

Course & Section Nos.	EDUC 364, Sections 2 & 3
Course Title	<i>Cultural Diversity & Schooling</i>
Class Roster No.	(2) 20446 & (3) 20447
Course Day(s)	TR
Time	(2) 9:00 am-10:15 am (3) 1:00 pm – 2:15 pm
Course Location	(2) Markstein 210 (3) University Hall 443
Semester / Year	Spring 2017
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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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COURSE DESCRIPTION

The Role of Cultural Diversity in Schooling

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. Also offered as SLP 364. Students may not receive credit for both

Instructor: 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.

REQUIRED TEXTS

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.

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 1. Engaging and Supporting All Students in Learning

1. Apply knowledge of students, including their prior experiences, interests, and social/emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

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

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. 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 that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. 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

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.

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.

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

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.

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 in it. 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). Assignment #1 (a) & (b): You will submit two papers (One-1 pager/One-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 based on the readings, class discussions and your experience in class. Answer the following question:

What does the term **Social Justice** mean to you and the teaching profession?

Paper #1: Due: **January** (50 points)

Paper #2: Due: **May** (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 each other as individuals and the many similarities and differences we share.

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. Be prepared to discuss your assignment within a larger class dialogue.

NOTE: 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.

- 4) Discussion Board (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 submit a minimum of 30 postings!**

The following explains this:

Entries Required

*1-10 entries-50 points

*11-14 entries-100 points

*15-18 entries-125 points

*19-22 entries-175 points

*23-24 entries-220 points

*25-29 entries-255 points

*30+ entries-300 points

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 4th .

- 6. Midterm Exam (100 points).** There will be a midterm exam.
- 7. Final Exam (200 points).** There will be a final exam.

Welcome To EDUC 364-Hybrid

Welcome to **EDUC 364** 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).

Refer to **Cougar Courses-EDUC 364-Spring 2017, 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 THE FRONT PAGE OF COUGAR COURSES Under DUE DATES.**

SCHEDULE OF CLASSES

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

MODULE 1. (January 24th) Introduction

MODULE 2. (January 26th) Tutor Connection

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

MODULE 3. (January 31st) Vision Statement/Definitions

MODULE 4. (February 2nd) Core Curriculum (Due: SJ#1)

****Week 3. Social Construction of Difference: Racism, Sexism, Stereotypes & Discrimination**

MODULE 5. (February 7th) The Social Construction of Difference: Racism

MODULE 6. (February 9th) Stereotypes & Discrimination

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

MODULE 7. (February 14th) Difference: Race & Ethnicity

MODULE 8. (February 16th) Behavior Management

****Week 5. Racism/Stereotyping**

MODULE 9. (February 21st) Racism (FamBac Paper Due)

MODULE 10. (February 23rd) AAB (Academic Achievement Battery)

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

MODULE 11. (February 28th) Family Background Discussion

MODULE 12. (March 2nd) Discrimination/Stereotypes

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

MODULE 13. (March 7th) **MIDTERM: On Line**

MODULE 14. (March 9th) Foster Youth & “At Risk” Children

****Week 8. Socio-Economic Status/Class**

MODULE 15. (March 14th) SES

MODULE 16. (March 16th) Class

Spring Break (March 20th-24th)

****Week 9. Privilege**

MODULE 17. (March 28th) Privilege

MODULE 18. (March 30th) Privilege

****Week 10. Immigrants**

MODULE 19. (April 4th) Immigrants

MODULE 20. (April 6th) Immigrants

****Week 11. Immigration**

MODULE 21. (April 11th) Immigration

MODULE 22. (April 13th) Immigration

****Week 12. 1st & 2nd Language Acquisition**

MODULE 23. (April 18th) Language Acquisition

MODULE 24. (April 20th) 2nd Language Acquisition

****Week 13. Biliteracy**

MODULE 25. (April 25th) Biliteracy

MODULE 26. (April 27th) Biliteracy

****Week 14. Bilingual Education**

MODULE 27. (May 2nd)	<u>Bilingual Education</u>
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MODULE 28. (May 4th)	Bilingual Education
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****Week 15. Wrap Up**

MODULE 29. (May 9th)	Wrap Up/Foster Children
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MODULE 30. (May 11th)	Last Day of Class
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****Week 16. Final Exam (TBA)-ON May 15th-May 19th.**