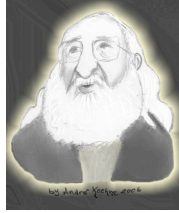


ED160, Culture, Community, and Diversity, Introduction to Critical Teaching
 Fall 2012 , Dr. Robert H. Mayer
 Office: PPHAC328 Phone: 610-861-1452 E-Mail: merhm02@moravian.edu
 Class: T/Th 10:20-11:30 Office Hours: T/Th 1:00-3:00



“To live in openness toward others and to have an open-ended curiosity toward life and its challenges is essential to educational practice. To live this openness towards others respectfully and, from time to time, when opportune, critically reflect on this openness ought to be an essential part of teaching.”

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 questions do I need to ask and answer to be a teacher?
- 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
- *Critical Pedagogy: Notes from the Real World* by Joan Wink
- *“Multiplication is for White People” Raising Expectations for Other People’s Children* by Lisa Delpit

GRADING

- 1) Autobiography-5 Points
- 2) Homework/Journal Response to Readings-25 pts
- 3) Quizzes-5 Points
- 4) Ballenger Paper and Action Plan-20 Points
- 5) Wink Critique and Action Plan 20
- 6) Critique of “The Class”-5 Points
- 7) Family-School Research Oral Report-10 Points
- 8) Family-School Research Paper-15 Points
- 9) Field Journal-25 Points
- 10) FINAL: Synthesis, Philosophical Reflections 15
- 11) Journal Response to Delpit-10 pts.
- 12) Attendance and Participation-5 Points
- 13) 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 29 at 5:00 or Thursday, Thursday, August 30 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 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

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

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

Readings marked with an asterisk (*) can be found on the course blackboard site. Please bring copies to class. If you have printed copies, make sure you annotate!!!!!!

Introducing Ourselves/Why teach?

8/28 (T): Situating our teaching philosophy in autobiography

8/30 (Th): What is the purpose of education?

Reading: *1) "What does it mean to educate the whole child?" by Nel Noddings *Educational Leadership*, September, 2005

*2) "Teaching themes of care," Nel Noddings, *Phi Delta Kappan*, May, 1995

📖Homework: Dialogue journal response to the two articles

⇒Due: Friday, 8/31 by Noon in PPHAC328 Bin, Teaching Autobiography

Language and Culture in an Early Childhood Setting

9/4 (T): Studying culture/What is culture?/Changing national demographics

Reading: 1)Ballenger, Ch. 1 &Ch. 3

2) Amatea, Ch. 1 (pp. 4-6)

9/6 (Th): Doing teacher research/Culture and Classroom Management

Reading: Ballenger, Ch. 2 (pp.8-9; 12-14) and Ch. 4

📖Homework: Dialogue journal response to Ballenger

9/11 (T): Culture, language, and literacy I (The shadow curriculum)

Reading: Ballenger Ch. 5

9/13 (Th): Convocation (10:00-12:00) Winona LaDuke (Required Attendance/Meet in PPHAC335 at 9:55)

Reading: Ballenger, Ch. 6 & 7

9/18 (T): Culture, Language, and Literacy II/Discussion of LaDuke Talk

Reading: Ballenger, Ch. 6 & 7

📖Homework: Dialogue journal response to Ballenger

Due: Journal, Summarize and critique the message conveyed by Ms. LaDuke, Two Pages or More

9/20 (Th) Action Research/Field Experience

Reading: Ballenger, Chapter 8

9/24 (M) *Field Experience Begins*

9/25 (T) Synthesizing Ballenger/Writing Workshop

⇒Due: Draft of Ballenger Paper (Send digital copy to both your writing partner and me by noon Monday, 9/24. Bring hard copy to class.)

9/27 (Th) Researching School and Community: Reeves

Meet in Reeves Library for research discussion with Ms. Fuchs

⇒Due Fri. 9/28 by 4: First Field Journal Entry

Critical Pedagogy: Building a Philosophy of Education

10/2 (T) Joan Wink and Critical Pedagogy

Reading: Wink, Introduction & Ch. 1

📖Homework: Dialogue journal response to Wink

10/4 (Th) The Language of Critical Pedagogy

Reading: Wink, Ch. 2 (pp. 45-65)

⇒Due Mon. 10/8 at 8:00 A.M. Ballenger Paper and Action Plan. (Delivered to PPHAC328 Bin or By arrangement)

10/11 (Th) The Language of Critical Pedagogy

- Reading:** Wink, Ch. 2 (pp. 66-90)
 10/16 (T) The Philosophers (1)
Reading: Wink, Ch. 3 (pp. 91-110)
- 10/18 (Th) The Philosophers (2)/Doing critical pedagogy
Reading: Wink, Ch. 3 (pp. 122-124; 130-135) & Ch. 4 (pp. 142-157; 162-165)
- 10/23 (T) Final Thoughts on Critical Pedagogy/Writing Workshop
Reading: Wink, Ch. 5 (pp. 190-211)
 ⇒*Due:* Draft of CP Paper (Delivered digitally to both me and your writing partner by noon, October 22. Bring hard or digital copy to class.)
- 10/25 (TH) Film: "The Class" To be shown 10:20-12:45
- 10/30 (T) Discussion of "The Class"
 ⇒*Due:* Journal Critique of "The Class"

Connecting School and Family

- 11/1 (Th) Strategies for Connecting School and Family
Readings: *1)"Learning from Latino Families" by Susan Auerbach, *Educational Leadership*, May 2011.
 *2)"The Family Stories Project: Using Funds of Knowledge for Writing" by Joel E. Dworin, *The Reading Teacher*, March, 2006
 *3)"When Students Lead Parent-Teacher Conferences"
 By Lynn Le Countryman, Lyn and Merrie Schroeder, *Educational Leadership*, Apr, 1996.
 ⇒*Due* (Mon. 11/5, 8:00 A.M. in PPHAC328 Bin) : Connecting School and Family Report

Friday, November 2 Last Day for Withdrawal with "W"

- 11/6 (T) Strategies for Connecting School and Family, Oral Reports
- 11/8 (Th) Strategies for Connecting School and Family, Oral Reports
 ⇒*Due* (Mon. 11/12, 8:00 A.M. in PPHAC328 Bin): Wink Analysis
- 11/13 (T) Strategies for Connecting School and Family, Synthesizing Conversation
Reading: *"From Family Defecit to Family Strength: Examining How Families Influence Children's Development and School Success" from *Building Culturally Responsive Family-School Relationships* by Ellen S. Amatea

Raising Expectations, Final Thoughts on Teaching Critically

- 11/15 (Th) Raising Expectations
Reading: Delpit, Introduction, Chapter 1
 ✎Homework: Dialogue journal response to Delpit
- 11/20 (T) Raising Expectations
Reading: Delpit, Introduction, Chapter 2
 ✎Homework: Dialogue journal response to Delpit
- 11/27 (T) Raising Expectations
Reading: Delpit, Introduction, Chapter 3, 4,
 ✎Homework: Dialogue journal response to Delpit
- 11/29) (Th)-Raising Expectations
Reading: Delpit, Chapters 7, 8, & 9
 _____ ✎Homework: Dialogue journal response to Delpit
- 12/4 (T) Raising Expectations
Reading: Delpit, Chapters 9, 10 & 11 (pp. 193-199)

✎ Homework: Dialogue journal response to Delpit

12/6 (Th) A philosophy of teaching

Reading: "Is Teaching a Practice?" by Nel Noddings, *Journal of Philosophy of Education*, Vol. 37, No. 2, 2003

✎ Homework: Dialogue journal response

⇒ Due Wed. 12/5 by Noon: Journal Summary

12/7 Field Experience Ends

⇒ Due Friday. 12/14 by 1:30: Final Statement

ASSIGNMENTS

1) My Teaching Philosophy/Autobiography

Our worldview grows from our life, that is from our experiences, books we read, our family, our religious proclivities, people we meet, and more. Our reasons for wanting to be teachers should grow from that worldview and, hence, from that life we live.

Begin your statement by explaining why you want to be a teacher, the truly important reasons. Some people argue that they want to be teachers because they have summers “off” or they think teaching is a secure profession. These are naive reasons to teach, driven by an ignorance of both how hard teaching is and how important it is. Move beyond the facile and move toward the important. Tell me what you hope to accomplish as a teacher.

Once you have established or as you establish your reasons for being a teacher, explain what in your life brought you to teaching. You can start by discussing where you grew up and how that geography shaped you. You might also talk about your family and your cultural background and the impact those factors had on you. Tell me your life story, but make sure you go into those life moments that drove you toward teaching.

If it helps, think in terms of threes: three reasons for being a teacher and three key moments in your life that drove you toward teaching. You do not necessarily need to stick to the threes, only if it helps you anchor your writing.

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. Though it is not a formal paper, you should read over it to make sure it makes sense and to make sure you have made no glaring grammar errors. Also, spell check. I will look to see how adequately you respond to the above prompts and how genuine you are in your thoughts.

(Due: Friday, August 31)

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 24, turn in your entry each week by Friday at noon. (Note the **only** exception: September 28 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 Wednesday, December 5.

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: Report and 10 minute Presentation (Presentation-Partners)

A) Written Report (Done by yourself)

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 five-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?* and then this question, *What philosophy should guide school-family connections?* Most likely, the second question will start and anchor the paper. You will research in two ways:

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

b) **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) Oral Presentation (Done with a partner)

You and a partner will create and carry out a ten-minute presentation where you orally answer the questions: *How can teachers and schools successfully reach out to parents and involve them in the school and the educational life of their children? What philosophy should guide school-family connections?* In synthesizing the research each of you did, create a presentation that gives practical ideas for how schools can connect with the families they serve. Consider presenting three strategies, though you might have less or a little more, making sure to explain the strategy thoroughly and to explain why it is a good strategy.

You must:

→start with an introduction that draws the class into your presentation and provides an overview for the presentation

→use visuals. Consider using PowerPoint BUT, use images and only a few words to help your audience better remember key strategies. DON'T PUT YOUR REPORT ON THE POWERPOINT SLIDES.

→explain each strategy thoroughly and clearly so your audience can remember it and implement it.

→include an ending that ties the report together.

→both present.

In order for both of you to present, you both need to be involved in developing the presentation.

Research separately, but once both of you have done your reading and research, start to talk about the presentation. Some of the readings might appear in both written papers, just some.

The day of your presentation you will turn in a log where you list dates of meetings and explain briefly what you did in those meetings. Also, you will send a reference list to all members of the class.

FAMILY-SCHOOL WRITTEN 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 questions are 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 and clear.

- ____ 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.
- ____ 13. Pre-writes and two drafts of the paper (plus the final draft) are included.

(Due Monday, November 5)

FAMILY-SCHOOL ORAL 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 questions are answered.
- ____ 2. Presentation provides concrete ways a teacher and/or school can reach out and involve parents.
- ____ 3. Descriptions of approaches for involving families are thorough and clear.
- ____ 4. Introduction draws audience into the presentation.
- ____ 5. Closure ties the presentation together.
- ____ 6. Visuals are included and used to help audience stay focused and better remember key presentation points.
- ____ 7. Both partners present AND there is evidence that the presentation was a true collaboration.
- ____ 8. Log is turned in.
- ____ 9. A reference list is provided to the class.

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)