

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

EDUC 364—The Role of Cultural Diversity in Schooling

**University Hall 442—Monday: 2:30-5:15
Spring 2011**

**Instructor: Shaun Travers, Ed.D. Campus Diversity Officer and Director of
US San Diego's Lesbian Gay Bisexual Transgender Resource Center**

Cell Phone: (858) 663-6288

Office Direct Line: (858) 822-0680

E-Mail: stravers@csusm.edu

Office Hours: 30 minutes before class and by appointment

College of Education 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 on-going 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: *Required of all credential candidates.* 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, sexual orientation and exceptionality; social, structural, programmatic and curricular issues; and effective teaching for diverse populations.

Course Objectives: Students completing EDUC 364 will be able to demonstrate:

1. developing competencies in TPE 15: Social Justice and Equity;
2. understanding of various concepts of culture and cultural contact, and their applicability to learning and teaching;
3. understanding of cultural diversity in the United States and California;
4. general familiarity with cultural responsive pedagogy;
5. understanding of gay, lesbian, bisexual and transgender students, teachers, and families;
6. understanding of marginalized student populations.

College of Education 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. (*Adopted by the COE Governance Community, December, 1997*).

Students will lose 4 points from attendance/participation for each missed class. Excessive tardiness will also affect final grade. If student misses more than 20 minutes of class it will count as an absence.

Authorization to Teach English Learners: The credential program at CSUSM has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. (Approved by the CCTC in SB 2042 Programs Standards, August, 2002).

Teacher Performance Expectation (TPE) Competencies: This course is designed to help teachers seeking the Multiple or Single Subject(s) Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The course objectives, assignments, and assessments have been aligned with the CCTC standards for the Multiple and Single Subject(s) Credential. You can incorporate artifacts from this class into your final comprehensive portfolio. The following TPE is addressed in this course:

TPE 15: Social Justice and Equity

Teacher candidates will be able to identify issues of social justice and equity in the classroom and can apply appropriate instructional strategies to ensure equal outcomes for diverse students. They will be familiar with ideas, definitions, and major theorists in the fields of multicultural education, social reconstruction, and democratic education. Pluralism and divergent perspectives on educating students will be the foundation of designing effective lessons and instructional practices for diverse students. Candidates will understand when and how to collaborate with others, especially curriculum specialists, community leaders, and parents on preparing relevant and appropriate instructional activities, curricular units, and school structures that would provide equitable outcomes for students from different linguistic, cultural, and social economic backgrounds.

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. (Note: As of 2002, the CLAD competencies are collectively referred to as an *Authorization to Teach English Learners*.) 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.

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.

Appeals: Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. Stall, Interim Associate Dean.

Students with Disabilities Requiring Reasonable Accommodations: Students are approved for services through the Disabled Student Services Office (DSS). The DSS Office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905 or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement: Every course at the university must fulfill the university’s writing requirement of at least 2,500 words.

CSUSM Academic Honesty Policy: Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline

any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of academic dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism: As a future educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Grading and Expectations: It is expected students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the College of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Furthermore,

- Note: Students taking EDUC as a prerequisite for teacher credential and graduate programs must maintain a B average (3.0 GPA), with all grades at a C+ or better.
- Late assignments will be accepted only under extenuating circumstances. Consult the instructor in advance if an assignment will be turned in late.

A	94-100 points	A-	90-93 points
B+	88-89 points	B	83-87 points
B-	80-82 points	C+	78-79 points
C	73-77 points	C-	70-72 points
D	60-69 points	F	59- Below

Use of Technology: Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. Details will be given in class.

Electronic Communication Protocol: Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater

educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Required Texts:

1. Nieto, S., and Bode, P. (2008). *Affirming diversity: The sociopolitical context of multicultural education*. Boston: Pearson Education, Inc.
2. Assigned Readings— as shared in class and/or through Cougar Course

Course Requirements

Assignment	Points	Due Date
1. Reflections/Reading Responses	20	On-Going
2. Personal History	20	March 28, 2011
3. Group Reading Facilitation	10	Session 4-13
4. School Diversity Assessment	20	May 2, 2011
5. Professional Dispositions/Attendance	15	On-Going
6. Final Reflection	15	May 9, 2011

EDUC 364 Course Schedule, Spring 2011

The instructor reserves the right to alter the instructional timeline, add, delete, and /or change topics and assignments in response to individual and class needs. Always bring your book to class. ☺ **

Date/Session	Topics	Readings and Assignments Due
<p align="center"><u>Session #1</u></p> <p align="center">January 24th</p>	<ul style="list-style-type: none"> ▪ Introductions ▪ Course Expectations ▪ Community Norms ▪ Comfort Zones ▪ Learning Edges ▪ Triggers ▪ Set Groups for Reading Facilitation/set dates 	<p>Nothing today, it is the first class!!</p>
<p align="center"><u>Session #2</u></p> <p align="center">January 31st</p>	<ul style="list-style-type: none"> ▪ Understanding the Sociopolitical Context of Multicultural Education ▪ Who Am I? ▪ Sociopolitical contexts ▪ Diversity Paradigms ▪ Levels of Identity ▪ Set Groups for School Diversity Assessment 	<p>Readings Due—Nieto & Bode Chapter 1</p> <p>Tatum- <i>The Complexity of Identity: "Who am I?"</i></p> <p>Reflection/Reading Response</p>
<p align="center"><u>Session #3</u></p> <p align="center">February 7th</p>	<ul style="list-style-type: none"> ▪ Fun with Terminology ▪ Cycle of Socialization ▪ Targets, Agents and Borders ▪ Intersectionality 	<p>Readings Due—Nieto & Bode Chapter 2</p> <p>McIntosh- <i>White Privilege: Unpacking the Invisible Knapsack</i></p> <p>Reflection/Reading Response</p>
<p align="center"><u>Session #4</u></p> <p align="center">February 14th</p>	<ul style="list-style-type: none"> ▪ Multicultural Education and School Reform ▪ Investigating Race, Ethnicity, Culture and Language 	<p>Readings Due—Nieto & Bode Chapter 3</p> <p>Tywoniak & García- <i>Migrant daughter: coming of age as a Mexican American woman. Chapter 6 – Scholarship Girl</i></p> <p>Reflection/Reading Response</p>

<p><u>Session #5</u> February 21st</p>	<ul style="list-style-type: none"> ▪ Racism, Discrimination, and Expectations of Students' Achievement ▪ Exploring Gender, Sexual Orientation, and Gender Identity 	<p>Readings Due—Nieto & Bode Chapter 4</p> <p><i>Anzaldua- Borderlands La Frontera: The New Mestiza. Chapter 7 - Towards a New Consciousness</i></p> <p>Reflection/Reading Response</p>
<p><u>Session #6</u> February 28th</p>	<ul style="list-style-type: none"> ▪ Working in small groups session ▪ Visiting schools? 	<p>No Readings due</p>
<p><u>Session #7</u> March 7th</p>	<ul style="list-style-type: none"> ▪ Structural and Organizational Issues in Schools ▪ Religion ▪ Ability <p>Peer review session of personal identity reflection</p>	<p>Readings Due—Nieto & Bode Chapter 5</p> <p>Reflection/Reading Response</p> <p>First draft of personal identity reflection</p>
<p><u>Session #8</u> March 14th</p>	<ul style="list-style-type: none"> ▪ Culture, Identity, and Learning ▪ Socioeconomic status ▪ Age 	<p>Readings Due—Nieto & Bode Chapter 6</p> <p><i>Jones- Constructing Identities at the Intersections: An Autoethnographic Exploration of Multiple Dimensions of Identity</i></p> <p>Reflection/Reading Response</p>
<p><u>Spring Break</u> March 21st</p>	<p>No Class Session – Spring Break</p>	
<p><u>Session #9</u> March 28th</p>	<ul style="list-style-type: none"> ▪ Linguistic Diversity in U.S. Classrooms ▪ Assessing our learning to date ▪ Reflecting on our identities 	<p>Readings Due—Nieto & Bode Chapter 7</p> <p>Personal Identity Reflection Due</p> <p>Reflection/Reading Response</p>
<p><u>Session #10</u> April 4th</p>	<ul style="list-style-type: none"> ▪ Toward an Understanding of School Achievement ▪ Cycle of Liberation ▪ Critical Liberation 	<p>Readings Due—Nieto & Bode Chapter 8</p> <p>Reflection/Reading Response</p>

<p><u>Session #11</u> April 11th</p>	<ul style="list-style-type: none"> ▪ Learning from Students ▪ How to be an Ally ▪ The Ally Continuum 	<p>Readings Due—Nieto & Bode Chapter 9</p> <p>Reflection/Reading Response</p>
<p><u>Session #12</u> April 18th</p>	<ul style="list-style-type: none"> ▪ Adapting the Curriculum for Multicultural Classrooms ▪ Group Planning Time 	<p>Readings Due—Nieto & Bode Chapter 10</p> <p>Reflection/Reading Response</p>
<p><u>Session #13</u> April 25th</p>	<ul style="list-style-type: none"> ▪ Affirming Diversity: Implications for Teachers, Schools, and Families ▪ Group Planning Time 	<p>Readings Due—Nieto & Bode Chapter 11</p> <p>Reflection/Reading Response</p>
<p><u>Session #14</u> May 2nd</p>	<ul style="list-style-type: none"> ▪ Small group presentations 	<p>Final Presentations Due</p> <p>Reflection/Reading Response</p>
<p><u>Session #15</u> May 9th</p>	<p>No Class Session – Final Reflection Paper due</p>	

Assignment Descriptions

➤ **Attendance, Participation, and Professionalism**

15 points

Students will engage in active learning throughout each class session, and will be expected to participate actively, collaborate, and demonstrate professionalism at all times. Students will be expected to follow the CSUSM College of Education Professional Dispositions which include:

- Social Justice and Equity
- Collaboration
- Critical Thinking
- Professional Ethics
- Reflective Teaching and Learning
- Life-Long Learning

➤ **Reflection/Reading Responses**

20 points

To engage in the meaningful class discussions this course requires, it is crucial that you think about what happened in each prior class, as well as read and analyze the material before the next class. To focus your thinking, aid you in remembering the content, and assist you with meaningful class participation, you will be asked to complete an on-line reflection responding to the previous class content, or one or more of the “To Think About” questions posed at the end of each chapter (beginning with Chapter 3) of 100-150 words. You will post each of your Reading Responses online before the assigned class session and bring a hardcopy to class.

➤ **Personal Identity Reflection**

20 points

By researching and studying one’s relationship to ten categories of typical identity in U.S. society, we gain an appreciation about ourselves as individuals and our many similarities and differences. In this assignment you will write 250-300 words for each category about yourself in terms of race/ethnicity, gender, religion, sexual orientation, socioeconomic status, age, ability, gender identity, language and one other category of your choice. You will be given the chance to reflect on your own experiences in terms of your social context, your family background, and other factors determined by your own circumstances and upbringing and rank them according to personal importance. Be prepared to discuss your assignment and share your ideas with your peers during upcoming class sessions. More detailed directions will be given in class.

➤ **Group Reading Facilitation**

10 points

In a small group, you will actively engage your fellow classmates in a 20-30 minute exercise regarding a chapter from the text book *Affirming Diversity*. This exercise should provide your peers with an interactive and highly engaging way to promote critical thinking, varied perspectives, and the connections between the text to the current context represented in your group's assigned chapter. Each group will also share additional resources found related to the chapter as well as a 1 page chapter summary. More detailed directions will be given in class.

➤ **School Diversity Assessment**

20 points

Working in a small group, you will provide a research-based assessment of three or more schools of varying grade-levels from the same district. This assessment will be a comparison of academic achievement, staff characteristics, community resources, and parental involvement/outreach programs at the sites. Your final project may take the form of a PowerPoint, movie, poster, or some other type of creative way to present the information during our final poster presentation. More detailed directions and examples will be given in class.

➤ **Final Reflection**

15 points

You will write a short 250-300 word reflection as a culminating activity for this course. This is your opportunity to examine your own learning. You will select *the most important learning* you have acquired during the course. Describe: (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 behaviors as a teacher. You will post your final reflections online no later than 5:15pm Monday, May 9, 2011. More information will be discussed during class.

** With thanks and gratitude to Mae Chaplin, Edwina Welch and all previous instructors of EDUC 364 for their insight, published syllabi and commitment to this work