

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDUC 364: The Role of Cultural Diversity in Schooling
Spring 2008
CRN #21663

Professor: Dr. Carol Van Vooren
Phone: (760) 331-5599
E-Mail: coolman@sdcoe.net
Office: UH 415
Office Hours: by appointment only
Meeting Day / room / time: UH 442, Mondays from 5:30-8:15 p.m.

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, 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:

- TPE 15
- various concepts of culture and their applicability to learning, teaching, curricular development and educational reform;
- the historical and contemporary contexts for multicultural and bilingual education;
- general familiarity with (exposure level) various instructional methods and materials appropriate for use in multicultural and multilingual educational settings;
- the ability to interpret, analyze and synthesize complex information;
- university-level competence in oral and written communication; information literacy, and use of technology and;
- issues surrounding gay, lesbian, bisexual and transgender students, teachers and families.

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. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (Adopted by the COE Governance Community, December, 1997).

Authorization to Teach English Learners

The credential program at CSUSM has been specifically designed to prepare teachers for the diversity of languages and cultures 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. 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

Standards Alignment

The course objectives, assignments, and assessments have been aligned with the CCTC standards for the Multiple and Single Subject(s) Credential. The following standards are addressed in this class:

- Standard 3: Relationships between theory and practice
- Standard 4: Pedagogical thought and reflective practice
- Standard 5: Equity, diversity, and access to the core curriculum
- Standard 10: Preparation for learning to create a supportive, healthy environment for student learning
- Standard 11: Preparation to use educational ideas and research
- Standard 12: Profession perspectives toward student learning and the teaching profession
- Standard 13: Preparation to teach English Learners

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 needs. 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.

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.

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.

COURSE REQUIREMENTS

Required Texts

Spring, Joel. Deculturalization and the Struggle for Equality, 5th edition. McGraw Hill, 2007.

Banks, James and Cherry Banks. Multicultural Education: Issues and Perspectives, 6th edition. Wiley, 2007.

Villaseñor, Victor. Burro Genius. HarperCollins Pub., 2004.

Fong, Timothy. The Contemporary Asian American Experience. Prentice Hall, 2002.

Recommended Text

Marable, Manning and Leith Mullings, eds. Let Nobody Turn Us Around: Voices of Resistance, Reform, and Renewal. Rowman and Littlefield, 2003.

ASSIGNMENTS / DUE DATES / POINTS POSSIBLE

Personal History	15 points, due week 3
Family Background Assignment	15 points, due week 6
Journal	15 points, due week 7 & 14
Final Presentation	30 points, due week 14-15
Outcome Assessment	15 points, due week 15
Attendance and Participation	10 points, assessed the final week

Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit.

Grading Standards

A	90+
B	80+
C+	77+

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

Writing

In keeping with the All-University Writing Requirement, all three unit courses must have a writing component of at least 2,500 words (approx. 10 pages) which can be administered in a variety of ways. This course meets this requirement with the research paper assignment.

Assignments

Personal History: Examining your own culture (15 points)

Using at least 3 examples of cultural characteristics defined in the first class, write a narrative essay about your cultural characteristics. This will include the experiences that have shaped your views of race, culture, and issues of diversity. Reflect on your own experiences in terms of your cultural reference, your family background, and other factors determined by your own circumstances and upbringing. Include how you believe these qualities will help you as a teacher when relating to your future students. To the extent possible, relate your experiences to the readings, class discussions and activities. Approximately 3 typed pages.

Family Background Assignment: (15 points)

By researching and studying one's own background it is possible to gain an appreciation about ways in which we share many similarities and differences. In this assignment you are to construct a family 'tree' that includes as much information as you can gather about three generations of your family background including religious affiliation, ethnicity, culture, language(s), country of origin, education/occupation and any other information you think is of interest and value. The format you use to illustrate the information is up to you. It can be as formal as genealogical tree or informal as a narrative. A particularly useful tool may be the downloadable software *Inspiration*. The depth of this report is somewhat limited by time constraints, personal resources and any family information you may have collected prior to this assignment.

Journal (15 points)

Each week you will write a half page to a page responding to a reflection topic posed by the professor. You will keep these in a binder and present them to the professor for review at the end of week 7 and week 14.

Final Presentation (30 points)

Written Paper (15 points)

In heterogeneous groups of 3-5 students, you will develop a research paper on a multicultural topic related to the course content, which you will formally present to the class. Your research should include at least 3 sources from the ERIC database, at least 3 sources from the Internet, at least 3 print media sources, and at least one of the texts used in class. References must be exclusive of one another. The group's paper will include:

1. a cover page listing the title, a 2-3 paragraph/200 word abstract, full names of all group members
2. a 10 page narrative that describes the issue, including its historical context,
3. a description of why the issues is significant in the field of education,
4. your position on the issue and why you have taken that position,
5. a defense (rationale) for taking the position with appropriate references,
6. a conclusion regarding the issue, with recommendations for action,
7. an annotated bibliography of all references consulted, and
8. attachments, such as your visual aids for the presentation, graphic organizers, or any supplementary material developed to enhance student learning.

Oral Presentation (15 points)

Your group presentation will be approximately 20 minutes in length. Your group will present a synopsis of your issue, accompanied by appropriate visual, aural and or tactile aides. The mode of presentation may include skits, simulations, debate, Socratic dialogue, or some other form of multi-modal presentation. You are cautioned NOT to read from the text of your paper. In addition to the 20 minute presentation, you will plan to respond to questions for no more than 10 minutes. Therefore, your group should be prepared to be "on" for 1/2 hour. It is a group responsibility to practice and time the presentation and Q & A session. At the time of your presentation, you will provide each classmate and the professor with your abstract.

Possible Topics for Group Research Paper

- 1) What is Prop 227, and how does it affect learning in schools today?
- 2) Working with the parents of diverse children.
- 3) Should we educate the children of undocumented workers? Why or why not?
- 4) Gangs in schools
- 5) Brown vs. Board of Education, Lau vs. Nichols: a history and current implications
- 6) What are current educational issues related to gender and sexuality?
- 7) How have school districts handled violence and implemented intercultural conflict education?

Outcome Assessment (15 points)

This is your opportunity to examine your own learning. You will select the most important learning 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 behaviors as a teacher.

Weekly Topics

Date	Week	Location	Topic	Assignment	Submit work
Jan 28	1	CSUSM	Intro to class, intro to culture	Banks, Chap 2	
Feb 4	2	CSUSM	No Child Left Behind and the Achievement Gap	Villaseñor, Chap 1-3	
Feb 11	3	CSUSM	The History of Native Americans in schools	Spring, Chap 2	Personal culture
Feb 18	4	CSUSM	The History of African Americans in schools	Spring, Chap 3 Marable readings	
Feb 25	5	CSUSM	The History of Asian Americans in schools	Fong, Chap 1, 3, & 7	
March 3	6	Jefferson	The History of Mexican Amer. in schools	Spring, Chap 5	Family background/tree Group project proposal Journal
Mar 10	7	CSUSM	Cultural proficiency and schools	Villaseñor, Chap 4-11	
Mar 17	8	CSUSM	Social class and education	Banks, Chap 4	
Mar 24	9	CSUSM	Gifted students and schooling	Banks, Chap 15	
Mar 31	10	Web CT	Day of the Dead celebrations		
April 14	11	Web CT	Disabilities and other special needs	Banks, Chap 13, 14	
April 21	12	CSUSM	English learners, bilingual policy	Villaseñor, Chap 12-21	
April 28	13	CSUSM	Sexuality and gender issues	Banks, Chapter 6	
May 5	14	CSUSM	Group presentations		Final reports Journal due Final reports
May 12	15	CSUSM	Group presentations		Outcome assessment

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