

**CALIFORNIA STATE UNIVERSITY - SAN MARCOS
COLLEGE OF EDUCATION
SUMMER 2002**

**The Role of Cultural Diversity in Schooling
Education 364**

AND

**Strategies for Empowering Multicultural Future Teachers
Education 391**

University Hall 440
Tuesday, Wednesday, Thursday: 4:00-7:45
June 18 - August 8

***Mission Statement of the College of Education, CSU San
Marcos***

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, lifelong learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

CLAD Infusion

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.

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Course Description (364) Principles of first and second language acquisition (e.g., historical and current theories, psychology, sociocultural, political, and pedagogical factors) and issues related to notions of culture, interaction, and communication in school and community contexts (e.g., the nature of culture, manifestations of, cultural contact and cultural diversity in the US and in California) within a theoretical and applied context.

(391) Development of skills needed to qualify for the teacher education program (CBEST, community building, networking, student retention, academic skill development). Participants will assist others in gaining necessary skills while also receiving the assistance they need.

Texts Required

Banks, J.A. & Banks, C.A.M. (2003). Multicultural education. 4th edition, updated. New York: John Wiley & Sons, Inc.

Spring, J. (1994). Deculturalization and the struggle for equality. New York, NY: McGraw Publishing Company.

Texts Optional (purchase just one of the following)

Alexie, S. (1994). *The Lone Ranger and Tonto Fistfight in Heaven*.

Jones, L., & Newman, L. (1997). *Our America*. New York: Schribner.

Urrea, L. A. (1993). *Across the Wire*. New York: Anchor Books.

Course Objectives

Students completing EDUC 364 will:

- Consider the notions of culture, its use in curricula, and its relevance to multicultural curricula and instruction.
- Understand the historical context and background of bilingual education in the US.
- Detail the relationships between bilingual schooling and multicultural instruction.
- Discuss second language acquisition theory and the role of the primary language in second language learning.
- Identify various instructional theories around differing ways to establish a multicultural classroom.
- Describe the connection between culture and communication and its implications for schooling.

Students completing EDUC 391 will:

- Develop a community of learners and teachers.
- Complete a college plan.
- Prepare for the CBEST test.
- Understand some of the qualities of exemplary ethnic minority teachers.
- Contribute to the community by way of service learning activity.
- Describe the various teacher preparation programs available as CSUSM and the criteria for applying for those programs.
- Share with parents/family into the discussion on the importance of teaching.
- Respond to the broader communities from which they came and to which they'd teach.
- Familiarize themselves with the resources on campus that will help them to be successful as they pursue teaching.

Course Requirements

For 364

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| 1. | Regular attendance | 20 pts. |
| 2. | Quickwrites | 20 pts. |
| 3. | Personal Biography | 20 pts. |
| 4. | Family History | 20 pts. |
| 5. | Book Review (Spring) | 20 pts. |

For 391

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| 7. | Community Service | 25 pts. |
| 8. | Teacher Interview | 25 pts. |
| 9. | Book Sharing | 25 pts. |
| 10. | Outcome Assessment | 25 pts. |

1. Each student will be expected to **attend class regularly** and participate in class discussions. More than three unexcused absences may result in the student being dropped from the course. (10 points)

The Governance Community of the College of Education has adopted the following policy as of 12/19/97:

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.

2. Class sessions will sometimes begin with a **quickwrite** reflecting one of the themes presented in class. These writings are done entirely in class (thereby rewarding those who attend regularly) and are based on readings (thereby rewarding those who have completed readings assigned) and/or personal experience (15 points).

3. Each student will write a **personal biography**. This narrative will provide a “snap-shot” of yourself right now and how you have come to this place in your life. This three to five page paper might address important personal experiences, educational experiences, and/or social experiences. It might detail important role models in your life, or important messages that you’ve gleaned from those both inside and outside of school contexts. It might detail something of your personal “philosophy” of life, and of your emerging thoughts/concerns about education. Conclude with a description of yourself right now in your life. These will be shared in class as well as turned in (15 points).

4. Each student will write a **family history**. The intent is to have you understand yourself as a social and cultural person. This paper will focus on the historical roots of your family, both nuclear and extended: economic, social, geographic, ethnic, racial, etc. Share your family’s experiences with diversity. Then, include community groups important to you based on gender, socio-economic status, religion, sexual preference, occupation, etc. Then focus on your cultural group; be sure to include it’s values/attitudes, it’s experience with racism, pressures to assimilation, pattern of immigration, etc. At the end, be sure to discuss what all this means for you in terms of your perception of diversity and of dealing with kids from diverse backgrounds in schools. For this assignment you can either write a paper or find some other creative way to express this knowledge (video, poster, etc.). These will be shared in class as well as to be turned in (20 points possible).

5. Write a **book review** based on J. Springs’ book Deculturalization and the Struggle for Equality. Read this book. As you read this historical account, think about schooling and teaching/learning today in relation to what Spring details:

- Deculturalization
- Segregation
- Resistance and Political Activism

In a 3-5 page paper:

- 1) summarize your understanding of these phenomenon
- 2) discuss these as they relate to your own personal experiences as a student in schools.
- 3) detail the ways these patterns of oppression are being played out in contemporary classrooms and schools
- 4) provide your personal reaction to Spring’s work. (20 points possible)

For 391

7. Perform 15 hours of **community service**. Each student will dedicate 15 hours in service to some “organization” in the community of their choice. It is best if this organization is part of a community based organization but it may be more informally structured. Be sure to have one contact person. At the end, you will write a 2-3 page reflection on your experience with this organization. It should describe the organization, detail your work there, and include a summary on your overall impression of the experience. These will be shared in class as well as turned in (25 points).

8. Meet and **interview a successful person of color**. In pairs, identify a successful ethnic minority teacher. The class will develop an interview protocol. Meet with that teacher and interview her or him. Then, write out a summary of this teacher and your impressions of her or him. Describe the qualities you think this teacher exemplifies that make him or her exemplary. These will be shared in class as well as turned in (25 points).

9. Share **perspectives of a book reviewed**. Read one of the following three books: The Lone Ranger and Tonto Fistfight in Heaven, Our America, or Across the Wire. In a group discussion with others who read the same book, address the following (25 points):

How do we know what we know (the question of evidence)?

What causes what (the question of patterns/connections)?

Who’s point of view was taken (the question of multiple perspectives)?

How might things have been different (the question of supposition)?

Who cares (the question of why it matters)?

10. **Outcome Assessment**. This is your opportunity to examine your own learning (25 points). You will select the most important learning or closely related sets of learnings you have acquired during the course. You will write in detail: (1) what you learned, (2) how you knew you were learning something of significance (assessing your own learning), (3) how this will shape your attitudes and demonstrated behaviors as a teacher or in future intercultural interaction, and (4) how you will be able to demonstrate overall “cultural competence.”

The paper will be graded on your ability to synthesize data around the topic you select, your depth of reflective analysis, your ability to articulate the cognitive, behavioral and affective domains of your learning, and the relationship of this topic to your future growth and professional practice.

NOTE: For all papers turned in, please make a copy for yourself since you will not get these papers back. We will, however, be sure to provide you feedback about your work.

Grading Criteria

Papers will be evaluated using the following criteria:

- Clarity and Completeness
- Accuracy for the assignment as given
- Insightful/ Reflective/ Analytical
- Connectedness to class readings, discussions, lectures, experiences
- Overall Impression

Panel presentations will be evaluated using the following criteria:

- Panel topic and viewpoint clearly defined
- All members play a significant role
- Main ideas were conveyed to persuade audience of the topic statement
- Presentation was creative
- Presentation involved the audience
- Overall impression

Grading Scale

- A = 100-93 points**
- B = 92-80 points**
- C = 79-70 points**
- Below 70 points is an F**

Late Policy

The grade for an assignment with drop 10 percentage points for every class period that it is late. After 3 class periods, it will not be accepted.

Tentative Schedule

<u>DATE</u>	<u>TOPICS AND ASSIGNMENTS</u>
6/18 PPO AQ GV	Registration Introductions Course overview Community building activity
6/19 PPO	Definitions of culture Manifestations of culture Community building activity Read: Multicultural Education, chs. 1 & 2
6/20 PPO	Guest Speaker: Dr. Mark Baldwin - Single Subject Program Cultural contact BaFa-BaFa Culture Specific Groups Video: Star Trek: Darmok Read: Multicultural Education, ch. 3
6/25 PPO	Share Personal History Assignment Due: Personal History
6/26 PPO	CBEST Writing Workshop - Dawn Schmid (4:30-6:30) Legal foundations of bilingual education Video: Lemon Grove Read: Multicultural Education, ch. 12
6/27 PPO	Guest Speaker: Dr. Jacque Thousand - Concurrent Program Introduction to linguistic diversity History of bilingual education Discuss Personal History assignment Video: American Tongues
7/2 PPO	CBEST Math Workshop Maureen DuPont
7/3 GV	Share Family History Assignment Due: Family History
7/4	HOLIDAY

7/9 GV	Racism, prejudice, discrimination - White Identity/White Privilege Discuss interview protocol Read: Deculturalization, ch. 1
7/10 GV	CBEST Writing Workshop - Dawn Schmid (4:30-6:30) Racism, Prejudice, Discrimination cont.
7/11 GV	Racism, prejudice, discrimination Struggle for Equality Read: <u>Deculturalization</u> , ch. 2-6 Assignment Due: Book Review - Spring
7/16 GV	Gender & Sexuality
7/17 GV	CBEST Writing Workshop - Dawn Schmid (4:30-6:30) Guest Speaker: Dean Steve Lilly
7/18	No Class - Attend 4 th Annual San Diego Summer Leadership Institute on Friday or Saturday
7/23 GV	College of Education Teacher Credential Program Guest Speaker: John Bowman
7/24 AQ	Second Language Acquisition Krashen & Cummins
7/25 AQ	Language and Literacy Share Interview Assignment Due: Interview
7/30 AQ	
7/31 AQ	
8/1 AQ	Narratives and Teaching Book Sharing

8/6 Learning about students (ethnography)
AQ

8/7 Family Reception
PPO
AQ
GV

8/8 Share Community Service Experience
PPO Evaluations
AQ **Assignment Due:** Community Service Report
GV Outcome Assessment

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

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
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	The Nature of 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, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on
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	II. Manifestations of Culture: Learning Students
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
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	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	III. Cultural Contact
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
		IV. Cultural Diversity in U.S. and CA.
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

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