



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

Class meeting days: T/R; 11:45 a.m. – 12:55 p.m. in PPHAC Room 302

Spring 2016 • Dr. Erin M. Smith • smithe1@moravian.edu

Office: 610-861-1556 • Office Hours; Monday through Thursday 1:00-3:00 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, and project-based learning, 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 that shape how teachers teach. We will learn about the diversity present in today’s classrooms and you will develop your own stance on social justice.

ESSENTIAL QUESTIONS:

1. How do culture, language, and community influence teaching?
2. What beliefs and philosophical underpinnings guide my teaching?
3. How does diversity in the classroom impact my teaching and student learning?
4. How do teachers collaborate with families to support students?
5. How does critical pedagogy influence 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. 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:

- 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)
- 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)
- 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, located in the lower level of Monocacy Hall, or by calling [610-861-1401](tel:610-861-1401). Accommodations cannot be provided until authorization is received from the Academic 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. Students have access to web searches and library holdings through databases both on and off campus. Computer labs, MAC and PC, are available.

REQUIRED TEXT:

Spradlin, L.K. (2012). *Diversity matters: Understanding diversity in schools* (2nd Ed). Belmont, CA: Wadsworth.

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

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 20th, 2016 at 5:00 p.m. in PPHAC 102
- January 21st, 2016 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 15th and April 29th, 2016**. 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 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? What are schools for?"

OTHER INFORMATION:

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.

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.

A 94-100% A- = 90-93%	Superior knowledge regarding details, assumptions, implications, superior thinking with information relevant to application, critique, and relationship to other information. Your work goes beyond requirements and shows perception and insightfulness.
B 84-86% B- = 80-83% B+ = 87-89%	More than adequate knowledge regarding technical terms, distinctions, and possesses an ability to use information. You go beyond the requirements enhancing your work by adding additional resources, related areas or topics.
C 74-76% C- = 70-73% C+ = 77-79%	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.

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 ¼" or 1/2" notebook with a title page insert for this class.
- All handed in written work (i.e., extended learning, 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 - Discussions and Extended Learning Activities (15 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 for participation and completed extended learning activities (see course agenda).

Professional Participation Rubric (15 points)

<p style="text-align: center;">Attendance/Participation</p> <p>Attended both classes for the week – arriving and departing 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 extended learning activity completed. There are 15 Extended Learning activities for the semester.</p> <p style="text-align: center;">1 point</p>
<p>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.</p> <p style="text-align: center;">0 points</p>
<p style="text-align: center;">TOTAL POINTS: 15</p>

2. Field Experience Participation and Evaluation (10 points)

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

3. 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. Begin your statement by explaining why you want to be a teacher, the truly important reasons. Explain what you hope to accomplish by being a teacher and what you will do for your future students. Next, explain what in your life brought you to teaching (family, culture, pivotal moments, experiences that put you on the teaching journey). Your Teaching Autobiography should be three-pages in length. Some probing questions to ponder (also 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
My culture, life moments and my decision to be a teacher	2	
What makes a great teacher?	1	
Philosophy now; What kind of teacher do I aspire to be? Why?	2	
TOTAL POINTS	5	

4. Cultural Background Assignment/Presentation: Celebration of Cultures! (10 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 three parts to this assignment;

- Compete the *Diversity Fabric Quilt Square* (as per handout instructions) (1 point).
- Then, select one of the populations in the case studies provided 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 with a student and/or his/her family and how you would

overcome those obstacles if that particular culture is similar to a student in your own classroom. (6 points)

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 between yourself and the voices from the group?
3. **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.

c. Literature Circle Discussion and Presentation (3 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 and you have to hear what their voices sound like."

---Madeleine L'Engle

The purpose of this assignment is to model and give you practice in a method of sharing literature that you can then use with your own students and enable you to explore assigned readings 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 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.

Cultural Background Rubric

Criteria	Total Points	Points Earned
Quilt Square	1	
Cultural group described in sufficient detail; Differences and similarities between yourself and group identified	2	
**Reflection about own group and your practice as a teacher examined thoroughly	2	
Grammar and spelling are professional	2	
Literature Circle Discussion	3	
TOTAL POINTS	10	

5. Parent of a Child with an Exceptionality Interview (10 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 10 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 is 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 (2 points).
- 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 (6 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	2	
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	6	
TOTAL POINTS	10	

6. Family-Community Contact Presentation (10 points)

The purpose of this assignment is to afford you the opportunity to explore the community that 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 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 technology-based 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?

Family-Community Contact Rubric

Criteria	Points
Thorough description of service/program with resources, and population served.	2
How might this resource benefit the students in your Field Experience	2
Questions arising from assignment are explained carefully and thoughtfully	2
Presentation of community contact to class is creative, eloquent, and fun!	4
TOTAL	10

7. Educational Platform: Teaching Philosophy Paper – End of Semester (10 points)

Teacher beliefs greatly influence their professional practice. A platform can be defined as structure on which one stands or an opportunity to voice one's views or take action. The purpose of this assignment is for you to develop your own teaching philosophy statement and the educational foundation on which you stand. 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 *Diversity Matters* 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 Educational Platform: 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 (and cite) three ideas Wink presented that you found compelling, and explain why they are personally compelling.
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.

Educational Platform (Philosophy Paper) Rubric

Criteria	Points	Points Earned
Clear reflection from Autobiography and Field Journals apparent	2	
Definition of critical pedagogy and compelling Wink ideas examined in sufficient depth with proper citations	3	
"What kind of educator do I want to be?" carefully answered	3	
Professional grammar, spelling, and citation style demonstrated	2	
TOTAL POINTS	10	

8. Early Field Experience Journals (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	Pts
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. Reflect, reflect, reflect -	
EFEJ 2 Week 4	School-wide and classroom curriculum you experience while you are at FE; What kind of curriculum is the teacher using and ask why? Examine how it is <u>differentiated</u> for inclusive practices and students 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.	
EFEJ 3 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. Reflect on all that you learn – justify your reflections. Reflect more!	
EFEJ 4 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. Reflect, reflect, reflect some more...	
EFEJ 5 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...." Reflect deeply, think critically...	

9. **Diversity Event Attendance and Reflective Paper (5 points)** – Choose and attend any diversity event of your choice (e.g., Black History month event, cultural diversity night at school, guest speaker at Moravian or another college/university, expert in the field of diversity, culture, community or disability, etc). You will write a 2-page reflection on your thoughts and opinions in terms of how this event applies to all that you have learned in EDUC 160. In your paper, you will link at least 3 messages from the event to your readings/discussions from the course.

Diversity Event Attendance and Reflective Paper Rubric

Criteria	Points	Points Earned
Attend an approved diversity community event	1	
Clear and compelling connections between three messages from event and course discussions/readings	3	
Professional grammar, spelling, and citation style demonstrated	1	
TOTAL POINTS	5	

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

Required Assignments/Projects/Papers	Possible Points
Professional Participation; Extended Learning Activities; and Engaging Interactive Discussions	15
Field Experience Evaluation	10
Teaching Autobiography	5
Cultural Background Quilt/Paper/Literature Discussion	10
Parent Exceptionality Interview	10
Family-Community Contact Presentation	10
Educational Platform: Teaching Philosophy Paper	10
Field Experience Journal Reflections	25
Diversity Event Attendance and Reflection	5
POSSIBLE TOTAL POINTS = 100	

CULTURE, COMMUNITY, DIVERSITY - SCHEDULE FOR EDUC 160 – Spring, 2016
T/R 11:45 a.m. – 12:55 p.m. in Room 302

<u>Week/Date</u>	<u>Topics for the Week</u>	<u>Readings and Extended Learnings</u>
Week 1 (1/19) DIVERSITY TODAY	Welcome to EDUC 160 ☺ Diversity of US Schools; Minority Status (Culture; Race; Social Class); Barriers to Education; Why do we want to teach? (Reflect on Autobiography assignment)	Read <i>DM</i> Chap. 1 and Handout; Diversity Survey (EL 1 and 2) *Choose a group (see <i>DM</i> Chaps. 5-12) to lead a discussion – “Literature Circle”
Week 2 (1/26) HISTORICAL PERSPECTIVES	Historical Reflections: How did schooling begin and why? (Video 1)	Read <i>DM</i> Chap. 2; Multicultural Life Experience Profile Survey (EL 3) <u>Due:</u> Cooperating Teacher Letter - draft (Tues.) for peer editing; final to peer for revision (Thurs.) (EL 4)
Week 3 (2/2) HISTORICAL PERSPECTIVES	Historical Reflections: Culture and Language: (Video 2)	Read <i>DM</i> Chap. 3 (EL 5) <u>Due:</u> Teaching Autobiography - draft (Tuesday) for peer editing; final to peer for revision (Thursday)
Week 4 (2/9) HISORICAL PERSPECTIVES	Historical Reflections: (Video 3)	Read <i>DM</i> Chap. 4 (EL 6) <u>Due:</u> Teaching Autobiography (share in groups in class Thursday)
Week 5 (2/16) EDUCATIONAL SHIFTS TO PRESENT DAY	Educational Shift of the 80s-2000; Present day issues; (Video 4)	Read <i>DM</i> Chaps. 5-6 (EL 7) Begin EFEJ 1 *Field Experience ☺
Week 6 (2/23) CULTURE AND LANGUAGE	Minority Voices (Literature Circles for group discussion of Native American and Asian American populations)	Read <i>DM</i> Chaps. 7, 8, 10 (EL 8) <u>Due:</u> Cultural Comparison – Leading Literature Circles; Hand in notebook with all assignments included to date (EL 1-7 ; Autobiography, CC)

Week 7 (3/1) CULTURE AND LANGUAGE	Minority Voices: Building Culturally-Responsive family- school partnerships (Latino; African American; Girls and Women Stories)	Read <i>DM</i> Chaps. 11 & 12 (EL 9) Begin EFEJ 2; Share Interview questions with peers
Week 8 (3/7)	Spring Break!	
Week 9 (3/15) CULTURE AND FAMILY	Strength-Based-Systems Parent-teacher partnerships (LGBTQ stories and students with disabilities literature circles)	Read <i>DM</i> Chap. 9 (EL 10) <u>Due:</u> Hand in notebook with all assignments included to date (EL 8-9; EFEJ 1 and 2; Parent of exceptionality interview)
Week 10 (3/22) CHANGE AND ACHIEVEMENT	Achievement Gap Transforming Knowledge to Teacher Advocacy (Students who are disadvantaged; poverty literature circle)	Read <i>DM</i> Chap. 13 and Handout (EL 11) Begin EFEJ 3 and sign up for Family-Community Contact
Week 11 (3/29) FAMILY SCHOOL COMMUNITY	Achievement Gap and Stratification Effects Access and Resources; Ecological Model; Understanding Family Stress and Change	Read Handouts (EL 12)
Week 12 (4/5) FAMILY SCHOOL COMMUNITY	Risk Factors Resiliency/Protective Factors; <i>“Teaching with Poverty in Mind”</i> (Jensen)	Read <i>DM</i> Chap. 14 and Wink Chap. 1; Reflection: <i>“Teaching with Poverty in Mind”</i> and Handout (EL 13) <u>Due:</u> Family-Community Presentations begin; Begin EFEJ4
Week 13 (4/12) CRITICAL PEDAGOGY	Introduction to Critical Pedagogy - What can we do as teachers to empower students and families? How can we make a difference?	Read Wink Chaps. 2-3 (EL 14) <u>Due:</u> Hand in notebook with all assignments included to date (EL 10-13; EFEJ 3 and 4; F-C contact)
Week 14 (4/19) CRITICAL PEDAGOGY	Culturally-Responsive Teaching	Read Wink Chaps. 4-5 (EL 15) <u>Due:</u> Family-Community Contact Presentations continue; Teaching Philosophy Paper (share in groups)
Week 15 (4/26) CRITICAL PEDAGOGY	Critical Pedagogy in Action Final Reflections from Field Experiences	<u>Due:</u> Final notebooks on April 28th during class time – no exceptions! (EL 14-15; EFEJ 5; Teaching Philosophy Paper)