



COURSE SYLLABUS

Course ID: EDU 9736

Course Title: The Role of
Culture and Equity in the
Classroom: Creating an
Inclusive Classroom
Environment

Term: Spring, 2014

Credit Hours: 1

Online: Open

Required Hours: 15

Faculty Information: Name: Kathryn Vining M.ED/Ad

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Series Description:

This series is designed to help teachers develop the tools needed to create a Culturally Responsive 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. By meeting the requirements of each individual class, participating teachers will earn one semester unit of graduate level extension credit from the Dominican University of California.

Course Description:

Although *The Role of Culture & Equity in the Classroom – Creating an Inclusive Classroom Environment*, 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.

Prerequisites/Co-Requisites: College level reading and writing skills

Course Materials:

- Text Book: *How to Teach Students Who Don't Look Like You, 2nd Edition*, Bonnie M. Davis (Pages 75-133)
- Teaching Tolerance – article – *Critical Practices from Anti-bias Education*, sections 1-20 <http://www.tolerance.org/critical-practices>
- *Start Where Your Students Are*, by Robyn Jackson, at <http://www.ascd.org/publications/educational-leadership/feb10/vol67/num05/Start-Where-Your-Students-Are.aspx>
- Go to www.tolerance.org and register. This site offers staff development, articles, blogs, student activities, units related to culture, etc.

General Course Objectives

After completing the course *Creating an Inclusive Classroom Environment* you will demonstrate or indicate:

- A. Your understanding of the term Culturally Responsive
- B. What a culturally inclusive/culturally responsive environment looks like in the classroom
- C. How to create a culturally inclusive/culturally responsive classroom environment
- D. Building and maintaining relationships with students & families from all cultures.

Course Outline: This is a general topic/activity overview of what we will study in *Creating an Inclusive Classroom Environment*. We will not necessarily cover them in the listed order.

- I. Read assigned text and take notes related to creating an inclusive classroom environment.
- II. Understand the term Culturally Responsive Teaching and Pedagogy.
- III. Explore what Culturally Responsive Teaching and Pedagogy look like in the classroom.
- IV. Conduct an interview with a Culturally Responsive teacher.
- V. Examine your school building, library and classroom to see if they reflect the races and cultures of students in your building.
- VI. Create 2 Culturally Responsive bulletin boards.
- VII. Design your own Culturally Responsive Classroom.

Expectations of Student Performance

Preparation:

- You must complete the session's readings **PRIOR** to completing assignments.
- All assignments must be submitted to your instructor's Dropbox when you have completed requirements for this class. You will be given the end date for your class when you register.

Grading Rubric

Exemplary: A+ to A-	Acceptable: B+ to B-	Unacceptable: Must be resubmitted
Reflective, thoughtful ideas relevant to the assignment are clearly stated	Presents some relevant ideas and connections to the assignment	Ideas are not clear or relevant
Very well organized	Generally well organized	Shows little or no organization
Responses relate numerous facts and specific details of the program materials	Some facts and specific details of the program materials are included	Few or no facts or specific details of the program materials are included
Free of spelling and/or grammatical errors	Writing contains a few spelling and/or grammatical errors	Numerous spelling and/or grammatical errors make the writing difficult to read

Paper Guidelines

- Use 1 inch margins
- Use size 12 font
- Use Times New Roman, Arial or Calibri font
- Your name, date, assignment topic should be located in the upper right hand corner of your paper
- Double space the body of your paper
- If your written assignment is longer than one page, the page number should be located at the bottom center of the page

If you have questions regarding any assignments please contact your instructor, Kathy Vining, at 720-933-3407 or at kvining@dominicanCAonline.com