

## College of Education

### EDUC 602-01-Schooling in a Multicultural Society

Summer 2003

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Classroom: TBA  
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#### Course Description

This course focuses on the pluralistic nature of society reflected in the contemporary school. A variety of approaches will facilitate students' learning about the multifaceted aspects of pluralism.

#### Mission Statement of the College of Education at CSUSM

The mission of the College of Education community is to collaboratively transform public education by preparing thoughtful teachers 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 services. Our practices demonstrate a commitment to a student-oriented education, diversity, collaboration, professionalism, and shared governance.

#### Authorization to Teach English Learners

As of fall 2002, CSUSM is an early adopter for the new AB 2042 program standards. This program 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 Multiple Subject Program, as well as additional coursework. Students successfully completing this program receive the Preliminary Multiple Subject Credential with authorization to teach English learners (*my note: formerly called CLAD*).

#### Course Objectives

The purposes of this course are threefold:

- To expand and nuance students' knowledge about the diversity that is a part of today's school and communities;

- To provide a safe environment for reflection on, and discussion of, the complex ways in which pluralism is a part of educational contexts;
- To provide support to all students who represent national, state, and regional diversity.
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### **College of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the College of Education, and a limited summer schedule, 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).* **NOTE:** *This means that if you miss two (2) meetings you cannot receive a passing grade for the class!*

## **COMPETENCIES**

### **Standards Alignment**

The course objectives, assignments, and assessments are aligned with the CCTC standards for Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive (electronic) 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

### **Teacher Performance Expectation (TPE) Competencies**

This course is designed to help teachers 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

## **GENERAL CONSIDERATIONS**

**NOTE: I RESERVE THE RIGHT TO CHANGE, ADD TO, OR DELETE ANY AND ALL MATERIAL FROM THE COURSE.**

### **Academic Honesty**

I expect that each student will do his/her own work, and contribute equitably to group projects and processes. Plagiarism or cheating is unacceptable under any circumstance. If there are questions 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 appeal process. For the latter, consult Dr. E. Oliver, Associate Dean.

### **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 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 reasonable accommodation for special needs students.

Students who require reasonable accommodations need to contact Disabled Student Services in order to make the necessary arrangements. This organization is located in Craven Hall, Room 5025a, and can be reached at (760) 750-4905 or (760) 750-4909 (TDD users).

## COURSE REQUIREMENTS

### Class Structure

Multiple approaches, methods, and teaching experiences are a necessary strategy to accommodate learning given the possibility of various learning styles. We will experiment with various of these approaches throughout the summer. The class will be divided into groups. Each group will be responsible for presenting and leading class discussion on various topics.

The use of technology will be an integrated as part of this course and is an important part of my teaching and expectations of your learning. Students will use the World Wide Web and the Internet as well as email, WEBCt, and PowerPoint for all presentations.

*My role will be to "facilitate" the discussion and to intervene as necessary to promote the topic. I do not intend to lecture each week, or to be the focus of the class. This is a graduate class!*

You will work to develop your **Knowledge Base** through reading the assigned material (to develop a basic understanding of the subject matter), present it to the class (to develop your expertise), and lead the class discussion (to develop confidence in your KB and skills). In effect, you will have many opportunities to "empower" yourself--i.e. use the tools that are before you to try out new ideas.

### Required Text(s):

\*\* Sleeter, C. (2002). Culture, difference, and power: A Multimedia CD. Teachers College Press. New York. ISBN: 0-8077-4073-x.

\*\*Howard, G. (1999). We can't teach what we don't know: White teachers, multiracial schools. Teachers College Press. New York. ISBN: 0-8077-3800-X.

\*\*Delpit, L. (1993). Other people's children: Cultural conflict in the classroom. The New York Press. New York. ISBN: 1-56584-179-4.

\*\*Crawford, J. (2000). At war with diversity: US language policy in an age of uncertainty. Multilingual Matters, Ltd. Clevedon, England. ISBN: 1-85359-505-5.

\*\*Reyes, M. & J. Halcón (2001). The best for our children: Critical perspectives on literacy for latino students. Teachers College Press. New York. ISBN: 0-8077-4006-3.

## GRADING POLICY

Due to the short time we have together this summer, required work must be submitted on time. You will lose one complete grade for late submissions. Your reference of choice for **ALL** papers and/or written assignments is the APA (American Psychological Association) Handbook. (Refer to <[www.apastyle.org/index.html](http://www.apastyle.org/index.html)> )

### Assessment

Your performance in class will be assessed along the following criteria. **There are 1000 points possible:**

1. **Attendance and Participation (200 points)** -First is the expectation that you will attend all class sessions and participate actively in class discussions. If you miss two class sessions, you will be dropped from the class.
2. **Asynchronous Discussions (300 points)**--Students are required to participate in the class Bulletin Board (WEBCT). Your discussions should be introspective addressing issues, experiences, ideas, discussions, readings, & current events, related to the class. A minimum of eight (8) substantial entries are required.
3. **Final Paper (200 points)**-Each group will submit a group final paper on a topic of their choice. The PowerPoint presentation will come from this paper.
4. **Final Presentation (300 points)**--Each group will select a topic of their choosing on Multicultural Education and prepare a 45-minute PowerPoint presentation for the class.

## Schedule of Classes

Tuesdays: 5:00 pm-7:45 pm

Meeting	1	May 30	Introduction
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Introductions

**Meeting 2 James Crawford At War With Diversity**

1. Crawford: Introduction; Chapter 1-“*Anatomy of the English Only Movement.*” pp. 1-30.
2. Crawford: Chapter 2-“*Boom to Bust: Official English in the 1990’s.*” pp. 31-51.
3. Crawford: Chapter 3-“*Endangered Native American Languages: What Is To Be Done, and Why?*” pp. 52-65.
4. Crawford: Chapter 4-“*Seven Hypotheses on Language Loss.*” Pp. 66-83.
5. Crawford: Chapter 5-“*The Political Paradox of Bilingual Education.*” Pp. 84-103.
6. Crawford: Chapter 6-“*The Proposition 227 Campaign: A Post Mortem.*” Pp. 204-127.
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**Meeting 3 Gary Howard We Can’t Teach What We Don’t Know**

1. Howard: Chapter 1: “*Introduction.*” Pp. 1-9.
2. Howard: Chapter 2: “*White Man Dancing: A Story of Personal Transformation*”. Pp. 10-23.
3. Howard: Chapter 3: “*Decoding the Dominance Paradigm.*” Pp. 49-64
4. Howard: Chapter 4: “*White Educators and the River of Change.*” Pp. 65-82.
5. Howard: Chapter 5: “*Mapping the Journey of White Identity Development.*” Pp. 83-96.
6. Howard: Chapter 6: “*Ways of Being White: A Practitioner’s Approach to Multicultural Growth.*” Pp. 97-108.
7. Howard: Chapter 7: “*Our Unfinished Work: White Educators and La Tierra Transformativa.*” pp. 113-122.

**Meeting 5 Lisa Delpit Other People's Children**

Delpit: Part I: Controversies Revisited

Chapter 1: "*Skills and Other Dilemmas of a Progressive Black Educator.*" Pp. 1-

Chapter 2: "*The Silenced Dialogue.*" Pp. 21-47.

Chapter 3: "*Language Diversity and Learning.*" Pp. 48-76.

Part II: Lessons From Home and Abroad

Chapter 4: "*The Vilis Tokples Schools of Papua New Guinea.*" Pp. 77-90.

Chapter 5: "*Hello, Grandfather.*" Pp. 91-104.

Chapter 6: "*Teachers' Voices.*" Pp. 105-134.

Part III: Looking Into the Future

Chapter 7: "*Cross-cultural Confusions in Teacher Assessment.*" Pp. 135-151.

Chapter 8: "*The Politics of Teaching Literate Discourse.*" Pp. 152-166.

Chapter 9: "*Education in a Multicultural Society.*" Pp. 167-184.

**Meeting 6 Maria de la Luz Reyes & John J. Halcón**

1. Reyes & Halcón: "*Introduction.*" Pp. 1-12.
2. Reyes & Halcón: Chapter 1: Moll: "*The Diversity of Schooling: A Cultural-Historical Approach.*" Pp. 13-28.
3. Reyes & Halcón: Chapter 2: Diaz & Flores: "*Teacher as Sociocultural, Sociohistorical Mediator: Teaching to the Potential.*" Pp. 29-47.
4. Reyes & Halcón: Chapter 3: Bartolomé & Balderama: "*The Need for Educators with Political and Ideological Clarity: Providing Our Children with 'the Best'.*" Pp. 48-64.
5. Reyes & Halcón: Chapter 4: Halcón, "*Mainstream Ideology and Literacy Instruction for Spanish-Speaking Children.*" Pp. 65-80.
6. Reyes & Halcón: Chapter 5: Berzins & López, "*Starting Off Right: Planting the Seeds for Biliteracy.*" Pp. 81-95.
7. Reyes & Halcón: Chapter 6: Reyes, "*Unleashing Possibilities: Biliteracy in the Primary Grades.*" Pp. 96-121.
8. Reyes & Halcón: Chapter 7: Gutiérrez, et. al. , "*Literacy as Hybridity: Moving Beyond Bilingualism in Urban Classrooms.*" Pp. 122-141.
9. Reyes & Halcón: Chapter 8: Laliberty, "*Hooked on Writing: Linking Literacy to Students' Lived Experiences.*" Pp. 142-152.

10. Reyes and Halcón: Chapter 9: Jiménez, *“Strategic Reading for Language-Related Disabilities: the Case of a Bilingual Latina Student.”* Pp. 153-167.
11. Reyes & Halcón: Chapter 10: Mercado, *“Reflections on the Power of Spanish: Confessions from the Field.”* Pp. 168-183.
12. Reyes & Halcón: Chapter 11: Maldonado, *“Reading Adolescents/ Adolescents Reading: Toward Critically Literate Latino Youth.”* Pp. 184-197.
13. Reyes & Halcón: Chapter 12: Houtchens: *“Literacy Development of Latino Students: Using Our Present Realities to Shaper Our Futures.”* Pp. 198-212.
14. Reyes & Halcón: Chapter 13: Fránquiz, *“It’s About YOUth!: Chicano High School Students Revisioning Their Academic Identity.”* P. 213-228.
15. Reyes & Halcón: Chapter 14: Ada & Zubizarreta, *“Parent Narratives: The Cultural Bridge Between Latino Parents and Their Children.”* Pp. 229-244.
16. Reyes & Halcón: Afterword: Reyes, *“Re/constructing a New Reality.”* Pp. 245-248.

**Meeting 7**

**Meeting 8**

**Meeting 9**

**Meeting 10**

**Meeting 11**

**Meeting 12**