

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDUC 602 Schooling in a Multicultural Society Summer 2008

CRN: 30112

Monday and Wednesday Evenings 5:30-10:00

THIS CLASS IS A HYBRID WEBCT COURSE

UH 442

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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

This course is a hybrid on-line class. Time management is crucial to your success. In this course we meet face-to-face and in person 4 times (6/2; 6/11; 6/18; & 7/2). Six (6) class meetings (6/4; 6/9; 6/16; 6/23; 6/25, & 6/30) will take place on-line in a variety of WebCT formats (e.g., Discussion Boards, WebCT Mail, Presentations). The last class will be on July 2nd. Attendance is mandatory face-to-face as well as on-line. Please make sure you are able to work on-line for the designated class sessions. Please check your computer capabilities in terms of ability to run WebCT from your home or the location from which you will be working.

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 is aligned to the following standard for the California Teachers of English Learners (CTEL) Program leading to CLAD certification:

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

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).

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.

Students are approved for services through the Disabled Student Services Office (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.

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.

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*).

Please note, attendance for half of a class session is recorded as half credit.

What this means for our class

You are expected to attend all class sessions **IN PERSON AND ELECTRONIC** and participate actively in discussions and activities. In order to do so, you are expected to complete all required readings by the assigned date. **Missing more than one class session will result in the reduction of your grade.** Being consistently late and/or leaving class early can also lower your grade. These measures should not be considered punitive, as students are expected to establish appropriate personal, academic, and career-ladder priorities. Therefore, these measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

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.

COURSE REQUIREMENTS

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

Pang, V. (2001). *Multicultural Education: A Caring-Centered, Reflective Approach*, New York, NY: McGraw-Hill Higher Education. 2nd Edition (Excerpts provided by instructor)

Wink, J. (2000). *Critical Pedagogy: Notes From the Real World*. New York, NY: Addison-Wesley Longman. Third Edition

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:

93-100	A;	83 – 87	B;
90 – 92	A-;	80 – 82	B-
88 - 89	B+;	79-below	Failing

DESCRIPTION OF ASSIGNMENTS

Please note, I reserve the right to change, add to, or delete any material or assignment from the course.

1. Attendance, Disposition, and Class Participation (25 Points)

First is the expectation that you will attend all class sessions and participate actively in class activities, group and individual sharing, and discussions. Remember, if you miss three class sessions (or more), your grade will drop into the C range, and you will be invited to leave the class, based on the COE attendance policy.

2. History of Your own Identity Formation (5 Points)

The first major theme of our class is focused on identity formation. Our readings, activities, and class discussions will be designed to develop a better understanding of how one's identity is formed and how it shapes how we "read the world." In order to do this, you are being asked to complete a **one to two-page typed paper** exploring the history of your own identity formation. Things to consider: When was the first time you noticed you were different? Which identities have been most prominent in your life? Why? When? Which identities provide the most privilege? Which cause the most problems?

3. Three Week ELD School/Classroom Needs Assessment & Intervention (15 Points)

This assignment will enable you to take a closer look at your school and in particular your classroom assignment in such a way as to better apply the learning you will acquire in this course. Class members who are not currently working at a school site will receive a "school" from Dr. Santamaría. Please let know if you need a school as soon as possible.

The expectation for this assignment is that you will:

1. **Week one: June 9-13**---Visit the California Department of Education Website and retrieve the following information about your school. Use the link provided <http://dq.cde.ca.gov/dataquest/>
 - a. Your school's 2006 Academic Performance Index (API) Growth Report
 - b. The number of socioeconomically disadvantaged learners at your site
 - c. The number of English learners at your site
 - d. The number of students with disabilities at your site
 - e. The number of any other numerically significant subgroups at your school (for whom there are data provided---e.g.; Hispanic or Latino)

- f. Reflection---Please write up a 1 page report of your findings as *Appendix I* of your final report. **Submit this work on WebCT due Monday June 9 by 10PM.**
2. **Week two: June 16-20**---From this data, please determine three pieces of information:
 - a. What kinds of ELD services are offered at your site?
 - i. Are you involved in any of the provision of ELD services at your site?
 - ii. How so?
 - b. How many students receiving special education services are also socioeconomically disadvantaged, English learners, and represent numerically significant subgroups?
 - c. Are children who are socioeconomically disadvantaged, English learners, and represent numerically significant subgroups represented proportionately, underrepresented, or overrepresented in special education? **Submit your notes on WebCT due Monday June 16 by 10PM.**
 3. **Week two: June 23-27**---Find one research-based article about representation and proportionality of historically marginalized learners in special education.
 - a. Please summarize findings for number 2 above, (1 page) and archive the article retrieved and prepare as *Appendix II* of your final report. **Submit this work on WebCT due Wednesday June 25 by 10PM.**
 4. **Week three: June 30-July 2**---Write a two page analysis/ reflection of your findings about the students at your site framed by the information you have found in your research. **Submit this work on WebCT due Thursday July 3 by 10PM.**
 5. Finally, incorporate this data for your final assignment Critical Pedagogy/ Social Justice Action Plan due Monday July 2nd. Feel free to use as much of your two page analysis/ reflection described in point 4 in your final assignment as is applicable. Also, please include Appendices I and II mentioned above in your final report (Critical Pedagogy/ Social Justice Action Plan).

4. ON-LINE “Hot Topics” in Education (10 Points)

With a partner, you will randomly choose a pre-selected Hot Topic in education that connects to topics of our class. You might apply the Hot Topic to your school site (For example, the achievement gap) and briefly look at what is being said about this topic through different organizations. The intention of these presentations is to help our class see multicultural education from multiple vantage points. The information provided might help members of the class clarify the direction of their annotated bibliography, impact their social justice action plan, or help in providing direction for your MA theses.

Please consider what makes for an effective PPT presentation (interactivity, handouts, video clips, etc. etc.---Approximately 5-7 slides). You and your partner will need to turn in your notes and material on WebCT in the appropriate location on the day of your presentation.

For the sessions wherein Hot Topics will be presented, 3-4 pairs will present their Topics. Members of the community will provide feedback to the groups presenting.

Some possible resources:

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

5. Annotated Bibliographies (10 points)

Students will work individually to collect annotated bibliographies **centered on multicultural topics in education**. The annotated bibliography you collect should be from **peer reviewed journals** and can be used as a basis for your thesis or project, or can focus on a specified topic which you and your colleagues can use in your classrooms, schools, and communities. **Students will write an annotated bibliography for each resource using APA-style reference format, and including a brief summary.** **Each student** will collect 5-6 resources (minimum), and share his/her annotations with everyone in the class (either electronically or in hardcopy). Remember, an annotated bibliography is an answer to a general question that you have. In this case, this question should be **centered on multicultural education**.

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. Your *Three Week ELD School/Classroom Needs Assessment & Intervention* assignment was designed to dovetail nicely into this assignment and it is my hope that 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.

Your action plan will be broken up into several parts which make up the adult writing process. The brainstorm, draft, and 3-4 page final product-----**The 3-4 page final paper will discuss this action plan.** Our final sessions will consist of presentation of these action plans.

Summer 2008 EDUC 602 Scope & Sequence

Online Sessions	Face-to-Face Sessions
	<p>M June 2 THEME I: Identity Formation</p> <p>Re-Introduction to Multicultural Education and Course Format</p> <p>Who am I in the Context of Education? In Class Assignment:</p> <ul style="list-style-type: none"> • History of Identity Formation • Ooka-Pang Chapters 1-2
<p>W June 4 THEME II: What Can I Do?</p> <p>Addressing the Achievement Gap & Social Justice and Equity in our Classrooms</p> <p>PPT:</p> <ul style="list-style-type: none"> • Three Week ELD School/Classroom Needs Assessment & Intervention • Academic Scanning Technique • Ooka-Pang Chapters 2-4 	
<p>M June 9 PPT---Example of Social Justice Hot Topic Online Assignments:</p> <ul style="list-style-type: none"> • Three Week ELD School/Classroom Needs Assessment & Intervention (Appendix I due by 10PM on WebCT Assignments) • Social Justice Hot Topic Presentations (1) • Ooka-Pang Chapters 5-8 	
	<p>W June 11 THEME III: What are others doing?</p> <p>Ooka-Pang Chapters 9-10 What is critical pedagogy?</p> <p>In Class Assignment: Assignments Explained:</p> <ul style="list-style-type: none"> • Annotated Bibliography • Social Justice Action Plan

<p>M June 16 PPT---Annotated Bibliography Online Assignments:</p> <ul style="list-style-type: none"> • Three Week ELD School/Classroom Needs Assessment & Intervention (Appendix B due by 10PM) • Annotated Bibliography Work--- Collect articles • Social Justice Action Plan (Brainstorm) • Social Justice Hot Topic Presentations (2) • Wink Chapters 1-3 	
	<p>W June 18 How do we Read the World? Applied Critical Pedagogy</p> <p>In Class Assignment:</p> <ul style="list-style-type: none"> • Defining Critical Pedagogy <p>Annotated Bibliography Discussion/ Clarification</p> <ul style="list-style-type: none"> • Check-in on Three Week ELD School/Classroom Needs Assessment & Intervention • Wink Chapters 4-6
<p>M June 23 Online Assignments:</p> <ul style="list-style-type: none"> • Social Justice Action Plan (Draft) • Social Justice Hot Topic Presentations (3) <p>Due:</p> <ul style="list-style-type: none"> • Annotated Bibliography • Three Week ELD School/Classroom Needs Assessment & Intervention (Two Page analysis and reflection) • Wink 7-10 	
<p>W June 25 Online Assignments:</p> <ul style="list-style-type: none"> • Social Justice Hot Topic Presentations (4) • Online Work Session • Individual On-line “Conferencing” 	

<p>Due:</p> <ul style="list-style-type: none"> • 4 Week ELD Literacy Intervention (Written) 	
<p>M June 30 Social Justice Action Plan PPT Presentations</p>	
	<p>W July 2 Social Justice Action Plan Face-to-Face Presentations</p> <p>Due:</p> <ul style="list-style-type: none"> • Social Justice Action Plan (Final)
<p>Planning Notes:</p>	