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| Course & Section Nos. | EDUC 364, Section 7 |
| Course Title | The Role of Diversity in Schooling |
| Class Roster No. | 22828 |
| Course Day(s) | Thursdays |
| Time | 6:00-8:45 |
| Course Location | EDUC 364, Section 7 |
| Semester / Year | Spring 2017 |
| Instructor | Jennifer Woods, M.A. |
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| Office Hours | After class and 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

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COURSE DESCRIPTION

The Role of Cultural Diversity in Schooling (Catalog 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. Also offered as SLP 364. Students may not receive credit for both.

Instructor Description

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 and linguistically segregated student and parent populations.

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.

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

Katherine Applegate: *Home of the Brave*

Pam Munoz Ryan: *Esperanza Rising*

Sharon M. Draper: *Out of My Mind*

R. J. Palacio: *Wonder*

Sharon Flake: *Skin I'm In*

Theodore Taylor: *The Cay*

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:

| Session | Topics | Readings/ Assignment |
|-------------------------|--|---|
| Week 1: 1/26 | FULL CLASS WEEK Course Outline/Syllabus Service Learning Intro Cultural Proficiency | Assigned: Read Syllabus and Nieto Chapter 1 |
| Week 2: 2/2 | FULL CLASS WEEK Exploring Cultural Identities Service Learning | Due: Readings Nieto Chapter 1 |
| Week 3: 2/9 | FULL CLASS WEEK Multicultural Education/ School Reform Service Learning | Due: Readings Nieto Chapter 2 Due: Journal Chapters 1 and 2 |
| Week 4: 2/16 | FULL CLASS WEEK Racism, Discrimination, Oppression, and Expectations Service Learning | Due: Readings Nieto Chapter 3 |
| Week 5: 2/23 | SERVICE LEARNING (NO CLASS THIS WEEK) | |
| Week 6: 3/2 | FULL CLASS WEEK Oppressive Attitudes, Policies, and Procedures in Institutions | Due: Readings Nieto Chapter 4 Due: Journal Chapters 3 and 4 |
| Week 7: 3/9 | CLASS 6:00-7:15 Culture and Learning | Due: Readings Nieto Chapter 5 |
| Week 8: 3/16 | CLASS 6:00-7:15 Literacy Practices and Linguistic Diversity | Due: Readings Nieto Chapter 6 Due: Journal Chapters 5 and 6 Due: First Draft of Personal History of Otherness (SUBMIT ON COUGAR COURSES) |
| Week 9: 3/23 | SPRING BREAK! (NO CLASS) | |
| Week 10: 3/30 | CLASS 6:00-7:15 Student and School Achievement | Due: Readings Nieto Chapter 7 Due: Final Draft Personal History of Otherness (SUBMIT ON COUGAR COURSES) |
| Week 11: 4/6 | SERVICE LEARNING (NO CLASS) | |

| Session | Topics | Readings/ Assignment |
|-------------------------|--|---|
| Week 12: 4/13 | CLASS 6:00-7:15 Creating Classrooms that Value Multicultural Perspectives | Due: Readings Nieto Chapter 8 Due: Journal Chapters 7 and 8 |
| Week 13: 4/20 | CLASS 6:00-7:15 Diversity Implications for Students, Teachers, Families, and Communities | Due: Readings Nieto Chapter 9 Due: Literature Circle (Group Project Presentations) (SUBMIT ON COUGAR COURSES) |
| Week 14: 4/27 | CLASS 6:00-7:15 Multicultural Literature in the Classroom | Due: Readings Nieto Chapter 10 Due: Journal Chapters 9 and 10 Due: Literature Circle (Continue Group Presentations) (SUBMIT ON COUGAR COURSES) |
| Week 15: 5/4 | CLASS 6:00-7:15 Project presentations | Due: Final Service Learning Reflective Journal Entry (SUBMIT ON COUGAR COURSES) |
| Week 16: 5/11 | CLASS 6:00-7:15 Course Wrap-up and Evaluations | Due: Service Learning Hours Completed |

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.

LITERATURE CIRCLE (IN-CLASS, GROUP PROJECT):

In class, you will work within your multicultural literature group to create a presentation that will showcase your novel. These presentations will convey the concepts, connections, and content of your reading to the course material artistic form. Special emphasis should be paid to how this literature might be used in a future classroom. Instructions are on Cougar Courses.

CHAPTER REFLECTIONS JOURNAL:

Five times throughout the course you will be asked to submit a journal reflecting and commenting on the course readings, discussions, activities, videos, etc. of the class. Please make sure that your writings include not just a **summary of the chapter material**, but also a **personal connection to the learning, either in how the content has affected you in your personal educational path or how it will inform the way you teach in the future**. Note: journals are checked on weeks when even-numbered chapter readings are due.

SERVICE LEARNING/ REFLECTION:

This Course is a service learning course. This means that you are required to volunteer twenty hours tutoring foster youth through Tutor Connection after passing a background check. At the completion of your hours, you will submit a **two-page** reflective paper that succinctly describes what you have learned over the duration of the course, specifically in relation to the service learning component. Please include personal connections, explanations as to how and why your perspective as an educator has changed, and what you think your next steps will be in understanding the needs of diverse students. Please focus on social justice and equity.

ATTENDANCE AND PARTICIPATION:

Regular attendance and participation is both expected and required. This includes arriving prepared with all course readings and materials, participating in respectful class discourse, and making up excused absences by attending another section of this class or an instructor-approved education workshop.

FORMAT FOR ALL WRITTEN ASSIGNMENTS, EXCEPT Chapter Journal Responses:

- Word-processed
- 1" margins, double-spaced, 12 point in a standard font
- Correct use of grammar, spelling and punctuation.
- Submit assignments on time
- Typed name, date, and assignment name on paper
- References and citations in MLA format, if applicable

COURSE REQUIREMENTS AND GRADE DISTRIBUTION:

| | |
|---|-------------------|
| Personal History of Otherness | 20 points |
| Reflective Journals/Discussions | 20 points |
| Group Literature Circle Project and Presentation | 10 points |
| Service Learning and Reflection (20=hours + 4=typed reflection) | 24 points |
| Attendance and Participation | 26 points |
| <hr/> | |
| Course totals | 100 points |

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.

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|----|---------------|----|--------------|
| 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

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 and a Reflective Journal of Service Learning.

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.