

ED160, CULTURE, COMMUNITY, AND DIVERSITY,  
 INTRODUCTION TO CRITICAL TEACHING  
 Dr. Robert H. Mayer  
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 Class: T/ Th 8:55-10:05 Room: Hurd 335  
 Office Hours: T 7:30-8:30/ Th 10:15-12:00



“Hope is an ontological need.” Paulo Freire

#### ESSENTIAL QUESTIONS

- What is culture?
- How does language help to shape one's culture?
- How does one's culture help to shape the nature of his or her family?
- What does a teacher need to know about language and culture in order to understand the diversity within her or his classroom?
- How should that knowledge of language and culture impact the way a teacher teaches?
- What does a teacher need to know about the broader community from which his or her students come and how should that knowledge affect the way he or she teaches?
- What does a teacher need to know about the community their kids live in in order to be effective teachers?
- How does a teacher best reach out to the families of students?
- What beliefs and philosophical systems guide my teaching?

#### TEXTS

*Teaching Other People's Children: Literacy and Learning in a Bilingual Classroom* by Cynthia Ballenger  
*“Is This English?” Race, Language, and Culture in the Classroom* by Bob Fecho  
*Building Culturally Responsive Family–School Relationships* by Ellen S. Amatea  
*Critical Pedagogy: Notes from the Real World* by Joan Wink

#### GRADING

- 1) Autobiography-5 Points
- 2) Journal-25 Points
- 3) Language Immersion Assignment-5 Points
- 4) Critique of “The Class” -5 Points
- 5) Ballenger Paper and Action Plan-20 Points
- 6) Fecho Paper and Action Plan-20 Points
- 7) Philosophy Paper-20 Points
- 8) Final: Synthesis Essay and Action Plan-20 Points
- 9) Quizzes-5 Points
- 10) Attendance and Participation-5 Points
- 11) Successful Completion of Field Experience-10 Points

#### ATTENDANCE/ ASSIGNMENTS

Since the issues being considered in the course require informed discussion and involvement, you are expected to attend every class with a basic understanding of the assigned reading or with questions to be raised about the reading. You are also expected to be on time. If you must be absent for some reason, you must let me know ahead of time, unless there is some emergency. In the case of an emergency, speak to me about the situation as soon as you are able. Absences will be excused for legitimate reasons such as illness. For each unexcused absence, a 0 will be calculated for 2% points of your total grade. Missing more than three sessions will be a signal to me of a serious problem that we should discuss.

There will be unannounced quizzes throughout the semester. You will be permitted to make up these quizzes if your absence is excused. In addition, it is your responsibility to find out about and secure any materials that may have been distributed or assignments given during missed classes.

Absence is not an excuse for missed work. If circumstances arise that keep you from completing an assignment when it is due, you should discuss the situation with me. I have provided my office and home phone number so that you can call me. It will be your responsibility to talk to class members to find out in detail what you missed.

Grades for assignments that are late without prior agreement will be lowered by 5% of the total value of the assignment on the first day and 5% more for every subsequent two days of lateness.

#### ACADEMIC HONESTY

The Student Handbook defines plagiarism as: "A major form of academic dishonesty...the use, deliberate or not, of any outside source without proper acknowledgment." The Handbook then states, "Students may not submit homework, computer solutions, lab reports, or any other coursework prepared by, copied from, or dictated by others." I will abide by the overall academic honesty procedures as laid out in the student handbook. Make sure that you read the policies carefully. For instance, the Handbook also demands this. "Students must keep all notes, drafts, and materials used in preparing assignments until a final course grade is given." Please follow that dictum. You are encouraged to discuss readings and to seek feedback on papers from your colleagues in the class. Collaboration is great. Cheating is wrong. The work you turn in, ultimately, must be of your own creation.

Work proven to be in violation of the academic honesty policy will receive a 0 and the Associate Dean for Academic Affairs will be informed of the violation. In addition, violations of the academic honesty policy would reflect a cynical view of learning itself, one not needed in the educational world. Acts of plagiarism or cheating would make it very difficult for me to support the violators application for student teaching.

All violations of academic honesty reported to the Dean are shared with the Teacher Education Committee at the time the candidate's application for student teaching is being considered. In the past, such violations have prevented the Committee from approving some candidates for student teaching.

#### ACCOMMODATIONS

Day students who wish to disclose a disability and request accommodations under the Americans with Disabilities Act (ADA) for this course MUST first meet with Mr. Joseph Kempfer in the Office of Learning Services.

Comenius Center students who believe that they may need accommodations in this class are encouraged to contact the Dean of the Comenius Center as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.

#### CELL PHONES

Cell phones need to be put away during class, meaning no texting during class.

### SCHEDULE OF CLASSES

#### **Introducing Ourselves/Language and Culture in an Early Childhood Setting**

1/ 18(T): What is culture? What is multiculturalism? Who am I?

1/ 20(Th): Studying culture, doing teacher research

Reading: Ballenger, Ch. 1

*Due: Teaching Autobiography*

1/ 25(T): Culture and Classroom Management

Reading: Ballenger, Ch. 2, Ch. 3 & Ch. 4

1/ 27(Th): The Shadow Curriculum/ Changing National Demographics/ Legal aspects of teaching English language learners I

Readings: Ballenger, Ch. 5; Amatea, Ch. 1

2/ 1(T): Culture, Language, and Literacy/ Legal aspects of teaching English language learners II

Reading: Ballenger, Ch. 6 & Ch. 7

2/ 3(TH): Teacher Research

Readings: Ballenger, Ch. 8

*Due 2/7 (Mon.): Ballenger Paper and Action Plan.*

#### **Studying Our Classrooms, Race, Language, and Culture in a High School Setting**

2/ 8 (T) Meeting Bob Fecho

Reading: Fecho, Ch. 1 & 2

2/ 10 (Th) Study our Classrooms; The Role of Theory in Becoming a Teacher

Reading: Fecho, Ch 3 & 4

*2/14 (M) Field Experience Begins*

2/ 15 (T) Culture, Race, Language and Community

Reading: Fecho, Ch. 5; Amatea Ch. 7

2/ 17 (Th) Culture, Race, Language and Family

Reading: Fecho, Ch. 6; Amatea Ch. 5

*Due 2/18 by Noon: First journal entry*

2/ 22 (T) Culture, Race, Language

Reading: Fecho, Ch. 7 & Ch. 8

2/ 24 (Th) Culture, Race, Language

Reading: Fecho, Ch. 9

3/ 1 (T) Film: "The Class" (To be shown in the evening)

*Due: Fecho Paper and Action Plan*

3/ 3 (Th) Discussion of "The Class"

#### **School and Family**

3/ 15 (T) School and Family

Reading: Amatea, Ch. 8

*Due: Critique of "The Class"*

3/ 17 (Th) Connecting with Families

Reading: Amatea, Ch. 9  
*Due 3/21 (Mon.) Language Immersion Assignment*

3/ 22 (T) Families and Children with Special Needs  
 Reading: Amatea, Ch. 12

3/ 24 (Th) Supporting Families in Crisis  
 Reading: Amatea, Ch. 13

3/ 29 (T) Solving Problems with Families  
 Reading: Amatea, Ch. 11

3/ 31 (Th.) Amatea Take-Home Test Due by 10:05

**Developing a Philosophy of Education**

4 / 5 (T) Joan Wink and Critical Pedagogy  
 Reading: Wink, Introduction & Ch. 1

4/ 7 (Th) Defining Critical Pedagogy  
 Reading: Wink, Ch. 2

4/ 12 (T) The Philosophers (1)  
 Reading: Wink, Ch. 3 (pp. 91-110)

4/ 14 (Th) The Philosophers (2)  
 Reading: Wink, Ch. 3 (110-141)

4/ 19 (T) Doing Critical Pedagogy  
 Reading: Wink, Ch. 4

4/ 21 (T) Critical Pedagogy, Final Thoughts  
 Reading Ch. 5

4/ 26 (T) Three More Views  
 Readings: 1) "Good Teaching" by Parker J. Palmer, *Change*, Jan/ Feb, 1990 22 (1), pp. 10-16.  
 2) "Teaching Themes of Care" by Nel Noddings, *Phi Delta Kappan*, May, 1995, 76 (9)  
 3) Maxine Greene Article (TBA) (Note: Readings available through Ebscohost)

*Due 4/27 (Wed.) by noon Journal Summary*

4/ 28 (Th) Final Conversations  
 Due: Philosophy of Education Paper

*4/29 Field Experience Ends*

*Due 5/2 at 1:30: Final Exam, Course synthesis action plan*

## ASSIGNMENTS

### 1) My Teaching Autobiography

This journal entry should be a response to these questions. **What events and people in my life have brought me to my current decision to pursue teaching? As a result of these events and personal reflection, what sort of teacher do I see myself being and becoming? (In responding to the second question, you might talk specifically about what you think your class will be like and what learning in your class will look like.)**

Since this is a course with a focus on issues of race, ethnicity, and language, you are encouraged to address these issues. **For instance, how has your race, ethnicity, or language background shaped your decision to become a teacher?**

Events might come from your life in school which might include teachers you have encountered, both those you have loved or those you have loathed. People and events might come from your family, from jobs, from extracurricular activities, or from books you have read. These are a few pump priming thoughts. Your source for growing as a teacher might come from areas that surprise me. I am ready for that.

Finally, you might have uncertainty about your decision to become a teacher. Discuss that in your autobiography. You are in this course to help you make decisions about yourself as a teacher. The autobiography is a good place to consciously go through that process. You should also feel free to express your excitement, if your certainty allows you that emotion.

Your autobiography should be around 3 pages, double-spaced, with one inch margins. **(Due: Thursday, January 20)**

### 2) Ballenger Paper and Action Plan:

#### Paper

Using the Ballenger book and Amatea readings, respond to the following:

- 1) What important issues of language and culture impact Cynthia Ballenger's work as a teacher? Describe at least two.
- 2) How does Ballenger resolve each of these issues?
- 3) Critique her solution to these problems. The critique should be based on data that Ballenger presents in her text, observations from your current field experience, other classroom experiences, readings you have done, and other identified sources.
- 4) Situate your answer in the context of national trends.

The paper should be around four pages, double-spaced, with margins of one inch or less around.

Excellent papers will:

- respond to all four prompts thoroughly,
- refer to the Ballenger text accurately and thoroughly,
- include thoughtful support for critique,
- be clear through inclusion of well-crafted paragraphs and well-chosen words,
- contain no grammar or spelling error.

#### Action Plan

How will the knowledge gained from reading Ballenger's book affect your work as a teacher? In your action plan you could discuss one or more of the following:

- how you observe in your current field experience,
- how you behave toward students in the classroom, including how you teach them,
- how, in the future, you will behave toward students or how you will teach,
- some aspect of teaching I have not thought of.

The action plan needs to be one page, double-spaced with margins of one inch or less around. Excellent plans will:

- indicate clear, well-explained classroom behaviors that will be followed,
- show how these behaviors grow from the Ballenger text,
- be clear through inclusion of well-crafted paragraphs and well-chosen words,
- contain no grammar or spelling error. **(Due Monday, February 7)**

### 3) Journal:

Each week write a two-page, double-spaced (one-inch margins) journal entry that includes both *description* and *analysis* of what you are experiencing in the classroom. Describe your experience carefully so the reader can grasp it and then show your thinking about that experience. Each entry should focus on *one topic* and not be a collection of observations.

Use the journal to primarily focus on concepts and issues being discussed in the readings. Here are some questions that you might use to guide your observations, your thinking, and then your writing:

- To what extent are the concepts and issues presented in readings present in the classroom?

- Given the classroom you are in, how truthful is the depiction of these concepts and issues in the reading?
- What is the significance of those concepts and issues for how teachers should view the classroom?
- What are the implications of these concepts and issues for your practice?

Occasionally you may feel compelled to write about a topic other than those in the reading. You may do this, but those entries should be few.

Though Journal writing does not need to have the polish of a formal paper, it does need to make sense. As with a letter that you send to a friend, read over what you have composed. Make sure it makes sense and make sure that most grammar errors have been corrected. Pay attention to the spellcheck. There should be no spelling errors.

Starting with the week of February 14, turn in your entry each week by Friday at noon. Consider turning it in in class on Thursday. You may turn it in as hard copy or via e-mail. When you send your journal as e-mail, put this in the subject heading: Journal160. Save all of your entries in an electronic folder and/ or a folder with hard copy.

The entry for the last week of the semester will be an analysis of your journal where you discuss major themes and important learning captured in your entries. That entry is due April 27.

Criteria: Acceptable entries will be two pages in length (with no more than one-inch margins around) and include

- A focus on one topic
- Clear description
- Thoughtful Analysis
- Focus on concepts from reading
- No spelling errors

#### 4) Language Immersion Assignment:

In today's classroom you will encounter students whose first language is not English. This assignment is designed to provide an opportunity for you to understand how it feels to be immersed in a language in which you are not fluent. Select a streaming audio website, radio program, or television program which is produced in a language in which you are not fluent. Foreign language students must select a language other than the one they have studied.

Spend fifteen minutes listening and/ or watching the program. You may not do other tasks while completing this assignment such as texting, answering emails, talking on the telephone or to others, etc. Try to determine the context of the program. Your task is to understand as much as you can about the meaning of the words being used and to record how doing so makes you feel. With your experience gained through this exercise, describe the ideal program for teaching English language learners in schools in the United States. Thoroughly answer the following questions in a three-page, double-spaced paper with one-inch margins around.

1. Which medium (streaming audio/ video, radio, or television) did you choose to listen to/ watch? Give the specific name of the program, the call letters or URL, and the day and time you listened/ watched.
2. In which language was the program? Describe your level of familiarity with that language.
3. List at least three strategies you used to try to decode the language and understand the context of the program.
4. What kinds of thoughts/ emotions did you feel? For example, were you frustrated or bored? How did you cope with your boredom, frustration, excitement, or other emotions?
5. Describe what you learn from this experience. Address issues of concern to English language learners from their perspective of a student and issues of concern to teachers of English language learners. Describe any other learning you gained from the experience. You might also discuss ways this experience changes your perspective on teaching students whose first language is not English?
6. Clearly state your position on second language acquisition. Which kinds of programs best support the needs of English language learners in schools? Are bilingual programs or English-only programs ideal? Or, is a combination of the two best? If your answer depends upon the context in the particular school, describe which contexts are best suited for which programs. Use the experience of engaging with the programs in helping you to answer that question.

Excellent papers will:

- answer all questions thoroughly, including a careful discussion of coping strategies,
- build answers from the experience,
- be clear through inclusion of well-crafted paragraphs and well-chosen words,

- contain no grammar or spelling error.

(Due Monday, March 21)



## STATE STANDARDS ADDRESSED

## IN EDUC 160

### CANDIDATE COMPETENCIES from the

PDE Framework for Grades PreK-4, 4-8, 7-12 Program Guidelines as well as program guidelines designed for meeting the needs of English language learners and learners with disabilities (Note: EC refers to competencies listed in the PreK-4 framework. M refers to competencies in the 4-8 framework. ACC refers to competencies for accommodating/ adapting for students with disabilities. ELL refers to PDE guidelines for teaching English language learners.)

### STUDENTS ARE EXPECTED TO:

- have a knowledge of PreK-4 educational foundation in theory and policy in work with children (EC I. B1)
- develop concepts of culture (EC II. D1)
- recognize the central role that families play in the development of children with and without disabilities (EC IV. A1)
- recognize impact of children with disabilities on family systems and concerns of families with exceptional learning needs (EC IV. A3)
- know legal rights of families including laws related to family and student confidentiality (EC IV. A3)
- recognize variations in beliefs, traditions, and values related to children and learning across and within cultures including child rearing practices, parent/ child interaction styles and discipline (EC IV. A4)
- recognize impact of differences in values, languages, poverty, socioeconomics and customs that can exist between the home and school (EC IV. A5)
- identify the impact of culture on one's own beliefs, values and behaviors (EC IV. A5)
- develop and sustain partnerships with families via respectful, ongoing, meaningful communication with family members (EC IV. B1)
- recognize when to involve families in the policy decisions of a program (EC IV. B2)
- recognize how to provide families with meaningful opportunities to be involved throughout their child's education including effective conferencing with families (EC IV. B3)
- strategies for keeping families informed of children's progress including working with linguistic and cultural interpreters for culturally and linguistically diverse families (EC IV. B4)
- develop skills to provide information about community resources, parenting education, and child development to families (EC IV. B5)
- develop awareness of community resources useful to families of children with and without disabilities (EC IV. B6)
- create positive social contexts for learning (EC V. A1)
- identify how the development of all young adolescents occurs in the context of classrooms, families, peer groups, communities and society (ML, I. B4)
- legal rights and responsibilities of the teacher related to special education referral and evaluation and the rights and procedural safeguards that students are guaranteed (ACC I.)
- demonstrate understanding of the legal rights and responsibilities of the teacher for special educational referral and evaluation and the rights and procedural safeguards that students are guaranteed. (ACC I. A2)
- demonstrate an understanding of possible causes and implications of over-representation of minorities in special education so as not to misinterpret behaviors that represent cultural, linguistic differences as indicative of learning problems. (ACC I. A3)
- demonstrate an understanding of the meaningful roles that parents and students play in the development of the student's education (ACC I. E5)

- demonstrate sensitivity towards multicultural and economic perspectives in order to encourage parent participation (ACC I. E6)
- demonstrate an understanding of how to support student and family communication and meaningful participation in the student's educational program (ACC I. E7)
- work collaboratively with all members of the student's instructional team including parents and agency personnel (ACC I. E8)
- demonstrate knowledge of language systems, structures, functions, and variation (EII I. A1)
- identify socio-cultural characteristics of ELLs including educational background and demographics. (EII I. B1)
- describe how ELLs' cultural communication styles and learning styles affect the learning process (EII I. B2)
- describe how ELLs' cultural values affect their academic achievement and language development (EII I. B3)
- identify bias in instruction, materials and assessments (EII I. B4)
- demonstrate cross-cultural competence in interactions with colleagues: administrators, school and community specialists, students and their families (EII I. B5)
- observe culturally and/ or linguistically diverse instructional settings (EII I. B6)
- describe the legal responsibilities related to serving ELLs (EII II. C1)