



SCHOOL OF EDUCATION

*Engaging diverse communities through leading and learning for social justice.*

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<b>Course Number</b>	<b>EDUC 364-01</b>
<b>Course Title</b>	<b>Cultural Diversity &amp; Schooling</b>
<b>CRN Number</b>	<b>20594</b>
<b>Days</b>	<b>TR</b>
<b>Time</b>	<b>9:00-10:15 am</b>
<b>Course Location</b>	<b>Markstein 208</b>
<b>Semester / Year</b>	<b>Spring 2016</b>
<b>Instructor</b>	
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<b>Hours</b>	By appointment only

**SCHOOL OF EDUCATION MISSION & VISION STATEMENT**

*(Adopted by SOE Governance Community, January 2013)*

*Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

*Mission*

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

**BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK**

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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**NOTE: The California Faculty Association is in the midst of a difficult contract dispute with the CSU system-wide administration. In response to the CSU's stance, it is possible that the faculty union will call a strike or other work stoppage this term. I promise to inform the class as soon as possible of any disruption to our class schedule. For further information about the issues involved in the strike, please see the resources at [www.calfac.org](http://www.calfac.org), including [http://www.calfac.org/sites/main/files/file-attachments/faculty\\_index\\_final\\_2.pdf](http://www.calfac.org/sites/main/files/file-attachments/faculty_index_final_2.pdf).**

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## COURSE DESCRIPTION

**EDUC 364. The Role of Cultural Diversity in Schooling.** Required of all credential candidates. 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 United States and in California) within a theoretical and applied context.

### Course Objectives

Students completing EDUC 364 will be able to demonstrate:

- Developing competencies in *TPE 15: Social Justice and Equity*;
- Understanding of various concepts of culture and cultural contact, and their applicability to learning and teaching;
- Understanding of cultural diversity in the United States and California;
- A general familiarity with cultural responsive pedagogy;
- Understanding of “*at risk*” and foster children\*

### \*Unique Course Requirements

1. **Tutor Foster Children.** A unique aspect of this course is the tutoring of foster children. All students enrolled in this class **ARE REQUIRED** to tutor foster children as part of the course requirement. There will be **NO EXCEPTIONS. NOTE:** Twenty (20) of these hours can be counted towards the 45 student contact hours required for EDUC 350 and entrance into the Teaching Credential program.
2. **All rights reserved.** As instructor of record, I reserve the right to change, add to, or delete any and all material from the course.

### Credit Hour Policy Statement

Per the University Credit Hour Policy:

- Courses with face-to-face instruction (including activity and laboratory modes of instruction) must include a statement to the effect that students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that for courses with a “lecture” mode of instruction over an entire semester, each unit of credit corresponds to an ‘hour’ of class-time and two hours of student learning outside of class. For activity and laboratory modes of instruction, depending on the particular instructional mode, each unit of credit corresponds to two or three ‘hours’ of class-time, and two hours of student learning outside of class.)
- Courses that are entirely on-line must describe the activities that the student will be required to complete as part of the course and indicate the expected minimum time (at least 45 hours for each unit of credit) that students will need to devote to each of these.
- Hybrid courses must describe to students how the combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total at least 45 hours per unit of credit.

## REQUIRED TEXTS

**(NOTE: purchase texts through Amazon.com only)**

Rothenberg, Paula. Race, class, & gender in the United States: An integrated study (2009). 8th Edition (or above).

Reyes, Maria de la Luz. Words were all we had: Becoming biliterate against the odds (2011).

Villaseñor, Victor. Rain of Gold(1992) Delta Press. (Recommended Only)

## TEACHER CANDIDATE LEARNING OUTCOMES

### **Authorization to Teach English Learners (Credential Courses only)**

This credential 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 credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB 2042 Program Standards, August 02*).

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

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) Credential. For further clarification, please contact Dr. Ana Hernandez, CTEL Program Coordinator at [ahernand@csusm.edu](mailto:ahernand@csusm.edu).

This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs 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. You will be required to formally address the following TPEs in this course:

#### **TPE 15: Social Justice and Equity**

*Teacher candidates will be able to identify issues of social justice and equity in the classroom to ensure equal outcomes for diverse students. They will be familiar with ideas, definitions, and major theorists in the fields of multicultural education, social reconstruction, and democratic education. Pluralism and divergent perspectives on educating students will be the foundation of designing effective lessons and instructional practices for diverse students. Candidates will understand when and how to collaborate with others, especially curriculum specialists, community leaders, and parents on preparing relevant and appropriate instructional activities, curricular units, and school structures that would provide equitable outcomes for students from different linguistic, cultural, and socio-economic backgrounds.*

## GENERAL CONSIDERATIONS

### **Assessment of Professional Dispositions**

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages require not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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. **Thus, for this class, students who miss four (4) classes will be dropped.** Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997.)*

### **Students with Disabilities Requiring Reasonable Accommodations**

Candidates with disabilities who require reasonable accommodations **must be approved** for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **All University Writing Requirement**

The all-University writing requirements will be met through written reactions and reflections related to assigned readings. Every course at the University must have a writing requirement of at least 2500 words.

### **CSUSM Academic Honesty Policy**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

[http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

### **Plagiarism**

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

### **Use of Technology**

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Cougar Courses (Moodle platform), use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online. Details will be given in class.

## Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

## **COURSE REQUIREMENTS**

### Grading Standards

- All required work must be submitted on time.
- You will lose one complete grade on an assignment for late submissions.
- All work will be submitted electronically to **Cougar Courses** page

### Assessment of Progress

**There are 1000 points possible:**

**1) Attendance and Class Participation (100 points).**

First, is the expectation that you will attend all class sessions and actively participate. If you miss four (4) hours, or it's equivalent, you will be dropped from the course.

Second, A significant part of this grade will come from the weekly reading assignments and **Cougar Course postings**. You will be responsible for these assigned readings or you might be asked to respond to explicit questions from the professor or your peers regarding the readings assigned each week.

**2) Social Justice Paper(s)-pre and post (100 points).** You will submit two papers (a-1 pager and a-2 pager) of your understanding of Social Justice. One is submitted at the start of semester and another at the end. The second paper should reflect an enhanced understanding of the concept of social justice based on the readings, class discussions and your experience in class. Answer the following question:

What does **Social Justice** mean to you and does it apply to you as a teacher?

Paper #1: Due: **February 6<sup>th</sup>**. (50 points)

Paper #2: Due: **May 7<sup>th</sup>** (50 points)

**3) Personal/Family Background (200 points) Assignment #2:** By researching and studying one's family background it is possible to gain an appreciation about us as individuals and our many similarities and differences.

In this assignment you are to write a 6-8 page narrative about your family background including religious affiliation, ethnicity, culture, language(s), country of origin, education/occupation and any other information you think is of interest and value.

Reflect on your own experiences in terms of your cultural referents, your family background, and other factors determined by your own circumstances and upbringing. Discuss how this may impact your work as an educator. Be prepared to discuss your assignment within a larger class dialogue.

\*\*Please note that if you are adopted or were raised in foster care, and choose not to disclose this information, your paper may be fictionalized, or you may choose to discuss how you came to be the person you are today based on the influences of society, important or significant adult in your life. Please let me know if you require this or other accommodations to complete this assignment.

**DUE: February 20<sup>th</sup>.** (200 points)

- 4) Discussion Board Postings (300 points)--Ongoing:** Students are required to participate in **Cougar Courses Discussions**. Focus on the weekly readings, be introspective, address issues, and experiences, from the readings that spark your imagination.

A minimum of ten (10) substantial entries is expected for a passing grade on this assignment (to obtain a C grade). **However, if you expect an "A" in this class, you must get an "A" on this assignment. As such, you must submit a minimum of 26 postings!**

The following explains this:

Entries Required	Grade Equivalent
*1-10 entries-50 points	C+
*11-14 entries-100 points	B-
*15-18 entries-125 points	B
*19-22 entries-175 points	B+
*23-25 entries-220 points	A-
*26-29 entries-255 points	A
*30+ entries-300 points	A+

**LET ME BE CLEAR:** Personal notes to students, "*I agree with....*"; "*You're so right*".... Statements, comments, etc., and other such non-substantive postings will not be counted in the total. I'm looking for consistency of discussion.

*Ongoing-Do not wait until the end of the semester to post to Cougar Courses. Last posting accepted: **April 30<sup>th</sup>**.*

- 6. Midterm Exam (100 points).** There will be a midterm exam: **TBA**

- 7. Final Exam (200 points).** There will be a final exam: **TBA**

## Welcome To EDUC 364-Hybrid

Welcome to **EDUC 364-01** The Role of Cultural Diversity & Schooling. This section of EDUC 364 will be taught as a **HYBRID** class, meaning that it will be taught partially on-line. Although most class assignments are required to be posted on-line already, via **Cougar Courses**, this fall's class takes another step leading, ultimately, to an optional, completely on-line course (though not yet).

Not to worry, I will be with you every step of the way. Together, we will march into the future of on-line instruction.

Refer to **Cougar Courses-EDUC 364 Spring 2016, for specifics of the syllabus**. It will outline all readings, videos, Power Points, etc., and assignments for the week. **ALL ASSIGNMENT DUE DATES ARE LISTED ON COUGAR COURSES.**

### **Necessary Technical Competency Required of Students**

A student must have a modicum of computer experience and the skills to access Cougar Courses.

### **Contact Information for Technical Support Assistance**

This is a place for you to ask questions about the course or give suggestions on improving the course. If you are in need of Tech Support, be aware of the following, additional resources:

HELP Desk	(760) 750-4790
Cougar Courses Support	(760) 750-8673
IITS (Instructional & Information Technology)	(760) 750-8673

## SCHEDULE OF CLASSES

(Refer to Cougar Courses for Reading Assignments)

**\*\*Week 1. Introduction/Tutor Connection**

**MODULE 1. (January 26)**

[Introduction](#)

**MODULE 2. (January 28)**

[Tutor Connection](#)

**\*\*Week 2. Vision Statement/ Definitions/Core Curriculum**

**MODULE 3. (February 2 )**

[Vision Statement/Definitions](#)

**MODULE 4. (February 4)**

[Core Curriculum](#)

**MODULE 5. (February 9)**

[The Social Construction of Difference: Race](#)

**\*\*Week 3. Social Construction of Difference/Professional Boundaries**

**MODULE 6. (February 11)**

[Professional Boundaries](#)

**\*\*Week 4. Difference: Race, Ethnicity/Behavior Management**

**MODULE 7. (February 16)**

[Difference: Race & Ethnicity](#)

**MODULE 8. (February 18)**

[Behavior Management](#)

**\*\*Week 5. Racism/Sexism/WRAT 4**

**MODULE 9. (February 23)**

[Racism](#)

**MODULE 10. (February 25)**

[WRAT-4 Training](#)

**\*\*Week 6. Stereotypes and Discrimination**

**MODULE 11. (March 1)**

[Discrimination](#)

**MODULE 12. (March 3)**

[Stereotypes](#)

**\*\*Week 7. Foster Youth & 'At Risk' Children**

**MODULE 13. (March 8)**

**MIDTERM**

**MODULE 14. (March 10)**

[Foster Youth & "At Risk" Children](#)

**\*\*Week 8. Privilege**

**MODULE 15. (March 15)**

[Privilege](#)

**MODULE 16. (March 17)**

[Privilege](#)

**Week 9**

**Spring Break**

**\*\*Week 10. Immigration**

**MODULE 17. (March 29)** [Immigration](#)

**MODULE 18. (March 31)** [Immigration](#)

**\*\*Week 11. Immigrants**

**MODULE 19. (April 5)** [Immigrants](#)

**MODULE 20. (April 7)** [Immigrants](#)

**Week 12. Language Acquisition**

**MODULE 21. (April 12)** [Language Acquisition](#)

**MODULE 22. (April 14)** [Language Acquisition](#)

**\*\*Week 13. 2nd Language Acquisition**

**MODULE 23. (April 19)** [2nd Language Acquisition](#)

**MODULE 24. (April 21)** [2nd Language Acquisition](#)

**\*\*Week 14. Socio-Economic Status**

**MODULE 25. (April 26)** [Socio-Economic Status](#)

**MODULE 26. (April 27)** [Socio-Economic Status](#)

**\*\*Week 15. Biliteracy & Bilingual Education**

**MODULE 27. (May 3)** [Biliteracy](#)

**MODULE 28. (May 5)** [Bilingual Education](#)

**\*\*Week 16. Foster Children & Wrap-up**

**MODULE 29. (May 10)** [Foster Children](#)

**MODULE 30. (May 12)** [Wrap Up](#)

**Final Exam (TBA)-ON LINE TBA**