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2020

Culturally Relevant Pedagogy

North Carolina Agricultural and Technical State University

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NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

COURSE SYLLABUS

College Name: College of Education

Department Name: Department of Educator Preparation

Course Name: EDPR 210: Culturally Relevant Pedagogy

COURSE INFORMATION

- Course Number/Section: 22912- 05A
- Term:
- Semester Credit Hours: 2
- Times and Days:
- Class Location:

INSTRUCTOR CONTACT INFORMATION

- Instructor:
- Office Location:
- Office Phone:
- Email Address:

Faculty must notify students of the approximate time and method they can expect to receive an answer to all communications (e.g., email, phone, course messages). Excluding holidays, the response should be provided within 48 hours.

If there's a graduate teaching assistant assigned to work with this course, please include their names also.

STUDENT HOURS

These are times students may visit the professor without an appointment to request the assistance they need.

NOTE: Students are responsible for reading, understanding, and following the syllabus.

: AM / PM – : AM / PM

Monday Tuesday Wednesday Thursday Friday

COURSE PREREQUISITES

EDPR 102; EDPR 110

COURSE DESCRIPTION

This course examines culturally responsive learning environments that engage and empower PK-12 students. Emphasis is placed on using the context of the learning environment to make instructional decisions. A 30-hour field experience in an approved learning environment is required.

STUDENT LEARNING OBJECTIVES/OUTCOMES (SLO)

Learning outcomes should be specific, measurable, and focused on the content knowledge the students are expected to master and not what the faculty will teach.

If the course is a General Education Course, the SLO should be listed and labeled as "General Education."

SLO 1: Demonstrate effective oral and written skills for sharing their beliefs about teaching P-12 students from diverse backgrounds.

SLO 2: Demonstrate effective knowledge and skills using data analysis, interpretation, evaluation, problem solving, and creativity.

SLO 3: Demonstrate the ability to implement developmentally appropriate instruction aligned with the North Carolina Standard Course of Study that is equitable for learners from diverse backgrounds.

REQUIRED TEXTBOOKS AND MATERIALS

Any course-level subscriptions and tools linked in Blackboard Learn learning management system (LMS) should be listed here. The Blackboard LMS must have links to their student data privacy statement.

REQUIRED TEXTS:

Bode, P. & Nieto, S. (2018). *Affirming diversity: The sociopolitical context of multicultural education* (7th Edition). Pearson Publications.

REQUIRED MATERIALS:

N/A

SUGGESTED COURSE MATERIALS

SUGGESTED READINGS/TEXTS:

Recommended readings will be shared in class and posted on Blackboard under Learning Modules.

SUGGESTED MATERIALS:

N/A

GRADING POLICY

ASSIGNMENTS AND GRADING POLICY

94% and above	A		76% - 74%	C
93% - 90%	A-		73% - 70%	C-
89% - 87%	B+		69% - 67%	D+
86% - 84%	B		66% - 64%	D
83% - 80%	B-		63% - 60%	F
79% - 77%	C+			

For GRADUATE COURSES: See 2019-2020 Graduate Catalog p.38 for graduate grading scale and Non-Graded Courses

GRADING ALLOCATION

Course grades are based on a weighted grading scale of 100%. The breakdown for the course is as follows: *[Faculty, please adjust according to your course.]*

Category	# of Activities	Point Grade Weight
Quizzes	2	60
Cultural Diversity Experience	1	130
Field Experience Notebook	1	560
Blackboard Discussion Board	16	80
Weekly Assignments	14	210
Total	34	1040

COURSE POLICIES

USE OF BLACKBOARD AS THE LEARNING MANAGEMENT SYSTEM

Blackboard is the primary online instructional and course communications platform. Students can access the course syllabus, assignments, grades, and learner support resources. Students are encouraged to protect their login credentials, complete a Blackboard orientation, and log in daily to the course.

Note: Uploading assignments through Blackboard presents a challenge for Chromebook users in locating the files for submission. If you use a Chromebook, please be sure you also have access to a Mac computer or Windows computer so you can fully participate in your Blackboard class. For more information about student computer recommendations, please visit <https://hub.ncat.edu/administration/its/computer-recommendations.php>.

MAKE-UP EXAMS

See << Update Academic Year >> *Undergraduate Bulletin:*

Course Syllabus (rev 05-15-20 by the Extended Campus)

For GRADUATE STUDENTS: See 2019-20 Graduate Catalog p. 54
EXTRA CREDIT

LATE WORK

SPECIAL ASSIGNMENTS

For GRADUATE STUDENTS: FAILING TO MEET COURSE REQUIREMENTS (Graduate Catalog p.40)

For GRADUATE STUDENTS: CLASS ATTENDANCE (see 2019-20 Graduate Catalog p. 53-54)

Students are expected to attend class and participate on a regular basis in order to successfully achieve course learning outcomes and meet federal financial aid requirements ([34 CFR 668.22](#)). Class attendance in online courses is defined as active participation in academically-related course activities. Active participation may consist of course interactions with the content, classmates, and/or the instructor. Examples of academically-related course activities include, but are not limited to:

- Completing and submitting assignments, quizzes, exams, and other activities within Blackboard or through Blackboard (3rd-party products).
- Participating in course-related synchronous online chats, discussions, or meeting platforms such as Blackboard Collaborate in which participation is tracked.

CLASSROOM CITIZENSHIP

Courtesy, civility, and respect must be the hallmark of your interactions.

COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT

North Carolina A&T State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act. If you need an academic accommodation based on the impact of a disability, you must initiate the request with the Office of Accessibility Resources (OARS) and provide documentation in accordance with the Documentation Guidelines at N.C. A&T. Once documentation is received, it will be reviewed. Once approved, you must attend a comprehensive meeting to receive appropriate and reasonable accommodations. If you are a student registered with OARS, you must complete the Accommodation Request Form to have accommodations sent to faculty.

OARS is located in Murphy Hall, Suite 01 and can be reached at 336-334-7765, or by email at accessibilityresources@ncat.edu. Additional information and forms can be found on the internet at <https://www.ncat.edu/provost/academic-affairs/accessibility-resources/index.php>.

Please note: Accommodations are not retroactive and begin once the Disability Verification Form is provided to faculty.

TITLE IX

North Carolina A&T State University is committed to providing a safe learning environment for all students—free of all forms of discrimination and harassment. Sexual misconduct and relationship violence in any form are inconsistent with the university’s mission and core values, violates university policies, and may also violate federal and state law. Faculty members are considered “Responsible Employees” and are required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator. If you or someone you know has been impacted by sexual harassment, sexual assault, dating or domestic violence, or stalking, please visit the Title IX website to access information about university support and resources. If you would like to speak with someone confidentially, please contact Counseling Services at 336-334-7727 or the Student Health Center at 336-334-7880.

TECHNICAL SUPPORT

If you experience any problems with your A&T account, you may call Client Technology Services (formerly Aggie Tech Support and Help Desk) at 336-334-7195, or visit <https://hub.ncat.edu/administration/its/dept/ats/index.php>.

FIELD TRIP POLICIES / OFF-CAMPUS INSTRUCTION AND COURSE ACTIVITIES

If applicable:

Off-campus, out-of-state, foreign instruction, and activities are subject to state law and university policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at <https://www.ncat.edu/campus-life/student-affairs/index.php>.

STUDENT HANDBOOK

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

STUDENT TRAVEL PROCEDURES AND STUDENT TRAVEL ACTIVITY WAIVER

https://hub.ncat.edu/administration/student-affairs/staff-resources/student_activity_travel_waiver.pdf

OTHER POLICIES (e.g., *Copyright Guidelines, Confidentiality, etc.*)

STUDENT HANDBOOK

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

[Graduate Catalog](#)

SEXUAL MISCONDUCT POLICY

<https://www.ncat.edu/legal/title-ix/sexual-harassment-and-misconduct-policies/index.php>

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

<https://www.ncat.edu/registrar/ferpa.php>

STUDENT COMPLAINT PROCEDURES

<https://www.ncat.edu/current-students/student-complaint-form.php>

STUDENT CONDUCT AND DISCIPLINE

North Carolina A&T State University has rules and regulations that govern student conduct and discipline meant to ensure the orderly and efficient conduct of the educational enterprise. It is the responsibility of each student to be knowledgeable about these rules and regulations.

Please consult the following about specific policies such as academic dishonesty, cell phones, change of grade, disability services, disruptive behavior, general class attendance, grade appeal, incomplete grades, make-up work, student grievance procedures, withdrawal, etc.:

- Undergraduate Bulletin
<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>
- Graduate Catalog
<https://www.ncat.edu/tgc/graduate-catalog/index.php>
- Student Handbook
<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

ACADEMIC DISHONESTY POLICY

Academic dishonesty includes but is not limited to the following:

1. Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty;
2. Plagiarism (unauthorized use of another's words or ideas as one's own), which includes but is not limited to submitting exams, theses, reports, drawings, laboratory notes or other materials as one's own work when such work has been prepared by or copied from another person;
3. Unauthorized possession of exams or reserved library materials; destroying or hiding source, library or laboratory materials or experiments or any other similar actions;
4. Unauthorized changing of grades, or marking on an exam or in an instructor's grade book or such change of any grade record;
5. Aiding or abetting in the infraction of any of the provisions anticipated under the general standards of student conduct;
6. Hacking into a computer and gaining access to a test or answer key prior to the test being given. N.C. A&T reserves the right to search the emails and computers of any student suspected of such computer hacking (if a police report of the suspected hacking was submitted prior to the search); and
7. Assisting another student in violating any of the above rules.

A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus, academic dishonesty is not only a basis for disciplinary action, but may also affect the evaluation of a student's level of performance. Any student who commits an act of academic dishonesty is subject to disciplinary action.

In instances where a student has clearly been identified as having committed an act of academic dishonesty, an instructor may take appropriate disciplinary action, including loss of credit for an assignment, exam, or project; or awarding a grade of "F" for the course, **subject to review and endorsement by the chairperson and dean.**

For GRADUATE STUDENTS: Reference for academic dishonesty – 2010-2020 Graduate Catalog, p.58-59

For GRADUATE STUDENTS: STUDENT RELIGIOUS OBSERVANCE (see Graduate Catalog, p.55)

ASSIGNMENTS AND ACADEMIC CALENDAR

Include topics, reading assignments, due dates, exam dates, withdrawal dates, pre-registration and registration dates, all holidays, and convocations.*

THE WEEK OF MM/DD/YY	SUBJECT	UNIT LEARNING OUTCOMES (ULO)	READING IN TEXT, ACTIVITY, HOMEWORK, EXAM
	Unit 1: Introduction to Equitable Education	<p>ULO1: Describe the impact of equity and access in K-12 schools (SLO1, 2, 4).</p> <p>ULO2: Develop an awareness of the components of culturally responsive teaching (SLO1, 2, 4).</p> <p>ULO3: Identify key terms and concepts of equitable education (SLO1, 2, 4).</p> <p>ULO4: Describe and apply concepts of equity and education (SLO1, 2, 4).</p>	<p>Complete: Discussion Board #1</p> <p>Complete: Assignment # 1</p>
	Unit 2: Why Multicultural Education?	<p>ULO1: Define the concept of sociopolitical context of multicultural education (SLO3).</p> <p>ULO2: Clarify the six goals and key terms of multicultural education (SLO1, 2).</p> <p>ULO3: Develop an awareness of multicultural education and critical multicultural perspective through qualitative research (SLO1, 2).</p>	<p>Complete: Discussion Board #2</p> <p>Complete: Assignment #2</p>
	Unit 3: Sociopolitical Context in Multicultural Education	<p>ULO1: Define the concept of multicultural education (SLO3).</p>	<p>Complete: Discussion Board #3</p> <p>Complete: Assignment #3</p>

		<p>ULO2: Demonstrate an understanding of the seven characteristics of multicultural education (SLO1, 2).</p> <p>ULO3: Apply the facets of multicultural education, focusing on praxis – knowledge, reflection, and action (SLO1, 2).</p>	
	Unit 4: Defining Multicultural Education for School Reform	<p>ULO1: Develop a deeper understanding of issues pertaining to students' achievement in the United States (SLO3).</p> <p>ULO2: Apply the fundamental knowledge about culture, diversity, and student assets (SLO1, 2).</p> <p>ULO3: Develop an understanding of the history and impact of racism and other forms of discrimination (SLO1, 2).</p>	<p>Complete: Discussion Board #4</p> <p>Complete: Assignment #4</p>
	Unit 5: Racism, Discrimination, and Expectations of Students' Achievement	<p>ULO1: Discuss the importance of affirming students' culture and identity through education (SLO3)</p> <p>ULO2: Discuss how culture impacts student achievement in U.S. classrooms (SLO1, 2).</p> <p>ULO3: Become more aware of diversity through culturally relevant, responsive, and sustaining methodologies (SLO1, 2).</p>	<p>Complete: Discussion Board #5</p> <p>Complete: Assignment #5</p>
	Unit 6: Structural and Organizational Issues in the Classroom	<p>ULO1: Discuss the importance of affirming students' culture and identity through education (SLO3)</p> <p>ULO2: Discuss how culture impacts student achievement in U.S. classrooms (SLO1, 2).</p> <p>ULO3: Become more aware</p>	<p>Complete: Discussion Board #6</p> <p>Complete: Assignment #6</p>

		of diversity through culturally relevant, responsive, and sustaining methodologies (SLO1, 2).	
	Unit 7: Culture, Identity, and Learning	<p>ULO1: Demonstrate an understanding of current educational issues around ELL instruction and bilingual education (SLO3).</p> <p>ULO2: Discuss the sociopolitical context of linguistic diversity in U.S. schools (SLO1, 2).</p> <p>ULO3: Provide examples of how best to support for the development of home languages in addition to English language acquisition (SLO1, 2).</p>	<p>Complete: Discussion Board #7</p> <p>Complete: Assignment #7</p>
	Unit 8: Linguistic Diversity in U.S. Classrooms	<p>ULO1: Examine five theories about complex conditions that influence student learning (SLO3).</p> <p>ULO2: Review explanations of school success or underachievement through five theories and practices (SLO1, 2).</p> <p>ULO3: Develop a comprehensive understanding of student learning and school achievement (SLO1, 2).</p>	<p>Complete: Discussion Board #8</p> <p>Complete: Assignment #8</p> <p>Complete: Project/Cultural Diversity</p> <p>Complete: Quiz #1</p>
	Unit 9: Understanding Student Learning and School Achievement	<p>ULO1: Demonstrate an understanding of current educational issues around inequities in U.S. schools (SLO3).</p> <p>ULO2: Provide examples of ways to promote equity and equality in U.S. schools (SLO1, 2).</p> <p>ULO3: Develop 1-2 policy proposals to address inequities in U.S. schools</p>	<p>Complete: Discussion Board #9</p> <p>Complete: Assignment #9</p>

		(SLO1, 2).	
	Unit 10: Learning from Students	<p>ULO1: Through qualitative research of multicultural education, formulate questions to elicit levels of students' understanding and to explore their experiences (SLO3).</p> <p>ULO2: Design a standards-based content lesson for a diverse student based on student's assets (SLO1, 2).</p> <p>ULO3: Design a sample content-based culturally relevant assessment (SLO1, 2).</p> <p>ULO4: Students will be able to co-develop and lead a whole class discussion (SLO1, 2).</p>	Complete: Discussion Board #10
	Unit 11: Adapting Curriculum for Multicultural Classrooms	<p>ULO1: Examine five theories about complex conditions that influence student learning (SLO3).</p> <p>ULO2: Review explanations of school success or underachievement through five theories and practices (SLO1, 2).</p> <p>ULO3: Develop a comprehensive understanding of student learning and school achievement (SLO1, 2).</p>	Complete: Discussion Board #11 Complete: Assignment #10
	Unit 12: Differentiation of Instruction	<p>ULO1: Identify the four themes related to student success in U.S. schools (SLO3).</p> <p>ULO2: Recall the key role culture and language play in students' academic success (SLO1, 2).</p> <p>ULO3: Examine and critically</p>	Complete: Discussion Board #12 Complete: Assignment #11

		apply ways in which students, families, schools, and communities work together to support academic achievement for all students (SLO1, 2).	
	Unit 13: Affirming Diversity: Implications for Teachers, Schools, Families, and Communities	<p>ULO1: Through qualitative research of multicultural education, formulate questions to elicit levels of students' understanding and to explore their experiences (SLO3).</p> <p>ULO2: Design a standards-based content lesson for a diverse student based on student's assets (SLO1, 2).</p> <p>ULO3: Design a sample content-based culturally relevant assessment (SLO1, 2).</p> <p>ULO4: Students will be able to co-develop and lead a whole class discussion (SLO1, 2).</p>	Complete: Discussion Board #13
	Unit 14 - Field Work	<p>ULO1: Discuss three cases of successful and engaging curriculum change (SLO3).</p> <p>ULO2: Identify and recall curricular adaptations through the experiences of students, families, communities, and social issues (SLO1, 2).</p>	Complete: Discussion Board #14 Complete: Assignment #12
	Unit 15: Differentiation of Instruction	<p>ULO1: Describe and apply concepts of differentiation of instruction (SLO3).</p> <p>(ULO2: Develop an awareness how culture influences how and what we teach (SLO1, 2).</p>	Complete: Discussion Board #15 Complete: Assignment #13

** These descriptions and timelines are subject to change at the discretion of the instructor.*