

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDUC 364 **The Role of Cultural Diversity in Schooling** **Spring 2006**
(CRN# 22243)

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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

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, sexual orientation 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;
- general familiarity with cultural responsive pedagogy;
- understanding of gay, lesbian, bisexual and transgender students, teachers and families.

ATTENDANCE POLICY

The Governance Community of the College of Education adopted the following policy on 12/19/1997:

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.

This course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. Given the fast-paced and highly interactive nature of the course, and given that teaching and learning is difficult (if not impossible) without regular attendance and full engagement in class, the above College Policy is amplified as follows:

Your attendance and participation are basic to your learning and my evaluation of your learning in this class. You are expected to establish appropriate personal, academic and career priorities to facilitate said attendance and participation in this class.

*Your grade will be negatively affected by absences and positively affected by regular attendance. You will lose 10 points for each tardy or early departure, and 50 points for each absence, explained or unexplained. One absence may be made up with approval.

**Illness and emergency circumstances will be negotiated on a case-by-case basis.

These measures are intended to encourage responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

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).

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 and can apply appropriate instructional strategies 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 social economic backgrounds.

GENERAL CONSIDERATIONS

Professional Disposition and Behavior at All Times: Respect, professionalism, and when appropriate, charity, are necessary for a positive, healthy learning environment. All students are entitled to their opinions. Students demonstrating negative attitudes and behavior will not be tolerated and will be referred immediately to the University Dean of Student Affairs and/or the College of Education Associate Dean. Grades and course credit may be affected by inappropriate professional dispositions and/or behavior.

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.

COURSE REQUIREMENTS

Required Text

Spring, J. (2004). *Deculturalization and the struggle for equality*. Fourth Edition. New York: The McGraw Hill Companies, Inc. ISBN 0-07-256383-4

Banks, J. A. & McGee Banks, C. A. (2004). *Multicultural education: Issues and perspectives*. Fifth Edition. New York: John Wiley & Sons. ISBN: 0-471-14982-9

Course Reader

Grading Policy

Grading Scale: A=930-1000, A-=900-920, B=800-890, C+=770-790, C=730-769, C-=700-720, D+=670-690, D=630-660, D-=600-620, F=590 or lower. Students **taking EDUC 364 as a prerequisite for teacher credential** and graduate programs are reminded that the **College of Education requires completion of this course with a C+ or higher for these purposes.**

Attendance & Participation: You are **expected** to read course materials prior to class meetings **and participate** in group and class discussions both on WebCT prior to class and in face-to-face class sessions.

Communication: You are expected to use WebCT/coursemail and the web on a regular basis. You must log in regularly to WebCT and obtain a university email address / user ID no later than during the *first week of class* so that I can add you to my WebCT/coursemail list. Essential and time-sensitive information may be conveyed via WebCT/coursemail, and you are responsible for obtaining this information from each other or from the professor.

Submission of Coursework: All work needs to be submitted on WebCT under the appropriate Assignment module. All work also needs to be submitted in paper format to be graded. Work submitted within one week late will be reduced by one letter grade. Work received over one week late receives no credit (Individual exceptions due to emergencies will be negotiated on an individual basis).

Grading Emphasis: Each written assignment will be graded approximately 80% on content and writing (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). You are expected to write at or above the minimum competency level for writing. All citations need to use APA format.

ASSIGNMENTS / DUE DATES / POINTS POSSIBLE

All assignments are due on the dates indicated. All work needs to be submitted on WebCT under the appropriate Assignment module. All work also needs to be submitted in paper format to be graded. Work submitted within one week late will be reduced by one letter grade. Work received over one week late receives no credit (Individual exceptions due to emergencies will be negotiated on an individual basis).

Assignments must be typewritten or word processed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition. Use of electronic spelling and grammar checking is encouraged. Samples of assignments are available for viewing in class and during office hours.

Class grade based on a total of 1000 points.

1. Attendance / Participation

300 Points

Class attendance and participation

(200 points)

WebCT participation

(100 points)

Attendance at every session, along with active, engaged, reflective, respectful discussion, is required and expected. (See section on the Attendance Policy for information on consequences of absences.) Ongoing and active participation on the WebCT Discussion Board will be required. For each class session's topics (some sessions will have more than one topic), one or two students will be responsible for posing critical thinking questions to the class, and summarizing the students' comments *prior to the session in which the topic will be discussed.

2. Personal/Family Background Assignment

300 Points

1st Assignment Part A

(100 Points)

1st Assignment Part B

(100 Points)

2nd Assignment

(100 Points)

1st Assignment Part A.

Personal History Narrative (2-5 pages)

Due Session 2

Write a narrative essay about your own life, describing the experiences that have shaped your views of race, culture, and issues of diversity.

a. Reflect on and describe your own experiences in terms of the following:

*your family background;

*your positionality / membership: i.e., your reference points & identity in terms of gender/sexuality, culture, ethnicity/race, class, language, religion, etc.;

*your exposure to and interactions with others unlike yourself; and

*other factors you would like to include, as determined by your unique circumstances and upbringing.

b. In addition, explore and describe

*your identity as a learner (a confident student; had trouble with writing; etc.)

*how this may affect your potential as a teacher (will have high expectations of students; etc.)

Include SPECIFIC examples of events and situations that you feel shaped your views on these issues. Be sure to situate your examples, i.e., provide context and explicitly detail any assumptions about schooling and education. To the extent possible, relate your experiences to anticipated course topics, readings and discussions. Be prepared to discuss your assignment with the class (small and/or whole group).

1st Assignment Part B. Family Tree

Due Session 3

By researching and studying one's own background, it is possible to gain an appreciation of our unique heritage as an American, and also prepare to discuss the unique heritage and history of other Americans. First, construct a genealogical family 'tree' covering e.g., grandson to grandfather levels. Second, for each person on the tree, write a descriptive paragraph (bulleted outlines are also acceptable), including as much information as you can gather (e.g., vocation, religious affiliation, ethnicity, culture, language(s), country of origin, education/occupation and any other information that may be of interest and value). Third, write a response to the following questions: How does your family fit into mainstream U.S. culture? (**Note: You MUST use Ogbu's terms such as primary and secondary cultural characteristics, voluntary and involuntary immigration, etc.) What processes of change and assimilation or acculturation do you notice through the generations in your family's history? Has your family's status or identity changed over the generations? Why? What are some positive and negative experiences your family has had related to your family's role or status in the U.S.?
Format: tree graphic + info on about 10 people in at least three generations + a paragraph for each of the final series of questions above.

2nd Assignment.

Reflection on Personal History Narrative (2-3 pages)

Due Session 15

Consider your first reflective narrative from the beginning of the semester. Are there any changes you would make to the story? Have you remembered or reinterpreted particular events throughout this semester, or have particular events taken place since the beginning of the term that have led you to reflect on some critical themes in this course? In what ways have your voice and perspective changed? Sometimes, the changes will be subtle or the changes may be dramatic. In this assignment, you will document your new reflections concerning your personal narrative, as a result of having critically examined the major issues covered in this course.

****The narrative needs to be mindful of TPE 15, Social Justice and Equity.*

3. Final Presentation (Critical Assessment Task) 200 Points Due Session 15

Final presentations must include the following elements:

- a. The presentation topic must be formed around social justice and equity
- b. Students will work in groups
- c. Students will present their work to the class
- d. Students will submit a research paper (group paper) or a Video ethnography
- e. Students will use APA format to write their papers
- f. The paper will include resources from any or all of the following;
 - i. ERIC database
 - ii. Internet
 - iii. Print media (e.g., journals, newspapers, magazines)

More detailed guidelines will be presented later.

4. Outcome Assessment (Critical Assessment Task) 200 Points Due Session 15

This is your opportunity to examine your own learning. In 3-5 pages, you will:

1. describe your understanding of social justice and equity;
2. discuss what you learned in the class that contributed to your understanding of social justice and equity;
3. and discuss how your understanding of social justice and equity will shape your attitudes, disposition, and demonstrated behaviors as a future teacher.

5. Extra Credit Assignment

100 Points

There will be 10 unannounced in class quizzes. Overall the quizzes will be based primarily on the readings and to a lesser degree on lectures or on WebCT materials. Each quiz will be worth 10 points. There are no make-up quizzes. These quizzes are intended to add extra points to your score and missing a quiz or doing poorly on a quiz WILL NOT HURT YOUR GRADE. A student can receive an A and choose to never take a quiz. However, with rare exceptions, this will be the extent of possible extra credit work.

WEEKLY READINGS / ACTIVITIES

Tentative Course Schedule

The professor reserves the rights to modify the schedule below when deemed appropriate.

Date	Topic	Assignment
Week 1 (1/18)	<p>TOPIC: Intro to Educ 364</p> <p>TOPIC: Intro to Culture Course overview: introduction & needs assessment. What is culture? How does it inform education? Begin personal history narratives. Sample projects.</p>	<p>Discuss course objectives, standards, and assignments. Discuss culture using personal narratives.</p>
Week 2 (1/25)	<p>TOPIC: Multicultural Education and Culture Nature of culture, race relations theories, and implications for education.</p> <p>TOPIC: History of Anglo-Americans in the U.S. Cultural contact, cultural diversity in the U.S. and California, changing demographics; <i>Share personal history narratives & family trees.</i> (V – Irish Americans)</p>	<p>Reader: Ogbu Chp 1: Banks & Banks</p> <p>Personal History Narrative Due!</p> <p>Reader: Brodtkin</p>

Week 3 (2/1)	TOPIC: (cont'd) Anglo-Americans	Family Tree Due! Reader: Wise Reader: Buck Reader: Article on “White names” Spring: Ch. 1 Reader: McIntosh article
Week 4 (2/8)	TOPIC: Race & Ethnicity – begin Race as a social construct TOPIC: History of African Americans in the U.S. TOPIC: Institutional racism TOPIC: Begin selection of groups & topics. Group Project Work: develop project timelines, tasks.	Reader: Smedley & Smedley Spring Ch. 3 (African Americans) Reader: Anderson (Reader: Spradley)
Week 5 (2/15)	TOPIC: Hispanic/Latino Americans TOPIC: Asian Americans V – Cambodian Doughnut Dreams	Spring, Ch. 5 (Hispanic/Latino Americans) Spring, Ch 4 (Asian Americans) Reader: Park: Aspirations of Southeast Asians Reader: Park/learning styles
Week 6 (2/22)	TOPIC: Race & Ethnicity (cont'd) Manifestations of culture in the classroom: Working with diverse populations: Learning styles; Culturally responsive teaching TOPIC: Class	Bank & Banks, Ch. 4 Reader: Lindsay Reader: Crenshaw

<p>Week 7 (3/1WCT)</p>	<p>TOPIC: Open</p> <p>TOPIC: Open</p>	<p>Project Proposal due!</p> <p>DataQuest: Search and find special education categories and services in your local school / district!</p>
<p>Week 8 (3/8)</p>	<p>TOPIC: Exceptionality V – 60 minutes clip OR The Station Agent OR V- FAT City</p> <p>TOPIC: Gifted Students</p> <p>TOPIC: Assessment</p> <p>TOPIC: Multiple Intelligences</p>	<p>Chapter 13: Banks & Banks</p> <p>Chapter 15: Banks & Banks</p>
<p>Week 9 (3/15)</p>	<p>TOPIC: Gender & Sexuality</p> <p>TOPIC: Group time to review Timelines & Tasks; develop Literature Review, Interview Protocols</p> <p>Preview Basics of Shooting and Video Editing (MAC LAB TBA).</p>	<p>Chapter 6: Banks & Banks Reader: A. P. article on Wal-Mart</p>
<p>Week 10 (3/22)</p>	<p>TOPIC: Religion</p> <p>TOPIC: Open</p>	<p>Reader: Hamilton “Holiday decorations”</p> <p>Chapter 5: Banks and Banks</p>
<p>Spring Break (3/29)</p>	<p>TOPIC: Rest and Fun</p>	

<p>Week 11 (4/5)</p>	<p>TOPIC: Language. V – Lemon Grove Incident / Kellogg Library Guest Speaker</p> <p>TOPIC: Work on group projects</p>	<p>Chapter 12: Banks & Banks</p>
<p>Week 12 (4/12) AERA WCT Session</p>	<p>TOPIC: Public Policy</p> <p>TOPIC: Open</p>	<p>Find Policy article on the reauthorization of NCLB 2007</p> <p>Research Project / Ethnographic Interview DRAFT DUE IN TWO WEEK!</p>
<p>Week 13 (4/19)</p>	<p>TOPIC: The Bilingual Education “Debate” Language Policy</p> <p>TOPIC: Open</p>	

DATE	TOPIC	ASSIGNMENT
<p>Week 14 (4/26)</p>	<p>TOPIC: Public Policy and the Intersection of Race, Ethnicity, and Class. Issues in curriculum development and social policy</p> <p>TOPIC: Multiracial Identities</p>	<p>Spring: Ch. 6 Civil Rights to Now</p> <p>Research Project / Ethnographic Interview DRAFT <u>DUE !!!</u></p> <p>Identity models</p>

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