

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

EDUC 602 Schooling in a Multicultural Society Spring 2009

CRN 10265

Tuesdays: 5:30 – 8:15pm / UH 440

Professor:	Carol Van Vooren, Ed.D.
Phone:	(760) 331-5599
E-Mail:	cvanvoor@csusm.edu
Office:	410 University Hall
Office Hours:	By appointment only

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

This course focuses on 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.

Course Objectives

The purposes of this course are fourfold:

- Expand and nuance students' knowledge about the diversity represented in today's schools and the communities in which we live;
- Provide a safe environment for reflection on, and discussion of, the complex ways in which pluralism is a part of educational contexts;
- Prepare educators to provide equitable educational opportunities to all students;
- Provide support to all students who represent national, state, and regional diversity.

This course has an on-line component. The following class sessions will take place on-line in WebCT: February 17, March 10, April 7 and April 21.

The class will meet at Jefferson Elementary School in Carlsbad Feb. 3.

This course is aligned to the following standard for the California Teachers of English Learners (CTEL) Certificate Program:

Standard 9: Culture and Cultural Diversity and Their Relationship to Academic Achievement

The program develops both broad and deep understanding of contemporary and historical concepts, issues, and perspectives related to culture and cultural diversity in California and the United States. The coursework addresses concepts and definitions of culture, including universal features of cultures (e.g., ethnocentrism, acculturation, cultural pluralism and congruence, intragroup and intergroup differences, impact of geography on cultural forms and practices). The coursework requires candidates to explore how cross-cultural contact and acculturation are affected by issues of power and status, psychological and social-emotional issues, and by social and economic factors. The program requires candidates to develop an understanding of major demographic trends related to linguistic and cultural diversity, as well as current trends and features of migration and immigration in California and in the United States. The coursework teaches candidates to develop conceptual understanding and requires them to demonstrate applied knowledge of cultural similarities and differences in communication styles, strategies for fostering positive crosscultural interactions among culturally diverse students, and challenges involved in cultural contact. The coursework also requires candidates to analyze how this knowledge can be directly applied to instruction of English Learners in order to support student development and learning.

Standard 10: Culturally Inclusive Instruction

The program provides candidates with conceptual understanding of culturally inclusive instruction and the important role that culture plays in school and classroom settings, and teaches candidates strategies on how to acquire in-depth knowledge of English learners' home cultures and cultural experiences. The program requires candidates to examine their own cultural beliefs, attitudes, and assumptions and how this assumptions impact student learning and achievement. The coursework has candidates demonstrate how to apply this knowledge to create culturally inclusive learning environments in the classroom and school (e.g., setting high expectations for all students, having high levels of respect for cultural and linguistic diversity). The program teaches candidates how to apply culturally responsive practices that involve families and the community in decision-making processes and in students' learning. The program requires candidates to demonstrate understanding of the features, goals, and outcomes of different approaches to multicultural curriculum and how to implement strategies that reflect an inclusive approach with regard to students cultural and language backgrounds. Candidates are taught how to apply knowledge of culturally influenced learning styles and to apply knowledge of English learners' cultural backgrounds and experiences to instructional planning and implementation.

GENERAL CONSIDERATIONS

Outcomes and Standards

The context for, and scope of this course is aligned with standards for the California Teachers of English Learners (CTEL) which leads to CLAD certification, 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).

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This 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.

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 an 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.

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. Kelly, Associate Dean.

Writing

Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

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).*

COURSE REQUIREMENTS

NOTE: I RESERVE THE RIGHT TO CHANGE, ADD TO, OR DELETE ANY MATERIAL OR ASSIGNMENT FROM THE COURSE.

This course is structured as a graduate-level seminar. The success of a seminar is dependent upon each and every participant being prepared. My role will be to “facilitate” and to intervene as necessary to prompt a topic. I do not intend to lecture each week, or to be the focus of the

class. You will work to develop your **knowledge base** through the readings, discussions and presentations.

Required Texts

Reksten, Linda (2009). Sustaining Extraordinary Student Achievement. Thousand Oaks, Ca: Corwin Press. ISBN 978-1-4129-1753-7

Ooka Pang, V. (2005). Multicultural Education: A Caring-Centered, Reflective Approach. Second Edition. Boston, MA: McGraw Hill. ISBN 0-07-282788-2

Nieto, Sonia (2003). What Keeps Teachers Going? New York, N.Y.: Teachers College Press ISBN 0-8-77-4311-9

Grading Policy

All assignments are due on the dates indicated below. Assignments turned in late will not receive full credit. Please manage your time and plan accordingly. Assignments must be typewritten, double-spaced and with standard margins unless completed in class. It is expected that all assignments will reflect university level composition.

The following grading scale will be used:

92 – 100	A;	82 – 87	B;
90 – 91	A-;	80 – 81	B-
88 - 89	B+;	79-below	Failing

DESCRIPTION OF ASSIGNMENTS

- 1. Attendance and Class Participation 10 points**
You are expected to attend all class sessions and participate actively in discussions and activities both on-line and in-class. In order to do so, you are expected to complete all required readings by the assigned date. ***Missing more than one class, in person or on-line will result in a lower grade.*** Being consistently late and/or leaving class early can also lower your grade. These measures should be viewed as taking appropriate individual responsibility for one’s own learning in a democratic, collaborative and reciprocal-learning environment.
- 2. Discussion Leader 10 points**
Individually or in pairs, students will lead a class discussion on assigned readings, choosing the aspects they wish to highlight in the readings for the discussion. ***Each student or pair of students will turn in written questions they will use to lead their discussion.*** Students may be asked to be discussion leaders multiple times during the semester (approximately 20 minutes).
DUE: Throughout the course
- 3. “Hot Topics” in Education 10 points**
Individually or In pairs, students will have the opportunity to present a “hot topic” in the area of multicultural education / social justice and equity of their choosing to the class. You might consider a hot topic that is going on at your school site (for example, the achievement gap) and look at what is being said about this topic from multiple

perspectives. Information provided in your presentation may help class members clarify the direction of their annotated bibliography or impact their social justice action plans.

You can find ideas for hot topics on the following websites:

San Diego Union Tribune
www.signonsandiego.com

Education Week
www.edweek.com

North County Times
www.nctimes.com

California Department of Education
www.cde.ca.gov

Rethinking Schools
www.rethinkingschools.com

Teaching Tolerance
www.tolerance.org

DUE: On WebCT – March 17 (Session #9) and March 24 (Session #10)

4. ELD Literacy Intervention Plan **20 Points**

The purpose for this assignment 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 who are culturally and linguistically diverse.

Components of the project

Population: Select a group of ethnically and linguistically diverse students in a grade level who have attended your school for at least three years. Do a review of their school history and success or lack of success.

Data collection: Consider the following:

- What do you know about the students' cultural and language backgrounds? Are there any social, economic and/or political factors you can identify that may impact the students' instruction?
- Testing process when the students 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 students placed? What kinds of classrooms?
- Services received: What kind of services did the students receive? Were any referred to Special Education? Why? Are any in the SST process? Why? How many have been placed in special education?
- Re-classification: Were the students ever re-classified? What process was followed and is typically followed in your district?
- Look at the grades the students received over three years and look for patterns in terms of achievement. Match the history of each student with his/her present achievement. Are there differences? What growth occurred? Have their CELDT scores increased? Plateaued?
- Analyze the data that you have collected and discuss how these students have progressed through the system.
- Factors of retention: Were these students retained? How many? Why?

Written Assignment:

Develop a literacy (listening, speaking, reading and writing) plan for these students.

Your literacy plan should include the following information:

1. A description of the students including the data you collected about their cultural and language backgrounds, their families, their testing, their placements, etc.
2. A literacy plan based on the data you collected. What would you do to ensure equal access to grade level curriculum for these children? How will the state adopted materials be used to support academic growth? What additional support do these students need? How will you ensure that will happen? What support and accountability will be necessary to ensure equal access and success?
3. A description of how you will communicate your literacy plan to the students' families.
4. A reflection of what you learned about yourself (cultural beliefs, attitudes and assumptions) while developing your literacy plan in regards to the English learners and their families.

Successful completion of this assignment fulfills CTEL requirements for Standards 9 and 10. Students must post this assignment to their CTEL Portfolio as evidence they have met these standards.

This assignment fulfills the requirement for the "Add On" Level I Mild/Moderate and Moderate/Severe Education Specialist Credential for candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorize the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English.

This assignment fulfills the requirements for Literacy masters students in who are taking EDUC 602 in lieu of EDUC 627.

DUE: March 3– Session #7

5. **Multicultural Resources / Annotated Bibliographies** **20 points**
Each student will collect **3-4 peer-reviewed (minimum) multicultural resources** related to your area of emphasis. The multicultural resources you collect can be used as a basis for your thesis or project, or can focus on a specified topic which you can use in your classrooms, schools, and communities. Students will write an annotated bibliography for each resource using APA-style reference format which includes:
- A brief description of the study
 - Participants, setting and procedures of the study
 - Methods used to collect data
 - Results of the study
 - Your analysis of the study

Each student will share his/her annotations with everyone in the class - a hardcopy for a gallery walk presentation, and electronically through WebCT.

DUE: April 21 – Session #13

6. **Critical Pedagogy/Social Justice Action Plan** **30 Points**

Your final project is to develop an individual professional action that specifically addresses your new understandings of critical pedagogy in relation to schooling in a multicultural society. Hopefully our readings of critical pedagogy will bring to the table new questions and concerns about your classroom, your students, your school, your district, or your overall professional work. Based on these questions, develop a specific action plan that you could enact in your professional role. Our discussions throughout the semester should help you identify issues about your classroom, your students, your school, your district, the community and/or your overall professional work. Based on the issue you “name,” you will develop a specific action plan that you can enact as a professional educator working towards social justice and equity.

Your final paper will consist of a 3-4 page paper discussing the issue you have identified (to name), your thoughts, research, discussion on the issue (to reflect critically) and a detailed description of your action plan (to act). You will present your action plans during the last class session.

DUE: May 5 – Session #15

WEEKLY READINGS / TOPICS

NOTE: Assigned readings MUST be brought to ALL class sessions.

Session #1: January 20 Multicultural Education and Identity Exploration

Introductions / Syllabus Overview
Conceptions / Misconceptions of Culture and Multicultural Education
Identity Exploration

Please download the syllabus from the COE Website

Due next class: Ooka Pang: Chapters 1-2 / Chapters 3-4

Session #2: January 27 Multicultural Education and Identity Exploration

Discussion of the Readings

In class assignment:

Data Café: Who Are Our Students? – Class participants analyze state, county, and local district English learner program data (i.e., SDAIE vs. ELD) to understand service options for English learners and knowledge of first and second language acquisition and how language literacy connects to second language.

Review of state and federal laws related to English learners, including students eligible for special education

Due next class: Reksten: Chapters 1 and 4

Sessions #3: February 3 Multicultural Education School Site Visit

Discussion of inquiry based instruction and the International Baccalaureate program
Classroom observations of global curriculum
Reflection of student funds of knowledge

Due next class: Ooka Pang: Chapters 5-6

Sessions #4: February 10 Exploring Biases / The Challenge of Change

Discussion of the Readings
Exploring Our Own Biases
White Privilege
Prejudices and Stereotypes

Due next class: Ooka Pang: Chapters 7-8 / Chapters 9-10

Sessions #5: February 17 The Challenge of Change / What Can I Do? (WebCT)

Discussion of the Readings – Web CT Session
Hidden Curriculum
School Cultures

Due next class: Ooka Pang: Chapters 11-12
 Reksten Chapters 2,3
 Ideas for Critical Pedagogy / Social Justice Action Plans
 Draft of Literacy Intervention Plan

Sessions #6: February 24 Caring Centered Multicultural Education

Discussion of the Readings
Caring-Centered Multicultural Education
Social Justice Action Plan Discussions
Literacy Intervention Plan Drafts for Peer Review

Due next class: ELD Literacy Intervention Plan

Sessions #7: March 3 Critical Pedagogy

Discussion of the Readings
Critical Pedagogy
A Framework for Social Justice
Teaching as a Political Act
Literacy Intervention Plan Presentations

Due next class: Reksten: Chapters 5,6

Sessions #8: March 10 Critical Pedagogy (Web CT)

Teaching English Learners
ELD Literacy Intervention Plan Presentations
Social Justice Action Plan Discussions

Due next class: Hot Topics in Education (Group #1)

Sessions #9: March 17 Critical Pedagogy

Presentation and Discussion of Hot Topics in Education (Group #1)

Due next class: Hot Topics in Education (Group #2)

Sessions #10: March 24 Critical Pedagogy

Presentation and Discussion of Hot Topics in Education (Group #2)

Due next class (April 7): Nieto: Chapters 1-2

CSUSM SPRING BREAK: March 30 – April 4, 2009

Session #11: April 7 Teaching for Social Justice / Educational Equity (Web CT)

Discussion of the Readings
Culturally Relevant Curriculum

Due next class: Nieto: Chapters 3-4
Drafts of Critical Pedagogy / Social Justice Action Plans

Session #12: April 14 Teaching for Social Justice / Educational Equity

Annotated Bibliography Presentations
Discussion of Critical Pedagogy / Social Justice Action Plans

Due next class: Nieto: Chapters 5-6
Annotated Bibliographies (hardcopy and posted to WebCT)

Session #13: April 21 Teaching For Social Justice / Educational Equity (WebCT)

On-line Discussion of the Readings

Due next class: Nieto: Chapters 7, 8- 9
Drafts of Critical Pedagogy / Social Justice Action Plans

Session #14: April 28 Teaching For Social Justice / What Are Others Doing?

Discussion of the Readings
Exploring Who We Are As Teachers
How to Teach for Social Justice
Effective Teacher Practices
Equal is not the same
What Keeps Teachers Going?

Due final class: Critical Pedagogy / Social Justice Action Plans

Session #15: May 5 Social Justice Action Plans

Critical Pedagogy / Social Justice Action Plan Presentations
Course Evaluations