



The Role of Cultural Diversity in Schooling

EDUC 364, 22010

UNV 442 M&W 8:30-9:45 am Spring 2008 (16 weeks)

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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:

- developing competencies in TPE 15: Social Justice and Equity
- understanding of various concepts of culture and cultural contact, and their applicability to learning and teaching
- understanding of cultural diversity in the United States and California
- general familiarity with cultural responsive pedagogy
- understanding of gay, lesbian, bisexual and transgender students, teachers and families

Required Texts

Nieto, S. (2008). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Fifth Edition. Boston, MA: Pearson Education, Inc. ISBN-10: 0-205-52982-8

Spring, J. (2007). *Deculturalization and The Struggle for Equality*. Fifth Edition. New York: The McGraw Hill Companies, Inc. ISBN-10: 0-07-313177-6

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 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.

COURSE REQUIREMENTS

Assignments / Due Dates / Points Possible

Note: The following is a concise explanation of tentative assignments for this course. If there is a strong possibility that the instructor needs to modify some of these assignments to meet the needs of the class, all students will be kept aware of any changes well in advance of any due date.

1. Profession Disposition: Attendance, Punctuality, & Class Participation 10 points

The purpose is for students to be well prepared for course sessions and participate in activities and assignments. These Personal Disposition points are awarded at the instructor's discretion. At a minimum, students must attend more than 80% of class time, or s/he **may not receive a passing grade** for the course. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. **Notification of absence does *not* warrant an excuse.**

1. Missing more than one class meeting will result in the reduction of one letter grade.
2. Arriving late/leaving early on more than 2 occasions will be equivalent to an absence.
3. Serious illness and emergency situations will be considered on a case-by-case basis for extenuating circumstances.
4. Student may negotiate to make up one absence.

Because this course is a prerequisite to professional certification in the COE, students are expected to demonstrate behavior consistent with a professional career and adhere to attendance policy.

2. Personal History of Otherness

24 points

By researching and studying one's relationship to the eight categories of typical "otherness" in U.S. society, it is possible for us to gain an appreciation about ourselves as individuals and our many similarities and differences. In this assignment you are to write one page for each category about your relationship to "otherness" in terms of race, gender, religion, sexual orientation, socioeconomic status, age, physical or mental ability, and language. Reflect on your own experiences in terms of your social context, your family background, and other factors determined by your own circumstances and upbringing. Rank the eight categories from most important to least important in regards to who you are as an individual. Be prepared to discuss your assignment within a larger class dialogue. More detailed directions and rubric for grading assignment will be given in class.

DUE
DUE

Completed Draft with half page for all sections;
Final Copy – one page for all sections

3. Weekly Reflection Journal

20 points

In order to have the type of class discussions that this course requires, it is crucial that students read the material before class. In order to receive participation points for the week, students must bring their reading journals with a synthesis of key points of the week's reading with the following criteria: a) respond to a question from the "To Think About" section at end of each chapter b) write your personal thoughts on one of the featured case studies and connect your experiences/perspectives to the student's situation, and c) write one or two questions/comments that the week's readings/films prompt you to ask after reflecting on the material. Be prepared to discuss your journal and weekly readings at the beginning of the class in which the reading is due. Journals will be collected by the instructor. The journals will be used to allow you to reflect on your learning at the end of the course. Journal format: 1 page typed, double-spaced with all 3 sections included.

Journal entries due: Every Monday (2 points each);

late journals (1 point, only if completed by the following class meeting)

4. Group Reading Facilitation (Spring Textbook)

12 points

In small groups, students will lead a 20-30 minute discussion of a chapter from the Spring book. This discussion should promote critical thinking, varied perspectives and an attempt to connect the past to the present in our schools. Students will share additional resources found related to the chapter. Group provides a 1 page summary of the chapter highlights to the class. More detailed directions and rubric for grading assignment will be given in class.

DUE: (various dates - depending on the day your group facilitates the chapter)

5. School Diversity Assessment

24 points

In small groups, students will provide a research-based assessment of three or more schools from the same district and grade span. This will be a comparison of academic achievement, qualified staff, community resources, and parental involvement at the sites. The final project could be a PowerPoint, movie, poster, or some other type of creative way to present the information. More detailed directions, examples, and rubric for grading assignment will be given in class.

DUE: (various dates - depending on the day your group presents the project to the class)

6. My Diversity Action Plan (Class final)

10 points

As a way to synthesize all of the information that has been learned in the semester, students will create a personal diversity action plan that will discuss how each future teacher will personally address the achievement gap and promote learning for all students. Plans will be shared in class, if time permits. More detailed directions and rubric for grading assignment will be given in class.

DUE: May 5th - Last day of class!

Grading Standards

All assignments are due on the dates indicated below. **Assignments turned in late will not receive full credit.** They must be typewritten, and should reflect university level composition.

The following grading scale will be used:

93 – 100	A	<u>77 – 79</u>	C+
90 – 92	A-	73 – 76	C
87 – 89	B+	70 – 72	C-
83 – 86	B	60 – 69	D
80 – 82	B-	59 – below	F

Note: *Students taking EDUC 364 as a prerequisite for teacher credential and graduate programs are reminded that the **College of Education requires completion of this course with a grade of C+ or higher.***

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. The Personal History of Otherness should fulfill this requirement for the course. Writing will include content that is focused and cohesive, as well as free of grammatical, spelling, punctuation, and capitalization errors. The Writing Center provides tutoring for students at all stages of the writing process. The center also offers computers and resources on writing. Please, contact the center at KEL 1103 or at (760) 750-4168, www.csusm.edu/writing_center.

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.

GENERAL CONSIDERATIONS

Use class time effectively

Interact professionally and collaborate responsibly with your colleagues

Teacher education is a professional preparation program and students will be expected to adhere to standards of dependability, respect, academic honesty, and writing achievement. Please maintain a safe environment for discussion and learning. Students can express their varying viewpoints and still maintain respect for all voices. Take appropriate individual responsibility for your own learning in a democratic, collaborative, and reciprocal-learning environment. *Refrain from using laptops and other electronic devices for personal use during class.* The use of computers is strictly for our class purposes and when deemed appropriate.

TENTATIVE WEEKLY READINGS / ACTIVITIES

As I like to take advantage of the strengths and challenges that each individual class may have, there may be revisions on how the readings will progress. I will keep everyone well-informed of any changes of dates, additional articles, or deletions.

Date	Topic	Readings & Assignments Due
Week 1 1/23	<ul style="list-style-type: none">• Introductions / Syllabus Overview• Journal Formats & Discussions• Conceptions/Misconceptions of Culture• Sociopolitical Context of MC Education• Cultural Issues in Education and Society• Cultural Terms• Assignment Introduction: <i>Personal History of Otherness</i> (Complexity of Identity)	Bring copy of syllabus <u>Nieto:</u> Ch 1 (Sociopolitical) <u>Nieto:</u> Ch 2 (Terminology) <u>Tatum:</u> "The Complexity of Identity"
Week 2 1/28&1/30	<ul style="list-style-type: none">• MC Ed. & School Reform• Movie: Shadow of Hate (History of Racism and Discrimination in US)	<u>Nieto:</u> Ch 3 (School Reform) Due: Reading journal
Week 3 2/4&2/6	<ul style="list-style-type: none">• Personal History of Otherness Activity• Assignment Introduction & create groups: <i>Group Reading Facilitation (Spring Textbook)</i>• Framework for MC Ed.• Racism, Discrimination, Expectation of Students' Achievement	<u>Nieto:</u> Ch 4 (Discrimination) Due: Reading journal Due: DRAFT for Personal History of Otherness
Week 4 2/11&2/13	<ul style="list-style-type: none">• Spring text groups meet in class• Curriculum, Pedagogy, & Climate	<u>Spring:</u> Read your group's chapter <u>Nieto:</u> Ch 5 (School Structure/Org) Due: Reading journal

Week 5 2/18&2/20	<ul style="list-style-type: none"> • <u>Spring Text Facilitation</u>: Chapters 1 & 2 • Influence of Culture on Learning • Culturally Relevant Teaching • Assignment Introduction: <i>School Diversity Assessment Project</i> 	<p><u>Nieto</u>: Ch 6 (Cultural Identity) Due: Reading journal</p> <p><u>Spring</u>: Ch 1 (Anglo-Am.) & Ch 2 (Nat. Am.) Due: 1 page summary for Spring chapter, if your group facilitates.</p>
Week 6 2/25&2/27	<ul style="list-style-type: none"> • <u>Spring Text Facilitation</u>: Chapters 3 & 4 • Linguistic Diversity in US Classrooms • Second Language Acquisition Theories • Groups & Topics Decided for School Diversity Project - <u>groups meet</u> 	<p><u>Nieto</u>: Ch 7 (ELLs) Due: Reading journal</p> <p><u>Spring</u>: Ch 3 (African Am.) & Ch 4 (Asian Am.) Due: 1 page summary for Spring chapter, if your group facilitates.</p>
Week 7 3/3&3/5	<ul style="list-style-type: none"> • <u>Spring Text Facilitation</u>: Chapters 5 & 6 • Factors Affecting Academic Achievement for Students of Color • The Immigrant Experience • School Diversity Project - <u>groups meet</u> 	<p><u>Nieto</u>: Ch 8 (School Achievement) Due: Reading journal</p> <p><u>Spring</u>: Ch 5 (Hispanic Am.) & Ch 6 (Civil Rights) Due: 1 page summary for Spring chapter, if your group facilitates.</p>
Week 8 3/10&3/12	<ul style="list-style-type: none"> • Computer Lab (TBA): Continue research & data collection for School Diversity Assessment Project 	Due: Data tables for your project due after lab session
Week 9 3/17&3/19	<ul style="list-style-type: none"> • Assignment Introduction: My Diversity Action Plan (Final for class) • School Diversity Project - groups meet • Learning from Students • Families & Communities 	<p><u>Nieto</u>: Ch 9 (Identity & Learning) Due: Reading journal</p> <p>Due Final Copy: Personal History of Otherness</p>
Week 10 3/24&3/26	<ul style="list-style-type: none"> • <u>Presentation: School Diversity Project</u> • Gender Biases • Schooling Experiences of Lesbian, Gay, Bisexual and Transgender Youth • Movie: LGBT Youth & Families 	<p><u>Nieto</u>: Ch 10 (Adapt Curriculum) Due: Reading journal</p> <p><u>Elsbree & Halcón</u>: “50 Ways to Call Your Lover” Due: School Diversity Project, if your group presents today.</p>
Week 11 4/7&4/9	<ul style="list-style-type: none"> • <u>Presentation: School Diversity Project</u> • Multicultural Education in Practice • Movie & discussion: <i>We Speak America</i> 	<p><u>Nieto</u>: Ch 11 (Affirming Diversity) Due: Reading journal</p> <p>Due: School Diversity Project, if your group presents today.</p>
Week 12 4/14&4/16	<ul style="list-style-type: none"> • <u>Presentations: School Diversity Project</u> • Creating Equitable Learning Environments 	<p><u>Ladson-Billings</u>: “Culturally Relevant Teaching” Due: School Diversity Project, if your group presents today.</p>
Week 13 4/21&4/23	<ul style="list-style-type: none"> • <u>Presentations: School Diversity Project</u> • Movie & discussion: <i>So They May Speak</i> 	Due: School Diversity Project, if your group presents today.
Week 14 4/28&30	<ul style="list-style-type: none"> • <u>Presentations: School Diversity Project</u> • Be prepared to share your Diversity 	Due: School Diversity Project, if your group presents today.
Week 15 5/5&5/7	<ul style="list-style-type: none"> • Action Plan – Final for class • Course Evaluations 	Due: My Diversity Action Plans

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	III. Cultural Contact
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA
		A. Historical perspectives
		B. Demography
		C. Migration and immigration