Engaging diverse communities through leading and learning for social justice.

California State University
SAN MARCOS

SCHOOL OF EDUCATION

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Course Number	**ECUC 364**
Course Title	**The Role of Cultural Diversity in Schooling**
CRN Number	**20596**
Days	**Monday and Wednesday**
Time	**10:00-11:15**
Course Location	**University Hall 443**
Semester / Year	**Spring 2016**
Instructor	**Victor Vega**
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Office	**UNV 425**
Hours	**By Appointment**

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

TABLE OF CONTENTS

Course Description

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. Required of all credential candidates.

Please note, the following statement is not mentioned in the course catalog: Major units include intensive theoretical and practical articulation of culture and cultural pluralism; educational issues of race, class, gender, language, ethnicity, sexual orientation and exceptionality; social, structural, programmatic and curricular issues; and effective teaching for diverse populations.

Course Prerequisites

No prerequisites.

Course Objectives

Students in EDUC 364 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 for teaching diverse students.

Unique Course Requirements

This course uses a hybrid, or blended learning, model; portion of this class is conducted online. See "Credit Hour Policy Statement" below.

Credit Hour Policy Statement

Students are expected to spend a minimum of two hours outside of class each week for each hour engaged in classroom learning.

This course blends online and face-to-face delivery. A substantial proportion of the content is delivered face-to face. Three sessions will be on-line. Discussion Forum tasks are equivalent to an hour of class-time and two hours of student learning outside of class. Refer to the Cougar Course online platform for the assignments that will be posted under the corresponding date. Each forum is worth a total of 5 points toward your final grade. To receive full credit for forums you will post (start a new discussion) and reply to 2 other posts. **A missing forum assignment will be counted as an absence from class.**

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Nieto, S. and Bode, P. (2012). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Boston: Pearson Education, Inc. ISBN: 9780131367340

Course Material Available

Cougar Courses

Additional required reading will regularly be made available to students via Cougar Courses.

COURSE LEARNING OUTCOMES

Upon successful completion of EDUC 364, students will (be able to):

1. Examine issues of equity and social justice in school and community contexts;
2. Describe innovative solutions and programs to root out racism in schools;
3. Describe the consequences of institutional racism and discrimination based on language, gender, socioeconomic status, sexual orientation, age and physical ability;
4. Define multicultural education;
5. Distinguish between institutional racism and individual prejudice;
6. Identify barriers to education for underserved student populations.
7. Describe approaches and strategies to close the achievement gap for students of color.

Authorization to Teach English Learners

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 Credential. 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 and can apply appropriate instructional strategies 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 social economic backgrounds.

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

Check with your program coordinator to determine which assessment is used for your credential program.

CalTPA

To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website: http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:
http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

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 requires 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.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

There are no Program Student Learning Outcomes (PSLOs) for this course, however, EDUC 364 is required of all credential candidates.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Students will be required to attend events outside of class such as arts and lectures series or other CSUSM sponsored programs. Events will count towards units earned in class.

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

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.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled 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. Students 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 Requirement (850 words for a 1-unit course, 1700 words for a 2-unit course, and 2500 words for courses of 3 or more units) is satisfied in the course with the Personal History of Otherness: Who Am I? writing assignment.

Course Format

Hybrid: A portion of this class is conducted online.

Necessary Technical Competency Required of Students

Students must be familiar with Cougar Courses and using blog-like discussion forums.

Contact Information for Technical Support Assistance

The CSUSM Student Technology Help Desk is located in Kellogg 2013, or you may call 760.750.6505. Cougar Courses also is a good resource for student tutorials.

Use of Technology

Candidates (Course participants) are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, 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, and some will be submitted in hard copy as well. 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 AND GRADED COURSE COMPONENTS

Grading Standards

All students will come prepared to class; readings and homework assignments are listed on the dates on which they are due. All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one class session late will be marked down to a "B"). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Exceptions will be handled on a case-by-case basis, as determined by the instructor.

It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error- free (grammar, spelling), and ideas are logically and concisely presented. The assignment's grade will be negatively affected as a result of this oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5th edition for citation guidance.

Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to:
• On-time arrival to all class sessions;
• Advance preparation of readings and timely submission of assignments;
• Respectful participation in all settings (e.g., whole group, small group, in/outside of class)

Total Points

Assignment	Points
Personal History of Otherness	25 points
Reading Reflections	20 points
Peer Teaching Demonstration	10 points
Final Project	20 points
On-line Discussion Forums	15 points
Attendance and Participation	10 points
Total Points	100 points

Grading Scale

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
0 - 59	F

Assignments

Personal History of Otherness: Who am I? (25 points)
This assignment gives you the chance to analyze your personal history as you see yourself in terms of the eight categories of *otherness*: race/ethnicity, gender, religion, sexual orientation, socioeconomic status, age, physical/mental ability, and language. Throughout this analysis you will also provide an overview of your family/social context as well as a final reflection on what you learned during this critical reflection. This information will help you learn about yourself as you discover how others view you in our society, how your future students might view you, and how you might view your students from diverse backgrounds. This assignment meets the university writing requirement of at least 2500 word paper for the course. Instructions are on Cougar Courses.

Reading Reflections (20 points)
Submit a reflection commenting on the course readings. Please include personal connections, explanations as to how and why your perspective as an educator has changed, or is changing, and what you think your next steps will be in understanding the needs of diverse students in relation to the readings. Please focus on social justice and equity. Be introspective, addressing issues and experiences from the readings that spark your imagination. Ten entries are expected. Each submission is worth 2 points toward your grade. **Connections to the course readings are a way to verify that the assigned readings have been completed.** The final reflection will be your Final Project Proposal--also worth two points. Additionally, assigned readings in Cougar Courses will be assessed through class participation and discussion.

Peer Teaching (10 points)
Your peer-teaching group is responsible for teaching your classmates the assigned material in *Affirming Diversity* for one session of the course. Your group will condense the information from your assigned chapter in such a way as to make the content accessible to your classmates. You will provide a 15 - 20 minute discussion that is interactive and should engage the class and allow us to examine the material in a meaningful way that promotes critical thinking and varied perspectives. You may also share additional resources found related to the topics.

Cougar Course Tasks/Discussion Forums (15 points)
This course blends online and face-to-face delivery. A substantial proportion of the content is delivered face-to face. Three sessions will be on-line. Discussion Forum tasks are equivalent to an hour of class-time and two hours of student learning outside of class. Refer to the Cougar Course online platform for the assignments that will be posted under the corresponding date. Each forum is worth a total of 5 points toward your final grade. To receive full credit for forums you will post (start a new discussion) and reply to 2 other posts. **A missing post to a forum will be counted as an absence from class.**

Final Project (20 points)
Choose one of the following activities. All students will make a 10-20 minute presentation and a write up. You may work independently or in small groups. **All students will submit a brief proposal to the instructor no later than session ten outlining the question or issue you intend to address with your project.**

A. Visit the Museum of Tolerance in Los Angeles (this includes the Simon Weisenthal Center): Write a 2 page reflective paper describing the experience and how you could incorporate this trip with your future classroom.

B. Attend an Arts and Lectures Series or other Community Cultural Event: Write a 2 page reflective paper describing your experience and how it is relevant to our course objectives. Create or find lessons that will help you address these issues in the classroom.

C. Simulation Game/ Simulation Exercise: Research and create a game or exercise that raises the awareness and proficiency of students in working with other students from culturally diverse backgrounds, or students with special needs. Your target group should be the age group that you plan on teaching. Please make your game/ exercise complete; that is, it should be ready to function when you present in class. For your presentation you will want to have the objective of the game/ exercise, how it functions, the rules, etc. Come to class, briefly tell us about the steps that you took to create it and then let the class use it. Debrief as necessary. Prepare a 1-2 page paper describing the who, what, where, how and why of your game/ exercise. This may be a collaborative write-up.

D. School diversity assessment: Working with 2-3 classmates, provide a research-based assessment of two or more schools from the same district. This assessment will be a comparison of academic achievement, staff characteristics, community resources, and parental involvement/outreach programs at the sites. Your final project may take the form of a PowerPoint, movie, poster, or some other type of creative way to present the information. More detailed directions, examples, and a rubric for grading assignment will be given in class.

E. Self designed project: You may design your own project addressing a significant issue or question related to the course objectives. This is your opportunity to personalize your learning and to be creative! You may incorporate multi-media, visual and/or performing arts. Please submit a 1-2 page written description of its design and significance in dealing with students from culturally diverse backgrounds.

Attendance, Participation, and Professional Disposition (10 points)
First is the expectation that you will attend all class sessions prepared to actively participate in class activities, group and individual sharing, and discussions on various topics and assigned reading. Please see the guidelines for the School of Education Attendance Policy above. Please communicate any attendance issues directly with the instructor. Students are allowed 1 absence. Every absence thereafter will result in a 40% drop in this category. **Additionally, individual students with more than 3 absences cannot pass this class.** Your professional disposition is related to how you conduct yourself in class in relation to social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. Respect, professionalism, and when appropriate, charity, are necessary for a positive, healthy learning environment. All students are entitled to their opinions.

Final Exam Statement

Final project presentations will serve in lieu of final exams.

Student Collaboration Policy

Students will be required to work together in small groups on projects and presentations. Instructor will use a variety of grouping strategies to promote active participation and discussion on complex issues of race, class, gender and social and ethnic identity. Throughout the course of the semester, students will be required to physically move for variety in seating arrangements, and to join in conversation with ALL peers. Students that need special accommodations must make an office appointment to meet with the professor before or after class.

SCHEDULE/COURSE OUTLINE

Date	Topic	Assignment (if any)
Session 1 Jan. 25 & 27	Introductions, Syllabus, Norms Understanding the Sociopolitical Context of Schooling	**Readings:** Class Syllabus, Nieto Ch. 1.
Session 2 Feb. 1 & 3	Defining Multicultural Education Race: The Power of an Illusion (video) **Note: Wednesday's class is online.**	**Readings:** Nieto Ch. 2 **Submit:** Reading Reflection Ch. 1-2 **Discussion Forum:** The Power of an Illusion **Peer Teaching Presentation Group 1 (Mon)**
Session 3 Feb. 8 & 10	Racism, Discrimination, and Expectations of Students' Achievement Discuss Privilege—Diversity Activity	**Readings:** Nieto Ch. 3, Unpacking the Invisible Knapsack on Cougar Courses. **Submit:** Reading Reflection Ch. 3 **Peer Teaching Groups 2 (Mon) & 3 (Wed)**
Session 4 Feb. 15 & 17	Structural and Organizational Issues in Classrooms and Schools The Complexity of Identity Identify & rank Categories of Otherness Discuss Tatum's Theories ***Review Personal History of Otherness Assignment*** (Review Exemplars)	**Readings:** Nieto Ch. 4, The Complexity of Identity by Tatum on Cougar Courses. Read, print and bring to each class. **Submit:** Reading Reflection Ch. 4 **Peer Teaching Group 4 (Wed)**
Session 5 Feb. 22 & 24	Culture, Identity and Learning Discuss Identity Development Models	**Readings**: Nieto Ch. 5, One of Us, One of Them by Chittooran on Cougar Courses **Submit:** Reading Reflection Ch. 5 **Peer Teaching Group 5**
Session 6 2/29 & 3/02	Linguistic Diversity in U.S. Classrooms Newcomers Jigsaw	**Readings:** Nieto Ch. 6 **Submit**: Reading Reflection Ch. 6 **Peer Teaching Group 6**
Session 7 Mar. 7 & 9	Understanding Student Learning and School Achievement: Deficit Perspectives, Cultural Ecology Theory and Caring **Note: Wednesday's class is online.**	**Readings:** Nieto Ch. 7 **Submit:** Reading Reflection Ch. 7 **Discussion Forum:** In the White Man's Image **Peer Teaching Group 7**
Session 8 Mar. 14 & 16	Learning from Students ***Review Final Project Assignment***	**Readings:** Nieto Ch. 8 **Submit:** Reading Reflection Ch. 8, **Final Project Proposal**
Spring Break Mar. 21 & 23	**SPRING**	**BREAK**
Session 9 Mar. 28 & 30	**Monday, 3/28 & Wednesday 3/30 Online.** **Task: Crash Discussion Forum.**	**Discussion Forum:** Crash
Session 10 April 4 & 6	Crash Workshop/Discussion. Adapting Curriculum for Multicultural Classrooms Personal History of Otherness Workshop: Bring draft to class.	**Readings**: Nieto Ch. 9 **Submit:** Reading Reflection Ch. 9 **Due:** Draft of Personal History of Otherness **Peer Teaching Group 9**
Session 11 April 11 & 13	Affirming Diversity: Implications for Schools, Families and Communities	**Readings**: Nieto Ch. 10 **Sign up** for Final Project presentation date. **Peer Teaching Group 10**
Session 12 April 18 & 20	Final Project Collaboration	**Due:** Bring resources for final project to class. **Due:** Upload Personal History of Otherness Assignment
Session 13 April 25 & 27	Final Project Presentations	**Due:** Peer Teaching Statement
Session 14 May 2 & 4	Final Project Presentations	Submit: Final Project Presentation Write-up
Session 15 May 9 & 11	Celebrate Diversity Potluck Final Thoughts and Course Evaluations	