

MORAVIAN COLLEGE
EDUC 160 - Culture, Community, and Diversity: Introduction to Critical Pedagogy
FALL 2013

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Priscilla Payne Hurd Academic Complex 321
Office hours: Tuesday, 11:30-1:30 pm; Wednesday, 1:00-3:00 pm
and by appointment.

Overview

Through field experience, reading, discussion, and intensive writing, students in the course will explore the diversity affecting their teaching, both within their classroom and within the broader community from which their students come. This examination will be both contemporary and historical. They will examine many forms of diversity, but in particular will examine how teachers need to consider language, culture, multiple intelligences, and learning styles in their work with diverse learners, including English language learners and students with disabilities. The course is unified through philosophical exploration of critical pedagogy, including the work of Paulo Freire and through the ethical issues related to teaching. (M3)
Prerequisites: F4 and QPA of at least 2.70; clearances for field experiences.

Essential Questions

1. Why is it essential to understand student diversity?
2. How can philosophical beliefs lead to effective teaching?

Expected Student Outcomes

EC = early childhood, MC = middle level, ELL = English language learners

ACC = accommodating students with disabilities;

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)

Required Texts

Ballenger, C. (1999). *Teaching other people's children*. New York: Teachers College Press.

Taylor, L. S., & Whittaker, C. R. (2009). *Bridging multiple worlds: Case studies of diverse educational communities* (2nd ed.). Boston: Pearson.

Wink, J. (2011). *Critical pedagogy: Notes from the real world*. Boston: Pearson.

Teaching Assignments and Classroom Activities

“Learn from yesterday, Live for today, Hope for tomorrow.

The important thing is to never stop questioning.” Albert Einstein

Course Goals/Learning Outcomes

- to provide students with a formalized way of reflecting on their early field experiences
- to discuss how aspects of culture including language, demographics, communication styles, and values impact the way students learn
- to discuss the diverse nature of classrooms and to consider the impact of such diversity on the teacher’s work
- to explore relationships between community, family, and school including discussions of the impact of culture on that relationship
- to describe the role parents play in the education of their children
- to describe best practices for involving parents in their children’s work in school
- to describe how resources in the community can be used to enhance the education of young people
- to describe legal responsibilities related to English language learners
- to describe legal rights and responsibilities related to students with disabilities
- to describe critical pedagogy with an emphasis on how notions of language and community fit into the broader philosophy, and how it relates to issues of diversity including issues of multiculturalism
- to develop a personal philosophy that includes answers to the questions, “What learning is of most importance? What are schools for?”

Field Component

Students registered for EDUC 160 must be simultaneously registered for the associated lab or field practicum. You must attend **one** of the two following meetings held by Mrs. Modjadidi:

- August 28, 2013 at 5:00 p.m. in PPHAC 102
- August 29, 2013 at 11:45 a.m. in PPHAC 102

The purpose of the field experiences is to provide students with appropriate classroom experiences in a developmental and sequential manner. All field experiences are directly related to coursework and must be successfully completed to pass the education course.

Students are required to follow all the procedures and guidelines as outlined in the field experience handbooks, and course syllabi. Failure to accurately report attendance and performance will be considered a violation of academic honesty policy and will result in appropriate sanctions as outlined in the Student Handbook. The Director of Field Experiences is responsible for securing all field placements. Students will be placed in field experiences only when all required clearances documents are current and indicate, “no record exists”. Students are also required to have a negative result on a current tuberculosis test. For more detail about field experiences, refer to the Moravian College Field Experience Manual.

You are expected to spend four hours per week for a total of ten weeks in your field experiences. During your field experiences, you will observe your cooperating teacher as she/he teaches, discuss teaching methods with your cooperating teacher, and have the opportunity to teach students yourself. Your conduct and dress must meet Moravian College standards.

Reading Assignments

Reading assignments will include chapters in the texts and additional relevant materials. As part of each reading assignment, consider these questions and be prepared to discuss them in class:

- What is my understanding of the concepts and processes?
- What is my understanding of the teaching methods?

Written Assignments

There will be several kinds of written assignments. Written assignments may require use of outside texts and journals; these will serve to extend your understanding of teaching concepts and provide familiarity with educational resources.

Assignments should be professional in substance and appearance. All written work is to be prepared using a computer. Hand-written papers will not be accepted. Quality writing is expected in your assignments. They should be well written, that is, they should have a logical sequence and structure, and they should have no errors in spelling or grammar. Papers should be double spaced with 1" margins on all sides of the paper. Use a standard font (e.g., Arial, Times). When your paper is finished, spell (and grammar) check it, then read it before submission. The presence of spelling and grammar errors will lower your grade. Assignments must be submitted in hard copy; assignments may not be submitted by email. When you use resources and references, identify them within the document where they occur, and on a reference list at the end of your assignment. Detailed information for each assignment will be distributed separately.

- Autobiography of You as a Teacher (10 points) due 9/10
How did you become interested in teaching? Who were role models that influenced your decision?
How did your own ethnic/cultural background impact you?
- Your Teaching Philosophy (at the beginning of the semester) (10 points) due 9/19
- Your Teaching Philosophy (at the end of the semester) (20 points) due 11/21
- Field Journal (20 points) due Tuesday after field
Write and submit two pages per week, insightfully describing and analyzing your field visit.
- Journal Response to Readings (30 points) due Tuesday
As you complete each reading assignment, write a journal as follows: Write a brief summary of the reading. Critique the reading, considering, for example: relevance to your site, philosophy expressed, cultural issues presented. One to two pages are expected.

Blackboard Discussion Forum (10 points)

Important information about our class will be posted on our Blackboard site at <http://blackboard.moravian.edu>. Announcements will inform you of any changes. The Discussion Forum will enable us to exchange ideas, insights, and resources about various topics throughout the semester. The Discussion Forum is organized around the major science topics of the PreK–4 curriculum. You will post three substantive questions/issues during the semester to the Discussion forum, and you will post substantive responses to three questions/issues posed by classmates. To receive full credit, you must complete at least three posts by October 9, and six posts by November 20. Information about logging in and using the site will be given in class.

Attendance and Class Participation

Attendance in every class is expected. Arrive on time and remain for the entire class session. If you need to be absent, call to tell me the reason. If you do not notify me, your absence will be recorded as unexcused. Lateness or partial class attendance will count toward absence. A missed class cannot truly be made up because of the critical role that discussion plays in each class session. Even so, you are responsible for the missed work. Lateness and absence can lower your grade.

Appropriate class participation includes several attributes. Be prepared for each class session by completing the assignments and considering ideas and questions that emerge from the assignments. During class, remain actively involved by paying attention and sharing your relevant and thoughtful responses and questions. Class participation on a regular basis is expected to ensure grasp of textual materials and important concepts. Participation will be assessed on evidence of your completion of the assigned work, the relevance and quality of responses, the questions and comments made during class sessions, and your voluntary contributions that enrich class discussions. Be present in class, and stay with the class. Inattention or focus on work unrelated to class activities is not acceptable. Side conversations

disable your understanding of the lesson, distract classmates, and display disrespect to the speaker. Be sure your cell phone is turned off during class; you may not text, may not check email, and may not take phone calls during class. Lack of appropriate participation or inappropriate participation will lower your grade for each class session in which it occurs.

You can expect to work 6-9 hours per week outside of class preparing for this class.

Students who wish to request accommodations in this class for a disability should contact 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.

Course Evaluation

Each assignment will be graded based on specific criteria that are stated in the syllabus and are presented during the discussion of each assignment. Please note that unless a mutually agreeable revised due date is negotiated with the instructor, any late assignment will lose five percentage points for each day it is late, and any assignment not submitted within two weeks of the due date will receive a "0." It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course.

Assignment of grades will follow these Moravian College Catalog definitions, quoted here:

- A, A-: These grades indicate achievement of the highest caliber. They involve expectations of independent work, original thinking, and the ability to acquire and use knowledge effectively.
- B+, B, B-: These grades indicate higher than average achievement. Evidence of independent work and original thinking is expected.
- C+, C, C-: These grades are given when the student has devoted a reasonable amount of time, effort, and attention to the work of the course and has satisfied the following criteria: familiarity with the content of the course, familiarity with the methods of study of the course, and active participation in the work of the class.
- D+, D, D-: These grades indicate unsatisfactory work, below the standard expected by the College, in which one or more important aspects falls below the average expected of students for graduation.
- F: This indicates failure.

The Moravian College policy on academic honesty will be followed.

Collaboration with peers can be valuable in enabling your understanding of various aspects of your work. However, the work you submit must be the result of your individual effort, apart from the collaborative process. You may use paper and on-line resources as you develop your work. Here, too, the work you submit must be the result of your individual effort, apart from the resources. In all cases, cite the sources that you used to avoid plagiarism. Note that academic dishonesty will result in a zero for the assignment and notification of the Academic Dean, in accordance with Moravian College policy.

Course Schedule

Week starting	Readings due	
8/27	Introduction T&W, Chapter 1	
9/3	T&W, Chapter 2	
9/10	T&W, Chapter 3	
9/17	T&W, Chapter 6	Ballenger, Chapter 1
9/24	T&W, Chapter 7	Ballenger, Chapter 2
10/1	T&W, Chapter 8	Ballenger, Chapter 3
10/8	T&W, Chapter 9	Ballenger, Chapter 4
10/15	T&W, Chapter 10 Ballenger, Chapter 5 no class 10/15 for Fall Recess	
10/22	Ballenger, Chapter 6	
10/29	Ballenger, Chapter 7	
11/5	Wink, 1&2	
11/12	Wink, 3&4	
11/19	Wink, 5	
11/26	No Class – Thanksgiving	
12/3	Conclusion	

Note: This schedule is tentative and will be modified as necessary.