

EDUC 710: Social and Culturally Responsive Practices Fall 2023

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Office Hours	Tues/Thurs 6:00-7:00pm (via zoom) Join Zoom Meeting https://wisconsin-edu.zoom.us/j/98327533819?pwd=RXY3TzIYkt3K3JGRVlJNHVU9mQT09 Meeting ID: 983 2753 3819 Passcode: 301799 or by appointment. Please text or email me to schedule an appointment

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Course Description

Theories and related practices of equity and social justice in the context of education, including culturally responsive teaching. Focus on expanding understanding of existing opportunity gaps and the methods, materials, and strategies that support the development of critical consciousness in educational practices, as well as on decreasing opportunity gaps in education through culturally responsive teaching. Educational practices and beliefs that support successful education of students of color, students from families in poverty, LGBT students, and students who speak English as a second or other language.

Course Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Explain culturally competent behaviors, beliefs, and attitudes.
2. Investigate one's own dispositions and philosophies on critical areas that affect us as individuals and teachers, those we serve, and those with whom we work. These critical areas may include race, class, gender/gender identity, sexual orientation, spirituality/religion, and disability.
3. Analyze the relationship between a teacher's level of cultural competence and student level of achievement.
4. Describe how issues of privilege and social dominance impact student success and engagement.
5. Apply the principles of culturally responsive teaching.

Evaluation/Course Requirements

Assignment	Points	Learning Outcomes Met (#)	Master of Education Program Outcomes Met
Weekly Assignments	55	1, 2, 3, 4, 5	
Case Study Student	20	1, 2, 3, 4, 5	1, 2
CRP Plan (Final Project)	20	5	2, 3
Book Study Discussions	30	2, 3, 4	1
TOTAL	125		

Required Course Materials

The following books are required for this course:

Culturally and Linguistically Responsive Teaching and Learning – Classroom Practices for Student Success, Grades K-12 (2nd Edition), by Sharroky Hollie and

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The Guide for White Women Who Teach Black Boys. (First Edition) (2017), by Eddie Moore, Ali Michael , Marguerite W. Penick-Parks – **for the book study**

<https://www.amazon.com/Guide-White-Women-Teach-Black/dp/1506351689>

The following books are amazing resources to support your learning (not required, just recommended):

Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students by Zaretta Hammond

How To Be An Antiracist by Ibram X. Kendi

Courageous Conversations About Race by Glenn E. Singleton and Curtis Linton

Help Resources

First, and foremost, your mental and emotional health is of the utmost importance to me. Please utilize the Safety and General Support, as well as Health resources in the table below. You pay for these as a student, so use them. If you are unsure if you are OK, we have resources online that can also help. Here is a survey that you can take as a self-assessment for your mental health:

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 34 Collins Classroom Center (CCC) 1801 4th Ave. Stevens Point, WI 54481 Phone: 715-346-3568 Email: tlctutor@uwsp.edu	209 Collins Classroom Center (CCC) 1801 4th Ave., Stevens Point, WI 54481-3897 Phone: 715-346-3226 • Email: acac@uwsp.edu	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646 Use Kognito – an online course that can help with mental health https://uwsp.kognito.com/

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty

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and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you need additional support which individually, I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

Technology Guidelines

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you.

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Grading Scale

94 – 100% = A	77 – 79% = C+	60 – 63% = D-
90 – 93% = A-	74 – 76% = C	< 60% = F
87 – 89% = B+	70 – 73% = C-	
84 – 86% = B	67 – 69% = D+	
80 – 83% = B-	64 – 66% = D	

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Communicating with your Instructor



Email is the quickest way to reach me at: otoms@uwsp.edu.



Call my office at any time (715-261-6269). Leave a voicemail. This will be delivered to my email, which I monitor on my cell phone.

Attendance

This is a fully online course. Your “attendance” will be monitored through logins to Canvas, submission of work, engagement in discussions, and access of materials.

University policy on attendance: Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” below. Additionally, below are attendance guidelines as outlined by the UWSP registrar.

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible for providing reasonable accommodation or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

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Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such an evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.

- (2) Examples of academic misconduct include, but are not limited to:
 - Cheating on an examination
 - Collaborating with others in work to be presented, contrary to the stated rules of the course
 - Submitting a paper or assignment as one's own work when a part or all the paper or assignment is the work of another
 - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
 - Stealing examinations or course materials
 - Submitting, if contrary to the rules of a course, work previously presented in another course

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- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss their concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Other Campus Policies

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

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Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

Course outline

Please see Canvas course for learning objectives/goals, learning activities and weekly assignments.

<https://uwstp.instructure.com/courses/611615>

All assignments for the week are due by Sunday at midnight. For example, Week 1 assignments are due by Sept 10 by 11:59pm.

OPTIONAL: RESOURCES, MATERIALS, & READINGS for Toolkit

You Tube

<https://www.youtube.com/watch?v=OzNI4unAe20>

All together now: Academic Rigor and Culturally Responsive Pedagogy

<https://www.youtube.com/watch?v=4KrxfcW7Irg>

Cultural Responsiveness TED TALK

o Search for Gloria Ladson-Billings & Cultural Relevant Pedagogy

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Websites:

<https://www.prodigygame.com/blog/culturally-responsive-teaching/>

www.ascd.org/publications/books/111022/chapters/Culturally-Responsive-Instruction.aspx

<https://www.brown.edu/academics> (search for Culturally Responsive Teaching)

www.teachingtolerance.org (Lots of information on Culturally responsive teaching and practices)