

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

EDUC 647 Multicultural Curriculum and Application Spring 2007

CRN 22340

Mondays / 5:30 – 8:15pm

UNIV Hall 337

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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 examines issues relevant to multicultural curriculum and its application in creating equitable communities of learners in multilingual / multicultural settings. Students will review current theory as it relates to the design, implementation, and evaluation of multicultural curriculum given the sociocultural contexts which exist in classrooms, schools, and communities. Students will critically evaluate multicultural curriculum and application, with a specific focus on promoting equal and effective instruction for students from culturally and linguistically diverse backgrounds.

Course Objectives

The purpose of this course is to:

- Analyze the various models and methods of bilingual and multicultural education and their implications for curriculum, instruction and educational policy.
- Demonstrate understanding of language and content area assessment for English learners;
- Develop multicultural curriculum to meet the specific needs of all students, particularly English learners in an authentic classroom setting.

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 need. 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.

Academic Honesty

It is expected that each student will do his or her own work, and contribute equitably to group projects and processes. If there is any question about academic honesty, 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

In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways.

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.

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

Dilg, M. (2003). *Thriving in the Multicultural Classroom: Principles and Practices for Effective Teaching*. New York, NY: Teachers College Press. ISBN: 0807743895

Sleeter, C. (2005). *Un-Standardizing Curriculum: Multicultural Teaching in the Standards-Based Classroom*. New York, NY: Teachers College Press. ISBN: 978-8077-4621-9

Multicultural / Multilingual Readings available on e-reserve (CSUSM Library)

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, and should be in APA format. It is expected that all assignments will reflect graduate-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 15 points**
You are expected to attend all class sessions 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 will 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.
- 2. Reading Discussion Leader 15 points**
Individually in pairs, students will lead a class discussion on one of the required readings. Students should identify 2-3 critical questions from the readings to lead the discussion. All students will submit their questions at the beginning of the class in which they lead the discussion. (approx. 20-30 minutes)
DUE: Throughout the semester

3. **Multicultural / Social Justice & Equity Curriculum Analysis** **20 points**

Individually or in pairs, students will critically analyze curriculum used in the classroom to assess the multicultural / social justice and equity content. **Each student will submit a 5 page paper covering their curriculum analysis.** Your analysis should include the following (derived from the curriculum questions posed on p.8 of the Sleeter book):

- What purpose does the curriculum serve?
- How was the knowledge selected?
- Who decided what knowledge was most worth teaching and learning, AND what is the relationship between those in the classroom and the knowledge selected?
 - Who are your students?
 - What are their backgrounds (curricular and cultural)?
 - What are their strengths and weaknesses?
 - What are their learning styles?
- How is the curriculum evaluated?
- How is learning evaluated?

Students will present their curriculum analysis in a small group format on the 7th and 8th weeks of class (approximately 20-30 minutes). Students can decide which aspects of their analysis they will highlight for their presentations.

DUE: Sessions 6 (2/26) and 7 (3/5)

4. **Multicultural Curriculum Unit Plan / Self-Developed Practicum** **50 points**

Each student will have the opportunity to develop a multicultural curriculum unit plan / practicum that can be used in your classroom, at your school, in your community - with students, teachers and families. Curriculum you develop should cover a minimum of 2 weeks of lessons. The following outline contains the information that should be included in your curriculum / practicum.

PLEASE NOTE: If you are taking this class to fulfill a CLAD requirement, your curriculum / practicum must address the needs of English learners.

Students/Audience: *Curriculum:* Describe the students - grade level(s), language level(s), and other pertinent background information.

Practicum: Describe the audience for which your practicum is designed.

Objectives: *Curriculum:* Identify your standards and objectives: both content objectives and language objectives for your curriculum.

Practicum: Identify the objectives for your practicum.

Assessment: *Curriculum:* Your plan for assessment should address the following questions: How will your students demonstrate mastery of the content and language standards / objectives?; What varied authentic products will be produced?; and What multilevel assessment criteria will be used to accommodate students at various language proficiency levels and/or students' varied learning styles?

Practicum: Your assessment plan should address the following questions: How will you show that your objectives have been met?; How will you evaluate the effectiveness of the practicum?; What did the audience members learn from your practicum?

Strategies/Activities: *Curriculum:* Identify the strategies you are using which makes the content accessible to all your students, particularly your English learners (i.e. SDAIE strategies), as well as the reasons for selecting those strategies.

Practicum: Identify the activities you have designed for your practicum. Are the activities appropriate for your audience members?

Write-up:

Curriculum: Your lesson plans (unit) will serve as your write-up.

Practicum: The write-up of your practicum should include a clear and detailed description of each activity, how you will carry out each activity of the practicum and what the audience members will do during the practicum.

Materials:

Curriculum: Include a resources list that describes material(s) used in your curriculum (either in curriculum development or as supplemental material). Also include any supplemental materials you developed.

Practicum: Include references / materials used to develop your practicum as well as any materials you developed to distribute during your practicum.

Reflection:

Your curriculum or practicum must contain a reflective section. What have you learned from the development of this curriculum / practicum? How will this affect your teaching?

Alternative assignment: With the approval and guidance of the instructor, you have the option to write a 10-15 page paper (a literature review) that focuses on multicultural / social justice and equity curriculum. Your paper must be in APA format.

Outline of your Curriculum / Practicum DUE: Session 8 (3/12) 5 points

Draft of one lesson plan or presentation plan DUE: Session 9 (3/19) 5 points

Peer Analysis of Drafts DUE: Session 12 (4/16) 5 points

Final Curriculum / Practicum DUE: Session 15 (5/7) 35 points

1/22/2007

Session 1: Course Overview / Definition of Terms

Course Overview

Definition of Terms

Multicultural Education

Bilingual Education

English Learners

Social Justice and Equity

Multicultural Curriculum Analysis: Guidelines / Considerations

Reading Assignment for Session 2:

Dilg: Chapters 1-2

Sleeter: Chapters 1-2

1/29/2007

Session 2: Multicultural / Bilingual Teaching

Discussion of the Readings

Examining who we are as teachers (ideologies, knowledge, perspectives, etc.)

Assignment for Session 3:

Bring information to the next class session about the instructional program(s) and/ or curriculum at your school in regards to Bilingual and Multicultural Education.

Read:

Apple: Racing Towards Educational Reform (e-reserve)

Sleeter and Grant: Illusions of Progress (e-reserve)

Gay: Ethnic and Cultural Diversity in Curriculum Content (e-reserve)

2/5/2007

Session 3: Approaches to Multicultural Education

Discussion of Readings

Analysis of instructional programs / curriculum (bilingual and multicultural education) at school sites

Assignment for Session 4:

Bring in your instructional calendars for last semester or an outline of what you taught (September – January) for analysis

Read:

Dilg: Chapters 3-4

2/12/2007

Session 4: Approaches to Multicultural Education

Discussion of Readings

Analysis of Instructional Calendars

- Identify aspects of multicultural education represented – race, class, gender, socio-economic status, religion, sexual orientation, etc.
- Are multiple perspectives represented in the curriculum?
- Which approaches to multicultural education are used?

- Are issues of social justice and equity represented in the curriculum?
- How can you incorporate multicultural education & social justice and equity into your calendars and still meet the standards?

Assignment for Session 5:

Bring in lesson plans and/or units that you have recently taught in your class – any content area.

Read:

Sleeter: Chapters 3-4

2/19/2007	Session 5: Approaches to Multicultural Education
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Discussion of the Readings

Analysis of curriculum designers, curriculum and curriculum audience

- Are multiple perspectives represented in the lesson / unit?
- Are aspects of multicultural education & social justice and equity represented in your lesson / unit?
- How can your lessons be modified to do so?

Assignment for Session 6:

Multicultural / Social Justice and Equity Curriculum Analysis - 1st presentations

Read:

Dilg: Chapters 5-6

2/26/2007	Session 6: Curriculum Development
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Discussion of the Readings

Multicultural / Social Justice and Equity Curriculum Analysis Presentations

Assignment for Session 7:

Multicultural / Social Justice and Equity Curriculum Analysis - 2nd presentations AND papers

Read:

Sleeter: Chapters 5-6

3/5/2007	Session 7: Curriculum Development
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Discussion of the Readings

Multicultural / Social Justice and Equity Curriculum Analysis Presentations

Assignment for Session 8:

Outline of your Curriculum / Practicum (5 points)

Read:

Gonzalez, Yawkey & Minaya-Rowe: Increasing Academic Achievement and Language Acquisition for English Learners (e-reserve)

Diaz-Rico & Weed: Content Area Instruction (e-reserve)

3/12/2007

Session 8: Curriculum Development for English Learners

Discussion of the Readings

English learners and the context of a multicultural / multilingual society

Cultural and linguistic backgrounds of English learners in California

Analysis of curriculum / practicum

- Background knowledge
 - What do you know about your students' / audiences' prior content knowledge and language proficiency skills?
 - What do you know about your students' / audiences' lives, families, communities, cultures, histories that you can incorporate into your lesson / unit?
 - What do you know about your students' / audiences' learning styles?
 - Taking the knowledge of your students' / audiences' backgrounds – prior knowledge and cultures – and incorporating it into your curriculum / practicum.

Assignment for Session 9:

Draft of one lesson plan OR presentation plan (5 points)

Sleeter: Chapter 7

Echevarria, Vogt & Short: Strategies (e-reserve)

3/19/2007

Session 9: Social Justice and Equity Curriculum

Discussion of the Readings

Analysis of the lesson plans / presentation plans

- Identify specific strategies used for English learners in your lesson plans / units
- Is content presented with strategies that are challenging AND accessible to the English learners based on their proficiency levels (i+1)?
- How do the strategies you have designed help your English learners have access to academic language? Higher-order thinking skills?
- Identify specific activities in your practicum. Are your practicum activities appropriate for your audience?

CSUSM SPRING BREAK: 3/26-3/30

4/2/2007

Session 10: Curriculum / Practicum Analysis

There will be no class meeting this week. Students will work with their partner to critically evaluate the draft lesson or presentation plan using the criteria provided. After the peer review, students will revise their drafts and submit then on Session 12.

4/9/2007

Session 11: Curriculum / Practicum Development

There will be no class meeting this week. You should use the time to develop your curriculum unit / practicum. A draft of your curriculum / practicum is due Session 12.

Assignment for Session 12:

Peer review of drafts – one lesson or presentation plan (5 points)

Draft of your curriculum or practicum for small group analysis

Read:
Dilg: Chapters 7-8

4/16/2007	Session 12: Critical Analysis of Our Work
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Discussion of the Readings
Students will work in small groups to analyze and make suggestions for improvement on curriculum units / practicum (using the criteria in the assignment outline).

Assignment for Session 13:
Bring a revised draft of your entire unit / practicum

Read:
Sleeter: Chapters 8-9

4/23/2007	Session 13: Critical Analysis of Our Work
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Discussion of the Readings
In small groups, students will critically analyze their curriculum / practicum projects using the rubric provided.

Assignment for Session 14:
Bring a revised draft of your entire unit / practicum

Read:
Baptiste & Boyle: Baptiste's Typology of Multiculturalism (e-reserve)

4/30/2007	Session 14: Critical Analysis of Our Work
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Discussion of the Readings
In small groups, students will critically analyze their curriculum / practicum projects using the rubric provided.

5/7/2007	Session 15: Final Presentations
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Final Presentations: Multicultural Curriculum Units / Self-Developed Practicum
Course Evaluations

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. Intragroup 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