

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

EDUC 647 Multicultural Curriculum and Application Spring 2006

CRN 21668

Mondays / 5:15 – 8:15pm

FCB 108

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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.

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

Boyer, J. and Baptiste, H.P. (1996). Transforming the Curriculum for Multicultural Understanding: A Practitioner's Handbook. San Francisco, CA: Caddo Gap Press. ISBN: 1-880192-19-5

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 from the Instructor)

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

- Attendance and Class Participation** **20 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 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.
- Discussion Leader** **20 points**
Individually or in pairs, students will lead a class discussion on assigned readings, choosing the aspects they wish to highlight in the readings for the discussion. ***Each student or pair of students will turn in written questions they will use to lead their discussion.*** Students may be asked to be discussion leaders multiple times during the semester (approximately 30 minutes).
DUE: Throughout the semester
- Multicultural / Social Justice & Equity Curriculum Presentation** **20 points**
In small groups (3-4 students per group), students will research multicultural / social justice and equity curriculum and present their findings to the class. The curriculum can

focus on any aspect of multicultural education including equitable education for English learners. Each group should write a short annotation for their curriculum that includes:

- APA – style reference
- Appropriate grade level(s)
- Appropriate content area(s)
- Appropriate ELD proficiency level(s) – if applicable
- 3-4 Sentence description of the resource

Each group will present their multicultural / social justice and equity curriculum to the class (approximately 30 minutes), AND share their annotations with the class.

DUE: Throughout the semester

4. Multicultural Curriculum Unit Plan / Self-Developed Practicum 40 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. You can use the following outline as a guideline for 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: Describe the students, grade level(s), language level (s), placement information on students in your practicum.

Objectives: You must identify ***what*** (objectives: both content objectives and language objectives) you are doing and discuss how what you are doing will be an important part of your learning.

Assessment: 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?

SDAIE Strategies: Identify the ***scaffolding strategies*** you have observed or are using in your practicum as well as a reason for selecting those scaffolds.

Write-up: Submit a write-up of your practicum in a format that is clear and understandable.

Materials: Include a ***resources list*** that describes material(s) that seem to have been useful to you.

Reflection: The practicum must also contain a ***reflective section***. What have you learned from the development of this practicum? How will this affect your teaching?

Alternative assignment: With the approval and guidance of the instructor, you have the option to write an 8-10 paper (a literature review) that focuses on multicultural / social justice and equity curriculum. Your paper must be in APA format.

1/23/2006

Session 1: Course Overview / Definition of Terms

Course Overview

Definition of Terms

Multicultural Education

Bilingual Education

English Learners

Multicultural Curriculum Preview

Assignment for Session 2:

Bring information to the next class session about the instructional program at your school in regards to Bilingual and Multicultural Education.

Read:

Boyer and Baptiste: Chapters 1-2

1/30/2006

Session 2: Multicultural / Bilingual Teaching

Discussion of the Readings

Presentations and analysis of instructional programs (bilingual and multicultural education) at school sites

Assignment for Session 3:

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

Read:

Boyer and Baptiste: Chapters 3-4

2/6/2006

Session 3: Approaches to Multicultural Education

Discussion of Readings

Multicultural Curriculum Search – Presentation #1

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?

Reading Assignment for Session 4:

Boyer and Baptiste: Chapters 5-6

2/13/2006

Session 4: Approaches to Multicultural Education

Discussion of Readings

Multicultural Curriculum Search – Presentation #2

Gay, Lesbian, Bisexual and Transgender students and families

Reading Assignment for Session 5:
Boyer and Baptiste: Chapters 7-9

2/20/2006	Session 5: Approaches to Multicultural Education
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Discussion of the Readings
Multicultural Curriculum Search – Presentation #3
Gay, Lesbian, Bisexual and Transgender students and families

Assignment for Session 6:
Bring in lesson plans and/or units that you have recently taught in your class – any content area.

Read:
Boyer and Baptiste: Chapters 10-11

2/27/2006	Session 6: Curriculum Development
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Discussion of the Readings
Analysis of lesson plans / units

- 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?

Reading Assignment for Session 7:
Echevarria, Vogt & Short: Chapters 4-6 (Reading available from the Instructor)

3/6/2006	Session 7: Curriculum Development for English Learners
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Discussion of the Readings
English learners and the context of a multicultural / multilingual society
Cultural and linguistic backgrounds of English learners in California
Continued Analysis of the lesson plans / units to better meet the needs of your English learners

- 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?

Assignment for Session 8:
Gather information on students in your class – CELDT scores, test scores, learning styles, etc.

Read:
Boyer and Baptiste: Chapters 12, 13 and Epilogue

3/13/2006	Session 8: Knowing Your Students
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Discussion of the Readings

Multicultural Curriculum Search – Presentation #4

Continued Analysis of lesson plans / units to better meet the needs of ALL your students

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

Reading Assignment for Session 9:

Sleeter: Chapters 1-2

3/20/2006

Session 9: Social Justice and Equity Curriculum

Discussion of the Readings

Multicultural Curriculum Search – Presentation #5

Continued Analysis of lesson plans / units to better meet the needs of ALL your students

- How will your students demonstrate mastery of the content and language standards / objectives?
- What varied authentic products will be produced?
- What multilevel assessment criteria will be used to accommodate students at various language proficiency levels and/or students' varied learning styles?

Reading Assignment for Session 10:

Sleeter: Chapters 3-4

4/3/2006

Session 10: Social Justice and Equity Curriculum

Discussion of the Readings

Multicultural Curriculum Search – Presentation #6

Work on Multicultural Education / Social Justice and Equity Curriculum

Assignment for Session 11:

Bring a draft of the first two sections of your unit / practicum (Students, Objectives)

Bring all resources your unit / practicum will be based upon

Read:

Sleeter: Chapters 5-6

4/10/2006

Session 11: Critical Analysis of Our Work

Discussion of the Readings

In Grade Level Groups – K-6 and 7-12 (2-3 per group), analyze the following components of each student's unit / practicum – use the criteria outlined in the syllabus and discussed in class:

Multicultural Curriculum with a focus on Social Justice and Equity

Students

Objectives

Students will work in their groups to suggest improvements upon unit / practicum

Assignment for Session 12:

Bring a draft of the final sections of your unit / practicum (Assessment, SDAIE strategies, Write-up, Resource List)

Read:

Sleeter: Chapters 7-8

4/17/2006

Session 12: Critical Analysis of Our Work

Discussion of the Readings

In Content Area groups (2-3 per group), analyze the following components of each student's unit / practicum – use the criteria outlined in the syllabus and discussed in class:

Assessment

SDAIE Strategies

Write-up

Resource Lists

Students will work in their groups to suggest improvements upon unit / practicum

Assignment for Session 13:

Bring a draft of your entire unit / practicum

Read:

Sleeter: Chapter 9

4/24/2006

Session 13: Critical Analysis of Our Work

Discussion of the Readings

Using the Teaching Performance Expectations (TPEs), work in pairs to assess whether each unit / practicum meets each expectation

Add / modify each unit or practicum so that it meets each TPE

In groups, write drafts of reflective statements based on TPEs covered in the unit / practicum

5/1/2006

Session 14: Final Presentations

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