

**Course:** EDUC 2011/1011-1100, Culturally Responsive Pedagogy (Fall 2018)

 University of Pittsburgh, School of Education

 5511 Wesley W. Posvar Hall

 Monday, 3:00 pm – 5:40 pm

**Professor:** Dana N. Thompson Dorsey, JD, PhD

 Associate Professor of Urban Education

 4307 Wesley W. Posvar Hall

 dtdorsey@pitt.edu

 (412) 383-4484

 Office hours: By appointment

**Doctoral Student Teaching Fellow:** Christopher A. Olshefski

 Graduate Student: Language, Literacy & Culture

 Learning Research and Development Center

 3939 O’Hara Street

 Room 741

 cao48@pitt.edu

 (412) 636-3195

 Office hours: By appointment

**Course Description:** Culturally responsive pedagogy, introduces students to theory, research, and especially practice related to developing and enacting curriculum and instructional practices that respond to the social context in which they (will) work.  The course takes an introspective approach of understanding one’s own background and experiences, as well as one’s worldview that may be shaped by particular biases. The course also covers general principles and approaches to culturally responsive teaching, such as how teachers can develop meaningful relationships with students, how teachers can learn from and about the school and local community, how teachers can develop and implement culturally responsive classroom management, and how teachers can develop expectations for students that maximize their capacity.  In addition, the course will assist students in learning about and developing culturally responsive curriculum and pedagogy in their different content/subject matter areas (such as Mathematics, Science, Art, Language Arts, and Social Studies). A recurrent and central question of the course is: How do teachers develop culturally responsive instructional practices in their particular disciplinary domain to maximize students’ learning opportunities?

**Course Objectives:** In this course, students will:

1. Be introduced to the foundational concepts of culturally relevant pedagogy and culturally responsive teaching.
2. Investigate one’s own dispositions and philosophies on critical areas that affect us as individuals and teachers, those we serve, and those with whom we work. These critical areas may include, race, class, gender/gender identity, sexual orientation, spirituality/religion, and disability.
3. Learn how to build deeper relationships with students and gain a better understanding of their background, family, community, and overall interests.
4. Begin thinking about and developing culturally relevant and responsive lesson plans

**Course Policies:**

**Attendance and Participation - C**lass attendance and punctuality are required. As discussed in “Course Assignments and Grading,” **your participation score will be affected by attendance, tardiness, and contribution to the discussions in class.**

**Email and Laptops -** Please check your Pitt email regularly—BUT not during class☺. While students are encouraged to bring in laptop computers to type notes, you are expected to be engaged in class throughout each session.

**Written Assignments -** All written assignments should be typed, double-spaced in Times New Roman, 12-point font, one-inch margins, and should follow the guidelines of the APA Publication Manual, Sixth Edition.

**Cell Phones -** Please turn cell phones to silent during class time.

**University of Pittsburgh Policies and Regulations**

**Americans with Disabilities Act:** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 216 William Pitt Union, (412) 648-7890 or (412) 383-7355 (TTY), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

**Nondiscrimination:** The University of Pittsburgh prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran.

**Academic Integrity:** Students in this course are expected to comply with the University of Pittsburgh Policy on Academic Integrity. Any student(s) suspected of violating this obligation for any reason during the course will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity.

**Statement on Classroom Recording:** To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.

**Course Assignments and Grading\*:**

**Attendance and Participation (20 Points) -** Class participation includes discussions and activities with the entire class as well as small group discussions and activities. Because class and small group discussions and activities **are important to the course, it is essential for you to attend all class sessions, arrive to class on time, stay the entire period, return promptly from breaks, and actively participate in discussions when you are present. If an emergency situation occurs or some other occasion necessitates you missing part or all of a class, please inform me as soon as possible. You are permitted one excused absence for this class, and beyond that one absence, you will lose two points for class attendance and participation for each additional absence.**

**For each class session, you should come to class with three critical questions informed by the assigned readings, and be prepared to share your thoughts and critiques as well as respond to your classmates’ thoughts and critiques.** Specifically, high-quality participation is characterized by the following:

1. Students demonstrating an understanding of facts, concepts, and theories presented in the class readings and other materials.
2. Students asking questions, answering questions, or otherwise contributing in a comprehensible manner.
3. Students offering constructive criticism during discussions and building on each other’s ideas. Students also assuming leadership roles and maintaining active participation in small groups.
4. Students relating concepts from class to their experiences as a teacher, administrator, scholar, policymaker, and/or citizen, and generating new insights and applications.

In other words, always remember to “problematize” what you are reading.

In the event of inclement weather, I do not want you to risk your well-being due to unsafe weather conditions.

. If class is cancelled due to weather, you will be notified by me via email message by 1:00 pm on the day of class.

. If the University of Pittsburgh closes or cancels classes due to weather, there will be no class.

. If a class cancellation or change of venue occurs, you will be notified.

. If class is NOT cancelled BUT your personal situation makes coming to class unsafe,

 you should follow the above-mentioned guidelines for emergency situations.

If class is cancelled due to inclement weather or my inability to attend class, I will post some questions and/or a group project on Courseweb related to the readings to which you should respond and reply to your classmates. The Courseweb discussions should be critical and analytical just like they would be in a face-to-face class session.

**Racial and Cultural Autobiography (20 Points)** - **Due September 24 by 11:59 p.m.**

As an educator, it is important for you to continuously assess your personal and professional development, challenge your strengths and weaknesses, and reflect on your social, cultural, and political influences on your ability to learn, teach, and lead. This paper gives you an opportunity to reflect on who you are, where you came from, and how you developed as a racial and cultural being. In this paper, you should reflect your knowledge, customs, and beliefs as they relate to your race/ethnicity, social class, gender, religion/spirituality, sexual orientation, disability, nationalism, and/or other factors that may impact how you view the world (i.e. education, work, traditions, events, and people), and how your culture has been shaped. You will speak from personal experiences, such as interactions with family and friends, education and work experiences, and traditions, and discuss how your worldview influences your approach to school leadership practice, policy and research. As such, you may want to take an autobiographical approach to this paper. Your paper should be 8-10 pages.

**Attitudinal Journal (15 Points) and Reflections (10 Points) – Due October 8 (first reflection) and November 5 (second reflection) by 11:59 p.m.**

This course is an opportunity for you to do some introspection and to deeply investigate your own attitudes and beliefs about certain sensitive issues, and how your attitudes and beliefs may impact your teaching practices, as well as interaction with students, colleagues, and parents. Journaling is a good way for you to do this. You will keep a journal during this course and make note of your thoughts, feelings, actions, and reactions as you come in contact and engage with people you work and live with and encounter on a daily basis, even strangers, who may be different from you due to race, ethnicity, gender, social class, and sexual orientation. You can write as little or as much as you choose as long as it contains substantive discussion of your experiences and thoughts, but you must write something every day beginning Tuesday, August 28, 2018 and concluding on Friday, November 30, 2018. Thus, there should be approximately 95 daily entries. Journaling is a private activity, so you do not have to share any of your entries with your classmates unless you choose to do so. But be honest with yourself and write your true feelings, thoughts, actions, and reactions as you encounter and interact with others, and how you think these feelings, thoughts, actions, and reactions do or may influence your teaching practices, particularly as you interact with students, teachers, other school personnel and parents. To get credit for the assignment, I will review your journal to make sure you wrote something during the specified period, and I may read two or three random passages. However, I will not keep your journal. The journals will be due on Monday, December 3, 2018.

You also will have two opportunities to reflect on your assumptions and growth during the journaling process. Each reflection should be a synopsis about what you have learned about yourself through journaling, and what you will do the same or differently to address the assumptions and stereotypes you may have others that may limit the chance to build relationships with others. Each reflection should be at least 1-3 pages.

**Culturally Responsive Lesson Plan, Reflection Paper, and Presentation (35 Points) – Due December 10, 2018 by 11:59 p.m.**

A major goal of this project is to collect as much material as possible in order to develop tools (curriculum, activities, worksheets, assessments) to assist you in your work of becoming culturally relevant/responsive in your respective careers/classrooms. This project allows you to construct a lesson that is culturally responsive/relevant. Each student will develop and teach a mini-lesson using tenets of culturally responsive and/or culturally relevant pedagogy. Students will select a topic or related topics within their subject matter (e.g., grammar, the French revolution, mathematical equations, literature) and develop a lesson that incorporates tenets of culturally responsive pedagogy and/or culturally relevant pedagogy. Each student will *teach* a “mini-lesson,” drawn from the complete lesson that will be outlined in what is turned in. The mini-lesson will last approximately 20 minutes. We (the entire class) will act as your students. We will then have 5 minutes for Q & A.

Lesson Plans: Students will develop and turn in lesson plans and related documentation that:

* make explicit connections to CRP (see lesson plan format at the end of this syllabus),
* make explicit connections to state standards from a particular state (students’ selection),
* make explicit connections to Common Core Standards in your content area, and
* provide evaluation/(pre/post) assessment(s) of the lesson for students to gauge students’ learning from the lesson.

3-5 Page Reflection Paper: In addition, a paper grounded in the literature that describes students’ curricular and instructional decision-making will also be submitted. The paper should:

* describe how the lessons are culturally responsive/culturally relevant;
* name the tenets of culturally relevant and responsiveness that connect to the lessons (grounded in the literature and cited);
* describe your decision-making/thoughts on why you selected curriculum and instructional materials and practices;
* discuss any challenges or changes you would make in the future.

Mini-Lesson Demonstration: Students will “set the stage” during the mini-lesson demonstration providing:

* the grade level for the assignment,
* the number of students,
* type of school (note: lessons can be culturally relevant or responsive in different social contexts),
* prior learning that has taken place before the lesson
* pre/post assessment
* other?

To summarize, students will:

* Select a subject, topic, and grade level
	+ The lesson should draw from and make explicit connections to CRP
	+ The lesson should be grounded in and guided by state standards/common core
* Develop a plan using CRP including visual aids, and assessment; show connections to CRP
* “Teach” a mini-lesson/Share rationale for decision making from the three connected lessons developed
* Turn in a complete packet of documentation/information that goes with the mini lessons and lesson plans
* Write and submit a paper (grounded in the literature and cited) not to exceed 5 pages that rationalizes your curricular and instructional decision-making

**Graduate Student Assignment:** In addition to the lesson plan, graduate students will investigate and study the “current state” of culturally responsive/relevant pedagogy in their respective field of study. For instance, what is happening with culturally responsive/relevant pedagogy research in literacy education, early childhood education, teacher education, health, human ecology, sociology, or mathematics and science education? Students will look at the research literature and synthesize that literature in a way that critiques, analyzes, summarizes, and describes the literature. The goal of this project is to write a minimum 20-page paper (not including references, they are additional pages) that outlines the “state” of culturally relevant pedagogy in your field. It is critical for students to be familiar with and to include the major researchers and theories (where CRP are concerned) in the review, discussion, and presentation. Students will share their findings in a 20 minute presentation during class. Unlike the cultural identity development presentation, a more formal presentation is required for this assignment. Literature reviews must include 8-10 for undergraduates and 15-20 for graduates outside of our class references, in addition to relevant in class references. Prepare the presentation as if you were presenting it at a major conference such as the American Educational Research Association’s annual meeting. Reading review articles, particularly from journals such as *Review of Research in Education* or *Review of Educational Research* should be helpful in developing and formatting the paper. The majority of the reviewed literature should come from refereed research journals in your field. Good research papers are often found in journals such as *American Educational Research Journal*, *Reading Research Quarterly, The Journal of Negro Education, Race, Ethnicity and Education, Journal of Teacher Education, Teachers College Record,* *Urban Education, The Urban Review, Journal of Learning Sciences,* *Anthropology and Education*,and *Early Childhood Education Quarterly*. Note: it is important that papers have a “review method” section included in the draft.

Central questions students may consider are (1) what is the history of CRP in your field?; (2) how has the field evolved where CRP is concerned over the years and why?; (3) how (methodologically) has CRP been studied over the years/what are the strengths and weaknesses of these approaches?; (4) what do you foresee as the “future of CRP” in your current field—that is, where should the field move to increase what is known, and how it is known, about issues of CRP in your field? Be sure to define and conceptualize what you mean by CRP in the paper.

**Evaluation of Work -** All work must be turned in by the **due date**. At least one (1) point will be deducted from late assignments unless you have received permission from me to submit the assignment after the due date. Papers will be graded based on adherence to the directions given, the content and quality of your writing, and adherence to APA guidelines. Unless otherwise noted, all papers will be due by 11:59 p.m. on the due date. If you submit your paper outside of the class period, you may email it to me at dtdorsey@pitt.edu.

Incompletes for the course will be given only in cases of emergency, illness, or circumstances out of the student’s control. If you think an incomplete is appropriate in your situation, a request has to be submitted to me prior to the last week of class.

**Grade Scale –**

A: 93-100%

A-: 92-90%

B+: 89-87%

B: 86-83%

B-:82-80%

C+: 79-77%

C: 76-73%

C-: 72-70%

D+: 69-67%

D: 66-63%

D-: 62-60%

F: 59 and below

**Required and Recommended Texts and Other Materials:**

1. Hammond, Z. Lynn, M. & Dixson, A. D. (2015). *Culturally Responsive Teaching and the Brain.* Thousand Oaks, CA: Corwin
2. Milner, H.R. (2010). *Start where you are but don’t stay there: Understanding diversity, opportunity gaps, and teaching in today’s classrooms*. Cambridge: Harvard Education Press.
3. Select readings and handouts in CourseWeb

**Recommended Texts**

1. American Psychological Association (2009). *Publication manual of the American*

 *Psychological Association* (6th Ed.). Washington D.C.: Author

**Course Schedule and Reading Assignments:**

|  |  |  |
| --- | --- | --- |
| **Meeting Dates** | **Topics for Class Meeting** | **Readings for Discussion During Class Meeting** |
| August 27 | **Introduction to the Course*** Getting to Know You
* Draft of Syllabus Feedback
* Co-creating Class Environment for Learning and Sharing
* Identity Molecule Worksheet
* **Watch the Danger of the Single Story (Adichie)**
 | Handouts in Class |
| September 3 | **LABOR DAY, NO CLASS** |  |
| September 10 | **Racial History and Discussing Whiteness** | **Alexander, M. (2011). The rebirth of caste. *The New Jim Crow.*** Seeing White (Podcast): At least Episodes 1, 2, and 7, but all if you can <http://www.sceneonradio.org/seeing-white/> (or wherever you get your podcasts)**DiAngelo, R. *White Fragility*. (CW)**  |
| September 17 | **Implicit Bias** | **Implicit Bias Report – Kirwan Institute (CW)****Other Readings – (CW)** |
| September 24 | **Introducing CRP through Multiculturalism****Racial and Cultural Autobiography** | Readings TBA (CW) |
| October 1 | **Culturally Responsive Teaching** | Banks, J. A. (2018). Series forward. In G. Gay (Author) *Culturally Responsive Teaching: Theory, Research, and Practice*: *Third edition*. (pp. xi-xvii). Teachers College Press. Gay, G. (2018). Chapter 1: Challenges and Perspectives. (pp. 1-27).Gay, G. (2018). Chapter 2: Pedagogical potential of cultural responsiveness. (pp 28-56) |
| October 8 | Culturally Relevant Pedagogy**First Journal Reflection** | **Ladson-Billings readings – (CW)** |
| October 15 (Fall Break) but class on October 16 | **Instead of class, we will all attend the CUE fall lecture with Dr. Vanessa Siddle Walker. Details to come soon.** |  |
| October 22 | Challenges Facing CRP Diversity and Opportunity Gap | Readings TBA (CW) |
| October 29 | Diversity and Opportunity Gap | Readings TBA (CW) |
| November 5 | Culturally Responsive Teaching and the Brain**Second Journal Reflection Due** | Readings TBA (CW) |
| November 12 | Culturally Responsive Teaching and the Brain | Readings TBA (CW) |
| November 19 | Social Justice Pedagogy and Culturally Sustaining Pedagogies | Readings TBA (CW) |
| November 26 | Reality Pedagogy and the Future of CRP/CRT | Readings TBA (CW) |
| December 3 | **Presentations****Journals Due for Review** |  |
| December 10 | **Presentations and Final Papers are Due** |  |

**\*I reserve the right to make corrections, additions and/or modifications to the assignments, grading procedures, readings, or any other parts of this syllabus.**