



***Engaging diverse communities through leading and learning for social justice.***

<b>Course &amp; Section Nos.</b>	<b>EDUC 364-07</b>
<b>Course Title</b>	<b><i>Cultural Diversity &amp; Schooling</i></b>
<b>Class Roster No.</b>	<b>23451</b>
<b>Course Day(s)</b>	<b>Tuesday / Thursday</b>
<b>Time</b>	<b>1:00-2:15 pm</b>
<b>Course Location</b>	<b>University Hall 404</b>
<b>Semester / Year</b>	<b>Spring 2018</b>
<b>Instructor</b>	<b>Dr. Carolyn O’Gorman-Fazzolari</b>
<b>Phone</b>	<b>Please email</b>
<b>E-Mail</b>	<b>cogormanfazz@csusm.edu</b>
<b>Office</b>	<b>School of Education</b>
<b>Office Hours</b>	<b>Before and after class time &amp; By email Appointment</b>

***In accordance with CSU intellectual property policy and California law, students in this class are not permitted to record or videotape lectures without the express written authorization of the faculty member.***

**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

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**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
- Culturally responsive pedagogy and socially just outcomes

## **COURSE DESCRIPTION**

**EDUC 364. Cultural Diversity in Schooling.** 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;
- A general familiarity with cultural responsive pedagogy;
- Understanding of “*at risk*” and foster children\*

### **Unique Course Requirements**

**1. Tutoring Foster or Homeless Children.** A unique aspect of this course is the tutoring of foster or homeless children. All students enrolled in this class **ARE REQUIRED** to do so as part of the course. There will be **NO EXCEPTIONS**. If you do not wish to tutor foster or homeless children, you are asked to drop the class. **NOTE:** Tutoring accounts for twenty (20) hours that are counted towards the 45 student contact hours required by CSUSM for entrance into the Teaching Credential program.

**2. All rights reserved.** As instructor of record, I reserve the right to change, add to, or delete any and all material from the course.

## **REQUIRED TEXTS and ACCOUNTS**

### **Required Texts:**

Rothenberg, Paula. Race, class, & gender in the United States: An integrated study (2009). 8th Edition (or above).

### **Cougar Courses:**

This course requires frequent engagement with course activities and assignments on Cougar Course.

## **COURSE & PROGRAM STUDENT 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](mailto: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 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?
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## **COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS**

### **Grading Standards**

- All required work must be submitted on time.
- You will lose one complete grade on an assignment for late submissions.
- All work will be submitted electronically to **Cougar Courses** page

### **Assessment of Progress**

**There are 100 points possible:**

<b>Assignment</b>	<b>Due Date</b>	<b>Points Possible</b>
Attendance and Class Participation	Ongoing	15
Social Justice Paper #1 (pre)	February 1	4
Social Justice Paper #2 (post)	May 3	6
Personal/Family Background Paper	February 22	15
Discussion Forums & Module Activities	Ongoing	30
Tutor Connection Reflection Paper	May 10	15
Final Exam	By May 17	15

#### **1) Attendance and Class Participation (15 points). Ongoing**

It is expected that you will attend all sessions and actively participate in class discussions. If you miss four (4) hours, or it's equivalent, you will be dropped from the class.

- 2) **Social Justice Paper(s)-pre and post (10 points total)**. You will submit two papers (One-1 page/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: (One-pager, 4 points) **Due: February 1**

Paper #2: (Two-pager, 6 points) **Due: May 3**

- 3) **Personal/Family Background (15 points)**. **Due: Feb. 25**. By researching and studying one's family background it is possible to gain an appreciation about each other as individuals and the many similarities and differences we share.

In this assignment you are to write a 5-7 page narrative about your family background including religious affiliation, ethnicity, culture, language(s), country of origin, education/occupation and any other information you think is of interest and value.

Reflect on your own experiences in terms of your cultural referents, your family background, and other factors determined by your own circumstances and upbringing. Be prepared to discuss your assignment within a larger class dialogue.

NOTE: If you are adopted or were raised in foster care, and choose not to disclose this information, your paper may be fictionalized, or you may choose to discuss how you came to be the person you are today based on the influences of society, important or significant adult in your life. Please let me know if you require this or other accommodations to complete this assignment.

- 4) **Discussion Forums (15 points), Online Module Learning Activities and Reading Responses (15 points)--Ongoing**: Students are **REQUIRED** to participate in **Cougar Courses DISCUSSION FORUMS**. Focus on the weekly readings, be introspective, address issues, and experiences, from the readings that spark your imagination. With each original posting, please respond to at least two peers. You will be provided with suggested prompts, but you may create an original response, as appropriate.

**NOTE:** Please submit a minimum of 15 original and substantive postings plus two responses to peers for each post. You can skip one discussion forum of your choice.

DISCUSSION FORUM Entries and Points:

\*15+ entries-15 points

\*14 entries-14 points

\*13 entries-13 points, etc...

**LET ME BE CLEAR:** Personal notes to students, "I agree with....", "You're so right".... Statements, comments, etc., and other such non-substantive postings will not be counted in the total. I'm looking for consistency of discussion.

*Ongoing-Do not wait until the end of the semester to post to Cougar Courses. Last day to post to discussion forums is **May 12**.*

6. **Tutor Connection Reflection Paper (15 points). Due: May 10.** Considering the course content and your experience serving a foster youth, describe your experience and articulate your learning. Please submit your two-page reflection to Cougar Course - Module 16.
7. **Final Exam (15 points). Due: by May 17.** There will be an online final exam.

**Welcome To EDUC 364-Hybrid**

Welcome to **EDUC 364** Cultural Diversity & Schooling. This section of EDUC 364 will be taught as a **HYBRID** class, meaning that it will be taught partially on-line. Almost all class assignments are required to be posted on-line via **Cougar Courses**.

Refer to **Cougar Courses-EDUC 364-Spring 2018, for specifics of the syllabus**. Cougar Course will be our source for scheduled readings, videos, Power Points, etc., and assignments for the week. **ALL ASSIGNMENT DUE DATES ARE LISTED IN THE SYLLABUS AND IN COUGAR COURSE MODULES.**

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**Course Schedule: Spring 2018**

<b>EDUC 364 (07) Spring 2018 – Dr. Carolyn O’Gorman-Fazzolari</b>	
<b>Week / Topic / Dates</b>	<b>Homework &amp; Assignments</b>
Week 1: <b>Introductions / Syllabus Review / Tutor Connection</b> January 23 & 25	FORUM #1: Introductions (mandatory)
Week 2: <b>Definitions / Core Curriculum</b> January 30 & Feb. 1 Michelle – Tutor Connection	FORUM #2: <b>DUE: Social Justice Paper #1 (Feb. 1)</b>

Week 3: <b>Social Construction of Race</b> February 6 & 8 Michelle – Tutor Connection	FORUM #3:
Week 4: <b>Race, Ethnicity &amp; Identity</b> February 13 & 15 Michelle – Tutor Connection	FORUM #4:
Week 5: <b>Prejudice &amp; Racism / Behavior Management</b> February 20 & 22 Michelle – Tutor Connection	FORUM #5: <b>DUE: Personal/Family Background Paper (Feb. 22)</b>
Week 6: <b>Stereotypes &amp; Discrimination</b> February 27 & March 1	FORUM #6:
Week 7: <b>Social Oppression: Classism, Poverty and SES</b> March 6 & 8	FORUM #7:
Week 8: <b>Human Diversity: Sexual Orientation &amp; Gender Identity</b> March 13 & 15 ( <b>ONLINE</b> : Sex, Lies & Gender Documentary)	FORUM #8:
<b>Week 9: Spring Break – NO CLASS</b> March 20 & 22	NO FORUM:
Week 10: <b>Tutor Connection</b> March 27 & 29	FORUM #9: <b>Extra Credit: César Chávez Day of Service</b>
Week 11: <b>Privilege &amp; Oppression</b> April 3 & 5	FORUM #10:
Week 12: <b>Ethnic Studies</b> April 10 & 12 ( <b>ONLINE</b> : Precious Knowledge Documentary)	FORUM #11:
Week 13: <b>Immigrants &amp; Immigration</b> April 17 & 19	FORUM #13:
Week 14: <b>Language Acquisition &amp; Translanguaging</b> April 24 & 26	FORUM #14:
Week 15: <b>Bilingual Education &amp; Biliteracy</b> May 1 & 3	FORUM #15: <b>DUE: Social Justice Paper #2 (May 3)</b>
Week 16: <b>Wrap-up</b> May 8 & 10	FORUM #16: <b>Last day to post to DISCUSSION FORUMS (May 10)</b> <b>DUE: Tutor Connection Reflection Paper (May 12)</b>
Finals Week: May 14-18	<b>DUE: Final Exam (by May 17)</b>