

In-Service Education
COURSE SYLLABUS

SOCS 5410.01

COURSE NUMBER AND SECTION

Nancy Verderber

INSTRUCTOR

Culturally Sensitive Classrooms: Teaching All Students
COURSE TITLE & Appreciating Diversity

Fall, 2003

TERM

WEBG

SITE

1

CREDIT HOURS

1. Course Description:
(Provide details of student focus, rationale, scope, and prerequisites)

This course is designed to provide students the opportunity to identify methods to develop culturally relevant teaching practices and understand its impact toward improving student achievement. Students will read, discuss, and learn about socio-economic issues that affect families living in poverty. Students will have an opportunity to explore their own thoughts, feelings and perceptions about issues related to diversity within their community. In order for teachers and other professionals to effectively teach successful students they need an awareness of everyday experiences that impact the quality of life for students living in poverty and/or from culturally diverse backgrounds. Two books, multicultural web sites and related readings will be the focus of study. Required texts are: "A Framework for Understanding Poverty", by Ruby K. Payne and "The Dreamkeepers: Successful Teachers of African American Children", by Gloria Ladson-Billings. Come join fellow educators as we study and explore teaching styles/attitudes and practical classroom applications that motivate students to learn with various socio/economic, racial, ability and cultural backgrounds.

2. Learning Outcomes:
(Goals, objectives, course outcomes, etc.)

At the conclusion of this course, each student will be able to:

1. Identify their personal biases related to race, ethnicity, culture, and socio-economic status and how it affects student achievement their classroom climate.
2. Design two lesson plans incorporating diversity issues within the curriculum.
3. Interview a person from a different racial/socio-economic background than their own and analyze their findings/observations.
4. Have an understanding of national, state, and local organizations which provide schools with support in a variety of diversity areas.

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams:

TEACHING AND LEARNING METHODS

Teaching strategies incorporated into the course include cooperative learning, lecture, discussion, activities, video and reflective practice.

MEETING 1:

- Overview of Course
- What is the meaning of multiculturalism?
- A Little Quiz
- Read and discuss "A Framework for Understanding Poverty"
- Video

MEETING 2:

- What is racism?
- Culturally relevant teaching practices
- Read and discuss "The Dreamkeepers: Successful Teachers of African American Children"
- Lesson Plan Presentations

4. Resources: (list and indicate how they are to be used)

Text(s):

"A Framework for Understanding Poverty", by Ruby K. Payne and
"The Dreamkeepers: Successful Teachers of African American Children", by Gloria Ladson Billings.

Supplemental Readings: Additional related articles and materials will be provided.

5. EVALUATION:

One Interview/Paper and Two Lessons Plans - 50% of total grade.

(Each of the 3 projects must be 3 pages, type-written, and double-spaced with correct spelling and grammar).

Class Participation and Attendance - 50% of total grade.

GRADING SCALE:

90 - 100 points	A
89 – 80 points	B
79 - 70 points	C
69 - 60 points	D
59 points or below	F

NOTE: This syllabus is subject to change at the discretion of the instructor. Therefore, regular attendance is required.