



Course Syllabus

COURSE NUMBER: COMM 5750.01	COURSE TITLE Linguistic & Cultural Diversity	TERM: Fall 2006
SITE: TBA	INSTRUCTOR CONTACT INFORMATION: Sharroky Hollie, PhD shollie@csudh.edu 213-276-0941 (cell)	CREDIT HOURS: Thurs 5:00 p.m. - 9:00 p.m. 8/24; 9/14; 9/28; 10/12; 10/26; 11/9; 11/30; 12/7

1. COURSE DESCRIPTION

This course is an in-depth analysis of the theory and practice of cultural diversity in educational contexts through the specific lenses of culture and language, using the principles of culturally and linguistically pedagogy. In particular, teachers in urban multicultural environments will be prepared with key culturally compatible instructional strategies and the utilization of appropriate methods for working with culturally, ethnically, and linguistically diverse student populations.

2. LEARNING OUTCOMES

Enduring Understandings

- Culture, as opposed to race, is deeply connected to the way we see the world and our language is the way we connect our thoughts with that world
- The process of deculturalization through the American school has affected certain ethnic populations historically and present-day
- The educational context works for and against the goals of American education
- The classroom as a microcosm for the larger society and effective instruction as a vehicle for difference are the best possibilities for change

Course Objectives

1. Develop an understanding of the historical and cultural traditions of African and Mexican American Students
2. Examine own personal beliefs towards people of different cultural, linguistic, racial, ethnic, socio-economic, and gender backgrounds
3. Identify pedagogical and school practices that may stem from racial, cultural, ethnic, and gender biases that hinder academic achievement and challenge the well-being of all the students
4. Develop planning and instructional skills for promoting academic achievement and educational equity for all students in the classroom
5. Develop abilities to utilize appropriate methods and materials to practice and promote diversity in the classroom

6. Develop appropriate cross-cultural communication skills to interact with children and adults from diverse cultural, linguistic, racial, ethnic, and socio-economic backgrounds

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, and out-of-class assignments

- 8/24 Topic: Course Introduction.
Reading 1: Spring Book and Hollie Chapter (passed out in class)
- 9/14 Topic: What is culture? What is language? What is culturally responsive teaching?
Reading 2: Gay, Preface – Chapter 4 and Asante Chapter (passed out in class)
Due: Reading Log 1
- 9/28 Topic: Linguistic Features of African American Language
Reading 3: Gay, Chapters 5 & 6 and Bennet Chapter (passed out in class)
Due: Reading Log 2
- 10/12 Topic: Introduction of instructional strands: How to infuse
Reading 4: Gay, Chapters 7& 8 and Jackson Chapter (passed out in class)
Due: Reading Log 3 and Literature Circle Posters
- 10/26 Topic: Focus on instruction: Use of literature and exploring vocabulary
Due: Reading Log 4
- 11/9 Topic: Focus on instruction: Management and behavior
Due: Culturally Responsive Demonstrations 1
- 11/30 Topic: Exploring multicultural materials and resources
Due: Culturally Responsive Demonstration 2
- 12/7 Topic: Final Reflection
Due: Cultural Reflective Essay

4. RESOURCES:

Required Text(s):

Gay, Geneva (2004), *Culturally Responsive Teaching: Theory, Research, and Practice*, Teachers College Press
Spring, Joel (2001), *Deculturalization and the Struggle for Equity 3rd Edition*, McGraw-Hill

5. EVALUATION

Assignments (all assignments must be emailed (as applicable))

1. 4 Reading Logs: An opportunity to reflect, to respond to, and to share your thoughts/feelings about the course readings. You are asked to form 6 critical questions (no yes/no allowed) and provide the answer to your questions. Your answers and questions should be in-depth (answers no longer than one paragraph however) **(20 points, 5 points each)**
2. Culturally/Linguistically Responsive Strategy Demonstration: Putting the principles of CLP to practice, you will be demonstrating a 15-minute use of literacy or language strategy that is culturally/linguistically responsive **(25 points)**
3. Literature Circle Poster: Based around Joel Springs's book, you participate in a literature circle, a group discussion about the text. In groups of 4 or 5, each member will be assigned a literature circle role to participate in the discussion and design a poster to display the insights and thoughts of the group. The posters will be presented to the entire class. **(25 points)**

4. Cultural Diversity Reflective Essay: You will write a narrative inquiry of teaching and learning, identifying your cultural experience with issues and perspectives in cultural diversity and making connections of theory and practice with your experiences, a dialectic interplay between your experiences and the theory. This inquiry reflection has three parts –
- a. An autobiographical study of your cultural self. Who are you? Include ethnicity, language, gender, socioeconomic, disability, and religion. In addition, what are your family influences (such as the history of your name, parental/sibling matters), geographical evidences (where you were raised), and other potential cultural variables?
 - b. What is your philosophy of diversity in education? What are your guiding principles for ethnicity, gender, socio-economics, disability, religion, language, dialect, and learning styles in working with students or in your professional life? How do these principles impact your daily interactions, your practice?
 - c. Culturally speaking, who has had the most profound affect on you?
 - i. Identify the person
 - ii. What did she or he do specifically?
 - iii. In what direct ways did she or he impact you long term?
 - iv. In retrospect, what might have been different for you now if were not for this person? **(30 points)**

6. GRADING SCALE:

100-94 – A, 93-90 - A-, 89-86 – B+, 85-82 – B, 82-80 – B, 79-76 – C+, 76-70 – C, 70 or below - F

ACADEMIC HONESTY POLICY

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMMODATIONS POLICY

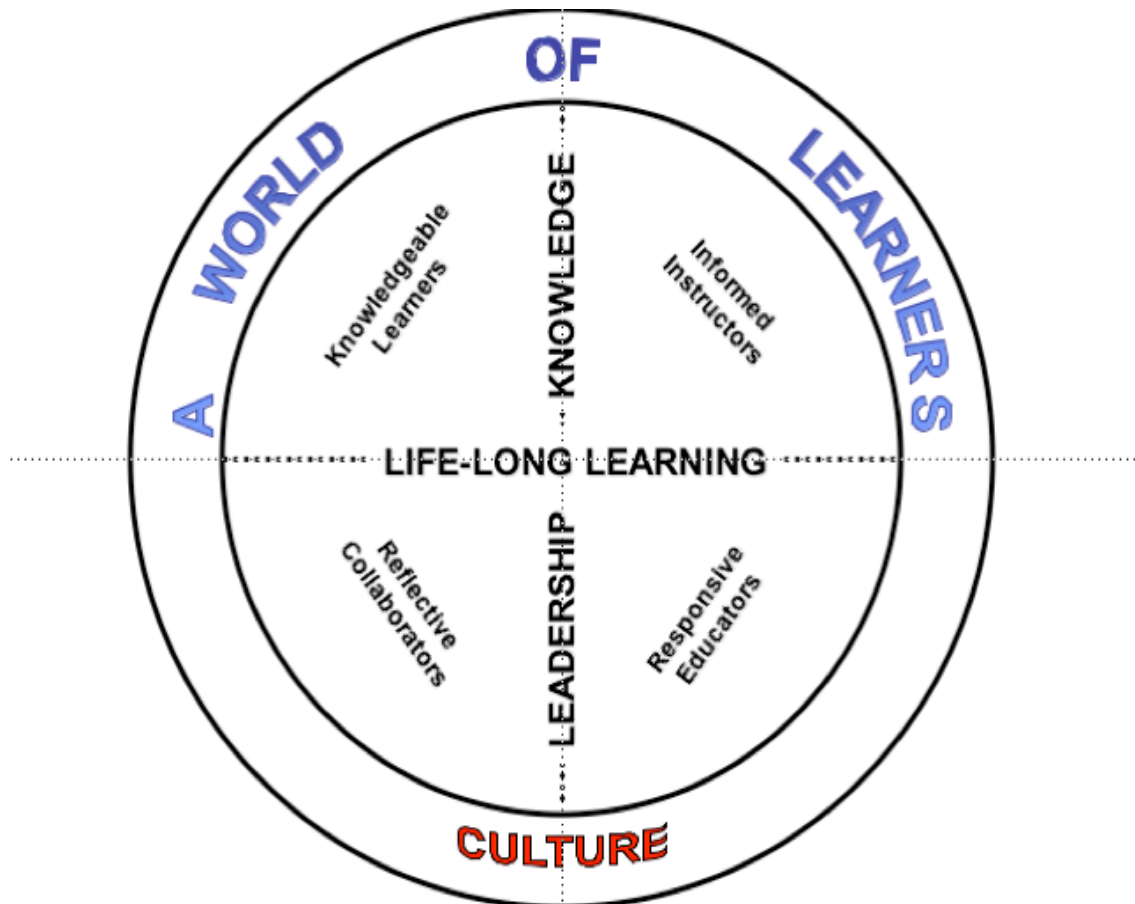
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

Webster University School of Education

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students’ prior knowledge, learning styles, strengths, and needs;
- 2.2 understands and uses a range of instructional strategies;
- 2.3 uses a variety of communication modes, media, and technology to support student learning; and
- 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

**School of Education
Dispositions**

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection
2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view
3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence