

*EDUC625 - Culturally & Educationally Responsive
Pedagogy: Theory, Knowledge, & Strategies to Teach
Today's Diverse Student Population*



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Mercer University - Cecil B. Day Campus
Tift College of Education, Graduate Programs
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EDUC625 - Culturally & Educationally Responsive Pedagogy:
Theory, Knowledge, & Strategies to Teach Today's Diverse Student Population

The Transforming Practitioner: To Know To Do To Be

"The Transforming Practitioner," the living link between the child and learning, is an educator who is changing internally through understanding, practicing, and reflecting such that, individually and collaboratively, he or she implements for all children appropriate and significant life-changing learning experiences that effectively provide for the needs of the whole child, actively engage students in the learning process, and promote life-long learning.

INSTRUCTORS: Course Community of Learners, Program Peers & Collaborators

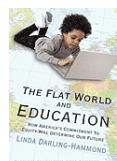
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Course Email: Blackboard Email System: <http://mercer.blackboard.com/webct>

Campus Office Hours: BE217 Tues. – Thurs. 2:00PM – 4:30PM

REQUIRED TEXT:



Darling-Hammond, L. (2010). The flat world and education: How America's commitment to equity will determine our future. New York: Teachers College Press.

Image: Teachers College Press.com

I. COURSE DESCRIPTION

This course provides students with the theory, knowledge, and strategies to teach the culturally diverse and special needs population in today's classrooms. This course goes beyond the usual rhetoric on promoting diversity to present real-world guidance and recommendations for successful teaching in the changing classroom environment.

II. PURPOSE

To Know, To Do, To Be for a curriculum and program that engages teachers in program processes, practices, skills, and attitudes which will enable them to become competent professionals. This course relates to each of the three major premises of the Conceptual Framework (CF): (1) **To Know** the foundations of the education profession, content bases for curricula, and characteristics; (2) **To Do** the work of a professional educator in planning and implementing well-integrated curricula using developmentally appropriate and culturally responsive instructional strategies, materials, and technology; and (3) **To Be** a reflective, collaborative, and responsive decision-maker, facilitator, and role model within the classroom, school, community, and global environments.

III. CONCEPTUAL FRAMEWORK AND CULTURALLY RESPONSIVE TEACHING

Specifically, this course is designed to address the following areas of the Department of Teacher Education's Conceptual Framework:

I. To Know: Understand the theories underlying the concept of multicultural education and culturally responsive teaching; understand how ethnicity and culture affects education in the local school system; know the roles & responsibilities of culturally responsive educators; synthesize and apply the culturally responsive teaching standards

II. To Do: Facilitate learning experiences that demonstrate successful teaching methods using technology (e.g. using computers for searches of culturally relevant curriculum using software to overcome language barriers); assessing and evaluating student learning by choosing appropriate multiple assessment tools and strategies.

III. To Be: Exhibit positive values; demonstrate sound judgment, integrity, responsibility, and model ethical behavior (as one teaches in a diverse classroom); show an ability to communicate respect, acceptance, and cooperation in the effective engagement of others; become critical consumers and evaluators of culturally relevant teaching material.

IV. COURSE OBJECTIVES: Tied to the Department of Teacher Education's Conceptual Framework.

The principal goals of the course are to provide those enrolled with experiences designed to enable them to:

1. To know, understand and value how cultures vary in mores, expectations, traditions, and values.
2. To be aware that mistakes in understanding and knowledge about a child's culture can result in unfortunate circumstances that may be avoided when the teacher is sensitive to such possibilities.
3. To practice learning on a deep level about another culture and to transfer that practice to finding out about the cultures of students on a level that allows the teacher to connect with and reach a student whom might possibly be alienated
4. To practice developing a wide variety of instructional adaptations to meet the needs of diverse classrooms and schools.
5. To be a reflective, collaborative, and responsive decision-maker, facilitator, and role model within the classroom, school, and community concerning culturally responsive pedagogy.
6. To recognize and understand one's personal cultural positioning and the resultant impact on instructional preferences and student expectations



V. PROGRAM REQUIREMENTS

TIFT COLLEGE LISTSERVE

The Tift College of Education requires that all teacher education students subscribe to the appropriate ListServe. Announcements, important dates, deadlines, and other information pertinent to Teacher Education are posted on the ListServe. Students are required to subscribe using their Mercer e-mail addresses.

We will use this ListServe to alert you to notices about financial aid, jobs, scholarships, schedules, registration, advising, and similar information. This email list will be our primary source of communication with students, so you will need to subscribe to the appropriate ListServe before the next class session. Subscribe to the listserv using your Mercer email address. To subscribe, follow the directions for the appropriate ListServe.

<http://www2.mercer.edu/Education/listserve.htm>

LiveText Requirements

1. **A LiveText account.** If you do not already have a LiveText account, see separate handout for important instructions on purchasing and setting up your account. (Instructions are also online at <http://www2.mercer.edu/Education/LiveText/purchasing.htm>.)
2. **Dispositions Assessment.** At the end of the course, I will provide you with formative feedback on your development and demonstration of the professional dispositions that are important for Transforming Practitioners or Transformational Leaders. No grade or score from the dispositions assessment will affect your course grade. Even though it will appear in your list of assignments, you do not have to submit anything for this assessment to occur. You can, however, go into the assignment to see the rubric that will be used to give dispositions feedback. We will discuss the list of professional dispositions in class.
3. **LiveText Check-Up.** You can find the list of courses available to you in LiveText in any of three locations: (1) under the Course tab; (2) in the upper right corner when you are on your Dashboard; (3) the available tabs of Active Assignments on your Dashboard (courses only show up there if there is an assignment that is “active” – i.e., awaiting submission or awaiting assessment). Locate your courses in one of these three ways and do the following:
 - a. Be sure this course section, with this instructor, appears in your list of courses.
 - b. Be sure that you are enrolled in all courses listed in your account.
 - c. If you do not see any courses listed at all, you need to go to <https://apps.mercer.edu/livetext/login.cfm> to activate your missing LiveText courses (you can only do this if you have a LT account).
 - d. If there are any discrepancies in your list of courses, contact Jeff Osmus at osmus_ja@mercerc.edu. Email him your name, your student id, your LiveText username, and a description of your problem (include course number and section number, if reporting course discrepancies).
4. **LiveText Assignments.** Courses requiring LiveText are listed in your LiveText account under the Course tab. Within each course, specific LiveText requirements are listed on the Assignments tab.
5. **Portfolio Reflection Expectations:** The required reflection in your portfolio must address how the artifact demonstrates you meet the associated standard. This is *not* a reflection on the process of completing the assignment or what you think about the assignment. FOCUS ON THE STANDARD. The standard as stated in your portfolio template is quite global; to ensure that your reflection addresses it fully, use the details of the elements in the rubric included with the assignment.
6. **How to submit required assignments in LiveText:** See the step-by-step instructions in the Help section of LiveText (In Help, under the For Students tab, see Flash video on Submit an Assignment or see Submit a Course Assignment under the Courses section). **Important reminder: If you are submitting a Portfolio Assignment, you must first put the designated course assignment in your portfolio (and write your reflection), then submit your portfolio as the required LiveText document for that assignment.** Do NOT submit the course assignment/artifact by itself, outside of the portfolio – it must be in the portfolio and accompanied by the required reflection.
7. **Use the Help section in LiveText – it is excellent.** The Help link is located in the upper right corner of your window from within your LiveText account.
8. The student population in EDUC625 are representative of a number of programs in the Tift College of Education. Please see the LiveText Artifact chart listing the artifacts for this course. **Your artifacts will be first posted to and graded in Blackboard. You will receive permission as to when to post to LiveText.**



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MAT: Artifact + Reflection	M. Ed: Artifact + Reflection	Ed.S.: Artifact + Reflection
Diversity: EDUC 625 Wiki Tinyurl link PPT Poster Slide	Knowledge of Students: EDUC 625 Wiki Tinyurl link & PPT Poster Slide	Change Article/ Service Learning: EDUC 625 Wiki Tinyurl link & PPT Poster Slide
Engagement: EDUC 625 Wiki Tinyurl link PPT Poster Slide	Philosophy & Sch. Organization: EDUC 625 Wiki Tinyurl link & PPT Poster Slide	Professional Development Plan/Project: EDUC 625 Wiki Tinyurl link & PPT Poster Slide
Collaboration: EDUC 625 Wiki Tinyurl link & PPT Poster Slide	Cultural Competence: EDUC 625 Wiki Tinyurl link & PPT Poster Slide	Differentiated Classroom Plan: EDUC 625 Wiki Tinyurl link & PPT Poster Slide
Reflecting: EDUC 625 Wiki Tinyurl link PPT Poster Slide	Family & Community: EDUC 625 Wiki Tinyurl link & PPT Poster Slide	School-Based Problem: EDUC 625 Wiki Tinyurl link & PPT Poster Slide

Each LiveText reflection should discuss the transformative connection between the completion of the assignment (artifact) and the standard criteria. How do you now understand... How has the completion of this/these assignments helped you to now understand...

DIVERSITY	Proficient (2 pts)	Developing (1 pt)	Unacceptable
To Know (1, 33%) ACEI-2002-3.2 GA-GSTEP-2 GA-MU-TP-1.A GA-MU-TP-3.B GA-PSC-ML.5 INTASC-3.A INTASC-3.B INTASC-3.C INTASC-3.D INTASC-3.E NCATE-1.C	The candidate understands how students differ in their approaches to learning.	The candidate demonstrates limited understanding of the standard.	The candidate does not demonstrate clear understanding of the standard.
To Do (1, 33%) ACEI-2002-3.2 GA-GSTEP-2 GA-MU-TP-1.B GA-MU-TP-3.B GA-PSC-ML.5 INTASC-3.K INTASC-3.L INTASC-3.M INTASC-3.N INTASC-3.O INTASC-3.P INTASC-3.Q NCATE-1.C NCTE-NRR.4.4 NCTM-2003.SEC.8.1 NSTA-2006.5.b	The candidate creates instructional opportunities that are adapted to diverse learners.	The candidate demonstrates limited understanding of the standard.	The candidate does not demonstrate clear understanding of the standard.
To Be (1, 33%) ACEI-2002-3.2 GA-GSTEP-2 GA-MU-TP-1.C GA-MU-TP-4.A GA-MU-TP-4.G INTASC-3.F INTASC-3.G INTASC-3.H INTASC-3.I INTASC-3.J NCATE-1.D NCTE-NRR.4.4	The candidate believes all students can learn at high levels, persists in helping all students achieve success, and respects human diversity.	The candidate demonstrates limited understanding of the standard.	The candidate does not demonstrate clear understanding of the standard.

ADVOCACY	Exemplary (3pts)	Proficient (2 pts)	Developing (1 pt)	Unacceptable
Knowledge of Policy Issues (1, 25%)	Candidates demonstrate in-depth knowledge of the central policy issues in the field, as reflected in their complex examination of ethical and societal issues.	Candidates demonstrate essential knowledge of the central policy issues in the field, as seen in their discussions of ethical and societal issues.	Candidates show a beginning knowledge of the central policy issues in the field and a limited ability to discuss ethical and societal issues.	Candidates show little or no evidence of meeting this standard.
Knowledge of Policy Development Process (1, 25%)	Candidates can describe in detail how public policies are developed at the state and federal levels.	Candidates can outline how public policies are developed at the state and federal levels.	Candidates show a limited ability to outline how public policies are developed at the state and federal levels.	Candidates show little or no evidence of meeting this standard.
Advocacy Skills (1, 25%)	Candidates have strong advocacy skills, including written and verbal communication and collaboration.	Candidates have a solid foundation in advocacy skills, including written and verbal communication and collaboration.	Candidates have beginning advocacy skills, including written and verbal communication and collaboration.	Candidates show little or no evidence of meeting this standard.
Commitment to Advocacy (1, 25%)	Candidates demonstrate a strong, active commitment to articulating and advocating for sound professional practices and public policies for the positive development and learning of all students.	Candidates demonstrate a commitment to articulating and advocating for sound professional practices and public policies for the positive development and learning of all students.	Candidates demonstrate a beginning commitment to articulating and advocating for sound professional practices and public policies for the positive development and learning of all students.	Candidates show little or no evidence of meeting this standard.



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Family & Community Involvement	Exemplary (3pts)	Proficient (2pts)	Developing (1pt)	Unacceptable
Family & Community Characteristics (1, 33%) GA-MU-TP.3.B GA-MU-TP.3.C GA-MU-TP.4.D INTASC.10 INTASC.7 NBPTS.5.2	Candidates articulate and integrate family theory and research-based knowledge of multiple family and community factors that impact students' lives. Candidates' descriptions of the characteristics of the families and communities in which they are practicing show in-depth understanding.	Candidates show a general knowledge of family theory and research, and can identify a variety of family and community factors that impact students' lives. Candidates demonstrate that they know the significant characteristics of the families and communities in which they are practicing.	Candidates show a developing knowledge of family theory and research, and can identify some family and community factors that impact students' lives. Candidates demonstrate that they know some characteristics of the families and communities in which they are practicing.	Candidates show limited or stereotyped knowledge of family and community characteristics as they affect educational practice.
Family & Community Support & Empowerment (1, 33%) GA-MU-TP.3.B GA-MU-TP.3.C INTASC.6 NBPTS.5.2 NBPTS.5.3	Candidates show extensive knowledge of families' goals, language and culture, and individual characteristics as tools to build respectful, reciprocal relationships. Their work reflects skilled, varied family communication strategies, including uses of technology. Evidence shows that candidates can link families with multiple community resources appropriate for specific purposes.	Candidates can describe how to use knowledge of families' goals, language and culture, and individual characteristics to build respectful, reciprocal relationships. Candidates apply their knowledge in using varied family communication strategies, including technology; in linking families with key community resources; and in accessing information about other resources as needed.	Candidates show a developing knowledge of family characteristics and a developing ability to communicate with families and link them to community resources.	Candidates show limited knowledge of families' goals, language and culture, and individual characteristics; a limited repertoire of communication strategies; and limited knowledge of community resources to support families.
Family & Community Involvement (1, 33%) GA-MU-TP.1.C GA-MU-TP.3.B GA-MU-TP.3.C GA-MU-TP.4.D INTASC.10 INTASC.7 NBPTS.5.2	Candidates know multiple strategies to involve families that encompass a variety of family beliefs, traditions, values, and practices. Candidates know how to involve families in assessing and planning for individual students, including those with disabilities, developmental delays, or special abilities.	Candidates recognize the importance of involving families as partners in supporting the school both inside and outside the classroom. They know how to involve families in assessing and planning for individual students.	Candidates recognize the importance of involving families as partners in supporting the school both inside and outside the classroom. They show a developing knowledge of how to involve families in assessing and planning for individual students.	Candidates do not recognize the importance of involving families as partners in supporting the school both inside and outside the classroom. They do not know how to work with families in order to encourage learning.



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Cultural Competence	Exemplary (3pts)	Proficient (2pts)	Developing (1pt)	Unacceptable
Valuing Diversity (1, 16%) GA-MU-TP.3.B GA-MU-TP.4.A INTASC.10.D INTASC.10.L INTASC.3.G INTASC.3.H INTASC.3.I INTASC.3.Q INTASC.6.L NBPTS.1.3	Candidates far exceed what is expected for proficiency.	Candidates accept and respect different cultural backgrounds and customs, different ways of communicating, and different traditions and values.	Candidates demonstrate a positive movement towards this standard, but do not yet demonstrate proficiency.	Candidates do not demonstrate acceptance of or respect for different cultural backgrounds and customs, different ways of communicating, and/or different traditions and values.
Cultural Awareness: Self (1, 16%) INTASC.10.B INTASC.3.D INTASC.3.E INTASC.3.O INTASC.6.B INTASC.6.H	Candidates far exceed what is expected for proficiency.	Candidates are aware of their own cultural identity, values, attitudes, and biases.	Candidates demonstrate a positive movement towards this standard, but do not yet demonstrate proficiency.	Candidates are not aware of their own cultural identity, values, attitudes, and biases.
Cultural Awareness: School (1, 16%) GA-MU-TP.3.C INTASC.10.B INTASC.10.J INTASC.3.D INTASC.3.P INTASC.6.B INTASC.6.H INTASC.7	Candidates far exceed what is expected for proficiency.	Candidates are knowledgeable about the culture of the school and seek ways to accommodate it to students' needs.	Candidates demonstrate a positive movement towards this standard, but do not yet demonstrate proficiency.	Candidates are not knowledgeable about the culture of the school and/or do not seek ways to accommodate it to students' needs.
Dynamics of Cultural Interactions (1, 16%) GA-MU-TP.3.B INTASC.3.C INTASC.3.D INTASC.3.E INTASC.6.B INTASC.6.H INTASC.6.L	Candidates far exceed what is expected for proficiency.	Candidates know there are many factors that can affect interactions across cultures, including historical cultural experiences, and relationships between cultures in a local community.	Candidates demonstrate a positive movement towards this standard, but do not yet demonstrate proficiency.	Candidates do not know the many factors that can affect interactions across cultures, including historical cultural experiences, and relationships between cultures in a local community.
Adapting to Diversity (1, 16%) GA-MU-TP.1.A GA-MU-TP.1.B GA-MU-TP.2.B GA-MU-TP.3.B GA-MU-TP.3.C INTASC.3 INTASC.3.C INTASC.3.D INTASC.3.E INTASC.3.O INTASC.3.P INTASC.3.Q INTASC.6.H INTASC.6.L INTASC.7 INTASC.7.B NBPTS.1.1 NBPTS.1.2	Candidates far exceed what is expected for proficiency.	Candidates design instruction based on an understanding of students' cultures and adapt the learning environment to better serve diverse populations.	Candidates demonstrate a positive movement towards this standard, but do not yet demonstrate proficiency.	Candidates do not design instruction based on an understanding of students' cultures and do not adapt the learning environment to better serve diverse populations.
Communicating with Families (1, 16%) GA-MU-TP.3.C INTASC.10.J INTASC.10.L INTASC.3.O INTASC.3.P	Candidates far exceed what is expected for proficiency.	Candidates use cultural knowledge to communicate well with families and to mediate between home and school and advocate for what students and families need.	Candidates demonstrate a positive movement towards this standard, but do not yet demonstrate proficiency.	Candidates do not use cultural knowledge to communicate well with families or to mediate between home and school or advocate for what students and families need.

9. I will be required to give you a grade of IC (Incomplete) in the course until you have added, correctly labeled, correctly submitted, and reflected upon each LIVE/TEXT assignments to your LiveText account for assessment.



VI. COURSE POLICIES & PROCEDURES

The *To Be* component of the Conceptual Framework, the Dispositions Assessment, and the IRA Standard #5 each combine to encapsulate the expectations of a professional educator. Your professional behavior and demeanor is expected in this class at all times. You are expected *TO BE intellectually, academically, professionally, and mentally* present in all class sessions.

Housekeeping Notes



Life continues to happen beyond the classroom walls. Should your world find it necessary to impinge upon the sanctity of our learning environment in the form of a cell phone or beeper please consider the personal IEP's for each member of our learning community. Ensure that they are turned off (or placed on manner mode) while in class.



Our lives have been impacted by the continued advance of technology and technological devices. In many ways these advances have improved our quality of life, making it easier for us to complete tasks in our daily lives. However, we have also, in some cases, allowed technology to replace or impede certain avenues of human communication and connection. Since this is an environment of active learning, connection, discussion, and debate, personal laptops will not be welcome visitors in this class without a Disability Statement.



We are social creatures by nature and we each place value in the outward expression of our thoughts and beliefs. As such, we reach levels of connection and validation through conversation. The ability to demonstrate our loquacious natures comes more easily for some. However, please try to limit these natural tendencies for verbal bonding to the designated opportunities for discussion activities or during class breaks.

Honor Policy: Academic integrity is maintained through the honor system. The honor system imposes on each student the responsibility for his or her honest behavior and assumes the responsibility that each student will report any violations of the Honor Code. By the act of entering Mercer University, each student personally consents to Mercer's Honor System and thereby agrees to be governed by its rules. Furthermore, each student is personally responsible for knowing the rights and obligations as set forth in the Honor System. The student is also expected to cooperate with all proceedings of the Honor System and to participate fully in the Honor System. The most frequent violations of the Honor Code are cheating and plagiarism. **Cheating** is the taking of credit for work which has been done by another person. The following are some of the more common instances of cheating:

- 1) Using notes, textbooks, or reference materials on a test, daily quiz, or examination unless the use of such materials is specifically permitted by the professor;
- 2) Copying ideas or facts from another's papers during a test situation;
- 3) Copying ideas, facts, information from another's Blackboard posting
- 4) Giving or receiving facts or ideas either verbally or in writing during a test situation;
- 4) Obtaining test questions which a teacher does not release for further reference;
- 5) Obtaining or giving specific information which will be on a test before the test is administered;
- 6) Using unassigned translations in a reading course in a language.

It is to be emphasized that these examples are not the only possible ones. They are listed in order to give the student a general idea of what constitutes an Honor Code violation. **Plagiarism** is defined as the use of ideas, facts, phrases, or additional materials such as maps and charts from **any source** without giving proper credit (as specified below) for such material. Any material in a paper or report which is not acknowledged is understood to be the original work of the author, regardless of misinformation, carelessness, sloppiness, or typographical errors" (The Lair Student Handbook and Academic Planner 2003-2004, p. 16).

Students are expected to abide by the Honor Policy for ALL assignments. Students are expected to do their own work for assignments that are electronically submitted as well as the companion web site activities. The instructor will announce those assignments that are specifically designed for cooperative work.

The Code of Ethics for Educators: "The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards which represent the conduct generally accepted by the education profession. The code protects the health, safety and general welfare of students and educators, ensures the citizens of Georgia a degree of accountability within the education profession, and defines unethical conduct justifying disciplinary sanction." The Code of Ethics for Educators, Georgia Professional Standards Commission (July 15, 2003). Retrieved August 24, 2004, <http://www.gapsc.com/Professionalpractices/NEthics.asp>

Disabilities Statement: Students requiring accommodations for a disability should inform the instructor at the close of the first class meeting or as soon thereafter as possible. If you are not registered with Disability Support Services, the instructor will refer you to the Disability Support Services office for consultation regarding documentation of your disability and eligibility for accommodations under ADA/504. In order to receive accommodations, eligible students must obtain each instructor's signature on a "Faculty Accommodation Form" supplied by Disability Support Services (also downloadable from our website). Students must return the completed and signed form to the Disability Support Services Coordinator (212 Sheffield Center). For convenience, anyone can send this information through Campus Mail or fax the form to (678) 547-6373. Even students with a documented disability who do not wish to use academic accommodations are also strongly encouraged to register with Disability Support Services and complete a Faculty Accommodation Form each semester. For further information, please contact Richard Stilley, Disability Support Services Coordinator/Assistant Dean for Campus Life, at (678) 547-6823 or visit the website at <http://www2.mercer.edu/StudentLife/Atlanta/default.htm>.



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Attendance, Timeliness, and Professional Attitude (see Dispositional Assessment): On-time attendance at ALL classes is expected. In case of illness or emergency, the instructor must be notified, in advance, and an excuse for absence documented and presented. Your attendance is required on evenings set aside for final group presentations. Should you fail to attend in support of classmates or fail to personally present group projects **a "B" is the highest grade you can earn for EDUC625 based purely on attendance. Additional deductions will be taken for more than one absence and based on the timely submission & evaluation of content. Please plan accordingly.**

Arriving on time: Regular attendance, at the scheduled class time, is expected. Arriving late to class, especially on a regular basis, is a problem both for you and your classmates. You will miss content explanations, important announcements, and supportive background information. A tardy, or late arrival, will be assessed after 15 minutes; **four tardy** arrivals will be the equivalent of one absence. **Signing in upon arrival is your responsibility & will serve as documentation of attendance.**

Participation: Paulo Freire believes that there is no teaching without learning. This is a community of diverse learners and teachers, each with a variety of lived experiences and viewpoints. The conversation can only be enriched and additional connections made through advance preparation and the *active* involvement of every member of the community.

Professional Attitude: You demonstrate your professional attitude each time that you walk into class. A professional teacher does much more than the stated requirements, cares about the quality of their work and completes that work with integrity, thoroughness, and enthusiasm. In this class, it also means caring about your fellow graduate students –AND– *being present* when in class. It is about full participation in group and class discussions. It also entails setting up a time to meet with the professor to discuss concerns & instructional beliefs, assuage confusions, and create paths of understanding.

Grading

All written assignments completed outside of class and submitted for a grade **must be typed** unless otherwise noted. Please double-space, proofread, make corrections neatly, and pay close attention to correct spelling, punctuation, and grammar. Neatness, style, appearance, and mechanics of Standard English writing will influence the grade you receive on your assignments. There will be penalties for grammatical, typographical and spelling errors. **As assignment due dates are established and discussed at the start of the semester, NO points will be earned for late assignments.** ALL assignments are to be posted to Blackboard **by the date & time posted**. Grades of IC for the course will NOT be considerations for poor planning on your part. Formative discussions will prevent summative failures.

You are accountable for all **assigned readings** by the date designated on the syllabus. You will be expected to come to class having completed the reading assignments and prepared to discuss the material. Please select a classmate who will agree to be your *Study Buddy*. This should be a responsible member of the community who will be able to collect any handouts and inform you of missed assignments, class notes, & required readings. **You & your Study Buddy, NOT the instructor,** are accountable for all missed notes and handouts.

As your facilitator, I recognize that graduate students have either become accustomed to the institutionalized grading system, or have too deeply internalized the concern for an external and visible *stamp* of success to easily adapt to a class without grades. Therefore, against my personal pedagogical philosophy i.e., that learning is an intrinsic and personally valuable pursuit necessary of no external rewards, the allotted points for each assignment is listed below. Each assignment will be evaluated using criteria which identifies it as Unacceptable, Emerging, Developing, Target, or Exceptional. Your work must accomplish something extra; go above and beyond to earn an Exceptional evaluation. **Also note- after earning one *Unacceptable* evaluation for an assignment, for each subsequent earned *Unacceptable* grade, you will earn the associated points but will be required to redo the assignment until a minimum evaluation of *Target* is earned. To earn a grade of "A" in this class you will need to attend EVERY class AND meet the expectations for each assignment listed in the rubric's Exceptional column.**

A	=	94% - 100%
B	=	82% - 88%
C	=	70% - 77%
F	=	Below 65%
AU	=	Audit

B+	=	89% - 93%
C+	=	78% - 81%
D	=	65% - 69%
IC	=	Incomplete
W	=	Withdrawal

Blackboard Exploration Assignment	6% of total grade
The Flat World Chapter Presentation	9% of total grade
EDUC 625 Course Wiki	60% of total grade
EDUC 625 Course Presentation Poster	25% of total grade

BLACKBOARD EXPLORATION COURSE ASSIGNMENT (6 Points): You will use this assignment to become familiar with, demonstrate proficiency with the Blackboard On-Line Learning System - instructional resources, the assignment submission links & process, the email system, and on-line chat capabilities. Successful completion of this assignment includes two portions – 1. an email to the professor with the required documents attached; 2. posting of the completed assignment document to the correct link found at Assignments. The required sheets are located at the Course Contents & the Blackboard Exploration Assignment link.



THE FLAT WORLD CHAPTER PRESENTATION (9 points): Each small group will present, as assigned, the main content of the focus chapter for the week. The presentation must include a previously demonstrated “tech” tool, a content menu and a whole group activity based on the chapter content.

EDUC 625 COURSE WIKI (60 points): Each completed assignment will be added to your original & individually created pbworks.com wiki. Students must decide on the target audience for the wiki – students, parents, professional colleagues. The link to your wiki will be posted as the LiveText artifact for this course. See Assignment Rubric

WIKI TITLE PAGE should demonstrate a great of unique & creative thought, reflection, & word play as related to theme & tenets of Culturally Responsive Teaching (CRT)

I AM FROM... POEM PAGE: At the start to the semester you will write and add to the wiki an original “I AM FROM” Poem. Each line of the poem **must begin with the words, I AM FROM** and should describe your life in terms of the following – food, art, family history/traditions, music, language, cultural customs, clothing/fashion, childhood neighborhood, religion, childhood school life (integrated, segregated, neighborhood, suburban/urban/rural, private, public, parochial...), family views on education and personal educational experiences. **I AM NOW...POEM:** At the end of the semester you will add an original poem describing your cultural awareness and pedagogical transformation as a result of your experiences in this class. What have you learned since embarking on this journey of culturally and educationally responsive teaching? Again the content should describe your transformation in terms of – food, art, family history/traditions, music, language, cultural customs, clothing/fashion, childhood neighborhood, religion, childhood school life (integrated, segregated, neighborhood, suburban/urban/rural, private, public, parochial...), family views on education and personal educational experiences. The page must also include a technological component.

CULTURAL IMMERSION PROJECT PAGE (CIP): This assignment will be completed as an EDUC625 small group project. The objective of this assignment is to gain a better understanding of a divergent culture. You will then relate that understanding to education, your pedagogical practice, and the relevant issues revealed in this class. You will participate in three immersion experiences related to a chosen culture; capture and share reactions from the three cross-cultural events – 1. Visit to a divergent religious church service conducted in a language other than English; 2. Conduct two face-to-face interviews; one with a person over 50 who self-identifies as a member of a divergent cultural group; and one face-to-face interview with one of your students; 3. Experience / Sample the food of a divergent culture or attend a cultural festival or art exhibit. Page will include photos from each event, a 150-word personal reflective essay for each event, and connection to culturally responsive theories. The page must also include a technological activity / component.

ADVOCACY BOOK STUDY PAGE: Each student will choose and read a separate primary source text on an educational / advocacy topic of interest. Book Study Partners will be assigned and will meet to discuss the content as it relates to CRT and educational advocacy. Book Study Partners will research the current state policy on the topic(s). Each partner will write an Advocacy Statement, 3+ page document which articulates the problem, advocates for sound, culturally & pedagogically professional practices, includes a brief summary of the book, and uses the partner’s book as additional researched support. The wiki page also includes current GA state policy on the focus issue, a description of a related potential class advocacy project & connection to 1 related peer-reviewed article and the course text. The page must also include small group The Flat World chapter summaries and a technological component.

PPT POSTER PAGE includes – Oral History quotes, I Am From / I Am Now Wordle, Content Menu, CIP Highlight(s), Book Study Highlight(s) + Book Image, Advocacy Project Highlights, List of Atlanta Cultural Must See’s, (3) Culturally Responsive Critical Thinking Questions (additional instructions will be provided)

FAMILY CONNECTION PAGE: Personal Introductory Newsletter, 9-week Family Communication & Participation Plan; and culturally responsive theoretical justification. The page must also include a technological component.

IN THE NEWS PAGE: includes a copy of or link to a culture-specific news article; personal reaction to article, and position of article as related to culturally responsive tenets. The page must also include a technological component.

ORAL HISTORY PAGE includes brief profile of participants (over 50 & under 30), highlights of interviews – What does it mean to be an American? What does it mean to be educated? Also included is a brief summative connection between CRT & Oral History. A technological activity or component (digital recording) is also included.

COMMUNICATION PAGE: includes a 500-word reflective compare / contrast essay on Cross-Cultural communication styles; page also includes a summary of e-pal communication / participation project; summary of participation in a Culturally Responsive blog, summary of Teaching Tolerance ENEWS. The page must also include a technological activity or component.



EDUC625 - Culturally & Educationally Responsive Pedagogy:
Theory, Knowledge, & Strategies to Teach Today's Diverse Student Population
The Transforming Practitioner: To Know To Do To Be

LESSON PLAN PAGE: You will choose objectives from the state curriculum standards that correspond to your discipline and use the information and insights gained through the completion of your Cultural Immersion Project to prepare a culturally relevant & differentiated lesson plan. Your plans for integrating cultural knowledge and awareness into your personal pedagogy should be reflected in the culturally relevant portion of the lesson plan. The plan includes, in addition to Mercer Lesson Plan components- GPS & Grade Level; I Do, We Do, You Do It Together, You Do It On Your Own activating activity; Differentiated Content Menu; Culturally Responsive Principles of Communication; Inter-Cultural Message Consideration; Ethical Consideration(s); Exceptionality(ies) Modifications; Culturally Responsive Theory Justification. The page must also include a technological component

ADDITIONAL WIKI PAGES TO MEET EXCEPTIONAL CRITERIA: each w/ CRT theoretical connections & technological component - Art & Symbolism; Gender Considerations; Multiple Intelligences; Identity/Labeling; Music; Religion; Culture on the Screen; Socio-Economics; Classroom Mission Statement

EDUC 625 COURSE PRESENTATION POSTER (25 points): Book Study Partners or Small Groups will jointly design and submit to www.PosterPresentations.com for creation a 48 X 36 poster. In addition to the components listed on the sample to be provided, each partnered poster must include the following components: (3) Culturally Responsive Critical Thinking Questions, I Am From / I Am Now Wordles OR Poems, highlights of Oral History interview quotes, The Flat World Chapter Presentation Content Menu, CIP Highlight(s), Book Study Highlight(s) + Images of partner's chosen Advocacy books, Class Advocacy Project Highlights, A List of 10 Atlanta Cultural Must See's, Cross-Cultural Behavioral/Communication Tips

LIVETEXT REFLECTION(S):

Assignment Reflection: Diversity

Assignment Reflection: Family & Community Involvement

Assignment Reflection: Advocacy

Assignment Reflection: Cultural Awareness

Education is a transformative process that requires ongoing reflection. This reflection is distinct in that you must describe your personal transformation *as a result of having completed these projects* as that transformation relates to the standard. Please read, synthesize, and analyze the expectations of the standards on Advocacy, Diversity and Assessment of Cultural Awareness. Each reflection must be written in response to each standard demonstrating your transformation as a result of the completion of the various projects and assignment in this course.

VII. EXPECTATIONS, RESPONSIBILITIES, and ASSIGNMENTS



METHODS OF INSTRUCTION

The instructional methods will include assigned readings, lecture, demonstrations, simulations, discussion, and cooperative learning. The method of instruction is reflective as it is defined and explicated by John Dewey in his classic work, How We Think. This method of teaching, considered an authentic form of teaching and learning, is generally acknowledged as the most effective technique for promoting long-term learning and behavioral change. Lev Vygotsky's theoretical framework is built upon the belief that social interaction plays a fundamental role in the development of cognition. Connection, conversation, and reflection are an effective combination of instructional methods to convey concepts, generalizations, and values in education. The method, however, is not always immediately comfortable with a few students who have very rigid belief structures and a low tolerance for ambiguity. The vast majority of students, however, find the method refreshing, exciting, and fulfilling. We will model in this graduate class the same methods that you will use in your classroom; critical, engaged, and sometimes uncomfortable thinking at it best. Technology will also play a role in the learning process. Types of technology to be used in the course may include word processing, portable flash drives, video, the Internet, and PowerPoint, digital tools, computer CD's & DVD's, Photo Story, Shelfari, Animoto, Live Text and Blackboard.

This class is designed so that you become a community of active and engaged learners; therefore, you are expected to be *fully* and *actively* present at all class meetings for the entire session. Despite our best instructional efforts there may be discussions or insights that occur after the formal class session has ended. The use of *Blackboard* is designed to extend the learning conversation and exposure to information beyond the confines of the classroom setting. During the course you will need to use Blackboard for email as well as for a variety of tasks related to understanding the foundations of reading instruction. Course materials will be uploaded to this system so that you will be able to retrieve electronic copies for your files. I will be happy to respond to, accept messages, and view attachments sent to me through the Blackboard mail system. Please do not send questions, assignments, or attachments related to this course to me through my Mercer account.

VIII. REFERENCES

Available at Blackboard



IX. TENTATIVE COURSE OUTLINE

JANUARY 13: The World is Flat Coming to Know Our Community of Learners, Orientation, Introductions, Course Assignments & Expectations, Syllabus Discussion, Blackboard Overview & Expectations, Advocacy Book Choice, Wiki Assignment, Poster Assignment	
JANUARY 13: Weekly In-Class Discussion To Know: Understand the theories underlying the concept of multicultural education and culturally responsive teaching; understand how ethnicity and culture affects education in the local school system; know the roles & responsibilities of culturally responsive educators; synthesize and apply the culturally responsive teaching standards To Do: Facilitate learning experiences that demonstrate successful teaching methods using technology (e.g. using computers for searches of culturally relevant curriculum using software to overcome language barriers); assessing and evaluating student learning by choosing appropriate multiple assessment tools and strategies. To Be: Exhibit positive values; demonstrate sound judgment, integrity, responsibility, and model ethical behavior (as one teaches in a diverse classroom); show an ability to communicate respect, acceptance, and cooperation in the effective engagement of others; become critical consumers and evaluators of culturally relevant teaching material.	TO READ ASSIGNMENTS for next week The Flat World – Chapter 1 Content Menu Samples TO DO / POST ASSIGNMENTS for next week Blackboard Exploration Assignment (6 pts.) DUE: January 20 posted to the link at Blackboard and emailed to Dr. Scott-Simmons by 5PM – NO LATE ASSIGNMENTS WILL BE ACCEPTED OR EVALUATED
January 20 WSS Chapter 1 Presentation: Summary, Content Menu & Whole Group Activity Teaching Tolerance ENEWS Subscription Lesson Plan Sample Class Wiki – Tech Tip CIP Assignment & Brochure Oral History Assignment Class Advocacy Project: Poster Discussion In The News – On The Screen	TO READ ASSIGNMENTS for January 27 The Flat World – Chapter 2 & Chapter 3 Suggested Reading: Advocacy Book TO DO / POST ASSIGNMENTS for next week <ol style="list-style-type: none"> 1. Student Group The Flat World Presentation 2. Compose & Email as an attached document: I AM FROM POEM 3. Create pbworks account, wiki set-up and create & email tinyurl.com link
January 27 Student Chapter 2 – The Flat World Presentation: Summary, Content Menu & Whole Group Activity Student Chapter 3 – The Flat World Presentation: Summary, Content Menu & Whole Group Activity	TO READ ASSIGNMENTS for February 3 The Flat World – Chapter 4 & Chapter 5 Suggested Reading: Advocacy Book TO DO / POST ASSIGNMENT Student Group The Flat World Presentation SUGGESTED ASSIGNMENT Wiki Page
February 3 Student Chapter 4 – The Flat World Presentation: Summary, Content Menu & Whole Group Activity Student Chapter 5 – The Flat World Presentation: Summary, Content Menu & Whole Group Activity	TO READ ASSIGNMENTS for February 10 The Flat World – Chapter 6 & Chapter 7 Suggested Reading: Advocacy Book TO DO / POST ASSIGNMENT Student Group The Flat World Presentation SUGGESTED ASSIGNMENT Wiki Page
February 10 Student Chapter 6 – The Flat World Presentation: Summary, Content Menu & Whole Group Activity Student Chapter 7 – The Flat World Presentation: Summary, Content Menu & Whole Group Activity	TO READ ASSIGNMENTS for February 17 The Flat World – Chapter 8 & Chapter 9 Suggested Reading: Advocacy Book TO DO / POST ASSIGNMENT Student Group The Flat World Presentation SUGGESTED ASSIGNMENT Wiki Page



February 17 WORK WEEK: CIP & ORAL HISTORY INTERVIEWS	TO READ ASSIGNMENTS for February 24 Suggested Reading: Advocacy Book TO DO / POST ASSIGNMENT SUGGESTED ASSIGNMENT Wiki Page
February 24 WORK WEEK: CIP & ORAL HISTORY INTERVIEWS	TO READ ASSIGNMENTS for March 3 The Flat World – Chapter 8 & Chapter 9 Suggested Reading: Advocacy Book TO DO / POST ASSIGNMENT Student Group The Flat World Presentation (if necessary) SUGGESTED ASSIGNMENT Wiki Page
March 3 Student Chapter 8 – The Flat World Presentation: Summary, Content Menu & Whole Group Activity Student Chapter 9 – The Flat World Presentation: Summary, Content Menu & Whole Group Activity	TO READ ASSIGNMENTS for March 17 Suggested Reading: Advocacy Book SUGGESTED ASSIGNMENT Wiki Page
WEEK OF MARCH 9: SPRING BREAK	
March 17	TO READ ASSIGNMENTS Suggested Reading: Advocacy Book TO POST ASSIGNMENTS for next week Wiki Page
March 24	TO POST ASSIGNMENTS for next week Student Group post PPT Poster Slide to Blackboard link by 11PM March 31
March 31	TO POST ASSIGNMENTS for next week Student Group send approved PPT Poster Slide to www.posterpresentations.com
April 7 – CIP & ORAL HISTORY INTERVIEWS WORK WEEK	TO POST ASSIGNMENTS for next week Post tinyurl Wiki link and LiveText Reflection to Blackboard by 11PM <u>WEDNESDAY, APRIL 13</u>. THE WIKI IS “THE” ASSIGNMENT FOR THIS COURSE – NO LATE POSTINGS WILL BE ACCEPTED
April 14 GROUP PRESENTATIONS – THIS IS A REQUIRED CLASS	
April 21 GROUP PRESENTATIONS – THIS IS A REQUIRED CLASS	
April 28 GROUP PRESENTATIONS – THIS IS A REQUIRED CLASS	CONGRATULATIONS TO OUR GRADUATES! ENJOY THE BREAK! ☺