

***LEADERSHIP FOR DIVERSE COMMUNITIES***

**SYLLABUS: CI 151 SOCIAL FOUNDATIONS OF EDUCATION  
Fall 2010**

Instructor:  
Office:  
Office phone:  
E-mail:  
Home phone:  
Office hours:

**TEXTS:**

*Readings* (Instructor will supply electronically or hard copy.)

**EXPECTATIONS:**

Active participation in class discussion.

Satisfactory performance on two tests.

Submission of three action assignments.\*

Submission of a "multicultural" research and lesson plan project.\*

Group Power Point presentation.\*

Satisfactory performance on midterm and final exams.

\*See separate instructions.

**University Policies**

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library.

**GRADING:**

Two tests (7.5% each)	15%
“Multicultural” research and lesson plan project	20%
Action assignments (5% each)	15%
Group PowerPoint presentation	10%
Midterm exam	20%
Final exam	<u>20%</u>
	100%

Criteria for the grading of the multicultural research and lesson plan project, the action assignments, and the Power Point presentation are included in this syllabus.

The grading scale for the two tests, midterm and final exams as well as the final grade will be as follows: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, below 60 = F.

The student is responsible for maintaining copies of all work submitted and supplying copies of work at the request of the instructor.

**COURSE GOALS:**

**The overall goal of the Single Subject Credential Program is to assist you in becoming a teacher who will provide leadership for a diverse society. To this end, we intend for you to develop professional dispositions, which include reflection, critical thinking, professional ethics, valuing diversity, collaboration and life-long learning. This course contributes to this goal by asking you to begin formulating your own views on the following issues:**

1. What aspects of schooling need reform and how can we implement these reforms?
2. What are the fundamental purposes of schooling in the U.S.?
3. How can equality of education be increased? (TPEs 8, 9, 5)
4. What is “culture” and what is the relation between culture and schooling? (TPEs 8 and 9 and CTC Prog. Stand. 5)
5. How can schools better meet the needs of students in an increasingly multicultural society? (CTC Prog. Stand. 5)
6. How does the Linked Learning school relate to each of the previous questions?
7. What are the legal and ethical obligations of teachers? (TPE 12)
8. What are some common youth-related problems and how can teachers help to solve these problems? (TPE 8)

**METHODS OF INSTRUCTION:**

**This course consists primarily of large group discussion led by the instructor. Supplementary methods include small group discussion, presentations by guest speakers, Power Point presentations by students and viewing of videos.**

**COURSE OUTLINE: CONTENT, OBJECTIVES, AND READINGS**

**1. Topic: Secondary School Reforms (Sessions 2-9)**

**Objective:**

Describe aspects of secondary schooling that have been identified as being in need of reform and describe the nature of the actual or proposed reforms. (CTC Prog. Stand 3)

**Readings:**

- |  |         |
|--|---------|
| Hoachlander, G., "Bringing Industry into the Classroom,"<br><b>Activities: Discuss article; watch video on Linked Learning schools</b>   | Aug. 26 |
| Ravitch, D., "The Case for National Standards,"  | Aug. 31 |
| Kohn, A. "Debunking the Case for National Standards."<br><b>Activities: Discuss pros and cons of national standards; do small group activity with California content standards</b>           | Aug. 31 |
| Shirvan, H. "Does the No Child Left Behind Act Leave Some Children Behind?"  | Sept. 2 |
| Ravitch, D. "Time to Kill No Child Left Behind,"<br><b>Activities: Discuss articles; Compare national and California accountability systems using handout</b>                                | Sept. 2 |
| S. Buck, et.al., "Teachers Say the Most Interesting Things--An Alternative View of Testing,"   | Sept. 7 |
| Kohn, A., "Fighting the Tests,"  | Sept. 7 |
| Warren, J. R., and Grodsky, E., "Exit Exams Harm Students Who Fail Them--and Don't Benefit Students Who Pass Them,"<br><b>Activity: Discuss articles; find and analyze API scores online</b> | Sept. 7 |
| Nathan, J. "Charters Yes. Vouchers No,"  | Sept. 9 |
| Bernstein, M.F. "Why I'm Wary of Charter Schools,"   | Sept. 9 |

**Debate on charter schools.** Sept. 14

Holmlund, T. "How to Create a Professional Learning Community," Sept. 16  
**Activity: Watch video on PLCs**

**Test 1** Sept. 16

**Share Action Assignment #1.** Sept. 21

## 2. Topic: The Functions and Purposes of Schooling (Sessions 10-14)

### Objective:

Describe different viewpoints concerning the intended purposes and actual functions of schools. (CTC Prog. Stand. 3)

Presentation on Researching Electronically. Sept. 23  
**Activity: Find five research articles on multicultural education in your subject area**

### Readings:

Goodlad, J.I., "Goals for American Schooling," Sept. 28

Adler, M.J., "The Paideia Proposal: Rediscovering the Essence of Education," Sept. 28  
**Activity: Discuss articles; do classification activity**

Daughtry, J. SCANSKILLS. Sept. 30  
**Activity: Do subject-alike small group activity on SCANSKILLS**

Benninga, J., Berkowitz, M., Kuehn, P. and Smith, K. "Character and Academics: What Good Schools Do" Sept. 30  
**Activity: Guest presenter on character education**

Macedo, M., from "Crafting Good Citizens," Oct. 5  
**Activity: Do small group activity on how to promote citizenship in the classroom**

**Share Action Assignment #2.** Oct. 7

**Mid-term Exam** Oct. 12 (Session 15)

### 3. Topic: Equality of Educational Opportunity, Cultural Diversity, and Schooling (Sessions 16-20)

#### Objectives:

Discuss alternative views of equality of educational opportunity.  
(CTC Prog. Stand. 3, 9, and 10)

Describe the role schooling plays in the process of social stratification.  
(CTC Prog. Stand. 3, 5, and 9)

Describe how culture, class, and gender affect school outcomes. (CTC Prog. Stand. 5)

Describe how schools can promote equity in school achievement. (CTC Prog. Stand. 9)

Define culture. (CTC Prog. Stand. 9)

Discuss manifestations of culture of special interest to teachers.  
(CTC Prog. Stand. 9 and 10)

Describe how teachers can learn about the culture of their students.  
(TPE 8, CTC Prog. Stand. 9 and 10)

Describe and cite examples of culturally responsive pedagogy. (CTC Prog. Stand. 3 and 9)

Discuss alternative views of multicultural education. (CTC Prog. Stand. 9)

Describe current and demographics in the U.S., in California, and in the San Joaquin Valley region with regard to race, ethnicity, and home language. (CTC Prog. Stand. 9)

#### Readings:

Spring, J., "Education and Equality of Opportunity," Oct. 14

Pastor, M., "United or Divided: Can Multiple Pathways Bring Together Multiple Communities?" Oct. 14

Activity: Discuss articles; do small group activity concerning equity in the classroom

Marshall, P., Schools, Cultural Diversity, and the Sweet Land of Liberty, Oct. 19

Activity: Do small group activity on manifestations of culture in the classroom

Gandara, P., "Immigrants and English Learners: Can Multiple Pathways Smooth Their Paths?" Oct. 21

Activity: Watch video on immigrants and schooling in the U.S.

Galen, J.A.V., "Education and Class," Oct. 26  
**Activity: Discuss article**

Blanton, P., "Educational Equity or Equality—Which Do We Really Want?" Oct. 28

Owens, S., B. Smothers and F. Love, "Are Girls Victims of Gender Bias  
in Our Nation's Schools?" Oct. 28

**Activity: Use equity checklist to look for gender equity in a selected classroom**

**Share Action Assignment #3.**

**Nov. 2 (Session 21)**

**4. Topic: Legal and Ethical Responsibilities of Teachers (Session 22-25)**

**Objective:**

Describe the basic legal rights and responsibilities of teachers.  
(TPE 12, Prog. Stand. 10 and 14)

Discuss professional and ethical standards for teachers. (TPE 12, Prog. Stand. 5)

**Readings:**

Morrison, "Education and School Law" Nov. 4, Nov. 9

**Activity: Question and answer with guest speaker on school law**

**Holiday, Nov. 11**

Wagner, P. "Understanding Professional Ethics" Nov. 16

**Activity: Do case study on professional ethics in pairs**

**Share and Submit Multicultural Research and Lesson Plan Project, Nov. 18**

**5. Topic: Impact of Families on Education and Common Youth-related Problems  
(Session 26-29)**

**Objectives:**

Describe the effects of family involvement on education.

Describe problems and solutions in communicating with families. (TPE 8)

Describe what the classroom teacher can do to alleviate youth-related social problems.  
(TPE 8, Prog. and Stand. 10)

**Test 2, Nov. 23**

**Readings:**

Gibbs, N., "Parents Behaving Badly,"

Nov. 23

**Activity: Role playing parent interactions**

**Holiday, Nov. 24—26**

***Small Group Power Point Presentations on Problems of Youth, Nov. 30, Dec. 2, Dec. 7***

**Exam, Dec. 16 (Session 30)**

**DUE DATES**

Test 1	Thur. Sept. 1
Action Assignment 1	Tues., Sept. 21
Action Assignment 2	Thurs., Oct. 7
Midterm Exam	Tues., Oct. 12
Action Assignment 3	Tues., Nov. 2
"Multicultural" Research Lesson Plan Project	Thurs., Nov. 18
Test 2	Tues., Nov. 23
Group Power Point Presentations	Nov. 30, Dec. 2, Dec. 7
<b>Final</b>	<b>Dec. 16</b>

## ACTION ASSIGNMENTS

- School Reform

Interview a teacher or building level administrator (a principal or assistant principal) at the high school level. Ask that person what impact the increased emphasis on standards and testing has had at his or her school during the past five years. What benefits or positive results have been produced? What negative consequences or problems have arisen? What is the school doing, if anything, to improve student test scores? Summarize the interview in two pages or less.

- Purposes of Schooling

Separately, interview a high school student and a parent of a high school student. Ask each individual to describe one important thing students should be learning in school but are not. Summarize their answers in one page or less.

- Multicultural Education

Interview an adult who moved to the U.S. after the age of 10 and attended U.S. schools for part of his or her pre-college education. Ask this person to describe any difficulties he or she encountered in school. Ask the student how his or her teachers were of help in regard to these problems. If they are not of help, ask how the teachers could have helped. Summarize the interview in two pages or less.



### Directions for Multicultural Lesson Plan Assignment

Assume that you are teaching a 9<sup>th</sup> or 10<sup>th</sup> grade class in your subject area. Your class has 35 students, 18 females and 17 males. The ethnic make-up of your class is 50 percent Hispanic, 15 percent Asian, 10 percent African-American, 20 percent Euro-American, and 5 percent “other.” Twenty-five percent of your students are from families with income below the poverty level. Twenty-five percent are English learners. Twenty percent are immigrants.

- Develop a lesson plan that is multicultural in both content (what is taught) and methodology (how it is taught). Your lesson plan should contain the following components:

Class: 9<sup>th</sup> or 10<sup>th</sup> grade \_\_\_\_\_ (Identify specific subject, e.g., Algebra 2, English.)

Unit Title:

Lesson Title:

California Content Standard(s) to which this Lesson Relates. (Identify by number, letter, etc. and quote verbatim):

Lesson Objective(s):

Content Outline:

Activities/Procedures (What will you do? What will your students do?):

Materials (Include hard copies of any handouts, Powerpoints, etc.):

Assessment (How will you assess whether each student achieved the lesson objective(s)? Include any rubrics, observation forms, etc.):

- Explain how each part of your lesson plan takes into account the multicultural nature of your classroom. How is the content multicultural in nature? How are your teaching and assessment strategies multicultural? What accommodations have you made for poor students, English language learners, immigrants, and various cultural groups? How are you accommodating both males and females? How are you capitalizing on the strengths of each group?

- Describe the five articles you read to assist you in knowing how to accommodate multicultural students with reference to this lesson. At least three of the articles must be specific to multicultural education in your subject area. One (and only one) reference may be from readings for class. Your description should follow the following format. Publication information needed for a standard bibliographic entry.

A brief summary of the article (one-half page or less for each of five articles), and how this article applies to your multicultural lesson plan (one paragraph for each of five articles).

### **Directions for Power Point Presentations**

You will be assigned to one or more partners. Each set of partners will be assigned one of the following teen problems to research:

- Teen use of tobacco, drugs, and alcohol
- Teen suicide
- Teen pregnancy
- AIDS and other STD's among teens
- Child abuse and neglect
- School violence and bullying in school
- Problems of gay, lesbian, bisexual, and transgender youth
- Dropouts

You and your partner(s) will prepare a 20-minute PowerPoint presentation on your assigned problem. You should base your presentation on research. Your group's first slide should show the name of the presentation and the names of the group members. Each presentation should include information regarding the following sub-topics if appropriate:

- The extent of the problem including trends over the last 10 years. (Has the problem increased or decreased?)
- Symptoms or signs of the problem.
- Effects of the problem.
- Prevention and treatment of the problem with special emphasis on the classroom teacher's role.

**Characteristics Desired for Action Assignment 1**

- **Appropriate topic**                      **Unacceptable**    **Poor**    **Fair**    **Good**    **Excellent**  
Focuses on positive and negative consequences of the standards/testing reform movement and efforts to improve test scores
  
- **Well developed**                      **Unacceptable**    **Poor**    **Fair**    **Good**    **Excellent**  
Appropriate length  
Points explained fully  
Addresses positive consequences  
Addresses negative consequences  
Describes efforts to improve test scores
  
- **Clear**                                      **Unacceptable**    **Poor**    **Fair**    **Good**    **Excellent**  
Sentence by sentence  
Overall
  
- **Focused**                                  **Unacceptable**    **Poor**    **Fair**    **Good**    **Excellent**  
Stays on topic
  
- **“Mechanics” are acceptable**                      **Unacceptable**    **Poor**    **Fair**    **Good**    **Excellent**  
Employs appropriate diction.  
Relatively free from spelling, grammar, punctuation, and other mechanical errors

### Characteristics Desired for Assignment 2

- **Appropriate topic**                      **Unacceptable**    **Poor**    **Fair**    **Good**    **Excellent**  
Focuses on purposes not being served or curriculum deficits
  
- **Well developed**                      **Unacceptable**    **Poor**    **Fair**    **Good**    **Excellent**  
Appropriate length  
Points explained fully
  
- **Clear**                                      **Unacceptable**    **Poor**    **Fair**    **Good**    **Excellent**  
Sentence by sentence  
Overall
  
- **Focused**                                  **Unacceptable**    **Poor**    **Fair**    **Good**    **Excellent**  
Stays on topic
  
- **“Mechanics” are acceptable**                      **Unacceptable**    **Poor**    **Fair**    **Good**    **Excellent**  
Employs appropriate diction.  
Relatively free from spelling, grammar, punctuation, and other types of mechanical errors

**Characteristics Desired for Assignment 3**

- **Appropriate topic**                      **Unacceptable**    **Poor**    **Fair**    **Good**    **Excellent**  
Includes both problems  
encountered as well as  
how teachers were of help
  
- **Well developed**                      **Unacceptable**    **Poor**    **Fair**    **Good**    **Excellent**  
  
Appropriate length  
Points explained fully
  
- **Clear**                                      **Unacceptable**    **Poor**    **Fair**    **Good**    **Excellent**  
Sentence by sentence  
Overall
  
- **Focused**                                **Unacceptable**    **Poor**    **Fair**    **Good**    **Excellent**  
  
Stays on topic
  
- **“Mechanics” are acceptable**                      **Unacceptable**    **Poor**    **Fair**    **Good**    **Excellent**  
Employs appropriate diction.  
Relatively free from spelling,  
grammar, punctuation, and other  
mechanical errors

**Criteria for Grading Multicultural Lesson Plan**

The lesson plan:

Specified the subject area	Yes	No	Cannot Determine
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Specified the unit title	Yes	No	Cannot Determine
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Specified the lesson title	Yes	No	Cannot Determine
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Specified the California Standard(s) to which the lesson relates	Yes	No	Cannot Determine
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Presented a lesson objective	Yes	No	Cannot Determine
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That was clearly stated	Completely	Somewhat	Not at all
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That appeared to relate to the state standard(s) cited	Completely	Somewhat	Not at all
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Outlined the content	Yes	No	Cannot Determine
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Clearly	Completely	Somewhat	Not at all
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In sufficient detail	Completely	Somewhat	Not at all
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Explained the lesson activities and procedures	Yes	No	Cannot Determine
Clearly	Completely	Somewhat	Not at all
In sufficient detail	Completely	Somewhat	Not at all
Specified the materials to be used	Yes	No	Cannot Determine
Clearly	Completely	Somewhat	Not at all
In sufficient detail	Completely	Somewhat	Not at all
Described how the objective of the lesson would be assessed	Yes	No	Cannot Determine
Clearly	Completely	Somewhat	Not at all
In sufficient detail	Completely	Somewhat	Not at all
Explained how the content was multicultural in nature	Yes	No	Cannot Determine
Clearly	Completely	Somewhat	Not at all
In sufficient detail	Completely	Somewhat	Not at all



Explained how teaching strategies were multicultural	Yes	No	Cannot Determine
Clearly	Completely	Somewhat	Not at all
In sufficient detail	Completely	Somewhat	Not at all
Supplied publication information for five articles in appropriate form	Completely	Somewhat	Not at all
Summarized the articles	Yes	No	Cannot Determine
Clearly	Completely	Somewhat	Not at all
In sufficient detail	Completely	Somewhat	Not at all
Explained how the articles applied to their multicultural lesson plan	Yes	Somewhat	No
Clearly	Completely	Somewhat	Not at all
In sufficient detail	Completely	Somewhat	Not at all

Criteria for Grading PowerPoint Presentation

Name \_\_\_\_\_

Grade \_\_\_\_\_

Your group answered the four questions clearly, accurately, and adequately.

\_\_\_\_\_ Excellent

\_\_\_\_\_ Good

\_\_\_\_\_ Fair

\_\_\_\_\_ Poor

\_\_\_\_\_ Unacceptable

Your individual presentation could be clearly understood.

\_\_\_\_\_ Excellent

\_\_\_\_\_ Good

\_\_\_\_\_ Fair

\_\_\_\_\_ Poor

\_\_\_\_\_ Unacceptable

### Equity in the Classroom

In your small group, decide which of the following ways that a teacher can distribute his or her time in the classroom is the “right” way? Be prepared to explain your group’s reasoning to the class.

1. Democratic equality — giving everyone equal time and attention
2. Moralistic justice — giving the most time and attention to those who try hardest
3. Weak humane justice — compensating students who have been short changed at home or in earlier schooling
4. Strong humane justice — compensating students who have been short changed in any way
5. Utilitarianism — focusing attention on the ablest

Sample Small Group Discussion Prompt