

**UNIVERSITY OF NORTH CAROLINA AT GREENSBORO  
SCHOOL OF EDUCATION  
DEPARTMENT OF CURRICULUM AND INSTRUCTION**

**COURSE SYLLABUS FOR FALL 2006**

**Course prefix and number:** CUI 400S (Wednesdays, 12:00-2:50, Siler City Elementary School Media Center)

**Course title:** Seminar III: Inquiry in Teaching and Learning

**Credits:** 3:2:4

**Course prerequisites/co-requisites:** Admission to Elementary Education program and placement on a Professional Development School (PDS) team.

**For whom planned:** This course is required for students admitted to the Elementary Education program who are pursuing a K-6 teaching license.

**Instructor information:**

Dr. Ann Harrington  
Visiting Clinical Associate Professor  
333A Curry, School of Education  
ann\_harrington@uncg.edu  
(336) 256-1420 (OFFICE) or (336) 253-5799 (FOR EMERGENCIES AND REPORTING ABSENCES ONLY)  
Office Hours: By appointment and during internship hours

**Catalog description:** “Supervised in-school internship and on-campus seminar focused on multicultural education, teaching to diversity, and understanding the classroom culture” This course is a speaking-intensive course.

**Teachers Academy Conceptual Framework and Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*

**Course goals and/or objectives and student learning outcomes:** This course is designed to help prospective elementary grades teachers develop competencies for increasing student achievement by focusing on multicultural education, teaching to diversity, and understanding the classroom culture. This course focuses on understanding ourselves and others (i.e., students and families) as cultural beings. Outcomes focus on a review of outcomes from CUI 350 and CUI 375, using questioning techniques effectively, establishing a positive and supportive classroom climate, supporting students in their progress toward goals, and maintaining effective teaching records

In this course, interns will:

- Become immersed in the teaching profession through a variety of professional experiences in the university setting and in the elementary classrooms in the Professional Development School
- Develop and refine their communication skills by making oral presentations to their peers in small and large groups both individually and in small groups.
- Understand the ways cultural diversity is reflected in the ethnicity, language, gender, age, and socioeconomic status of students, teachers, family members, and community members in today's schools.
- Continue to develop a variety of instructional strategies that are adapted to diverse learners
- Identify and analyze the influence of cultural heritage, gender, and socioeconomic status and exceptionalities on ways of knowing and learning
- Examine your own experiences, ideas, and expectations about diversity and how they might affect teaching and student classroom performance
- Identify ways to involve and include parents and other family members to support students' learning and well-being

**Teaching strategies:** Strategies used in this course include readings, internship in a Professional Development School setting, discussion of readings, observations made in internships and other sites, observations of teaching, discussions of readings and internship experiences, videos, reflective writing, written reflections about uses of technology in the curriculum, application of national teaching standards, oral presentations, communication conferences, and project-based learning. This course is a speaking-intensive course, and formal and informal oral communication opportunities will be included.

**Evaluation methods and guidelines for assignments:**

The School of Education is a professional school, and the Curriculum and Instruction Department is responsible for preparing professional teachers. The criterion for excellence is embedded in the word "professional" -- that is, an ability to use professional knowledge creatively and adaptively and to engage in appropriate dispositional characteristics. CUI instructors are dedicated to two propositions: (1) providing students with adequate background and scaffolding for them to understand the content and pedagogy in question and (2) assigning grades that reflect each student's potential to be a professional. Consequently, you are not entitled to a particular grade by virtue of your admission to the School of Education; rather, your instructor has the

responsibility to make a professional judgment about both your performance and your disposition and to assign a grade accordingly. Specifically, CUI instructors will use the following criteria when assigning grades to assignments:

A – Excellent work that demonstrates not only a clear understanding of the material but also a **superior** ability to utilize that material in the assignment submitted. All criteria are met. The student’s work goes beyond the task and contains **additional, unexpected or outstanding features**.

B – A solid piece of work that demonstrates a good understanding of the material under study and utilizes that material well in the assignment submitted. The student meets the assignment criteria, with few errors or omissions, but there are few additional, unexpected or outstanding features.

C – Work that demonstrates a technical, or basic, understanding of the material under study and which utilizes that material adequately in the assignment submitted. The work meets the assignment criteria.

D – Work that fails to demonstrate a basic, or technical, understanding of the material under study and fails to use relevant material in the assignment submitted. Work may not address one or more criteria or may not accomplish what was asked.

F – Work that is incomplete, inappropriate, and/or shows little or no comprehension of the class material in the assignment submitted.

Regarding the final course grade, the instructor will compute scores on the course assignments according to the criteria specified in this syllabus. The instructor then has the obligation and reserves the right to raise or lower the final grade based on evidence regarding performance and/or dispositions (including our community expectations) if, in his or her judgment, the work and/or dispositions of the student warrants it.

I will use the following scale to help determine letter grades:

- A            95-100 points
- A -         90-94 points
- B +         87-89 points
- B            83-86 points
- B -         80-82 points
- C +         77-79 points
- C            73-76 points
- C -         70-72 points
- D +         67-69 points
- D            63-66 points
- D-          60-62 points
- F            59 or less points

Unless you contact me in advance **IN WRITING** to make pre-approved arrangements and to inform me as to why your assignment will be submitted late, I will deduct 1/2 point per hour beginning on the day/time that your assignment was due for a late assignment, and will continue deducting points until you submit the assignment. **LATE WORK WILL**

NOT BE ACCEPTED FOR THE FINAL EXAM UNLESS YOU HAVE RECEIVED WRITTEN PERMISSION FROM ME PRIOR TO THE FINAL EXAM DATE SPECIFYING THAT YOU HAVE MY PERMISSION TO SUBMIT THIS WORK LATE. I am under a challenging time constraint during the final exam period and cannot be flexible.

Your grade for the course will be determined by your performance on each of the following assignments:

- **SEMINAR PREPARATION AND PROFESSIONAL PARTICIPATION (INTASC 9, 10) (14 points)** Becoming an educator who is thoughtfully adaptive is one of the main goals of our elementary education program. Through your participation in internship and seminar, you will continue to learn how to do so—and will receive feedback on your professionalism and participation. Because this seminar is highly interactive, and based on constructivist and social constructivist principles of learning, your preparation for and participation in our class is essential. Please be prepared for every class, that is, come to class on time, having completed and reflected on all readings (i.e., marking points that you would like to discuss and noting any questions that you would like to ask from the readings), internship assignments, project work, and other assignments. Please monitor your participation in our class, that is, participating actively but not dominating discussion. You will earn one point for every class period for which you are prepared and in which you participate actively, positively, and professionally, that is, following the expectations that we set for one another, including arriving on time and being prepared to participate, and meeting the UNCG Elementary Education Dispositions.

Based on my observations of your interaction in our seminar and your self-assessment of your performance (to be completed in class on the day designated on the schedule), I will assign a grade to you for your general in-class preparation and professionalism. The self-assessment criteria are as follows:

#### PREPARATION AND PROFESSIONALISM SELF-EVALUATION

Your name:

- Were you prepared for each seminar session (that is, having completed all readings or other assignments thoughtfully and reflectively)? Please describe briefly.
- Did you participate in seminar positively, thoughtfully, and with respect for all members of our learning community (that is, arriving on time and prepared to participate, abiding by the Academic Integrity Code, participating actively but not dominating instruction, and maintaining a positive and professional demeanor)? Please describe briefly.
- Did you abide by the community expectations that we set for one another? Please describe briefly.
- Did you link your work in seminar to your internship experiences? Please describe briefly.
- Did you accept responsibility for your own learning? Please describe briefly.

- Did you make the most of all of your learning opportunities? Please describe briefly.
- Please feel free to share any other relevant information that you would like for me to take into account when assigning your grade:
- **TOTAL NUMBER OF POINTS YOU THINK YOU SHOULD EARN** (out of a possible 14 points):
  - **MORNING (or CLASS) MEETING (INTASC 2, 3, 5, 7, 9) (6 points):** You will work with one colleague or alone to implement a 15-minute (MAXIMUM) class meeting, which we know is one way to help all students feel as if they are part of the classroom community. This assignment will give you the experience of planning and facilitating such a meeting. I will model how to do this assignment by implementing a class meeting myself. You will earn full credit for implementing all parts of the meeting and keeping our meeting within the designated time constraints. As a reminder, the parts of a class meeting should include a greeting, sharing time, group activity, and news or announcements.
  - **CULTURE PROJECT (INTASC 3, 9, 10) (16 points)**—The purpose of this project is to help you grow and learn as a culturally responsive educator. Throughout this semester, you will have the opportunity to meet in a small group (I will inform you of your group membership) to discuss your class readings on various topics of cultural understanding and the activity or exploration that you implement. You will earn 2 points for each of 8 designated sessions on various aspects of cultural understandings for your participation. You will serve as a participant in each session and a facilitator for two sessions. As a participant, your job is to share points or questions from your reading, and to discuss the ONE “Project and Extension Activity” OR “Cultural Exploration” activity from your text that you chose to implement during the previous week. As a facilitator, your job will be to lead the discussion of your group, to share points of interest that were discussed in your group with the whole class, and to inform me at the end of the class period as to whether you had any concerns about the participation of any of your group members.
  - **CULTURALLY RESPONSIVE, INTEGRATED UNIT OF STUDY WITH A BALANCED LITERACY FRAMEWORK (INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9) (Group and Individual Grade—18 Points):** During this semester, you will talk with your OSTE about and work with your grade-level intern colleagues to design a culturally responsive, integrated unit of study that incorporates a balanced literacy framework. You will implement this unit during your student-teaching semester. Your OSTE will inform you of the length of this unit (minimum of 2 and maximum of 4 weeks). We will be going over IN DETAIL how to plan this unit of study and you will have seminar time to work with your colleagues to plan this unit. Your GRADE-LEVEL GROUP only needs to submit one copy of this unit, but EACH member of your group needs to submit the reflective essay. This assignment will be graded as follows:

- Evidence of planning and preparation as indicated by performance during seminar time (2 points)
  - Quality of culturally responsive activities in unit (2 points)
  - Quality of balanced literacy instruction components included (2 points)
  - Quality of integration (2 points)
  - Organization and thoroughness of unit (3 points)
  - Appropriateness of unit to your grade level and students (2 points)
  - REFLECTIVE ESSAY (5 points)—Write a 2-3 page reflection in which you detail thoughtfully (a) what you learned from planning this unit of study, (b) your self evaluation of your work in this unit, (c) your evaluation of your colleagues' work on this unit, (d) WHY you think this unit is culturally responsive, and (e) your thoughts on implementing this unit next semester
- **PDS PREPARATION AND PROFESSIONAL PARTICIPATION AND TASK STREAM REQUIREMENTS (INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10) (25 points):** As you continue the teacher education program at UNC-G, you continue your journey as a professional educator. Based on my conversations with your OSTE, his/her evaluation and informal observations of you, and my observations and interactions with you in both the university setting and in the field, I will determine your PDS grade. I will use the list that we generated in class for expectations of professional behavior to guide me in determining your grade in addition to the required TGAP standards and dispositions. During this semester, you are expected to learn as much as you can about children, learning, and teaching. To do so, you will need to be a positive, professional, intern who takes initiative and who shows dedication and responsibility. This semester in your field experience, you will focus on teaching a variety of lessons and learning from your OSTE, your university teacher educators, and the students in your classroom; implementing your university-based assignments; and working with students individually and in small-group and whole-group settings. By the end of the semester, you should have a strong understanding of what it means to be a professional educator and be ready to student teach.

**FORMAL OBSERVATIONS:** You will have 4 *formal observations*. Dr. Harrington will observe a children's literature, writing, or reading lesson; Ms. Ballard will observe a math, science, social studies, or arts lesson; and your OSTE will observe two lessons of your choice. For these observations, you will need to complete all aspects of the ORPIED lesson plan (completing the ORPI sections of the form prior to teaching the lesson AND receiving your OSTE's approval prior to teaching the lesson) and completing the ED section of the lesson after you teach it OR the TASKSTREAM lesson plan format. Your observer will need to use the required formal observation form. **YOU WILL UPLOAD TWO OF THESE OBSERVATION FORMS (you choose which ones) WITH THE ACCOMPANYING ORPIED OR TASK STREAM LESSON PLAN FORMAT INTO TASK STREAM FOR YOUR REQUIRED CUI 400 FORMAL OBSERVATIONS.** You will submit a hard copy of the other two formal observations with ORPIEDS (or the Task Stream Lesson Plan format) to me. **THESE**

OBSERVATIONS NEED TO BE DONE SEPARATELY—that is, you may not have two people observe your lesson at the same time, meaning that you will teach an absolute minimum of 5 lessons this semester (and we want you to teach as much as possible).

INFORMAL OBSERVATIONS: You will also have one *informal observation*. For this observation, you will observe ONE peer teach a lesson and have ONE peer observe one of your lessons (your choice of lesson). The purpose of this lesson is to obtain feedback on your communication skills in the classroom. You do not need to submit a formal lesson plan with this observation. Each intern should only observe one lesson and be observed one time.

As an observer, you need to keep notes on the following areas so that you can talk with the person you observed about his or her performance in each of these areas. If you are an observer, you need to submit these notes to me on a piece of paper that includes your name, the name of the person you observed, the date and time of your observation, and the topic of the lesson you observed.

If you are the person being observed, you will need to complete the following reflection after your peer observation and conference:

Communication Skills in the Classroom Reflection  
(Adapted from Ferguson & Gunn, 2002)

YOUR NAME:

NAME OF PEER OBSERVER:

TOPIC OF YOUR LESSON:

DATE OF LESSON:

DATE OF PEER CONFERENCE:

Please answer the following questions. Be as honest and objective as possible.

1. ORGANIZATION—Was your lesson presentation well organized? Was your message easy for your students to follow? Comment on the structure of your lesson presentation. How could the organization be improved?
2. INTRODUCTION—Did your introduction of your lesson gain all of your students' attention? How do you know your introduction was successful? How might you improve your introduction?
3. DELIVERY—Did your use of language, body, and voice (e.g., appropriate clothing, approach to the front of the classroom, posture and movement, facial expressions, eye contact, vocal expressiveness, vocal rate, volume, fluency [i.e., no “umms,” “OKs,” etc.], articulation, distracting mannerisms, and use of culturally sensitive language) enhance your communication effort? Please explain specifically and be as precise as you can. Be sure to comment on language, body, and voice.

4. **EFFECTIVENESS**—In your estimation, what was the most effective aspect of your lesson delivery? What area needed the most revision or improvement? Why?
5. **CHANGE**—What would you like to improve about your overall communication style as a result of your peer conference?
6. **YOUR LEARNING**—What did you learn as a result of this assignment? How will you use this information in your future teaching?

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**TASK STREAM EVALUATIONS:** You, your OSTE, and I will complete a “Professional Dispositions” and a “Teacher Growth and Assessment Performance” form at the end of the semester. I encourage you to look at these forms now (available on Task Stream under CUI 400). I will share all of these evaluations with you at the end of the semester on Task Stream.

**OTHER WRITTEN ASSIGNMENTS** related to your participation grade include: (a) a review of the sign-in sheet (to insure that you are arriving and leaving according to the schedule we established) and (b) an assessment of your preparation for and knowledge of tutoring.

**POINT DISTRIBUTION:**

Points will be assigned as follows:

- Arriving on time for and leaving at the appropriate time from the internship setting: 1 point (NOTE: WE KNOW THAT YOU ARE DOING SO AT THIS POINT IN THE PROGRAM BECAUSE YOU ARE A PROFESSIONAL EDUCATOR!)
- Being prepared for and demonstrating your knowledge of effective tutoring practices during Reading Buddies: 3 points
- Uploading onto Task Stream one artifact that documents how you worked with your OSTE or how you could work with families of students you teach in culturally responsive ways: 3 points
- Assessment of professionalism and instructional performance (as appropriate for a third-semester intern) as determined by informal OSTE and university supervisor observations, conversations, and other interactions—including ACTIVE involvement in the classroom at all times, teaching as much as possible, and initiating instructional opportunities: 8 points
- Assessment of professionalism and instructional performance (as appropriate for a third-semester intern) as determined by intern, OSTE, and university supervisors and peer formal and informal observations, disposition evaluation, and performance evaluation: 10 points

**TASK STREAM DIRECTIONS:** Here are the directions for loading the required assignments onto Task Stream. Remember that you must submit everything for **EVALUATION** at the same time (though you can upload things at any time as long as you do not submit them for evaluation):

- Click on CUI 400. Click on the **EVALUATION METHOD** link to read the TGAP standards on which you are being evaluated this semester. Then, open the **FORMAL OBSERVATION**. Click on **ADD/EDIT WORK**. Click on **TEXT**. Write a brief paragraph detailing your self-evaluation of how you think you performed across this semester on the TGAP standards. **SAVE** your work. Then, click on **ATTACHMENTS**. Attach a copy of your formal observation (from one of your formal observations) **AND** your completed **ORPIED** lesson plan (**DO NOT SUBMIT STUDENT WORK SAMPLES**). Close the window once you saved your work. **SKIP STEP 4—Publish/Share**. Click on **EVALUATION** and submit this work to your OSTE. **NOTE:** You will submit **TWO** observations—you only need to submit your self-evaluation along with one of these observations.
- Click on CUI 400: Click on the **EVALUATION METHOD**. Click on **VIEW RUBRIC** to read the dispositions rubric. Then, open the **DISPOSITIONS FORM**. Click on **ADD/EDIT work**. Click on **TEXT**. Write one paragraph (not **PAGE!**) of self-evaluation on the dispositions you think you met particularly well this semester. Write a second paragraph on the 1-3 dispositions on which you want to improve and explain how you plan to improve in these areas. These paragraphs will serve as your self-evaluation of your dispositions. Save your work and close the window. **SKIP STEP 4—Publish/share**. Click on **EVALUATION** and submit this work to your OSTE.
- Click on CUI 400—**PARENTAL INVOLVEMENT**. Upload one artifact of your choice that documents how you worked with your OSTE this semester or in the past, or how you could work in the future, with families of students you teach in culturally responsive ways. Submit this work for **EVALUATION** to **ANN HARRINGTON** (**NOT YOUR OSTE**).
- **DEVELOPING CULTURAL UNDERSTANDING PRESENTATIONS (15 points) (INTASC 3, 9, 10).** Our work as teachers is influenced by our life experiences, in and out of school. Our experiences shape the generalizations we make, our decisions about what is important, and our meanings of a “good” education, teaching, students, and parents or families. However, our beliefs about what constitutes “good” are often taken for granted. We are not often asked to reflect on how those beliefs emerged, and how our life experiences shape our identities as teachers. This assignment is intended to help you do just that, as well as to give you practice in communicating with colleagues (think of this assignment as preparing you to give a presentation at an educational conference, at a faculty meeting, or at a school board meeting in the future). For this assignment, you are to do the following:
  - *Identify one perception, belief, or bias that you have related to diversity, culture, or “differences.* State this information in the form of a topic sentence. For example, I am going to share something related

to my beliefs about working with students for whom English is a second or other language. This information will fit into the “before you begin writing or outlining...” information on the presentation outline and your introduction.

- *During the semester, you are to implement three learning opportunities for yourself related to the perception, belief, or bias that you hold. You MUST include at least one “direct” resource (that is, interviewing or observing a teacher, teaching a student yourself, going to a cultural event, getting to know someone who is somehow “different” from you, ideas from your textbook, or other ideas) and at least one “indirect resource” (which needs to be your reading of an article, book, book chapter, or website)) as your resources. This information will fit into the “main points 1-3” on your outline. For example, related to my belief, I volunteered in the Summer Migrant Program (direct experience), talked with an individual involved in Latino community advocacy (direct experience), and read a number of books that gave me insight into teaching Latino students (indirect experience).*
- *What did you learn as a result of these experiences, and how might this learning affect your future teaching? Think about this question as you write your conclusion to your presentation.*

You will need to deliver this presentation in 25 or less minutes to our class. You do not need to use PowerPoint or any other visual aids—but you can if you so choose. I will be grading these presentations according to the “Presentation Evaluation form” below. You do not need to submit anything in writing to me for this assignment. You will sign up for the day on which you will present.

*Need help?* The UNCG University Speaking Center is available to assist you--  
[www.uncg.edu/cst/speakingcenter](http://www.uncg.edu/cst/speakingcenter).

(Adapted from Ferguson & Gunn, 2002)

### Presentation Outline

(Before you begin writing or outlining your presentation, you need to determine your specific topic, your general purpose [e.g., to inform, persuade, entertain, motivate, inspire, etc.], your specific purpose [what it is exactly you want to accomplish in this presentation], and the central ideas and experiences you want to share).

#### I. Introduction

- Attention getter—Gain attention to the topic itself by sharing aspects of your cultural autobiography
- Motivation/Purpose—Your purpose statement should be directed toward the specific needs, wants, and interests of the audience. State your purpose clearly.
- Credibility—Tell the audience why this topic is important to you and why you have the authority or credentials to speak on this topic
- Preview—Tell the audience what the main points are that you are about to cover

Transition—Verbally and nonverbally indicate that the main part of the presentation is beginning

#### II. Main Point #1

- A. What you did
- B. Why you did it
- C. Your evaluation of the experience
- D. What you learned

Transition—Connect the points together with verbal indicators to move to the next point

#### III. Main Point #2

- A. What you did
- B. Why you did it
- C. Your evaluation of the experience
- D. What you learned

Transition—Connect the points together with verbal indicators to move to the next point

#### IV. Main Point #3

- A. What you did
- B. Why you did it
- C. Your evaluation of the experience
- D. What you learned

Transition—Into the conclusion both verbally and nonverbally

#### V. Conclusion

- A. Review main points
- B. Connections with your purpose statement
- C. End with impact

(Adapted from Ferguson &amp; Gunn, 2002)

## Presentation Evaluation Form

Name:

Date:

Topic:

1=Needs improvement

3= Acceptable

5= Excellent

**Introduction (3 points)**

Topic selection	1	2	3	4	5
Speaker/audience connection	1	2	3	4	5
Audience interest stimulated	1	2	3	4	5
Specific purpose stated	1	2	3	4	5
Established audience rapport	1	2	3	4	5

TOTAL POINTS:

**Body (6 points)**

Main ideas organized clearly	1	2	3	4	5
Clarity of idea #1	1	2	3	4	5
Quality of evidence for idea #1	1	2	3	4	5
Clarity of idea #2	1	2	3	4	5
Quality of evidence for idea #2	1	2	3	4	5
Clarity of idea #3	1	2	3	4	5
Quality of evidence for idea #3	1	2	3	4	5
Variety of direct and indirect experiences used	1	2	3	4	5
Transitions	1	2	3	4	5
Contribution to audience learning	1	2	3	4	5
Evidence of your own learning	1	2	3	4	5
Evidence related to audience in meaningful ways	1	2	3	4	5
Connection with culturally responsive teaching	1	2	3	4	5

TOTAL POINTS:

**Language (3 points)**

Language appropriate for audience	1	2	3	4	5
Professional tone and content used	1	2	3	4	5
Culturally sensitive language utilized	1	2	3	4	5
Evidence of “strengths-based” thinking	1	2	3	4	5

TOTAL POINTS:

**Presentation and delivery (3 points)**

Animated use of voice	1	2	3	4	5
Use of gestures and body movement	1	2	3	4	5
Eye contact	1	2	3	4	5
Speech was fluid and well rehearsed	1	2	3	4	5
Speaker appearance was professional	1	2	3	4	5
Speech lasted no more than 10 minutes	1	2	3	4	5
Audiovisual aid choice and use (optional)	1	2	3	4	5

TOTAL POINTS/GRADE:

COMMENTS:

- **FINAL EXAM (INTASC 1, 2, 3, 4, 5, 7, 8, 9, 10) (6 points):** For your final exam, you will answer the following questions in a thoughtful, thorough, and professional way. You will earn 1 point for each thorough, thoughtful, and professional response that you provide. I would expect each response to be one-to-two paragraphs in length.
  1. Please describe what was the most helpful activity, event, discussion, course, experience, etc. that help you learn how to teach literacy using a balanced literacy framework. Why?
  2. How confident do you feel about implementing a culturally responsive unit of study that integrates a balanced literacy framework? Please explain.
  3. What kind of support or what do you need to implement a balanced literacy framework within a culturally responsive unit of study? Please explain.
  4. In thinking about the understandings that you gained related to multicultural understanding, cultural competence and sensitivity, and communication, what was the most important understanding that you gained? Why? Please describe.
  5. In reflecting on your internship this semester, what was the BEST thing about it? What was the most CHALLENGING aspect of internship? Please explain.
  6. So, here you are, ready to student teach! Describe what you are most looking forward to doing, what concerns you the most, and your major goal for yourself for next semester.  
**EXTRA CREDIT (worth 1 point):** Please describe what Dr. Harrington and Ms. Ballard could do next semester to best support you and facilitate your learning optimally during student teaching.

**Required texts/readings/references:**

- Articles to be downloaded from designated URLs or from Blackboard as listed on the topical outline
- deRamirez, L.L. (2006). *Voices of diversity: Stories, activities, and resources for the multicultural classroom*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Teaching Tolerance Project (1997). *Starting small: Teaching tolerance in preschool and the early grades*. Alabama: Southern Poverty Law Center.

**Topical outline:**

Topic and date	Readings and activity to be implemented from Voices of Diversity	Reading from Starting Small	Class meeting facilitations	Developing cultural understanding presentations	Other assignments due (NOTE: ALWAYS be prepared to work on planning your unit!)
8/16: WORKDAY: We will not meet for seminar. You will work in your OSTE's classroom with her.	Just read (no activity due) Chapter 1				
8/23 Overview of multicultural education	Chapter 2		Ann	Ann	
8/30 Race and Ethnicity	Chapter 3		Metta	Metta	INITIAL Reading Buddy Assessment forms due for each reading buddy
9/6 Culturally responsive teaching and working with families		Chapters 1 and 6	1 with 2:	1: 2:	Introduction and Chapter 1 from Parents and Teachers Working Together, Available at <a href="http://www.responsiveclassroom.org/bookstore/popovers/parentsteachers.html">http://www.responsiveclassroom.org/bookstore/popovers/parentsteachers.html</a>
9/13 Learning styles	Chapter 4		3 with 4:	3: 4:	
9/20 Socioeconomic status	Chapter 5		5 with 6:	5: 6:	

Topic and date	Readings and activity to be implemented from Voices of Diversity	Readings from Starting Small	Class meeting facilitations	Developing cultural understanding presentations	Other assignments due (NOTE: ALWAYS be prepared to work on planning your unit!)
9/27 Culturally responsive teaching and classroom management		Chapters 2 and 4	7 with 8:	7: 8:	Please download and read the designated articles from Blackboard
10/4 Sexual Orientation	Chapter 6		9 with 10:	9: 10:	10/9 Fall Break—No internship
10/11 Religious Beliefs	Chapter 7		11 with 12:	11: 12:	
10/18 Culturally responsive teaching		Chapters 3 and 7	13 with 14:	13: 14:	
10/25: MEET AT CAREER SERVICES CENTER, 12:30-2:30, #1 EUC					10/30 Required Teacher Workday---We will attend this workday
11/1 Culturally responsive Cognitively Guided Instruction (CGI)			15 with 16:	15: 16:	
11/8 Linguistic Diversity	Chapter 8		17:	17: 18:	
11/15 Gender and Gender Roles	Chapter 9		18:	19:	ALL OBSERVATIONS DUE: 2 formal observations with appropriate documentation due on Task Stream, 2 formal observations due hard copy, informal observation due hard copy, family involvement artifact due on Task Stream  11/22 Thanksgiving Break

Topic and date	Readings and activity to be implemented from Voices of Diversity	Readings from Starting Small	Class meeting facilitations	Developing cultural understanding presentations	Other assignments due (NOTE: ALWAYS be prepared to work on planning your unit!)
11/29: Last official class, putting it all together, course evaluations and self-evaluations			19:		Internship professionalism self-evaluation due (to be completed in class)  Final reading buddy assessment forms due for each reading buddy  Unit and reflection due— Be prepared to share your unit informally!
12/6 FINAL EXAM DUE and TEAM LUNCHEON (TBA)					Final exam due

### **Other information:**

*Community Expectations*-- All participants are expected to follow the community expectations that we set at the beginning of the semester throughout the course. In this class, we will create a learning community. In all aspects of our communications with one another, we will remain professional, positive, and helpful. In my role as a facilitator, I will guide and support your learning; however, you are responsible for your learning in this course.

You are bound by the UNC-G Academic Integrity Code in all aspects of your work. You may find this policy at <http://saf.dept.uncg.edu/studiscp/Honor.html>. For purposes of this class, abiding by the Honor Code means that you cite all of the references from which you found information, that you completed your own work without the assistance of other people (unless I indicate otherwise), and that you completed your work to the best of your ability and with integrity.

*Attendance and Participation*--Because this class is highly interactive, and based on constructivist and social constructivist principles of learning, your preparation for and participation in our class is essential. Please be prepared for every class, that is, come to class on time, having completed and reflected on all readings (i.e., marking points that you would like to discuss and noting any questions that you would like to ask from the readings) and other assignments. Please monitor your participation in our class, that is, participating actively, professionally, and positively; but not dominating discussion.

The attendance policy of the Department Curriculum and Instruction is that 4 absences [REGARDLESS OF THE REASON FOR THE ABSENCES] equate to an “F” for the

course, 2 [unexcused] absences equate to a one-letter grade [10 point] deduction from your final course grade, and that 4 tardies (arriving late or leaving early) equate to one absence. For purposes of this class, up to two absences may be “excused” (meaning that you will not receive the letter-grade deduction from your course grade but that you will nonetheless not have the opportunity to earn “attendance and participation points” as described earlier in this syllabus) if you do the following:

- Contact me by email or voice mail prior to the absence and let me know that you will be absent,
- Submit to me THE NEXT CLASS PERIOD (late work will not be accepted) a 3-5 page reflection on the readings that we discussed during the missed class period (as applicable) AND any work that you were supposed to submit on that date, and
- Submit a statement telling me that you downloaded lecture notes from Blackboard (as applicable) and that you obtained class notes, handouts and announcements from a class member (please provide the name of the class member).

For INTERNSHIP, you will need to make up any days you miss beyond 2 days (Mondays count as one day AND Wednesdays count as one day) in order to avoid a grade penalty.

*Course Support*--Handouts and lecture notes can be downloaded from the Blackboard platform (blackboard.uncg.edu). You will need to know your username and password. If you have difficulties, the website and system administrator have the information that you need to solve your problems. I am usually not able to help you with technical problems related to Blackboard.

*INCLEMENT WEATHER AND/OR SCHOOL SYSTEM BREAKS*-- Because we are meeting in a public elementary school, we will not be able to meet when the school is closed due to holidays or inclement weather situations. As such, though we will generally follow the UNCG calendar, exceptions may be made if days must be missed due to school system closings. Accordingly, if road conditions are treacherous, DO NOT make an attempt to attend class, even if the school system or UNCG is open. I will email you with class cancellations and other important information, so be sure to check your UNCG email account when weather conditions are hazardous. In short, if road conditions are hazardous, do not attend class.

**Recommended texts and/or readings:** In addition to the texts and readings that are listed on this syllabus already and that you will find in your textbooks, I will be sharing numerous additional texts, readings, and resources in each class session. Here are a few additional resources:

- Banks, J.A., & Banks, C.A.M. (2003). *Multicultural education: Issues and perspectives*. New York: John Wiley and Sons.
- Delpit, L. (1995). *Other people’s children: Cultural conflict in the classroom*. New York: The New Press.

- Finn, P.J. (1999). *Literacy with an attitude: Educating working-class children in their own self-interest*. Albany, NY: State University of New York Press.
- Gibbs, J. (2001). *Tribes: A new way of learning and being together*. Windsor, CA: Center Source Systems.
- Kozol, J. (1991). *Savage inequalities: Children in America's schools*. New York: Harper Perennial.
- Kozol, J. (2000). *Ordinary resurrections: Children in the years of hope*. New York: Crown.
- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco: Jossey-Bass.
- Liston, D.P., & Zeichner, K.M. (1996). *Culture and teaching*. Mahwah, NJ: Erlbaum.
- Lynch, E.W., & Hanson, M. (1998). *Developing cross-cultural competence: A guide for working with children and their families (2<sup>nd</sup> ed.)*. Baltimore: Paul H. Brookes.
- Opitz, M.F. (1998). *Literacy instruction for linguistically diverse students*. Newark, DE: International Reading Association.
- Paley, V.G. (1995). *Kwanzaa and me: A teacher's story*. Cambridge: Harvard University Press.
- Paley, V.G. (1979). *White teacher*. Cambridge: Harvard University Press.
- Paley, V.G. (1984). *Boys and girls: Superheroes in the doll corner*. Chicago: University of Chicago Press.
- Rose, M. (1995). *Possible lives: The promise of public education in America*. New York: Penguin Books.
- Sadker, M., & Sadker, M. (1994). *Failing at fairness: How schools cheat girls*. New York: Touchstone.
- Sleeter, C.E., & Grant, C.A. (2003). *Making choices for multicultural education: Five approaches to race, class, and gender*. New York: John Wiley and Sons.
- Taylor, D., & Dorsey-Gaines, C. (1988). *Growing up literate: Learning from inner-city families*. Portsmouth: Heinemann.

**Alignment with State and National Standards:** See assignment descriptions.

**Request for Accommodations:** UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on disability must be registered with the Office of Disability Services located at 208 Elliott University Center, 336-334-5440 V/TTY.

