

<b>Course &amp; Section Nos.</b>	<b>EDUC 364, Section 6</b>
<b>Course Title</b>	<b>The Role of Diversity in Schooling</b>
<b>Class Roster No.</b>	<b>22766</b>
<b>Course Day(s)</b>	<b>M/W</b>
<b>Time</b>	<b>2:30-3:45</b>
<b>Course Location</b>	<b>AC 407</b>
<b>Semester / Year</b>	<b>Spring 2017</b>
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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

This course explores cultural and linguistic diversity as critical variables in achieving educational equity for all students. 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**

*Required of all credential candidates.*

### **Course Objectives**

Students completing EDUC 364 will be able to demonstrate:

1. developing competencies in TPE 15: Social Justice and Equity;
2. understanding of various concepts of culture and cultural contact, and their applicability to learning and teaching;
3. understanding of cultural diversity in the United States and California;
4. general familiarity with cultural responsive pedagogy;
5. understanding of gay, lesbian, bisexual and transgender students, teachers, and families;
6. understanding of marginalized student populations including foster children.

### **Unique Course Requirements**

All students are required to participate in Tutor Connection, tutoring a foster youth for a minimum of 20 hours. If enrolled concurrently in EDUC 350, students may receive credit for 20 of the required 45 hours of observations in that class. See the 350 instructor for the paperwork.

### **REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS**

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

Recommended: Rothenberg, Paula S., (2016), *White Privilege. Essential Readings on the Other Side of Racism*, Fifth Edition, New York, Worth Publishers.

One of the following: do not purchase before we discuss in class.

Alexie, Sherman; *The Absolutely True Story of a Part-Time Indian*

Crutcher, Chris; *Athletic Shorts*

De la Pena, Matt; *Ball Don't Lie*

Lewis, John; *March, I, March II, or March III*

Draper, Sharon M.; *Fire From the Rock*

McCormick, Patricia; *Never Fall Down*

### **COURSE LEARNING OUTCOMES**

Upon successful completion of this course, students will be able to (SWBAT):

- SWBAT to explain the basic terms, philosophies, goals, problems, issues, history, research, theoretical frameworks, and practices related to the education of language minority students, program design and educational achievement in California and the US through reading reflections and TPE 15 – Action Plan / Reflective Statement.
- SWBAT to demonstrate understanding of existing student identification, assessment, and language re-designation requirements for the state of California through reading reflections.
- SWBAT to demonstrate understanding of models of multicultural intercultural education and their implications for curriculum, instruction, and educational policy.
- SWBAT to become cognizant of the fact that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community.
- SWBAT to demonstrate knowledge of the transferability between primary and target language with the
- SWBAT to promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy and understanding of the family as a primary language and cultural resource through TPE 15 Action Plan / Reflective Statement.

## SCHEDULE/COURSE OUTLINE

### COURSE CALENDAR:

Session	Topics	Readings/ Assignment
Week 1: 1/23, 1/25	Introductions Communication Course Outline/Syllabus	<b>Read:</b> Syllabus, 8 Keys of Excellence
Week 2: 1/30, 2/1	Culture and Identity Tour of Virginia Hansen Curriculum Center	<b>Read:</b> Nieto chapters 1 & 2 <b>Read:</b> Online- <i>The Silent language of culture</i> <b>Read:</b> (online) <i>Unpacking the invisible knapsack</i> .
Week 3: 2/6, 2/8	Stereotypes, Prejudice, Discrimination, Oppression	<b>Read:</b> Nieto chapter 5 <b>Read:</b> (Online) <i>Entitlement Culture, Aspects of Culture</i> Posted reading for class: <i>The sacred rac</i> (please have access to this electronically or bring in a hard copy for class, but you do not need to read it before class) <b>Due:</b> Journal #1 (Ch. 1 and 2) Tutor Connection—Michelle Bailow, 2/6
Week 4: 2/13, 2/15	Stereotypes, Prejudice, Discrimination, Oppression	<b>Read:</b> First half of selected literature circle book <b>Due:</b> Journal #2 (Ch. 5)
Week 5: 2/20, 2/22	Discrimination, Oppression, Racism, and Student Achievement	<b>Read:</b> Nieto chapter 3, Second half of selected literature circle book <b>Due:</b> Journal #3 (Ch. 3)
Week 6: 2/27, 3/1	Racism, Systems of Oppression	<b>Due: 10/5:</b> First draft, Personal History of Otherness Tutor Connection—Michelle Bailow, 2/27
Week 7: 3/6,, 3/8	Gay, Lesbian, Bisexual, Transgendered Youth; Linguistic Diversity	<b>Read:</b> Nieto chapter 6 <b>Due:</b> Journal # 4 (Ch. 6)
Week 8: 3/13, 3/15	Literacy Practices and Linguistic Diversity ; Identity and Learning	<b>Read:</b> Nieto chapter 8 <b>Read:</b> (online) Various readings about GLBT youth Tutor Connection—Michelle Bailow, 3/13 <b>Due:</b> Journal # 5 (Ch. 8)
Week 9 3/20, 3/22	Spring Break, no classes	

Session	Topics	Readings/ Assignment
Week 10: 3/27, 3/29	GATE students , Student Learning and School Achievement	<b>Read:</b> Nieto chapter 7 <b>Due:</b> Journal # 6 (Ch. 7); Literature Circle
Week 11: 4/3, 4,5	Curriculum, Testing and Pedagogy	<b>Read:</b> Nieto chapter 4 <b>Due:</b> Journal # 7 (Ch. 4) Tutor Connection—Michelle Bailow, 4/3
Week 12: 4/10, 4/12		<b>Read:</b> Nieto chapter 9 Read: (online) <i>Coping with the “A” words &amp; Beware of tourist curriculum</i> <b>Due 11/9:</b> Final draft, Personal History of Otherness; Journal # 8 (Ch. 9) Tutor Connection—Michelle Bailow, 4/10
Week 13: 4/17, 4/19	Diversity and Multicultural Education Project work time	<b>Read:</b> Nieto chapter 10 <b>Due:</b> Journal # 9 (Ch. 10)
Week 14: 4/24, 4/26		Prepare summative projects
Week 15: 5/1,5/3	Summative project presentations	
Week 16: 5/8, 5/10	Summative project presentations	<b>Due:</b> Final Reflective Journal

## COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

### PERSONAL HISTORY OF OTHERNESS: Who am I?

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.

### REFLECTIVE JOURNAL:

Your journals will be responses in various formats. See the possible formats on Cougar Courses. There are ten prompts. You will write to at least 5, and may duplicate once. There are samples and directions on Cougar Courses.

\*\*\*\*The final journal entry differs in format in that this will be a **two page reflective** paper that succinctly describes what you have learned over the duration of the course. 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. Please focus on social justice and equity.

### FINAL PROJECT:

#### School diversity assessment:

- Working with 1-2 classmates, provide a research-based assessment of three or more schools of varying grade-levels 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.

All students will present to the class. 10 points of your final project grade will be based on your presentation that you give.

### FORMAT FOR WRITTEN ASSIGNMENTS:

- Word-processed
- 1" margins, double-spaced, 12 point in a standard font
- Correct use of grammar, spelling and punctuation.
- Submit assignments on time (late submission = one grade reduction for each session)
- Name and date on papers (typed in)
- References and citations in MLA format

## COURSE REQUIREMENTS AND GRADE DISTRIBUTION:

Personal History of Otherness	20 points
Reflective Journals	30 points
Contribution to Literature Circle	15 points
Summative Project	25 points
In class Presentation	10 points
Paper/Project	15 points
Attendance and Participation	15 points
	<hr/>
	100%

### **Grading and Expectations:**

It is expected students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the college of education. It is expected that work will be turned in on time; late work will affect the grade. Please discuss individual issues with the instructor.

- Note: Students taking EDUC 364 as a prerequisite for teacher credential and graduate programs must maintain a B average (3.0 GPA), with all grades at a C+ or better.
- Late assignments will be accepted only under extenuating circumstances. Consult the instructor in advance if an assignment will be turned in late.

A	94-100 points	A-	90-93 points
B+	88-89 points	B	83-87 points
B-	80-82 points	C+	78-79 points
C	73-77 points	C-	70-72 points
D	60-69 points	F	59- Below

### **Final Exam Statement**

There will be no 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*).

## 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](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 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.

### **All University Writing Requirement**

The university writing requirement of 2500 words is satisfied by course assignments: Personal History of Otherness, a Reflective Journal, and an extensive Literature study.

### **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.