

**CALIFORNIA STATE UNIVERSITY - SAN MARCOS
COLLEGE OF EDUCATION**

The Role of Cultural Diversity in Schooling
Education 364
Academic Hall 408
Wednesday, 4:30 - 7:15

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Office Hours: Wednesdays, 3:00 - 4:00 and by appointment.

Course Description: Principles of first and second language acquisition (e.g., historical and current theories, psychology, sociocultural, political, and pedagogical factors) and issues related to notions of culture, interaction, and communication in school and community contexts (e.g., the nature of culture, manifestations of, cultural contact and cultural diversity in the US and in California) within a theoretical and applied context). 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.

Texts Required:

Leyba, C. F. (1994). *Schooling and Language Minority Students: A Theoretical Framework*. Los Angeles, California: Evaluation, Dissemination and Assessment Center, California State University, Los Angeles, 1981.

Sleeter, C. & Grant, C. (1993). *Making Choices for Multicultural Education*. New York, NY: Macmillan Publishing Company.

Spring, J. (1994). *Deculturalization and the struggle for equality*. New York, NY: McGraw Publishing Company.

Choose One:

Jones, L., & Newman, L. (1997). *Our America*. New York: Schribner.

Foster, M. (1997). *Black Teachers on Teaching*. New York: New Press

Urrea, L. A. (1993). *Across the Wire*. New York: Anchor Books.

Course Objectives:

Students completing EDUC 364 will:

- Consider the notions of culture, its use in curricula, and its relevance to multicultural curricula and instruction.
- Understand the historical context and background of bilingual education in the US.
- Detail the relationships between bilingual schooling and multicultural instruction.
- Discuss second language acquisition theory and the role of the primary language in second language learning.
- Identify various instructional theories around differing ways to establish a multicultural classroom.
- Describe the connection between culture and communication and its implications for schooling.

Course Requirements:

1. Each student will be expected to **attend class regularly and participate** in class discussions. More than three unexcused absences may result in the student being dropped from the course.

The Governance Community of the College of Education has adopted the following policy as of 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.

2. Class sessions will sometimes begin with a **quickwrite** reflecting one of the themes presented in class. These writings are done entirely in class (thereby rewarding those who attend regularly) and are based on readings (thereby rewarding those who have completed readings assigned) and/or personal experience (**10 points**).

3. You will be part of an **expert panel presentation**. Expert panel presentations will be evaluated on the criteria listed on the final page of this course outline. Presentations will be evaluated for clarity, comprehensiveness, integration with other learnings from the class (discussions, readings, lectures, simulations, etc.), analysis and insight. Within the panel presentation, you might want to include (1) a description of significance of the issue; (2) the historical context; (3) your position on the issue and your rationale for taking that position; (4) a defense of your position with appropriate references and (5) a conclusion that integrates the significance of the issue and the position you have taken.

Your presentation **MUST** go beyond the descriptive (who, what, when, where) and must contain depth of analysis and breadth of synthesis (why and how what you describe is significant/important/relevant).

Your presentation will total 20 minutes in length (15 minutes presentation/5 minutes questions and discussion). Your presentation will include the use of visual, aural, tactile, teaching aides (as available). You will provide each student and the professors with copies of relevant graphics/visual organizers. In addition to the assessment rubric, presentations will incorporate a peer-review process **(20 points)**. **To be presented in class on either 11/29 or 12/6.**

4. Each student will write a **personal biography**. This narrative will provide a “snapshot” of yourself right now and how you have come to this place in your life. This three to five page paper might address important personal experiences, educational experiences, and/or social experiences. It might detail important role models in your life, or important messages that you’ve gleaned from those both inside and outside of school contexts. It might detail something of your personal “philosophy” of life, and of your emerging thoughts/concerns about education. Conclude with a description of yourself right now in your life. These will be shared in class as well as turned in **(15 points)**. **To be turned in and shared in class on 9/27.**

5. Each student will write a **family history**. The intent is to have you understand yourself as a social and cultural person. This paper will focus on the historical roots of your family, both nuclear and extended: economic, social, geographic, ethnic, racial, etc. Share your family’s experiences with diversity. Then, include community groups important to you based on gender, socio-economic status, religion, sexual preference, occupation, etc. Then focus on your cultural group; be sure to include its values/attitudes, its experience with racism, pressures to assimilation, pattern of immigration, etc. At the end, be sure to discuss what all this means for you in terms of your perception of diversity and of dealing with kids from diverse backgrounds in schools. For this assignment you can either write a paper or find some other creative way to express this knowledge (video, poster, etc.). These will be shared in class as well as to be turned in **(25 points possible)**. **To be turned in and shared in class on 10/25.**

6. Share perspectives of a **book reviewed**. Read one of the following three books: *Our America*, *Black Teachers on Teaching*, or *Across the Wire*. In a group discussion with others who read the same book, address the following (25 points):

How do we know what we know (the question of evidence)?

What causes what (the question of patterns/connections)?

Who’s point of view was taken (the question of multiple perspectives)?

How might things have been different (the question of supposition)?

Who cares (the question of why it matters)? **(20 points possible)**. **To be presented in class on 11/15.**

7. **Outcome Assessment**. This is your opportunity to examine your own learning (25 points). You will select the most important learning or closely related sets of learnings 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 be able to demonstrate overall cultural competence.

The paper will be graded 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. **(15 points possible). To be turned in and shared in class on 12/13.**

NOTE: For all papers turned in, please make a copy for yourself since you will not get these papers back. We will, however, be sure to provide you feedback about your work.

Grading Criteria:

Papers will be evaluated using the following criteria:

- Clarity and Completeness
- Accuracy for the assignment as given
- Insightful/Reflective/Analytical
- Connectedness to class readings, discussions, lectures, experiences
- Overall Impression

Panel presentations will be evaluated using the following criteria:

- Panel topic and viewpoint clearly defined
- All members play a significant role
- Main ideas were conveyed to persuade audience of the topic statement
- Presentation was creative
- Presentation involved the audience
- Overall impression

Grading Scale:

- A = 100-93 points
- B = 92-80 points
- C = 79-70 points
- Below 70 points is an F***

Late Policy:

The grade for an assignment with drop 10 percentage points for every class period that it is late. After 3 class periods, it will not be accepted.

Tentative Schedule

DATE	TOPICS AND ASSIGNMENTS
8/30	Introductions Course overview Demographics Community building activity
9/6	Definitions of culture Manifestations of culture Assign jigsaw, Increasing Assign panel groups/topics Community building activity Read: Making Choices, ch. 1 Deculturalization, ch. 1
9/13	Cultural contact BaFa-BaFa Read: Increasing, ch. 1 & assigned
9/20	Racism, prejudice, discrimination Struggle for Equality Video: Shadow of hate on the Americas Discuss family history assignment Read: Deculturalization, ch. 2-5
9/27	Introduction to linguistic diversity History of bilingual education Community building activity Read: Personal History Due: To be shared in-class (small group)
10/4	Legal foundations of bilingual education Video: Lemon Grove Preview Cummins article
10/11	Primary language instruction Cummins article Read: Schooling (Cummins), ch. 1
10/18	Introduce second language acquisition Preview Krashen's article
10/25	Second language acquisition

Sociocultural factors affecting 2nd language acquisition
Video: American Tongues

Read: Schooling (Krashen), ch. 2

Share family histories

Assignment Due: Family History

11/1

Language structure and use
Language and culture connection

11/8

Introduction to multicultural education
Read: Making Choices, ch. 2-4

11/15

**Assignment Due: Book Review - To be presented
in class.**

11/22

Multicultural Education
Multicultural education and social justice
Culturally responsive teaching
Review Deculturalization
Read: Deculturalization, ch. 6
Making Choices, ch. 5-7

11/29

Panel presentations on issues of diversity
Assignment Due: Panel Presentations

12/6

Assignment Due: Panel Presentations

12/13

(Final Meeting)
Debrief
Evaluation
Assignment Due: Outcome Assessment

Expert Panel Topic:

Members:

1. Was the topic clearly defined (presents a synopsis with significance of the topic to the group and/or historical context)?

2. Did it cover the main arguments necessary to persuade the audience of the topic statement?

3. Did the presentation demonstrate effective communication strategies?

4. Allowed time (10 minutes) for questions and answered them appropriately?

5. Written work (cover page with abstract, annotated biography, copies of visual aids):

6. Overall Comments:

Number of points per research panelist: /20