

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION
Fall 2009**

**EDUC 644 Multicultural Students and Families in Public Schools (CRN# 41949)
University Hall 460**

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Course Hours: Wednesdays, 5:30 p.m. – 8:15 p.m.

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, 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, faculty are required to submit formal certification that we will not work on furlough days. We 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 my furlough days. Furlough dates vary by professor (see schedule).

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, faculty will make every effort to support your educational experience at CSUSM. However, be mindful that business will NOT be as usual, given the inevitable delays that will occur in many areas of the university such as instructional technology support, bookstore hours, student advisement office hours, faculty availability, and so on. Visit CSUSM Budget Central [<http://www.csusm.edu/budgetcentral/>] to learn about the state budget crisis and how it impacts your educational opportunities, and to voice your opinion to state legislators and the governor. You are also strongly encouraged to complete and submit the Student Furlough Complaint Form (available on the course WebCT site.)

Furlough plans may be altered after the beginning of the semester as a result of administrative actions or other emergencies, thus subsequent revisions to this syllabus may occur.

GENERAL CONSIDERATIONS

All University Writing Requirement. Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, 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 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. Students 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.

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

Ability: Every student has the right to an equitable education and appropriate accommodations. 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 needs. 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 appropriate accommodations for special needs students. Students may be required to use the Writing Center or similar resource for all written assignments, based on performance on the first writing assignment.

Students with Disabilities Requiring Reasonable Accommodations. Students are approved for services through the Disabled Student Services Office (DSS). This 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 at the earliest opportunity.

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

ATTENDANCE POLICY

The Governance Community of the College of Education adopted the following policy on 12/19/1997:

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. This course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. Given the fast-paced and highly interactive nature of the course, and given that teaching and learning is difficult (if not impossible) without regular attendance and full engagement in class, the above College Policy is amplified as follows:

Your attendance and participation are basic to your learning and my evaluation of your learning in this class. You are expected to establish appropriate personal, academic and career priorities to facilitate said attendance and participation in this class.

*Your grade will be negatively affected by absences and positively affected by regular attendance. **You will lose 10 points for each tardy or early departure, and 50 points for each absence, explained or unexplained.** One absence may be made up with approval.

**Illness and emergency circumstances will be negotiated on a case-by-case basis.

These measures are intended to encourage responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

Grading

94 – 100 = A;	80–83 = B-
90 – 93 = A-;	77-79 = C+
87 - 89 = B+;	73-76 = C
84 – 86= B;	70-73 = C-

Grading Emphasis: Each written assignment will be graded approximately 80% on content and writing (detail, logic, synthesis of information, depth of analysis, etc.), and up to 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). You are expected to write at or above the minimum competency level for writing. All citations need to use APA format.

COURSE DESCRIPTION

This course examines topics that allow students to increase their level of awareness, knowledge and skills that will render them effective teachers with culturally diverse students and families. Students will understand how families function and interact with schools. We will consider how mainstream society defines / describes families and the ways families define and describe themselves. We will consider specific ethnic groups as well as interracial families, and inter-ethnic and intra-ethnic relations.

COURSE OBJECTIVES

The objectives of this course are as follows:

- Examine the meaning of family and schooling for students from culturally and linguistically diverse (CLD) backgrounds.
- Have an opportunity to develop an increased respect and appreciation for at least one CLD group that is different from your own.
- Advance and demonstrate increased understanding of how language and culture impact how CLD families and communities experience schooling.
- Examine critically how teachers, classrooms, and schools can meet the needs of CLD families.
- Gain better knowledge, awareness and skills for developing partnerships with diverse families.
- Implement a specific change in local schools that directly increases access to shared partnerships for CLD students, families and communities.

COURSE REQUIREMENTS

Required Texts

Patrikakou, E. N., Weissberg, R. P. & Redding, S. (Eds.), (2005). *School-Family Partnerships for Children's Success*. New York: Teachers College Press. ISBN: 0807746002

Sundem, Krieger & Piekiewicz. (2008). *Ten Languages You'll Need Most in the Classroom: A Guide to Communicating with English Language Learners and Their Families*. Thousand Oaks: Corwin Press. ISBN: 9781412937825
\$38.95

WebCT: Other articles selected by instructor.

Assignments

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled BEFORE each class session.

All assignments are to be submitted on the due date. **Assignments not handed in on the due date will lose 10% of earned credit per day.** Assignments should be typed in 14-pt font and single-spaced, and submitted electronically on WebCT AND in paper format in class.

- Attendance and Participation (On-Line Discussions) **200 points**
- Discussion Leader (On-Line Discussion) **50 points**
- Language and Culture Expert Presentation **200 points**
- Resource Review **200 points**
- Ethnographic interview or School Family Event **250 points**
- Reflections on Resource Reviews **100 points**

Assignments

***Note:** Please note that all of your assignments will need to be submitted twice - once electronically on WebCT, and once in person in paper format. All grading is done on the paper format.*

A. (Attendance and) Active Participation – both online (WebCT Discussion Board) and in class

Regular Preparation and Participation (200 points). This course is intended to be highly interactive and participatory with the expectation that students will be able to have deep conversations that matter about topics related to culturally and linguistically diverse (CLD) families. Students are expected to listen first to understand the views of others, then seek to be understood. The class will strive to establish and maintain an environment of open and honest conversations about issues related to CLD families in schools. 25% of the grade earned in the class will depend on the degree to which students participate actively in class activities and conversations (both online and in class).

Students will post comments on readings (and current issues -- optional) as they relate to each session's topic on WebCT PRIOR TO each session. **Your comments need to directly quote, reflect on, and analyze your readings. In other words, your opinions and application statements need to be preceded by an explicit analysis of the text and response.**

Discussion Leader (50 points). For each discussion topic (some sessions will have more than one topic), one or two students will be responsible for posing critical thinking questions to the class, and reviewing and summarizing the other students' comments BEFORE the session in which the topic will be discussed. **You will sign up to be the discussion leader once a semester.**

B. Written Assignments and Presentations

1. Language and Culture Expert Assignment

DUE – ONGOING PER SIGNUPS

You may work in groups of up to 2 students (3 with approval) for this assignment.

You will be responsible for presenting one language (usually one of the chapters from the *Ten Languages* book (Sundem et. al, 2008) in a dynamic, interactive way to the class. Some presentation components may include a case study of a student and family (together), songs, poetry, traditional story, an audio-visual of the culture / language group, current community and school issues faced by this group, and considering the merits of a legal case that would involve the class in determining an equitable resolution of the case. **IMPORTANT:** Please be mindful of the distinction between primary and secondary cultural characteristics and **EXPLICITLY SIGNPOST** the difference in your work and presentations. For example, presenting a Chinese folktale is very different from presenting a story about a Chinese American experience.

2. Resource Review - CLD Families in American Schools

DUE SESSION 10

Research an issue in education and/or society related to families that will likely have an impact on your educational practice. Choose a resource (articles, book, film, community center, community program, websites, other – see the SDCOE Parent Resource Guide on the SDCOE website or on WebCT Resources module for examples) you wish to review related to an issue of interest to you. Then, examine and analyze the resource to prepare a 2 to 3-page (maximum) review and accompanying 5-slide (maximum) PowerPoint presentation, extrapolating social / personal implications for your own professional goals as an educator in a diverse society, as well as policy and legal considerations. Some issues you might consider are the legal rights of parents (e.g., program selection for parents of English Learners under Proposition 227 or the Categorical Program Monitoring process established by the State), and language and literacy resources for parents.

Your review should include the following:

- a) A discussion of the resource reviewed. (e.g., 2 articles or 1 book or 1 center or...)
- b) Why is this issue important?
- c) How does it relate to your passion about education?
- d) How can addressing this issue have a positive impact on education or society?
- e) What might happen if schools do make changes to address the issue?
- f) What can you, as an educational leader, do to have an impact in transforming schools or society to address the issue?

3. Reflections on Resource Reviews – DUE SESSION 15

After posting your review on WebCT, read at least three other reviews posted by your colleagues and post a brief reflection (1 – 2 paragraphs maximum) about each review. Reflections need to be uploaded and posted on WebCT under “Assignments” AND the “Discussion Board.” In your reflections, please include the following for each:

- a) How does this issue resonate with you?
- b) Do you see a connection with the issue your colleague addressed and the issue you selected and examined?
- c) What are your recommendations for making a difference or having an impact as it relates to this issue?
- d) How can addressing this issue have a positive impact on education – on BOTH of the following groups: CLD students, families and communities? For ALL students and society at large?

4. Ethnographic interview with a CLD Family - DUE SESSION 12

You may work in groups of up to 4 students for either assignment.

In this assignment, you will conduct an ethnographic interview of someone who is very different from yourself. The purpose of the interview is to conduct an extensive analysis of the issues and topics discussed in class, and gain insight into how a CLD family interprets these very issues and topics. To the degree possible, you should incorporate the perspective of the interviewee and try to view the world from someone else’s lens. A digital video of the interview needs to be prepared and submitted (permission from the interviewee needs to be secured – see the permission form on WebCT / Resources). You will be responsible for compiling a portfolio that contains the following four components:

- a) the interview questions and transcript of responses to the questions,
- b) a video (DVD or mini-DV tape format),
- c) a summary and analysis of the interview (focus on the interviewee), and
- d) your own reflections about the interview (focus on impact on your thinking).

The reflection should, minimally, address your impressions of the interviewee, relate the information obtained from class discussions and describe what you learned from this experience. All students will give class presentations of the interviews.

OR

School Family Event - DUE SESSION 12

You will need to plan and implement a special school event (family science night; “Cuéntame un cuento,” etc.) to encourage family and community involvement in school. For the assignment, you are to submit all the artifacts:

- a) invitations or notices,
- b) agenda
- c) photos or video,
- d) a 2 to 4-page reflection in response to the following questions:
 - a. How did the event incorporate families’ strengths?
 - b. How did the event incorporate the diverse families’ languages and cultures?

- c. Describe the essential ambience and climate that emerged during the event.
- d. What did you learn from the event?
- e. What would you improve next time you implement a similar event?
- f. Final words of wisdom you would like to share with other educators.

COURSE SCHEDULE

This course schedule is tentative and may change to accommodate topics that arise during the discussions and conversations.

<p>Dr. McField's 9 Furlough Days for Fall 2009 Wednesday, 9/9 (EDUC 364, 644) → Failed proper implementation; partly impacted Thurs 9/10 Tuesday, 9/15 (EDUC 602) Thursday, 10/8 (GPC, Governance, Univ BLP) Thursday, 10/15 (COE Exec Council, Univ BLP) Thursday, 10/22 (GPC, Univ BLP) Thursday, 11/19 (Executive Council, Univ BLP) Tuesday, 11/24 Wednesday, 11/25 Thursday, 12/10 (GPC, Governance, Univ BLP)</p>	<p>Universitywide Furlough Days Due to State Budget and Mandated Furloughs, the College of Education Student Services Center will be closed on the following days: Friday, August 7, and Friday, August 21, 2009 Friday, September 4, and Friday September 18, 2009 Friday, October 2, and Friday, October 16, 2009 Friday, November 6, Friday, November 20, Wednesday, November 25, Monday, November 30, 2009 Friday, December 18, and Friday, <i>December 31, 2009</i></p>
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ONLINE DISCUSSION SCHEDULE:

Following is the posting schedule which the class collaboratively agreed upon:

Readings Discussion Leaders: Post Questions by _____

Responders: Post Responses by _____

Discussion Leaders: Post Summaries by _____

Date	Activity/Topic – In Class	Readings/Assignments – Prep BEFORE Class DL = Discussion Leaders – 1 or 2 per session
Session 1 9/2/09	Syllabus Introductions What's in a Name? Family Stories and the Values they Impart(ed)	
Session 2 9/9/09	FURLOUGH – NO CLASS	WebCT: Quindlen: Newcomers by Numbers
Session 3 9/16/09	Syllabus details and signups Parents' Hopes and Dreams for their Children Multiple Dimensions of Children's Learning Personal experiences with diverse families in schools Nonverbal Communication - Chatter Etiquette activity School perceptions of families	 Patrikakou: Introduction: Enhancing the Academic, Social and Emotional Learning of Children DL _____ WebCT: Friend & Bursuck (2002): What are the Needs of Students from Culturally Diverse Backgrounds? (pp. 251-258) WebCT: Hartman (2010): Nonverbal Communication and Cultural Issues / Differences (pp. 46-53)

<p>Session 4 9/23/09</p>	<p>Critical Issues Facing Families and Educators</p> <p>Spanish Culture and Language Expert presentation by</p> <p>a) Mexican Spanish</p> <hr/> <p>b) Central American Spanish</p> <hr/> <p>c) South American Spanish</p> <hr/>	<p>Patrikakou: Ch. 1 DL _____</p> <p>Sundem: Ch. 1 - Spanish</p> <p>Suggested Films: Quinceanera, Mi Familia</p> <p>WebCT: Burrows-Goodwill (2009): Out-of-school literacy in Mexican-origin homes and communities: A case of Latino cultural wealth made visible</p> <p>WebCT: Gifted Hispanic Bilingual Children</p>
<p>Session 5 9/30/09</p>	<p>Parents' Motivations for Involvement in Their Children's Education</p> <p>Vietnamese Culture and Language Expert presentation by</p> <hr/> <hr/>	<p>Patrikakou: Ch. 2 DL _____</p> <p>Sundem: Ch. 2 - Vietnamese</p> <p>WebCT: Hartman (2010): School connectedness and Cultural Dynamics (pp. 80-85)</p> <p>WebCT: Select readings</p> <p>IF YOU WILL BE DOING THE ETHNOGRAPHIC INTERVIEW PROJECT ONLY: WebCT: Spradley: Ethnographic Interviews WCT: Tips for Making Your Movie, Light Source, Sound Advice</p> <p>Suggested Films:</p>
<p>Session 6 10/7/09</p> <p>WebCT Session</p>	<p>Influences and Challenges to Better Parent-School Collaborations</p> <p>Hmong Culture and Language Expert presentation by</p> <hr/> <hr/> <p>WebCT Task: Draft of Interview Questions or School Event Project</p>	<p>Patrikakou: Ch. 3 DL _____</p> <p>Sundem: Ch. 3 – Hmong</p> <p>WCT: Hartman (2010): Cultural Issues in Reading (pp. 183-85)</p> <p>WebCT: Select readings</p>
<p>Session 7 10/14/09</p>	<p>Intercultural Considerations in School-Family Partnerships</p> <p>Chinese (a. Cantonese & b. Mandarin) Culture and Language Expert presentations by 2 groups</p>	<p>Patrikakou: Ch. 4 DL _____</p> <p>Sundem: Chinese</p> <p>WebCT: Growing Up Asian American WebCT: Select readings</p>

	<p>a. _____</p> <p>b. _____</p>	<p>Suggested Films: Joy Luck Club</p> <p>WebCT: Friend & Bursuck (2002): Including Students with Special Needs: How Can You Work Effectively with Parents? (pp. 96-103)</p> <p>WebCT: Choate (2000): Successful Inclusive Teaching, Ch. 16 - Collaboration in the Schools: Ensuring Success (p. 450-471)</p>
<p>Session 8 10/21/09</p>	<p>African American Families and Social Change</p> <p>a) Haitian Creole / b) AAVE / c) Somali Culture and Language presentations by 3 groups</p> <p>a. _____</p> <p>b. _____</p> <p>c. _____</p>	<p>Patrikakou: Ch. 5 DL _____</p> <p>Sundem: Haitian Creole</p> <p>WebCT: Rickford: African American Vernacular English</p> <p>WebCT: Hartman (2010): Standard English and Code Switching (p. 256)</p> <p>Suggested Films: The Pursuit of Happyness, Akeelah and the Bee, Down in the Delta</p>
<p>Session 9 10/28/09</p> <p>WebCT Session</p>	<p>Parental Involvement and Children's School Success</p> <p>Korean Culture and Language Expert presentation by _____</p> <p>_____</p> <p>WebCT Task: TBD</p>	<p>Patrikakou: Ch. 6 DL _____</p> <p>Sundem: Korean</p> <p>WebCT: Growing Up Asian American or other select readings</p> <p>WebCT: Hartman (2010): Parent Involvement in Foreign Language Learning (pp. 271-276)</p>
<p>Session 10 11/4/09</p>	<p>Federal Education Initiatives</p> <p>Arabic Culture and Language Expert presentation by _____</p> <p>_____</p>	<p>Patrikakou: Ch. 7 DL _____</p> <p>WebCT: Ravitch (2009): Time to Kill No Child Left Behind</p> <p>Sundem: Arabic presentation WebCT: Select readings</p> <p>WebCT: Hartman (2010): Preconceptions about Science, Gender, and Minorities (pp. 209-212; 217-18)</p> <p>Suggested Film:</p> <p>DUE: Resource Review on Diverse Families</p>

Session 11 11/11/09 HOLIDAY		OPTIONAL READINGS & OPTIONAL ONLINE DISCUSSION Sundem: Russian WebCT: Select readings Suggested Film:
Session 12 11/18/09	Preparing Educators for School- Family Partnerships Tagalog Culture and Language Expert presentation by _____ _____ Presentation of Ethnographic Interview or Family School Event Assignments	Patrikakou: Ch. 9 DL _____ Sundem: Tagalog presentation WebCT: Select readings Suggested Film: Due: Ethnographic Interview Or Family School Event
Session 13 11/25/09	UNIVERSITYWIDE FURLOUGH	
Session 14 12/2/09 WebCT Session	Dimensions and Recommendations Pacific Islanders Navajo Culture and Language Expert presentation by _____ _____ WebCT Task: TBD	Patrikakou: Conclusion DL _____ WebCT: Au & Kawakami Sundem: Navajo presentation Suggested Film: Smoke Signals
Session 15 12/09/09	The State's Role in Family- School Partnerships Final Discussion, Reflections and Closure	Patrikakou: Ch. 8 DL _____ WCT: Friend & Bursuck (2002): How can You Accommodate Students Who Are Gifted and Talented? (pp. 245-251) WebCT: Choate (2000): Successful Inclusive Teaching: Ch. 2 excerpt - Academic Giftedness (p. 33) DUE: Reflections to 3 Resource Reviews