

CALIFORNIA STATE UNIVERSITY SAN MARCOS  
COLLEGE OF EDUCATION  
EDUC 364, Section 9 (CRN# 30297)  
*The Role of Cultural Diversity in Schooling*  
Summer 2003

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**Meeting times/places:** UH 443 Tuesdays/Thursdays 6:00 – 9:50 p.m. with lab meetings / locations TBA

### COURSE DESCRIPTION

This course is intended for students having an interest in diversity and educational issues and is a prerequisite for all teacher credential and graduate program candidates in education. In the interest of achieving educational equity for **all** students, this course explores various aspects of cultural and linguistic diversity. Major units to be covered include the following:

- culture and cultural pluralism;
- race & ethnicity;
- class;
- gender & sexuality;
- language;
- religion;
- exceptionality;
- effective teaching for diverse populations; and
- social, structural, programmatic and curricular issues related to the above.

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:

- understanding of various concepts of culture and their applicability to learning, teaching, curricular development and educational reform;
- understanding of the historical and contemporary contexts for multicultural and bilingual education;
- general familiarity with (exposure level) various instructional methods and materials appropriate for use in multicultural and multilingual educational settings;
- ability to interpret, analyze, and synthesize complex information;
- University-level competence in oral and written communication, information literacy, and use of technology.

### 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*)

#### 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.**

### Standard Alignment

The course objectives, assignments, and assessments have been aligned with the CCTC standards for Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards are addressed in this class:

Standard 3: Relationships between theory and practice

Standard 4: Pedagogical thought and reflective practice

Standard 5: Equity, diversity, and access to the core curriculum

Standard 10: Preparation for learning to create a supportive, healthy environment for student learning

Standard 11: Preparation to use educational ideas and research

Standard 12: Profession perspectives toward student learning and the teaching profession

Standard 13: Preparation 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 Subjects 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 following TPE's are addressed in this course:

#### Primary Emphasis:

TPE 8: Learning about students

TPE 11: Social environment

TPE 12: Professional, legal, and ethical obligations

#### Secondary Emphasis:

TPE 4: Making content accessible

TPE 7: Teaching English learners

TPE 13: Professional growth

#### **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 1 point for each tardy or early departure, and 5 points for each absence, explained or unexplained.

\*\*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.

**Communication:** You are expected to use email and the web on a regular basis. You must email me during the *first week of class* so that I can add you to my email list. Essential and time-sensitive information may be conveyed via email, and you are responsible for obtaining this information from each other or from the professor.

**Submission of Coursework:** 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. E. Oliver, 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

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

1. 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.
2. 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.
- 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. 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. Portfolio (50 points TOTAL):

1. Personal History Narrative & Family Tree      5 points      Due Session 2
2. CBEDS Assignment      5 points      Due Session 3
3. Gender Assignment      5 points      Due Session 5
4. Religion Map      5 points      Due Session 7
5. Community / Service Learning Activities (2 x 5 points = 10 points) (Check with the professor re: doing these activities as Extra Credit or Makeup Assignments upon approval) Do these at your convenience, but they are due Session 10.
6. World Language TV      5 points      Due Session 11
7. Final Assignment: Reflection on Personal History Narrative & Outcome Assessment      10 points      Due Session 11

#### B. Research Project & Presentation (30 points TOTAL – look in this syllabus for a list of suggested topics):

1. Outline (5 points) :      Topics (General statement and focus)  
Due Session 4      Tasks (Each task must be assigned to one or more team member)  
   Timeline (Target dates for completion)
2. Draft of Paper/Video: Due Session 8
3. Final Paper/Video & Presentation (25 points) : Be sure to complete and include the Project Reflection form in this syllabus. Due Session 11.

#### C Pop Quizzes (10 x 1 point = 10 points)

#### D. Attendance & Participation (10 points) Ongoing

## ASSIGNMENT SPECIFICATIONS

### A. PORTFOLIO

1. Personal History Narrative and Family Tree (10 points total)      Due Session 2
- 1a. Personal History Narrative. (5 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;

\*how this may affect your potential as a teacher.

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 anticipated course topics, readings and discussions. Be prepared to discuss your assignment with the class (small and/or whole group).

- 1b. Family Tree and Background Assignment: (5 points) Due Session 2

By researching and studying one's own background, it is possible to gain an appreciation of our unique experiences, and also open up discussions about any similarities and differences with peers. 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 that may be of interest and value.

Format: construct a genealogical tree covering e.g., grandson to grandfather levels with descriptive paragraphs for each person.

The remaining portfolio assignments will be explained in class.

**2. Class: CBEDS / DataQuest 5 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 5 points Due Session 5**

Written or visual format of any of the following: personal narrative or literature or film piece from a different gender / sexuality / family composition perspective.

**4. Religion Map 5 points Due Session 7**

\*\* 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're 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 5 points Due Session 11**

**6. Service Learning 5 points Due Session 10**

**Community / Service Learning Activities (2 x 5 points = 10 points) (Check with the professor re: doing these activities as Extra Credit or Makeup Assignments):**

**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.

**7. Final Assignment (10 points): Reflection on Personal History Narrative and Outcome Assessment 10 points Due Session 11**

**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.

**B. Research Paper/Visual Ethnography and Panel Presentation. (30 points).**

- |  |                |
|--|----------------|
| 1. Outline   | Due Session 4  |
| 2. Research Paper / Visual Ethnography Draft                         | Due Session 8  |
| 3. Research Paper / Visual Ethnography Final Version & Presentations | Due Session 11 |

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. Your paper will include the following components:

**Research Paper Option:**

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

1. 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.
2. 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.
3. 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.
4. 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.

\*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.

\*\*As a general guideline, the final paper should be about 10 pages in length. The paper should be stapled together, and not placed in any kind of binder. The paper also needs to be emailed to the professor in electronic format (e.g., Word and PowerPoint formats) for archiving purposes.

**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 either (YOUR GROUP'S CHOICE): a. the actual transcript of the interview; or b. gets reduced to about 5 pages total. Your group is responsible for presenting a polished, edited video and mini paper (a. or b.) as your 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. Why is public education called the “great equalizer”? Is public education indeed an equal opportunity for all students?
5. 2004 will mark the 50<sup>th</sup> anniversary of the Brown vs. Board of Education decision. What has been accomplished in the past 50 years of Brown vs. Board of Education? What else still needs to change in the public education system?
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. What impact does poverty have on education?
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. What are some important educational issues related to gender and sexuality?
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. Topic of choice – please clear with the professor before starting your project.

### D. Pop Quizzes (10 x 1 point = 10 points)

You will have pop quizzes on basic information in your readings. They are worth 1 point each, and cannot be made up if you are absent or late.

**E. Attendance and Participation. (10 points)** Attendance; preparedness with readings and portfolio pieces; active, engaged discussions and participation in class all fall into this category. **\*\*Each of you will be responsible for leading one activity related to the readings with the whole class.** For ideas on class activities, refer to *Anti-Bias Curriculum* and *Beyond Heroes and Holidays*.

### **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.

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
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<p>Session 1 7/8</p>	<p><b>TOPIC: Intro to Class, Intro to Culture</b> Course overview; introduction &amp; needs assessment. What is culture? How does it inform education? Begin personal history narratives. Sample projects.</p>	<p>Discuss Culture, Pluralism, and Equality in class using personal narratives.</p>
<p>Session 2 7/9</p>	<p><b>TOPIC: Culture; Anglo-Americans</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.</i> V – Irish Americans</p>	<p>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></p>
<p>Session 3 7/15</p>	<p><b>TOPIC: Class</b> Growing poverty of children; poverty across ethnic groups; educational implications.</p> <p><b>TOPIC: African Americans</b> V – A Family Thing / School Colors Guest Speaker: David R. McField <i>Groups: Selection of groups &amp; topics.</i></p>	<p>Lelyveld: At a Slaughterhouse, Some Things Never Die <b>Class: CBEDS/DataQuest Assignment due!</b></p> <p>Spring Ch. 3 (African Americans) Reader: Anderson</p>
<p>Session 4 7/17</p>	<p><b>TOPIC: Native Americans</b> V – Smoke Signals</p> <p><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</p> <p><i>Groups: Peer feedback on project outlines.</i></p>	<p>Spring, Ch 2 (Native Americans) Reader: McKenna, ERIC, Winona LaDuke speeches</p> <p>Pick One: 1. Reader: Au/cultural congruence; 2. Reader: Park/learning styles; 3. (Reader: Irvine/learning styles); 4. Reader: Pang/whole child</p> <p><b>Project Outline due!</b></p>
<p>Session 5 7/22</p>	<p><b>TOPIC: Gender &amp; Sexuality</b> <b>TOPIC: Asian Americans</b> V – Cambodian Doughnut Dreams <i>Groups: Working meeting.</i></p>	<p><b>Gender Assignment due!</b> Spring, Ch 4 (Asian Americans)</p> <p>Reader: Spradley</p>
<p>Session 6 7/24</p>	<p><b>TOPIC: Exceptionality; Multiple Intelligences &amp; Assessment</b></p> <p><b>TOPIC: Hispanic/Latino Americans</b> V – A Day Without Mexicans</p>	<p>Reader: *Garcia, case examples article, multiple intelligences handout</p> <p>Spring, Ch. 5 (Hispanic/Latino Americans) Lelyveld: Best of Friends, Worlds Apart</p>
<p>Session 7 7/29</p>	<p><b>TOPIC: Religion</b></p> <p><b>TOPIC: Models of multicultural education.</b> Guest Speaker: Dr. Diaz-Greenberg</p>	<p><b>Religion Map Due!</b> Lelyveld: Shared Prayers, Mixed Blessings</p>
<p>Session 8 7/31</p>	<p><b>TOPIC: Lab session on projects.</b></p>	<p><b>Research Project / Ethnographic Interview DRAFT DUE!</b></p>

<p>Session 9 8/5</p>	<p><b>TOPIC: TOPIC: Culture and language.</b> Language structure and use; language acquisition.</p> <p><b>TOPIC: The Bilingual Education “Debate”</b> <b>Model of Teaching: Jurisprudential Inquiry</b></p>	<p><b>World Language TV due!</b> <b>2 Service Learning activities due!</b> Reader: A Brief History of Language Restrictionism in the U.S. Reader: Gandara article</p> <p>Krashen: Entire slim volume.</p>
<p>Session 10 8/7</p>	<p><b>TOPIC: Lab session on projects.</b> Peer edit papers? Feedback on videos.</p> <p><b>TOPIC: Identity models</b> Model of Teaching: Advance Organizers</p>	<p>Lelyveld: Growing Up, Growing Apart Reader: Appendix: 4 identity models</p> <p>Lelyveld: Getting Under My Skin</p>
<p>Session 11 8/12</p>	<p><b>TOPIC: Multiracial Identities</b></p> <p><b>TOPIC: Public Policy and the Intersection of Race, Ethnicity, and Class. Issues in curriculum development and social policy.</b></p>	<p>Spring, Ch. 6 (Civil Rights to Now) Reader: Futrell/Minority teachers</p> <p><b>Research Paper / Visual Project &amp; Presentation Due!</b></p> <p><b>Final Due: Reflection on Personal History Narrative &amp; Outcome Assessment</b></p>
<p>Session 12 8/14</p>	<p><b>TOPIC 1: Group presentations</b> Group presentations &amp; connections to course.</p> <p><b>TOPIC 2: Closure &amp; Wrap up</b> What have we learned? Where do we go from here?</p>	

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

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

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
<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.

**Group Project Reflection & Evaluation\*  
EDUC 364**

**Names of Group Members** \_\_\_\_\_

**Date** \_\_\_\_\_

**Group Summary Statement:** \_\_\_\_\_

**1. Did each group member have a significant role in the project?**

**2. Did the main tasks (according to the project timeline) get accomplished? What problems, if any, did you encounter?**

**3. Was the research paper / video effective (see outline of paper components in syllabus)?**

**4. Did the panel presentation demonstrate effective multimodal and interactive strategies? Did it cover the main points necessary to inform the audience about your topic?**

**5. Other comments about the group process you would like to add:**

**\*Note: Each group member must turn in an individual or joint reflection form.**

# EDUC 364 – The Role of Cultural Diversity in Schooling

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## COURSE READER / TABLE OF CONTENTS

- DUE                      ARTICLE
- Session 2..... \*Changing America  
                              \*Ogbu: Understanding Cultural Diversity
- Session 3..... \*Anderson: The Code of the Streets  
                              X \*Lelyveld: At a Slaughterhouse, Some Things Never Die
- Session 4..... \*McKenna: The Myth of Multicultural Education and the Reality of the  
                              American Indian in Contemporary America (Journal of American Indian  
                              Education)  
                              \*ERIC: Teaching Young Children About Native Americans  
                              \*Winona LaDuke Speech
- Also Session 4  
    Pick One..... \*Au & Kawakami: Cultural Congruence in Instruction  
                              \*Park: Learning Style Preferences of Armenian, African, Hispanic, Hmong,  
                              Korean, Mexican, and Anglo Students in American Secondary Schools  
                              \*(Optional -- Irvine: Learning Styles and Culturally Diverse Students)  
                              \*Pang: Educating the Whole Child + Appendix on APA Children
- Session 5..... Spradley: The Ethnographic Interview  
                              Tips for Making iMovie  
                              Using the iMovie 2  
                              Home Video Hints (VideoMaker article)
- Session 6..... X\*Lelyveld: Best of Friends, Worlds Apart  
                                
                              \*Garcia & Pearson: Assessment and Diversity  
                              \*Case Examples of Culturally Aware Assessment  
                              \*Multiple Intelligences handout
- Session 7..... X\*Lelyveld: Shared Prayers, Mixed Blessings
- Session 9            \*Gandara: Review of the Research on Instruction of LEP Students: A Report to the CA Legislature  
                              \*A Brief History of Language Restrictionism in the U.S.
- Session 10..... X\*Lelyveld: Growing Up, Growing Apart  
                              X\* Lelyveld: Getting Under My Skin

Also for Session 10 – these are in the Appendix Section at the end of the reader:

- \*Table 7.1: External & Internal Ethnic Identity and Their Respective Components and Vars.
- \*Tse: Proposed Model for Ethnic Identity Formation
- \*Table 9.1: White Racial Identity Ego Statuses and Information – Processing Strategies
- \*Table 9.2: People of Color Racial Identity Ego Statuses and Information-Processing Strategies

Session 11:..... \*Futrell: Recruiting Minority Teachers

Appendices:

- \*U.S. Census Bureau State and County Quickfacts
- \*APA Format: Citing Your Sources
- \*Models of Teaching
- \*Rethinking Schools Resource List

\$\$\$\$ See course syllabus and schedule for other readings that may be due at each session. \$\$\$\$