

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDUC 602 Schooling in a Multicultural Society Spring 2007

CRN: 21133

Tuesday Evenings 5:30-8:15

THIS CLASS IS A HYBRID WEBCT COURSE

UH 460

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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 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.

This course is a hybrid on-line class. In this case we meet in person 6 times (1/23; 2/6; 3/6; 4/3; 5/1; and 5/8). All other class meetings take place on-line in a variety of WebCT formats (e.g., Discussion Boards, WebCT Mail, Presentations). 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.

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.

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.

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.

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

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

Recommended Texts

Nieto, S. (2003). *What Keeps Teachers Going?* New York, NY: Teachers College Press.

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. E-Reading Response Reflections (10 Points)

Due: 1/30; 2/13; 2/20; 2/27; 3/13; 3/20; 4/10; 4/17; 4/24

THIS IS AN ONLINE ACTIVITY. For selected readings, you will respond to material via online reading reflection prompts. The prompts will be available on WebCT Assignments and may consist of a quote, picture, or sound bite.

Your responses should explore your interactions with the text that you read. To plan for this interaction, I strongly suggest you take notes in the margins of your texts (or some other note taking system) as you read.

2. History of Your own Identity Formation (10 Points)

Due: February 6

The first major theme of our class is focused on identity formation. Our readings, activities, and class discussions are 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 **two-page 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? As a learning community, we will design a culturally relevant rubric for grading this work. *Our first class sessions will help facilitate this paper and an example will be provided.*

3. E- Discussion Leader (20 Points)

Due: 2/13; 2/20; 2/27; 3/13; 3/20; 4/10; 4/17; 4/24

THIS IS AN ONLINE ACTIVITY. Small groups of students will lead a class e-discussion on assigned readings, choosing the aspects they wish to highlight in the readings for the e-discussion.

An e-discussion takes place on-line in the format of a brief PPT presentation, followed by comments and questions presented by the e-audience (one question/ comment per each e-discussion). E-discussion leaders are responsible for replying to 1 question/ comment each. I will model this activity for you.

Your team will turn in written questions, lesson plan, or outline in addition to the PPT posted---used to lead the discussion.

4. “Hot Topics” in Education (20 Points)

Due: 2/6; 3/6; 4/3

With a partner, you will choose a hot topic in education that connects to topics of our class. You might consider a hot topic that is going on at 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 or impact their social justice action plan.

Please consider what makes for an effective presentation (interactivity, handouts, video clips, etc. etc.) (approximately 15 minutes). You and your partner will need to turn in your notes and material on WebCT in the appropriate location prior to your presentation.

For the three sessions wherein Hot Topics will be presented, 3-4 pairs will present their Topics. Members of the community will rank topics from most relevant to least relevant with supporting evidence. Presenters will be given 2 minutes each to persuade the group.

Grades will be distributed based on ranking: Most relevant= 10 pts; 2nd most relevant= 9 pts; 3^d most relevant = 8 pts; 4th= 7 pts.

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 (20 points)

Due: DRAFT 2/20----FINAL 3/6

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**.

*March 6th we will have thematic **Round Table Discussions** featuring these papers. Please plan to bring a hard copy of your work to class on that day.*

6. Critical Pedagogy/Social Justice Action Plan (20 Points)

Due: BRAINSTORM 3/6; DRAFT 3/13; PROPOSAL 4/3; FINAL 5/1

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.

Your action plan will be broken up into four parts which make up the adult writing process. The brainstorm, draft with peer review, a 2-3 page action plan **proposal** based on our discussions of critical pedagogy; and your final product-----a 2-3 page **final paper** discussing this action plan. Our final sessions will consist of presentation of these action plans.

WEEKLY READINGS / TOPICS/ Tentative Schedule

THEME ONE: Identity Formation

Jan. 23  (Face-to-face Class) Multicultural Education: Issues and Concepts

Please check your WebCT Mail for the syllabus or retrieve it from the COE Website.

1. Introductions
2. Nature of the class
3. Syllabus overview
 - a. Creating a rubric for History of Identity Formation
 - b. Explain Reading Response Reflections
 - c. Create partners for Hot Topics and assign dates
4. Community building
5. Key Concepts Reviewed

Jan. 30  (On-line Class) How our Identities Affect our Classroom Practice

Due Read Pang: 1-3

1. Check your WebCT account for class announcements at 5:30pm.
2. Respond to Reading Response Reflection and post by 6pm (in WebCT Assignments) to verify attendance.
 - a. *Is there 'room' for a Caring-Centered Teaching Approach in light of the current academic achievement gaps and NCLB pressures?*
3. Review PPT presentation (The World IS Flat) and respond to questions by posting work on the designated Discussion Board by 8:15pm.
4. Work on Hot Topics with partner or History of Identity Formation paper.
5. Read example of History of Identity Formation attached and use class created rubric to grade. Bring your evaluation to class for a brief discussion next week.

Feb. 6  Identity Molecules

Due Read Pang: 4-6

Due History of Identity Formation Papers, on WebCT Assignments

1. **Discuss Identity Papers**
2. **Explain E-Discussions**
3. **Introduce Social Justice Action Plan**
4. **Hot Topic Presentations and activity**
 - a. **HT Prof's Choice: Homophobia (PPT)/ reflections on Homophobia**
5. **Annotated Bibliography overview**

Feb. 13  **White Teachers, Multiracial Schools**

Due Read Pang: 7-10

1. Check your WebCT account for class announcements at 5:30pm.
2. Respond to Reading Response Reflection and post by 6pm (in WebCT Assignments) to verify attendance.
 - a. *In what ways do you aspire to create a Caring-centered teaching approach?*
3. *E-Discussions*
NOTE: Presenters' responsibilities--- (a) Make PPT available with clear title; (b) Each person in group respond to ONE question/ comment by audience; (c) Upload 'outline' and PPT presentation in WebCT assignments for grading.

Audience responsibilities--- (a) Visit ALL presentations; (b) submit ONE question/ comment for EACH PPT presented

4. Review PPT presentation (What is an Annotated Bibliography), if you have questions re: the presentation, please pose them to me on WebCT Mail by 7:30 pm.
5. Read **Social Justice Action Plan** student sample provided and respond with a 1 page brainstorm of your own ideas for an action plan by posting work on the designated Discussion Board by 8:15pm.
6. Collect ideas for your Annotated Bibliography by visiting our Library website and searching out peer-reviewed articles on a **multicultural topic** complementing your area of interest. A draft of this work is due next week.

Feb. 20  **Multicultural Education-Redefined**

Due Pang: 11-12

1. Check your WebCT account for class announcements at 5:30pm.
2. Respond to Reading Response Reflection and post by 6pm (in WebCT Assignments) to verify attendance.
 - a. *What do you consider to be the essence of Dr. Ooka-Pang's message?*
3. *E-Discussions*
NOTE: Presenters' responsibilities--- (a) Make PPT available with clear title; (b) Each person in group respond to ONE question/ comment by audience; (c) Upload 'outline' and PPT presentation in WebCT assignments for grading.

Audience responsibilities--- (a) Visit ALL presentations; (b) submit ONE question/ comment for EACH PPT presented
4. Read article provided and respond with a 1 page reflection by posting work on the designated Discussion Board by 8:15pm.
5. Complete the **Draft** of your Annotated Bibliography work and submit on WebCT Assignments.

THEME TWO: What can I do?

Feb. 27  **Applied Multicultural Education**

1. Check your WebCT account for class announcements at 5:30pm.
2. Respond to Reading Response Reflection and post by 6pm (in WebCT Assignments) to verify attendance.
 - a. *In what ways has Dr. Ooka-Pang's text changed/ affected your classroom practice or the way you think about Multicultural Education?*
3. *E-Discussions*
NOTE: Presenters' responsibilities--- (a) Make PPT available with clear title; (b) Each person in group respond to ONE question/ comment by audience; (c) Upload 'outline' and PPT presentation in WebCT assignments for grading.

Audience responsibilities--- (a) Visit ALL presentations; (b) submit ONE question/ comment for EACH PPT presented

4. Read article provided and respond with a 1 page reflection by posting work on the designated Discussion Board by 8:15pm.
5. Complete the **Final Copy** of your Annotated Bibliography work and submit on WebCT Assignments (Due March 6).

Mar. 6  Annotated Bibliography Round Table Sessions

Due **Final Copy** of Annotated Bibliography

Due Read Wink: 1-2

1. Form like groups
2. Proceed with guided discussion
 - a. Make plans to share resources
3. Re-Introduce Social Justice Action Plan as a Writing Process
 - a. Brainstorm is done---Drafts due next week!
4. Hot Topic Presentations and activity

Mar. 13  Critical Pedagogy- What is it?

Due **DRAFT** of Social Justice Action Plan (for peer feedback)

Due Read Wink: 3

1. Check your WebCT account for class announcements at 5:30pm.
2. Respond to Reading Response Reflection and post by 6pm (in WebCT Assignments) to verify attendance.
 - a. *What role do you think the notion of critical pedagogy will have in terms of your current classroom practice?*
3. *E-Discussions*
NOTE: Presenters' responsibilities--- (a) Make PPT available with clear title; (b) Each person in group respond to ONE question/ comment by audience; (c) Upload 'outline' and PPT presentation in WebCT assignments for grading.

Audience responsibilities--- (a) Visit ALL presentations; (b) submit ONE question/ comment for EACH PPT presented

4. Review article provided and respond with a 1 page summary/ response by posting work on the designated Discussion Board by 8:15pm.
5. Send your SJAP DRAFT to a peer (and receive theirs back). Both partners review and complete the checklist provided (send completed checklists to Dr. S's WebCT Mail by 6pm March 20).

Mar. 20



Critical Pedagogy-How do we Read the World?

Due peer review checklist for **DRAFT** of Social Justice Action Plan (By 6pm Dr. S WebCT Mail)

Due Read Wink: 4-5

1. Check your WebCT account for class announcements at 5:30pm.
2. Respond to Reading Response Reflection and post by 6pm (in WebCT Assignments) to verify attendance.
 - a. *In thinking critically about teaching, how have you handled an –ism in your own classroom?*
3. *E-Discussions*
NOTE: Presenters' responsibilities--- (a) Make PPT available with clear title; (b) Each person in group respond to ONE question/ comment by audience; (c) Upload 'outline' and PPT presentation in WebCT assignments for grading.

Audience responsibilities--- (a) Visit ALL presentations; (b) submit ONE question/ comment for EACH PPT presented

4. Review case-study provided and respond with a 1 page response by posting work on the designated Discussion Board by 8:15pm.
5. Continue thinking about and planning your own Social Justice Action Plan.
 - a. Prepare your Social Justice Action Plan **Proposal**: (1. Name the issue; 2. Think about the issue)-----DUE APRIL 3.

Mar. 27

SPRING BREAK-----NO CLASS-----ENJOY ☺

Apr. 3



Social Justice and Equity: Necessity or Luxury

Due Social Justice Action Plan **Proposal**: (1. Name the issue; 2. Think about the issue)

Due Read Wink: 6

1. Discuss SJAP Proposals
2. Modern Day Civil Rights, a presentation by Dr. S
3. Hot Topic Presentations and activity

THEME THREE: What others are doing

Apr. 10



Teaching for Social Justice

Due (optional) Nieto: Chapters 1-3

“We Teach Who We Are”---Carry out your Social Justice Action Plans with Passion and Purpose....

1. Check your WebCT account for class announcements at 5:30pm.
2. Respond to Reading Response Reflection and post by 6pm (in WebCT Assignments) to verify attendance.
 - a. *How are you doing on your SJAP? Please provide a quick report.*
3. *E-Discussions*
NOTE: Presenters' responsibilities--- (a) Make PPT available with clear title; (b) Each person in group respond to ONE question/ comment by audience; (c) Upload 'outline' and PPT presentation in WebCT assignments for grading.

Audience responsibilities--- (a) Visit ALL presentations; (b) submit ONE question/ comment for EACH PPT presented

4. Research on-line educators (2-3) who have changed the world and provide a 1 page (TOTAL) summary of their contributions. Post this work on the designated Discussion Board by 8:15pm.
5. Continue working on your Social Justice Action Plan.-----*DUE MAY 1.*

Apr. 17



Educational Equity

Due (optional) Nieto: Chapters 4-6

Be the change you want to see in the world....Ghandi

1. Check your WebCT account for class announcements at 5:30pm.
2. Respond to Reading Response Reflection and post by 6pm (in WebCT Assignments) to verify attendance.
 - a. *How has this class changed your classroom teaching practice?*
3. *E-Discussions*
NOTE: Presenters' responsibilities--- (a) Make PPT available with clear title; (b) Each person in group respond to ONE question/ comment by audience; (c) Upload 'outline' and PPT presentation in WebCT assignments for grading.

Audience responsibilities--- (a) Visit ALL presentations; (b) submit ONE question/ comment for EACH PPT presented

4. Continue working on your Social Justice Action Plan.-----*DUE MAY 1.*

Apr. 24



Critical Pedagogy in Action-----WORK ON YOUR OWN TONIGHT

No meeting on-line.

Please post one final reflection on the course for attendance (in WebCT Assignments).

Continue working on your Social Justice Action Plan.-----*DUE MAY 1*

May. 1



Multicultural Education in Practice

Social Justice Action Plan Presentations

Course Evaluations

May. 8



Multicultural Education in Practice

Social Justice Action Plan Presentations

Class Closing