Vision: *Equity & Excellence in Education*
Mission:
The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

EDEL 431 Cultural and Linguistic Diversity in Schools

FALL 2020

College of Education, Teacher Education Department

Course Information

Instructor: Dr. Alma Castro	**Email**: Alma.castro@csulb.edu
Virtual Office Hours Days/Times: by appointment. Email or notify professor in class to schedule apt.	**Office Hours Zoom Link:** Meeting ID: 969 1876 1570
Class Days/Times: Thursday 4:00pm-6:45pm	**Class Zoom Link**: https://csulb.zoom.us/j/96918761570 Meeting ID: 969 1876 1570

Catalog Course Description EDEL 431 Course:
Multicultural education, including concepts of culture, educational equity, social justice, multiple forms of diversity, and anti-bias/anti-racist curriculum. Models of English language acquisition, bilingual education theory, and instructional accommodations for diverse students.

Ten hours fieldwork required.   ALTERNATIVE ASSIGNMENT per Covid-19
Letter grade only (A-F). Not open for credit to students with credit in EDP 431 or LING 431.

Course Student Learning Outcomes and Goals
The following Student Learning Outcomes (SLOs) are aligned with the Multiple Subject Credential Program SLOs which are based on the *Teaching Performance Expectations* (TPEs, revised and adopted June 2016); Common Core State Standards (revised March, 2013). Upon successful completion of the course, students will demonstrate the following:

CLO 1- PROFESSIONALISM
1. Learn to communicate effectively and collaborate with all stakeholders (other teachers, administrators, support staff, parents, community members) (TPE 6.4)
2. Identify ethical conduct of teaching professionals, including use of technology and digital media (TPE 6.5, 6.6)
3. Reflect on their teaching practice and level of subject matter and pedagogical knowledge that can

improve student learning. (TPE 6.1)

4. Demonstrate how and when to communicate effectively with peers and colleagues, and others in the school-community to support teacher and student learning. (TPE 6.4)
5. Acknowledge professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others. (TPE 6.5)

CLO 2- CALIFORNIA'S DIVERSITY

1. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance. (TPE 6.7)
2. Identify characteristics of a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused on 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 1.6)
3. Identify a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment. (TPE 1.4)

CLO 3 - ACCESS and EQUITY

1. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. (TPE 6.2)
2. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers. (TPE 2.1)
3. Identify inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism. (TPE 2.3)
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile. (TPE 2.4)
5. Recognize clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families. (TPE 2.6)

CLO 4 – PLANNING AND SUPPORTING A FULL RANGE OF LEARNERS

1. Identify instruction used to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include (TPE 4.4):
    a. appropriate use of instructional technology, including assistive technology;
    b. applying principles of UDL and MTSS;
    c. use of developmentally, linguistically, and culturally appropriate learning activities, instructional

materials, and resources for all students, including the full range of English learners;
d. appropriate modifications for students with disabilities in the general education classroom; opportunities for students to support each other in learning; and use of community resources and services as applicable.
2. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking. (TPE 4.6)
3. Identify the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance). (TPE 5.1)
4. Explore and identify learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive. (TPE 2.2)

Required Texts/Course Materials:
Gollnick, D. & Chinn, P. (2017). *Multicultural education in a pluralistic society* (10[th]ed.). Boston, MA: Pearson (CSULB Bookstore). Students may also purchase a loose leaf student edition or rent an e-copy of Gollnick & Chinn from the CSULB bookstore.

Additional Readings may be provided in class and uploaded on BB contents folder.

Mode of Delivery and Technical Requirements

Course Format
This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on BeachBoard and are required to participate in synchronous class meetings via Zoom. All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know. I will work with the student to make up missed work.

To access this course on BeachBoard and Zoom, students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to BeachBoard with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first install the latest version of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the Technology Help Desk.

The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. The university will send communications directly to students regarding accessing these resources.

Course Communication
We will use BeachBoard to make announcements, communicate information, discuss course-related topics, use the discussion board forum and chat options, post supplemental course documents, assignments and corresponding due dates. Written assignments, discussion board posts, and grades are noted and tracked on BeachBoard. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week,

as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students.

Course Schedule

Week	Topics, Readings and Assignments	Due Dates/Deadlines
1 8/27	**Introduction & Course Overview** Building Community	
2 9/3	**Historical Foundations and Philosophical Foundation of US Education** **Parkay**, **W. & Stanford**, B. H. (2010). Philosophical Foundations of U.S. Education. *In Becoming a teacher* (Ch. 4, pp. 107-136). Upper Saddle River, NJ: Merrill Pearson. **Parkay**, **W. & Stanford**, B. H. (2010). Historical Foundations of U.S. Education. *In Becoming a teacher* (Ch. 5, pp. 140-168). Upper Saddle River, NJ: Merrill Pearson.	Due: Who I am Slide
3 9/10	**Diversity Overview & Cultural Competence** **Gollnick & Chinn. (2017).** Chapter 1 Foundations of Multicultural Education Critical Practices For Anti-Bias Education, 2016 Teaching Tolerance	
4 9/17	**Race and ethnicity** **Gollnick & Chinn.** (2017). Chapter 2 Race and Ethnicity **Kendi, Ibram X.** (2019). How to be an antiracist. (Chapter 5 Ethnicity. pgs. 56 -68). The New York Times Company.	Due: Professional Educator Statement
5 9/24	**Race and ethnicity** **Kendi, Ibram X.** (2019). How to be an antiracist. (Chapter 9 Color. Pgs. 107-122). The New York Times Company. Optional resources Enid Lee http://www.enidlee.com/resources	
6 10/1	**Social Economic Status** **Gollnick & Chinn.** (2017). Chapter 3 Class and Socioeconomic Status **Blankstein & Pedro Noguera** (2016). Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement	

	for Every Student. Introduction, "Achieving Excellence Through Equity for Every Student" (pgs. 3-30).	
7 10/8	**Language, ELD Standard, Dual Language Immersion** **Gollnick & Chinn.** (2017). Chapter 7 Language **Gandara & Hopkins** (2010). Chapter 1. The Changing Landscape of the United States. **Olsen, L.** (2010). Reparable Harm: Fulfilling the unkept promise of educational opportunity for California's long term English learners.	Due: Education in the News
8 10/15	**Culturally Responsive Pedagogy** **Gay**, G. (2000). Pedagogical potential of cultural responsiveness. In *Culturally responsive teaching: Theory, research and practice* (Ch. 2, pp. 22-46). New York: Teachers College Press. **Gollnick & Chinn.** (2017). Chapter 11 Education That is Multicultural Additional Reading provided in class.	
9 10/22	**Gender and Sexual Orientation** **Gollnick & Chinn.** (2017). Chapter 4 Gender and Chapter 5 Sexual Orientation Optional Readings provided in class.	
10 10/29	**Exceptionality** **Gollnick & Chinn.** (2017). Chapter 6 Exceptionality **David Bateman & Fred Bateman.** (2014) .A Principal's Guide to Special Education. "What Do Special Education Teachers Want and Need From their Principals?" (Chapter 10 pgs. 153-160).	
11 11/5	**REMEMBER TO VOTE!! Activate your voice & motivate others!** Time to work on group and paper and Education in the news assignment	Due: Theory to Practice
12 11/12	**Social and Emotional Learning and Adverse Childhood Experiences (ACE)** Positive Behavior Intervention Support	

	American Educator Journal (Winter 2015-2016). Special issue: School discipline. Read Skiba & Losen, pp 4-11 and read Ashley, pp 13-16. http://www.aft.org/ae/winter2015-2016 Additional reading provided in class.	
13 11/19	**Culturally Responsive Pedagogy** **Lindsey, Graham, Westphal, Jew.** (2007). Culturally Proficient Inquiry by Chapter: The tools of Cultural Proficiency. pgs. 19-29 Additional Reading provided in class. Time for groups to work on final paper	Due:Alternative Assignment
14 12/3	**Building Partnerships with Diverse Families and Communities** **Taylor, L. & Whittaker, C.** (2009). Building Partnerships with Diverse Families and Communities. In B*ridging multiple worlds: Case studies of diverse educational communities* 2) (Ch. 3, pp. 46-65). Boston, MA: Allyn & Bacon. **Hornby, G.** (2011). Parental involvement in childhood education: Building effective school-family partnerships. New York, NY: Springer. Chapter 7 Skills for effective parent involvement, 99-120	
15 12/10	**Youth culture & Multicultural Education** **Gollnick & Chinn.** (2017). Chapter 10 The Youth Culture *Celebrate the semester Time to work on group projects	Due:Annotated Bibliography
16 12/17	Finals Week	

Course Evaluation Components and Grading

Evaluation Components

All assignments are evaluated for clarity, coherence, grammar, spelling, and format. All papers must be posted in BeachBoard by the due date. All papers are reviewed by Turnitin, which is part of BeachBoard.

1. Weekly Class Participation & Discussions

Students participate in weekly class discussions and activities during synchronous and asynchronous sessions. Discussion Board posts and Chat Room discussions are evaluated.   The assignment is worth 10 points.

2. Who Am I? Identity - Slide

To get to know each other a little better, each of you will share some things about yourself with the class. You place the information on a powerpoint slide, which is located in BB. The information should include:

A picture that includes yourself
Full Name:

What is the meaning of your name?
What is your ethnic or cultural background?
Share a memorable family tradition.
How does your identity shape who you want to become as a teacher?
What do you want your peers to know about you?
Anything else you want to share about yourself.

The first slide offers instructions for what to include on your slide. Then pick the first available slide to tell us about you. You will share your story during class. You do not have to complete your slide by August 27th, but be prepared to share and respond to the prompts. The assignment is worth 5 points.

3. Professional Educator Statement
Students write a philosophy statement. The intent of this assignment is to encourage reflection on your authentic self by sharing about your personal identity, educational philosophy, experiences, strengths, goals, and aspirations. Students also discuss how they will create an inclusive learning environment. This reflective assignment is to encourage you to develop as an educator and may help prepare you better in grounding the work that you will engage in during this semester. A more detailed description of the assignment requirements is located on BeachBoard. The assignment is worth 15 points.

4. Education in the News
Students analyze the depiction of public education in the media. Find a recent (within the past year) article regarding public education (local or national) that interests you. It must make reference to income and/or ethnicity. The article must be from a paid, edited source (AP, UPI, NPR). No blogs or opinion pieces. You must also find a peer reviewed article referencing the same topic. The assignment is worth 10 points.

5. Theory to Practice School Resource
Students analyze the services and resources available for a school serving children with limited resources and with low performance scores. Upon your analysis of the school's SARC or other School data, reflect on the data and identify academic or social gaps. You will need to identify a community service and/or resource that may fill a school gap and help improve student achievement (use explicit SARC data to find a gap). A more detailed description of the assignment requirements is located on BeachBoard. The assignment is worth 20 points.

6. Alternative Assignment
A minimum of 10 hours of clinical practice (aka fieldwork) is required by the Commission on Teacher Credentialing (CTC) to earn credit for this course. Due to the COVID-19 pandemic, K-12 schools have been closed until further notice. As a CTC-approved <u>alternative assignment</u>, you will be watching **10** video lessons and include an <u>annotated bibliography</u> for all video lessons. The length of time of each video varies, depending on the grade level and subject matter. The MSCP credential is K-8; you may also use video lessons from middle school grade levels. The assignment is worth 20 points.

7. A**nnotated bibliography** provides a short paragraph with a description and critique of each of the video sources making connections to CRP. Provide specific examples of video and CRP. A more detailed description of the assignment will be provided in class. The assignment is worth 20 points.

Course Grading

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Evaluation Component	Points	Due date
Assignment 1 Participation & Discussion	10	ongoing
Assignment 2 "Who am I" - Google Slide	5	9/3
Assignment 3 Professional Educator Statement	15	9/17
Assignment 4 Education in the News	10	10/8
Assignment 5 Theory to Practice	20	11/5
Assignment 6 Alternative Assignment (10 hours)	20	11/19
Assignment 7 Annotated Bibliography	20	12/10
Total	**100%**	

Course Policies

Attendance and Participation

Attendance (e.g., being present and visible for all synchronous class sessions) and active participation are essential to your success in this class. Students are expected to arrive on time and stay for the entire synchronous class session. Asynchronous participation in BeachBoard discussions is also required.

Some topics may be controversial and insight intense emotions. Professional conduct is expected. Professional conduct is characterized as (1) communication that is respectful of all members of the class, (2) communication that is tolerant of the views of each member of the class, and (3) communication that allows all class members to be heard with equity.

All students are expected to thoroughly read required assignments prior to the class for which they are assigned. Students are expected to (1) participate regularly in class discussion and online discussion on assigned readings and in open discussion; (2) engage in constructive critical dialogue; and (3) participate in small group discussions.

Participation in class discussions and online discussion are factored as 10% your grade and will be monitored both through attendance at Zoom sessions and through entries in the online discussion board and chat via BeachBoard. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

Late Work/Make-up Policy

Ten percent of the project's total points will be deducted for papers submitted within 24 hours after the due date, and an additional 1 point will be deducted for every day after, including weekends and holidays. All

assignments must be submitted within two-week of the due date for a grade, except for the final.

Students struggling to meet deadline, fall behind, anticipate absences, or have health concerns must be proactive about reaching out to me so we may make alternative arrangements.]

Plagiarism/Academic Integrity Policy
There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on Cheating and Plagiarism that governs your participation in courses at CSULB.

University Withdrawal Policy
Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see Grades). Application for withdrawal from CSULB or from a class must be filed by the student online, whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on Dropping and Withdrawal for more detailed information.

Special Needs Accommodations
Students with a disability or medical restriction who are requesting a classroom or academic accommodation should contact the Bob Murphy Access Center (BMAC) located in the Student Success Center, #110, or by phone at 562-985-5401 or via email at BMAC@csulb.edu. The BMAC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to BMAC as soon as possible. It is the student's responsibility to notify the instructor in advance of the need for accommodation related to a university-verified disability.

During this time of COVID-19, if you have any condition that prevents you from attending class in-person or wearing a face covering/mask, please contact BMAC at bmac@csulb.edu for reasonable accommodations.

Additional Information

Student Support Services
The Division of Student Affairs has prepared a helpful guide, Student Resources During COVID-19. A full list of student support services is also available on the Programs and Services website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the Basic Needs Program. Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Syllabus Changes
The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.