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**WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
SYLLABUS**

COURSE NUMBER: MED 7812
COURSE TITLE: Culture and Learning Environment
COURSE CREDIT 3 Credits

Instructor:
Instructor contact:

MINIMUM TIME REQUIREMENTS (in clock hours):

Teacher Led Instruction	SEA	Fieldwork/Clinical	Lab	External Learning
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- o Important objective: #10. Developing a clearer understanding and commitment to personal values.

VII. COURSE OUTLINE AND WEEKLY SCHEDULE

It is expected that all candidates will read the appropriate materials for the assignment each week and that all candidates will read the assignments and scoring rubrics for the assignments to determine the expectations for the assignments. The instructor reserves the right to change the syllabus, assignments, and point values during the course.

WEEK	TOPIC	Reading	ACTIVITIES AND ASSIGNMENTS Assignments are due unless otherwise noted.
Week 1.	Developing an explicit knowledge base about cultural diversity.	Preparing for culturally responsive teaching by Gay.	<ol style="list-style-type: none"> 1. Introduce yourself to the class 2. Cultural Autobiographic Assignment 3. Journal Narrative: Critical Reflection on Preparedness for Cultural Responsive Teaching. 4. Discussion Board Forum
Week 2.	Characteristics of Cultural Responsive Pedagogy	Teacher Characteristics for Culturally Responsive Pedagogy by Rychly & Graves. Worksheet for Selecting Native American	<ol style="list-style-type: none"> 1. Discussion Forum 2. Analyzing and Evaluating Culturally Responsive Pedagogy 3. Journal Narrative: Teacher Characteristics of Culturally Responsive Practices
Week 3.	Designing Culturally Relevant Curriculum	Culturally Relevant Pedagogy: Ingredients for Critical Teacher Reflection, by Howard. The Widening Gap by Reardon	<ol style="list-style-type: none"> 1. Curriculum Unit Evaluation Assignment (Due Week 4) 2. Evaluation, and Reflection Assignment 3. Discussion Board Forum 4. Week 4 Journal
Week 4.	Designing Culturally Relevant Curriculum	Conversations about race need to be fearless. An Introduction to Unconscious Bias Implicit Bias in the classroom Blind Spots: Challenge Assumptions Dot Exercise: Unlearning: Breaking Bias	<ol style="list-style-type: none"> 1. Culture in a Community: Field Experience (Due Week 5) 2. Curriculum Unit Evaluation 3. Discussion Board Forum
Week 5.	Cross-Cultural Communications and Cultural Congruity In Classroom Instruction	Understanding and Working with Students and Adults from Poverty by Ruby Payne.	<ol style="list-style-type: none"> 1. Culture in a Community: Field Experience Assignment and Taskstream assignment (Standard 10. Leadership and Collaboration, SEA) 2. Curriculum Unit Revision (Due Week 6)

Week 7	Cultural Competence	10
	Journal	10
	Discussion	5
Total		195

IX. REFERENCES

21st Century (2004). *Curriculum and instruction*. Retrieved from

[Schoolshttp://www.21stcenturyschools.com/Curriculum_and_Instruction.htm](http://www.21stcenturyschools.com/Curriculum_and_Instruction.htm).

Banks, J. A. (2003). *Levels of integration of multicultural content: A brief summary*. Retrieved from One

Ummah Consulting,

resources.css.edu/DiversityServices/docs/LevelsofIntegrationofMulticulturalContent.pdf.

**PROGRAM COMPETENCY 3. RUBRIC Learning Environments
CeCRAM STRUCTURED EXTERNAL ASSIGNMENT/RUBRIC**

COURSE: MED 7812

TITLE: Culture and Learning Environment

Standard #3: Learning Environments.

	responsible citizens, targeting transformations and social action/awareness.				The plan for learning is shared with others.
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PROGRAM COMPETENCY 10. RUBRIC : Reflective Practice: Professional Growth
CeCRAM STRUCTURED EXTERNAL ASSIGNMENT/RUBRIC

COURSE: MED 7812 **TITLE: Culture and Learning Environment**

Program Competency Standard #10: Leadership and Collaboration.

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

EVALUATED ASSIGNMENT

Candidates visit a community organization where families are served to understand cultural values in the community and ways that community culture impacts and influences student learning. The candidate will write a narrative addressing these components: (1) the historical, cultural, and social context, (2) ways to build a shared vision and partnership between the community and school, (3) the alignment of family, school, and community spheres that influence student learning and (4) ways to take an active, leadership role in the community. Reflect on incorporating effective educational strategies into a culturally responsive learning environment.

TASKSTREAM ASSIGNMENT: This required assignment must be uploaded into the e-folio site, Taskstream for a passing grade in MED 7812.

Scoring Elements PC# 10	Emerging (1)	Beginning (2)	Developing (3)	Proficient (4)	Transformative (5)
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families,					