

MORAVIAN COLLEGE
Education 160 – Culture, Community, and Diversity:
An Introduction to Critical Teaching
Spring 2016

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No one can ever be a perfect teacher, which is why learning is such a constant necessity. The closer a teacher can get to perfect is indicated by how much he is willing to learn on the subject. The teacher who believes he is smart enough to put little effort into improvement is the teacher who will never get any better. Sutcliff

He who does the talking does the learning.

Initial Thoughts

Contrary to the perception that is often espoused by the public, quality teaching is not a job that allows you to walk into a classroom at 8 and leave at 3. It is not opening a text at chapter 1 in September and closing it in June at the end of the book. It is not the mindless continuation of what you did last year, and the year before that, and the year before that. Rather, it is struggling with educational philosophies that do not always match your own. It is being open to changing your educational philosophies when valid arguments are presented, whether the source be Paola Freire or the colleague in the next room. It is the endless hunt for just the right anecdote or explanation that will create the aha moment for your students. It is the continual search for new ideas, new methods, and new material. It is taking classes, taking classes, and taking more classes. It is knowing where you came from so that you have an idea of where you are going – or even, perhaps, where you should not go. It is never ever giving up on a student, even when your common sense questions your own judgment. It is a job that allows you to watch small children or teenagers grow into fine young men and women, and know that, somewhere along the line, you played a small part in that success story.

This job description should make you think about some of the realities of the role of an American teacher. The Introduction to Critical Teaching will continue this thought process by providing you with a basic foundation to think historically, socially, politically, philosophically, ethically, and personally about education in America and the role you want to play in its future.

Required Texts

Spradlin, L. (2012). *Diversity matters* (2nd ed.). Belmont, CA: Cengage Learning.

Wink, J. (2011). *Critical pedagogy: Notes from the real world* (4th ed.). Boston: Pearson.

Note: We may use additional pertinent articles that I will make available to you through hard copy or your Moravian email.

Essential Questions

1. What is culture?
2. How does language help to shape one's culture?
3. How does culture shape the nature of family?
4. What does a teacher need to know about culture, language and community in order to understand students within a classroom?
5. How should that knowledge of culture, language and culture impact the way a teacher teaches?
6. How does diversity in the classroom impact teaching and student learning?
7. What does a teacher need to know about the local community to be an effective teacher?
8. How should a teacher reach out to and collaborate with the families of students?
9. What beliefs and philosophical underpinnings guide my teaching?

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.

Candidate Competencies

From the PDE Framework – GradesPre- 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 Pre-K-4 framework; MC refers to 4-8 framework; ACC refers to accommodating/adapting for students with disabilities; ELL refers to teaching ESL).

Students Are Expected To:

- obtain 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:

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center. Accommodations cannot be provided until authorization is received from the Academic and Disability Support Center.

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 Google Drive or sent through email. Students have access to web searches and library holdings through databases both on and off campus. Computer labs, MACs and PCs are available.

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 20, 2016 at 5:00 p.m. in PPHAC 102

January 21, 2016 at 11:45 a.m. in PPHAC 102

The purpose of the field experience 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 clearance documents are current and indicate “no record exists.” Students are required to have a negative result on a current tuberculosis test. For more detail about field experiences, refer to the Moravia 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 15 and April 29, 2106**. During your field experiences you will observe 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 and Student 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 and what are schools for?”

Attendance

A classroom should be a community of learners, not simply a group of people who sit passively as they await knowledge to fall upon them. *“Success is not the result of spontaneous combustion. You have to set yourself on fire* (author

unknown).” In order to accomplish this end, you are expected to attend every class, exhibit a basic understanding of the assigned reading, and be a lively, thoughtful participant in classroom discussions. Arrive on time and remain for the entire class period. If you must be absent for some reason, **you are to let me know in advance**; alternate work will be assigned. You may email, text or call me. Missing any class without a phone call or email prior to class time will significantly lower your overall grade. If you do not have an acceptable reason (with documentation), your final grade will reflect this lack of professionalism (e.g., 3 absences = one full grade lower; 4 absences = two full grades lower). It is your responsibility to inquire about assignments and secure materials that were distributed during your absence. Absence is not an excuse for late work – papers can be forwarded to me electronically. If circumstances prevent you from completing an assignment on time, you **must** discuss the situation with me in advance of the due date. I have given you my email addresses and my phone numbers to facilitate this process. Grades for assignments that are late without prior agreement will be reduced by 5% of the total value for the first day and 5% more for every two days (*not* class days but calendar days) of lateness. You are a professional in training – adhere to professional expectations.

Attendance for Field Experiences

One who learns from one who is learning drinks from a running stream. Native American proverb

Regular attendance at the field experience is also essential. I am asking your cooperating teacher to provide you with 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 25 even if the 40 hour minimum has been achieved. An unexcused absence in your field experience will result in termination of the experience and a failing grade in the course. If you miss a scheduled session at your school, you must call your school and make sure that a message gets to your cooperating teacher. You are also to contact Mrs. Modjadidi.

Academic Honesty

Follow the academic honesty policy as stated in the 2015-2016 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.

In addition, I expect the following honor statement to appear at the end of each paper, test, and quiz that you submit: ***“I am aware of the need for honesty and integrity when doing my coursework.”*** You are to sign your name below the statement. See the Handbook if you have additional questions.

Cell Phones and Laptops

Since each of you has been raised with strong lessons in courtesy and respect, any expansion of a discussion about cell phone use, text messaging, or inappropriate laptop use during class should not be necessary. Reminder -You are a professional in training – adhere to professional expectations.

Professional Behavior: You cannot postpone your behavior as a professional until you are in your own classroom. It is imperative that the appropriate mindset and behavior starts with your earliest teacher-in-training experiences. Regular attendance, punctuality, preparation, collaboration, positivity, participation, respectfulness, honesty, and co-operation are all essential professional behaviors. These factors, as well as comments from your co-operating teacher, will be among the elements considered when calculating your grade for professionalism

Written Assignments

Written assignments are to be turned in during the class session on the due date (see information under Attendance). Grades on late assignments will be reduced. All papers must be submitted in hard copy and typed with 1” margins on all sides, Times New Roman 12. Be sure to use spell check and proofread a hard copy before turning in the paper. APA format information can be accessed from AMOS/course tools; a handout will also be provided. Additional information will be discussed in class. Both meaning and mechanics within papers will be graded.

Grading Scale: Each evaluation will be based on the following criteria:

- | | | |
|----|----------|--|
| A | 94 -100% | Superior knowledge regarding details, assumptions, implications, and thought process, with information relevant to application, critique, insight, perspective and connections to other information. Your work goes beyond what is required. |
| A- | 90-93% | |
| B+ | 87-89% | More than adequate knowledge regarding technical terms, distinctions, and possess an ability to use information. You go beyond the requirements, enhancing your work by adding additional resources, related topics or areas. |

B	84-86%	
B-	80-83%	
C+	77-79%	Basic knowledge needed to function and carry on learning regarding major principles, central terms, and major figures. You meet all requirements adequately.
C	74-76%	
C-	70-73%	

Course Schedule

1/18	<p>Introductions, course overview, legacy sheets, writing issues, rare bird, double entries</p> <p>Social Context of U. S. Schooling: Minority Experience and Historical Perspective of American Schools</p>
1/20	<p>Intro to double entry, teaching autobiography, Due: <i>Diversity Matters</i> – Chapter 1 (Minority Status and Marginalization); Article – “Understanding Implicit Bias: What Educators Should Know” Legacy sheets Two practice double entries Intro to letter to co-operating teacher</p>
1/25	<p>Historical Perspective The Story of American Education – DVD 1- The Common School (1770-1890) Handout Due: Draft of letter to co-operating teacher</p>
1/27	<p>Historical Perspective – DVD 2 – As American as Public School (1900-1950) Discussion of Chapter 1, Implicit bias article Due: Chapter 2 (Power, Disparity, And Expectations Collide)</p>
2/1	<p>Historical Perspective The Story of American Education – DVD 2 – As American as Public School (1900- 1950) Handout For Wednesday read and absorb info in your syllabus re: academic memoir; make notes of any questions You might have about the assignment Due: I will collect the next iteration of letter</p>
2/3	<p>Historical Perspective, Minority Status and Power, Disparity and Expectations Assignment of and q and a for academic memoir Peer and instructor perspective of letter – ready to go by end of class Samples of talk to text Due: continuation of chapters 1 and 2 and DVDs 1 and 2; have your handouts available</p>
2/8	<p>Historical perspective – DVD 3 – Equality (1950-1980) Handout For Wednesday read over and absorb information about field experience journals (see syllabus); make note of any questions you might have; ditto for talk to the text info Have you sent out your letter to co-op? Due: version 1 of academic memoir paper</p>
2/10	<p>Historical perspective and school climate discussion Presentation of field experience journal assignment</p>

Final clarification of talk to the text
Read over assignment #12 at end of syllabus re: attendance at college, community or school event

2/10 and 2/11 Conferences for paper – Please put appropriate reminder information on syllabus

Day _____ **Time** _____ **Room** _____

2/15 *Field Experience starts this week*
Historical perspective – DVD 4 – The Bottom Line (1980- present) and Teaching: Power to Influence Handout
Due: Chapter 4 – 3 double entries (remember to indicate with a number which talk to the text assignment this is)

2/17 Historical perspective and Teaching
Discussion of video and chapter 4
Due: Final draft of Academic memoir

Minority Voices: Personal Narratives for Gaining Cultural Insight

2/22 Due: Chapter 5 Learning from Native American Stories
Three entries for talk to the text
Your first field experience journal is *due on Wednesday*

2/24 Due: Native American Stories (con't)
Field experience journal #1

2/29 Due: Chapters 6 Learning from Asian American Stories
3 talk to the text entries

3/2 Due: Chapter 7 Learning from Latino/a Stories
3 talk to the text
Field experience journal???

Have you attended your college, community or school event?

3/7 and 3/9 *Spring Break*

3/14 Due: Chapter 8 Learning from African America Stores
3 talk to the text

3/16 Due: Chapter 9 Learning from the Poor and Working-class Stories
3 talk to the text entries
Field experience journal???

- 3/21** Due: Chapters 10 and 11 Learning from Girls' and Women's Stories and Learning from Lesbian, Gay, Bisexual, Transgendered, and Questioning (LGBTQ) Individuals' Stories
6 talk to the text (3 from each chapter)
- 3/23** Due: Chapter 12 Learning from the Stories of People with Disabilities
3 talk to the text
Field experience journal???

Promoting Change and Achievement

- 3/28** Due: Chapters 13 and 14 Understanding the Achievement Gap between Minority and Dominant-Culture Students/ Transforming Knowledge: a Primary From of Teacher Advocacy
6 talk to the text (3 from each chapter)
- 3/30** Literature Circles/Presentations
Due: Field experience journals???
- 4/4** **Too Important To Fail** - video
Read and absorb information for the accompanying assignment (found in syllabus)– take notes of any questions you might have
- 4/6** Critical Pedagogy: Notes from the Real World
Due: Chapter 1 – Why in the World Do Critical Pedagogy?
3 talk to the texts
Field experience journal?
Read over assignment information re: Critical Pedagogy paper
Have you attended you college, community or school event and written your reflective paper?
- 4/11** Due: Wink Chapter 2 What in the World is Critical Pedagogy?
3 talk to the text
Too Important to Fail paper due today
- 4/13** Due: Wink Chapter 3 Where in the World Did Critical Pedagogy Come From?
Q and A about paper
3 talk to the text
Field experience journal?
- 4/18** Due: Wink Chapter 4 How in the World Do You Do Critical Pedagogy?
3 talk to the text
Remember that your last field experience journal is due Wednesday
- 4/20** Due: Chapter 5 Where in the World Do We Go From Here?
3 talk to the text
Have you turned in all of your field experience journals?
- 4/25** Due: Wink paper
- 4/27** Tying up of loose ends

Assignments

1. My Academic Memoir (An Excerpt)

The idea that only by honoring our past can we fully realize our future is a concept that you should acknowledge as you prepare for this professional move.

This honoring of the past to realize your future is what I am asking you to do in your academic memoir. Think about the role your education has played in twisting and tweaking and turning you into who you are today. One of the purposes of your legacy sheet and your expectations of a teacher sheet was to get the creative juices flowing regarding this topic. Other questions that could spark an idea are:

1. Why do I want to be a teacher?
2. What sort of teacher do I want to be?
3. What are schools for?
4. What was my school like?
5. What broad social pressures affect the work of the teachers in my schools?
6. What is my vision of learning and teaching?
7. What events in my life have brought me to my current decision to teach?
8. What do you hope to accomplish as a teacher?
9. What were your parents' attitudes toward your school and education in general?
10. How did your own culture play a part in or shape your decision to become a teacher?
11. What do your parents think about your decision to be a teacher (not that I want this question answered as much as I simply want you to think about how or if this has impacted your thought process)?
12. Why am I uncertain about my decision to be a teacher?
13. What do your responses on your legacy sheet say to you about your education, your connections to you teachers and your school, the relationship between your school and your community?
14. What is your philosophy of teaching at this time?

You are not to feel limited by what I have given you, and if you want to run an idea by me, feel free to do so.

Other requirements (in no particular order)

1. Heading in upper left corner
 - a. Name
 - b. Education 160
 - c. Title of Paper (**create your own**)
 - d. Final due date
2. 1" margins
3. double-spaced for body, single spaced for heading
4. size 12 font, Times New Roman
5. 3 pages (ish)
6. specificity, specificity, specificity
7. interesting verbs graciously accepted; throwing in a bit of figurative language here and there wouldn't hurt either
8. no "happy, sad, glad" words
9. Pay attention to basic rules of grammar and punctuation
10. PROOFREAD in hard copy and use SPELLCHECK
11. Attach legacy sheet and teacher expectation sheet to the back of your paper.
12. Attach rubric to the front of your paper

Reminder – Honor Code

What questions do you have that I have overlooked?

Rubric for Academic Memoir

Content

- ☐ Author addresses the topic or question
- ☐ Author's point of view is clearly presented
- ☐ Author presents appropriate evidence to support point of view

Structure

Introduction

- ☐ Is clearly evident in the paper

Body

- ☐ Contains a complete discussion and support

Each paragraph

- ☐ Includes a topic sentence
- ☐ Develops one main idea
- ☐ Uses appropriate transition words/sentences

The Conclusion

- ☐ Presents a closing statement of the writer's position

Organization and Development

- ☐ Logically organized
- ☐ Has a solid point with supporting evidence

Style/Grammar

- ☐ Is concise and precise
- ☐ Is free of misspellings
- ☐ Is free of grammatical mistakes
- ☐ Does not contain incomplete sentences
- ☐ Uses correct punctuation
- ☐ Does not have errors in subject/verb/ agreement
- ☐ Uses pronouns correctly (this includes issues of agreement)
- ☐ Is free of jargon and clichés
- ☐ Uses sentence structure appropriate to college level writing
- ☐ Rough draft and teacher spew sheets attached
- ☐ Honor code, basic proofreading, antecedent issues, APA

2. Field Experience Journal

Your journal will be a record of your experiences in the field, which should include observation time, one-on-one or small group work, and opportunities to lead the class in a lesson. At times this experience has been likened to that of an anthropologist studying a foreign culture. The observer must be alert to all that is going on around him, asking appropriate and thoughtful questions, while at the same time monitoring his own internal dialogue. Hopefully, this experience will allow you to transition smoothly and competently from foreign culture to home base. The journal should be open and flowing; the following guidelines may be useful:

1. Your writing must be about your experience as a teacher or a discussion of what you observe in the classroom. I use the word “experience” broadly to include events in the classroom or within the broader school culture. Experience also includes what is going on inside of you as it relates to your becoming a teacher.
2. Describe one or two episodes from your experience. An episode, like an episode on television, is a series of actions that go together and tell a coherent story. The story could be as simple as your success working with kids using a particular method. It could be a description of what you see your co-operating teacher doing.
3. Describe the event with as much detail as possible. This will help you to think more clearly about the event and more accurately recall events for *reflection and analysis*.
4. In addition to your description, present your interpretation of the event. In other words, explain how this experience informs your own teaching? Things to think about – why did the lesson work, why didn’t it work, how does the lesson fit into the curriculum or a specific standard, how does it relate to any particular theory or dialogue from this class, how a perception has changed over time or with a new experience, etc.
5. Think about connections, specifically those that you can make to a class discussion, group discussion, or something within our texts.
6. One entry should be an interview with your cooperating teacher. You are to submit to me a list of questions (at least 5 to 8) you would like to pose to your cooperating teacher; I would like to have a copy of these questions one week prior to your interview. I suggest that you schedule this interview during the last half of your field experience since this will allow you to bring more experience (allowing for more insightful questions) to the table.
7. You are to write one time per week; each entry must be two to three typed pages. The first entry is due **February 24** and the final entry is due **April 20**. *All papers are to be turned in on Wednesday of that week.* Within that time frame you have been allowed two weeks for which you will not turn in a journal – those two weeks are to be determined by you (if we include break week, there are 3 weeks during the field experience for which you will not turn in a paper). All entries are to be turned in with your folder and, as with all your work, should remain there for the entire semester. *You are not allowed to turn in more than one field experience journal bnnper week.*
8. Write your name, the date, the field experience journal entry number, and classroom information (school, grade, specials) at the top left of the page. We will talk in class about due dates for journals if you have to move the day of a field experience, but no journals will be accepted past April 20 unless you have received approval from me.
9. Be sure to use pseudonyms when referring to students.
10. Let’s talk about grammar, spelling, punctuation, and sentence structure...
11. You will be graded on the thoughtful and careful discussion of one topic.
(We will expand on this a bit more in class). Please feel free, however, to use your own voice in the writing; be relaxed.
If you are looking for some specific examples:
 - a. Your work with students
 - b. A particular student’s learning process/results
 - c. What is it about a classroom setting and beyond that facilitates the learning process for a particular student (or the class)
 - d. A particular problem you are facing in the classroom
 - e. An “unsent” letter to one of the students
 - f. Aspects of the school culture that promote or hinder learning (be careful to avoid being a “know it all”)
 - g. Your belief system about a classroom as you see a day unfold
 - h. Write three questions about student learning. Using your experience, answer them.
 - i. Describe your implementation or your co-op’s implementation of an interesting strategy. Analyze what was done. What worked? What problems emerged? Would you duplicate the lesson? How would you change the lesson?
 - j. Discuss and analyze your successes and failures with classroom management.
 - k. Address a contemporary issue, such as diversity, technology, standards, ELL, IEP’s (gifted or otherwise), tracking.

- l. Think about classroom situations that relate to issues found within our readings and class discussion. **Be ever mindful of our work with culture, community and diversity.**
- m. Classroom discipline/control – we will expand on this in class, but one entry **MUST** address this issue (Put DISC at top of that entry)
- n. I am open to any other reasonable offering. Please check with me in advance.

Remember: MAKE CONNECTIONS

You are to make use of several of these options; do not zero in on one suggestion and continue to use a variation of a theme for every entry.

Please do not be reluctant to talk about your personal experiences that were less than successful. You have to take reasonable risks, you have to be willing to fail, you have to learn to reflect and improve upon whatever it is you do, and you have to be willing to listen to suggestions. It is not the failure that is the problem; it is the unwillingness to do anything about it.

Please address the following issues when writing your journals:

- | | |
|---|---|
| 1. Clear focus, lesson learned or reaffirmed | 9 |
| 2. Supporting development of point | 8 |
| 3. Strong introduction | 2 |
| 4. Strong conclusion | 2 |
| 5. Specificity, including use of strong verbs | 2 |
| 6. Also think about: minimal errors in grammar and punctuation, conciseness,
no unnecessary use of adverbs, no boring adjectives, no sentence structure issues | 2 |

(The intent is not to make this a writing class but to reaffirm the need for you to communicate in a professional manner)

PROOFREAD HONOR CODE

- 10. Cultural Background Assignment/Presentation: Celebration of Cultures** – 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 **THREE** parts to this assignment.

- a. *Complete the Diversity Fabric Quilt Square* (see handout)
- b. *Personal Comparison* - Select one of the populations in the case studies in Chapters 5 -12 in the Diversity Matters text. In a two page essay, compare your own culture and background to the chosen population by analyzing how your culture differs. Lastly, discuss two differences that may impact your relationship and how you would overcome these obstacles if that particular culture was similar to that of a student in your own classroom.

Comparison Questions to Ponder

- 1. As you carefully examine the chosen population group, what differences do you notice between yourself and the group about whom you are reading?
- 2. What similarities have you noticed?
- 3. Reflect on how these differences might affect your practice as a teacher both now and in the future. How would you overcome those obstacles?

- c. *Literature Circle Discussion and Presentation* –

“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 and inform you about a variety of literature in diverse classrooms across the United States, and c) to enable you to explore literature more deeply in 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.

Early in the semester you will sign up for one chapter (cultural group) of your preference from *Diversity Matters*. Each member will prepare for the literature circle by using sticky notes or journal entries. (If you are absent on any of the days you **will not** be able to earn the full point value for the discussion and share. Please make sure that you select a timekeeper to keep track of time during share to ensure that your group keeps to 15 minute limit.

11. “Too Important To Fail” Tavis Smiley

The students, parents, and administrators interviewed in “Too Important to Fail” give you insight to issues that are related to culture and diversity within three specific, but similar, communities. Just as good teaching can be effective across all spectrums of students, student issues can be the same no matter what the age, ability level or community. When viewing this movie, think in terms of how all students, cultures, and communities can be reflected in the questions and concerns that emerge. 1) Select three key issues discussed by one or more individuals within the video and compare these issues and scenarios to similar situations found within our texts. **OR** 2) Select one student who particularly captured your attention, briefly describe the individual and his situation, and describe how this segment of the film has informed your teaching. **THEN** address what information this video brought to the teaching table that had not crossed your radar prior to the viewing of the video or, perhaps, prior to this class. In all cases, **think about the role of community, culture and diversity as you craft your response.**

Rubric – see Field Experience Journal

12. Attendance at Relevant College, School or Community Event –

A list of suggested events will be provided. I am also open to suggestions from you, but want to see published information about the event. You are to write a three page paper reflecting on your thoughts and opinions as to how this message applies to what you have learned in EDUC 160. You are to inform me of the event at least two days prior to its scheduled date. Your reflective paper is to be handed in within one week of your attendance. Refer to academic memoir rubric.

13. Critical Pedagogy, Class Summary and Autobiography Redux (Due dates - see # 5 below)

You are about to begin your tenth year as a successful and passionate classroom teacher. Your school’s administration considers you to be one of the academic leaders within the school, citing, among other factors, your energy, your involvement within the lives of your students and your school, your work ethic, and your willingness to continue taking courses. They have also expressed their satisfaction with the continued improvement of your students’ scores on standardized tests.

The administration has decided that you are the perfect role model for the first and second year teachers, and have asked that next year you spend half of your day mentoring the novice teachers who teach the same subject/grade that you do. You will be using both in-class observations and out-of-class conferencing. You are excited by this opportunity, but you also realize the enormity of the task ahead of you. As you brainstorm for a starting point, you realize that critical pedagogy will provide the foundation for your guidance of the new teachers. Wasting no time getting started, you construct a report that describes critical pedagogy and explains why this program will be valuable for the novice teachers and the District. In this report you:

1. Summarize Wink’s description of critical pedagogy. Because you can’t discuss everything in Wink’s book, choose three core ideas that appeal to you, that you use regularly, and that drive her vision and yours. Think also in terms of the impact your field experience has had on your development as a teacher and the connections you can make between Wink’s core ideas and the kind of teacher you now want to be and the kinds of teacher you wish to work with.
2. How would this thought process improve the teaching, and possibly, the curriculum in your school?
3. Consider specific parameters for your writing
 - a. Clarity
 - b. Precise vocabulary
 - c. Unity
 - d. Concrete examples about students, teachers, classrooms, and schools
 - e. Strong intro, development, support, conclusion
 - f. Writing elements on memoir rubric

- g. Your life as a student, field experiences, or other relevant, first-hand examples
- h. A clear position, though you may want to insert some “devil’s advocate” thoughts
- 4. Clearly situate yourself. Are you a middle school math teacher? An elementary art teacher? Is demographic information about your school relevant?
- 5. Final Thoughts
 - a. Re-read information on syllabus about expectations for papers
 - b. Turn in rough draft(s) with final copy (rubric, final draft, rough draft)
 - c. Follow all format requirements found on the final page of memoir assignment sheet
 - d. Use your APA sheets to cite any paraphrases of/quotes within Wink
 - e. Due dates –

Rubric for Critical Pedagogy Report

- A. Clear Position Taken and Explored
 - 5 The report presents a clear position on the usefulness of critical pedagogy and that position is examined throughout the paper.
 - 4 The report presents a position on the usefulness of critical pedagogy, though the reader must read between the lines. The position is then examined throughout the paper.
 - 3 The report takes a weak position on the usefulness of critical pedagogy.
 - 2 The report takes no position on the usefulness of critical pedagogy.
- B. Presentation of Critical Pedagogy
 - 5 View of critical pedagogy as presented by Wink is accurately captured.
 - 4 View of critical pedagogy reflects Wink’s position to a large extent but contains some distortions or inaccuracies.
 - 3 View of critical pedagogy caricatures Wink’s position.
 - 2 View of critical pedagogy does not reflect Wink in any way.
- C. Critical Terminology
 - 5 The report appropriately incorporates and explains at least two terms associated with the framework of critical pedagogy theory. The terms are integrated into the text of the paper.
 - 4 The report incorporates and explains at least one term associated with the framework of critical pedagogy theory. The term is integrated into the text of the paper.
 - 3 The report appropriately incorporates and explains two terms associated with critical pedagogy theory. The terms are not integrated into the text of the paper.
 - 2 The report mentions one term associated with critical pedagogy theory but does not adequately explain it or integrate it into the paper.
- D. Names of Theorists
 - 5 The report appropriately incorporates and explains the thinking of at least two educators associated with critical pedagogy theory. The ideas are integrated into the text of the paper.
 - 4 The report appropriately incorporates and explains the thinking of one educator associated with the critical pedagogy theory. The thinker’s ideas are integrated into the text of the paper.
 - 3 The report mentions two thinkers associated with critical pedagogy but does not adequately explain or adequately integrate the thinking into the paper.
 - 2 The report contains one or no references to thinkers associated with critical pedagogy. NO further explanation is given.
- E. Support
 - 5 Strong support for all positions taken in the report is evident. The support is specific and based on experience (to be addressed in class).
 - 4 Some support is offered for positions taken. (see above).
 - 3 Weak or inappropriate support is offered for positions taken.
 - 2 No support is offered for positions taken.
- F. Well Argued
 - 5 The overall impact of the paper leaves the reader ready to accept the author’s position.
 - 4 The author’s argument is convincing.
 - 3 The author’s position is poorly argued.
 - 2 The author does not present any argument.

G. Clarity.

- 5 All paragraphs and sentences are well crafted. Words are well chosen.
- 4 Paragraphs, sentences, and word choices are solid.
- 3 Paragraphs, sentences, and word choices are weak.
- 2 The paper lacks clarity in any sense of the word.

H. Opening/Closing

- 5 Strong opening and closing are included
- 4 Good opening and closing are included.
- 3 Weak opening and closing are included.
- 2 No opening or closing is included.

I. Audience

- 5 The report speaks directly to fellow teachers.
- 4 The report suggests that teachers are an audience.
- 3 The report addresses an audience, but it is not teachers.
- 2 The paper addresses no clear audience.

J. Grammar and Spelling

- 5 Entire paper has fewer than 4 mechanical errors, including spelling errors, sentence fragments, improper use of tenses, and punctuation issues (see rubric for academic memoir).
- 4 Entire paper has 4 mechanical errors (see above).
- 3 Entire paper has 5 mechanical errors.
- 2 Entire paper has more than 5 mechanical errors.

K. APA (Reference page and parenthetical documentation)

- 5 Paper has less than 2 errors in APA format
- 3 Paper has less than 4 errors in APA format

6. Double Entries, Talk to the Text

- a. See extensive packet of handouts, options and notes you may have taken during class discussions
- b. Number of entries in each talk to the text assignment can be found in syllabus – see due dates section
- c. 5 points per entry

Notes:

NOTE: Remember that all of your papers must end with the honor code and your signature. If you are sending the paper electronically and there will be no signature, type your name at the bottom.

The syllabus is subject to change if circumstances necessitate adjustments. Appropriate notice will be given.

Mor Syll 1 -16 Working 1 Recovered