

CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION

**EDUC 364 The Role of Cultural Diversity in Schooling**  
**Spring 2005**  
**CRN # 21313**

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**Office Hours: By arrangement**  
**Class Time: Monday, 6-8:45;Chapparral High School**

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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 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 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

#### **Students with Disabilities Requiring Reasonable Accommodations**

Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This 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.

## **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.

### **CSUSM Academic Honesty Policy**

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

### **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.

## **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

## GRADING

**Grading Scale:** A=90+, B=80-89, C+=77-79, C=70-76, D=60-69, F=59 or lower. Plus or minus grades are not given except as noted in the following instance. Students taking EDUC 364 as a prerequisite for teacher credential and graduate programs are reminded that the College requires completion of this course with a C+ or higher.

**Submission Schedule:** Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit.

**Grading Emphasis:** Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use APA format. Consult Library Services for the *Manual of Citation of the American Psychological Association*, or other guides to citation.

## ASSIGNMENTS / DUE DATES / POINTS POSSIBLE

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged.

<b>1. Attendance and Participation</b>	<b>20 pts.</b>
<b>2. Personal History/ Family Background Assignment</b>	<b>30 pts.</b>
<b>4. Research Paper and Panel Presentation</b>	<b>30 pts.</b>
<b>5. Outcome Assessment</b>	<b>20 pts.</b>

### 1. **Attendance / Participation**

Daily Reflections, quick write activities and other in-class assignments are counted as part of the participation points.

### 2. **Personal / Family Background Assignments**

**Personal History.** Examining your own culture (15 points) Write a narrative essay about your own life, describing the experiences that have shaped your views of race, culture, and issues of diversity, reflecting on your cultural reference, your family background, your interactions with others unlike yourself, and other factors determined by your own circumstances and your upbringing. Address: (1) your identity as a learner, (2) how this affects your potential as a teacher, (3) and your identity as a member of a particular cultural/racial/ethnic group. Include SPECIFIC examples of events and situations that you feel shaped your views on these issues. Be sure to situate your examples in the context of assumptions about schooling and education. To the extent possible, relate your experiences to the theory and praxis in readings, class discussions and activities.

**Family Background Assignment:** (15 points) By researching and studying one's own background it is possible to gain an appreciation about ways in which we share many similarities and differences. In this assignment you are to construct a family 'tree' that includes as much information as you can gather 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.

The format you use to illustrate the information is up to you. It can be as formal as genealogical tree or informal as a narrative. Of course the depth of this report is somewhat limited by time constraints, personal resources and any information you may have collected prior to this assignment. Please indicate these limitations on your report.

### **3. Research Paper / Presentation (Critical Assessment Task)**

(Each group will select a topic which examines multicultural/multilingual families and their relationships to public schools—an aspect of social justice and equity. The topic must be approved by the instructor.) In heterogeneous groups of 3-4 students, you will develop, as a group, a research paper. The paper is to be written using APA format, and must include resources from each of the following:

ERIC database

Internet

Print media (e.g., journals, newspapers, magazines)

The group's paper will include:

1. a cover page listing the title, a 2-3 paragraph/200 word abstract, full names of all group members
2. a narrative that describes the issue, including its historical context,
3. a description of why the issues is significant in the field of education,
4. your position on the issue and a defense (rationale) for taking the position
5. a conclusion regarding the issue, with recommendations for action,
6. an annotated bibliography of all references consulted, and

Your paper should answer WHY and HOW, more importantly than WHO, WHAT, WHEN, or WHERE. The paper should be stapled together, and not placed in any kind of binder. Please put your effort into articulating the issue, not developing some time consuming cover on the computer. **All papers are due on the day of your scheduled presentation.**

**Your panel presentation will be 20 minutes in length.** You will present a synopsis of your issue, accompanied by appropriate visual, aural and or tactile aids. The mode of presentation may include skits, simulations, debate, Socratic dialogue, or some other form of multi-modal presentation. You are cautioned NOT to read from the text of your paper. In addition to the 20 minute presentation, you will plan to respond to questions for no more than 10 minutes. Therefore, your group should be prepared to be "on" for 1/2 hour. It is a group responsibility to practice and time the presentation.

### **4. Outcome Assessment (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.

**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 <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	<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
<b>II. Theories and Factors in First- and Second-Language Development</b>	<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	<b>III. Cultural Contact</b>
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	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
		<b>IV. Cultural Diversity in U.S. and CA.</b>
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

**EDUC 364 Spring 2005**  
**M 6-8:45 Chapparral High School**

<b>DATE</b>	<b>TOPIC</b>	<b>DUE</b>
1/24	Introduction, Course Overview, Chapter 1 Banks & Banks	Attendance in class Ch. 1 in class
1/31	Culture in Society and in Educational Practice Race, Class, Gender, and Disability in the Classroom	Ch. 2,3 Banks& Banks
2/7	Social Class and Educational Equality Religion	Ch. 4,5 Banks& Banks
2/14 2/21	<b>NO CLASS Lincoln's Birthday</b> <b>NO CLASS President's Day</b>	Work in Groups (Research Project)
2/28	Community Sharing of Personal History and Family Tree	<b>Personal History</b> <b>Family Tree</b>
3/7	Gender	Ch. 6,7,8 Banks & Banks
3/14	Race, Ethnicity, Language	Ch. 9,10 Banks & Banks Ch. 2,3,4,5 Spring
3/28 4/4	<b>NO CLASS Spring Break</b> <b>NO CLASS Spring Break</b>	Work in Groups (Research Project)
4/11	Race, Ethnicity, Language/Exceptionality	Ch. 11,12, 13 Banks & Banks
4/18	Exceptionality	Ch. 14, 15
4/25	Civil Rights & New Culture Wars	Chapter 6 Spring
5/2	School Reform	Chapters 16,17 Banks & Banks <b>Research Paper</b>
5/9	<b>Presentations of Research Papers</b>	<b>Outcome Assessments</b>

*Instructor reserves the right to make adjustments to above schedule as deemed necessary.*