

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
EDUC 364
The Role of Cultural Diversity in Schooling
Spring 2002
CRN 22546

INSTRUCTOR: Susan Files
PHONE: 750-4287 CSUSM or (760) 941-0880
OFFICE HOURS: By appointment
CLASS MEETING TIME/PLACE: Tuesdays, 5:30 - 8:15 p.m. ACD 310

Required Texts:

Spring, Joel. *Deculturalization and the Struggle for Equality*. Second Edition. The McGraw-Hill Companies, Inc.

Leyba, C.F. (1994). *Schooling Language Minority Students: A Theoretical framework*. Los Angeles, CA: CSULA.

Sleeter, C.E. and Grant, C.A. (1988). *Making Choices for Multicultural Education: Five approaches to race, class, and gender*. New York, NY: Merrill.

Course Description:

This course will explore the role of culture in the education of diverse student populations. Topics include the definition of culture, issues related to notions of interaction and communication in school and community contexts, principles of first and second language acquisition, bilingual education and the nature of curriculum and instruction as they relate to the multicultural education for all students.

Course Objectives:

Students completing 364 will:

- Be familiar with 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 U.S.
- Be able to describe the relationships between bilingual schooling and multicultural instruction.
- Be familiar with second language acquisition theory and the role of the primary language in second language learning.
- Be familiar with various instructional theories around differing ways to establish a multicultural classroom.
- Describe the connection between culture, communication and its implications for schooling.

Course Requirements:

All students are expected to attend every class session unless otherwise arranged. Students are further expected to be prepared for class and to participate accordingly. Reading should be completed before the class meeting. The grade for an assignment will be dropped 1 grade for every class period that it is late. After 2 class periods, it will not be accepted. Assignments must be typed and double-spaced. Use spell check.

Please note: In order to receive an A or B, students may miss no more than 2 classes and must turn all assignments in on time.

Assignments:

1. One Personal History 15 points
2. One Family Background 20 points
3. Deculturalization Jigsaw and Assessment 15 points
4. One Panel Presentation and Paper 25 points
5. Attendance and Participation 10 points
6. Quickwrites and Reading Dialogues 15 points

Assignment Description:

1. Personal Biography: Each student will write a **personal biography**. This narrative will provide a “snapshot” 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 learned 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 in small groups as well as turned in (15 points). This paper is due September 26.
2. Family Background: Each student will develop a **family history/tree**. Each of us can trace our roots to someplace. Trace your family’s heritage as far back as possible. Focus on the historical roots of your family, both nuclear and extended. In what parts of the world did your family (families) originate? What motivated them to leave their homeland? What did these individuals do when they first arrived? How did this influence what family members do today? What languages did they speak when they arrived? What family traditions or practices have been carried on over the years that are special or unique to you? Describe how your family defines itself in terms of gender roles, socioeconomic status, religion, occupation. What are the primary values and attitudes taught in your family? Share your family’s experiences with diversity. At the end, be sure to discuss what all this means for you in terms of your perception of diversity and working with children from diverse backgrounds in schools. For this assignment you can either write a paper(3 - 5 pages) or find some other creative way to express this knowledge (video, poster, etc.). These will be shared in class in small groups as well as turned in (20 points), This assignment is due October 24.
3. Deculturalization jigsaw and assessment (15 points). For this assignment, you will work in a group of four to six students to read, discuss, and summarize a chapter from Deculturalization. You will then join a second group of “experts” with the purpose of sharing with them what you learned from the chapter. There will be a short written assessment in class on September 19.
4. Panel Presentation and Paper (25 points). Students will work in groups of four to six students to explore and present opposing sides of various issues discussed in class. These presentations will be made weekly starting on November 7. On the day of the presentation, each group will turn in a 3-5 page paper summarizing the group’s position on the issue. Each student should contribute to the paper. References must be used and cited in the bibliography.

Your panel presentation will be 20-30 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 30 minute presentation, you will plan to respond to questions approximately 15 minutes. Therefore, your group should be prepared to be “on” for at least 45 minutes. It is a group responsibility to practice and time the presentation and Q & A session. Students will be evaluated on both the presentation and the paper. You may choose from the following topics.

Topics:

1. Should we educate the children of undocumented workers? Why or why not? (Historical, legal, economic, moral and educational issues).
2. Which approach to multicultural education best promotes educational equity? Assimilation, human relations theory, single-group studies, multicultural or multicultural and social reconstructionist?
3. What are the challenges and issues associated with mainstreaming students? (Special education, Attention Difficulties, GATE, etc.).
4. Examine California Proposition 227 (history, passage, guidelines, implementation). How should we educate our second language learners in California? (Bilingual, SEI –Structured English Immersion, English mainstream, other?).
5. Examine the State Proposition for school vouchers. (History, voucher systems in other states, public money for private schools). How could the outcome affect the fabric of diversity in our schools?

5. Attendance and Participation (previously described) 10 points.

6. Quickwrites and Reading Dialogues 15 points. Class sessions will sometimes begin or end with a quickwrite reflecting one of the themes presented in class. These writings are done entirely in class thereby rewarding those who attend regularly. No make-ups are allowed. Reading “dialogues” are conversations with the authors. You will select a quote from each of the assigned readings and respond to it as if you were talking to the author(s). You may agree or disagree with the author(s), ask questions, etc. You should keep these responses and quickwrites in a separate notebook that will be **collected on November 21**.

Grading Criteria:

Papers will be evaluated using the following criteria:

- Clarity and Comprehensiveness
- Accuracy for the assignment as given
- Insightful/Reflective/Analytical
- Integration with other learning from the class (discussions, readings, lectures, etc.)
- Overall Impression

Panel presentations will be evaluated using the following criteria:

- Panel topic and viewpoint clearly defined
- All members play a significant role in the planning and presentation
- Main ideas were conveyed to persuade audience of topic statement
- Presentation involved the audience and demonstrated effective communication skills
- Overall impression (see evaluation forms attached)

Grade Scale:

- 93-100 points = A
- 90-92 points = A-
- 87-89 points = B+
- 83-86 points = B
- 80-82 points = B-
- 77-79 points = C+
- 73-76 points = C
- 70-72 points = C-
- 67-69 points = D+
- 63-66 points = D
- 61-62 points = D-
- Below 60 points = F

COURSE OUTLINE

Date	Topic	Assignment
August 29	Course Overview, needs sensing, cultural pursuit.	
September 5	What is culture? The nature of culture. Cultural plunge. Selection of chapter, <u>Deculturalization</u>	Begin personal biography
September 12	Manifestation of culture in the classroom. Working with diverse populations. Cultural diversity in the U.S. and California, changing demographics. Implications for California educational system.	Handouts
September 19	<u>Deculturalization</u> Working session for book jigsaw: Chapter “experts” meet for in-depth discussion and summary. “Experts” share with group. Short assessment.	<u>Deculturalization</u> Assigned chapter
September 26	Personal history. Sharing in small groups. Selection of panels.	Personal history due Video: Brown Eyed-Blue Eyed
October 3	Primary language instruction and the education of language minority students. Jigsaw.	Cummins article in Leyba
October 10	Bilingual Education and Second Language Acquisition Theory	Krashen article in Leyba Video: Betances
October 17	Why do we have bilingual education? Historical overview; legislation affecting bilingual education, misconceptions about bilingual education. Overview of bilingual programs and instructional strategies.	Vista School District Handout Video: Lemon Grove Incident

Date	Topic	Assignment
October 24	Family Tree Presentations: Students share in small groups Group presentations.	Family Tree assignment due
October 31	Work Night in class for Panel Presentations	<u>Making Choices</u> Chapters 1 and 2
November 7	Panel Presentations begin Teaching; business as usual, cultural and other differences in the classroom.	<u>Making Choices</u> Chapters 3 and 4
November 14	Panel Presentation Standardized Testing, SAT-9 and English Language Learners.	<u>Making Choices</u> Chapter 5, 6, 7
November 21	Panel Presentation Conflict Resolution, Prejudice reduction Quickwrites and Reading Dialogues due	Review all chapters <u>Making Choices</u>
November 28	Panel Presentation Summarization	
December 5	Panel Presentation Multicultural Event	