



CALIFORNIA STATE UNIVERSITY, LONG BEACH
COLLEGE OF EDUCATION (CED)
Teacher Education Department (TED), Multiple Subject Credential Program (MSCP)

Course Information

- 🍏 Course: **EDEL 431: CULTURAL AND LINGUISTIC DIVERSITY IN SCHOOLS**
- 🍏 Fall: 2018
- 🍏 Section 1: Class #: 4549 Tues. 12:30pm - 3:15pm Location: ED 2-158

Professor Information

Course Instructor: **Janice Filer, Ed.D.**
Office Hours: By appointment or request
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College of Education Mission Statement

The CED at CSULB is 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.

Department Vision Statement

The Department of Teacher Education at CSULB prepares knowledgeable, caring, reflective, and highly competent teachers who are advocates for children, adolescents and families. Our inquiry- and experience-based programs promote educational equity and excellence in contemporary, inclusive urban classrooms.

Catalogue Description

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. Letter grade only (A-F). Not open for credit to students with credit in EDP 431 or LING 431.

Student Learning Outcomes

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:

SLO 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)

SLO 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)

SLO 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)

SLO 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):
 - appropriate use of instructional technology, including assistive technology;
 - applying principles of UDL and MTSS;
 - use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;

- 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 Textbook

🍏 **Gollnick, D. & Chinn, P.** (2017). *Multicultural Education in a Pluralistic Society* (10th 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.

Required Supplemental Readings

Selected short readings will be announced on BeachBoard News and attached for downloading.

Reference Materials

1. Content Standards (K-12) for subject disciplines link: <http://www.cde.ca.gov/be/st/ss/index.asp>
2. English Language Development (ELD) Standards link: <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>
3. California Teachers for English Learners (CTEL) Standards link: <http://www.ctc.ca.gov/educator-prep/standards/EPPS-Handbook-CTEL.pdf>
4. California Department of Education link for Instructional Strategies (see pages 11-15): <http://www.cde.ca.gov/ci/ma/cf/documents/mathfwinstrucstrategies.pdf>

Course Policies

Electronic Devices

Please turn off (or vibration mode) cell phones before entering class, and reserve use of e-devices (e.g., laptop, I-pad) to this course only. Refrain from text messaging in class.

Attendance and Class Participation

This course is interactive; hence, your **participation** and **professional conduct** contribute to our collective success. Come to class on time, read assigned material ahead of time, and be prepared to engage in class discussions and activities. Lack of preparation and/or participation may result in point deductions at the end of the semester.

Absence from class does not excuse non-submission of work or missing class notes and announcements. Please notify me when you are absent. See current CSULB Class Schedule Attendance Policy for definitions of *excused* absences.

Incomplete Grades

An incomplete for this course is highly discouraged. Historically, students rarely make up the work, which is not in their best interest. Requests made close to the end of the semester, without having completed 2/3 of the course assignments and earned a satisfactory grade will not be approved.

Policy for Withdrawal

It is the student's responsibility to register and withdraw from classes. Instructors may give permits to students who petition enrollment, but have no obligation to withdraw students who do not attend courses. Refer to the current California State University, Long Beach *Catalog of Undergraduate and Graduate Studies* for more detailed guidelines.

Statement Regarding Students with Disabilities

Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If students with disabilities feel that modifications, special assistance, or accommodations offered are inappropriate or insufficient, they should seek the assistance of the Director of Disabled Student Services on campus.

Academic Dishonesty

Academic dishonesty includes plagiarism, namely cheating, inventing false information or citations, and helping someone else commit an act of academic dishonesty. Serious consequences, including forced withdrawal from the course and removal from the university follow upon academic dishonesty. Be certain to see the following link for important details: http://web.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html.

Course Assignments

You are expected to submit **quality** work; double-spaced and standard font, size 12. Write **clearly** and **concisely**.

**** NO LATE ASSIGNMENTS ACCEPTED ****

Grading Scale: 90-100= **A**; 80-89= **B**; 70-79 = **C**; 60 - 69 = **D**; 0 - 59 = **F**

Assignment Description	SLO	Points possible	Mode of Submission	DUE DATE
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Prompt Attendance, Preparedness for Class, Professional Conduct & Attitude, and Active Participation	1	10	Attendance roster and professor's observations	To be earned throughout the semester
Assignment I "Who Am I" Identity	1	5	Bring in a one slide power point or poster	9/4 Who Am I?
Assignment II Developing as a Multicultural Educator Statement (600-700 word limit)	1	10	Upload to BeachBoard (Turnitin plagiarism detection activated)	9/25
Assignment III (Clinical Practice I: 10 hours of observations <u>and</u> participation) Mini-Ethnographic Study of School and Community Part 1 – SARC report, Culture of School and Community (Include a total of 8 pictures: 4 of the school & surrounding community and 4 of the classroom environment) Part 2 – Teacher Observations <u>and</u> Working with Two Focal Students (e.g., ELL, Special ed., GATE, or Other Instructional Challenge) Part 3 – Reflection on Candidate's Personal & Professional Development <u>Bring to class original copy of 10hour Clinical Practice I Time Log</u> (completed with required teacher's <u>full</u> signatures <u>and</u> evaluation comments.	All SLOs	40 pts total Part 1: 15 pts Part 2: 15 pts Part 3: 10 pts		Part 1 10/16 Part 2 11/6 Part 3 11/27 12/4

Assignment IV Theory-to-Practice Connections a. <u>Individual</u> Journal Response (10 pts) b. <u>Group Lessons</u> (5 pts)	All SLOs	15 points	Upload to <u>BeachBoard</u>	a. 10/9 & 11/13 b. 12/18
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Assignment V Cross-Curricular Group Lesson Plan & Mini-Teaching Session (with application of “culturally responsive pedagogy” principles)	All SLOs	20 pts total (10 for lesson & 10 for teaching)	Upload to <u>BeachBoard</u> , (Turnitin plagiarism detection activated)	11/27, 12/4, 12/11
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I. “WHO AM I” IDENTITY (5 pts possible)

Create a one power point slide or a poster to share in class. Meaning of your name, reasons for taking this class or becoming a teacher, ethnic or cultural background, three important values, and goal in life. Refer to the *Guidelines for Assignments* on BeachBoard for details.

II. DEVELOPING AS A MULTICULTURAL EDUCATOR (**600-700 words, maximum**, 12 point font, 10 pts possible).

The strict word limit is intended to prepare you for writing a similar statement when applying to a school district for a teaching position. This assignment builds on the previous activity. Refer to the *Guidelines for Assignments* on BeachBoard for details.

III. MINI-ETHNOGRAPHIC STUDY OF SCHOOL AND COMMUNITY (3 parts, 40 pts total possible) -- Refer to the *Guidelines for Assignments* on BeachBoard for details.

IV. THEORY-TO-PRACTICE CONNECTIONS (from selected activities; 15 points total possible). Refer to the *Guidelines for Assignments* on BeachBoard for details.

V. CROSS-CURRICULAR PLAN & MINI-LESSON TEACHING (10 pts possible for group lesson plan, 10 pts possible for mini-teaching) -- Refer to the *Guidelines for Assignments* on BeachBoard for details.

EDEL 431 Fall 2018 Schedule of Topics, Readings, & Assignments

* Bring paper or e-copy of Syllabus and assigned readings to all class sessions.

* Readings correspond to weekly sessions and are to be read before each class meeting.

* * Additional readings will be posted on BeachBoard

Session	DATE	SESSION TOPIC	READINGS & ACTIVITIES	NOTES	DUE
1	(Tues. Class) 8/28	<ul style="list-style-type: none"> • Course Overview • Expectations • Readings • Assignments • Clinical Practice I: 10 hours at demographically diverse school (K-8 grades) 	<p style="text-align: center;"><u>Activities:</u></p> <p>Describe your favorite teacher. Affinity Chart Ch1 beginning</p>	<p>Purchase Textbook BEGIN READING</p>	
2	9/4	<p>Topic s: Diversity Overview & Cultural Competence Foundation of Multicultural Education</p> <p><u>Essential Questions:</u> How do I become more culturally competent? What knowledge, skills, and dispositions do I need to best support students with diverse strengths, and needs?</p>	<p>Posnick- Goodwin, "Are You Culturally Competent?" (2012; PDF)</p> <p>Chapter 1 ending</p>		<p>Submit and Share <u>Who AM I?</u></p>
3	9/11	<p>Topic: Philosophical Foundations of U.S. Education & Education that is Multicultural</p> <p><u>Essential Question:</u> How do my philosophy and beliefs influence the type of teacher I will become as well as my perception of future students?</p>	<p>Chapter 11</p>	<p>Complete & bring to class Inventory</p>	
4	9/18	<p>Topic: Historical Foundations of U.S. Education & Race and Ethnicity</p> <p><u>Essential Questions:</u> How does the historical past of the U.S. inform its current educational and societal systems? What does the past inform the present and future for teachers and teaching?</p>	<p>Chapter 2</p>		

5	9/25	<p><u>Topics:</u> Class and SES</p> <p><u>Essential Question:</u> How do I ensure that less-privileged students receive equitable access to in-school and after-school educational opportunities?</p> <p>NO Class Meeting Asynchronous</p>	Ch. 3	<p><u>Video:</u> Jane Elliott's "Eye of the Storm"</p>	Developing As a Multicultural Educator Statement DUE
6	10/2	<p><u>Topic:</u> Culturally Responsive Pedagogy & Gender</p> <p><u>Essential Question:</u> How can I organize my curriculum and implement strategies through students' experiences to make the content more personally meaningful and easier for them to master?</p>	Chapter 4	<p><u>Video:</u> "Teaching Tolerance" from the Southern Poverty Law Center (4 teachers in 4 U.S. states)</p>	
7	10/9	<p><u>Topic:</u> Sexual Orientation</p> <p><u>Essential Question:</u> How do I support and prevent the harassment or bullying of LGBT students in my classroom and school?</p>	Ch. 5 Sexual Orientation		#1 Journal Question Due
8	10/16	<p><u>Topic:</u> Exceptionality</p> <p><u>Essential Questions:</u> How can I make concepts in my content area more meaningful and easier for students to master? What types of accommodations must I incorporate to support students with a disability or disorder?</p>	Ch. 6		Part1 Mini-Ethnography Study of School Due

9	10/23	<p>Topics: Cross-Curricular Lesson planning, ELD, Du Immersion, CSS/NGSS Standards, Language</p> <p><u>Essential Question:</u> What do I need to know about the foundations of language in the communicative, expressive, a social domains in order to teaching ELLs and support their development?</p>	<p>Posnick-Goodwin (2016), “Bilingual Biliterate: Dual Immersion” (PDF) Ch. 7</p>	<p>Group Lesson Plan Examples</p>	
10	10/30	<p>Topic: Religion</p> <p><u>Essential Question:</u> How can teachers respect the religious beliefs of students while following the legal challenges of the separation of church and state?</p>	<p>Ch. 8</p>	<p>Select Groups for lesson presentation</p>	
11	11/6	<p>Topic: Geography</p> <p><u>Essential Question:</u> How can teachers incorporate students’ cultural and geographic differences in the classroom and activities?</p>	<p>Ch. 9</p>	<p>Group Meetings</p>	<p>Part 2 Teacher Observation and Two Focal Students DUE</p>
12	11/13	<p>Topic: Youth Culture</p> <p><u>Essential Question:</u> How do teachers build on students’ strengths and aspirations and adapt to their social And academic environments particularly during times of crisis?</p>	<p>Ch. 10</p>	<p>Group Meetings</p>	<p>#2 Journal Due</p>
12	11/20	<p>No Class Fall Break</p>			

13	11/27	<p>[Max. 4 members per group; min. 3 subjects per group]</p> <p>CROSS-CURRICULAR GROUP MINI-TEACHING (CCSS/NGSS) with application of CRP principles</p>	<p>Notetaking on Group Presentations</p>	<p>Group Presentations</p>	<p>11</p> <p>Part 3 Reflection Due</p>
14	12/4	<p>[Max. 4 members per group; min. 3 subjects per group]</p> <p>CROSS-CURRICULAR GROUP MINI-TEACHING (CCSS/NGSS) with application of CRP principles</p>	<p>Group Presentations</p> <p>Notetaking on Group Presentations</p>	<p>Bring hard copy of 10-hour Clinical Practice I Time Log with teacher's original full signatures and evaluation comments</p> <p><i>*Incomplete time logs will be returned*</i></p>	<p>Time Log Due</p>
16	12/11	<p>[Max. 4 members per group; min. 3 subjects per group]</p> <p>CROSS-CURRICULAR GROUP PRESENTATIONS (CCSS/NGSS) with application of CRP principles</p>	<p>Group Presentations</p> <p>Notetaking on Group Presentations</p>		<p><i>Cross-Curricular Project due for <u>all</u> groups to BeachBoard</i></p>
	12/18	<p>FINALS WEEK</p>			<p>Group Lessons Journal Response Due</p>

Suggested Readings

- August, D., Goldenberg, C., & Rueda, R. (2010). Restrictive state language policies: Are they scientifically based? In P. Gandara, & M. Hopkins(Eds.), *Forbidden languages: English learners and restrictive language policies*. New York, NY: Teachers College Press.
- Benesch, S. (2008). Generation 1.5” and its discourses of partiality: A critical analysis. *Journal of Language, Identity, and Education*, 7, 294-311.
- Bonilla-Silva, E. (2017). *Racism without racists: Color-blind racism and the persistence of Racial inequality in America* (4th ed.). Lanham, MD: Rowman & Littlefield.
- Buckelew, M. & Fishman, A. (2011). *Reaching and teaching diverse populations: Strategies for moving beyond stereotypes*. Thousand Oaks, CA: Sage.
- Cushner, K., McClelland, A., & Safford, P. (2012). *Human diversity in education: An intercultural approach* (7th ed.). New York: McGraw Hill.
- Dewey, J. (1966). *Democracy and education: An introduction to the philosophy of education*. New York, NY: Free Press (Original work published in 1916).
- DiAngelo, R. (2016). *What does it mean to be white?* (revised ed.). New York: Peter Lang Publishing, Inc.
- Essex, N. (2011). *A teacher’s guide to school law* (2nd ed.). Boston: Pearson.
- Fergus, E., Noguera, P., & Martin, M. (2014). *Schooling for resilience: Improving the life trajectory of black and latino boys*. Cambridge, MA: Harvard Education Press.
- Gay, G. (2000). *Culturally responsive teaching: Theory, research and practice*. New York: Teachers College Press.
- Gillborn, D. (2006). Critical Race Theory and Education: Racism and anti-racism in Educational theory and praxis. *Discourse: Studies in the Cultural Politics of Education*, 27, 11-32.
- Gorski, P. (2013). *Reaching and teaching students in poverty: Strategies for erasing the opportunity gap*. New York, NY: Teachers College Press.
- Hallahan, D., Kauffman, J., & Pullen, P. (2015). *Exceptional learners: An introduction to special education*. Upper Saddle River, NJ: Pearson Education, Inc.
- Kiang, P. N. (2006). Policy challenges for Asian Americans and Pacific Islanders in education, *Race Ethnicity and Education*, 9(1), 103-115.

Lei, J. L. (2006). Teaching and learning with Asian American and Pacific Islander students. *Race, Ethnicity and Education*, 9(1), 85-101.

Mayo, C. (2014). *LGBTQ youth and education: Policies and practices*. New York, NY: Teachers College Press.

McIntosh, P. (2013). White privilege: Unpacking the invisible knapsack. In M. L. Andersen & P. H. Collins (Eds.), *Race, class and gender: An anthology* (8th ed., pp. 49-53). Belmont, CA: Wadsworth.

Nguyen, H. T. (2012a). What role do race, ethnicity, language and gender play in the teaching profession? *Race, Ethnicity and Education*, 15 (5). 653-681.
doi:10.1080/13613324.2011.624504

Nguyen, H. T. (2012b). General education and special education teachers collaborate: Methods and strategies that support English language learners with learning disabilities. *Issues in Teacher Education*, 21(1), 127-152.

Nguyen, H. T. (2012c). Culturally and linguistically diverse students with giftedness: How teachers and parents can support their academic and social needs. *Multicultural Education*, 19(2), 10-17.

Noguera, P. (2008). *The trouble with black boys...and other reflections on race, equity, and the future of public education*. San Francisco, CA: John Wiley & Sons, Inc.

Olsen, L. (2010). Excerpts from "Reparable Harm: Fulfilling the unkept promise of educational opportunity for California's long term English learners." Available:
http://www.calfund.org/pub_documents/reparable_harm_full_final_lo.pdf

Posnick-Goodwin, S. & Buschman, S. (2012). Are you a culturally competent teacher? *California Educator*, 16(9), 19-22.

Posnick-Goodwin, S. (May/June 2016). Bilingual and biliterate: Dual immersion is rewriting the language of success. *California Educator*, 24-29.

Solomon, R., Singer, J., Campbell, A., Allen, A. & Portelli, J. (2011). *Brave new teachers: Doing social justice work in neo-liberal times*. Toronto, Canada: Canadian Scholars' Press, Inc.