



**California State University, Long Beach
College of Education
Department of Teacher Education**

CULTURAL & LINGUISTIC DIVERSITY IN SCHOOLS
EDEL 431 Section 01 Tuesdays 12:30-3:15; Section 02 Thursdays 4:00-6:45
Spring 2021

Online Instruction: online courses may include both synchronous online alternative modes of instruction and asynchronous online work.

Instructor: Dr. Jill Isbell, Psy.D

Office: Online

Hours: via email; or, by appointment through zoom or phone

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College of Education Theme: Teaching for Life-Long Learning, Professional Growth and Social Responsibility

College of Education Mission:

- *Promote intellectual, personal, and interpersonal growth for all students
- *Prepare socially responsible leaders for a rapidly changing, technologically rich world
- *Value diversity and prepare students for a diverse world
- *Serve and collaborate with other educators and the community
- *Promote school improvement for all students
- *Engage in research, scholarly activity, and ongoing evaluation

Vision of the Department of Teacher Education:

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

Course Description:

This course explores the multiple forms of diversity present in schools, including issues surrounding culture, ethnicity, race, linguistics, faith, special needs, gender, sexual orientation, and socio-economic status. Emphasis is on multicultural education, language minority education, and the promotion of learning for all students. The course addresses concepts of culture, educational equity, social justice, anti-bias and anti-racist curriculum, stereotyping, and cultural

and linguistic contact. Students investigate the history, policy, and practices regarding cultural and linguistic minorities in the United States and the impact on education. Special focus is placed on educational initiatives to address the rich ethnic diversity of California schools. Models of English language development and bilingual education are examined.

Ten hours of fieldwork are required. Letter grade only (A-F). Same course as EDP 431 and LING 431. Not open for credit to students with credit in EDP 431.

Required Texts:

Gollnick, D.M., & Chinn, P.C. (2020). *Multicultural education in a pluralistic society, 11th Edition*. Upper Saddle River, NJ: Pearson Education, Inc.

Choose One of the Following Books to read and reflect on for Final Paper:

Troublemakers: Lessons in Freedom from Young Children at School by Carla Shalaby:

One teacher instructively profiles four students subjected to punishment, medication, and numerous other unnecessary inventions within educational settings more conducive to oppression rather than leading them forward.

Pushout: The Criminalization of Black Girls in Schools by Monique W. Morris:

This sociological text highlights the alarmingly high rates that Black girls are being ignored and villainized. Follows girls as young as elementary-age to high school youths.

We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom by Bettina Love:

A good read for educators aware of systemic issues within their school districts which put students of color at a significant disadvantage in reaching benchmarks and achieving academic goals.

Not Light, but Fire: How to Lead Meaningful Race Conversations in the Classroom by Matthew R. Kay:

A useful book for administrators seeking effective ways to transform their schools into more equitable, safe spaces in which all kids can thrive.

So You Want to Talk About Race by Ijeoma Oluo:

A “how-to guide” on initiating complex discussions related to social justice topics such as anti-racism, white privilege, and police brutality.

Why Are All the Black Kids Sitting Together in the Cafeteria? by Beverly Daniel Tatum:

Delve into the psychology behind why so many tweens and teens opt to “self-segregate” in racial cliques. It also includes what educators can do to truly foster inclusive, social dynamics on school grounds.

Student Learning Outcomes:

Students who have successfully completed this course should be able to:

- Identify and analyze the key concepts of multiculturalism in the context of the U.S. and California;
- Identify and analyze the key historical events, both institutional and personal, in response to diversity in the U.S. and California;
- Identify and analyze the historical, political, and social backgrounds of educational policy initiatives, regarding equal access to educational opportunity;
- Identify and analyze the theory and application of multicultural education, social justice, and anti-bias and anti-racist education;
- Identify and analyze the historical, political, and social backgrounds of educational policy initiatives, regarding second language education, bilingual education and dialect choice, and apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners;
- Identify and analyze the characteristics of cultural and linguistic resources among children, and apply formal and informal methods to assess students' language abilities, content knowledge, and skills;
- Identify and analyze one's own attitudes, beliefs, and approaches to multicultural education;
- Identify and analyze multicultural identities of today's student population and appropriate approaches to them;
- Identify and analyze the importance of equal access to technology in multicultural education.

COURSE REQUIREMENTS

Syllabus

- You are responsible for the information and requirements in the syllabus, course calendar, and criteria stated in assignment rubrics
- The syllabus represents a contractual agreement between the student and the instructor
- Maintaining enrollment in this class constitutes your agreement to accept the requirements and responsibilities for this class as stated in the syllabus and course calendar

Technology

- All papers must be typed in Times New Roman, 12point font, double-spaced
- You will access technology for current professional information about language and cultural minority education
- You will conduct a critical examination of historical, legal, and current contexts of

diversity in U.S. and California schools

- You will use multiple research tools to research educational practices
- You will identify ways to use technology as a vehicle for equal access
- The class will be using BeachBoard for communication, dissemination of course materials, and access to web-based resources.
- All Teacher Candidates must sign-up for BeachBoard access via their CSULB Internet account. Login at <http://beachboard.csulb.edu>
- You will also be able to access email free of charge via <https://daf.csulb.edu/email/>. You need to use your CSULB email account for all correspondence. - Recommended browsers: For Windows PC-Internet Explorer; For Mac-Safari.

Technical Assistance: Please do not email the instructor with technology issues.

For BeachBoard, please contact the Technology Help Desk using their online form – http://web.csulb.edu/divisions/aa/academic_technology/thd/contact/ or by phone at (562) 985-4959 or visit them on campus in the Academic Service (AS) building, room 120.

BeachBoard Access:

To access this course on BeachBoard - <https://bbcsulb.desire2learn.com/> you will need access to the Internet and a supported Web browser (Firefox is the recommended browser). You log in to BeachBoard - <https://bbcsulb.desire2learn.com/> with your CSULB Campus ID and BeachID password. Bookmark this link for future use, or you can always access it by going to CSULB - <http://www.csulb.edu/>'s homepage and clicking on the BeachBoard link at the top of the page. Once logged in to BeachBoard, you will see the course listed in the My Courses widget on the right; click on the title to enter the course.

S4@ The Beach:

ALL credential candidates are required to submit their fieldwork placement forms on S4@ The Beach. Please submit the following:

1. Indicate your fieldwork as “alternative fieldwork” on S4 @ The Beach and complete the Placement Confirmation Form.
2. Submit a time log and annotated video bibliography by the end of the semester. To submit the time log and bibliography, candidates must indicate the total number of hours they spent in the field for each course and upload verification (fieldwork assignment) to S4@ The Beach. Instructor will provide more details on Beachboard.
3. Information on how to indicate your fieldwork and complete the time log can be found on the Office of Clinical Practice website at www.csulb.edu/ocps4.

Field Experience, Clinical 1:

- In response to the global pandemic, this course has been modified. Instead of working with a small group of students, you will complete *Alternative Assignments* (viewing provided videos, analyzing teaching and student work, participating in collaborative discussions). Detailed descriptions of each lesson will be on Beachboard.
- Alternative Assignment Equivalency Hours for reporting on S4@thebeach is as follows:

Video Viewing for Reflection (Fieldwork Project Parts 1-4) Including Annotated Video Bibliography	4 hours
Collaborative Discussions	3 hours
Online Learning Modules with Videos	3 hours
Total Hours:	10 hours

Policy for Withdrawal

In rare cases due to a documented emergency or a "serious and compelling reason" (PS 02-12), a student may need to request an authorized incomplete or withdrawal. In such a case University Policy will be strictly adhered to. Refer to the current California State University, Long Beach Catalog of Undergraduate and Graduate Studies for more detailed guidelines

The full text of University Policy Statements may be seen at
<http://www.csulb.edu/~senate/Policies/pstable.html>.

Students with Disabilities

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.

Assignments

- All assignments are to be typed in 12 point, Times New Roman font, and double-spaced, except when otherwise indicated.
- The instructor is more than willing to clarify any questions about assignment criteria.
- Partial or off-topic assignments will not be accepted for grading. Late assignments, turned in after the due date stated in the syllabus, will be assessed a 20% grade point penalty. No late assignments will be eligible for extra credit points. No late assignments will be accepted on the last two days of class or thereafter.
- Late Discussion Boards will not be accepted. On time initial posts are required for class discussions.
- Keep a copy of each assignment for your own records.
- At the instructor's discretion, students will be given the opportunity to rewrite no more than two (2) assignments during the semester. No late papers, off-topic, or incomplete assignments are eligible for rewriting. Inattention to the assignment criteria in the rubric

sheet disqualifies a paper for rewriting. No extra credit is assessed to rewritten assignments.

- Students choosing to rewrite an assignment will have a one-week deadline. For example, once an assignment is returned, the student will have until the next week to rewrite it for a change of grade.

General criteria for evaluation of assignments includes:

- Quality of conceptualization.
- Following directions; meeting stated criteria in assignment rubrics.
- The instructor reserves the right to award extra grade points to student work that exceeds criteria. Conversely, below criteria work will be docked points accordingly.
- The instructor reserves the right to refuse to accept any assignment due to poor quality work, late submission, off-topic writing, lack of attention to stated criteria, or any other reason deemed appropriate.
- *The University policy on Cheating and Plagiarism (PS 85-19) is summarized in the Schedule of Classes*

Grading Policies

- Attendance on Beachboard, promptness in your online discussions and assignments, preparation, and professional behavior are course requirements, and factors that impact your grade.
- Borderline grades (within 2 points of the next highest grade) may be raised based on multiple factors including level of class participation, attendance, promptness, preparation, & professional behavior.
- Please note that the instructor reserves the right to assess extra credit points to assigned work that exceeds stated criteria in quality or presentation.
- Traditional grading applies to this course.

Assignments will be assessed the following point values:

Assignments	Points
1. Discussion Boards (9 written discussions)	36
2. Live Zoom Discussions Attendance and Participation (6 Live Zoom Meetings)	24
3. “Who Am I” Identity Presentation on Zoom	5
4. Cultural and Professional Identity Questionnaire	5
5. Fieldwork Video Viewing and Reflection Project (2 parts @ 10 pts. Each) Annotated Bibliography Final Reflection	10 10
6. 4 Practicum Projects and Online Modules – 5 pts. each	20
7. Final Paper: Book Study Paper and	15

Presentation:	5
8. Alternative Fieldwork Verification Forms Submitted to S4@thebeach	5
Total Grade Points	135

Grading Policy:

- 90-100%= A
- 80-89%= B
- 70-79%= C
- 60-69%= D
- 0-59%= F

Outline of Assignments:

1. Participation on the Discussion Board and Live Zoom Attendance and Discussions:

Beachboard Discussion Board (Participation Credit)

Nine weeks throughout the semester you will reply to ONE prompt posted in the discussion board. I will post each discussion by Monday morning. Your initial response should be substantive (a minimum of 200 words, references course readings, powerpoint lectures, video examples, theory, and/or personal experience). You must reply to the initial discussion post by Thursday each week. You must respond to at least two other candidate's post on or before Sunday each week. Failure to do so will result in a deduction of points. (Initial post: 2 pt. /week; 2 Responses: 1 each for each response; 4 points total each week). Active participation will significantly influence your grade.

(36 points). Discussion Boards will be locked at the end of each week. No late posting will be accepted. You must post an initial thread before you can read and reply to your classmates.

2. Participation in Live Zoom class meetings and discussions:

There will be 6 live Zoom meetings for this course. The Zoom class will consist of lecture, discussion, video viewing, and class presentations. Student discussions and presentations will be done in small group breakout rooms. Attendance and participation in Zoom classes require preparation of course readings, camera and mic on. See course calendar for meeting dates and readings. See Beachboard homepage for Zoom invitations.

(24 points; 4 points per week on Zoom). Attendance and participation for the full Zoom session, including small group breakout rooms.

Zoom Sessions are scheduled as follows:

Week 1; Week 2; Week 6; Week 7; Week 13; Week 15

3. "Who Am I" Identity Presentation.

You will share an artifact or objects you believe best represent you and an aspect of your cultural identity. Items could be those you have inherited from your family/relatives, designed/created, or

purchased. You will introduce yourself to the class using these items on Zoom in a small group. Be prepared to explain in about 5 minutes why these items are of significance to your personal identity.

(5 points) Presentation Due Week 2 on Zoom.

4. Cultural and Professional Identity Questionnaire:

Complete the form (in Beachboard Content) with your picture attached to the top right corner. List your name, email address, past degree, and current work, and answer questions about your personal identity. Turn this into Dropbox.

Due to Dropbox: (5 points) Jan. 31st 11:59 PM.

5. Fieldwork Project (see Template on Beachboard):

This is a written reflection of your alternative video field work experience. Each section of this assignment must be 2-3 pages in length. See Beachboard for rubric and Template of each assignment.

Part 1: Viewing of 10 Teaching Videos and Write an Annotated Bibliography (CTC requirement for credential, submitted to Dropbox and S4) . Videos will be supplied to you by the instructor.

Part 2: Personal Reflection: Final Reflection on becoming a Culturally Responsive Teacher. You will integrate your learning from the videos and course readings and discussions.

(20 points; 10 points for each part)

Part 1 Due: Week 13 April 18 11:59 pm.

Part 2 Due: Week 16 May 9 11:59 pm.

6. Practicum Projects: Identifying and Analyzing Multicultural Theory with Appropriate Teaching Practices

This is **two (2)**, short written group assignments that compile practical culturally responsive classroom and teaching practices, and **two (2) online modules reflections** that include the following topics:

- Identify and analyze the theory and application of multicultural education, social justice, and anti-bias and anti-racist education;
- Identify and analyze the characteristics of cultural and linguistic resources among children, and apply formal and informal methods to assess students' language abilities, content knowledge, and skills;
- Identify and analyze one's own attitudes, beliefs, and approaches to multicultural education;
- Identify and analyze multicultural identities of today's student population and appropriate approaches to them;
- These projects are an effort to bring candidates together for a conversation about *multi-cultural teaching*.
- Collaboration requires out-of-the-box critical thinking, negotiation, perhaps disagreements or divergent viewpoints, but also negotiation of presumptions or taken-for-granted notions about teaching.
- Details for assignments will be given in weekly lecture materials.

(20 points: 5 points per activity)

#1 Due Week 7: Exceptionality: This will be completed in class in your breakout Zoom groups.

#2 Due Week 8: Online module reflection and screenshot due to Dropbox 3/14 11:59 pm.

#3 Due Week 12: Online module reflection and screenshot due to Dropbox 4/11 11:59 pm.

#4 Due Week 13: Working with Students Learning English: This will be completed in class in your breakout Zoom group.

7. Final Paper and Presentation (Choose one book for your paper) :

4-6 page paper on **one** of the book choices from the required text list.

Creating learning environments in which every child can flourish, especially in regards to self-confidence and academic success, is a challenge on the best of days. Many educators already grappled with this before quarantine and recent protests. Each text addresses different aspects of the stark racial disparities that continue to exist in US schools. The reading list of anti-racism books address unconscious and implicit bias in classroom culture, materials and lesson plans. **You will choose one book to read for your paper. Book choices are under required texts in syllabus.**

Each section of your paper will highlight your learning from the chosen text along with at least 2 other academic references. The course textbook can be one reference. The paper layout should be as follows:

1. Introduction to the book you read (1 pt.)
2. Main highlights of your chosen book (5 pts.)
3. Highlights from another source (textbook or other reliable sources) that support the complex discussion of your chosen book (3 pts.)
4. How did this book address or challenge your own cultural competence, implicit and unconscious bias? (4 pts.)
5. Conclusion (1 pt.)
6. References (1 pt.)

Your Powerpoint/Prezi Presentation should include at least 10 slides. You will present your learning to your Zoom breakout group. Your presentation should include the main points included in your paper and be about 10 minutes in length. (Paper: 15 pts.; Online Presentation 5 pts.) Presentations Due Week 15 in class and Dropbox by May 2; Paper Due to Dropbox May 9, 2021 by 11:59 pm.

8. Submission of Fieldwork Hours and Bibliography Assignment to S4@thebeach (5 points).

I look forward to a successful semester!