

ED160, Culture, Community, and Diversity, Introduction to Critical Teaching, Fall 2011

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Class: T/Th 10:20-11:30; Office Hours: T/Th 1:00-3:00



*"We are not complete. We have to become inserted in a permanent process of searching. Without this we would die in life. It means that keeping curiosity is absolutely indispensable for us to continue to be or to become."*

Paulo Freire

*"Thus, it is impossible to create a model for the good teacher without taking issues of culture and community context into account."*

Lisa D. Delpit

#### 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) Critique of "The Class"-5 Points
- 4) Ballenger Paper and Action Plan-20 Points
- 5) Fecho Paper and Action Plan-20 Points
- 6) FINAL: Wink Critique and Action Plan/Philosophy Statement-25 Points
- 7) Amatea Take-Home-15 Points
- 8) Family Activity and Research Project-15 Points
- 9) Quizzes-5 Points
- 10) Homework-10 pts
- 11) Attendance and Participation-5 Points
- 12) 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 phone number and e-mail so that you can contact 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.

#### FIELD EXPERIENCE MEETINGS

In order to make arrangements for your field experience, you must attend one of the following meetings, both to be held in PPHAC 102: Wednesday, August 31 at 5:00 or Thursday, September 1 at 11:45.

#### 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 violator's 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**

8/30 (T): Reading Cindy Ballenger/Our Teaching Autobiography

9/1 (Th): Studying Culture, Doing Teacher Research

**Reading:** Ballenger, Ch. 1 & Ch. 2

*Due Fri., 9/2 by Noon in PPHAC328 Bin: Teaching Autobiography*

9/6 (T): Culture and Classroom Management/Changing National Demographics

**Reading:** Ballenger, Ch. 3 and Ch. 4; Amatea, Ch. 1 (pp. 4-6)

9/8 (Th): The Shadow Curriculum/Culture, Language, and Literacy I

**Reading:** Ballenger, Ch. 5

9/13 (T): Culture, Language, and Literacy II/Action Research

**Reading:** Ballenger, Ch. 6 and Ch. 8

9/15 (Th): Convocation: Jonathan Kozol Meet at Amphitheater on the south side of Reeves library at 10:10

**Reading:** Ballenger, Ch. 7

9/20 (T): Culture, Language and Literacy/Discussion of Kozol

**Reading:** Ballenger, Ch. 7

*Due: Journal, Summarize and critique the message conveyed by Mr. Kozol, Two Pages or More*

9/22 (Th) Synthesizing Ballenger/Writing Workshop

*Due: Draft of Ballenger Paper*

*9/26 (M) Field Experience Begins*

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

9/27 (T) Meeting Bob Fecho

**Reading:** Fecho, Ch. 1 & 2

9/29 (Th) Film: "The Class" (To be shown 6:30-9:00 in PPHAC102, No day Class)

*Due 9/29 at 6:30: Ballenger Paper and Action Plan.*

*Due Fri. 9/30 by 4: First Journal Entry*

10/4 (T) Discussion of "The Class"/The Role of Theory in Becoming a Teacher

**Reading:** Fecho, Ch 4

10/6 (Th) Doing Research/Inquiry into Culture, Race, Language and Community

**Reading:** Fecho, Ch. 5

Meet in Reeves Library for research discussion with Ms. Fuchs

*Due Wed. 10/12 by Noon: Critique of "The Class"*

10/13 (Th) The Risks, Teaching about Cultural Tension

**Reading:** Fecho Ch. 6

10/18 (T) Using Writing to Explore Language and Self

**Reading:** Fecho Ch. 7

10/20 (Th) What is Critical Inquiry?/Writing Workshop

**Reading:** Fecho, Ch. 9

### **School and Family**

10/25 (Th) School and Family

**Reading:** Amatea, Ch. 1

10/27 (Th) Family Influence

**Reading:** Amatea, Ch. 4

*Due Fri, 10/28 by Noon in PPHAC328 Bin: Fecho Paper and Action Plan*

11/1 (T) Connecting with Families I

**Reading:** Amatea, Ch. 8

11/3 (Th) Connecting with Families II

**Reading:** Amatea, Ch. 9

*Due Mon, 11/7 by Noon in PPHAC328 Bin: Family-School Connection Report*

Friday, November 4: Last Day for Withdrawal with "W"

11/8 (T) Solving Problems with Families

**Reading:** Amatea, Ch. 11

### **Developing a Philosophy of Education**

11/10 (Th) Joan Wink and Critical Pedagogy

**Reading:** Wink, Introduction & Ch. 1

11/15 (T) The Language of Critical Pedagogy

**Reading:** Wink, Ch. 2

*Due Friday, 11/18 by Noon in PPHAC328 Bin: Amatea Take-Home Test*

11/17 (Th) The Philosophers (1)

**Reading:** Wink, Ch. 3 (pp. 91-110)

11/22 (T) The Philosophers (2)

**Reading:** Wink, Ch. 3 (pp. 110-141)

11/29 (Th) Doing Critical Pedagogy

**Reading:** Wink, Ch. 4

12/1 (Th) Final Thoughts on Critical Pedagogy/Writing Workshop

12/6 (T) What is critical teaching?

*12/7 Field Experience Ends*

*Due Wed. 12/7 by Noon: Journal Summary*

*Due Tues. 12/13 by 1:30: Final Paper, Wink Critique*

## ASSIGNMENTS

**1) My Teaching Autobiography**

**Describe some key moments or events in your life that shaped you. Discuss your decision to pursue teaching. What events and people in your life have brought you to your current decision to pursue teaching? What in your background moved you toward this decision?**

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 you as a person and your decision to become a teacher and/or shaped you?**

Please use this activity to honestly explore your life and sincerely examine your decision to teach.

In discussing the decision to become a teacher, events or people might come from your life in school, possibly teachers you have encountered, both those you have loved or those you have loathed. They 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. This course should help you make decisions about yourself as a teacher. The autobiography is a good place to consciously go through that process.

Your autobiography should be around 3 pages, double-spaced, with one inch margins.

*(Due: Friday, September 2 by Noon)*

**2) Field Experience 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 consider concepts and issues being discussed in the readings and how they relate to the real world, the classroom you are in. 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 I am 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?

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. Don't forget to use the spellcheck. There should be no spelling errors.

Starting with the week of September 26, turn in your entry each week by Friday at noon. (Note the **only** exception: September 30 when you will have until 4:00.) Consider turning the entry in during 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 December 7.

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
- Important topics
- Focus on concepts from reading
- No spelling errors

**3) School-Family Connection Report and Research:**

The goal of this project is to help you better understand how you as a teacher and the school community you teach in can reach out to parents and involve them in the the school and the education of their children. In a four-page (double-spaced, one-inch margins) report answer this question: *How can teachers and schools*

*successfully reach out to parents and involve them in the school and the educational life of their children?* You will research in two ways:

a) **Family-School Event:** Participate in some family-school event in the school where you are doing your field experience or elsewhere. An alternative to such participation could be an interview with a currently-practicing classroom teacher. (Before you carry out the interview, you need to share questions you will be using as the basis for your interview.) Make sure it is an event where you are able to be helpful, where you are able to be an active participant. Use your participation to help answer the question for this report. Make sure that you adequately describe the event and your participation. Feel free to participate in and report on more than one event. Make sure the interview explores how the teacher and, perhaps the school they teach in, establishes connections with parents.

b) **Articles:** Find and read at least four articles that discuss the research question. Use summaries of the articles to answer your research question. In citing ideas from other sources, use APA style (<http://www.library.cornell.edu/resrch/citmanage/apa>) and include a reference list.

### FAMILY-SCHOOL REPORT RUBRIC

#### Key to Rating Scale

- 5 Student work exemplifies this component well
- 4 Student work clearly displays this component
- 3 Student work displays this component but could use further clarity or development
- 2 Student work minimally displays this component.
- 1 Student work does not display this component

#### **The Report (This section is worth twice the value of the next section)**

- \_\_\_ 1. The research question is answered.
- \_\_\_ 2. Report provides concrete ways a teacher and/or school can reach out and involve parents.
- \_\_\_ 3. Descriptions of approaches for involving families are thorough.
- \_\_\_ 4. Research articles are summarized accurately.
- \_\_\_ 5. Participation in family/ school event or teacher interview is included and described thoroughly and with clarity.
- \_\_\_ 6. The report includes an introduction that hooks the reader and a conclusion that brings the discussion together.

#### **The Writing and Research**

- \_\_\_ 7. Research is properly cited using the APA format.
- \_\_\_ 8. A reference list with correct APA formatting is included.
- \_\_\_ 9. Clarity is established through well-crafted paragraphs and sentences including well-chosen words.
- \_\_\_ 10. The report has a clear, logical organization.
- \_\_\_ 11. Adheres to conventions of standard written English. The critique includes less than three mechanical errors.
- \_\_\_ 12. The paper is unified with a main idea hi-lighting core realizations about the question.
- \_\_\_ 12. Pre-writes and two drafts of the paper (plus the final draft) are included.

(Due Tuesday, November 1)



## STATE STANDARDS ADDRESSED IN EDUC 160

### 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 (ELL I. A1)
  - identify socio-cultural characteristics of ELLs including educational background and demographics. (ELL I. B1)
  - describe how ELLs' cultural communication styles and learning styles affect the learning process (ELL I. B2)
  - describe how ELLs' cultural values affect their academic achievement and language development (ELL I. B3)
  - identify bias in instruction, materials and assessments (ELL I. B4)
  - demonstrate cross-cultural competence in interactions with colleagues: administrators, school and community specialists, students and their families (ELL I. B5)
  - observe culturally and/or linguistically diverse instructional settings (ELL I. B6)
  - describe the legal responsibilities related to serving ELLs (ELL II. C1)