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Office Hours: Wednesday and Thursday, by appointment

Course Overview
According to the UM Graduate Catalogue, EDCI611: This course deepens teacher understanding of student development and the cultural context for teaching through readings and focused field studies. Participants will also begin developing skills needed for investigations using methods of interpretive inquiry.

I think of this course as bridging EDCI697, or the undergraduate equivalent, with your methods courses. How do ideas we hold about the world and our disciplines affect the way we teach? What resources exist within our students to help them best make sense of our subject matter? What is it about our content areas that can be most meaningful and useful in the lives of our students? This course seeks to help you answer these questions within the context of your own disciplinary and cultural understandings.

Course Goals
This course aims to strengthen your ability to:
1. Learn about the cultures that influence where you teach, both from inside and outside the school; this includes student cultures, teacher cultures, school cultures, family cultures, community cultures, to name just a few…
2. Effectively and respectfully inquire into your students’ lives.
3. Bridge your general understanding of the concepts of race, class, gender, ethnicity – for example – with the experience of individual students in your classroom.
4. Identify your disciplinary stance and come to understand how that might promote or limit your students’ understanding of the discipline in their own lives.
5. Leverage your understanding of your students’ backgrounds for sophisticated disciplinary learning.

Accommodations
If you have a documented disability or other special learning needs and you would like accommodations, please contact me as soon as possible to make the appropriate arrangements.

Honor Code
Of course, you are expected to abide by the University of Maryland’s code of academic integrity. For specifics see http://www.jpo.umd.edu/aca/honorpledge.html
Course Text

Please purchase or borrow the text on your own, in time to read for Week Two. The text is not available in the university bookstore.

Assignments
All assignments should be turned in at the start of class or emailed prior to class; my preference is for emailed assignments, attached as .doc files. All written work should be in 12-point font, Times New Roman or the like, double-spaced, with 1-inch margins on all sides. No double-sided papers. (Sorry, I write a lot of comments.) I will turn back any papers that have not been well edited. I will provide rubrics for all assignments at least one week before they are due. Any referenced material should be consistently cited in APA style (apastyle.apa.org, also www.psywww.com/resource/apacrib.htm) or a comparable style appropriate for your discipline.

1. **Student Case Studies:** Using multiple methodologies, you will investigate the lives of two of your students. Select students who seem both compelling to study as well as somewhat accessible and open to your inquiry. This assignment will be completed in two stages.
   a. **Proposal:** In your proposal, please answer the following four questions: Who are two students whom you will come to know well this year – one who appears successful in school and one who seems to be struggling? What is your rationale for selecting these students, based on the conceptions of diversity presented in our course? What questions would you like answered about these students? What methods do you propose to use and why do you think these will be particularly successful? (~1-2 pages)
   b. **Written Case Studies:** Present your two students using evidence from multiple data sources. The assignment should include a methodology section where you explain how you gathered data as well as how you analyzed that data. You may also include a discussion of the limitations of your methodologies and how you might improve upon such an inquiry in the future. Using evidence from your data analysis, attempt to answer your original questions – or others that arose as a part of the study. Frame much of your discussion within the themes of the course. (~4-5 pages)

2. **Cultural Modeling Project:** This culminating project incorporates both group and individual work, thus you will receive two grades for it. The project gives you an opportunity to bridge theory and practice.

   a. **Content Area Reflection (individual):** This assignment includes two parts.
      - The first part asks you to examine your disciplinary stance. This begins by exploring the entire landscape of your field. How is your discipline defined? What is the range of ways people in your field conduct research; interpret research; interpret texts, numbers, and other symbols; engage in scholarly discussion; decide what is important to examine? Who are the different players in
your field, i.e. are there some people who practice, while others research, and others theorize? What are the persistent questions in your field? Are there any seminal figures that help define the field? How does your content treated differently in high school classrooms and in universities? What are the similarities? These questions are only the beginning. In the case of most of your disciplines, I probably do not even know the questions to ask you, and I look forward to you helping me better understand the central ideas of your content area.

• The second part of this assignment asks you to reflect on how your disciplinary stance may affect your students. How will your perspective on the content influence your teaching of it? Is your stance similar or different to the colleagues in your department? How does your stance provide opportunities for student learning? How might your stance limit students’ engagement with the content? Feel free to discuss real classroom experiences that you have observed or been a part of, either as a student or as a teacher. (~1-2 pages for each of the two parts, ~3-4 pages total)

b. Cultural Data Set¹ (group) – This is a selection of artifacts that your group believes is culturally relevant to your students and has content central to your group’s discipline. Some sources may be obvious – cut outs from magazines your students read, commercials, television show clips, YouTube segments that your students might watch, selections from popular films, lyrics from popular songs, sports statistics… Other material may be less obvious and require you to investigate your students’ lives more closely. What do car payment plans look like for a typical 17-year old? What kind of work do your students do around their homes (cooking, fixing, care-taking, translating) and outside their homes? Excellent cultural artifacts will position your students as experts and you as the learner. (10-15 artifacts, depending on depth)

c. Annotated Lesson Plans (individual) – Each group member will turn in two lesson plans during the term, which will be revised for final submission as part of the final project. These plans should be purposefully written as to capitalize on your students’ cultural knowledge, while exploring fundamental aspects of your discipline. You are encouraged to use cultural artifacts collected by your group as part of the lesson. Each aspect of your plan should be explained in detail, in light of the cultural theory you’ve read in this course and EDCI 697/488. (Each lesson plan should be 1-2 pp, and each annotation should be 2-3 pp.)

d. Project Report (group) – As a group, you should consider the following: what aspects of your discipline seem farthest from your students’ points of reference? What strategies have you devised that will help bridge the gap between students’ cultures and the cultures of the discipline? What cultural resources seem particularly rich for leveraging sophisticated disciplinary understanding? What kinds of inquiry will you have to do in your students’ lives to better understand

¹ The concept of a Cultural Data Set is taken from Carol Lee’s Cultural Modeling Project.
the cultural resources they possess that can be tapped for academic understanding? The report should be purposefully organized and well edited. It will be assessed in concert with the Cultural Data Set. (4-6 pp)

e. PowerPoint Presentation (group) – These presentations should creatively engage the class with your group’s discipline while providing an overview of the major portions of your report. You should present some cultural artifacts, as well as pedagogical strategies that come from the individual members’ lesson plans. All group members should participate equally. Presentation should be 20 minutes long.

Grading

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<thead>
<tr>
<th>Assignment</th>
<th>Portion of Grade</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>25%</td>
<td>ongoing</td>
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<tr>
<td>Case Studies</td>
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<tr>
<td>Proposal</td>
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<td>Oct. 1</td>
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<tr>
<td>Final Write-up</td>
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<td>Oct. 22</td>
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<td>Cultural Modeling Project</td>
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<tr>
<td>Individual portion</td>
<td></td>
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<tr>
<td>Content reflection</td>
<td>10%</td>
<td>Nov. 5</td>
</tr>
<tr>
<td>Lesson plans</td>
<td>10%</td>
<td>Nov. 19(draft), Dec. 10(final)</td>
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<tr>
<td>Group portion</td>
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<tr>
<td>Cultural Data Set &amp;</td>
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<tr>
<td>Group Report</td>
<td>20%</td>
<td>Dec. 10</td>
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<tr>
<td>Presentation</td>
<td>10%</td>
<td>Dec. 3</td>
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Participation
As this is a discussion-based seminar, class participation is highly valued. Quality is as valued as quantity. Please be thoughtful with your comments and questions; you should ground your ideas in the readings, your peers’ responses, or your teaching and learning experiences. Be supportive and respectful of your classmates, especially when disagreeing with them. Sometimes, the best listeners are not the most talkative participants, so I will look for evidence of good listening not only in your verbal comments, but in your written work as well.

Your attendance is part of your participation grade and is expected every week. The MCERT program is short and intense, and every class counts. Any absences should be discussed and cleared with the instructor prior to the missed class. In the case of a true emergency, you should contact me as soon as possible after the fact. Like any other missed class, absences for religious holidays and internship-related events should be cleared in advance. In order for your participation grade to be unaffected by an absence, on one occasion you can submit a reaction paper to the readings of the missed class. Even though absences may be cleared, multiple absences will affect your participation grade.
Course Schedule – Topics, Assignments & Readings

Week One, September 10: Introductions
In this opening week of the course, we will introduce ourselves to the group and reflect on our first weeks of teaching. I will ask you to consider the following questions: How am I different from my students and colleagues? How am I similar? What cultures are represented in my school? In what ways is my school diverse? In what ways are my classes diverse? What resources do I have to help my school diverse? What resources do my students already have to help themselves learn? How do the diverse cultures present in the school affect teaching and learning in my classroom?

Weeks Two through Six: Understanding Student Cultures: In these introductory weeks, we explore diverse ideas about culture and different ways of investigating students’ cultures. With each reading consider both the findings and/or arguments of the authors, as well as the modes of inquiry the authors use to investigate people’s lives.

Week Two, September 17: What is “Culture”?
Readings due:

Diversity Pedagogy Text: Chapters 1 & 3

Week Three, September 24: Class as Culture
Readings due:


Assignments due: none

Week Four, October 1: Race, Immigration & Family Cultures
Readings due (select one):


Assignments due: Case Studies Proposal
Week Five, October 8: Disability as Culture  
*Readings due (select one):*  


Weeks Six through Ten: Intersections of Culture and Content: In this section of the course, we begin to think deeply about our disciplinary cultures and how they may interact with the diverse range of cultures in our classrooms.

Week Six, October 15: Content as Culture  
*Readings due:*  

Assignments due: none

Week Seven, October 22: Math & Gender (and Cultures of Teacher Expectation)  
*Readings due:*  


Assignments due: Case Studies

Week Eight, October 29: Literature, Language and Race  
*Readings due:*  

*Diversity Pedagogy Text: Chapter 7*

Assignments Due: none
**Week Nine, November 5: Culture & Teaching**

*Readings due:*

*Diversity Pedagogy Text: Chapter 2*

*Assignments due: Content Reflection*

**Weeks Ten through Thirteen Using What We Know: Culturally-Responsive Teaching**

This is the heart of the course, where we build upon the cultural theory and educational research to develop strategies and lessons to use with our students.

**Week Ten, November 12:**

*Readings due:*
Content-specific reading to be posted on Blackboard.

*Diversity Pedagogy Text: Chapter 6*

*Assignments due: none*

**Week Eleven, November 19:**

*Readings due:*
Content-specific reading to be posted on Blackboard.

*Diversity Pedagogy Text: Chapter 8*

*Assignments due: Lesson Plan Drafts*

**Week Twelve, November 26: NO CLASS**

**No class or readings for Thanksgiving.**

**Week Thirteen, December 3: Course Wrap-up and Group Presentations**

*Readings Due: none*

*Assignments due: Group Presentation and Report, Cultural Data Set*

**Week Fourteen, December 10: NO CLASS**

*Assignments due:
Two Annotated Lesson Plans (Final) emailed to instructor.*

Group reports emailed to instructor.