



# MORAVIAN COLLEGE

## EDUCATION DEPARTMENT

### *EDUC 160, Culture, Community, and Diversity: Introduction to Critical Teaching*

Class meeting days: M/W; 11:45 a.m. – 12:55 p.m. in Room 302

Spring 2014 • Dr. Jean DesJardin • [jldesjardin@moravian.edu](mailto:jldesjardin@moravian.edu)

Office: 610-861-1317 • Office Hours; Mondays and Wednesdays 1:30-3:30 p.m.

*“Critical pedagogy is a prism that reflects the complexities of the interaction between teaching and learning” (Wink, 2005)*

*“We ALL Share a Common Thread in the Fabric of Humanity”*

EDUC 160 is one of the first teaching courses to offer students to experientially and intellectually explore the profession of teaching. Through in-class activities, assigned readings, papers, field experience journals, projects, and a final examination, you will reflect on your own prior knowledge and experiences, and apply those understandings to current perspectives in the teaching field. We will learn and teach one another about the contemporary issues educators confront today and the philosophical underpinnings which shape how teachers teach. We will learn about the diversity present in today’s classrooms, and you will be invited to develop your own stance on social justice.

#### **ESSENTIAL QUESTIONS:**

1. How does one’s culture guide the nature of his or her family?
2. How does culture, language, and community influence teaching?
3. What beliefs and philosophical underpinnings guide my teaching?
4. How does diversity in the classroom impact teaching and learning?
5. How do teachers collaborate with families as we learn from each other to support the students?

#### **OVERVIEW OF PROGRAM:**

The educational philosophy of Moravian College’s Education program is built on social justice, respect for diversity and the importance of understanding individual differences. The program is designed to provide students with the beginning knowledge and skills to interact with students and their families in a variety of educational settings. The focus of this program is on training educators to be leaders and advocates for families and their children. Major developmental theories drive this program and each course addresses developmentally appropriate practices. Students will engage in critical thinking, observational fieldwork, research and data collection, which includes the use of technology. Collaboration products, reflective evaluation, communication and academic writing provide a compass for evaluating learning.

**CANDIDATE COMPETENCIES** from the PDE Framework - Grades Pre K-4, 4-8, 7-12 Program Guidelines as well as program guidelines designed for meeting the needs of ELLs and students with disabilities (Note: EC refers to competencies listed in the PreK-4 framework; MC refers to 4-8 framework; ACC refers to accommodating/adapting for students with disabilities; ELL refers to teaching ELL.

**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)

***LEARNING ACCOMMODATIONS:***

In accordance with the Americans with Disabilities Act, any student has the right to request reasonable accommodations for a disability. Accommodations can be requested through the Academic Support Services on campus. Please note that you will need to present documentation of your disability to the Disabilities Office. Students are encouraged to contact the appropriate individual as soon as possible to enhance the likelihood that accommodations are implemented in a timely fashion. Accommodations cannot be provided until the instructor has received appropriate authorization. Moravian College does not discriminate in any of its programs on the basis of disability.

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.

***TECHNOLOGY STATEMENT:***

Integrated into all coursework are identified competencies in the use of technology. Technology will be used to enhance the learning experience, to address learning modalities, to model good teaching, and to increase content knowledge. All syllabi, agendas, assignments, and journal articles will be placed on Blackboard. Students have access to web searches and library holdings through databases both on and off campus. Computer labs, MAC and PC, are available.

**REQUIRED TEST:**

Taylor, L. S., & Whittaker, C. R. (2008). *Bridging multiple worlds: Case studies of diverse educational communities* (2<sup>nd</sup> ed). Boston: Allyn and Bacon.

Wink, J. (2010). *Critical pedagogy: Notes from the real world* (4<sup>th</sup> Ed). Boston: Allyn & Bacon.

Your Own Choice of Literature (for literacy circle groups and presentation)

**FIELD COMPONENT STATEMENT:**

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:

- January 16<sup>th</sup>, 2014 at 5:30 p.m. in PPHAC 102
- January 15<sup>th</sup>, 2014 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 between February 10th and April 25th, 2014. 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. Assignments related to the field experience are explained below.

**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?”

**OTHER INFORMATION:**

**Academic Honesty** = Follow the academic honesty policy as stated in the 2013-2014 Student Handbook. Failure to follow these guidelines may result in failing this course. <http://www.moravian.edu/studentLife/handbook/Handbook08.pdf>. All violations of academic honesty reported to the Dean are also 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.

**Attendance** = Attendance in class is very important. Should a personal emergency arise it is important that you let me know this as soon as possible. This will assist me in the design of small group team projects. Please call when you are going to be absent for that day. Missing any class without a phone call or e-mail prior to class time will significantly lower your overall grade. Arriving late or leaving early will also be noted. If you do not have an acceptable reason, your final grade will reflect it. Attendance is of critical importance in order for you to participate actively in discussions. If you do not have an acceptable reason (with documentation), your final grade will reflect it (e.g., 3 absences = one whole grade lower; 4 absences = two full grades lower).

**Attendance for Field Experiences** - Regular attendance at the field experience is also essential. I am asking your cooperating teacher to provide you with a professional experience. This, in turn, requires a sense of professional responsibility from you. The cooperating teacher to whom you are assigned will maintain an attendance sheet. A minimum of 40-hours is required, but you are expected to attend at your scheduled time through the week of **April 25th** even if the 40-hour minimum is achieved. **An unexcused absence in your field experience will result in termination of the experience and a failing grade in the course.** If you must miss a scheduled session at your school due to illness or emergency, you must call your school and make sure that a message gets to your cooperating teacher and call Mrs. Modjadidi.

**Food** = Water is allowed, but we will be moving around too much to be eating.

**Cell Phones** = Turn them off. If there is an emergency, you can make arrangements with me before class.

**Expected Work Load** – For this course, it is expected that you will work between 8-12 hours for preparation for each class outside of class.

**References and formatting** = Use the Publication of the American Psychological Association. (Current edition) for references and formatting of your papers.

**Grading Scale:** The evaluation of each assignment will be based upon the following criteria.

<b>A</b>	Superior knowledge regarding details, assumptions, implications,
94-100%	superior thinking with information relevant to application, critique, and
A- = 90-93%	relationship to other information. Your work goes beyond requirements
	and shows perception and insightfulness.
<b>B</b>	More than adequate knowledge regarding technical terms, distinctions,
84-86%	and possesses an ability to use information. You go beyond the

B- = 80-83%	requirements enhancing your work by adding additional resources, related areas or topics.
B+ = 87-89%	
C 74-76%	Basic knowledge needed to function and carry on learning regarding major principles, central terms, major figures, also possesses an awareness of early childhood field. You meet all requirements adequately.
C- = 70-73%	
C+ = 77-79%	

Check your student handbook for more specific grade percentages. It is within the instructor's purview to apply qualitative judgment in determining grades for all of your assignments and your final grade for this course. Late work: A written explanation handed in on due date; the "Work" will be evaluated and lowered only a half grade if handed in by the end of due week; an additional late week with written explanation means one grade lower.

Written work requirements:

- You will need a 1/4" or 1/2" notebook with a title page insert for this class.
- All handed in written work (i.e., weekly outlines or graphic organizers, field experience reflections) needs to be done on a computer (12-font) and placed in your notebook. Please use your spell checker. Meaning and mechanics both are graded. All work needs to be very organized and identified (name and date).
- **Please do not hand in work in the plastic page holders or paper folders.**

**COURSE REQUIREMENTS** There exists a philosophy in assessment of learning that suggests the use of multiple methods uncover the most accurate information about student understanding and progress. It is also believed that multi methods of assessment address the needs of diverse learners; that is some learners express their thoughts and ideas verbally or through more in-depth written or creative projects, while others feel most comfortable participating in a written exam. In response to these ideas about assessment, students in this course will be evaluated in the following areas:

**1. Professional Participation - Critical Thinking/Discussions and Extended Learning Activities (10 points)**

Professional behavior and participation are vital to your role as a learner and educator. Attendance, punctuality, and coming prepared to learn, and to collaborate with others are all essential professional behaviors. These behaviors are important to acquire and are needed for this course. Please come on time and prepared to incorporate reflections on the reading, personal experiences, opinions and questions in a positive, responsible and professional manner. Each person will need to be actively involved with class discussions, prepared to present given tasks to the whole class and remain engaged while others are presenting. Besides lecture, class time revolves around discussion in the form of think-pair-share, and small/large group dialogue. The activities and discussions will vary in function and structure but will require the full participation of each member of the group. Attendance and participation will be calculated weekly. You will receive one point per week.

**Professional Participation Rubric (10 points)**

<b>Attendance/Participation</b>
Attended both classes for the week; arriving and departure on time. Strong participation; Collaborates

well with others (e.g., encouraged discussion in group; shared ideas with group) and comes to class having read materials and <u>very</u> prepared with entire outline/graphic organizer complete. <b>1 point</b>
Attended one class for the week; arrived late or left early without permission. Participates when called on, supports group projects but does not seem to have read the chapter; inconsistency of information provided to group OR very disengaged in class discussions or group work – does not seem prepared for class. <b>0 points</b>
<b>TOTAL POINTS</b>

**2. Teaching Autobiography (5 points)**

The best teachers are those who reflect on their practice often and deeply. The purpose of this assignment is to encourage you to put down in writing your reasons for wanting to be a teacher and your teaching philosophy. Your Teaching Autobiography should be two to-three pages in length. You need to address the following points in your Autobiography (see Teaching Autobiography Rubric).

- How did your own culture (e.g., events, people, community, values, family, ethnicity, language) play a part in or shape your decision to teach or become a teacher?
- As a result of these cultural aspects, what kind of teacher do you see yourself being and becoming? What makes a great teacher? (personal reflection)
- What is your philosophy of teaching at this point in time; What kind of teacher do you aspire to be in the future and why? Be creative and think “outside the box”. Why? Think deeply and critically.

**Teaching Autobiography Rubric**

Criteria	Points	Points Earned
Culture and my decision to be a teacher	1	
What makes a great teacher?	1	
Philosophy now; What kind of teacher do I aspire to be? Why?	2	
<b>TOTAL POINTS</b>	<b>5</b>	

**3. Ethnic/Cultural Background Assignment/Presentation: Celebration of Cultures! (5 points)**

While some of us can point to specifics that mark us as coming from certain backgrounds, others of us are less aware of the stories, events, traditions, holidays, language aspects, foods, and other markers that make up our unique cultures. The purpose of this assignment is for you to familiarize yourself with your own culture (e.g., linguistic, ethnicity, socio-economic background) in order to deepen your appreciation of the backgrounds of others. There are two parts to this assignment;

1. Complete the **Diversity Fabric Quilt Square** (as per handout instructions) (1 point).
2. Then, select one of the people in the case studies provided in Chapters 5-12 in the Taylor and Whittaker text OR a person from class. In a two-page essay, compare her or his background in terms of culture to your own by analyzing how your culture differs. Lastly, discuss two

differences that may impact your relationship and how you would overcome those obstacles if that particular culture was a student in your own classroom. (4 points)

**Comparison Questions for the Case Study and Yourself**

1. Identify the case you decided to read and provide enough demographic information about the person in the case study to orient your reader to the comparison section of this paper.
2. As you carefully examine the case study, what differences do you notice between yourself and the person about whom you are reading?
3. What similarities have you noticed between yourself and the person in the case study?
4. **\*\*Reflect on how these differences might affect your practice as a teacher both now and in the future; and how you would overcome those obstacles.**

**Ethnic/Cultural Background Assignment Rubric**

Criteria	Total Points	Points Earned
Presentation of your own culture	1	
Case study described in sufficient detail; Differences and similarities between yourself and case study identified	1	
<b>**Reflection about case study and your practice as a teacher examined thoroughly</b>	2	
Grammar and spelling are professional	1	
<b>TOTAL POINTS</b>	<b>5</b>	

**4. Language Immersion Assignment (5 points)**

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 two-page paper.

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? Explain your 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. Reflect upon what you learned as a result of completing this assignment. Has this assignment changed your perspective on teaching students whose first language is not English? Why or why not?
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.

*Language Immersion Assignment Rubric*

Criteria	Total Points	Points Earned
Medium and identifying information given	.5	
Language immersed in/familiarity with language described	.5	
Coping strategies carefully examined	1	
Reflection about assignment	2	
Professional grammar and spelling	1	
<b>TOTAL POINTS</b>	<b>5</b>	

*5. Parent of a Child with an Exceptionality Interview (5 points)*

This assignment is designed to help you learn about students with exceptionalities. You are to locate an adult who has a child with an exceptionality and have a face-to-face interview with that parent. Email, phone, and other distance forms of communication are not permitted. You should prepare a list of at least ten questions ahead of time to ask your interviewee. Two weeks before the interview will take place, be ready to share some of your questions with the class and professor. The instructor will provide feedback to you that you will incorporate into your interview questions before the interview takes place. Plan how you will take notes or capture your interviewee's words. The interview should last fifteen to thirty minutes. The product of the interview follows;

1. a three page paper which thoroughly covers the following components:
  - a. An introductory paragraph with sentences describing the person you interviewed. Give her or his approximate age, the child's exceptionality, the child's educational setting, and any other information you feel is relevant about the family/child (1 point).
  - b. List your ten revised questions verbatim. After each question provide complete sentences that relay the answers the interviewee gave you during the interview. You may either summarize the person's words or quote from him/her directly. A combination of the two is preferred (2 points).
  - c. A paragraph describing what you learned during the interview. Include facts that you learned; feelings you had prior to, during, and after the interview; and any realizations you came to about teaching students with exceptionalities (2 points).

*Parent with a Child with an Exceptionality Interview Rubric*

Criteria	Total Points	Points Earned
Clear, well-organized introductory paragraph with all components asked for in syllabus.	1	
10 interview questions; 10 clear and thorough answers	2	

Summary/in-depth reflection paragraph containing all components asked for in syllabus. Well-organized, free of grammar and spelling errors	2	
<b>TOTAL POINTS</b>	<b>5</b>	

**6. Community Contact Assignment and Presentation (5 points)**

The purpose of this assignment is to afford you the opportunity to explore the community the school your field placement is located and the population it serves. Community includes the families of the students in your placement, the businesses and social service agencies near your field placement, and other networks supporting the students in that vicinity. How you accomplish this assignment will vary, depending on your preferences. Some ideas are:

- Visit a Girl or Boy scout event (not a meeting) that at least one of the students in your field placement attends;
- Visit a program that offers services for families/students who are at-risk;
- Shadow a school social worker who works with the families of students for one hour;
- Visit an afterschool program that provides academic or social support for students.
- Visit and interview a director of a community program that supports families and children in any way (e.g., advocacy, prevention, education, health services, nutrition services, family counseling).
- Attend a multicultural school event or any other family-school event that encourages family participation and learning.

In a Power Point presentation, address all of the following:

- a. Thoroughly describe the service or program. Provide a website, any resources, pamphlets or brochures from the program.
- b. Delineate the demographics of the community with which this program offers.
- c. Explain how this glimpse into the community resource informed the way you see your students in your field experience. How many families/students would this program support? Who?
- d. Identify the questions your community contact assignment leaves you with. That is, what would you like to know more about?

***Community Contact Assignment Rubric***

<b>Criteria</b>	<b>Points</b>
Thorough description of service/program with resources.	1
Community demographics outlined	1
Explanation of assignment's influence on teaching is reflective	1
Questions arising from assignment are explained carefully and thoughtfully	1
Presentation of community contact to class is creative, eloquent, and fun!	1
<b>TOTAL</b>	<b>5</b>

**7. Teaching Philosophy Paper – End of Semester (10 points)**

The purpose of this assignment is for you to develop your own teaching philosophy statement. This paper should be at least three pages in length and has three components. Thoroughly address each of the questions below in your paper, and cite the ideas you draw from the Wink and Taylor & Whittaker texts properly.

1. Reread both your Early Field Journals and your Teaching Autobiography. Reflect back upon your ideas about teaching, as written up in your Teaching Autobiography and compare those ideas to those you now have after having participated in your Early Field Experience. Select at least three ideas from either your Teaching Autobiography or your Field Journal to reexamine in your Teaching Philosophy Paper. Describe how your ideas have changed or remained the same from when you began your Early Field Experience until now at the conclusion of that experience. Explore what experiences and what thinking have either reinforced your previous ideas or caused you to change your mind. Include a discussion concerning the status of your decision to become a teacher.
2. Refer back to the Wink text in writing your own definition of critical pedagogy. Explain whose ideas you are drawing from when formulating your definition. List three ideas Wink presented that you found compelling, and explain why they are personally compelling to you.
3. Finally, answer the question, “What kind of educator do I want to be?” Which philosophy covered in Wink makes the most sense in your opinion? Explain.

**Teaching Philosophy Paper Rubric**

Criteria	Total Points	Points Earned
Clear reflection from Teaching Autobiography and Field Journals apparent	1	
Definition of critical pedagogy and compelling Wink ideas examined in sufficient depth	2	
“What kind of educator do I want to be?” carefully answered	2	
Professional grammar, spelling, and citation style demonstrated	1	
<b>TOTAL POINTS</b>	<b>5</b>	

**8. Early Field Experience Journal (5 entries x 5 points = 25 points)**

The purpose of these five assignments is to help you to reflect on what you are learning in class and linking new concepts to real-life teaching experiences. Rather than just a recitation of facts, your journal should access deep levels of critical thinking. Each week’s journal should be at least three pages in length; double spaced, 12 Font with 1” margins. Observe the following topics listed below when writing your journals. Each journal entry is due by the due date (see class schedule).

Week #	TOPIC	Journal Status
EFEJ 1 Week 2	Classroom description (e.g., school climate, student and teacher demographics); reflect on <u>diversity</u> of the school/classroom; <u>parental involvement</u> expectations and issues; building a trustful teacher-parent relationships, school-wide values and initiatives, any other special or	

	unique aspects to the school and the classroom.	
<b>EFEJ 2</b> Week 4	School-wide and classroom curriculum you experience while you are at FE; What kind of curriculum is the teacher using? Examine how it is <u>differentiated</u> for inclusive practices and children who are ELL. Include how the school implements RtII (if applicable); and any other unique features in how the school/classroom meets the needs of ALL learners.	
<b>EFEJ 3</b> Week 6	Teacher instructional strategies; PDE aligned system (standards) utilized; lesson design/activities you partake in; classroom management strategies, school-wide programs for advancement of student learning and/or token systems.	
<b>EFEJ 4</b> Week 8	Analysis of your interaction and/or teaching with students; any concerns or challenges you may be experiencing or observing in the classroom; share how you built a trustful relationship with students; lessons/activities that you did.	
<b>EFEJ 5</b> Week 10	Reflect on one preconceived idea that you had that changed dramatically over the ten weeks – a “ah ha moment or “At the beginning of my field experience, I thought..., now I realize....”	

**9. Field Experience Evaluation (10 points)**

Your final field experience evaluation must have all 2s or 3s in order to receive all ten points. For each 1 on the FE Evaluation, there will be one point deducted.

**10. “The Class” Reflection Paper (5 points)**

Given three reflective questions, you will choose one to thoroughly answer/discuss in a 2-3 page paper.

**11. Literature Circle Analysis and Presentation (10 points)**

*“I think the reader grossly underestimates his or her importance in bringing a book to life. Reading is a creative activity. You have to visualize the characters, you have to hear what their voices sound like.” ---  
Madeleine L'Engle*

The purposes of this assignment are: a) to model and give you practice in a method of sharing literature that you can then use with your own students, b) to interest you in and inform you about a variety of literature in diverse classrooms across the United States, and c) to enable you to explore literature within the class. The purpose of literature circles is to provide readers with a way to explore intensively the meanings they construct during reading with other readers.

You will select a novel from among 10 possibilities, which are listed and described on the last page of the syllabus. Early in the semester, you may sign up for the one book of your preference. You may check these books out of a library or purchase them. You must have your book read by the time the literature circle meets, and you must bring the book with you to the literature circle. Each group will pace itself in its reading of the designated book, and each member will prepare for the literature circle by using role sheets, sticky notes or journal entries. *(If you are absent on any of the days you will not be able to earn the full 5 points for the discussion and share.*

Please make sure that you select a timekeeper to keep track of time during share to ensure that group keeps to 15-minute limit.

12. **Special Keynote Presentation and Paper** (5 points) - Nationally recognized author and activist, **Tim Wise**, will be our keynote speaker for Black History Month on **Tuesday, February 25<sup>th</sup> at 7pm in Prosser Auditorium**. Mr. Wise is a regular contributor to discussions about race on CNN, and was featured on ABC's 20/20. Wise is the author of six books, including the highly acclaimed memoir, [\*White Like Me: Reflections on Race from a Privileged Son\*](#). Tim's presentations range from the Civil Rights Movement, Multiculturalism, Racism, and White Privilege. He is most recently known for his workshop debunking the notion we live in a "Post-Racial Era" since the election of President Obama. He will speak to our community about the responsibility we all have in celebrating and honoring black history.

**Grading Policy:** The following distribution indicates the points for the course requirements:

Required Assignments/Projects/Exam	Points Possible
Professional Participation; Extended Learning Activities; and Engaging Interactive Discussions	10
Teaching Autobiography	5
Cultural Background Paper	5
Language Immersion	5
Parent with an Exceptionality Interview	5
Community Contact	5
"The Class" Reflection Paper	10
Teaching Philosophy Paper	25
Field Experience Reflections	10
Field Experience Evaluation	10
Literature Circle Presentation	5
Keynote Attendance and Reflection	
<b>TOTAL POINTS = 100</b>	

**COURSE SCHEDULE FOR EDUC 160 – Spring, 2014**  
M/W 11:45 – 12:55 p.m. in Room 302

<u>Week/Date</u>	<u>Topics</u>	<u>Extended Learning and Due Dates</u>
<b>Week 1 (1/13)</b>	<b>Welcome to EDUC 160 ☺</b> Current status of US Public Education (Diversity); Changing Pattern of Immigration	Read T&W Chap 1-2 (Act 1)
<b>Week 2 (1/20)</b>  <b>*No class 1/20 for MLK day</b>	<b>Diversity of US Students</b> Schools/Communities; What does it look like in US public schools?; Changing models of teaching/learning	Read T &W Chapter 7 (Act 2)  <b><u>Due: Teaching Autobiography</u></b>
<b>Week 3 (1/27)</b>	<b>Culture, Language, and Literacy:</b> What is culture? What is multiculturalism? ELLs and Culturally-Responsive Pedagogy	Read T&W Chap 3 and 6 (Act 3)  <b><u>Due: Cultural Comparison</u></b>
<b>Week 4 (2/3)</b>	<b>Race and Ethnicity;</b> Building Culturally-responsive family- school partnerships; Literature Circles	Read YOC Literature (Act 4)  <b><u>Due: Language Immersion – **Hand in Notebook with all assignments included to date.</u></b>
<b>Week 5 (2/10)</b>  <b>*Field Experience ☺</b>	<b>“Literature Circle” Book Discussion and Activities – Mini Presentation</b>	Read T&W Chap 9 and 10 (Act 5)
<b>Week 6 (2/17)</b>	<b>Family Strengths Based System and Parent – Teacher Communication</b> Students with Exceptionalities; Gender Characteristics	Read T&W Chap 8 (Act 6); Review questions for “The Class” prior to viewing.
<b>Week 7 (2/24)</b>	Film and Discussion: “The Class”	<b><u>Due: EFEJ 1 and Parent of Child with Exceptionality Interview</u></b>

<b>Week 8</b> (3/3)	<b>Spring Break!</b>	
<b>Week 9</b> (3/10)	<b>American Society's Influences on Schooling;</b> Understanding Family Stress and Change (Poverty/ SES)  *Literature Circles	Read handout (Act 7)  <i><b>Due: EFEJ 2, "Keynote Reflection", and "The Class" Reflection Paper – **Hand in Notebook with all assignments included to date.</b></i>
<b>Week 10</b> (3/17)	<b>Risk Factors;</b> Resiliency/Protective Factors	Reflection of "Teaching with Poverty in Mind" (Act 8)
<b>Week 11</b> (3/24)	<b>Equal Access, Unequal Resources:</b> Social and Economic Diversity; The Regulation/Funding of Schools	Read Wink Chapters 1&2 (Act 9)  <i><b>Due: EFEJ 3</b></i>
<b>Week 12</b> (3/31)	<b>Critical Pedagogy:</b> Understanding How Communities Impact Children's Learning  *Literature Circles	Read Wink Chapters 3-4 (Act 10)  <i><b>Due: Community Contact Assignment/Presentation</b></i>
<b>Week 13</b> (4/7)	<b>Seeing the Big Picture:</b> Creating a School Climate that Strengthens Family-School Connections; Critical Pedagogy	Read Wink Chapter 5  <i><b>Due: EFEJ 4 and Literature Circle Presentations</b></i>
<b>Week 14</b> (4/14)	<b>Practical Applications of Critical Pedagogy – "Beyond the Blackboard"</b>	<i><b>Due: EFEJ 5 and Teaching Philosophy Paper and Final Notebooks are due.</b></i>
<b>Week 15</b> (4/21)	Final Reflections from Field Experiences -	<i><b>Literature Circle Presentations</b></i>

### Literature Circle Selections

**Taught by America: A Story of Struggle and Hope in Compton by Sarah Sentilles (2006)** After graduating from Yale University, Sarah Sentilles joined Teach for America and was assigned to a rundown elementary school in Compton, California. Through moving portraits of inspiring children, Sentilles relates a heartbreaking journey, as she learns about a failing school system, the true meaning of poverty in America, and the strength children exhibit when they're just struggling to survive. Beautifully written, charged with love and indignation, *Taught by America* is a powerful tribute to the young lives Sentilles witnessed.

**Dyslexia: A Teacher's Journey: Memoir by Ruth Fuller Lature (2013)** is the story of the author's triumphs and struggles as a teacher and a passionate advocate for persons with dyslexia. When the opportunity came early in her teaching career, she spent nine-weeks at a summer reading program in Berea, Kentucky, focusing on teaching persons with dyslexia. That course changed her life. Upon returning to her community, she worked with the parents of children with dyslexia and with community groups to form the Dyslexia Association of the Pennyrile. Lature taught thirty-five years in the public school system. In her book she mingles information with humor in sharing her experiences teaching students from primary grades through adulthood.

**Living by Ear: Memoir of a Wayward Teacher by Sharon Rhutasel-Jones (2012)** In her humorous and poignant memoir, *Living by Ear*, Sharon Rhutasel puts readers into a classroom with the kinds of adolescents everyone knows. She brings to life real kids sharing a part of their lives with a wayward teacher, as she calls herself, who is guided more by her heart than by her lesson plans. Among her students, we meet a bored overachiever who just wanted to be pointed in an interesting direction and told to explore, an insecure boy who overcame stuttering to become a published writer, and a poet who hated high school then became a teacher.

**The Road Out: A Teacher's Odyssey in Poor America by Deborah Hicks (2013)** Can one teacher truly make a difference in her students' lives when everything is working against them? Can a love for literature and learning save the most vulnerable of youth from a life of poverty? *The Road Out* is a gripping account of one teacher's journey of hope and discovery with her students--girls growing up poor in a neighborhood that was once home to white Appalachian workers, and is now a ghetto. Deborah Hicks, set out to give one group of girls something she never had: a first-rate education, and a chance to live their dreams. This is a moving story about girls who have lost their childhoods, but who face the street's torments with courage and resiliency.

**Touching Lives: A Teacher's Memoir by Shirley A Kitner-Mainello** Every teacher says, "Someday I am going to write a book!" This author has done that. Her career began before the civil rights movement was into full swing so you will see education change as you read. You will love the stories and the children and see education from the teacher's side of the desk. It is not a book on how to teach or what to teach, but rather a book on the love of teaching.

**Stubborn Hope: Memoir of an Urban Teacher by Carole Marshall (2013)** is a unique portrait of two decades of teaching in an urban high school in Providence, Rhode Island, and an inside look at the disastrous effects of the new reforms on urban education. Sometimes humorously, sometimes painfully, the author describes the struggles and achievements of some exceptional



young people. Interspersed with the portraits are lessons learned about teaching in an urban environment: class management; homework and literacy; the art, not science, of teaching. Finally, the author chronicles the route her school has taken over the last two decades of changing reforms. In the era of small learning communities, the huge, old school rises from chaos to success.

**Broken, 180 Days in the Wilderness of an Urban Middle School by Ann C. Averill (2013)** Sarah James is an experienced ESL, reading, and English teacher who goes to work in a failing middle school. This novel, based on a true story, focuses on her personal and spiritual growth as a result of her relationships with students, colleagues, and administrators. The bite size chapters narrated by Sarah and key students: Raul, Benny, Daniel, Carmen, Luz Paz, Juan, Maricela, Marta, Flaco, and Beto tell their truth about the school, friends, rivals, and families. This is not a "Teacher as Hero" book, rather the story of a well-meaning teacher whose middle class paradigm for success collides with the destructive forces of poverty.

[A Smile as Big as the Moon: A Special Education Teacher, His Class, and Their Inspiring Journey Through U.S. Space...](#) by Mike Kersjes and Joe Layden (2012). Mike Kersjes always believed that his students could do anything—even attend the prestigious Space Camp in Huntsville, Alabama, where some of America's best and brightest high school students compete in a variety of activities similar to those experienced by NASA astronauts training for space shuttle missions. The challenge was convincing everyone else that the kids in his special education class, with disabilities including Tourette's syndrome, Down's syndrome, dyslexia, eating disorders, and a variety of emotional problems, would benefit from the experience and succeed.

**Educator's Memoir by Stacey L. Phillips (2013)** This book is about children, specifically about children with disabilities. This Memoir's author is a Special Education Teacher who describes real people and real events that have occurred during her professional career. These pages painted the colorful portraits of little boys and girls in need of extra help at the very beginning of their journey of life. The "Educator's Memoir" includes everything that made the teacher's heart ache and what made it sing.

**Teaching Other People's Children: Literacy and Learning in a Bilingual Classroom by Cynthia Ballenger (1998)** C. Ballenger wrote this book about her time as an inner city preschool teacher. She embarked on her journey as any other teacher in this profession have, however, she has chosen to go above and beyond what many educators do in her methods for critically examining her teaching style. Simultaneously, Ballenger is seeking to fully understand what her students are doing and saying during her lessons. In essence, she has chosen to research all the various interactions in her classroom that would otherwise go unnoticed.











**Other People's Children: Cultural Conflict in the Classroom by Lisa Delpit (2006)** In a radical analysis of contemporary classrooms, MacArthur Award-winning author Lisa Delpit develops ideas about ways teachers can be better "cultural transmitters" in the classroom, where prejudice, stereotypes, and cultural assumptions breed ineffective education. Delpit suggests that many academic problems attributed to children of color are actually the result of miscommunication, as primarily white teachers and "other people's children" struggle with the imbalance of power and

the dynamics plaguing our system. A new classic among educators, *Other People's Children* is a must-read for teachers, administrators, and parents striving to improve the quality of America's education system.

**"Multiplication Is for White People": Raising Expectations for Other People's Children by Lisa Delpit (2013)** In her long-awaited and now bestselling second book, *"Multiplication Is for White People,"* the award-winning educator reflects on the last fifteen years of reform efforts—including No Child Left Behind, standardized testing, alternative teacher certification paths, and the charter school movement—that have left a generation of poor children of color feeling that higher educational achievement is not for them. *"Multiplication Is for White People"* is a passionate reminder that there is no achievement gap at birth. Poor teaching, negative stereotypes, and a curriculum that does not adequately connect to poor children's lives conspire against the prospects of poor children of color. From K-12 classrooms through the college years, Delpit brings the topic of educating other people's children into the twenty-first century, outlining a blueprint for raising expectations based on a simple premise: that all aspects of advanced education are for everyone.

#### Literature Circle Presentation

You will be required to provide an *engaging* book share with the whole class following your literature circle discussions. The Group Share provides you with an opportunity to pull together your thinking about the book, to celebrate your reading of it and to advertise it to others. See Howard Gardner's Multiple Intelligences handout. Among the sharing devices you might use are:

-  Artistic Expression (art, music, design) advertising your book
-  Readers Theater Performance
-  Videotaped Dramatization
-  Prezi Presentation highlighting key points and take home messages
-  Read aloud of key passages with discussion and commentaries
-  Slide Show Presentation (with actual photos, facts, music, i Photo)
-  Panel debates
-  Artwork interpretation of the book; painting, poem, musical piece
-  Create a collaborative game to experience highlights of book
-  Be creative, energetic, enthusiastic, collaborative, and engaging!

#### Evaluation:

You are to write 2 page paper describing and reflecting on your experience in the literature circle, with the content of the book, and link those to what you have learned from the course. What were the strengths and weakness of this type of discussion group? Do you think you will use this method in you own teaching? Why or why not? How did linking the lessons learned from the book to the course content guide your understanding of teaching in today's classrooms?