In my heart, I am a dancer*. Philadelphia Folklore Project.

Knight, M.B. (1996). *Talking walls: The stories continue*. Tilbury House.

Rising voices: Writings of young Native Americans. (1992). Selected by A.B. Hirschfelder and B.R. Singer. Charles Scribner and Sons.

Aliki. (1998). *Painted words*. Greenwillow Books.

Paek, M. *Aekyung's dream*. (1998). Children's Book Press.

Levin, E.. (1989). *I hate English!* Scholastic.

Knight, M.B. (1994). *Who belongs here*. Tilbury House.

Long, H. (1993). *The moon maiden: And other Asian folktales*. China Books.

Recommended Texts: Texts from which to select a title for the book project.

Braided lives: An anthology of multicultural American writing. Minnesota Humanities Commission.

Foster, M. (1997). *Black teachers on teaching*. New Press.

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

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.

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

Tatum, B.D. (1997). *"Why are all the Black kids sitting together in the cafeteria?" and other conversations about race*. Harper/Collins.

Key, D. (1998). *Literacy shutdown: Stories of six American Women*, International Reading Association.

Paratore, J.R., M. Gigliani, and B. Krol-Sinclair. (1999). *What should we expect of family literacy: Experiences of Latino children whose parents participate in an intergenerational literacy project*. International Reading Association.

Hynds, S. (1997). *On the brink: Negotiating literature and life with adolescents*. International Reading Association.

Muñoz, V.I. (1995). *Where something catches*. State University of New York Press.

Rodriguez, L. (1993) *Always running - La vida loca: Gang days in L.A.* Touchstone.

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. 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.

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, 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 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. 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.

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.

4. Multicultural literature as a way to open conversations in the classroom about children's personal experiences (20 points) Select two children's books from the list provided.

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. 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. 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.

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. Cite children's responses to support the points you are making.

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.

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.*

Date/Session	Topic	Assignments
Session1	Whose culture? Whose literature? Creating an environment for literacy that draws upon the culture of all students	Darling-Hammond, Ch. 1, Valdés, Introduction (in-class jigsaw and discussion - numbered heads together)
Session 2	The culture of schools: Do they honor or ignore the culture of students, parents and the community Students' Literacy Stories	Valdés, Ch. 1, Ch. 6, Ch.7 (Jigsaw reading at home. In class discussions - round robin) Taylor, Pp. 1-11 Taylor. "maybe I should have died: Learning from Valerie
Session 3	The relationships between culture and cognition: different ways of knowing Students' Literacy Stories	Darling-Hammond, Ch. 2, 3, 4 (Jigsaw reading. Discussion: inside/outside circles) Taylor. "You just hate me - I knew it along: Mark's story.
Session 4	Diversity and exceptionality: Where are the diverse students in the system? GATE? Special Education? ELS pullout? How does the system provide equity for students from diverse backgrounds?	Darling-Hammond, Ch. 5, 6. (Jigsaw. Discussion - Write around) Taylor. "Satiabile curiosity: The need to challenge learners." P. 69 and "Inventing disabilities" p. 21 (all) Valdés, Ch. 8 (Jigsaw. Discussion: write around)

Session 5	<p>The influence of culture and language: How these two factors affect the literacy achievement of each student.</p> <p>The democratic classroom</p>	<p>Henkin, Part II (Ch. 6, 7, 8, 9, 10 (Jigsaw: Expert and home groups - whole class debrief and discussion)</p> <p>Apple and Beane. Ch. 1 (all)</p>
Session 6	<p>The democratic classroom: Whose voice is heard? Whose voices are valued</p> <p>Students' literacy stories: "Francisco"</p>	<p>McDermott. Ch.1 (Sections 1,2,3) (all)</p> <p>Taylor. P. 179 (all)</p>
Session 7	<p>How to organize a democratic classroom that supports literacy development of all students</p> <p>Students' literacy stories</p>	<p>Enkin. Part I (Ch. 1,2,3,4,5) (Jigsaw: Expert and home groups. Whole class debrief. Textual representation)</p> <p>Taylor. "Tagging: A way to make meaning"</p>
Session 8	<p>Working with parents and using their literacy and life experiences to support the literacy development of their children in school.</p>	<p>Valdés. Ch. 3,4, 8. (all)</p> <p>Class discussion: Numbered heads together.</p> <p>Apple and Beane. Ch. 4</p>
Session 9	<p>The psychology of personal prejudice: How teachers support diverse students beyond culture and language</p>	<p>McDermott. Sections 5, 6, 7 (Jigsaw. Discussion: in home groups - development of text representation - present to class)</p>
Session 10	<p>Using what we know about multicultural education, language and literacy to make changes for students</p>	<p>McDermott. Sections 4, 7, 8. (Jigsaw: Expert and home groups - development of critical thinking questions. Discussion and response to questions generated by the group.</p>

		Darling-Hammond, Ch.8 (all): Quick write and read around groups with verbal responses to the writer.
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Session 11	<p>The role of the teacher and the voice that teachers are either encouraged or not encouraged to express: A determining factor in student achievement.</p> <p>Students' literacy stories: "Who'll take care of my baby: Advocating for Serena</p>	<p>Meier. Ch. 1,2,3 (Jigsaw)</p> <p>Taylor, P. 98.</p>
Session 12	<p>Curriculum and teaching in multicultural contexts that support literacy development</p>	<p>Meier, Ch., 4,5,6.</p> <p>Henkin, Ch. 11, 12, 13.</p>
Session 13	<p>Becoming an advocate for students: How does that happen?</p> <p>Quickwrite</p> <p>Students' literacy stories: "Ty's Story"</p>	<p>Apple and Beane, Ch. 5,6.</p> <p>McDermott, Section 6.</p> <p>Taylor. P. 143.</p>
Session 14	<p>Now that we have been there: What are the real issues for change in literacy programs in classrooms, schools, districts?</p> <p>Students' literacy stories: "Vale la pena: Advocacy along the borderlands"</p>	<p>McDermott, Section 7</p> <p>Apple and Beane, Ch. 6</p> <p>Meier, Ch. 7, 8.</p> <p>Taylor. P. 160</p>
Session 15	<p>The so what question: Where is our commitment? A call to action and action research</p> <p>Course evaluations</p>	<p>Book club presentations</p>
Session 16	<p>Presentations in small groups</p>	<p>Project presentations</p>

