

CALIFORNIA STATE UNIVERSITY SAN MARCOS  
COLLEGE OF EDUCATION  
EDUC 364, Section 2 (CRN#30052)  
*The Role of Cultural Diversity in Schooling*  
Summer 2005

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**WebCT Info:** Go to <http://webct.csusm.edu> and use your CSUSM user name and password.

**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 \*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**

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.

Strong oral and written communication skills, information literacy, and technology are required of professional educators; therefore, these components are emphasized as methods to be used in completing course requirements.

**COURSE OBJECTIVES**

Students completing EDUC 364 will be able to demonstrate the following:

- developing competencies in TPE 15: Social Justice and Equity (see below);
- 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 culturally responsive pedagogy;
- understanding of gay, lesbian, bisexual and transgender students, teachers and families.

**AUTHORIZATION TO TEACH ENGLISH LEARNERS**

**In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted. As of 2002, the CLAD competencies are collectively referred to as an authorization to teach English Learners.**

**STUDENTS WITH DISABILITIES REQUIRING REASONABLE ACCOMMODATIONS**

Students with disabilities requiring reasonable accommodations must be approved for services through the Disabled Student Services Office (DSS). This office is located at Craven Hall 5205, and the contact numbers are 760-750-4905 (tel) and 760-750-4909 (TTY). Students authorized by DSS to receive reasonable accommodations should meet with their instructor on or before the first week of class.

## 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 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.

### 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.

### GRADING

**Grading Scale:** A=93-100, A-=90-92, B=80-89, C+=77-79, C=73-76, C-=70-72, D+=67-69, D=63-66, D-=60-62, F=59 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.

### 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 under any circumstances 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:** This course is aligned with the standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing, and as approved by the faculty of the College of Education. (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.

**Academic Honesty:** It is expected that each student will do his or her own work, and contribute equitably to group processes and projects. 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 course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. Peggy Kelly, Associate Dean.

**Ability:** Every student has the right to an equitable education and appropriate accommodations. 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 appropriate accommodations for special needs students. Students may be required to use the Writing Center or similar resource for all written assignments, based on performance on the first writing assignment.

### **REQUIRED TEXTS (These\* texts are on reserve at the Kellogg Library.)**

**NOTE:** All texts/readings MUST be brought to each appropriate class session.

1. NOT REQ'D for Summer 2005 / Banks, J.A. and Banks, C.A. (2004?). *Multicultural Education: Issues and Perspectives*, 5<sup>th</sup> Ed.
2. See WebCT Resources / Lelyveld, J. Ed. (2001). *How Race is Lived in America: Pulling Together, Pulling Apart*. Henry Holt Company.
3. \*Spring, J. (1997). *Deculturalization and the Struggle for Equity (2<sup>nd</sup> Edition)*. New York, NY: The McGraw-Hill Companies, Inc.
4. \*Course Reader: Info on this will be announced in class.
5. \*Krashen, S. (1999). *Condemned without a trial: Bogus arguments against bilingual education*. Portsmouth, NH: Heinemann.

**Optional Texts:**

- Cummins, J. (1996). *Negotiating identities: Education for empowerment in a diverse society*. Ontario, CA: California Association for Bilingual Education
- Day, F. A. (1999). *Multicultural Voices in Contemporary Literature*. Portsmouth, NH: Heinemann.
- Derman-Sparks, L. (1989). *Anti-Bias Curriculum*. National Association for the Education of Young People. ISBN: 093598920X
- OR Lee, E. (1998). *Beyond Heroes and Holidays*. Washington, DC: Network of Educators on the Americas.
- Feagin, J. R. (2000). *Racist America: Roots, Current Realities, and Future Reparations*. New York: Routledge.
- Gollnick, D. & Chinn, P. C. (1998). *Multicultural Education in a Pluralistic Society (5<sup>th</sup> Edition)*. Columbus, Ohio: Prentice Hall, Inc.

### **COURSE REQUIREMENTS**

**Assignments:**

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.

**A. Attendance & Participation (100 points) Attendance at every session, as well as 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 session’s topics, 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.**

**B. Portfolio (300 points TOTAL / choose any 2 out of the 4 assignments marked with a \*):**

- |                              |           |               |
|------------------------------|-----------|---------------|
| 1. Family Tree Map & Writeup | 50 points | Due Session 2 |
| & Personal History Narrative | 50 points | Due Session 2 |
| 2. CBEDS Assignment*         | 50 points | Due Session 3 |

- |  |            |                |
|--|------------|----------------|
| 3. Gender Assignment*  | 50 points  | Due Session 5  |
| 4. Religion Map*   | 50 points  | Due Session 8  |
| 5. World Language TV*  | 50 points  | Due Session 9  |
| 6. Final Assignment: Reflection on Personal History Narrative (25 points) & Outcome Assessment (75 points) | 100 points | Due Session 11 |

**C. Research Project & Presentation (300 points TOTAL – look in this syllabus for a list of suggested topics):**

1. **Outline (50 points) :** Topics (General rationale, focus and scope of project)  
 Due Session 5 Tasks (Each task must be assigned to one or more team member)  
 Timeline (Target dates for completion of each task)
2. **Draft of Paper/Video: Due Session 10**
3. **Final Paper/Video & Presentation (250 points) :** Be sure to complete and include the Project Reflection form in this syllabus. Due Session 12.

**TOTAL POINTS POSSIBLE: 300 + 300 + 100 = 700 POINTS (plus any bonus points earned)**

**ASSIGNMENT SPECIFICATIONS**

**ASSIGNMENT DIRECTIONS (SPECIFIC DIRECTIONS WILL ALSO BE POSTED ON WEBCT)**

- A. Attendance and Participation. (100 points)** Attendance; preparedness with readings and leading a discussion prior to class; as well as active, engaged discussions and participation in class all fall into this category.

Students will post comments on readings and current issues as they relate to each session’s topic on WebCT PRIOR to class. Current educational issues and thoughts on course topics can be found on the following websites:

San Diego Union Tribune [www.signonsandiego.com](http://www.signonsandiego.com)

Education Week [www.edweek.com](http://www.edweek.com)

North County Times [www.nctimes.com](http://www.nctimes.com)

California Department of Education [www.cde.ca.gov](http://www.cde.ca.gov)

Rethinking Schools [www.rethinkingschools.com](http://www.rethinkingschools.com)

Teaching Tolerance [www.tolerance.org](http://www.tolerance.org)

**B. PORTFOLIO**

- 1. Family Tree (50 points) and Personal History Narrative (50 points) Due Session 2**

- 1a. Family Tree Assignment: (50 points) Due Session 2**

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, write descriptive paragraphs for each person, including as much information as you can gather about your family background (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 + sentences for 10 people in at least three generations + a paragraph for each of the final series of questions above.

- 1b. Personal History Narrative. (50 points) 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 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).

**2. Class: CBEDS / DataQuest 50 points Due Session 3**

Look up a school of your choice on the CBEDS or DataQuest web site. Examine and analyze the languages spoken in the district, the test scores, the number of qualified teachers, the types of programs the school offers, etc. In your writeup, consider... What role does class play with the foregoing factors?

**3. Gender Assignment 50 points Due Session 5**

Review a curriculum component (textbook, film, or visual work, etc.) that addresses a diverse (i.e., different from mainstream heterosexual) gender / sexuality / family composition perspective. How is the piece inclusive /exclusive?

Option 2: Describe how your 1. life, 2. education, and 3. occupation would be different if you were of a different gender or sexuality. Be sure to fully address the question, how would your life and educational / occupational choices have differed as a fe/male? \*\*For example, you can write a narrative (I woke this morning and found that I was male instead of female....) or an expository piece (If I were male instead of female, I imagine many things would change. For example, I would earn 25% more [Census, 2000] ...). Be sure to cite Census data or other sources of information as appropriate (e.g., you might cite the number of single parent households as the rationale for reviewing a single parent family book). See <http://www.census.gov/hhes/income/earnings/earnings.html> for Census data. \*\*

**4. Religion Map & Writeup 50 points Due Session 8**

\*\* Map out the various religious buildings and organizations (churches, temples, mosques, etc.) in your neighborhood. The map needs to be done on a regular size sheet of paper, and the scale is up to you. If there are lots of religious buildings within a 10-block area, do that. If not, go bigger -- e.g., map the city on your sheet of paper, indicating the various religious buildings. You may search churches on a web map as well and submit the printout instead. In your writeup, discuss the ways in which these various religions might effect public education. Give specific examples as much as possible.

**5. World Language TV 50 points Due Session 9**

Watch an hour of a film in a language that you have no knowledge of. In your writeup describe the following. A. How did you feel? (Frustrated, engaged, etc.) B. What helped you comprehend this new language? (Visuals, facial expressions, music, background knowledge – familiar genre or familiar words, etc.) C. What type of strategies might English learners benefit from and make subject matter comprehensible?

**6. Final Assignment (100 points): Reflection on Personal History Narrative (25 points) and Outcome Assessment (75 points) Due Session 12**

**Reflection on Personal History Narrative (1 page)**

Consider your first reflective narrative from the beginning of the semester. Are there any changes you would make to the story? Have you remembered 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? Birthdays don't change, but your voice and perspective may have changed. Sometimes, the changes will be subtle, as in choosing to use the terms Asian American or Latino rather than Oriental or Hispanic for specific purposes. 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.

**Outcome Assessment (2 pages)**

Describe the following:

- A select few of the most important things you learned in this class; (continued on next page)
- How you knew you were learning something of significance (assessing your own learning – cite specific readings, discussions, films, activities, community activities, etc.);
- How this will shape your attitudes and demonstrated behaviors as a teacher or in future intercultural interaction; i.e., how you will demonstrate overall “cultural competence” (as this definition is developed in class).

Emphasis will be placed on your ability to articulate the select topics of your choice, the depth of reflective analysis, your description of how you knew what you were learning (specific examples from the course: cognitive – facts, knowledge bases, content areas; behavioral – speech and actions; and affective – attitudes), and the connections you make between the topics and your future growth & professional practice.

**7. Check with the professor re: doing any of the following as an Extra Credit or Makeup Assignment:**

**OR Film Writeups:** View a film, preferably with a historical context, that deals with the major issues covered in this class: (race,ethnicity, exceptionality, language, class, etc.) then write a critical response to a film related to the course.

Immigration: Angela’s Ashes (Irish American / poverty)

Native American: Smoke Signals

Asian American: Come See the Paradise, Snow Falling on Cedars, Joy Luck Club

African American: Tuskegee Airmen, Freedom Song, Down in the Delta, Finding Forrester, A Family Thing (1996)

Hispanic: Mi Familia

Colonial perspectives: Indochine (French Indochina); Lagaan (British India or South Asia);

\*\*For additional ideas, see the reference list from Rethinking our Classrooms in the course reader.

**OR Article reviews:** Write a critical response to current articles related to the topics covered in this course.

**OR Community events:** Write a critical response to a community event you participated in, or provide a video/visual of the event with a brief analysis.

- C. Research Paper/Visual Ethnography and Panel Presentation. (300 points).**
- |   |                       |
|---|-----------------------|
| <b>1. Project Proposal</b>  | <b>Due Session 5</b>  |
| <b>2. Research Paper / Visual Ethnography Draft</b>                             | <b>Due Session 10</b> |
| <b>3. Research Paper / Visual Ethnography Final Version &amp; Presentations</b> | <b>Due Session 12</b> |

In heterogeneous groups of four (4) to five (5) students MAXIMUM, you will develop, as a group, a multicultural research paper/video, which you will formally present to the class. Your research should include at least 3 sources from the ERIC database, at least 3 sources from the Internet, at least 3 professional journal articles, and at least one of the texts used in class. (Optional: mainstream newspapers and journals.) References must be exclusive of one another. Each member of the group must submit comments on the group process on the form, **Group Project Reflection & Evaluation (@ the end of this syllabus packet) either individually or collectively.**

Your paper will include the following components:

**Research Paper Option (15 – 20 PowerPoint slides or equivalent in Word):**

\*A cover page listing the title, a 1 paragraph/200 word abstract, full names of all group members

- BACKGROUND & INTRODUCTION:** This section is a narrative that describes the issue, including its historical context. You might start with a general introduction of the topic you will study. A case study or the depiction of a real life problem situation is a good idea. Basically, you are introducing your topic to the reader and in effect, making a case for why your topic and paper are important.
- LITERATURE REVIEW:** In this section, summarize and critically review the literature review you have done related to your topic. This section looks at different researchers' viewpoints on your topic. The section might have a pro or con feeling tone, depending on your topic.
- METHODOLOGY:** How did you conduct your research? Did you do a survey, an interview of someone you knew, compare data in the texts and research articles with your own subjects, etc.
- FINDINGS & CONCLUSIONS:** This section should discuss a. your findings from research / ethnographic interview, and b. the conclusions you drew after having researched your topic / conducted your interview and analyzed the themes. For example, your conclusion can include a position statement on the issue, with references to specific literature to support why you have taken that position.
- RECOMMENDATIONS:** What do the findings suggest for action, i.e., instructional change? What implications do you observe for each of the following? Parents, students, curriculum, instruction, assessment, teachers, administrators, communities, voters, policymakers, etc.

\*\* The paper needs to be in an outline format (Word or PowerPoint formats are acceptable) , with one or more slides for each of the 5 sections above. As a general guideline, the final paper should be about 15 – 20 slides in length. The outline needs to be submitted in a printout format (multiple slides, about 4 – 6 slides per page is fine.)

\*An annotated bibliography of all references consulted should also be included.

\*Any attachments such as your visual aids for the presentation, graphic organizers / handouts, or any supplementary material developed to enhance student learning should also be included in the file and printout.

**Visual Ethnography (Ethnographic Interview on Film) Option:**

\*\*\*I strongly encourage you to do video projects. Digital camcorders and video editing resources are available on campus. Try it out! For example, you might film migrant workers and their school-aged children and critically examine educational implications for this group. As noted above, ethnographic projects entail a shorter literature review section and examines one subject's experience in depth. More information will be provided to interested groups. Should you choose to do the Visual Ethnography Option, your writeup will be comprised of two parts: a. the actual transcript of the interview; and b. the 15 – 20 slides above gets reduced to about 5 slides total. Your group is responsible for presenting a polished, edited video and mini outline (a. and b.) as your final project.

For the visual ethnography option, all sections are the same as the Research Paper Option above, except section 2, which is amended as follows:

2. Your group will need to read the Spradley article that details how to develop an interview protocol. Your group will also need to develop a set of interview questions related to your topic of interest. Your group can reduce the number of library resources (i.e., all 9 are not required). However, keep in mind that the interview protocol should reflect information from your literature review, and that the bulk of your writeup will be based on your ethnographic interview.

e.g., The interview typically begins by establishing the context of your subject. Often, this means asking about the subject's family and community, so you need to develop questions on these aspects of the subject's background. This section should draw out responses similar to what you wrote in your own personal narrative for this course.

Next, develop questions focusing on your subject's identity, academic motivation, or academic achievement. How do issues of race, ethnicity, gender, class, exceptionality, etc. mediate your subject's identity, academic motivation, or academic achievement?

You will develop drafts of interview questions and they will be reviewed prior to the actual video interview.

### **Group Presentations:**

Your group's interactive presentation will be 20 minutes in length, plus additional time (about 5 – 10 minutes) for Q & A with the audience. This means that your group needs to include an interactive component that involves the audience directly. For example, you may include skits, simulations, debate, Socratic dialogue, etc. Your group will present a synopsis of your issue, accompanied by appropriate visual, aural and or tactile aids. DO NOT a. read from the text of your paper or b. just "present" the material without involving the class; c. grossly miscalculate presentation time (rehearse!). Your presentation does not need to cover the A – Z of your entire written report. Rather, you will provide a BRIEF overview, then highlight some critical points.

### **Possible Topics for Group Research Paper / Visual Ethnography and Panel Presentations for EDUC 364**

1. Interview a language minority parent about their access to their children's learning, involvement and empowerment.
2. Bi-/Multiracial identity: Interview someone about their ethnic identity, language loyalties, self-concept and development, etc.
3. Should we educate the children of undocumented workers? Why or why not?
4. What are some powerful examples of how diversity positively impacts and challenges our public schools?
5. What is the role of religion in the public schools?
6. How are public schools funded? What issues of equity in education does this procedure raise?
7. Research incidents of violence and discrimination at CSU San Marcos. Eg., Neo-Nazi movements on campus, discrimination lawsuits filed by employees and legal/court decisions that have been rendered, etc. What did you learn about the history of this campus?
8. How do perceptions of race and ethnicity in the U.S. compare to those in other countries (e.g., Rwanda, post-Nazi Norway, Brazil, etc.)?
9. What kind of curriculum should be designed for diverse students?
10. What are the goals and benefits of the "English plus" movement? Compare and contrast this to the "English-Only" movement.
11. How can issues of gender and sexuality be appropriately addressed in the curriculum and in the collaborative administration of schools?
12. What is Proposition 227 and what has been its impact on the education of English language learners?  
\*Focus on your school district / school site. For example, you might examine SAT-9 scores before and after 227, general community reaction to 227, % of students who filed waivers and stayed in bilingual programs, etc.
13. What is ebonics? What did the Oakland Unified School District determine in the widely publicized ebonics proposal?
14. Intercultural relations – African American perceptions of Asian Americans; White perceptions of African Americans; Latino perceptions of Whites; etc.
15. Strategies for conflict resolutions. How have school districts handled violence and implemented intercultural conflict education?
16. Technology in education: organization and instructional aspects for teachers, schools, and districts.
17. What are charter schools?
18. What are the main strands and effects of the federal legislation, No Child Left Behind?
19. Topic of choice – please clear with the professor before starting your project.

**TENTATIVE COURSE SCHEDULE**

The professor reserves the rights to modify the schedule below when deemed appropriate. Reader Table of Contents are included herein following the Tentative Course Schedule. *Italicized items are suggestive, and depends on available time.*

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
Session 1 5/24	<b>TOPIC: Intro to Class, Intro to Culture</b> Course overview; introduction & needs assessment. What is culture? How does it inform education? Begin personal history narratives. Sample projects.	* denotes articles you can download for free at WebCT / Resources
Session 2 5/26	<b>TOPIC: Culture, Anglo-Americans, &amp; White Ethnics.</b> Nature of culture: Brief history and scope of the notion of culture. Cultural contact, cultural diversity in the U.S. and California, changing demographics. <i>Share personal history narratives &amp; family trees. V - Irish Americans</i>	Reader: Changing America; Ogbu; Appendix: Census data. Lee et. al: McIntosh article. Spring: Ch. 1 (Anglo-Americans) <b>Personal History Narrative &amp; Family Tree due!</b>
Session 3 5/31	<b>TOPIC: Class</b> Growing poverty of children; poverty across ethnic groups; educational implications.  <b>TOPIC: African Americans</b> V – A Family Thing / School Colors <i>Groups: Selection of groups &amp; topics.</i>	*Lelyveld: At a Slaughterhouse, Some Things Never Die <b>Class: CBEDS/DataQuest Assignment due!</b>  Spring Ch. 3 (African Americans) Reader: Anderson
Session 4 6/2	<b>TOPIC: Asian Americans</b> V – Cambodian Doughnut Dreams  <b>TOPIC: Race &amp; Ethnicity</b> Manifestations of culture in the classroom: Working with diverse populations: Learning styles; Parental involvement; Culturally responsive teaching; culture, *communication, and interaction styles. V – Shadow of Hate  <i>Groups: Peer feedback on project outlines.</i>	Spring, Ch 4 (Asian Americans)  Pick One: 1. Reader: Au/cultural congruence; 2. Reader: Park/learning styles; 3. (Reader: Irvine/learning styles); 4. Reader: Pang/whole chil
Session 5 6/7	<b>TOPIC: Gender &amp; Sexuality</b>  <b>TOPIC: Native Americans</b> V – Smoke Signals or In the White Man’s Image  <i>Groups: Working meeting.</i>	*DeJean: Gay White HS Teachers <b>Gender Assignment due!</b>  Spring, Ch 2 (Native Americans) Reader: McKenna, ERIC, Winona LaDuke speeches  Interview/Video Group Project Readings: Reader: Spradley; Using the imovie 2, Home Video Hints <b>Group Project Proposal due!</b>
Session 6 6/9	<b>TOPIC: Exceptionality; Multiple Intelligences &amp; Assessment</b>  <b>TOPIC: Hispanic/Latino Americans</b>	Reader: *Garcia, case examples article, multiple intelligences handout  Spring, Ch. 5 (Hispanic/Latino Americans) *Lelyveld: Best of Friends, Worlds Apart
Session 7 6/14 WebCT session	<b>TOPIC: Group project meetings.</b>	**Group rep. to post Project progress before Session 8 on WCT!!

Session 8 6/16	<b>TOPIC: Religion</b>	<b>Religion Map due!</b> *Lelyveld: Shared Prayers, Mixed Blessings
Session 9 6/21	<b>TOPIC: Models of multicultural education.</b>  <b>TOPIC: Culture and language.</b> History and current needs/issues.  <b>TOPIC: The Bilingual Education “Debate” Model of Teaching: Jurisprudential Inquiry</b>	<b>World Language TV due!</b>  Reader: A Brief History of Language Restrictionism in the U.S. Reader: Gandara article  Krashen: Entire slim volume.
Session 10 6/23	<b>TOPIC: Identity models</b> Model of Teaching: Advance Organizers  <b>TOPIC: Multiracial Identities</b>	*Lelyveld: Growing Up, Growing Apart Reader: Appendix: 4 identity models  *Lelyveld: Getting Under My Skin  <b>Research Project / Ethnographic Interview DRAFT DUE to both Professor and designated Peer Review Group for Feedback!</b>
Session 11 6/28 WebCT session	<b>TOPIC: Public Policy and the Intersection of Race, Ethnicity, and Class. Issues in curriculum development and social policy.</b>	Spring, Ch. 6 (Civil Rights to Now) Reader: Futrell/Minority teachers  <b>Final Due: Reflection on Personal History Narrative &amp; Outcome Assessment</b>
Session 12 6/30	<b>TOPIC 1: Group presentations</b> Group presentations & connections to course.  <b>TOPIC 2: Closure &amp; Wrap up</b> What have we learned? Where do we go from here?	<b>Research Paper / Visual Project &amp; Presentation Due!</b>

COMPUTER LAB TIMES – UH 273  
5/24, 5/26, 5/31 -- 3 - 4 p.m.

6/2, 6/7, 6/9, 6/14, 6/16 6/21 -- 4 - 5 p.m.

6/23, 6/28 -- 2 - 4 p.m.

**CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES.**

As of 2002, the CLAD competencies are collectively referred to as an authorization to teach English Learners.

<b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND 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>I. Theories and Methods of Bilingual Education</b>	of I. 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)	<b>II. Theories and Methods for Instruction In and Through English</b>	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <b>both English language development and content instruction</b>	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
G. Oral discourse	C. <b>Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)</b>	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	<b>III. Language and Content Area Assessment</b>	C. How teachers can use what they learn about their students (culturally responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	on
B. <b>Psychological factors affecting first- and second-language development</b>	B. Methods	A. Concepts of cultural contact
C. <b>Socio-cultural factors affecting first- and second-language development</b>	C. State mandates	B. Stages of individual cultural contact
D. <b>Pedagogical factors affecting first- and second-language development</b>	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

EDUC 364 stresses competencies in Part 1, II B, C, D; Part 2, II A, C, and Part 3 in its entirety.



