UNIVERSITY OF WISCONSIN PARKSIDE

INSTITUTE OF PROFESSIONAL EDUCATOR DEVELOPMENT
FALL 2021

**EDU 304: CONTEXT AND CULTURE IN LEARNING ENVIRONMENTS**
Molinaro Hall, D101
Tuesdays, 5:00-7:50 PM

**INSTRUCTOR INFORMATION**
**EDUCATOR PREPARATION PROGRAM MISSION STATEMENT**
The mission of the Educator Preparation Program is that through collaboration with community partners, we prepare knowledgeable, responsive educators committed to teaching all learners in our diverse and dynamic world.

**SPECIAL COVID-19 STATEMENT**
UW-Parkside maintains Ranger Recovery, an up-to-date COVID-19 student information page. I will enforce and maintain the safety protocols and guidelines set forth by the University. This will include wearing masks and sanitizing hands and seating / work surfaces, among other protocols and guidelines. You may drink beverages in class; however, eating in class is not permitted.

Do not come to class if you are sick, whether symptoms (potential) of COVID-19 or other illness. Email me as soon as possible and we will work together for you to make up the absence(s) and associated work. If you believe you are sick and must quarantine, then (i) self-report to student health, (ii) maintain regular contact with me and all your professors, and (iii) notify at your earliest convenience if for any reason your quarantine prevents you from participating in class activities and / or completing assignments.

If you do not have the necessary and appropriate technology to fully participate in this course, including having only a smartphone, please contact the UW-Parkside Tech Bar as soon as possible. UW-Parkside has potential options to provide you with the necessary technology.

**COURSE DESCRIPTION**
In this course, teacher candidates will explore pedagogies and instructional strategies for educating culturally diverse students in various educational settings in Southeastern Wisconsin: urban, suburban, and rural. While there are different interpretations of multicultural education, this course focuses on the multiple forms of difference that also define unequal positions of power in the United States and the impact this has on the education system nationally, across Wisconsin, and within our region. As future teachers, you will need to come to your own conclusions about what instructional strategies are most effective for meeting the needs of the culturally diverse students you are teaching. However, before you begin to make those selections, you need to be clear about what multicultural education and culturally relevant and sustaining pedagogy mean to you.

Thus, throughout the course, we will engage with and reflect upon the following essential questions:

- In what ways to schools create, perpetuate, and exacerbate inequality?
- How do systems of privilege affect individuals' opportunities for social and economic mobility?
- How do elementary and secondary teachers use the cultural assets of their students to support skills based and content instruction?

- How do multicultural education and culturally relevant and sustaining pedagogies support you and your students getting involved in social action in your community and school?

## LEARNING OUTCOMES

At the conclusion of this course, teacher candidates will be able to:

A. Increase their awareness of their own biases and confront them in order to enhance their students' learning opportunities
B. Define what culturally responsive education is and what it looks like
C. Discuss how privilege and social power play a systemic role in how culture is practiced
D. Reflect on personal assumptions about students, parents, and communities in order to recognize the importance of how culturally responsive education impacts student outcomes
E. Explore links between educational/institutional systems, cultural norms, political realities, and the impact of historical structures and legacies
F. Explore and cultivate the personal, social, cultural assets that students bring with them into the classroom.

## STANDARDS

Upon successful completion of this course, teacher candidates must show evidence that they have met the following teaching standards at the Pre-Professional Developmental Level:

**Wisconsin Teacher Standards (DPI): Standards 1, 2, 5, 6, 7**

**ACEI (Associate for Childhood Education International Elementary Education Standards): Standard 3.4** (Active Engagement in learning)

This course meets the Statutory Requirements for Equity (Minority Group Relations), PI 34.022(3).

## COURSE MATERIALS

Required Texts

1. Sensoy, O., & DiAngelo, R. J. (2012). *Is everyone really equal? An introduction to key concepts in social justice education.* New York: Teachers College Press.

2. Nuri-Robins, K., Lindsey, D.B., Lindsey, R.B., and Terrell, R.D. (2011) *Culturally Proficient Instruction: A Guide for People Who Teach* (3rd edition). Thousand Oaks, CA: Corwin.

Supplemental readings will be posted in Canvas modules and are subject to change based on the needs of the class.

### Canvas

Canvas is UW-Parkside's learning management system. On the course website, you will find extended versions of assignments, including assessment criteria, readings, and other activities. Please check Canvas often each week for updated materials and assignments.

- Having a technical problem in Canvas?
  Click the "Help" icon (a question mark inside a circle) on the left-hand vertical toolbar in Canvas. Live Chat, Call, or Email Canvas support!
- Need Help from the UW-Parkside Technology Help Desk? Go to this resource page!

### Academic Support

Free in-person tutors and academic success coaches are available to assist you in the Parkside Academic Resource Center (PARC), located in Wyllie. Help is available for math tutoring, writing assistance, learning and study skills, as well as tutoring in many other subjects. Visit the PARC website for specific courses and hours. Online tutoring is offered by NetTutor, which can be accessed through Canvas.

Throughout the semester, this syllabus is subject to necessary modifications. As always, you must frequently/ regularly check Canvas.

**PERFORMANCE TASKS**

All assignments are to be submitted electronically in Canvas. As part of your development as a professional educator, you are expected to demonstrate correct use of English language with regard to grammar, punctuation, and spelling. Please make sure you proofread your work before it is submitted. If possible, take time to have a peer or tutor read and review your work before submitting.

Unless otherwise specified, assignments are due in Canvas prior to the start of class time on the due date. Only Performance Tasks marked with an asterisk (*) are eligible for revision or extension (see "Policy on Performance Tasks and Late Work" and "Policy on Revising Performance Tasks" in "General Course and Assignment Requirements").

1. **Wisconsin Native Americans Group Research Presentation** (80 points)

In small groups, teacher candidates will research and design a presentation about a Wisconsin Native American Nation. The presentation will include the history of the Nation, contemporary life, issues related to indigenous education, equity and access, and more. All candidates are expected to contribute meaningfully to the group's work as well as to present. Prior to beginning research, each group will submit an outline stating each member's assigned subtopic(s). The Wisconsin Native Americans Group Research Presentation will be graded using a rubric which will be posted in Canvas.

2. **Equity Audit** (40 points)

Before beginning your work on Culturally Sustaining lesson planning, you will analyze classrooms, and a school, if possible, to examine understandings of equity within and across curriculum, classroom management, procedures, learning processes, and school policies. The purpose of this assignment is to explore and reflect through an equity and inclusion lens; it is <u>not</u> an assessment of students, a class, teacher, or school. Due to COVID-19 limiting clinical placements, you will use *The Teaching Channel* (*THC*) videos to complete this assignment. The Equity Audit will be graded using rubric which will be posted in Canvas.

3. **Culturally Sustaining Lesson Plan*** (90 points)

You will design a lesson plan that incorporates culturally relevant and sustaining pedagogical practices to meet the specific needs of the students in a grade you plan to teach (modified due to COVID and no current placement). Though you will not be teaching these lessons in the field, you will design them as if they were to be taught in a potential field placement. This assignment is scaffolded to include in-class workshops to build and receive peer and instructor feedback on each component of the lesson plan. A written reflection is also required. The Culturally Sustaining Lesson Plan will be graded using a rubric which will be posted in Canvas.

4. **Summative Reflection** (80 points)

The culmination of your work in this course will be a narrative reflection. The purpose of this assignment is to draw meaningful connections between the topics of this course and your personal journey and future teaching. You will choose the product: a composition, series of poems, narrated presentation, or narrated story board, digital story, or similar product. Your narrative reflection will demonstrate the impact on growth, strengths, coursework, connections to other courses, your daily life, views on learning identity, and more, by connecting this coursework/ content to a personal experience or a series of personal experiences. Your Participation & Reflection Journal and Racial Narrative will serve as resources to help you make meaningful connections to the course content. The Summative Reflection will be graded using a rubric which will be posted in Canvas.

5. **Participation** (110 points)

This is a collaborative, non-competitive course. Your growth as a person and future educator is the top priority and collaboration is key. Your participation grade is based on your presence and active participation during each class and is assessed independent of the course attendance policy (see "Attendance and Participation" under "Course Policies"). Participation points cannot be made up (unless prior arrangements are made and agreed upon by your

instructor). Participation includes your class engagement, group contributions, and your participation reflection journal (PRJ). The purpose of the PRJ is for you to compose reflections on your interactions with course topics and group / class discussions. Your PRJ also serves as a resource for your Summative Reflection. Your completed PRJ is due at the end of the semester and is graded as complete/incomplete.

Active, consistent participation is an essential requirement for this course. This includes:

- Completing all readings to prepare for class
- Coming to class prepared with books and materials
- Actively contributing to class discussions and group work
- Consistently following all class policies, specifically the class technology policy
- Professional behavior towards classmates, instructors, and guests

Participation grades will be calculated at the end of the semester. Points will be deducted for absences, tardy arrivals, inappropriate use of personal technology during class time, and/or failure to participate actively and consistently.

## GRADING POLICIES

Each course assignment is placed in a weighted category, and each category makes up a percentage of your total grade. Each grade adds points to an assignment category and is weighted in your overall grade, 400 total points.

| Assignment | Percentage of Grade |
|---|---|
| WI Native American Group Research | 20% |
| Equity Audit | 10% |
| Culturally Sustaining Lesson Plan | 22.5% |
| Summative Reflection | 20% |
| Participation | 27.5% |

Grading Scale

| | | |
|---|---|---|
| A (> 93%) | B- (80%) | D+ (67%) |
| A- (90%) | C+ (77%) | D (63%) |
| B+ (87%) | C (73%) | D- (60%) |
| B (83%) | C- (70%) | F (< 60%) |

## GENERAL COURSE AND ASSIGNMENT REQUIREMENTS

It is your responsibility to do the following:

- Check the specific due date and time for each assignment. This information is available on this syllabus and on Canvas.
- Review complete assignment requirements and evaluation criteria for all assignments. This information is available on Canvas.
- Use APA format for all written assignments. For help with APA, refer to the Purdue Online Writing Lab (OWL).
- If you wish to discuss an assignment, please email to arrange a time. I am happy to conference with you.
- Save each assignment as a .doc, .docx, or as a PDF. Include your first and last name and the title of the assignment in your file name.
- All assignment lengths do not include headings or cover pages. For example, an assignment that has a minimum of two pages must have a minimum of two pages of content, not including headings, citations, etc. Assignments that do not meet minimum length requirements will result in lost points.

**Policy on Performance Tasks**
As a way of demonstrating professionalism, you are expected to turn in all tasks by the due dates and times listed in the course schedule. Hard copies only of assignments are not accepted; it is expected that all course assignments are submitted to Canvas by the assigned due date and time. It is your responsibility to confirm in Canvas that your assignment posted on time, contained all required components, and used readable / appropriate file types.

Late work will not be accepted without penalty; however, you must communicate with me prior to the due date if you need a different arrangement (extension) (e.g., if an assignment is due October 7, you must contact me by October 6). I will work one-on-one with any student needing more time or accommodations to complete major assignments, without penalty. If you miss the deadline without contacting me at least one day prior to the due date, then you will have 72 hours to turn the assignment in for a grade up to 50%. The purpose of this 50% policy is to provide you an opportunity to recover from what would otherwise be a zero. Please note that not all assignments completed for this class are eligible for extensions or the 50% policy (see "Performance Tasks" above).

If you are having difficulty meeting course deadlines, then contact me as soon as possible. I am committed to working individually to support students and provide accommodations or modifications where appropriate. However, you must communicate with me in order for me to support you. You can speak with me before or after class or email me to set up a time to meet in person or virtually.

**Policy on Resubmitting Performance Tasks**
If you receive less than 80% of the allocated points on a certain major performance task, you may request to resubmit the assignment within two weeks of the time the original is returned to you. You must notify your instructor immediately that you wish to resubmit the assignment, and you must meet with your instructor to determine a resubmission plan. When resubmitting, you must provide indicators of how the work was changed (i.e., using different colored fonts, using comments, making track changes, etc.) and write a brief summary of changes made. When grading the resubmitted work, the instructor will look to see what you have revised based on the comments they made on the original work and the corresponding rubric. The maximum grade on a revised assignment is 80% of the total points for that assignment. Assignments due at the end of the course cannot be resubmitted/revised.

The ability to revise your assignment (and change your grade) is contingent on full completion of the assignment at its first due date. Revisions are not granted for incomplete or unsatisfactory assignments. Incomplete assignments will be considered LATE and the Late Work policy will go into effect. The revisions built into this course are meant to improve work that shows time and effort in its completion; revisions are not meant to act as pseudo-extensions.

## COURSE POLICIES

**Academic Misconduct Statement**
Academic misconduct, including plagiarism, is a very serious offense. According to the UW System Academic Misconduct Policy, academic misconduct is an act in which a student:
(a) Seeks to claim credit for the work or efforts of another without authorization or citation;
(b) Uses unauthorized materials or fabricated data in any academic exercise;
(c) Forges or falsifies academic documents or records;
(d) Intentionally impedes or damages the academic work of others;
(e) Engages in conduct aimed at making false representation of a student's academic performance; or
(f) Assists other students in any of these acts.

If you use someone else's work, words, ideas, musical composition, digital layout, photographs, or any kind of work that is not yours, you need to give the creative individual credit for their contribution to your work. This includes work located on the Internet, specifically from Teachers Pay Teachers, links located via Pinterest, and any Internet images, including clip art. If you choose to claim all or part of another's work as your own, without proper citation of the work, you will earn a zero on that assignment and/or be subject to any disciplinary procedures presented in

the UW System Academic Misconduct Policy deemed necessary by your course instructor. Reusing work that you have previously submitted for another class is not permitted without explicit instructor permission; reusing previously submitted work is considered academic misconduct under item (e) above and will earn a zero for the assignment and/or be subject to disciplinary procedures presented in the UW System Academic Misconduct Policy at the discretion of the instructor. If you have any questions about citing a source or about what constitutes plagiarism, please do not hesitate to ask.

A Dispositional Referral will be filed with the teacher education program for any UW-Parkside teacher candidate who plagiarizes or commits other acts of academic misconduct. For more information regarding Dispositional policies and procedures, please consult your instructor, the teacher education advisor, or the teacher education department chair.

**Attendance and Participation**

Attendance is required in all learning spaces: college classrooms, online, and out in the community. Attendance is not just a matter of being physically present, but teacher candidates need to be cognitively and emotionally present and prepared in all learning spaces. This means being prepared to discuss all assigned readings and participating in communities of practice (e.g., Canvas discussions, activities and discussions in class). The State of Wisconsin licensing rules regarding teacher certification requires teacher candidates to develop professional knowledge, skills, and attitudes toward teaching and learning. Because your peers, the children, and your mentor teacher depend on your presence, the importance of being prepared for every class cannot be overemphasized.

Attendance at every class session is expected, as is on time arrival to class. If you need to be absent from class, you must contact your instructor as soon as you are aware of your upcoming absence. More than two absences for any reason will result in a reduction of one-half letter grade from your final grade (i.e., an A will become an A-) for each subsequent absence. Five or more absences will result in a failing grade in the course. Timeliness is also expected; any late entry to class will be documented, and three tardy arrivals will count as one absence. **If you must be absent or late to class for any reason, email the instructor BEFORE class begins as you're able - do not rely solely on classmates to relay messages regarding absences.**

All class meeting dates are listed on the syllabus. Participation is a significant portion of your final course grade and absences for any reason will result in a participation deduction. Class will meet at all times while the university is in session. If class is cancelled for any reason, including due to university closure for inclement weather, you will receive an alternative, online assignment that will substitute for the cancelled class meeting.

It is strongly recommended that you exchange contact information with several "buddies"/students in class. In the event one of you is absent, you can share the information from that class that is necessary for you to be successful.

**Course Communication**

Read and answer email regularly and in a timely fashion using your UW-Parkside email address. Please allow 24 hours for your instructor to return an email.

Email communication is a professional activity. Students are reminded to present themselves in a professional manner when communicating via email with faculty/staff/mentor teachers/colleagues. Remember to use a professional greeting (Dear _____) and your full name at the conclusion of the message. Avoid using text-messaging language/abbreviations (i.e., OMG, LOL, TTYL, etc.), as this is familial not professional language. Don't forget to proofread and spell check your message so that it reflects you as a professional educator.

**Education Course Completion Statement**
A grade of C+ or higher in all education classes is required for continuance in the program. For more information about program admission or continuance requirements, please see the UW-Parkside Academic Catalog or speak with the teacher education advisor.

**Emergency Statement**
Every classroom has posted information about what to do in different emergencies. If you are in danger due to natural or human-caused events, call 262-595-2911 or 2911 from any campus phone. Emergency call boxes can be found on campus and used to contact campus police. Ranger Alert will notify you in case of campus emergencies. Change your alert settings here.

In the event of a major campus emergency, course requirements, deadlines, and related performance tasks are subject to change and may require a revised calendar. You can get information about course revisions in. Canvas or by emailing your instructor.

In the event that you have a major emergency, contact your instructor immediately or as soon as possible. If you are serving in a classroom, you will also need to contact your cooperating teacher immediately.

**Incomplete Guidelines**
An Incomplete grade is a temporary grade assigned to indicate that a student must complete additional work in order to earn a grade for a class. A grade of Incomplete must be requested by the student and is assigned at the discretion of the instructor. Assignment of an Incomplete grade is guided by the following policies:

- A grade of Incomplete may be reported for a student who has maintained a passing grade in a course until near the end of the course and who then, because of unusual and substantiated cause beyond the student's control, is unable to take or complete the final examination, or to complete some limited amount of course work.
- A request for an Incomplete must be made by the student to the instructor prior to the final examination.
- The amount of time a student has to complete the work and remove the grade of Incomplete shall be at the discretion of the instructor. Normally that time period shall not extend beyond the last day of classes of the following semester. Summer school is not counted as a semester for purposes of removing the grade of Incomplete.
- If the Incomplete is not removed within the specified time, the Incomplete will lapse to an F at the end of the semester following the term in which the Incomplete was assigned.

**Professionalism**
It is important to treat education as a profession and your education courses as part of your professional development in becoming a teacher. In this course you will be introduced to a body of knowledge and pedagogical content knowledge necessary to become a successful teacher. As you work through the course material, always think like a teacher and ask yourself: how is what we are doing in class going to benefit my future students? Always act like a teacher and go above and beyond the basic requirements of the course. **Professional and respectful demeanor towards classmates and the instructor is expected at all times.**

**Student Rights and Responsibilities**
It is the University's policy to provide, on a flexible and individual basis, reasonable accommodations to students who have documented disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services for a letter of verification to provide to their instructors. Disability Services is located in WYLL D175 and can be reached at 262-595-2372 or dss@uwp.edu.

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**Use of Technology**
Professional participation in the college classroom includes physical, intellectual, and emotional presence and associated behaviors. The use of cell phones, tablets, computers, and other electronics is **not** permitted during instructional time unless specifically announced by the instructor. All electronic devices, including cell phones, should be kept in a backpack or purse and remain out of sight during class time. The instructor will inform you in advance if any devices are needed for in-class assignments. Students who choose to use cell phones, tablets, computers, or other electronics for non-academic reasons during class time will receive a deduction of their course participation grade for each observed instance of unauthorized technology use. Should you have a situation which requires cell phone use during a class, then you must respectfully notify the instructor at that time.

**FINAL COMMENT**
All faculty and staff associated with the teacher education department seek to help you become an excellent teacher. Please feel free to contact me as the instructor of your course to discuss matters related to the course or teaching. Each semester, schedule a meeting with your advisor to discuss your progress toward degree completion and licensure. All of us in the teacher education department look forward to working with you this semester.

**COURSE SCHEDULE**
Note: Course schedule is subject to change as necessary and at the instructor's discretion.

| Week / Date | Focus Topic and Class Work | Assignment* / Prep for Next Class |
|---|---|---|
| 1 , 9/14 | *Culture and Context in Learning Environments* | - Read syllabus<br>- Complete PRJ 1<br>- Read Sensoy & DiAngelo, Ch. 3 & 4 |
| 2, 9/21 | *Exploring Identity and Socialization*<br><br>Prejudice and Discrimination<br>Racial Narrative assigned<br>Group-Led Discussion Topics | - PRJ 2<br>- *Racial Narrative (due 10/3)<br>- Read:<br>- Sensoy & DiAngelo, Ch. 5<br>- Indian Schools in Wisconsin<br>- Indian Schools Photos/Resources |
| 3, 9/28 | *Oppression and Power*<br><br>PRJ 3<br><br>Begin Wisconsin Native American Group Research (WNAGR)<br>- Presentation Topics determined<br>- Group Work Time<br>- Group Outline due by end of class | - *Racial Narrative due by 10/3<br>- Read Sensoy & DiAngelo Ch. 6 & 7 |
| 4, 10/5 | *What is Privilege?*<br>*Expanding Understandings:*<br>Sexism – Group-Led Discussion 1 | - PRJ 4<br>- *WNAGR slides due 10/24<br>- Read Sensoy & DiAngelo Ch. 8 &10 |
| 5, 10/12 | *Expanding Our Understandings:*<br>Racism – Group-Led Discussion 2<br>Classism – Group-Led Discussion 3 | - PRJ 5<br>- Read Sensoy & DiAngelo Ch. 9 &11 |

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|---|---|---|
| 6, 10/19 | *Expanding Our Understandings:*<br>White Supremacy – Group-Led Discussion 4<br>Ableism – Group-Led Discussion 5<br><br>Equity Audit assigned | - PRJ 6<br>- *WNAGR presentation slides by 10/24<br>- *Equity Audit (due 11/14) |
| 7, 10/26 | *Wisconsin Native Americans Group Research Presentations* | - PRJ 7<br>- *Equity Audit (due 11/14)<br>- Read and make notes:<br>- Sensoy & DiAngelo, Ch. 12<br>- CPI, pp. xxvi-xxvii and 2-18 |
| 8, 11/2 | *Putting It All Together* | - PRJ 8<br>- *Equity Audit (due 11/14)<br>-Read<br>- CPI, pp. 19-37<br>- Dr. Ladson-Billings Interview |
| 9, 11/9 | *Cultural Proficiency and The Standards*<br><br>Lesson Plan assigned | - Read CPI, pp. 40-75<br>- *Equity audit due 11/14<br>- *Lesson Plan (due 12/2) |
| 10, 11/16 | *The Guiding Principles*<br>*Barriers to Cultural Proficiency* | - Read CPI, pp. 76-100<br>- *Lesson Plan (due 12/2) |
| 11, 11/23 | *On the Cultural Proficiency Continuum*<br><br>PRJ 9<br><br>Lesson Plan Peer Review<br>Summative Reflection assigned | - Read CPI, pp. 102-130<br>- *Lesson Plan (due 12/2)<br>- *PRJ (due 12/5)<br>- *Summative Reflection (due 12/12) |
| 12, 11/30 | *Assessing Culture*<br>*Valuing Diversity*<br><br>PRJ 10 | - Read CPI, pp. 131-143 and 159-168<br>- *Lesson Plan due 12/2<br>- *PRJ due 12/5<br>- *Summative Reflection (due 12/12) |
| 13, 12/7 | *Managing the Dynamics of difference Institutionalizing Cultural Knowledge* | - *Summative Reflection due 12/12 |

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