

Course & Section Nos.	EDUC 364, Section 4
Course Title	Cultural Diversity and Schooling
Class Roster No.	21388
Course Day(s)	Tuesdays
Time	5:30 pm – 8:20 pm
Course Location	University Hall 443
Semester / Year	Spring 2017
Instructor	Elisa Ayala, M.A.Ed.-TESOL
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Office 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

COURSE DESCRIPTION

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; and
- A general familiarity with cultural responsive pedagogy.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

Nieto, S. (2012). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Sixth Edition. Boston, MA: Pearson Education, Inc. ISBN–13: 978-0-13-136734-0

Spring, J. (2016). *Deculturalization and The Struggle for Equality*. Eighth Edition. New York: The McGraw Hill Companies, Inc. ISBN: 978-1-138-11940-6

COURSE LEARNING OUTCOMES

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 the Single Subject 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 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.

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).

This course will implement:

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).

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.

SCHEDULE / COURSE OUTLINE

Date	Topic	Readings & Assignments Due
Session 1 Jan. 24	<ul style="list-style-type: none"> • Introductions / Syllabus Overview • Conceptions/Misconceptions of Culture • Multicultural Education (MC Ed.) 	Bring copy of syllabus
Session 2 Jan. 31	<ul style="list-style-type: none"> • Sociopolitical Context of MC Education • Cultural Issues in Education and Society 	<u>Nieto</u> : Ch 1 (Sociopolitical) <u>Tatum</u> : "The Complexity of Identity" <i>Bring journal entry to class</i>
Session 3 Feb. 7	<ul style="list-style-type: none"> • Personal History of Otherness Assignment Introduction (due 9/27) • MC Ed. & School Reform • Movie: Shadow of Hate (History of Racism and Discrimination in US) 	<u>Nieto</u> : Ch 2 (Defining MC Ed) Ch 3 (Racism/Discrimination) <i>Bring journal.</i>
Session 4 Feb. 14	<ul style="list-style-type: none"> • Group Reading Facilitation Assignment Introduction & create groups (due 2/21, 2/28, 3/7 or 3/14) • Framework for MC Ed. • Racism, Discrimination, Expectation of Students' Achievement • Spring text groups meet in class 	<u>Nieto</u> : Ch 4 (Structural & Organizational Issues) <u>Hitchcock</u> : "White Am. Culture" <i>Bring journal.</i>
Session 5 Feb. 21	* <u>Spring Text Facilitation</u> : Chapters 1 & 2 Continued on next page <ul style="list-style-type: none"> • Personal History of Otherness Activity • Curriculum, Pedagogy, & Climate • Influence of Culture on Learning 	Due: Personal Hist. of Otherness <u>Nieto</u> : Ch 5 (Culture, Ident., Learning) <i>Bring journal.</i> <u>Spring</u> : Ch 1 (Anglo-Am.) & Ch 2 (Nat. Am.) Due: 1 page summary for Spring chapter, if your group facilitates.
Session 6 Feb. 28	<ul style="list-style-type: none"> • <u>Spring Text Facilitation</u>: Chapters 3 & 4 • Language Acquisition Theories • English Learners & Linguistic Diversity • School Diversity Assessment Project • Assignment Introduction 	<u>Nieto</u> : Ch 6 (Linguistic Diversity) <i>Bring journal.</i> <u>Spring</u> : Ch 3 (African Am.) & Ch 4 (Asian Am.) Due: 1 page summary for Spring chapter, if your group facilitates.
Session 7 March 7	<ul style="list-style-type: none"> • <u>Spring Text Facilitation</u>: Chapters 5 & 6 • Factors Affecting Academic Achievement for Students of Color • Groups & Topics Decided for School Diversity Project - groups meet 	<u>Nieto</u> : Ch 7 (Learning & Achievement) <i>Bring journal.</i> <u>Spring</u> : Ch 5 (Hispanic Am.) & Ch 6 (Civil Rights) Due: 1 page summary for Spring chapter, if your group facilitates.
Session 8 March 14	<ul style="list-style-type: none"> • <u>Spring Text Facilitation</u>: Chapter 7 • The Immigrant Experience • School Diversity Project - groups meet 	<u>Nieto</u> : Ch 8 (Students) <i>Bring journal.</i> <u>Spring</u> : Ch 7 (Global Corp. Culture) Due: 1 page summary for Spring chapter, if your group facilitates.
Session 9 March 28	Computer work for School Diversity Assessment Continue Project	

Date	Topic	Readings & Assignments Due
Session 10 April 4	<ul style="list-style-type: none"> My Diversity Action Plan Assignment Introduction (due: Dec. 6) Schooling Experiences of Lesbian, Gay, Bisexual and Transgender Youth Gender Biases 	<u>Nieto</u> : Ch 9 (Curriculum) <i>Bring journal.</i> Final Copy Due: Personal History of Otherness
Session 11 April 11	<ul style="list-style-type: none"> Creating Affirming and Enriching Environments 	<u>Nieto</u> : Ch 10 (Affirming Diversity) <i>Bring Journal</i>
Session 12 April 18	<ul style="list-style-type: none"> <u>Presentations: School Diversity Project</u> Guest speaker: Migrant Education Prog. 	Due: School Diversity Project, if your group presents today.
Session 13 April 25	<ul style="list-style-type: none"> <u>Presentations: School Diversity Project</u> Multicultural Education in Practice 	Due: School Diversity Project, if your group presents today.
Session 14 May 2	<ul style="list-style-type: none"> <u>Presentations: School Diversity Project</u> Creating Equitable Learning Environments 	<u>Ladson-Billings</u> : "Culturally Relevant Teaching" Due: School Diversity Project, if your group presents today.
Session 15 May 9	<ul style="list-style-type: none"> <u>Presentations: School Diversity Project</u> Course Evaluations 	Due: School Diversity Project, if your group presents today. Due: My Diversity Action Plans

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

- Attendance, Punctuality, & Class Participation** **10 points**

It is important that students are well prepared for course sessions and participate in activities and assignments. 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. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. **Notification of absence does not warrant an excuse.**

 - Missing more than 2 class meetings will result in the reduction of one letter grade.
 - Arriving late/leaving early on more than 2 occasions will be equivalent to an absence.
 - Serious illness and emergency circumstances will be considered on a case-by-case basis.
 - Student may negotiate to make up one absence.

Because this course is a prerequisite to professional certification in the SOE, students are expected to demonstrate behavior consistent with a professional career.

- Personal History of Otherness** **24 points**

By researching and studying one's relationship to the eight categories of typical "otherness" in U.S. society, it is possible for us to gain an appreciation about ourselves as individuals and our many similarities and differences. In this assignment you are to write one page for each category about your relationship to "otherness" in terms of race, gender, religion, sexual orientation, socioeconomic status, age, physical or mental ability, and language. Reflect on your own experiences in terms of your social context, your family background, and other factors determined by your own circumstances and upbringing. Rank the eight categories from most important to least important in regards to who you are as an individual. Be prepared to discuss your assignment within a larger class dialogue. More detailed directions and rubric for grading assignment will be given in class.

Draft DUE: February 21- Completed Draft with all sections;
April 4 - Final Copy

3. **Weekly Reflection Journal** **20 points**
 In order to have the type of class discussions that this course requires, it is crucial that students read the material before class. In order to receive participation points for the week, students must bring their reading journals with a synthesis of key points of the week's reading with the following criteria: a) personal thoughts with references to the chapter, b) connect your experiences / perspectives / observations / discussions to the reading, and c) write one or two questions that the week's readings and films prompt you to ask after reflecting on the material. Be prepared to discuss your journal at the beginning of the class in which the reading is due and journals will be checked by the instructor. The journals will be used to allow you to reflect on your learning at the end of the course.
Journal entries due: Tuesdays (2 points each); late journals (1 point, only if completed by the following class meeting)
4. **Group Reading Facilitation** **10 points**
 In small groups, students will lead a 15-20 minute discussion of a chapter from the Spring book. This discussion should promote critical thinking, varied perspectives and an attempt to connect the past to the present in our schools. Group provides a 1-page summary of the chapter highlights to the class. More detailed directions and rubric for grading assignment will be given in class.
DUE: Various dates - depending on the day your group facilitates the chapter
5. **School Diversity Assessment** **18 points**
 In small groups, students will provide a research-based assessment of three or more schools from the same district and grade levels. This will be a comparison of academic achievement, qualified staff, community resources, and parental involvement at the sites. The final project could be a PowerPoint, movie, poster, or some other type of creative way to present the information. More detailed directions, examples, and rubric for grading assignment will be given in class.
DUE: April 18 – May 9 (various dates - depending on the day your group presents the project to the class)
6. **My Diversity Action Plan** **18 points**
 As a way to synthesize all of the information that has been learned in the semester, students will create a personal diversity action plan that will discuss how each future teacher will personally address the achievement gap and promote learning for all students. Plans will be presented in class, if time permits. More detailed directions and rubric for grading assignment will be given in class.
DUE: May 9 - Last Week of Class!

Grading Standards

All assignments are due on the dates indicated below. **Assignments turned in late will not receive full credit.** They must be typewritten, and should reflect university level composition.

The following grading scale will be used:

93-100	A	90-92	A-		
88-89	B+	83-87	B	80-82	B-
75-79	C+	72-74	C	70-71	C-
60-69	D	59-below	F		

Note: *Students taking EDUC 364 as a prerequisite for teacher credential and graduate programs are reminded that the College of Education requires completion of this course with a grade of C+ or higher.*

Final Exam Statement

The Diversity Action Plan, which is a culmination of the course, is due on the last day of the semester and is considered the Final Exam.

School of Education/Course 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*).

Student Collaboration Policy

Interact professionally and collaborate responsibly with your colleagues. Teacher education is a professional preparation program and students will be expected to adhere to standards of dependability, respect, academic honesty, and writing achievement. Please maintain a safe environment for discussion and learning. Students can express their varying viewpoints and still maintain respect for all voices. Take appropriate individual responsibility for your own learning in a democratic, collaborative, and reciprocal-learning environment. Refrain from using laptops and other electronic devices for personal use during class. The use of computers is strictly for our class purposes and when deemed appropriate.

GENERAL CONSIDERATIONS

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.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- **Students enrolled in courses with face-to-face instruction** 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.)
- **Students enrolled in courses that are entirely on-line**, may expect a minimum time of at least 45 hours for each unit of credit.
- **Hybrid courses** (combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work) will expect a total of at least 45 hours per unit of credit.

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. The Personal History of Otherness should fulfill this requirement for the course. Writing will include content that is focused and cohesive, as well as free of grammatical, spelling, punctuation, and capitalization errors. The Writing Center provides tutoring for students at all stages of the writing process. The center also offers computers and resources on writing. Please, contact the center at KEL 1103 or at (760) 750-4168, www.csusm.edu/writing_center.

Course Format

This course is face-to-face, traditional (FT) instruction, with one online class on the Tuesday before Thanksgiving.

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.