

## **ELEM 6130: Culturally Responsive Pedagogy & Classroom Management**

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### **Instructor Biographies:**

Dr. Smith was a 3<sup>rd</sup> and 5<sup>th</sup> grade teacher before earning a Ph.D. in Cultures & Teaching from the University of Minnesota in Minneapolis. She also has a master's degree in Elementary Education from the City University of New York, Brooklyn. Prior to coming to Georgia Southern University, she taught in public schools in Brooklyn (NY), Atlanta (GA) and Minneapolis (MN). She has researched, published, and presented widely about issues of social justice in education throughout the world. Dr. Smith enjoys traveling to learn about people's cultural ways of being and how that interface with pedagogy. She traveled to over 20 countries, across 6 continents. Naturally, these experiences inform her pedagogy. Additionally, Dr. Smith enjoys the performing arts and community activism.

### **Course Description**

Culturally Responsive Pedagogy & Classroom Management (ELEM 6130) is designed to help teachers plan, teach and facilitate a caring, respectful classroom community in which learners feel safe, valued, cared about, respected, and empowered. The course includes a strong emphasis on developing knowledge about the culture and backgrounds of children and families to establish positive interactions within the classroom community. When teachers create these types of environments, learners are academically engaged. The course addresses the challenges and opportunities in creating community in the increasingly diverse classrooms in U.S. public schools. In this course, we examine the role culture plays in teaching and learning. We consider what it means to be culturally responsive to establish a classroom in which all students, especially those who are traditionally underserved, can succeed academically and grow socially.

### **Office Hours**

Virtual Office Hours should be set through email requests to the instructor of your section. The instructors will make every effort to respond to email messages within 24 hours, except for weekends and holidays.

### **Course Start and End Dates**

May 16 - June 16, 2022

### **Holidays**

May 30, 2021- Memorial Day

### **Dropping this Class**

June 1: Last day to withdraw without academic penalty

### **General Learning Goals of the Course**

1. The learner will understand the role of students' background and culture in learning and classroom management.
2. The learner will identify guiding principles and theoretical foundations of culturally responsive classroom teaching and management.
3. The learner will implement and assess the impact of key classroom management strategies and strategies that take students' home and community cultures into account.
4. The learner will demonstrate knowledge of the cultural, linguistic and experiential backgrounds of learners in his/her community.
4. The learner will plan (and later implement and assess) management strategies centering student's funds of knowledge to engage learners in classroom instruction.

5. The learner will demonstrate the ability to plan developmentally appropriate instruction aligned with the Georgia Standards of Excellence that is equitable for learners from culturally and linguistically diverse backgrounds.
6. The learner will demonstrate effective oral and written skills for sharing their beliefs about teaching K-5 students from culturally and linguistically diverse backgrounds.

### **Prerequisite Courses, Skills, and Knowledge**

- Completion of Elementary Education MAT admission criteria
- Skills in using Microsoft Word, PowerPoint, Folio
- Knowledge of APA 7th edition formatting guidelines

### **Required Textbooks**

OER textbook: [Library Guides MAT ALG Grant](#) :Culturally Responsive Classroom Management (CRCM)

Select at least one book (Young readers/young people edition):

1. The Distance Between Us: Young Readers Edition  
By Reyna Grande
2. A Different Mirror for Young People: A History of Multicultural America \*  
By Ronald T. Takaki
3. An Indigenous Peoples' History of the United States for Young People\*  
By Roxanne Dunbar-Ortiz, Debbie Reese
4. Stamped: Racism, Antiracism, and You  
By Jason Reynolds and Ibram X. Kendi
5. A Queer History of the United States for Young People  
By Michael Bronski

All other course readings will be provided in the modules.

### **Additional Resources**

Online library resources are located in specific modules.

*OWL PURDUE - APA Resource or (<http://owl.english.purdue.edu/owl/resource/560/01/>)*  
*OR APA - Frequently Asked Questions*

### **Online Learning Commitment Expectations**

Students will not be successful in this course if they do not manage and regulate the time they spend on the course. Online learning requires the learner to take more responsibility in the learning process. Students must be motivated and responsible for keeping up with understanding what is expected and stay on task with due dates for readings, assignments, and other activities. Students should log into the course on a daily basis to check for messages and other important information. Do not wait until the last minute to do work that requires you to submit by due date.

### **Writing Guidelines**

1. Papers should adhere to APA formatting guidelines for citations and references. • Papers should be typed in 12-point font, double-spaced.
2. Turn-it-in will be used for originality check on all submissions
3. Other project standards will be described in the appropriate modules.
4. The instructor also reserves the right to return assignments in which previous feedback has not been implemented.

## Grade Calculations

Activity	Number of Activities	Points per activity	Percentage of Final Grade
Class Discussions	4	8pts	32%
Module Assignments	4	10pts	40%
Final	1	20pts	20%
Professionalism	1	6pts	6%
Mid-semester Feedback	1	1pts	1%
Final Course Feedback	1	1pts	1%

## Grade Distribution

Grade	Score
A	93-100
B	84- 92.99
C	76-83.99
D	70-75.99
F	69.99 OR BELOW

## Grading Criteria

Grading criteria will be in the form of rubrics or checklist to help you understand how you will be assessed. They will be in the appropriate modules with the assignment descriptions. Criteria for Discussions are provided in *Discussion Instructions* in this course, which are in each learning module. To receive full credit for participation in course discussions you must create one original posting and respond to the minimum specified number of your classmates' postings. The original posting (due by the first Thursday of the module) and responses to classmates are due by the last Sunday of each module, 11:59 p.m.

## **Late Work Policy**

There will absolutely be no late assignment submissions allowed (Modules will be locked after the due date, therefore you cannot make a late submission anyway). For extreme situations (death in the family, long-term sickness etc.), please contact me for special arrangements (only extreme situations with proper documentation).

## **Students With Disabilities**

The Student Disability Resource Center (SDRC) is committed to providing an equal educational opportunity for all students with disabilities. If you wish to request an accommodation, please contact the SDRC as soon as possible.

Web Site: <http://students.georgiasouthern.edu/sdrc/>

Phone: (912) 478-1566

TDD: (912) 478-0666

Phone: (912) 225-9877

E-mail: [sdrc@georgiasouthern.edu](mailto:sdrc@georgiasouthern.edu)

## **Academic Honesty**

Incidences of academic dishonesty are reported with copies of offending documents provided and the student may be subject to consequences listed within the policy of Georgia Southern University.

## **Academic Dishonesty**

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

**Plagiarism.** While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism. The four main types are stealing verbatim, misquoting, paraphrasing or summarizing without citing, and duplicating publication.

**Stealing Verbatim.** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, replicate it verbatim, and submit it as their own (without quoting the original source), they have committed plagiarism.

**Stealing Verbatim, but with Acknowledgements.** If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and replicate it verbatim while providing a reference or citation, they have still committed plagiarism.

**Misquoting.** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.

**Paraphrasing or Summarizing Without Citing.** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. However, even when paraphrasing or summarizing another author's words, students must cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.

**Duplicating Publication.** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission of the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do not allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.

**Cheating.** Additionally, cheating (the unauthorized use of materials or resources) under any circumstances is not permitted. This includes using resources prepared by another student without

that student's express consent or knowledge, the use of resources expressly prohibited by the instructor, and the wholesale inclusion of documents produced by others—even when cited properly—in course assignments.

Unauthorized Collaboration. Finally, collaborating with other students or academic faculty on assigned work, regardless of the type of work, is expressly prohibited unless otherwise authorized by the course instructor. Students are to assume that they are never permitted to collaborate with anyone on their assignments unless the assignments are explicitly collaborative in nature.

### **Consequences**

- First Offense. A first offense for academic dishonesty will result in one of the two following possible consequences: (a) a maximum grade of zero on the offending assignment with no opportunities for remediation or resubmission; (b) immediate and automatic failure of the course.
- Second Offense. A second offense for academic dishonesty will result in immediate and automatic failure of the course.

### **Reporting.**

All instances of academic dishonesty will be reported to the offending student's home institution's Dean of Students and/or Honor Court. The offending student's home institution may impose additional sanctions and penalties per their respective Student Honor Code.

It is the individual student's responsibility to be fully aware of the consequences of academic dishonesty and of the details pertinent to his or her home institution's Student Honor Code. Ignorance of these codes and the stipulations contained therein are no excuse for academic dishonesty.

### **Note**

While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein without actual notice if circumstances so warrant. Every effort will be made to keep students advised, in writing, of such changes and information about such changes will be available at all times from the instructor. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course.

### **Technical Support**

General technical support information is located in the Technology Requirements link in the Course Orientation - Start Here area of this course.

### **Professionalism Statement**

Candidates in the Elementary Education MAT program are expected to demonstrate professional dispositions needed for teaching including: (1) Professional Conduct, (2) Reflective and Responsive to Feedback, (3) Responsibility, Engagement, and Cooperation, and (4) Ethical and Equitable Behavior. In addition to the program expectations elaborated below, instructor expectations for each class will be detailed in the course syllabus. Candidates and faculty will abide by the contractual language of the syllabus, including consideration of extenuating circumstances on a case by case basis. Professional communication is expected from every candidate and includes (but is not limited to), proactive and respectful communication across formats. Formats include: class discussion boards, emails, phone calls, online chats, video conferencing, and via social media.

### **Professional Conduct**

- Demonstrates a high standard of personal character and conduct (e.g., over email and phone conversations, through discussion boards, in assignments, and on social media and communicates in all settings, both virtual and face to face, in a respectful and professional manner with instructors, colleagues, peers, and other MAT personnel. This includes, but is not limited to, email correspondence, Zoom and phone conferences, and social media platforms
- Seeks to establish and maintain fair, impartial and appropriate professional relationships with instructors, colleagues and other MAT personnel
- Uses all technology, including social networking platforms, professionally and appropriately (e.g., Not posting or sharing private conversations or emails with faculty, peers' and colleagues on Facebook).
- Demonstrates self-reliance by utilizing existing resources, such as course syllabi, calendars, and folio information but willing to seek appropriate support and resources from faculty when needed
- Demonstrates respect for an interest in the profession of teaching (i.e. Spending 5+ hours a week in the module)

### **Reflective and Receptive to feedback**

- Engages in positive, authentic behaviors that demonstrate the motivation to improve
- Reflects on personal attitudes, professional beliefs, professional practice, and actual or future student outcomes
- Listens receptively to and authentically uses constructive feedback from instructors, colleagues, and other MAT personnel to grow professionally

### **Responsibility, Engagement, and Cooperation**

- Is prompt and reliable
- Submits quality work that exhibits preparation on a regular basis
- Has professional interactions with instructors, colleagues, and other MAT personnel
- Contributes professionally to group endeavors
- Communicates in a timely manner with instructors, colleagues, and other MAT personnel
- Submits assignments on time

### **Ethical and Equitable Behavior**

- Demonstrates appreciation of multiple perspectives including students, instructors, colleagues, and other MAT personnel
- Treats instructors, colleagues and other MAT personnel equitably and with respect

## Professionalism Rubric

	Unacceptable	Developing	Proficient
<b>Professional Conduct</b> a) Communicates in a respectful and professional manner with instructors, colleagues, peers, and other MAT personnel b) Uses all technology, including social networking platforms, appropriately and responsibly, c) Seeks to establish and maintain fair, impartial and appropriate professional relationships with instructors, colleagues and other MAT personnel, d) Demonstrates respect for an interest in profession of teaching	Little to no evidence	Some (but not consistent) evidence	Solid and consistent evidence
<b>Reflective and Receptive to Feedback</b> a) Engages in behaviors that demonstrate the motivation to improve b) Reflects on personal attitudes, professional beliefs, professional practice, and actual or future student outcomes. c) Listens to and uses constructive feedback from instructors, colleagues, and other MAT personnel to grow professionally d) responds to and is receptive to constructive feedback.	Little to no evidence	Some (but not consistent) evidence	Solid and consistent evidence
<b>Responsibility, Engagement, and Cooperation</b> a) Communicates and interacts with the professor and peers in a respectful and courteous way, b) Contributes to group assignments with effort and in a timely manner	Little to no evidence	Some (but not consistent) evidence	Solid and consistent evidence
<b>Ethical and Equitable Behavior</b> a) Demonstrates appreciation of multiple perspectives, b) Treats instructors, colleagues and other MAT personnel equitably and with respect, c) Maintains high standards of personal character and conduct towards all stakeholders	Little to no evidence	Some (but not consistent) evidence	Solid and consistent evidence