

CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION

**EDUC 364 The Role of Cultural Diversity in Schooling Summer 2005**

**CRN 30185**

**Mondays and Wednesdays / 6 pm to 9:50 pm**

**UNIV 444**

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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).

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**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.

**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).

### **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**

### **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 Texts**

Nieto, S. (2004). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Fourth Edition. Boston, MA: Pearson Education, Inc. ISBN: 0-205-38692-X

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

### **Grading Policy**

All assignments are due on the dates indicated below. **Assignments turned in late will not receive full credit.** They must be typewritten, and should reflect university level composition.

The following grading scale will be used:

93 points – 100 points	A	75 – 79	C+
90 points – 92 points	A-	72 – 74	C
88 points – 89 points	B+	70 – 71	C-
83 points – 87 points	B	60 – 69	D
80 points – 82 points	B-	59 – below	F

**Note:** *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 grade of C+ or higher.*

## ASSIGNMENTS / DUE DATES / POINTS POSSIBLE

- Class Participation** **12 points (one point for each class session)**  
All students are expected to participate in class activities and demonstrate reflective learning. Students who do not attend a class session, or do not participate in class activities will not receive attendance and participation points for that session. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting.
- Personal/Family Background** **20 points (five points for each section)**  
By researching and studying one's family background it is possible to gain an appreciation about ourselves as individuals and our many similarities and differences. In this assignment you are to write a 6-8 page narrative about your family background including religious affiliation, ethnicity, culture, language(s), country of origin, education/occupation and any other information you think is of interest and value. Reflect on your own experiences in terms of your cultural referents, your family background, and other factors determined by your own circumstances and upbringing. Be prepared to discuss your assignment within a larger class dialogue. Please see the attached rubric and graphic organizer for this assignment.
- Reflections / Journal Entries** **12 points (one point for each entry)**  
**Every** class session, you will be asked to **write** a journal entry and/or a reflection statement. Each journal entry will be approximately one page in length and will cover a variety of topics including; a reflection on your learning experiences, a response to a class discussion, and a critique of course readings and class films. You will be asked to **discuss and respond** to journal entries in pairs or small groups.
- "Hot Topics" in Education** **15 points (five points for each section)**  
In pairs, students will have the opportunity to present a "hot topic" in education of their choosing to the class. In section one, students will share no less than two quotes from the article and explain in their own words the issues related to the topic. In section two, students will share no less than two connections that they make between the article and the content of the course. In section three, students will pose no less than two questions that the article/issue raised for them as a discussion starter and guide a short discussion with the class (approximately 10 -15 minutes). Please see attached graphic organizer. You should find ideas for topics 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)

5. **Outcome Assessment** **15 points** (five points for each section)  
**(Critical Assessment Task)**

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.

6. **Group Final** **26 points** (thirteen for presentation, thirteen for paper)

The class will divide into six (6) groups. With the guidance of the instructor, each group will select a topic of their choosing related to Multicultural Education. Groups will be expected to work together and present multiple perspectives of their chosen topic. Each group will submit a research paper and make a presentation on the topic. Both the paper and the presentation must meet the checklist criteria. (See attached.) The paper will include resources from any or all of the following;

1. ERIC database
2. Internet
3. Print media (e.g., journals, newspapers, magazines)

## WEEKLY READINGS / ACTIVITIES

<b>1</b>	<b>July 6</b>	<b>Multicultural Education: Issues and Concepts</b>
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Introductions / Syllabus Overview  
Conceptions / Misconceptions of Culture  
Multicultural Education

### DOWNLOAD SYLLABUS FROM THE WEBSITE

*\* remember due date July 7: **Nieto**: Introduction, Chapters 1 and 2*

<b>2</b>	<b>July 11</b>	<b>Multicultural Education: Issues and Concepts</b>
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Dimensions of Multicultural Education  
Cultural Issues in Education and Society  
Tolerance Issues  
**Nieto**: Introduction, Chapters 1 and 2

*\*remember due date July 12: **Personal/Family Background Papers***

<b>3</b>	<b>July 13</b>	<b>Examining Race and Racism/ Personal Family Backgrounds</b>
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### DUE: Personal / Family Background Papers and Presentations

White Privilege  
Racism and Discrimination  
Understanding Who We Are

**Peggy McIntosh**: Unpacking the Invisible Backpack  
(on-line at [www.uakron.edu/centers/conflict/docs/whitepriv.pdf](http://www.uakron.edu/centers/conflict/docs/whitepriv.pdf))

**Nieto**: Chapter 3

<b>4</b>	<b>July 18</b>	<b>Examining Social Class / Structural Inequalities</b>
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Approaches to Multicultural Education (Models)  
Social Class and Educational Inequality

**Nieto**: Chapter 4  
**Spring**: Chapter 1

<b>5</b>	<b>July 20</b>	<b>Identity / Gender and LGBT Issues</b>
		<p>Cultural Identities  Gender Biases  Schooling Experiences of Lesbian, Gay, Bisexual and Transgender Youth  <b>Nieto:</b> Chapter 5  <b>Kosciw:</b> The 2003 National School Climate Survey  (on-line at <a href="http://www.glsen.org/binary-data/GLSEN_ATTACHMENTS/file/300-3.PDF">www.glsen.org/binary-data/GLSEN_ATTACHMENTS/file/300-3.PDF</a>)</p>
<b>6</b>	<b>July 25</b>	<b>Linguistic Diversity / Educational Equity</b>
		<p>Educating Immigrant Students  Schooling Experiences of Latino Students  <b>Nieto:</b> Chapter 6  <b>Spring:</b> Chapter 5</p>
<b>7</b>	<b>July 27</b>	<b>Academic Achievement / Learning From Students</b>
		<p>Factors Affecting Academic Achievement for Students of Color  Learning from Students  Multiple Perspectives  <b>Nieto:</b> Chapters 7  <b>Spring:</b> Chapter 2, 3, and 4  <b>Beverly Tatum:</b> An interview  (on-line at <a href="http://www.familyeducation.com/article/0,1120,24-3482,00.html">www.familyeducation.com/article/0,1120,24-3482,00.html</a> )</p>
<b>8</b>	<b>August 1</b>	<b>Cross-Cultural Teaching</b>
		<p>Teaching Students from Diverse Backgrounds  <b>Nieto:</b> Chapter 8</p>
<b>9</b>	<b>August 3</b>	<b>Race &amp; Ethnicity / Educational Equity</b>
		<p>Colorblind Perspective in Education  Affirmative Action in Schools  Schooling Experiences of Students of Color  <b>Nieto:</b> Chapter 9  <b>Spring:</b> Chapter 5</p>
<b>10</b>	<b>August 8</b>	<b>Educational Equity / School Family Connections</b>
		<p><b>DUE: Outcome Assessments; Group Final Papers; Journal Entries/Reflections folder</b>  Causes and Effects of Stereotypes  Students with Disabilities  School / Family Connections  <b>Nieto:</b> Chapters 10 and 11  *remember due date August 9: Outcome Assessment and Final Presentation Papers</p>
<b>11</b>	<b>August 10</b>	<b>Multicultural Education in Practice</b>
		<p><b>DUE: Group Final Presentations</b>  Creating Equitable Learning Environments  Course Evaluations</p>
<b>12</b>	<b>August 15</b>	<b>Multicultural Education in Practice</b>

**SB 2042 - Authorization to Teach English Learners Competencies**

<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>	<b>I. The Nature of Culture</b>
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 both English language development <u>and</u> content instruction	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. 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)
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b>III. Cultural Contact</b>
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	<b>IV. Cultural Diversity in U.S. and CA</b>
		A. Historical perspectives
		B. Demography
		C. Migration and Immigration

## Personal and Family Background Rubric

	<b>5</b>	<b>4 - 3</b>	<b>2 - 0</b>
<b>SECTION A</b> <b>My family ethnicity, language, country of origin, culture</b>	You tell your <b>history</b> related to these topics in 4 well organized, expository paragraphs that are descriptive and detailed.	You address the topics with some organization, with little description and detail.	Little to no organization, description nor detail; no sense of story
<b>SECTION B</b> <b>My family education, occupation</b>	You tell your <b>history</b> related to these topics in 2 well organized, expository paragraphs that are descriptive and detailed.	You address the topics with some organization, with little description and detail.	Little to no organization, description nor detail; no sense of story
<b>SECTION C</b> <b>My family religious affiliation and additional info</b>	You tell your <b>history</b> related to this topic (and any additional you'd like to add) in 1 (or more) well organized, descriptive and detailed expository paragraphs.	You address the topics with some organization, with little description and detail.	Little to no organization, description nor detail; no sense of story
<b>SECTION D</b> <b>My experiences in terms of my cultural referents, my family background, my circumstances and upbringing</b>	You reflect on at least three of your life's experiences by looking at them through your culture, family background, circumstances, and upbringing. Your reflection does <b>more</b> than describe these experiences. It also <b>explains</b> what you think/feel about them and how you interpret them in light of any of the following: your culture, family background, circumstances, and upbringing.	You describe your experiences but fail to explain what you think/feel about them in terms of your culture, family background, circumstances and upbringing.	Little to no organization, description nor detail; no sense of story.

### Personal and Family Background Graphic Organizer

**Section A, B, and C, require paragraphs that follow this structure.**

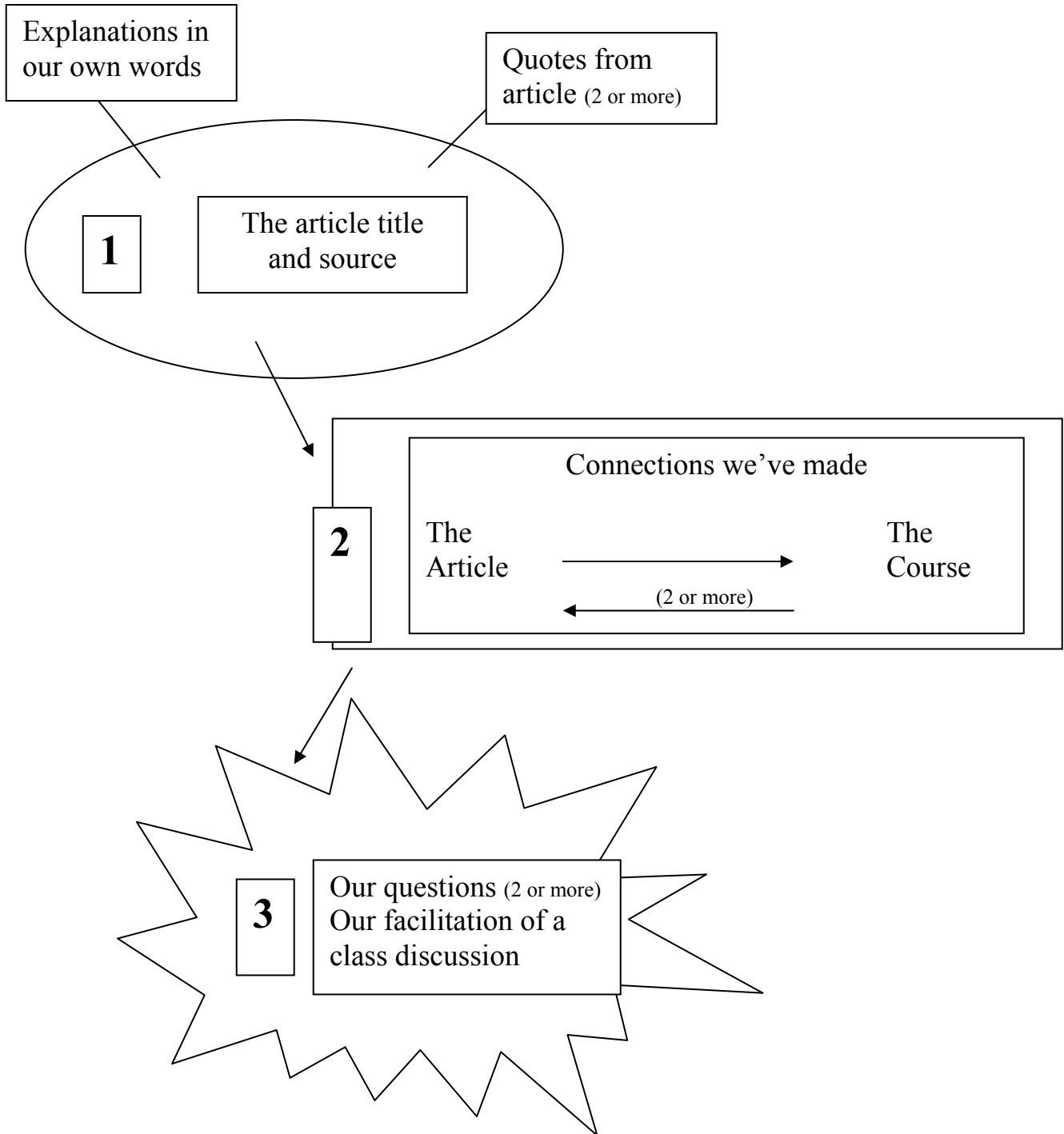
Topic Sentence	
First,	
Explain/example	
Next,	
Explain/example	
Finally,	
Explain/example	
Concluding sentence	

**Section D requires 3 (or more) paragraphs that follow this structure.**

Introduce the experience	
Describe the experience	
Reflections on the experience	



# Hot Topics Graphic Organizer



## Group Final Checklist Criteria for Paper

3 points	Describe the topic based on your research of ALL group members and explain why it is an issue of social justice and equity.
6 points	Describe multiple perspectives (no less than 3) on the topic based on your research of ALL group members, and compare/contrast the differences and similarities in these perspectives.
2 points	Use APA format to write your paper.
2 points	Include a page with the bibliographic information on the sources/resources you used.

## Group Final Checklist Criteria for 25 minute Presentation

3 points	2 group members describe the topic based on your research by ALL group members and explain why it is an issue of social justice and equity. Use visual aides. <b>(three minutes for each presenter = 6 minutes)</b>
4 points	3 group members describe multiple perspectives (no less than 3) on the topic based on your research. Use visual aides. <b>(3 minutes for each presenter = 9 minutes)</b>
3 points	2 group members compare and contrast the differences and similarities in the multiple perspectives shared. Use visual aides. <b>(3 minutes for each presenter = 6 minutes)</b>
3 points	After the presentation, presenters prompt class discussion with a question or quote. <b>(4 minutes for class discussion)</b>