

California State University San Marcos  
COLLEGE OF EDUCATION

EDUC 364-01-Cultural Diversity & Schooling  
Summer 2007 (CRN# 30008)

Professor John J. Halcón

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 the COE Governance Community, October, 1997).

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Meeting Days:	TR
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Meeting Times:	8:00 am-12:30 pm

## 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:

- 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;
- A general familiarity with cultural responsive pedagogy;
- Understanding of gay, lesbian, bisexual and transgender students, teachers and families.
- An understanding of "at risk" and foster children.

### **Authorization to teach English Language Learners (ELLs)**

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 ELL's is met through the infusion of content and experiences with the Multiple Subject Program, as well as additional coursework. Students successfully completing this program receive the Preliminary Multiple Subject Credential with authorization to teach ELL's (formerly called CLAD).

### **College of Education Attendance Policy**

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*).

## **COMPETENCIES**

### **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. The course objectives, assignments, and assessments have been aligned with the CCTC standards for the Multiple and Single Subject(s) Credential. 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***

Teacher candidates will be able to identify issues of social justice and equity in the classroom to ensure equal outcomes for diverse students. They will be familiar with ideas, definitions, and major theorists in the fields of multicultural education, social reconstruction, and democratic education. Pluralism and divergent perspectives on educating students will be the foundation of designing effective lessons and instructional practices for diverse students. Candidates will understand when and how to collaborate with others, especially curriculum specialists, community leaders, and parents on preparing relevant and appropriate instructional activities, curricular units, and school structures that would provide equitable outcomes for students from different linguistic, cultural, and socio-economic backgrounds.

**GENERAL CONSIDERATIONS**

**All rights reserved**

*As instructor of record, I reserve the right to change, add to, or delete any and all material from the course.*

**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.

### **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 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.

I expect that each student will do his/her own work, and contribute equally to group projects and processes.

***\*\*Plagiarism is cheating and will not be tolerated under any circumstance.***

### **Appeals**

Every student has the right to appeal a grade, or appeal for redress of grievances incurred in the context of the class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult with the Associate Dean of the College of Education.

**Students with Disabilities Requiring Reasonable Accommodations**

Students 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.

**All University Writing Requirements**

The all-University writing requirements will be met through written reactions and reflections related to assigned readings.

**2042 Competencies**

COMPETENCIES ADDRESSED BY THIS COURSE ARE ITALICIZED AND INDICATED WITH \*\*\*

<b>PART 1: LANGUAGE STRUCTURE &amp; FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)***</b>	<b>Theories and Methods of Bilingual Education***</b>	<b>I. The Nature of Culture***</b>
<b>A. The sound systems of language (phonology)***</b>	<b>A. Foundations***</b>	<b>A. Definitions of culture***</b>
<b>B. Word formation (morphology)***</b>	<b>B. <i>Organizational models: What works for whom?</i></b>	<b>B. Perceptions of culture***</b>
<b>C. Syntax***</b>	<b>C. <i>Instructional strategies</i></b>	<b>C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)***</b>
<b>D. Word meaning (semantics)</b>	<b>II. Theories and Methods for Instruction In and Through English</b>	<b>D. Physical geography and its effects on culture</b>
<b>E. <i>Language in context***</i></b>	<b>A. <i>Teacher delivery for both English language development and content instruction</i></b>	<b>E. <i>Cultural congruence ***</i></b>
<b>F. <i>Written discourse</i></b>	<b>B. <i>Approaches with a focus on English language development</i></b>	<b>II. Manifestations of Culture: Learning About Students***</b>
<b>G. <i>Oral discourse</i></b>	<b>C. <i>Approaches with a focus on content area</i></b>	<b>A. <i>What teachers should learn about</i></b>

	<i>instruction (specially designed academic instruction delivered in English)***</i>	<i>their students ***</i>
<i>H. Nonverbal communication</i>	<i>D. Working with paraprofessionals</i>	<i>B. How teachers can learn about their student ***</i>
<b>II. Theories and Factors in First-and Second-Language Development ***</b>	<b>II. Language and Content Area Assessment</b>	<i>C. How teachers can use what they learn about their students (culturally responsive pedagogy)</i>
<i>A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy***</i>	<i>A. Purpose</i>	<b>III. Cultural Contact</b>
<i>B. Psychological factors affecting first- and second-language development ***</i>	<i>B. Methods</i>	<i>A. Concepts of cultural contact</i>
<i>C. Socio-cultural factors affecting first- and second-language development***</i>	<i>C. State mandates</i>	<i>B. Stages of individual cultural contact</i>
<i>D. Pedagogical factors affecting first- and second-language development</i>	<i>D. Limitations of assessment***</i>	<i>C. The dynamics of prejudice***</i>
<i>E. Political factors affecting first- and second-language development***</i>	<i>E. Technical concepts</i>	<i>D. Strategies for conflict resolution*</i>

### Required Texts

- Rothenberg, Paula. Race, Class, & Gender in the United States: An Integrated Study (2004). 6<sup>th</sup> Edition. VHPS. ISBN: 0716-75515-7.

### Recommended Texts

- Villaseñor, Victor. Rain of Gold. (1992). Delta Press. ISBN: 0385-31177-X

## Grading Policy

- All required work must be submitted on time.
- You will lose one complete grade on an assignment for late submissions.
- All work will be submitted electronically.
- Your reference of choice for **ALL** papers and/or written assignments is the APA (American Psychological Association) Handbook. (Refer to [www.apastyle.org/index.html](http://www.apastyle.org/index.html))

## Assessment

There are 1000 points possible:

**1) Attendance and Class Participation (100 points)**. First is the expectation that you will attend all class sessions and participate actively in class discussions. If you miss two (2) classes, you will be dropped from the course.

**2) Social Justice Paper(s)-pre and post (100 points)**. **Assignment #1 (a) & (b)**: Submit two, one-two page papers of your understanding of Social Justice.

**3) Personal/Family Background (200 points) Assignment #2**: By researching and studying one's family background it is possible to gain an appreciation about ourselves as individuals and our many similarities and differences.

In this assignment you are to write a 6-8 page narrative about 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.

Reflect on your own experiences in terms of your cultural referents, your family background, and other factors determined by your own circumstances and upbringing. Be prepared to discuss your assignment within a larger class dialogue. Then answer the questions: what does this all

mean to me as a future teacher? **SHOW ME THE REFLECTION!!**

**4) Discussion Board (300 points)--Ongoing:** Students are required to participate in the class Bulletin Board (WebCT). Your discussions should be introspective addressing issues, experiences, ideas, discussions, readings, and current events, related to the class.

A minimum of ten (10) substantial entries is expected for a passing grade on this assignment (C+). The following explains this:

Entries Required	Grade
Equivalent	
*1-10 entries-50 points	C+
*11-12 entries-100 points	B-
*13-15 entries-150 points	B
*16-18 entries-200 points	B+
*19-20 entries-250 points	A-
*20-20+ entries-300 points	A

LET ME BE CLEAR: Personal notes to students, " I agree with...", "You're so right".... Statements, comments, etc., and other such non-substantive postings will not be counted in the total.

**5) Final PowerPoint Presentation (300 points)**—Each group will select a topic of their choice on diversity issues (with the exception of special education) and will present their papers in class. **Suggestion:** For your final paper, take one of the topics on diversity, apply to foster children, research it, and prepare a final PowerPoint presentation.

**Schedule of Readings**  
**TR June 2-July 6**  
**8:00am-12:30pm**



**Meeting 1. Tues. June 5. Introduction,  
Organization of Class, & Mission Statement**

For June 7:

Read: Rothenberg. Part I (#'s 1-11).

*Assignment #1(a): Submit a 1-page discussion of your understanding of Social Justice. Due: June 7<sup>th</sup>.*

**Meeting 2. Thurs. June 7. Social Justice: The Social Construction of Difference: Race, Class, Gender**

For June 12:

Read: Rothenberg. Part II (#'s 1-9).

**Assignment #1-DUE.**

**Meeting 3. Tues. June 12. Racism & Sexism**

For June 14:

Read: Rothenberg. Part III (#'s 1-11).

*Assignment #2: Submit a 6-8-page Family Background paper. Due: June 19<sup>th</sup>.*

**Group #1 Presentations**

**Meeting 4. Thurs. June 14. Discrimination**

For June 19:

Read: Rothenberg. Part IV (#'s 1-29).

**Group #2 Presentations**

**Meeting 5. Tues. June 19. Social Class & Privilege**

For June 21:

Read: Rothenberg. Part V (#'s 1-16).

*Assignment #2: DUE*

**Group #3 Presentation**

**Meeting 6. Thurs. June 21. Language Acquisition**

For June 26:

Read: Rothenberg. Part VI (#'s 1-28).

**Group #4 Presentation**

**Meeting 7. Tues. June 26. Second Language Learners**

For June 28:

Read: Rothenberg. Part VII (#'s 1-23).

**Meeting 8. Thurs. June 28. Immigrants & Immigration**

For July 3:

Read: Rothenberg. Part VIII (#'s 1-12).

**Meeting 9. Tues. July 3. Presentations**

For July 5:

Read: Rothenberg. Part IX (#'s 1-13).

**Meeting 10. Thurs. July 5. Presentations**