Instructor: Dr. Grace P. McField
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Meeting Times: Tuesdays 5:30-8:15 p.m.
Classroom: FCB 108, with 3 WebCT sessions & labs in ACD 203
Office Hours: by appointment
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Mission Statement of the College of Education at CSUSM

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 *ongoing 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, the psychology of personal prejudice, diversity and exceptionality, intercultural communication, cross-cultural competence, and curriculum and teaching in multicultural contexts.

Course Objectives

The purposes of this course are to:
- expand and *nuance* students' knowledge about the diversity that is a part of today's school and communities;
- provide a safe environment for reflection on, and discussion of, the complex ways in which pluralism is a part of educational contexts;
- provide support to all students who represent national, state, and regional diversity;
- prepare educators to provide equitable educational opportunities to all students.

GENERAL CONSIDERATIONS

Professional Disposition

The College of Education mission statement and professional standards (see below) are the driving force behind all readings and activity related to this class. This course addresses sensitive and controversial topics. We will be exploring these topics together and striving to expand our perspectives by considering the diverse lenses through which fellow educators see educational issues. Keep in mind that all students are expected to demonstrate professional behavior at all times. Professional behavior is defined herein as one that *consistently* demonstrates integrity, responsibility, tolerance, and respect for self and others. All students are expected to listen to different opinions, consider and reflect in depth on other points of view, and deal proactively with constructive criticism. Any unprofessional behavior is grounds for process and review of the candidate's continued participation in this course and/or program progress.

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).

Academic Honesty

Each student is expected to do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstance. Cite all references and original authors. If there are questions 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 appeal process. For the latter, consult the Associate Dean.

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 who require reasonable accommodations need to contact Disabled Student Services in order to make the necessary arrangements. This organization is located in Craven Hall, Room 5025a, and can be reached at (760) 750-4905 or (760) 750-4909 (TDD users).

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. The instructor will determine procedures should the student have extenuating circumstances. (*Adopted by the COE Governance Community, December, 1997*). **FOR THIS CLASS**: *1. If you miss three (3) classes you cannot receive a passing grade for the class. 2. I will allow up to two (maximum) makeup assignments for absences due to unreschedulable professional obligations, illnesses, emergencies, etc. on a case by case basis. Do talk to me at the earliest opportunity if you plan to / need to make up absences. 3. Do strive for punctuality, and be mindful of late arrivals and early departures.*

COURSE REQUIREMENTS

Class Structure

This course is structured as a graduate-level seminar. The success of a seminar course is dependent upon each and every participant being well prepared. My role will be to "facilitate" and to intervene or redirect class discussions as necessary, rather than to exclusively lecture on a weekly basis, or be the main focus of the class. You will work to develop your knowledge base through the readings, discussions, presentations and assignments.

Multiple approaches, methods, and teaching experiences are necessary strategies to accommodate various learning styles. Class formats and learning structures will vary and include whole and small group discussion, pair work (e.g., weekly Readings Discussion Leaders), and online work. Each week, two discussion leaders will facilitate online discussion of the week's readings on WebCT **prior to** class sessions. Discussion leaders need to: 1. post one to two questions **before class, 2. summarize the student responses once **before class, and 3. extend the online discussion in class. (Note: Also see the section on Readings Discussion Leaders below.)

Technology is integrated into both the instruction and assessment components of this course. You are expected to use WebCT and its modules such as

coursemail, discussion board, resources, assignments, and occasionally other content modules. All student presentations need to be done in PowerPoint. Technology support is available in the Kellogg Library at the Academic Technology Help Desk @ 750-6505, ground floor.

GRADING POLICY
Note: I reserve the right to change, add to, or delete any material or assignment from the course.

Grading Scale:
A=93+, A- =92-90, B+=89-88, B = 87-83, B- = 82 – 80, C+=79-78, C=77-73, C-=72-70, D+=69-68, D=67-63, D-=62-60, F=59 or lower. Students must receive a C+ or higher in all coursework in order to be eligible for or remain in Education programs.

Submission Schedule
All students enroll in university courses on a voluntary basis. All students are expected to manage professional and personal responsibilities accordingly. All required work needs to be submitted on time. Work submitted late, but within one week of the due date will be reduced by one letter grade. *Work received over one week late receives no credit.*

Grading Emphasis
All work needs to reflect university level composition. All written assignments will be graded approximately 80% on content and analysis (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use APA format. Consult Library Services for the *Manual of Citation of the American Psychological Association,* or www.apastyle.org/index.html.

Assignments
The following are the course assignments, which total **600 points**.

1. Attendance and Participation (150 points)
It is expected that you will attend all class sessions and participate actively in all (online and face-to-face) class discussions.

Students are required to participate actively in class discussions both in person and online via WEBCT (see information concerning Readings Discussion Leaders below). Your discussions should be analytical, not just descriptive, and address issues, experiences, ideas, discussions, readings, & current events, related to the weekly readings and topics. A minimum of one substantial (in content, not length – about one thoughtful and cogent oral / written paragraph) comment in person and one online per week is required. (Approx. 10 points x 12 sessions = 120 at the sole discretion of the professor.)

Each absence equals minus 50 points. *If you miss three classes, you cannot receive a passing grade for the class.* (See College of Ed Attendance Policy.)

2. Readings Discussion Leader (30 points) - Individually or in pairs, you will lead a class discussion on assigned readings, choosing the aspects you wish to highlight. You will begin the discussion online by first posting questions, then summarizing diverse points and viewpoints from the discussion prior to class. Both the questions and summaries need to be posted by the agreed-upon time. You will then review the online discussion points made by peers on WebCT, and select a subtopic or two for a more thorough discussion in class. The length of the in-class discussion will be approximately 20 - 30 minutes.
You are welcome to use the questions or activities outlined by the text authors if you wish. *Each student or pair of students need(s) to turn in written questions used to lead their discussion at the end of the class session.*
DUE: Throughout the semester per signups.

3. "Hot Topics" in Education Leaders (30 points)
Individually or in pairs, you will have the opportunity to present a "hot topic" in the area of multicultural education / social justice and equity of your choosing to the class. This assignment is designed to help you A) apply your readings to the real world, and B) help class members clarify the direction of their annotated bibliography or impact of their social justice action plans. For example, you may present on a hot topic at your school site (for example, the achievement gap) and consider this topic from multiple perspectives. Length: approximately 20 - 30 minutes. *Each student or pair of students need(s) to turn in written questions used to lead their "Hot Topics" discussion at the end of the class session.*
DUE: Throughout the semester per signups.

You can find ideas for hot topics on the following websites:

California Department of Education www.cde.ca.gov	San Diego Union Tribune www.signonsandiego.com
Education Week www.edweek.com	North County Times www.nctimes.com
Rethinking Schools www.rethinkingschools.com	Teaching Tolerance www.tolerance.org

4. Multicultural Resources / Annotated Bibliographies (100 points)
You will work individually or in pairs to collect multicultural resources related to your area of emphasis. The multicultural resources you collect can be used as a

basis for your thesis or project, or explore a specified topic for use in your classrooms, schools, and communities. You will write an annotated bibliography for **6 resources (minimum)**, using APA-style reference format, and include a brief summary for each reference. Be sure to use diverse resources including professional journal articles, government / public education sources, general newspapers, videos, or professional conference presentations You will prepare a 15-minute poster presentation for the class based on the selected resources, and share the bibliography with everyone in the class (either electronically or in hardcopy).
DUE: March 21 - In-class poster fair

5. Initial and Final Social Justice Personal Reflections (50 pts x 2 = 100 pts)

In the initial paper, you will reflect on what social justice means to you, with attention to the course description and objectives. You will describe your past experience with issues of diversity, highlighting one positive and one challenging experience you have encountered in your personal or professional life. The recommended length of a Personal Reflection is 3 - 4 pages, double spaced. You may use a narrative or matrix format. The matrix format will be modeled in class.
DUE: January 24

In the final paper, you will focus on the impact of the course on your personal or professional identity and work, with attention to the role and responsibility you have in facilitating social justice in the classroom (or beyond). You may include two sections as follows: A) Address explicitly how you met the four course objectives. Include what you learned about each topic, and to explicitly state what led to your learning (e.g., a particular reading, event, discussion, reflection writing, etc.).
B) Address the 4 goals and 5 steps as outlined in Ch. 12 of Anti-Bias Curriculum. Final reflections will be turned in at the end of the semester and will not be returned, so do keep copies of all your work.
DUE: May 2

6. Social Justice Action Plan (Individual Work -- 50 x 2 = 100 points)
A. Individual Anti-Bias Action Plans You will have the opportunity to develop an individual social justice action plan that specifically addresses your new understanding of critical pedagogy in relation to schooling in a multicultural society. Our discussions throughout the semester should help you identify issues about your classroom, your students, your school, your district, the community and/or your overall professional work.

You will submit an Action Plan on two of the nine topics covered in this course. You may include artifacts from your teaching such as samples of student writing, tests, etc. as applicable. Example: you may use p. 15 in *Anti-Bias Curriculum* and document the process of selecting anti-bias materials for your classroom.

Another example is to use pp. 18-19 in *Anti-Bias Curriculum* as a guide to develop and implement anti-bias stories for use in the classroom.

DUE: choose two dates in the semester from the syllabus

B. Final Anti-Bias Action Plan Guide (Group Work -- 50 points)
The purpose of this assignment is to have you reflect on the action plans you have prepared during this semester; to allow for the study and discussion of your colleagues' action plans; and to facilitate the implementation of action plans in the future. **You will work in groups of about five members. Each member will contribute at least one action plan of his/her choice from previous individual action plans. The group members need to 1. sequence; 2. combine and extend; 3. format; 4. edit and revise individual action plans into a one streamlined and final Anti-Bias Action Plans. Your group plan needs to include five different major topics from the semester. The # of group members needs to equal <u>at least</u> the # of Action Plans in the Guide.
DUE: May 2

C. Final Anti-Bias Action Plan Guide Presentation (Group Work -- 40 points)
Your group will prepare a 20-minute PowerPoint presentation for the class. The group will provide a brief overview of the various action plans in your group plan, but just pick one to present in depth. The group will present with appropriate visual guides for the audience (e.g., You can just show your PowerPoint or Word file on the projection screen since we have a Smart Classroom. Be sure to have an electronic file accessible through either WebCT/CD/flash drive/ attached file to your email for projection.).

Your group's presentation may include artifacts and evidence from the classroom in which an Action Plan was implemented successfully. All groups agree to distribute the PowerPoint outline of their Comprehensive Action Plan on WebCT for access by all members of the class, and educators at large (all authors will be given appropriate credit unless anonymity is expressly requested) pursuant to grading and approval for dissemination by the professor.
DUE: May 2

Required Texts:
* Derman-Sparks, L. (1989). <u>Anti-Bias Curriculum: Tools for Empowering Young Children</u>. Washington, D. C.: National Association for the Education of Young Children. ISBN: 0-935989-20-X.
* Krashen, S. D. (1999). Condemned Without a Trial: Bogus Arguments Against Bilingual Education. Portsmouth, NH: Heinemann. ISBN: 0-325-00129-4
* Pang, V. O. (2005). Multicultural Education: A Caring-Centered, Reflective Approach. Second Edition. Boston, MA: McGraw Hill. ISBN 0-07-282788-2.
* Course Reader: Available @ CopyServe (San Marcos/Rancho Santa Fe) 760-599-9923.

*Optional Text: Howard, G. (1999). <u>We can't teach what we don't know: White teachers, multiracial schools.</u> New York: Teachers College Press. ISBN: 0-8077-3800-X.

Schedule of Classes

Note: The instructor reserves the right to modify all syllabi content.
Readings Discussion Leaders: Post questions by Thursday midnight.
Responders post responses by Sunday evening / Monday morning.
Discussion Leaders post summaries by Tuesday 9 a.m.
Applies to Hot Topics Leaders for WCT sessions on 3/14, 4/11 and 4/18

Session 1   1/17/06   Introduction

Introductions, Course Overview, Community Ground Rules

Readings Discussion Leader Signups, Hot Topic Leader Signups

WebCT Overview/Lab ACD 203,

Activity: What is social justice?
          What do you know? What do you want to know?

Session 2   1/24/06 A Culturally Relevant and Caring Teacher and the Anti-Bias Curriculum

Pang, Ch. 1 – Why Multicultural Education?
Pang, Ch. 2 – Why is Culture Important? The Power of Culture.

Readings Discussion Leaders _____

Derman-Sparks, Ch. 1 – Why an Anti-Bias Curriculum?
Derman-Sparks, Ch. 2 – Creating an Anti-Bias Curriculum

Hot Topic Leaders: _____

DUE: Initial Social Justice Reflection

Session 3   1/31/06 Confronting Prejudice in Ourselves and Our Schools and Working with Children about Racial and Cultural Differences and Similarities

Pang, Ch. 3 – What are Our Hidden Hurdles?
Pang, Ch. 4 – How Does it Feel to be Discriminated Against?
WebCT Resource: Wise: White Like Me.

Readings Discussion Leaders _____ CONT'D

Derman-Sparks, Ch. 3 -- Beginnings: Working With 2-Year-Olds
Derman-Sparks, Ch. 4 -- Learning about Racial Differences and Similarities
Derman-Sparks, Ch. 7 -- Learning about Cultural Differences and Similarities

Hot Topic Leaders: _____

DUE: Culturally Relevant Teacher /Anti-Bias Curriculum / Wk 2 Action Plan, via WebCT <u>AND</u> paper version.

Session 4   2/7/06
Social Justice at Structural and Individual Levels:
Fighting Racism and Resisting Stereotyping

Pang, Ch. 5 – Aren't Mary and Michael Too Young to be Prejudiced?
Pang, Ch. 6 – How can I Look beneath the Surface for Prejudice in Schools?

Readings Discussion Leaders _____

Derman-Sparks, Ch. 8 - Learning to Resist Stereotyping and Discriminatory
            Behavior

Course Reader: Briggs, H. E. and Paulson, R. I. (1996). "Racism." In Finding solutions to social problems (Mattaini & Thyer, Eds.).

Hot Topic Leaders: _____

DUE: Confronting Prejudice / Wk 3 Action Plan, via WebCT <u>AND</u> paper version.

Session 5   2/14/06
Multicultural Education: Framework and Principles and

Pang, Ch. 7 – What is Caring-Centered Multicultural Education?
Pang, Ch. 8 – What does it mean to be a Reflective Teacher?

Readings Discussion Leaders _____

In class: Begin Linguistic Diversity: **American Tongues video clip & nonverbal communication activity.**

Hot Topic Leaders: _____

DUE: Fighting Racism / Wk 4 Action Plan, via WebCT <u>AND</u> paper version.

Language Policy, Past and Present
Course Reader: Ricento, T. (1996). A Brief History of Language Restrictionism

Course Reader: Crawford, J. (2000). At War with Diversity excerpts:
   a. Anatomy of the English Only Movement pp. 4-30
   b. Native American Language Loss pp. 53-83 **(**includes Seven Hypotheses on Language Loss, p. 66-83)
   c. Language Rights pp. 98-103.

Readings Discussion Leaders _____

Learning a New Language
Pang, Ch. 9 – How do Students Learn a Second Language?
Course Reader: Tse, 1998: Ethnic Identity Formation and Its Implications for Heritage Language Development

Readings Discussion Leaders _____

Hot Topic Leaders: _____

AAVE African American Vernacular English
   1.   Course Reader: Rickford (1999): Chapter 1: Phonological and Grammatical Features of African American Vernacular English (AAVE)
   2.   Course Reader: Rickford (1999): Chapter 15: Suite for Ebony and Phonics

Readings Discussion Leaders _____

The Role of Research in Language Policy
   3.   Condemned without a Trial: Chs. 1 - 6
   4.   Course Reader: Krashen, Park, and Seldin (2000): Bilingual Education in Arizona
   5.   Course Reader: Krashen and McField (2006) What Works for English Learners? Reviewing the Latest Evidence

Hot Topic Leaders: _____

Session 8   3/7/06
Culturally Relevant Teaching

Pang, Ch. 10 What is Culturally Relevant Teaching?
Pang, Ch. 11 How Can I make the Curriculum Culturally Meaningful?

Readings Discussion Leaders _____

Course Reader: Park, C. (2000). Learning Style Preferences of Armenian, African, Hispanic, Hmong, Korean, Mexican, and White Students in Secondary Schools.
Course Reader: Park, C. (1997). Learning Style Presences of Asian American Students in Secondary Schools.

Readings Discussion Leaders _____

DUE: Linguistic Diversity Action Plan / Wks 6 - 7 via WebCT <u>AND</u> paper version.

Hot Topic Leaders: _____

In Class: Begin Diversity and Assessment: History of Testing

Session 9   3/14/06   (WEBCT SESSION)
Diversity and Assessment

Theories of Intelligence
        Film (On reserve in the Media Library, Kellogg Library): How are Kids Smart? / Howard Gardner's MI Theory

Facilitating Sensitivity Toward Children with Special Needs
        Film (On reserve in the Media Library, Kellogg Library): FAT City
        Anti-Bias: Ch. 5: Disabilities.

**Refer to tests that you use for assessment or program placement.

Readings Discussion Leaders _____

Hot Topic Leaders: _____

Session 10   3/21/06
Religious Diversity

***TBA Refs on religious diversity here

Readings Discussion Leaders _____

DUE: Culturally Relevant Instruction / Wk 8 Action Plan, via WebCT <u>AND</u> paper version.

DUE: Diversity in Assessment / Wk 9 Action Plan, via WebCT <u>AND</u> paper version.

Hot Topic Leaders: _____

DUE: Annotated Bibliography Poster Fair

Session 11   3/28/06
No Class / Spring Break week
LAB AVAILABLE FOR INDIVIDUAL / GROUP WORK

Session 12   4/4/06
Listening to and Collaborating with Diverse Community Members

African American/Native American/Asian American Perspectives

Course Reader: Delpit, Chapter 1: "Skills and Other Dilemmas of a Progressive Black Educator." Pp. 11-21.
          Chapter 2: "The Silenced Dialogue." Pp. 21-47.
          Chapter 5: "Hello, Grandfather." Pp. 91-104.
          Chapter 6: "Teachers' Voices." Pp. 105-134.
Course Reader: Pang, V. O. (1998): Educating the Whole Child

Readings Discussion Leaders _____

Anti-Bias: Ch. 11, Working with Parents

Readings Discussion Leaders _____

Hot Topic Leaders: _____

DUE: Religious Diversity / Wk 11 Action Plan, via WebCT <u>AND</u> paper version.

Session 13   4/11/06   WEBCT Session / AERA Conference
Gender & Sexual Identity and Interacting with
Students' Caregivers / Diverse Family Structures

1. WebCT Resource: DeJean: Gay Male High School Teacher
2. **Locate resources, books and films addressing diversity in gender roles, sexual identity, and family structures.
3. Anti-Bias: Chapter 6: Learning about Gender Identity.

Hot Topic Leaders: _____

DUE: Collaboration / Wk 12 Action Plan, via WebCT <u>AND</u> paper version.

Session 14   4/18/06   POSSIBLE WEBCT SESSION / LAB AVAILABLE
FOR INDIVIDUAL OR GROUP WORK

Group work on Comprehensive Action Plan Guides.

Hot Topic Leaders: _____

Session 15   4/25/06
Making Change Happen

Pang, Ch. 12 How can I remain effective in my teaching?

Readings Discussion Leaders _____

Anti-Bias, Ch. 9 -- Activism with Young Children
Anti-Bias, Ch. 10 -- Holiday Activities in an Anti-Bias Curriculum
Anti-Bias, Ch. 12 -- Getting Started: A Self-Education Guide

Readings Discussion Leaders _____

Hot Topic Leaders: _____

DUE: Gender Action Plan, via WebCT <u>AND</u> paper version.

Session 16   5/2/06   Group Presentations and Wrapup

<u>Final Comprehensive Action Plan Group Presentations</u>

DUE: 1. Final Anti-Bias Action Plan Guide (Group work)
         2. Final Social Justice Reflection / Outcome Assessment (Individual work)
         Both via WebCT <u>AND</u> paper versions

Course Reader
Education 602
Schooling in a Multicultural Society
Instructor: Dr. Grace P. McField
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