Preparing Caring Professionals Who Teach for Understanding in Communities of Learning

The Culturally Responsive Classroom
ED 329 – P60
Course Syllabus and Introduction
1 Semester Credit

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Course Description
The purpose of this course is to guide awareness regarding individual differences from an environmental and contextual perspective with a particular emphasis on the variation that occurs because of a student’s cultural background. It is designed to provide the classroom teacher with the tools specific to engaging all students in successful learning.

Text
How to Teach Students Who Don’t Look Like You: Culturally Relevant Teaching Strategies

Media and Supplies
Required hardware and software as described in the PACE Pamphlet. The course instructor is not responsible for the technology or students’ ability to use the Blackboard. All inquiries should be directed to the Informational Technology Help Desk at 208-792-2231.
**Expected Outcomes**

You will increase your knowledge, skills, and disposition regarding culturally responsive instruction. Consequently: (1) you are directed toward envisioning and developing a culturally compatible classroom that is conducive to teacher and student interaction based on environment, curriculum, and instructional strategies, and (2) you will write a belief statement specific to how all children learn. The following objectives will guide you toward fulfillment of this outcome.

**Objectives**

The objectives of this course and related products correspond with the following *LCSC Teacher Professional Standards*:

- **Dedicated Professional**: Commits to ongoing professional development regarding cultural responsiveness
- **Knowledgeable Professional**: Develops a knowledge base about cultural orientations of the communities from which students come; Demonstrates the desire to collaborate with families, community members and other community stakeholders to support the needs of all learners. INTASC Standards 7,9,10
- **Educational Facilitator**: Incorporates culturally attuned motivational strategies and multiple strategies into instruction; Apply understands of cultural and community diversity and the ability to learn about and incorporate students’ various experiences, cultures, talents, skills, interests, and community resources into instruction. INTASC Standards 6,7,9,10
- **Educational Designer**: Plans and creates learning experiences based on knowledge of the subject matter, students, the community, and the curriculum goals to make the central concepts, tools if inquiry, and structures of the discipline that he or she teaches meaningful for students. Recognize how socio-economics, culture, language background, and gender differences can affect communication in the classroom. INTASC Standards 6,9
- **Educational Evaluator**: Understands and uses appropriate formal and informal assessment strategies to evaluate and ensure continuous intellectual, social, and physical development. The educational evaluator performs appropriate comprehensive assessment of the processes of instructional design, facilitation, and evaluation and adjusts accordingly
- **Reflective Practitioner**: Consistently and qualitatively examines the impact of culture on ways of learning. Recognize the importance of their perceptions and attitudes on their ability to effectively teach students from varying backgrounds INTASC Standards 9,10

**Disabilities Note**: If you have a disability that may require assistance or accommodations, or if you have questions related to any accommodations for testing, note takers, readers, etc. PLEASE speak with me as soon as possible!
Course Expectations

My expectations are basic -- Be Prepared – Be Prompt – Be a Participant

Think of being prepared for class as a reflection of your preparation for teaching each day.

College students (adults) at your level should be mature self-directed learners. They know what they want from a class and have the learning strategies and skills needed to effectively complete the requirements. These include time management, professional conduct, preparation and writing skills and essential components for successful, quality teachers. I expect that you use these skills in all aspects of the class.

*If you have questions, concerns or struggles at anytime, don’t hesitate contacting me to talk!*

I expect that you take full responsibility for your own learning. As facilitator I attempt to provide opportunities for you to focus on topics or issues that are relevant to you and your situation or interests. Assignments and activities are designed to help you develop an understanding of how, as a teacher, you encourage learning in your own classroom and in your students. How much you take away from this course depends on how much you choose to put into your own learning.

Plagiarism

Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding (LCSC Catalog p. 104). Plagiarism will result in immediate expulsion from the Secondary Education Teacher Preparation Program as determined by the Secondary Education Planning Team. Cite and give credit to all of your references.

Submitting Papers and Assignments

*Writing Skills Are IMPORTANT!* As teachers, and models to your students, I hold high expectations in your ability to write. It is expected that all written work will reflect the standards of proper English appropriate for college level work. Make use of the numerous resources available and don’t hesitate to see me if you need help!

Guidelines for Papers:

♦ All papers must be *typed*, double-spaced (1.5) with 1” margins.
♦ Name and assignment should be placed on each page (in header works well)
♦ When saving your document, name it with your *last name _ assignment*. I receive lots of papers and this helps to organize them so they don’t get lost - example: butlerm_philos
  - You risk not receiving credit by not identifying your document in this way. I need your name on your file!
♦ Cite your references – APA Style!!!
♦ Use the “Submit Assignment” or “Sharing Your Thoughts” to post your paper.

Coursework – Load

Academic load guidelines suggest that for each one-semester hour of class the students are expected to study at least two hours outside of class. This one credit hour course is set up for no less than two hours of work outside of class.
Course Modules – Assignments – Grading

Organization of the Lessons Modules

The course is composed of ten module files. In each module you will find the necessary materials for that lesson. Basically each module will contain the following, however, not every module will have the same items. This course is based on authentic performance. As a result there are no traditional quizzes or exams. Instead, each module is structured to provide theoretical and applied opportunities for you to demonstrate your learning and knowledge as it relates to cultural responsiveness. Some of the main components of this course include:

**Module directions** – includes the how to and directions to complete the lesson as well as the objectives for that lesson. I have provided them as a download if you would like to print them out.

**Handouts or Articles** are available to download used for assignments or resource. When there are several for you in a module they will be organized in a separate file folder marked

**Journal Activity** – Application of learning that relates directly to the reading and lesson material and tends to be a bit more “interactive.” This can be found the “Journal” link on the BB Learn site or the link provided in the module. You are welcome to respond to fellow students but it is not always necessary, unless otherwise stated in directions 50 pts

**Discussion** – Post your comment AND respond to fellow students. Discussions help you to share your learning with other students and be able to comment on and learn from each other’s ideas. Reflect on the content – don’t just restate it. Be genuine. What are YOUR opinions (not just what you think will get you’re the “grade” relate the content to your own experiences. **Make sure that you respond to at least 2 student posts (or more) after posting your responses.** Your responses to other students should have some depth, not just state that it was a “good idea” or that “you agree.” See the rubric located on the Home Page. It identifies my expectations for this assignment. 50 pts

**Links to Websites** – for assignments, resource, or references. Sometimes these will be organized in a file folder within the module. You may also find these links in folders within each module.

**Assignments** – Links to Assignments will be found within each Module folder. There is a ‘text editor’ for you to type your assignment directly into the page or you may type it on your computer and attach it. If you are uploading it as an attachment, please use “doc” or “docx” and double check to see that is the extension that actually uploads. See the syllabus for guidelines for papers. Points vary depending on assignment.

**The Lecture** will be provided in a variety of formats. Sometimes it is in written form attached to the directions. Sometimes you will find it in a PowerPoint. There are also other interactive opportunities that include a variety of venues and require that you locate more information by following links that are provided.
**Evaluation**

I use a system called Gradekeeper, which is an easy to use, yet versatile tool to manage grades and communicate with students. It was developed and is maintained by a very dedicated educator who works on continuously keeping it updated; yet it is remarkably affordably for a “life” license. I have found it far easier to use than the system on the Blackboard, however, many of the scores from your assignments will be transferred automatically to the Blackboard system so that you can keep track of them. I will send you grade updates and a final gradesheet using Gradekeeper.

**Grading**

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Grades of A+ are not considered in LC’s grade scale. If you receive an A+ on an assignment it is because you have presented extremely high quality work! The A+ is to acknowledge that in our class.

**Special Arrangements**

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need arrangements while on campus in case the building must be evacuated, please make an appointment with me as soon as possible.

**Due Dates**

Assignments are to be submitted using the Assignment links on the date they are posted as due, unless otherwise indicated. Timely submission of papers is expected. If assignments are submitted past the due date, you risk a possible 5% point deduction for each day late. Beyond this timeline, late papers will be at the accepted at the discretion of the professor.

**Contacting Me**

If you have a question or need help, don’t hesitate contacting me! My contact information can be found at the top of this document.

**The Fine Print**

This class syllabus is not a contract, but is the planned outline for the class. Items may be changed, added, or deleted at the discretion of the instructor.
Assignments

About the book: Obviously, the book, “How to Teach Students Who Don’t Look Like You,” is written for teachers who are currently in the classroom. Some of you are! You will be able to utilize the structure of this book to its fullest. Those who are not yet in a classroom will have to work around and through the areas that focus on current teachers. That is okay – because one day YOU will be in the classroom!! I feel that this book helps to provide a solid base of understanding for you to be able to apply knowledge of culture and diversity in your classroom. It is a concise and economical resource.

The book is set up in a 'workbook' format with many questions and prompts for you reflect and respond to. Please fill them out to the best of your ability. You will be asked to respond to some of these as part of many of the assignments.

Reflections – Rubric for Reflective Essays

Several of your assignments will require you to write reflective essays. Reflection papers are ways that can help you to organize your thoughts, connect your own experiences and learning, and help build your self-awareness. As a teacher you will often be asked to “reflect,” critically analyze and process your ideas and thoughts. In fact, it is very likely in your teaching interview that you will be asked questions that require a reflective answer. In addition some of these reflections might be good additions to your teaching portfolio. Use the rubric to help guide you.

Standard: LCSC Reflective Professional INTASC: 1,2,4,9.10

Journal Activities

These are assignments that relate directly to the reading and lesson material and are more “interactive.” You will have an opportunity to respond in the section provided.

Discussion Responses – Rubric on Home Page

Discussions help you to share your learning with other students and be able to comment on and learn from each other’s ideas. Reflect on the content – don’t just restate it. Be genuine, what are YOUR opinions (not just what you think will get you’re the “grade” relate the content to your own experiences. Make sure that you respond to at least 2 student posts (or more) after posting your responses. Your responses to other students should have some depth, not just state that it was a “good idea” or that “you agree.” See the discussion rubric located on the Home Page.

Project: Expanding Cultural Awareness

Effective teachers are aware of and sensitive to diversity. Teaching needs to be knowledge based and learner oriented. For this project you need to identify a cultural group to explore that is different than your own. Your choice might be based on a group that you would encounter in the classroom where you hope to teach. The goal of this project is not just to expand your knowledge of a cultural group, but more to “feel” and understand the issues confronting them in schools and society.

Final Reflection and Belief Statement

Your final reflection will include comments on your learning experiences over the semester.

Don’t forget your “First Assignment” as listed in your Welcome Letter
Expanding Cultural Awareness Project

The purpose of this assignment is to give you an opportunity to gain a better understanding of the complex social, cultural and individual differences that affect persons in cultures different than your own and to gain insights that will help you become a better teacher, dealing with diverse students in your classroom.

3 - 5 page paper, written according to rubric guidelines
Annotated Bibliography (make SURE it is annotated!!)
400 points - Rubric will be included in File for the Project
Discussion Post related to topic will be posted early in the semester
Completed Project submitted as a final project

Choose:

• Decide on cultural group that you would like to learn more about. It needs to be a culture that is different from your own. I suggest that you choose a cultural group that you might encounter in the community that you hope or plan to teach in. You are not writing a history about a culture in another country or about a culture from the past – but gaining insights into cultural groups that you are unfamiliar with and how that culture might influence today’s classroom in a variety of ways.
• Respond to the questions on the Discussion Forum

Research:

• Read and gather information from a minimum of TWO credible sources.
• Identify FOUR Internet sites that deal with issues related to the cultural group you are learning about.
• Include citations in your paper to support your writing.

Also - Choose Two from the following items to complete your research on the culture

• Interview an individual from that cultural group
  o This is a fantastic way to really find out about a person’s experience.
• Attend a social gathering of individuals from this cultural group.
• Read a book that is related to this cultural group’s experiences - that relates to assignment
  o There are a lot of great books out there!
  o This could also include a “Chapter Book” from the Young Adult category
• Read 4 Books from Children’s Literature
  o Picture Books are fantastic tools to use in teaching, yes even the older student!
  o Make sure you add them to your annotated bibliography
• Other ideas? Let me know.

Write:

A three - five page paper that integrates the learning from your research with an understanding of how you would best facilitate learning for students of that culture in your classroom.

Keep in mind that you are to write about a culture as it relates to their lives in the U.S. I do not want a country/culture report. Also remember that you are NOT writing a history of this culture in America, but identifying aspects of the culture that helps you to understand students in your classroom. A brief explanation of the history might be needed if you feel that it helps to clarify and add substance or foundation to your writing. Ultimately, however, this paper should synthesize your understanding and insights into the culture, while enhancing your ability to develop a culturally compatible classroom that will engage all students in successful learning.
Develop an Simplified Annotated Bibliography – APA Format for books

Develop an annotated bibliography, using brief descriptions. If you are not sure what that is, please find out. It must include annotations. I am only looking for brief descriptions, not lengthy summarizations or in-depth evaluations. See the example below.

- **Locate no less than Six books** from Children’s or Young Adult literature that relates in to the culture that you are researching. There are a lot out there and many great websites that provide suggestions on Multicultural Literature to use in teaching. Check out your local library or go to your school librarian and ask to see some of the books! You will be amazed at what you will find.

- **Include your 4 Websites** – This does not have to be in APA format but must include the Title of the Website, the link and the description. See example below

  Mexican American Culture Differences

  Highlights basic cultural norms and suggestions about communicating effectively with Mexican-American families. Geared toward classroom teachers and provides suggestions for Parent-Teacher meetings

- **Identify All resources** that you used to gain your information. This includes your Internet sites. Make sure that you include the title of the website with the URL listed – NOT just the URL. Please make sure that the URL you provide on your paper actually works. You will be marked down if these are missing.

Finally:
After you have completed your research, complete a paper that reflects on your experiences and synthesizes your learning. Make sure that you discuss how this has affected you personally and how you could apply this experience and learning as a classroom teacher?

**Don’t forget to include your Annotated Bibliography.** You may also use your text to help you as you are gaining insights and understanding, but it does not count as one of the ‘resource’ items above.

- Make sure that you use APA style in your writing and include appropriate citations.
- Your summarization of the resource does not need to be an in depth. It DOES need to give a general description of the resource and relate it to teaching and the classroom.
- Email or Upload use the ‘saving’ guidelines (lastname_Prjt.doc)

**How to Prepare an Annotated Bibliography**
Provides explanations and preparation advice. Includes a sample entry for a journal article

**Annotated Bibliographies – Purdue Owl**
This handout provides information about annotated bibliographies in MLA, APA, and CMS.
Consumer Information
In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/studentconsumerinformation/

Disability Accommodations
Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities
Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://www lcsc.edu/catalog/) and the LCSC Student Handbook (available at http://www.lcsc.edu/studentservices/contactus.htm) for more information.

Accidents/Student Insurance
Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance
Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty
Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the Dean of Student Services for official disciplinary action.

Illegal File Sharing
Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the Dean of Student Services’ web page http://www.lcsc.edu/studentservices/.

Diversity Vision Statement
Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being. http://www.lcsc.edu/culturaldiversity/