COURSE SYLLABUS

COURSE TITLE: UNDERSTANDING CULTURE AND RACE
COURSE AUTHOR: VENITA KELLY
CREDITS: 3 GRADUATE PROFESSIONAL DEVELOPMENT CREDITS

Course Overview

In this course, you will gain the knowledge and skills to recognize and respond to the cultures that shape student and teacher interactions, which are crucial to student learning and teaching success. You will study the building blocks of culture and learn why cultural differences can obstruct effective interactions between students and teachers. You will have the opportunity to learn how acknowledging cultural behavior and expectations should inform curriculum development, instructional and assessment strategies, and classroom management. The course will provide a framework you can use to pursue learning about culture, behaviors, and expectations in your classrooms and school environments. You will also increase their capacity to develop your students' awareness of these issues and your skills at negotiating them.

Author Biography

Venita Kelley is former representative to the Governor for Closing the Achievement Gap (CTAG) in Ohio. Dr. Kelley's expertise is interdisciplinary and includes intercultural communication, media, organizational design/diagnosis, and leadership development. She has worked in the education and communication fields for several years and served as urban scholar for the cultural competency professional development training segment of the Governor's Initiative. Her experience includes: associate deanship of leadership and student development; noted professor in teaching and learning; curriculum and program development; professorate positions in communication and ethnic studies with affiliated status in film and women's studies; secondary education as a 9-12 English teacher, career counselor, and life skills; and consultant and/or trainer in intercultural communication in state and federal government, K-12 and university systems, medical schools, and foundations. She is noted as a master teacher. Her publications span book chapters, performance pieces, news columns, articles, and peer reviewed journals.

Dr. Kelley holds a Bachelor of Arts in Social Science from the University of California at Berkeley; a Master of Arts in Mass Communication and Public Policy from Howard University; a doctorate in Intercultural and Public Communication from the University of Kansas. She has also completed post-doctoral fellowships at Cornell University and Harvard University. She is founder of a consulting firm focused on leadership development, media, cultural literacy, and proficiency and holds ASPIRE certifications in administration, budgets and supervision.

Course Objectives

In this course, you will learn about:
1) culture and its effects in the classroom

2) racism and its effects in the classroom
3) critical cross-cultural communication skills
4) tools and skills necessary to be an effective educator in intercultural contexts

Course Outcomes

By the end of this course, you will be able to:
1) employ cultural competence in your teaching practice
2) meet students' needs as determined by your worldviews
3) recognize and counter racism and its impact in the classroom
4) communicate effectively with all of your students

Academic Honesty

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own, and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

Grading Policy (using rubric 1-4 scale system)		**Percentage of Course Credit**	
Total grade for the course is a culmination of performance grades		Course grade is determined by the following	
A:	3.4 – 4.0	**Reflections**	15%
B:	2.7 – 3.3	**Checks for Understanding**	25%
C:	2.0 – 2.6	**Mid-course Project**	25%
F:	<2.0	**Final Capstone Project**	35%

In order to complete the requirements of the course, you must complete all course work (e.g., reflections, checks for understanding), including watching all videos and participating in all discussion forums. We do not award partial credit.

Checks for Understanding and Reflection Rubric

Assessment	Underdeveloped (1)	Basic (2)	Proficient (3)	Distinguished (4)
Checks for Understanding	65% or below	66-79%	80-89%	90-100%
Reflection Question	Participant has included little to no content indicating consideration and comprehension of course content. Participant has not addressed the questions posed. Participant has copied from the course transcript without synthesis or analysis.	Participant has included little that indicates consideration and comprehension of course content. Participant has answered most questions directly but some too briefly.	Participant has included appropriate content from the course content and made connections to practice. Participant has made thoughtful comments in direct response to the prompts.	Participant has provided rich detail and supporting examples from the course content and made specific connections to his/her practice. OR Participant has made thoughtful comments in direct response to the prompts and created next steps to support his/her learning.

KDS Learning Design

KDS online courses are based on 50 hours of sustained engagement on a given topic, with opportunities for ongoing training and support.

Instruction (40%) ~20 hours	Coaching (20%) ~10 hours	Practice (40%) ~20 hours
• Modeling effective practice through video • Interactive activities • Readings and Reflections • Expert and educator interviews	• Expert feedback from online coaches on various components of instruction • Facilitation Guide & resources	• Capstone application project • Mid-course application project • Scenario-based activities and checks for understanding • Application Toolkit

Course Outline

Unit 1
Objectives: In this unit, you will gain a theoretical understanding of culture and how important worldview, epistemology, ontology, and cosmology are when it comes to teaching students from different cultures.
Outcomes: By the end of this unit, you will understand Pennington's model of culture and be able to recognize the impact of worldview, epistemology, ontology, and cosmology on teaching and learning.
Assessments: Key Reflection Question, Check for Understanding

Unit 2
Objectives: In this unit, you will explore how all aspects of worldview influence how educators view and interact with students so that your approaches to instruction can be expanded and your ability to recognize and respond effectively to culturally based behavior increased.
Outcomes: By the end of this unit, you will be able to recognize and manage how you and your students' beliefs, values, and attitudes, temporality, and psychological space play out in the classroom as you employ expanded social, environmental, and behavioral strategies.
Assessments: Key Reflection Question, Check for Understanding

Unit 3
Objectives: In this unit, you will continue to explore how aspects of worldview and culture can

affect a teacher's practice and relationships with students and how using culturally based behavior and approaches can be a tool to understand yourselves and your students.

Outcomes: By the end of this unit, you will be able to recognize and manage how you and your students' language, religion, myths, expressive forms, interpolation patterns, and social networks play out in the classroom as you further explore implementing expanded social, environmental, and behavioral strategies in your instruction.

Assessments: Key Reflection Question, Check for Understanding

Unit 4

Objectives: In this unit, you will learn how author Uri Treisman developed a project to address the high rate of failure of black and Hispanic students in calculus.

Outcomes: By the end of this unit, you will be able to identify how an educator and his team constructed solutions that were responsive to students' culture and worldview.

Reading:
- Treisman, U. (1992). Studying students studying calculus: A look at the lives of minority mathematics students in college. *The College Mathematics Journal, Vol. 23, No. 5*, 362-372. Retrieved from http://www.utdanacenter.org/downloads/articles/studying_students.pdf

Assessment: Key Reflection Question

Unit 5

Objectives: In this unit, you will examine the relationship between worldviews and you and your students' classroom behavior and how additional influential structures connected to worldview contribute to behavior and learning.

Outcomes: By the end of this unit, you will be able to respect you and your students' worldviews and modify content and instruction accordingly.

Assessments: Key Reflection Question, Check for Understanding

Unit 6

Objectives: In this unit, you will explore the stages of culture shock, learn how culture shock is a normal reaction to sustained exposure to unfamiliar cultures, and recognize how to anticipate culture shock to limit its power over interactions and perceptions of students.

Outcomes: By the end of this unit, you will be able to recognize and negotiate the stages of your own potential culture shock, as well as help students navigate through their own.

Assessments: Key Reflection Question, Check for Understanding, Mid-Course Project

Mid-Course Project

Description:

The purpose of this project is to explore your own ontology, epistemology, and cosmology or

worldview and determine how it impacts your performance in the classroom. You will have the opportunity to reflect on one of these terms and analyze how it influences your teaching and the relationships you have with your students. Please note that you will receive feedback on your work and be evaluated against the project rubric.

Define Ontology, Epistemology, Cosmology or Worldview:

Select one of the terms listed above and define what the concept means in your own words. In y[ ] definition, demonstrate that you have a deep understanding of the term and have given the conc[ ] thorough consideration.

Reflect on Practice:

Explore how the concept you identified and have defined influences your present or past classro[ ] instruction and the ways you interact with students. Provide several detailed examples for each [ ] following areas in your reflection:

- ☐ Instruction
- ☐ Assessment
- ☐ Classroom management
- ☐ Your relationship with students

When you've completed your Mid-course Project, upload your **Definition** and **Reflection** to the Evidence tab in the eClassroom

Mid-course Project Evaluation:

Project Component	Underdeveloped (1)	Basic (2)	Proficient (3)	Distinguished (4)	Score
Quality of definition (50%)	Develops a definition that demonstrates a lack of understanding.	Develops a definition of one of the terms that demonstrates some understanding.	Develops a clear and complete definition of one of the terms that demonstrates understanding.	Develops a clear and complete definition of one of the terms that demonstrates a deep understanding and thorough consideration of the meaning.	

| Reflection on practice (50%) | Provides a narrow reflection on how the term influences some of the areas providing little to no meaningful examples. | Provides a brief reflection on how the term influences some of the areas with examples that lack correlation and meaning. | Provides a thorough reflection on how the term influences each of the areas providing some examples. | Provides a comprehensive reflection on how the term influences each of the areas providing multiple detailed and illustrative examples. | |

Unit 7

Objectives: In this unit, you will explore race and racism, how notions of race affect educators' perceptions of students and students' perceptions of themselves, and how these notions can interfere with teacher effectiveness.

Outcomes: By the end of this unit, you will be able to recognize and mitigate racism and its effects in the classroom.

Assessments: Key Reflection Question, Check for Understanding.

Unit 8

Objectives: In this unit, you will explore authors' perspective on how the academic achievement of black students in America is being impacted.

Outcomes: By the end of this unit, you will be able to identify how race and racism influences teachers' treatment of students thereby impacting their academic achievement.

Readings:
- What are your expectations? The challenges of teaching across race. *Scholastic Instructor.* Retrieved from http://www.scholastic.com/teachers/article/what-are-your-expectations#top

Assessments: Key Reflection Question

Unit 9

Objectives: In this unit, you will explore how class and gender affects educators' approach to and perceptions of student learning ability.

Outcomes: By the end of this unit, you will be able to counter the prejudices raised by notions of class and poverty, and differentiate instruction for different genders.

Assessments: Key Reflection Question and Check for Understanding

Unit 10

Objectives: In this unit, you will learn how to enhance your own and your students' cultural awareness as you build skills in cultural competency to build effective learning environments.

Outcomes: By the end of this unit, you will be able to enhance cultural awareness in your classroom, be culturally competent and create intercultural learning environments.

Assessments: Key Reflection Question and Check for Understanding

Unit 11

Objectives: In this unit, you will explore tactics to increase you and your students' cultural awareness.

Outcomes: By the end of this unit, you will learn strategies to build and present culture in your classroom.

Readings:
- Kozleski, E., White, K. K., and Zion, S. (2005). Cultural identity and teaching. National Institute for Urban School Improvement. Retrieved from http://www.utdanacenter.org/downloads/articles/studying_students.pdf

Assessment: Key Reflection Question

Unit 12

Objectives: In this unit, you will explore lesson plans designed to address concepts student need to comprehend to understand race is both a cultural invention and reality.

Outcomes: By the end of this unit, you will learn strategies to address race in the classroom.

Readings:
- Beckrich, A., Goodman, A., Jones, J., Mukhopadhyay, C., and Moses, Y. (2007). Exploring cultural variation. *Race: A Teacher's Guide for Middle School*. pp. 31-45. Retrieved from http://www.understandingrace.org/resources/pdf/racemiddleschoolteachersguide.pdf

Assessment: Key Reflection Question

Unit 13

Objectives: In this unit, you will learn an overview of communication theory and practice, identify communication strategies for the classroom and explore the impact of micro-messages on student learning, engagement, and achievement.

Outcomes: By the end of this unit, you will be able to put communication theory into practice as you interpret and manage micro-messages to affect student learning, engagement, and achievement.

Assessments: Key Reflection Question and Check for Understanding

Unit 14

Objectives: In this unit, you will learn strategies to improve communication.

Outcomes: By the end of this unit, you will design a brief lesson plan or activity that invites students to engage in active listening.

Readings:
- Active listening skills. (2015, September 17). Retrieved from

Assessments: Key Reflection Question, Final Capstone Project

Final Capstone Project

Description:

The purpose of this project is to develop a learning project designed to help cultivate your students' cultural competency. You will have the opportunity to reflect on how your project will incorporate your students' diverse experiences and cultures, as well as help them make connections between the learning project and their own lives. Please note that you will receive feedback on your work and be evaluated against the project rubric.

Develop a Learning Project:

Design a complete learning project for an identified grade level and/or subject area that will help cultivate your students' cultural competency. Include the following components:

- Specify the grade level and/or subject area for which the project will be aimed.
- Identify the learning objectives.
- Describe the steps of the learning project.
- Explain how the project will incorporate students' diverse experiences, and aspects of stude different cultures.
- Describe how the project will help students make connections between the content and the lives, goals, and societal concerns.
- Create an assessment tool to evaluate students' work on the project and any additional stud work.

Reflect on Cultural Competency:

Provide a thoughtful reflection on how the project will specifically cultivate students' cultural competency. Provide ample details in your reflection on how the specific components of your learning project would assist students in their understanding of culture.

When you've completed your Final Capstone Project, upload your **Learning Project** and **Reflectio** the Evidence tab in the eClassroom

Final Capstone Project Evaluation:

Project Component	Underdeveloped (1)	Basic (2)	Proficient (3)	Distinguished (4)	Score
Quality of lesson plan (50%)	Develops a lesson plan that lacks several critical components. Provides inadequate explanation and makes little connection.	Develops a lesson plan that lacks one critical component. Provides adequate explanation on how project addresses some difference in background and leads students to make partial cultural connections.	Develops a lesson plan that includes all critical components. Provides detailed explanation on how project incorporates diverse backgrounds and assists students in making cultural connections.	Develops a lesson plan that includes clear and concise components and demonstrates planning mastery. Provides persuasive and exemplar explanation on how project incorporates diverse backgrounds and clearly assists students in making cultural connections.	
Reflection on cultural competency (50%)	Provides a narrow reflection on how project implementation cultivate students' cultural competency.	Provides a brief reflection on how project implementation will cultivate students' cultural competency.	Provides a thorough reflection on how project implementation will cultivate students' cultural competency.	Provides a comprehensive reflection on how project implementation will cultivate students' cultural competency.	