

Course & Section Nos.	EDUC 364 (04)
Course Title	The Role of Diversity in Schooling
Class Roster No.	21152
Course Day(s)	Tuesday
Time	5:30-8:20 pm
Course Location	University Hall 443
Semester / Year	Spring 2018
Instructor	Irene Diggs
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Office	University Hall 468
Office Hours	By Appointment/ Before or After Class

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

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

A unique aspect of this course is the service learning requirement, tutoring at-risk youth. All students enrolled in this class are required to do so as part of the course. Tutoring accounts for 15 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 first and 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

Please consider one of the following novels, but do not purchase it until after we discuss the assignment in class.

Katherine Applegate: *Home of the Brave*

Pam Munoz Ryan: *Esperanza Rising*

Sharon M. Draper: *Out of My Mind*

Rudolfo Anaya: *Bless Me, Ultima*

Sherman Alexie: *The Absolute True Diary of a Part Time Indian*

R. J. Palacio: *Wonder*

Sharon Flake: *The Skin I'm In*

Jacqueline Woodson: *Brown Girl Dreaming*

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 personal attributes necessary to assist schools and districts 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

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages require not only specific content knowledge and pedagogical skills, but also positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and an assessment rubric. 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 seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, 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

Teacher Candidates will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials 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 with quotation marks.

Candidates are responsible for honest completion of their work including examinations. There will be no 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.

Plagiarism

As an educator, it is expected that each candidate 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.

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 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.**

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 and each subsequent unexcused absence will result in a 5 point reduction from attendance and participation.

Joel Spring Group Presentation 10 points

The due dates are listed by chapter under Assignment Details & Submission.

You and your group will be responsible to lead discussion for 20-30 minutes on one of the chapters from *Deculturalization and the Struggle for Equality*. Discussions should promote critical thinking, varied perspectives and questioning, but always in a safe and caring community where everyone is valued and respected. Connect the past to the present in our schools today. The author of our other textbook (Nieto) encourages students as agents for social change through collaboration, defining students as teachers, and defining the process of teaching and learning as a process for both student and instructor.

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 1/30/18

Paper #2: (10 points) Due 5/1/18

PERSONAL HISTORY OF OTHERNESS: Who am I? 20 points Due: 4/3

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 and current events, be introspective, address issues and experiences and share your insights. What did you notice? What do you wonder? Please review the posted questions **BEFORE** posting your own. Students may also respond to questions when they have information that will help other students.

Five entries that include both a post and response to a peer are required. Each of the five entries 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.

Issues for discussion will be chosen in class and entries must be completed by the due date listed.

LITERATURE REVIEW: 10 points Due: 4/17

For this assignment, you will write a summary of a multicultural children’s book or young adult novel and identify a connection to one of the six elements of social justice. In addition, you will present an idea for a classroom activity based on the story. Total 10 points

Literature Review Examining One of the Six Elements of Social Justice:

Element One: Self-Love and Knowledge

Element Two: Respect for Others

Element Three: Issues of Social Injustice

Element Four: Social Movements and Social Change

Element Five: Awareness Raising Element Six: Social Action

SERVICE LEARNING/ REFLECTION: 20 points Due: 5/11/18

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
Literature Review/Elements of Social Justice	10 points
Joel Spring/ Group Presentation	10 points
Service Learning and Reflection (Reflection/Summary 10 Hours 10)	20 points
Attendance and Participation	10 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: 1/23	Introductions Service Learning/Tutoring SLR 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 1/30
Week 2: 1/30	Exploring Cultural Identities	Ch. 2 Nieto (Defining Multicultural Education/terminology) Developing a Plan/Tutoring Tatum: "The Complexity of Identity" Online Forum: Response to Tatum article/In Class Race-The Power of an Illusion Part 1 & Part 2 Due: Social Justice Paper #1
Week 3: 2/6	Racism, Discrimination, and Expectations	Ch. 3 Nieto (Racism, Discrimination, and Expectations of Students' Achievement) Film: Shadow of Hate (History of Racism and Discrimination in the US) Part 1, 2 & 3

Session	Topics	Readings/ Assignment
Week 4: 2/13	Structural and Organizational Issues/Segregation	Ch. 4 Nieto (Structural and Organizational Issues/Segregation) Fear: Buck Brannaman Ted Talk: Whitetopia/Rich Benjamin
Week 5: 2/20	Personal History of Otherness Class Activity <i>Spring: Groups will meet in class to prepare chapter presentations.</i>	Writing Workshop: Personal History of Otherness Due Date: 4/3 <i>Deculturalization and the Struggle for Equality</i> by Joel Spring
Week 6: 2/27	Oppressive Attitudes, Policies, and Procedures in Institutions Ted Talk: Can Prejudice Ever Be a Good Thing?/ Paul Bloom Literature Review/Elements of Social Justice Assignment	Ch. 5 Nieto (Cultural Identity and Learning) Ted Talk: Can Prejudice Ever Be a Good Thing?/ Paul Bloom
Week 7: 3/6	Culture and Learning	Ch. 6 Nieto (Linguistic Diversity in U.S. Classrooms) Due: Joel Spring Presentation/Chapter 1
Week 8: 3/13	Literacy Practices and Linguistic Diversity Spring Presentations: Chapters 4-5	Ch. 7 Nieto (Understanding Student Learning and School Achievement) Due: Joel Spring Presentation/Chapter 2
Week 9: 3/20	Spring Break/No Class	
Week 10: 3/27	Learning from Students/The art of listening. The Power of Privilege	Ch. 8 Nieto (Learning from Students) Due: Joel Spring Presentation/Chapter 3
Week 11: 4/3	Diversity Implications for Students, Teachers, Families, and Communities Creating Classrooms that Value Multicultural Perspectives	Ch. 9 Nieto (Adapting Curriculum for Multicultural Classrooms) Due: Personal History of Otherness Due: Joel Spring Presentation/Chapter 4
Week 12: 4/10	Creating Classrooms that Value Multicultural Perspectives	Ch. 10 Nieto (Affirming Diversity: Implications for Teachers, Schools, Families and Communities) Ted Talk: Ta-Nehisi Coates- "When Every Word Doesn't Belong to Everyone" Due: Joel Spring Presentation/Chapter 5

Session	Topics	Readings/ Assignment
Week 13: 4/17	Multicultural Literature in the Classroom Equal Access to a Quality Education for All Students	Due: Literature Review/Elements of Social Justice Due: Joel Spring Presentation/Chapter 6 Documentary Film: "Teach Us All" Part 1
Week 14: 4/24	Multicultural Literature in the Classroom Equal Access to a Quality Education for All Students	Due: Joel Spring Presentation/Chapter 7 Documentary Film: "Teach Us All" Part 1
Week 15: 5/1	Project presentations	Documentary Film: "Teach Us All" Part 2 Due: Social Justice Paper (Post)
Week 16: 5/8	Course Wrap-up and Evaluations	Due: Service Learning Reflection/Summary and Hours Completed
FINALS WEEK 5/14	There will be no final exam.	

