

CALIFORNIA STATE UNIVERSITY SAN MARCOS

COLLEGE OF EDUCATION

The Role of Cultural Diversity in Schooling Education 364

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Office Hours: By Appointment
Days: Monday, Wednesday, Thursday - UH 337
Time: 10:00 - 11:50 A.M.

Course Description: EDUC 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. 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. Highly refined oral and written communication, information literacy, and appropriate use of technology are required of professional educators; therefore they are stressed as methods for completing course requirements.

This course covers the following CLAD competencies:

I. Nature of Culture

A. Definitions of culture
B. Perceptions of culture
C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Physical geography and its effects on culture
E. *Cultural congruence

II. Manifestations of Culture: Learning About Students

A. What teachers should learn about their students
B.*How teachers can learn about their students
C.*How teachers can use what they learn about their students (culturally responsive pedagogy)

III. Cultural Contact

A. Concepts of cultural contact
B. Stages of individual cultural contact
C. The dynamics of prejudice
D. Strategies for conflict resolution

III. Language Structure and First and Second Language Acquisition

A. *Language in context
B. *Oral discourse
C. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy

D. Psychological factors affecting first- and second-language development
E. Socio-cultural factors affecting first- and second-language development
F. Pedagogical factors affecting first- and second-language development
G. Political factors affecting first- and second-language development

Readings Required:

Gollnick, D.M. and Chinn, P.C. (1998). Multicultural education in a pluralistic society. Fifth edition. Merrill.

Leyba, C.F. Schooling and language minority students: A theoretical framework. Second edition. CSULA.

Spring, J. (2001) Deculturalization and struggle for equality. Fourth edition. Mc Graw Hill.

Course Objectives:

Students completing EDUC 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 US
- 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:

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

A variety of cooperative learning methods will be used in teaching this course to model for perspective teachers.

Assignments

1. Class sessions will include a total of 3 **quickwrites** reflecting one of the themes presented in class. These writings are done entirely in class and are based on readings and/or personal experience (possible 15 points total).
 - ◆ These papers will be judged on the depth of the reflection.
 - ◆ The reflection is clearly related to personal experiences **and** the readings.
 - ◆ Is **not** a re-telling of the readings.

2. Research Paper and Panel Presentation. Examining multicultural/multilingual issues (30 points written/15 points oral).

In heterogeneous groups of four (4) students, you will research and write as a group, a research paper about a topic that interests you. The topic must pertain to the CLAD competencies as listed in this syllabus. You will present a panel discussion of your work to the class. Your research should include at least 3 sources from the ERIC data base, at least 3 sources from the internet, at least 3 print media sources, and at least one of the texts used in class. References must be exclusive of one another. Your paper will include:

- ◆ a cover page listing the title, a 2-3 paragraph/200 word abstract, full names of all group members.
- ◆ a narrative that describes the issue, including its historical context,
- ◆ a description of why the issues is significant in the field of education,
- ◆ your position on the issue and why you have taken that position,
- ◆ a defense (rationale) for taking the position with appropriate references,
- ◆ a conclusion regarding the issue, with recommendations for action,
- ◆ an annotated bibliography of all references consulted, and
- ◆ attachments such as your visual aids for the presentation, graphic organizers, or any supplementary material to enhance student learning.

The length of the paper should be from 8 to 10 pages and articulate the requirements outlined above. You must incorporate **depth of analysis**, more so than mere description. In other words, your paper should answer WHY and HOW, more importantly than WHO, WHAT, WHEN, or WHERE. The paper should be typed, doubled spaced, stapled together, and not placed in any kind of binder.

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**.

At the time of your presentation, you will provide each classmate and the professor with:

- ◆ a stapled handout that includes the 200 word abstract
- ◆ an annotated bibliography of all of the references
- ◆ all visual aids you used for your presentation. Presentations will be scheduled.

The audience will respond to each presentation as well as the presenters themselves. This is an effort to focus of group as well as personal evaluation.

3. Each student will write a **personal biography**. This narrative will provide “snapshot” of yourself right now and how you have come to this place in your life. This 4 to 7 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 have 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. (15 points possible).

A **superior** paper follows or exceeds the requirements listed in the paragraph above:

- ◆ Contains a historical perspective
- ◆ Addresses personal experiences
- ◆ Addresses educational experiences
- ◆ Addresses social experiences
- ◆ Clearly describes role models in your life
- ◆ Clearly reflects on messages you have gleaned from in school and out of school experiences.
- ◆ Contains a personal philosophy of life: reflective with your emerging thoughts of education.
- ◆ Contains a clear descriptions of yourself right now in life
- ◆ Is well-organized, using subheadings to assist the reader, observes all conventions of language

Papers that do not meet all of these requirements are not considered superior.

4. **Outcome Assessment**. 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.

Grading Criteria (See attached rubric for a clear description of criteria used to judge products of this class and read the descriptions of superior products provided in this syllabus)

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 will be dropped 10 percentage points for every class period that it is late. After 3 class periods, it will not be accepted.

Tentative Course Calendar

Date	Assignments
June 18	Orientation/Assignments Lemon Grove Incident - video

June 20	Chapter1: Gollnick and Chinn Culture, Pluralism and Equality
June 21	Chapter 2: Gollnick and Chinn Class Issues
June 23	Chapter 3: Gollnick and Chinn Ethnicity and Race
June 27	Chapter 4: Gollnick and Chinn Gender Issues
June 28	Chapter 5: Gollnick and Chinn Exceptionality Personal History Due
July 2	Chapter 6: Gollnick and Chinn Religion
July 5	Chapter 7: Gollnick and Chinn Language
July 9	No class
July 11	Cummins: Leyba
July 12	Krashen: Leyba
July 16	Chapter 8: Gollnick and Chinn Age
July 18	Chapter 9: Gollnick and Chinn Teaching that is Mutlicultural
July 19	Chapters 1: Spring Deculturalization and the Racial and Cultural Superiority of Anglo Americans
July 23	Chapter 2: Spring

Deculturalization and the Schooling of Native Americans

July 35	Chapter 3: Spring Deculturalization of Puerto Ricans
July 26	Chapter 4: Spring Deculturalization of African Americans
July 30	Chapters 5: Spring Education as Segregation: Asian Americans and Mexican Americans
August 1	Chapter 6: The Great Civil Rights Movement and the New Culture Wars
August 2	Panel Presentations (3) Evaluations by class and presentation groups
August 6	Panel Presentations (3) Evaluations by class and presentation groups
August 8	Panel Presentations (3) Evaluations by class and presentation groups
August 9	Summary of course content and application of learning to teaching California's children Outcome Assessment to be done in class

CULTURE AND EFFECTIVE INSTRUCTIONAL PRACTICES

A Model (with 7 goals) for Culturally/Linguistically Responsive Teaching
Adapted from Davidman & Davidman, 1994
by Francisco Rios, CSU - San Marcos

Goal #1: Focus on Educational Equity - includes equity in physical and financial conditions (including the quality and experience of teachers), the opportunity to learn the curriculum (via multiple modalities/intelligences, etc.), and educational outcomes for both individuals and groups (by gender, ethnicity, language, SES, etc.). It distinguishes equality of opportunity from equity of outcomes.

Ask: Are my curriculum and teaching methods "fair" for a wide array of Ss?

Goal #2: Empower Students & Their Caretaker(s)/Parent(s) - empower students to gradually control the shape/content of their learning, to improve the quality of their environments, to work independently and interdependently. Empower parents with meaningful involvement in the class and school.

Ask: Do my lessons and teaching methods make use of or help to develop cooperative empowering relationships between the teacher, her students and their parents/caregivers?

Goal #3: Promote Intergroup Harmony - focus is on unity; includes issues of stereotyping, racism, prejudice. Must teach how to get along

Ask: Does my lesson and teaching help promote feelings of unity and harmony in the class?

Goal #4: Expand People's Cultural Knowledge Base - An expanded knowledge base about other cultural/linguistic groups - begins with their own cultural roots. Goal is

to teach how to learn about cultures. Use this information to create cultural sensitive action.

Ask: Does my curriculum and teaching increase Students knowledge of various cultural/linguistic groups including their own?

Goal #5: Develop a "multicultural perspective" - seeing the power of race, SES, gender, etc on people's lives. Looks at what we can learn from other groups, how multiple cultures have influenced history, music, people, etc, and seeing things from multiple perspectives.

Ask: How does my curriculum and teaching help Students see and think from multiple perspectives?

Goal #6: Value Cultural Pluralism - focuses on the affective domain. Strive to view cultural groups and diversity in positive light.

Ask: How does this lesson/unit help Ss to develop tolerance, respect, and/or appreciation for individuals/groups that are different (culturally, linguistically, physically, etc.) from their own?

Goal #7: Respond to Linguistic Diversity - Provide Students comprehensible input while putting them at ease.

Ask: In what way have I made this lesson accessible to my English language learners and set them at ease for learning it?

