



**CSULB, COLLEGE OF EDUCATION, DEPARTMENT OF TEACHER EDUCATION  
Fall 2019**

**EDEL 431–02: Cultural and Linguistic Diversity in Schools  
(3 units)**

**Thursday 12:30 – 3:15  
EED – 040**

**Instructor:** Dr. Rita Suh

**Office hours:** Thursdays @ 11:30-12:30, 3:15-4:15 pm or by appointment

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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:**

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 of fieldwork are required.** Letter grade only (A-F). Not open for credit to students with credit in EDP 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 Text:**

Gollnick, D. & Chinn, P. (2017). *Multicultural education in a pluralistic society* (10<sup>th</sup> ed.). Boston, MA: Pearson.

### **Required Supplemental Readings** (listed in APA reference style):

- Bucher, R. (2010). Diversity: An Overview. In *Diversity consciousness: Opening our minds to people, cultures, and Opportunities* (Ch. 1, pp. 1-41). Upper Saddle River, NJ: Prentice Hall.
- 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.
- 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.
- Taylor, L. & Whittaker, C. (2009). Building Partnerships with Diverse Families and Communities. In *Bridging multiple worlds: Case studies of diverse educational communities* (2nd ed.) (Ch. 3, pp. 46-65). Boston, MA: Allyn & Bacon.
- Posnick-Goodwin, S. (2012). Are you a culturally competent teacher? *California Educator*, 19-22.
- Posnick-Goodwin, S. (May/June 2016). Bilingual and biliterate: Dual immersion is rewriting the language of success. *California Educator*, 24-29.

## **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 Microsoft Word, Times New Roman, 12 point font, double-spaced, 1” margins
- 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 bias in books
- You will identify ways to use technology as a vehicle for equal access

### ***Attendance and Class Participation***

Students are expected to attend classes regularly. Please refer to and get familiar with the CSULB Attendance Policy:

[http://web.csulb.edu/divisions/aa/catalog/current/academic\\_information/class\\_attendance.html](http://web.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html)

On-time attendance at the first class is mandatory. Attendance will be taken at the beginning of each class, and occasionally at the end of class. Any student not attending the first class will be dropped.

One absence is allowed with no explanation required. Any additional absences or late arrivals more than 30 minutes to class will result in a deduction of 5 points for each absence or tardy from the total possible points in the course, unless it is an official excused absence. Excused absences will be granted only if written evidence (e.g. a doctor's written notice, a letter for jury duty, or a copy of a funeral program) is provided in a timely manner. (University Attendance Policy, PS 01-01, defines excused absences as 1) illness or injury to the student; 2) death, injury, or serious illness of an immediate family member or the like; 3) religious reasons [California Educational Code section 89320]; 4) jury duty or government obligation; 5) University sanctioned or approved activities.)

*Students missing 3 or more classes will be advised to drop the class and retake it in a subsequent semester.*

**Students who plan to be tardy or absent must email the professor before class.**

This course is interactive; hence, your **participation** and **professional conduct** contribute to our collective success. Come to class on time, read assigned materials 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.

*Fieldwork: As stated in the course catalog this class requires all students to successfully complete 10 hours of fieldwork.*

- Keep in mind that during field experience, you are representatives of California State University, Long Beach. Professional comportment is essential to successful completion of this requirement.
- Students failing to maintain professionalism during the course session in dress, behavior with colleagues, and/or comportment with children will be withdrawn from the course.
- Students currently employed as teachers (emergency permit or internship) in a school may use their own classroom.
- Students securing field experience in Year-Round Calendar schools are responsible to ensure that the field-site classroom will be on-track for the duration of the CSULB semester.
- In keeping with professional collaboration with field site schools, please come dressed according to school dress code standards; professional/casual attire is recommended. As a "rule of thumb", look to the accepted dress of the host teachers at the school for your model. (For example: according LBUSD dress code, open-toed shoes and short-shorts are not permitted. Please use discretion with regard to attire that is inappropriate for working in an environment with children.)
- Pay attention to parking regulations or requests on behalf of the school site. Be flexible at a school site.
- Remember that we are guests representing CSULB, and that the primary focus of the school is the children, not the teacher candidates.
- **Long Beach Unified School District** is now requiring all credential program candidates who are completing fieldwork/observation hours in a LBUSD school, regardless of the number of hours, to be fingerprinted and cleared through the district VIPS (Volunteers in Public Schools) process. If you plan to conduct fieldwork in a LBUSD school this semester, complete this process immediately:  
<http://www.csulb.edu/college-of-education/office-of-clinical-practice-ocp/fieldwork-clearance>

### ***Assignments***

- All assignments are to be typed in Microsoft Word: Times New Roman; 12-point font, double spaced, 1" margins and uploaded to BeachBoard except when otherwise indicated.
- ALL ASSIGNMENTS ARE DUE THE DAY BEFORE CLASS @ 11:59PM
- Assignments are performance-based and graded according to specific criteria as stated on Assignment Rubrics.
- Prior to doing any assignment, use the rubric as a checklist for your work.

- The instructor is more than willing to clarify any questions about assignment criteria.
- Partial or off-topic assignments will not be accepted for grading.
- Do NOT submit unedited drafts. Poorly written papers with careless errors will result in **point deductions**.
- **NO LATE ASSIGNMENTS ACCEPTED**
- Keep a copy of each assignment for your own records.

**General criteria for evaluation of assignments includes:**

- Quality of conceptualization.
- Following directions; meeting stated criteria in assignment rubrics.
- 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, promptness, 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.
- Traditional grading applies to this course.

**Evaluation Method:**

<b>Assignments</b>	<b>Points</b>
Attendance and Participation	10
Assignment 1: “Who Am I” Identity	5
Assignment 2: “Developing as a Multicultural Educator” Statement	10
Assignment 3: Mini-Ethnographic Study of School and Community	40
Assignment 4: Theory-to-Practice Connections	15
Assignment 5: Cross-Curricular Group Lesson Plan & Mini-Teaching Session	20
<b>Total Grade Points</b>	<b>100</b>

**Attendance (10 points):**

On time attendance is required. Active participation will significantly influence your grade.

**Assignment 1: “Who Am I” Identity (5 points):**

Submit a pre-completed 4”x6” card (with glued-on picture). Refer to the *Guidelines for Assignments* on BeachBoard for details.

**Assignment 2: “Developing as a Multicultural Educator” Statement (10 points):**

**(600-700 words, maximum).**

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.

**Assignment 3: Mini-Ethnographic Study of School and Community (40 points):**

- Part 1 (15 points) – (a) SARC report; (b) Culture of School and Community (include a total of **8 pictures**: 4 of the school and surrounding community **and** 4 of the classroom environment).
- Part 2 (15 points) – (a) Teacher observations; (b) Working with 2 focus students (e.g., ELL, Special Ed, GATE, or other instructional challenge).

- Part 3 (10 points) – Reflection on candidate’s personal and professional development
- **Bring to class the original copy of 10-hour Clinical Practice I Time Log** completed with required teacher’s full signature *and* evaluation comments. **Incomplete logs will be returned.**

**Assignment 4: Theory-to-Practice Connections (15 points):**

- Group CRP Principles grid (up to 4 members) – 5 points
- Individual reflection on demo lesson in Vietnamese – 5 points
- Group Asset Inventory (up to 4 members) – 5 points

**Assignment 5: Cross-Curricular Group Lesson Plan & Mini-Teaching Session (20 points):**

- With application of “culturally responsive pedagogy” principles
- 10 points for lesson
- 10 points for teaching

**Course Grading Scale:**

Percent Range	Letter Grade
90 – 100%	A
89 – 80%	B
79 – 70%	C
69 – 65%	D
Below 64%	F

***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***

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>.

**Accommodations Needed:**

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](mailto: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.

**If you require accommodations you must advise the instructor on the first day of class.**

***Statement Regarding Campus Programs and Services***

Please click on <http://web.csulb.edu/divisions/students/programs.html> for a list of general student supports offered by the Division of Student Affairs.

Week	Course Topics/ Readings	Assignments Due	Notes
W-1 8/29	*Introductions/Syllabus *Discussion Board *BeachBoard	* Log on to Beachboard * Begin to look for a fieldwork location * See separate directions for LBUSD placement * <b>CTC Clearance</b>	
W-2 9/5	<b>Diversity Overview &amp; Cultural Competence</b>  <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?	<b>DUE:</b> *Reading: <b>Bucher</b> article *Reading: <b>Posnick-Goodwin</b> , “Are You Culturally Competent?” article * <b>Assignment 1: “Who Am I” Identity – Due 9/4 @ 11:59pm in Dropbox or you can bring your completed card to class on 9/5</b>	
W-3 9/12	<b>Philosophical Foundations of U.S. Education</b>  <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?	<b>DUE:</b> *Reading: <b>Parkay &amp; Stanford, Ch. 4</b> article *Complete & bring to class <b>Inventory</b> results (end of Ch. 4)	* <b>Secure fieldwork location</b>
W-4 9/19	<b>Historical Foundations of U.S. Education</b>  <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?	<b>DUE:</b> *Reading: <b>Parkay &amp; Stanford, Ch. 5</b> article * <b>Assignment 2: “Developing as a Multicultural Educator” Statement – Due 9/18 @ 11:59pm</b>	
W-5 9/26	<b>Ethnicity &amp; Race; and Class &amp; Socioeconomic Status</b>  Video: Jane Elliott’s “Eye of the Storm”  <u>Essential Question:</u> How do I ensure that less-privileged students receive equitable access to in-school and after-school educational opportunities?	<b>DUE:</b> *Reading: Textbook Chs. 2 & 3	
W-6 10/3	<b>Culturally Responsive Pedagogy</b>  <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?	<b>DUE:</b> *Reading: <b>Gay, Ch. 1</b> article	
W-7 10/10	<b>Culturally Responsive Pedagogy</b>  Video: “Teaching Tolerance” from the Southern Poverty Law Center	*Reading: <b>Gay, Ch. 2</b> article * <b>Assignment 3, Part 1: Mini-Ethnography Study of School &amp; Community – Due 10/9 @ 11:59pm</b>	<u>In-Class CRP Group Grid:</u> Explore applications

	(4 teachers in 4 U.S. states)		of CRP principles in teaching
<b>W-8 10/17</b>	<p><b>Exceptionality</b></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>	<p><b>DUE:</b></p> <p>*Reading: Textbook Ch. 6</p> <p>*Reading: “Instructional Strategies” article, ONLY pgs. 11-15</p> <p>*Reading: “7 Myths of ADHD” article</p> <p>*Reading: “Smart Comebacks to Doubters” article</p> <p>*<b>Typed CRP Grid – Due 10/16 @ 11:59pm</b></p>	
<b>W-9 10/24</b>	<p><b>Language; and Building Partnerships with Diverse Families and Communities</b></p> <p><u>Essential Question:</u> How can I support my ELL students’ acquisition of language and content with appropriate strategy accommodations to access the CCSS?</p> <p><u>Essential Questions:</u> What are some guidelines for effective school- family-community partnerships? How does it support student success?</p>	<p><b>DUE:</b></p> <p>*Reading: Textbook Ch. 7</p> <p>*Reading: <b>Taylor &amp; Whittaker, Ch. 3</b> article</p> <p>*Bring to class the SDAIE Checklist on Beachboard</p>	<b>Sign up for Cross-Curricular Group Lesson</b>
<b>W-10 10/31</b>	<p><b>Cross-Curricular Lesson Planning, ELD, Dual Immersion, CSS/NGSS</b></p> <p><u>Essential Question:</u> What do I need to know about the foundations of language in the communicative, expressive, and social domains in order to teaching ELLs and support their development?</p>	<p><b>DUE:</b></p> <p>*Reading: <b>Posnick-Goodwin</b>, “Bilingual Biliterate: Dual Immersion” article</p> <p>*Bring laptop for online search for standards</p> <p>*<b>Assignment 3, Part 2: Mini-Ethnography Study of School &amp; Community – Due 10/30 @ 11:59pm</b></p>	
<b>W-11 11/7 NO CLASS</b>	<p><b>REQUIRED INDEPENDENT GROUP MEETING TO WORK ON CROSS-CURRICULAR PROJECT</b></p> <p><u>Essential Question:</u> From a culturally responsive lens, what are creative and meaningful ways to ignite learners’ interests and support “outside the box” thinking?</p>	<p><b>DUE:</b></p> <p>*Research on Common Core Standards and/or Next Generation Science Standards – Grade level &amp; Subject-specific</p>	
<b>W-12 11/14</b>	<p><b>Gender &amp; Sexual Orientation</b></p> <p>Video: “Bullied: A student, a school, and a case that made history”</p>	<p><b>DUE:</b></p> <p>*Reading: Textbook, Chs. 4 &amp; 5</p> <p>*<b>Assignment 3, Part 3: Mini-Ethnography Study of School &amp; Community – Due</b></p>	Cross-Curricular Groups: Consultations



	<p><u>Essential Questions</u>: How would you establish and maintain an inclusive environment for all students? What are some examples from fieldwork?</p>	<p>11/13 @ 11:59pm</p>	<p>with Dr. Suh</p>
<p><b>W-13</b> 11/21</p>	<p><b>Youth Culture</b></p> <p><u>Essential Question</u>: How do teachers build on students' strengths and aspirations? How do teachers assist students in adapting to their academic and social environments, particularly during times of crisis?</p>	<p><b>DUE:</b> *Reading: Textbook, Ch. 10</p>	<p>Cross-Curricular Groups: Final consultations with Dr. Suh</p>
<p><b>W-14</b> 11/28</p>	<p>Thanksgiving Break</p>		
<p><b>W-15</b> 12/5</p>	<p>[Max. 4 members per group; minimum 3 subjects per group]</p> <p><b>CROSS-CURRICULAR GROUP MINI-TEACHING</b> (CCSS/NGSS) with application of CRP principles</p>	<p><b>DUE:</b> *Cross-Curricular Project due for <u>ALL</u> groups!</p> <p>One person per group uploads to Dropbox <u>one</u> lesson plan with <u>all</u> documents used – Due 12/4 @ 11:59pm. <b>No extensions!</b></p> <p>*<b><u>Bring to class the original copy of 10-hour Clinical Practice I Time Log</u></b> completed with required teacher's <u>full</u> signature <i>and</i> evaluation comments. <b>Incomplete logs will receive 0 credit.</b></p>	
<p><b>W-16</b> 12/12</p>	<p>[Max. 4 members per group; minimum 3 subjects per group]</p> <p><b>CROSS-CURRICULAR GROUP MINI-TEACHING</b> (CCSS/NGSS) with application of CRP principles</p>		