

Course & Section Nos.	EDUC 364 (04)
Course Title	The Role of Diversity in Schooling
Class Roster No.	40940
Course Day(s)	Tuesday
Time	5:30-8:20 pm
Course Location	University Hall 440
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 Description

This course explores cultural and linguistic diversity as acritical 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, 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

Tutoring for at risk youth. A unique aspect of this course is the tutoring of at-risk youth. All students enrolled in this class are required to do so as part of the course. Tutoring accounts for 20 hours that are counted towards the 45 student contact hours required by CSUSM for entrance into the Teaching Credential program. This part of the course will be covered in greater detail during the second session.

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.

Spring, J. (2007). *Deculturalization and The Struggle for Equality*. Fifth Edition. New York: The McGraw Hill Companies, Inc. ISBN-10: 0-07-313177-6

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*

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. 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

Unique to CSUSM's Teacher Credential Program is TPE 15: Social Justice & 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

Candidates with disabilities who require reasonable accommodations **must be approved** for services by providing appropriate and recent documentation to the Office of Disable 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. Candidates 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 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.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Cougar Courses (Moodle platform), 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. 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.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- This course has a lecture mode of instruction over an entire semester and each unit of credit corresponds to an hour of class-time and two hours of student learning outside of class. The learning requirement outside of class includes 15 hours of service learning engaged in tutoring at-risk youth.

COURSE REQUIREMENTS

Assignments/Due Dates/Points Possible

Note: The following is a concise explanation of tentative assignments for this course. If there is a strong possibility that the instructor needs to modify some of these assignments to meet the needs of the class, all students will be kept aware of any changes well in advance of any due date.

Attendance, Punctuality, & Class Participation 20 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.**

1. Missing more than 1 class meetings will result in the reduction of one letter grade.
2. Arriving late/leaving early on more than 2 occasions will be equivalent to an absence.
3. Serious illness and emergency circumstances will be considered on a case-by-case basis.
4. Student may negotiate to make up one absence.

Social Justice Paper(s)-pre and post 20 points

You will submit two papers (One-1 pager/One-2 pages) of your understanding of Social Justice. One is submitted at the start of semester (pre-)and another at the end (post-). 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: (10 points) **Due 09/06/17**

Paper #2: (10 points) **Due 11/28/17**

PERSONAL HISTORY OF OTHERNESS: Who am I? 20 points Due: First Draft 10/17/17 Final 10/31/17

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.

Online Forum Discussion Board –Ongoing 10 points: Students are **REQUIRED** to participate in **Cougar Courses Discussions**.

Focus on weekly readings, be introspective, address issues and experiences from the readings that spark your imagination.

Please review the posted questions **BEFORE** posting your own. Students may also respond to questions when they have information that will help other students. Instructor will respond to these posts within 48 hours. If you do not have a response by 48 hours, please contact the instructor directly by email.

5 entries are required and will be worth 2 points each for a total of 10 points.

I'll be looking for well supported statements that are relevant to this course and consistency of discussion. "I agree with....", "You're so right".... Statements, comments, etc., and other such non-substantive postings will not be counted in the total.

Ongoing-Do not wait until the end of the semester to post to Cougar Courses

LITERATURE CIRCLE (IN-CLASS, GROUP PROJECT): 10 points Due: 11/14 or 11/28

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. We will create a rubric for this project in class.

SERVICE LEARNING/ REFLECTION: 20 points Due: 12/15/17

This course is a service learning course. This means that you are required to volunteer twenty hours of service learning. 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 of service learning through tutoring or other community building activities has changed. Please focus on social justice and equity.

FORMAT FOR ALL WRITTEN ASSIGNMENTS, EXCEPT Discussion Board Comments:

- 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
Social Justice Papers (pre) and (post)	20 points
Discussion Board—Ongoing 5 responses @ 2 points each	10 points
Group Literature Circle Project and Presentation	10 points
Service Learning and Reflection (20=hours + 4=typed reflection)	20 points
Attendance and Participation	20 points

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.

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.

SCHEDULE/COURSE OUTLINE:

Session	Topics	Readings/ Assignment
Week 1: 8/29	Introductions Course Syllabus Overview Sociopolitical Context of MC Education Cultural Issues in Education and Society	bring a copy of the syllabus/may be electronic Ch. 1 Nieto (Sociopolitical Context of Schooling) Social Justice Paper (pre) Due 9/5/17
Week 2: 9/5	Exploring Cultural Identities Service Learning (TBD) "My Name" by Sandra Cisneros	Ch. 2 Nieto (Defining Multicultural Education/terminology) Tatum: "The Complexity of Identity" Online Forum: Response to Tatum article Due: Social Justice Paper #1
Week 3: 9/12	Personal History of Otherness Assignment Introduction Multicultural Education/ School Reform Film: Shadow of Hate (History of Racism and Discrimination in the US)	Ch. 3 Nieto (Multicultural Education/School Reform) Due: Online Forum Response to Tatum Article Online Forum Response to Shadow Of Hate/Class Discussion
Week 4: 9/19	Racism, Discrimination, Oppression, and Expectations Ted Talk: Whitetopia/Rich Benjamin	Ch. 4 Nieto (Structural and Organizational Issues/Segregation) Online Forum Response to "Whitetopia" & "White American Culture" by Alfred Hitchcock Due: Online Forum Response to Shadow Of Hate/Class Discussion
Week 5: 9/26	Personal History of Otherness Class Activity <i>Spring:</i> Groups will meet in class to prepare chapter presentations.	Writing Workshop: Personal History of Otherness DRAFT Due on Cougar Courses: October 17th Due: Online Forum Response to "Whitetopia" & "White American Culture" by Alfred Hitchcock <i>Deculturalization and the Struggle for Equality</i> by Joel Spring
Week 6: 10/3	Oppressive Attitudes, Policies, and Procedures in Institutions Ted Talk: Can Prejudice Ever Be a Good Thing?/ Paul Bloom Literature Circles/sign up for book choice and discuss expectations for the project.	Ch. 5 Nieto (Cultural Identity and Learning) Online Forum Response to Ted Talk: Can Prejudice Ever Be a Good Thing?/ Paul Bloom
Week 7: 10/10	Culture and Learning Spring Presentations: Chapters 1-3	Ch. 6 Nieto (Linguistic Diversity in U.S. Classrooms) Due: 1 page summary of Spring chapter if your group presents Due: Online Forum Response to Ted Talk: Can Prejudice Ever Be a Good Thing?/ Paul Bloom
Week 8: 10/17	Literacy Practices and Linguistic Diversity Spring Presentations: Chapters 4-5	Ch. 7 Nieto (Understanding Student Learning and School Achievement) Due: First Draft of Personal History of Otherness (SUBMIT ON COUGAR COURSES)

Session	Topics	Readings/ Assignment
Week 9: 10/24	Literature Circles Workshop Spring Presentations: Chapters 6-7	Ch. 8 Nieto (Learning from Students)
Week 10: 10/31	Student and School Achievement	Ch. 9 Nieto (Adapting Curriculum for Multicultural Classrooms) Due: Final Copy of Personal History of Otherness (SUBMIT ON COUGAR COURSES)
Week 11: 11/7	Creating Classrooms that Value Multicultural Perspectives	Ch. 10 Nieto (Affirming Diversity: Implications for Teachers, Schools, Families and Communities)
Week 12: 11/14	Diversity Implications for Students, Teachers, Families, and Communities	Due: Literature Circle (Group Project Presentations) (SUBMIT ON COUGAR COURSES)
Week 13: 11/21	Service Learning No Class	
Week 14: 11/28	FULL CLASS WEEK Multicultural Literature in the Classroom	Due: Social Justice Paper (Post) Due: Literature Circle (Continue Group Presentations) (SUBMIT ON COUGAR COURSES)
Week 15: 12/5	FULL CLASS WEEK Project presentations	Due: Final Service Learning Reflective Journal Entry (SUBMIT ON COUGAR COURSES)
Week 16: 12/12	FULL CLASS WEEK Course Wrap-up and Evaluations	Due: Service Learning Hours Completed