

University of Northern Colorado
Greeley, Colorado
COURSE SYLLABUS: SPRING TERM, 2017

EDEL 250
Elementary Teaching in CLD Settings - 3 Credits

Section 002 T & TR 9:30 AM – 10:45 AM McKee 0254

Instructor: Dr. Brian Rose

Office: McKee Hall 266

**Office Hours: McKee 266 – Mondays - Thursdays 2pm-3pm, before/after course meetings,
and by appointment. I am most reachable in person and by email.**

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PREREQUISITES: EDEL 101

COURSE DESCRIPTION

This course is designed to provide students an understanding of and to develop positive dispositions toward the wide variety of students who enroll in U.S. elementary schools. This course will help teacher candidates to more completely understand the various ways in which diversity manifests itself in the classroom and to identify the strengths of all of their students regardless of their or their students' backgrounds. This course provides an introduction to multicultural education, standards-based instruction and lesson planning, the legal responsibilities of teachers in the U.S., and content instruction as it pertains to diverse learners. The course also includes a service-learning project, through which students will be able to implement various instructional strategies and assessment techniques, as well as interact closely with diverse populations in various contexts.

RELATIONSHIP TO PTEP PROGRAM:

This course is designed for students seeking initial elementary licensure within UNC's elementary education program. The course provides introductory content and experiences that focus on working with the various diverse student populations attending U.S. schools. This course provides greater contextualization for all remaining coursework in the elementary education program.

COURSE CONTENT

1. Historical and political background that defines the roles and responsibilities of teachers;
2. The role of culture and language in the teaching and learning of all students;
3. Standards-based instruction and planning: CAEP, InTASC, Common Core Standards, 21st Century Skills, CAS, WIDA/CELP;
4. School partnerships with communities and community literacy practices;

5. Instructional approaches to language, literacy, and content area learning and their integration;
6. Approaches to equitable assessment of diverse students.

COURSE OBJECTIVES & STANDARDS MET:

Course: EDEL 250		Standards				
Candidate objectives	PBSCT	InTASC	ACEI	CO Quality Standards	Literacy - CO	Assignments
1. Understand the historical and political perspectives that guide the teaching and learning of CLD student populations.		1 2	1.0	3.a	5.01 B, C 5.01.3 C	1, 2, 4, & 5
2. Understand the social and cultural theories of language use and acquisition.	8.02(2)a	1 2	1.0	3.a	5.01 B, C 5.01.3 C 5.01.4 A	1, 2, 4, & 5
3. Develop strategies teacher candidates can employ to identify the cultural and linguistic strengths of all students.	8.02(2)ac 8.02(4)a	1 2	2.1	3.a	5.01 B, C 5.01.3 C 5.01.4 A	1, 2, 3, 4, & 5
4. Develop instructional strategies appropriate for presenting both language and content within specific lessons.	8.02(1)ac 8.02(2)ab	8	2.1 2.2 2.3 2.4 2.5 2.6 2.7	1.a 1.b 1.d 1.e 1.f 3.b 3.c	5.01.3 F	2 & 3
5. Understand language variation, bilingualism, and discourse patterns of school and CLD communities.		1 2	1.0		5.01 B, C 5.01.3 C 5.01.4 A	1, 4, & 5
6. Be able to develop standards-based instruction with a focus on specific state and national educational standards and lesson planning.	8.02(1)ab	7 8 9	2.1 3.1 3.2 3.3 3.4	3.b 3.d 3.g 3.h	5.01.5 A	2 & 3
7. Be able to work with diverse populations using select assessment and instructional strategies.	8.01(1)(4)	1 2 3 6 10	2.1 3.2 3.3 3.4 3.5 4.0 5.1 5.2	2.a 2.b 2.c 2.d 2.e 2.f 3.h 4.a 4.c	5.01.3 E, D	2 & 3

COURSE REQUIREMENTS:

- 1. Attendance and Participation (10 pts.):** Attend ALL class sessions on time and read to participate. Please be punctual! Bring your text and other essential materials to every class session. In other words, conduct yourselves professionally according to this code:
 - Respect each person, treat one another with dignity and encourage one another to participate.
 - Focus on learning.
 - Come to class prepared and with a positive and energetic attitude.
 - Be prompt to all classes and attend every class session in full.
 - Participate appropriately. Activities or interruptions such as side conversations, working on class assignments, or other activities during class such as sleeping, gossiping, demonstrating a negative attitude, using cell phones or other electronic devices are unacceptable.
 - Communicate with me about course or program concerns.
- 2. Teaching in Diverse Classrooms Presentation (20 pts.):** Pairs/trios of students will present a theoretically grounded approach to language and literacy instruction using children’s literature that relates to the topic. Presentation should focus on a particular type of diversity: ELL, bilingual, dialect, sexual orientation, culture, social class, ethnicity, race, etc. Presentations are to be 30 minutes in length, maximum.
- 3. Service Learning Experience/Project (30 pts.):** We will engage elementary school students in a literacy game called Zirkel on around 10 occasions. During this time, candidates will read and discuss literature of the child’s choosing, while engaging the students in the Zirkel game. As a part of this assignment, candidates will maintain detailed anecdotal notes and a final “Letter to the Teacher” (included in the final exam) regarding the student they worked with.
- 4. Midterm (20 pts.):** Short Answer and Essay
- 5. Final Exam (20 pts.):** Short Answer and Essay

COURSE EVALUATION:

Tasks	Value
Attendance and Participation	10%
Teaching in Diverse Classrooms Presentation	20%
Service Learning Experience	30%
Midterm Exam	20%
Final Exam	20%
Total	100%

A = 94-100; A- = 90-93; B+ = 87-89; B = 84-86; B- = 80-83; C+ = 77-79; C = 74-76; C- = 70-73; F = 0-69

Late Work policy: Assignments can earn full credit when submitted by due date; partial credit is available for late assignments (a deduction of 10% for each day late), with the exception of the lesson plans and in class presentations. No credit will be given to assignments turned in more

than one week past the due date. You must arrange any make-up work with me. I will not remind you.

Required Text:

No textbook is required, and all required readings will be posted on Blackboard. However, students are required to purchase one copy of Zirkel (available in the UNC bookstore).

BIBLIOGRAPHY:

- Baker, C. (2001). *Foundations of bilingual education and bilingualism*. Tonawanda, NY: Multilingual Matters, Ltd.
- Ball, A. (2000). Empowering pedagogies that enhance the learning of multicultural students. *Teachers College Record*, 102(6), 1006-1034.
- Coleman, J. (1968). The concept of equality of educational opportunity. *Harvard Educational Review*, 38(1), 7-22.
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- De Jong, E. J., & Harper, C. A. (2005). Preparing mainstream teachers for English-language learners: Is being a good teacher good enough? *Teacher Education Quarterly*, 32(2), 101-124.
- Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York: The New Press.
- Duff, P. A. (2001). Language, literacy, content, and (pop) culture: Challenges for ESL students in mainstream courses. *Canadian Modern Language Review*, 58(1), 103-132.
- Gay, G. (2000). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53, pp. 106-116.
- Jimenez, R. T., Smith, P. H., & Teague, B. L. (2009). Transnational and community literacies for teachers. *Journal of Adolescent & Adult Literacy*, 53(1), 16-26.
- Jones, S. (2006). Language with an attitude: White girls performing class. *Language Arts*, 84(2), pp. 114-124.
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465-491.
- Moll, L. C., Amanti, C., Neff, D., & Gonzales, N. (1992). Funds of knowldeg for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2). 132-141.
- Mui, S. & Anderson, J. (2008). At home with the Johars: Another look at family literacy. *The Reading Teacher* 62(3), 234-243.
- Nieto, S. (2000). *Affirming diversity: The sociopolitical context of multicultural education*. New York, NY: Longman.
- Noddings, N. (1988). An ethic of caring and its implications for instructional arrangements. *American Journal of Education*, 96(2), 215-230.
- Ogbu, J. U. (1992). Understanding cultural diversity and learning. *Educational Researcher*, 21(8), 5-14.
- Ovando, C. J. (2003). Bilingual education in the United States: Historical development and current issues. *Bilingual Research Journal*, 27(1), 1-24.
- Schmid, C. L. (2001). *The politics of language: Conflict, identity, and cultural pluralism in comparative perspective*. New York, NY: Oxford University Press, Inc.
- Valdes, G. (1998). The world outside and inside schools: Language and immigrant children.

UNC University Policies:

Disability Support Services

Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

Sexual Misconduct/Title IX Statement

The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC's Title IX Coordinator. "Disclosure" may include communication in-person, via email/phone/text message, or through in/out of class assignments.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040).

If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct

Equity and Inclusion Statement

The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other's individual and intersecting identities.

The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit Bias Response at <http://www.unco.edu/biasresponse/>

Academic Integrity Statement

You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar the Student Code of Conduct, especially the section on acts of dishonesty. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the office of Student Rights and Responsibilities.

If faculty would like to provide more information about Academic Integrity, please visit:

http://www.unco.edu/dos/assets/pdf/Syllabus_Statements-2015-02.pdf

Community Engaged Learning

This course qualifies for the community engaged learning (CEL) designation as outlined by the Office of Engagement at the University of Northern Colorado. See <http://www.unco.edu/community-civic-engagement/> for more about the UNC Office of Engagement. The CEL designation identifies three specific student outcomes (SLO). See <http://www.unco.edu/community-civic-engagement/pdf/engaged-slos.pdf> for more on the specific student learning outcomes.

This course addresses the SLOs for this designation in these ways:

Academic & Professional Agency – While academic coursework, by itself, is useful for teachers, this course provides teacher candidates with an opportunity to pursue their professional career through the nexus of classroom and field experience. Further, the coursework, focused on diversity issues more generally, and the field assignment, including a focus on literacy development, offer candidates an integrated view of their work as teachers.

Social & Ecological Justice – To address this outcome, this course allows teacher candidates to join in the effort to educate school-aged children, many of whom come from poverty, and many of whom may experience school and reading difficulties. The perspectives brought to this experience, through the coursework, help the candidates view the children as knowledgeable and experienced people whose cultural and linguistic strengths offer generous access points to academic content, namely literacy.

Engaged Citizenship & Civic Responsibility – Specifically, teacher candidates will develop a wider repertoire in learning about school children through the service learning assignment. At the same time, the literacy activity this course provides children can develop reading comprehension and increase motivation to read.

Tentative Course Schedule, Fall 2017

Week/Class Topic:	TUESDAY	THURSDAY
1: August 22 & 24 Introduction and overview of the course	Overview of the course and syllabus	Schools as Venues for Equality Coleman, J. (1968). The Concept of Equality...
2: August 29 & 31	An Historical View of Language in the US Schmid, Ovando, Crawford	Zirkel Prep
3: September 5 & 7	Zirkel Prep	Orientation #1 at Dos Rios
4: September 12 & 14	The Politics of Language Diversity Baker Chpt. 9	Meeting at Dos Rios #1
5: September 19 & 21	Culture and Schooling Ogbu, 1992	Meeting at Dos Rios #2
6: September 26 & 28	Power Delpit Group 1	Meeting at Dos Rios #3
7: October 3 & 5	Multicultural Ed. Nieto Group 2	Meeting at Dos Rios #4
8: October 10 & 12	Caring Noddings, N. (1988). An Ethic of Caring... Group 3	Meeting at Dos Rios #5 Midterm Exam Due Friday October 13
9: October 17 & 19	"Just Good Teaching" Gay, Ladson Billings, deJong & Harper Group 4	Meeting at Dos Rios #6
10: October 24 & 26	Pedagogy Ball, 2000 Group 5	No meeting at Dos Rios – No Assigned reading – meet at UNC campus
11: October 31 & November 2	"Funds of Knowledge" Moll Group 6	Meeting at Dos Rios #7
12: November 7 & 9	Specific Language Practices Mui et al Group 7	Meeting at Dos Rios #8
13: November 14 & 16	Specific Language Practices Jones Group 8	Meeting at Dos Rios #9
14: November 21 & 23	Specific Language Practices Duff Group 9	Thanksgiving – No class
15: November 28 & 30	Specific Language Practices Valdes & Jimenez Group 10	Meeting at Dos Rios #10
16: December 4-8	Final Exam - Thursday, December 7, 8am-10:30am	