



Revised Syllabus Explanation

As mentioned during our time together this past year (our monthly meetings), and within my reflection papers, this course (EDU390) is required for all of our undergraduate teacher education students. I launched and designed this course in 2020, and have been teaching it since that time. Additionally, our initial cohort played a major role into lending a student voice, for our CR-SE competencies.

One of the overwhelming feedback that I have received from students, whether directly or indirectly, is the need for more practical learning experiences within the course. To that end, and also within alignment with our CR-SE work, my revised syllabus, now includes five weeks of the study of the competencies, and no longer, the one week, which was allocated for this work. Specifically, breaking down the competencies, will allow me to go “deeper,” and to add a practical voice and relevant resource for student development. Because of a more in-depth study of the competency, the page length for this deliverable has been increased from two pages, to now, 5-7 pages.

EDU 390 A- Culturally Responsive Pedagogy

Instructor: Dr. Ronald W. Whitaker, II

Office: Founder Hall 310 A

Required Textbooks:

Hammond, Z (2015) Culturally Responsive Teaching and the Brain, ISBN:978-148308012

Ladson-Billings, G (2009) The Dream Keepers, ISBN: 978-0470408155

Course Description:

This course covers the research, theory, philosophy, and practical implications of employing culturally responsive pedagogy, practices, and programming in and across school boundaries. Specifically, this course explores the seminal work of scholars and educators such as Gloria Ladson-Billings, Geneva Gay, Gary R. Howard, Christopher Emdin, and Django Paris, with the goals of preparing teacher candidates to develop reciprocal relationships with students and communities, while simultaneously employing exemplar cultural teaching methods within their professional practice. Additionally, this course will assist students in learning about and developing culturally responsive curriculum and pedagogy in their different content/subject matter areas.

Course Objectives:

1. Students will understand the role of students' background and culture and how that relates to student success and outcomes.
2. Students will identify guiding principles for culturally responsive pedagogy.
3. Students will develop an action plan for implementing culturally responsive classroom management.

Instructional Format:

Course lectures, readings, and learning assignments will be constructed to create Socratic questioning. The instructional format of the course involves lecture presentations, group work (e.g. presentations).

Classroom Philosophy:

This course intentionally argues for the importance of understanding, valuing, and operationalizing Exemplar Cultural teaching strategies, as a means to:

1. Promote Academic Excellence
2. Become Culturally Competent
3. Stimulate Socio-Political Consciousness
4. Tap into Student Culture

Course Deliverables:

Reflection Papers:	20%
Midterm Exam:	20%
Group Presentations	20%
Final Paper	25%
Participation:	15%

Course Assignments

In this course, you will write two critical reflection papers.

- Reflection papers will challenge you to deeply explore on issues related to cultural awareness, respect, and humility, and how to operationalize them within your teaching practice. Prior to writing the reflection paper, detailed instructions will be given in class. The reflection paper focus will be:
 1. *Reflect on a time that your culture was not valued.*
 2. *Which Cultural Pedagogy Theorist do you most align with?*
 3. *What stood out to you from studying the CR-SE competencies? How do you attend to use the CR-SE competencies within your professional practice? Out of all of the competencies, which one resonated with you the most, and why?*
 4. *Write a reflection paper on Ladson-Billings arguments in the Dream-Keeper.*

5. Write a reflection paper on Hammond's arguments in *Culturally Responsive Teaching and the Brain*.

Group Presentation

- As part of your group presentation assignment, students will do a teaching demonstration, utilizing Culturally Responsive Pedagogy tenets

Final Paper

- You will be charged to develop a culturally responsive curriculum that is focused around ensuring that every learner receives a quality and equitable education. You need to think about and construct a curriculum that infuses culturally responsive tenets into the lesson of your particular content area (Due 5/9).

Course Schedule and Focus

Course Week	Course Focus
Week 1	Introduction Framing the Course How Do You Define Culture? Why is Culture Important?
Week 2	HELP Framework-Pt 1and 2
Week 3	Exploring Cultural Pedagogy Theorist Part 1 and
Week 4	Introducing CR-SE Competencies and the work at the state level Competency 1 and 2
Week 5	Competency 3 and 4
Week 7	Competency 5 and 6

Week 8	Competency 7 and 8
Week 10	Competency 9 and final CR-SE reflection paper (now 5-7 pages).
Week 11	CRP and the Curriculum Saving Tomorrow Today Documentary
Week 12	The Dream-Keeper's chapter 1, 2 and 3
Week 13	The Dream-Keepers chapters 2 and 3 The Dream Keeps chapter 4 and 5
Week 14	The Dream-Keepers 6, and 7
Week 14	CRP and the Brain Chapters, 1,2, and 3
Week 15	CRP Group Presentations Preparation Chapters 4, 5, 6
Week 16	CRP Group Presentations

Week 17	Final Paper
5/9	

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