

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDUC 602 Schooling in a Multicultural Society Summer 2007

CRN: 30017

Monday and Wednesday Evenings 5:30-7:20

THIS CLASS IS A HYBRID WEBCT COURSE

UH 439

Professor: Lorri J. Santamaría, PhD
Phone: (760) 750-8520
E-Mail: lsantama@csusm.edu
Office: 415 University Hall
Office Hours: Before class or by appointment

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 5 times (6/4; 6/6; 6/13; 6/20; & 7/2). Four (4) class meetings (6/11; 6/18; 6/25; & 6/27) 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. Check your computer capabilities in terms of ability to run WebCT from your home or the location you will be working from.

Assignments have been added to this syllabus in response alternative assignments for Literacy and for "Add On" Level I Mild/Moderate and Moderate/Severe Education Specialist Credential candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorized the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English.

Student Learning Outcomes (Course Objectives)

- 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.

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

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 handwritten 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. 4 Week ELD Literacy Intervention (15 Points)

The purpose for this assignment is for you to look at student achievement of culturally and linguistically diverse students over time to determine what happens to students within a system. The purpose is not to examine and criticize your school district. It is to look at opportunities made available to or denied children who are culturally and linguistically diverse.

Population: Select a group of ethnically and linguistically diverse students in a grade level who have attended your school for at least three years. Do a review of their school history and success or lack of success.

Data collection: Consider the following:

- Testing process when the children entered school. Were they tested? Which test was used? Tested in their primary Language? In English? What were the scores? What do the scores mean?
- Placement issues. Where were the children placed? What kinds of classrooms?
- Services received: What kind of services did the children receive? Were any referred to Special Education? Why? Are any in the SST process? Why? How many have been placed in special education?
- Re-classification: Were the children ever re-classified? What process was followed and is typically followed in your district?
- Look at the grades the children received over three years and look for patterns in terms of achievement. Match the history of each child with the present achievement of each child. Are there differences? What growth occurred? Have their CELDT scores increased? Plateaued?
- Analyze the data that you have collected and discuss how these students have progressed through the system.
- Factors of retention: Were these students retained? How many? Why?

Details: Develop a literacy (listening, reading, writing and oral) plan for these children. What would you do to ensure equal access to grade level curriculum for these children? How will the state adopted materials be used to support academic growth? What additional support do these students need? How will you ensure that will happen? What support and accountability will be necessary to ensure equal access and success?

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. 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 several parts which make up the adult writing process. The brainstorm, draft, and 2-3 final product-----The 2-3 page **final paper will** discuss this action plan. Our final sessions will consist of presentation of these action plans.

Summer 2007
EDUC 602 Scope & Sequence

Online Sessions	Face-to-Face Sessions
	<p>M June 4</p> <p>THEME I: Identity Formation</p> <p>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 <p>Ooka-Pang Chapters 1-2</p>
	<p>W June 6</p> <p>THEME II: What Can I Do?</p> <p>Addressing the Achievement Gap in our Classrooms</p> <p>In Class Assignment:</p> <ul style="list-style-type: none"> • Exploring Social Justice and Equity <p>HW Assignment Explained:</p> <ul style="list-style-type: none"> • 4 Week ELD Literacy Intervention <p>Ooka-Pang Chapters 2-4</p>
<p>M June 11</p> <p>PPT---Example of Social Justice Hot Topic</p> <p>Online Assignments:</p> <ul style="list-style-type: none"> • 4 Week ELD Literacy Intervention (Brain Storm) • Social Justice Hot Topic Presentations (1) <p>Ooka-Pang Chapters 5-8</p>	<p>W June 13</p> <p>THEME III: What are others doing?</p> <p>Ooka-Pang Chapters 9-10</p> <p>What is critical pedagogy?</p> <p>In Class Assignment:</p> <ul style="list-style-type: none"> • 4 Week ELD Literacy Intervention Planning <p>HW Assignment Explained:</p> <ul style="list-style-type: none"> • Social Justice Action Plan
<p>M June 18</p> <p>PPT---Annotated Bibliography Intro</p> <p>Online Assignments:</p>	<p>W June 20</p> <p>How do we Read the World? Applied Critical Pedagogy</p>

<ul style="list-style-type: none"> • Social Justice Action Plan (Brainstorm) • Social Justice Hot Topic Presentations (2) • Annotated Bibliography Work--- Collect articles <p>Wink Chapters 1-3</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 4 Week ELD Literacy Intervention <p>Wink Chapters 4-6</p>
<p>M June 25</p> <p>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 <p>Wink 7-10</p>	
<p>W June 27</p> <p>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 July 2</p> <p>Social Justice Action Plan Presentations</p> <p>Due:</p> <ul style="list-style-type: none"> • Social Justice Action Plan (Final)

Planning Notes: