

California State University San Marcos
COLLEGE OF EDUCATION

EDUC 364

The Role of Cultural Diversity in Schooling

Fall 2009

CRN 41386 MW: 10:00am – 11:15am UNIV 373

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Office Hours: MW 11:30am – 2:00pm drop in, or by appointment

College of Education Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (Adopted by COE Governance Community, October, 1997).

Furlough Statement

Due to the devastating effects of current budget crisis in California, CSU faculty have been furloughed nine days each semester of this academic year, representing a 9.23% reduction in both workload and compensation. A furlough is an unpaid day off on a faculty member's regularly-scheduled workday. In order to satisfy legal and ethical requirements of the California Labor Code, CSU faculty are required to submit formal certification to not work on furlough days. CSU faculty are prohibited from teaching, conducting scholarly research, consulting with students, responding to email or voicemail, providing assignment feedback, or participating in any CSU work-related activities on furlough days. Furlough dates vary by professor; my Fall Semester furlough dates are noted on this syllabus.

The CSU faculty agreed to take furlough days in order to preserve jobs for as many CSU employees as possible, and to serve as many students as possible, in the current budget crisis. The agreement that governs faculty furloughs acknowledges that "cuts of this magnitude will naturally have consequences for the quality of education that we can provide." Within the furlough context, I will make every effort to support your educational experience at CSUSM. Visit CSUSM Budget Central (<http://www.csusm.edu/budgetcentral/>) to learn about the state budget crisis and how it impacts your educational opportunities. To avoid the continued loss of higher education availability in California, exercise your right to voice an opinion. Contact information for state legislators and the governor are provided at Budget Central (<http://www.csusm.edu/budgetcentral/links.html>).

COURSE DESCRIPTION

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 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;
- general familiarity with cultural responsive pedagogy;
- understanding of gay, lesbian, bisexual and transgender students, teachers and families.

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. 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. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Students will lose 2 points from attendance/participation grade for each missed class. Late arrivals and early departures will also affect final grade. If a student misses more than 20 minutes of class it will count as ½ absence.

Authorization to Teach English Learners

The credential program at CSUSM 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. Students successfully completing this program receive a credential with authorization to teach English learners. *(Approved by the CCTC in SB 2042 Programs Standards, August, 2002).*

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Multiple or Single Subject(s) Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program 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. The course objectives, assignments, and assessments have been aligned with the CCTC standards for the Multiple and Single Subject(s) Credential. You can incorporate artifacts from this class into your final comprehensive portfolio. The following TPE is addressed in this course:

TPE 15: Social Justice and Equity

Teacher candidates will be able to identify issues of social justice and equity in the classroom and can apply appropriate instructional strategies 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 social economic backgrounds.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website provided:

<http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

GENERAL CONSIDERATIONS

Outcomes and Standards

The context for, and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education in development of the program approval documents. (Note: As of 2002, the CLAD competencies are collectively referred to as an *Authorization to Teach English Learners*.) Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS). Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in “seat time”, meeting minimum criteria for assignments, checking off tasks and activities), and how these outcomes correspond to your potential to enhance student learning as a new teacher.

Ability

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Academic Honesty

It is expected that each student will do his or her own work, and contribute equitably to group projects and processes. If there is any question about academic honesty, consult the University Catalog.

Appeals

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. Prado-Olmos, Associate Dean.

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (DSS). The DSS Office is located in Craven Hall 5205, 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.

COURSE REQUIREMENTS

Required Text

Nieto, S., Bode, P. (2008). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Fifth Edition. Boston, MA: Pearson Education, Inc. ISBN: 0-205-52982-8

Spring, J. (2007). *Deculturalization and the struggle for equality*. Fifth Edition. New York: The McGraw Hill Companies, Inc. ISBN 0-07-256383-4

Course Reader - available on webCT6

Recommended Text

Tatum, Beverly Daniel. (1997). *“Why are All the Black Kids Sitting Together in the Cafeteria?” and other conversations about race*. First Edition. New York: Basic Books. ISBN: 0-465-09129-6

Grading Policy

All assignments are due on the dates indicated below. **Assignments turned in late will not receive full credit.** They must be typewritten, and should reflect university level composition.

The following grading scale will be used:

93 – 100	A	<u>75 – 79</u>	C+
90 – 92	A-	72 – 74	C
88 – 89	B+	70 – 71	C-
83 – 87	B	60 – 69	D
80 – 82	B-	59 – below	F

Note: *Students taking EDUC 364 as a prerequisite for teacher credential and graduate programs are reminded that the College of Education requires completion of this course with a grade of C+ or higher.*

Use of Technology:

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, 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, and some will be submitted in hard copy as well. Details will be given in class.

ASSIGNMENTS / DUE DATES / POINTS POSSIBLE

1. Attendance, Class Participation, Professional Disposition **20 points**

Students are expected to attend all class sessions, arriving and leaving on time. Students are expected to be well prepared for course sessions by completing readings and assignments before the class meeting. Students are expected to participate in class activities and demonstrate reflective learning. Students who do not attend a class session, and/or do not participate in class activities nor conduct themselves according to the standards for the teaching profession will not receive attendance and participation points for that session at the instructor's discretion. **Students will lose two (2) points from attendance/participation grade for each missed class. Late arrivals and early departures will also affect final grade. If a student misses more than 20 minutes of class it will count as ½ absence.**

Students may negotiate to make up one absence.

Because this course is a prerequisite to professional certification in the COE, students are expected to demonstrate behavior consistent with a professional career and adhere to attendance policy.

2. Weekly Reflection Journal **20 points**

To have the type of class discussions this course requires, it is crucial students read and engage the material before class. Your Weekly Reflection Journal will be turned in at the beginning of class. It will consist of a synthesis of key points of the week's reading with the following criteria: a) respond to a question from the "To Think About" section at end of each chapter b) write your personal thoughts on one of the featured case studies and connect your experiences/perspectives to the student's situation, and c) write one or two questions/comments that the week's readings/films prompt you to ask after reflecting on the material. Be prepared to discuss your journal and weekly readings at the beginning of the class in which the reading is due. Journal format: 1 page typed, double-spaced (approx. 200 – 250 words) with all 3 sections included.

DUE: weekly (2 points each/1 point if 1 week late).

3. Personal History of Otherness **20 points**

By researching and studying one's relationship to the eight categories of typical "otherness" in U.S. society, we gain an appreciation about ourselves as individuals and our many similarities and differences. In this assignment you will write one page for each category about your relationship to "otherness" in terms of race, gender, religion, sexual orientation, socioeconomic status, age, physical or mental ability, and language. Reflect on your own experiences in terms of your social context, your family background, and other factors determined by your own circumstances and upbringing. Rank the eight categories from most important to least important in regards to who you are as an individual. Be prepared to discuss your assignment within a larger class dialogue. More detailed directions and rubric for grading assignment will be given in class.

Due 9/23: Complete Draft with half page for all sections.

Due 10/28: Complete Assignment with one page for all sections.

4. Group Reading Facilitation **10 points**

In small groups, students will lead a 20-30 minute discussion of a chapter from the text book *Deculturalization and the Struggle for Equality* by Joel Spring. This discussion should promote critical thinking, varied perspectives and an attempt to connect the past to the present in our schools. Students will share additional resources found related to the chapter. Group provides a 1 page chapter summary. More detailed directions and rubric for grading assignment will be given in class.

DUE: Scheduled facilitations sessions 6, 7, 8

5. School Diversity Assessment

20 points

In small groups, students will provide a research-based assessment of three or more schools from the same district and grade span. This will be a comparison of academic achievement, qualified staff, community resources, and parental involvement at the sites. The final project could be a PowerPoint, movie, poster, or some other type of creative way to present the information. More detailed directions, examples, and rubric for grading assignment will be given in class.

DUE: Scheduled presentations sessions 11 - 15

6. My Diversity Action Plan (Final Exam)

10 points

As a way to evaluate and synthesize the information learned in the semester, students will create a personal *diversity action plan* that will propose how each future teacher will personally address the gap in achievement, resources, and expectations to achieve equity and promote learning for all students. Plans will be shared in class, if time permits. More detailed directions and rubric for grading assignment will be given in class.

DUE: last class session

TENTATIVE WEEKLY READINGS / ACTIVITIES

As always in teaching, the strengths and challenges of individuals and classes will be considered, and the need to ‘monitor and adjust’ topics, readings, and assignments is likely. I will keep everyone well-informed of any changes of dates, additional articles, or deletions.

Date	Topic	Readings & Assignments Due
Session 1 8/31 & 9/2	<ul style="list-style-type: none"> • Introductions / Syllabus Overview • Journal Formats & Discussions • Conceptions/Misconceptions of Culture • Sociopolitical Context of MC Education • Cultural Issues in Education and Society • Cultural Terms 	
Session 2 9/7 No Class & 9/9	Monday: Dr. Martin Luther King Jr. Holiday – no class Journal Group Discussion <ul style="list-style-type: none"> • Assignment Introduction: <i>Personal History of Otherness</i> (Complexity of Identity) 	Reading Due: <u>Nieto:</u> Ch 1 (Sociopolitical) <u>Nieto:</u> Ch 2 (Terminology) <u>Tatum:</u> “The Complexity of Identity” Due: Reading journal 1
Session 3 9/14 & 9/16	<ul style="list-style-type: none"> • MC Ed. & School Reform • Movie: Shadow of Hate (History of Racism and Discrimination in US) 	Reading Due: <u>Nieto:</u> Ch 3 (School Reform) Watch Video: Race: The Power of An Illusion Part 1 Due: Reading journal 2 Bring Nieto book to class
Session 4 9/21 & 9/23	<ul style="list-style-type: none"> • Personal History of Otherness Activity • Assignment Introduction & create groups: <i>Group Reading Facilitation (Spring Textbook)</i> • Framework for MC Ed. • Racism, Discrimination, Expectation of Students’ Achievement 	Reading Due: <u>Nieto:</u> Ch 4 (Discrimination) Due: Reading journal 3 Due: DRAFT for Personal History of Otherness

Session 5 9/28 & 9/30	<ul style="list-style-type: none"> • Spring text groups meet in class • Curriculum, Pedagogy, & Climate 	Reading Due: <u>Spring:</u> Read your group's chapter <u>Nieto:</u> Ch 5 (School Structure/Org) Due: Reading journal 4
Session 6 10/5 & 10/7	<ul style="list-style-type: none"> • <u>Spring Text Facilitation:</u> Chapters 1 & 2 • Influence of Culture on Learning • Culturally Relevant Teaching • Assignment Introduction: <i>School Diversity Assessment Project</i> 	Reading Due: <u>Nieto:</u> Ch 6 (Cultural Identity) Due: Reading journal 5 <u>Spring:</u> Ch 1 (Anglo-Am.) & Ch 2 (Nat. Am.) Due: 1 page summary for Spring chapter, if your group facilitates.
Session 7 10/12 & 10/14	<ul style="list-style-type: none"> • <u>Spring Text Facilitation:</u> Chapters 3 & 4 • Linguistic Diversity in US Classrooms • Second Language Acquisition Theories • Groups & Topics Decided for School Diversity Project - <i>groups meet</i> 	Reading Due: <u>Nieto:</u> Ch 7 (ELLs) Due: Reading journal 6 <u>Spring:</u> Ch 3 (African Am.) & Ch 4 (Asian Am.) Due: 1 page summary for Spring chapter, if your group facilitates.
Session 8 10/19 & 10/21	<ul style="list-style-type: none"> • <u>Spring Text Facilitation:</u> Chapters 5 & 6 • Factors Affecting Academic Achievement for Students of Color • The Immigrant Experience <p><u>Wed. 10/21 Furlough Day – No Class</u></p>	Reading Due: <u>Nieto:</u> Ch 8 (School Achievement) Due: Reading journal 7 <u>Spring:</u> Ch 5 (Hispanic Am.) & Ch 6 (Civil Rights) Due: 1 page summary for Spring chapter, if your group facilitates.
Session 9 10/26 & 10/28	<ul style="list-style-type: none"> • Assignment Introduction: My Diversity Action Plan (Final for class) • School Diversity Project - groups meet • Learning from Students • Families & Communities 	Reading Due: <u>Nieto:</u> Ch 9 (Identity & Learning) Due: Reading journal 8 Due Final Copy: Personal History of Otherness
Session 10 11/2 & 11/4	<ul style="list-style-type: none"> • Computer Lab (TBA): Continue research & data collection for School Diversity Assessment Project 	Due: Data tables for your project due after lab session
Session 11 11/9 & 11/11	<ul style="list-style-type: none"> • <u>Presentation:</u> School Diversity Project • Gender Biases • Schooling Experiences of Lesbian, Gay, Bisexual and Transgender Youth • Movie: LGBT Youth & Families <p><u>Wed. 11/11 Veteran’s Day - No Class</u></p>	Reading Due: <u>Nieto:</u> Ch 10 (Adapt Curriculum) Due: Reading journal 9 <u>Elsbree & Halcón:</u> “50 Ways to Call Your Lover” Due: School Diversity Project, if your group presents today.
Session 12 11/16 & 11/18	<ul style="list-style-type: none"> • <u>Presentation:</u> School Diversity Project • Multicultural Education in Practice • Movie & discussion: <i>We Speak America</i> 	Reading Due: <u>Nieto:</u> Ch 11 (Affirming Diversity) Due: Reading journal 10 Due: School Diversity Project, if your group presents today.

Session 13 11/23 & 11/25	<u>No Class: Furlough Days</u>	
Session 14 11/30 & 12/2	<ul style="list-style-type: none"> • Creating Equitable Learning Environments • <u>Presentations: School Diversity Project</u> • Movie & discussion: <i>So They May Speak</i> 	Reading Due: <u>Ladson-Billings: "Culturally Relevant Teaching"</u> Due: School Diversity Project, if your group presents today.
Session 15 12/7 & 12/9	<ul style="list-style-type: none"> • <u>Presentations: School Diversity Project</u> • Be prepared to share your Diversity Action Plan – Final for class • Course Evaluations 	Due: School Diversity Project, if your group presents today. Due: My Diversity Action Plans

Kathy Rocha
Furlough Days
Fall 2009:
9/15 & 10/13: ½ days
9/ 18
10/2
10/ 21
11/6
11/20
11/23, 11/24, 11,25