

The Role of Culture & Equity in the Classroom: Yours, Mine and Ours

EDUU 9345

2 Semester Credits/Units

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Syllabus

Course Overview

Welcome to **Yours, Mine and Ours**. This class was created as part of a three-course series entitled **The Role of Culture & Equity in the Classroom**. The three courses in this series are:

- **The Role of Culture & Equity in the Classroom - Yours, Mine, and Ours**
- **The Role of Culture & Equity in the Classroom - Creating an Inclusive Classroom Environment**
- **The Role Culture & Equity in the Classroom- Creating Culturally Responsive Lesson Plans**

This series is designed to help teachers develop the tools needed to create a Culturally Responsive/inclusive Environment for all students. When a student feels different or left out in his or her classroom, it significantly reduces that student's ability and desire to learn. The content learned in this series, **The Role of Culture & Equity in the Classroom**, will teach you how to connect with your students and create an inclusive classroom environment that will open the door to learning for every child you work with.

Although **Yours, Mine and Ours**, is **NOT** a prerequisite for the other two courses, it does provide a foundation for them. The book titled, *How to Teach Students Who Don't Look Like You, Second Edition*, by Bonnie M. Davis, will be used for all three classes. This book is available for purchase at www.Amazon.com

Course Objectives

In this course participants will have an opportunity to:

1. Understand your own culture.
2. Understand how your culture creates the lens through which you see the world and others.
3. Discover how to acquire an understanding of another person's culture.
4. Recognize Stereotypes, Prejudice and Discrimination.
5. Help students identify and understand their own culture.

Course Relation to Professional Standards

This course aligns to the National Board for Professional Teaching Standards
TEACHERS ARE COMMITTED TO STUDENTS AND THEIR LEARNING.

- a) Teachers Recognize Individual Differences in Their Students and Adjust Their Practice Accordingly
- b) Teachers treat students equitably

TEACHERS THINK SYSTEMATICALLY ABOUT THEIR PRACTICE AND LEARN FROM EXPERIENCE.

- a) Teachers Make Difficult Choices That Test Their Professional Judgment
- b) Teachers Use Feedback and Research to Improve Their Practice and Positively Impact Student Learning

This course aligns with National Student Standards

NL-Eng-K12.1 READING FOR PERSPECTIVE

- a) Students read a wide range of print and non-print texts to build an understanding of texts, themselves, and of the cultures of the US and the world...

NL-ENG – K-12.9 MULTICULTURAL UNDERSTANDING

- a) Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

How to Submit Coursework

Preparation: Prepare assignments in either Word or PDF formatting. Mac users of Page can save their work as a Word file. Make sure you place your full name, course number and assignment number at the top of each page. **Place assignments in ONE document for each section before submitting.**

Document titles: Title/number each of your assignments to correspond with the syllabus

Place the completed document in the assignment submission area found on the course page. You will receive feedback from your instructor, but don't wait for it to continue with your coursework.

Each completed assignment in this course is submitted to the instructor for review. You will receive feedback from your instructor within 2-5days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Grading rubrics for written projects and for presentation projects are found in this document.

Course Assignments

Section A

A1. Before you begin this class

Prior to reading the material for this class or completing assignments, please respond to the following: Think about a time when you experienced personally, saw (as a bystander or in a movie), or read about a negative incident involving a cultural difference. Provide a description only of this incident. Please do not give a value judgement or opinion about this incident

A2. Take notes on all reading assignments

Read and take notes on the following chapters in the book, *How to Teach Students Who Don't Look Like You* by Bonnie M. Davis. Please DO NOT submit the answers to the questions located within the chapters assigned. These are for your review and reflection only.

- Forward – vii-xv
- Chapter 1 pgs. 1-18
- Chapter 2 pgs. 19-23.
- Chapter 3 pgs. 25-36
- Chapter 4 pgs. 37-46
- Chapter 5 pgs. 47-55

In addition, **read and take notes** on sections 1-20, from the article *Critical Practices for Anti-bias Education* at <http://www.tolerance.org/critical-practices>, (if you have taken notes on this article from another class in this series, you may use those notes for this assignment)

A3. My Culture

- a. **Record your definitions** of the following words as you understand them. **Do not use a dictionary.**
 - i. Nationality –
 - ii. Ethnicity –
 - iii. Race –
- b. After recording your own definitions of nationality, ethnicity, and race, use a dictionary to compare your definitions with theirs. **Answer the following questions:**
 - i. Were your definitions the same or close to those listed in the dictionary? If not, what were the differences?
 - ii. Where did you first learn about nationality, ethnicity, race? Was this learning experience a positive or negative experience? **Describe your experience in at least one paragraph.**
- c. What's on Your Culture Board? **Complete the "Culture Board."** (file available in the course to view and download)
 - B. In the **center** of your "Culture Board," write the one thing/fact that is most important to you.

- C. Around the outside of your “Culture Board,” write other important pieces of information that describe you and make you the person you are. This might include: gender, education, geographical location, interests, etc.
- D. When you complete the Culture Board, reflect on what you have written. This is the foundation of your culture and partially creates the lens through which you see the world and others.

d. Write an “I Am From” Poem

- i. I have written and attached my own “I am From” Poem. Read it and think about your own life experiences (file available in the course to view)
 - ii. Following the directions for the “I am From Poem” and the list of topics provided, **write your own “I am From Poem.”** (files available in the course to view and download)
 - iii. When you have completed your poem, find a friend to share it with.
 - iv. **Answer the following questions:**
 - How did writing this poem make you feel? What did you learn about yourself? (1 paragraph)
 - How did the person with whom you shared your poem react when you read it to them? (1 paragraph)
- e. **Write a 1-2 page reflection** of the activities you completed for Section 3. Within this reflection, address the following questions:
- How did these activities help you develop an understanding of your own culture?
 - How did these activities help you understand the lens through which you see the world and others?

Section B

B1. Your Culture

- a. Biography – find a person who is different from you. They may differ in race, gender, age, etc. Interview that person. Write their biography, 2 - 3 pages in length. Include the following information:
 - I. Early years
 - II. Family
 - III. Culture
 - IV. Education
 - V. What are they passionate about?
 - VI. Hobbies/what do they enjoy doing
 - VII. What are their future dreams?

B2. Our Culture

- a. **Write a 3-4 page Paper** comparing and contrasting yourself with the person you interviewed. Using the information about your own culture from Section 1 and the Biography from Section 2, include the following:
 - i. How are you alike?
 - ii. How are you different?

- iii. What did you learn from this experience?
- iv. How might this activity influence how you learn about and build relationships with students in your classroom?
- b. Share your paper with the person you interviewed for the biography. Answer the following questions:
 - i. What was their reaction to your paper?
 - ii. Do you have a better understanding of that person now you have written about him/her and shared your paper? Explain

B3. The Lens through which we see the world and others: Stereotypes, Prejudice, and Discrimination

- a. Watch the Ted.com video, [The Danger of a Single Story](#). Each individual has his/her own culture. Our culture influences our beliefs, attitudes and perspectives of how we see the world around us and other people. Often times we may hold negative beliefs and attitudes that we are unaware of. It is important that if we are to teach our students to be Culturally Responsive, we understand and recognize our own bias.
 - i. **Record the definitions of the following words:**
 - a. Stereotype
 - b. Prejudice
 - c. Discrimination
 - d. Bias
 - ii. In the video, *The Danger of a Single Story*, **document where you see/hear evidence of each of these vocabulary words. Describe the context where these actions are evidenced.**

B4. Teaching Students about Their own Culture

- a. **Create and or find 1 activity** that would help students recognize and identify aspects of their own culture. For this activity include the following information:
 - i. Title
 - ii. The purpose of the activity
 - iii. Grade level
 - iv. Materials needed
 - v. Rules/Steps of the Activity

B5. Reflection

Now that you have read the assignments, watched the video, and completed the activities, revisit assignment #1. How might this negative incident have been different if those involved had utilized the principles in this class or had the knowledge that this class, *Yours, Mine and Ours* offers?

End of Course

Course Assessment Rubric

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work is very well organized.	Most work is generally well organized.	Work shows little or no organization.
Answers are well thought out and demonstrates reflection on the material.	Answers are complete and demonstrate some reflection on the material.	Answers are brief and do not demonstrate any reflection on the material.
Assignment use specific examples or references from multiple sources.	Assignment use specific examples or references from just a few sources.	Assignment do not use specific examples or references from the readings.
All assignment are completed using complete sentences.	The majority of the assignments are completed using complete sentences.	Assignments are not completed in complete sentences.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.