Culturally Responsive Pedagogy & Disciplinary Literacy
SEED 3372.003
Fall 2023

Instructor: Carrie Wright
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Email: carrie.wright@sfasu.edu
Course Time: TR 9:30-10:45
Office Hours: contact for appointment
Office Location: ECRC rm 204
Credits: 3

Contact Policy: I will always respond if you e-mail me. If you do not hear back from me within 48 hours please resend your email, as it may have been ended up in my junk email. Please use your official SFA email to avoid this.

I. Course Description:

This course will guide pre-service teacher candidates through the design and development of curriculum, instruction, and culturally responsive pedagogy with an emphasis on multiliteracies and pedagogical content knowledge. Major course topics include culturally responsive instructional strategies and theory about multiple literacies; incorporating the ELPS into curriculum and instruction to support language acquisition; accommodations and modifications for students with IEP’s and 504 plans, technology integration according to ISTE standards, as well as students who are classified in other historically marginalized populations. Pre-Requisites: HDFS 2303, SEED 3370, and Admission into Educator Preparation Program

Course Modality: Face to Face, Restricted Online Section for SPED completers only

Course Hour Justification

SEED 3372 Culturally Responsive Pedagogy in Diverse Classrooms (3 credits) meets twice each week in 75-minute segments for 15 weeks and requires teaching presentations. Outside of class work the course includes 10 fieldwork hours in classrooms, reading assignments, reading quizzes, planning for a teaching presentation in which there is application of culturally responsive pedagogy, pedagogical content knowledge, multiliteracies and English language learner teaching strategies in all content areas. Outside activities average a minimum of six hours each week for 15 weeks.

PCEO Diversity Statement:

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect and shared responsibility, faculty, staff and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionailties, culture, language/dialect, age, social class, family structure, sexual orientation, religion and spiritual values in order to enhance the quality of life in a diverse, global community.
### State Standard Alignment

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Commissioner Teacher Standards</th>
<th>ELPS</th>
<th>PPR</th>
<th>ISTE</th>
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<tbody>
<tr>
<td>SEED 3372</td>
<td>Culturally Responsive Pedagogy</td>
<td>Std 1 A ii-iii, B i-iii, C i-iii, D i-iii, E i-iii, F i-iii, Std 2 A i-iii, B i-iii, C i-iii, Std 3 A i-iii, B i-iii, C i-iii; Std 4 A i-iii, B i-ii, C i-iii, D i-iv; Std 5 A i-ii, B i-iii, C i-ii, D i-ii; Std 6 A i-iii, B i-ii, C i-ii, D i-iii</td>
<td>b 1-4, c 1 a-h, c 2 a-i, 3 a-j, 4 a-k, 5 a-g, d 1-6</td>
<td>1.3k-1.31k; 1.1s-1.29s; 2.1k; 2.5k; 2.7k; 2.8k; 2.11k; 2.12k</td>
<td>2.1a-2.1c, 2.1s, 2.3s, 2.4s-2.21s, 3.1k-3.16k; 3.1s-3.20s, 4.3k-4.18k, 4.1s-4.19s</td>
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### Program Learning Outcomes:

1. The student will develop and adapt instruction and assessment for based on the needs of diverse students.
2. The student will effectively manage a diverse learner centered classroom.
3. The student will implements and modifies instruction based for all students incorporating technology as appropriate.
4. The student will understand the purpose of education, philosophical perspectives including professional, legal and ethical issues.
5. The student will use strategies and methods for reading and literacy in various content areas.

### Student Learning Outcomes:

1. The student will be able to design and implement culturally responsive curriculum, instruction, and assessment in their content area using pedagogical content knowledge, content area literacy strategies, appropriate technology according to ISTE standards, TEKS and ELPS.
2. The student will be able to design research based curriculum and instruction that will meet the needs of and promote literacy, including digital literacy in diverse students from historically marginalized populations such as students who qualify for IEP and 504 plans, English Language Learners, immigrant and migrant populations, homeless students, students experiencing generational trauma, students with mental health conditions, students from ethnic and religious minorities, students are classified low SES, students from rural areas, students with incarcerated parents, and students whose parents are in the armed forces). This SLO meets the TEC 21.0443 code for EPP approval and renewal.

3. The student will be able to utilize cultural responsive pedagogy, digital literacy, and a variety of reading, writing, and verbal communication strategies within the design of the curriculum, instruction and assessment methods to meet the diverse literacy and academic language needs in the current secondary and all level classrooms.

Note: The concepts and skills acquired in SEED 3372 build upon concepts of learning theory found in SEED 3370, as well as information about curriculum design found in SEED 3371, and will be applied to lesson design and instructional strategies as part of the internship in SEED 4360, SEED 4350 and Clinical Teaching and EdTPA submission in SEED 4343.

C. Mission of James I. Perkins College of Education

The mission of the James I. Perkins College of Education is to prepare competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, social justice, and continued professional and intellectual development in an interconnected global society.

University Core Values-In the College of Education at Stephen F. Austin State University, we value and are committed to:

1. Academic excellence through critical, reflective, and creative thinking
2. Life-long learning
3. Collaboration and shared decision-making
4. Openness to new ideas, to culturally diverse people, and to innovation and change
5. Integrity, responsibility, diligence, and ethical behavior, and
6. Service that enriches the community.

These Core Values are reflected in each of the following course assignments and activities.

III. Required Texts:

1. You do not need to purchase a textbook for this course. Readings will be assigned throughout the term. These will be provided by the instructor and posted as a file in each module on our D2L course homepage.

2. Access to a printed copy of TEKS in a content area and ELPS. Available: TEKS and ELPS
IV. Course Requirements/Assignments

1. Lesson Plans/Workshop Strategy Teaching Demonstration: (4@ 100 points each) Over the course of the semester students will develop four lesson plans in which they employ the literacy strategies learned in the module. **400 Points Total**

2. Module Assignments (4 @ 100 each) Students will complete additional assignments in each course module. These assignments include reflections, strategy explanations, etc. **400 Points Total**

3. Content Quizzes: (2 @ 25 points each) Students will complete three quizzes which review important course material. **50 Points Total**

4. Field Experience Hours and Reflection (Ten hours) Each candidate is expected to complete field experience during SEED 3372. Candidates will complete 10 total hours of EL/Disciplinary Literacy observations and/or tutoring. It is the candidate’s responsibility to complete and log these hours. Some of these hours will be facilitated through the course, through videos and virtual options. If the candidate has other available observations, they should first seek instructor permission. **150 Points Total**

**Attendance/Participation:** Attendance is required. Any student who misses more than 5 class meetings will automatically fail the course.

5. Extra Credit/PD Opportunities: (2 @ 50 Possible Points) Over the course of the semester students will be given the opportunity to attend both virtual and face-to-face events that connect you with the education field and/or our community. You can attend two events and write a one-page reflection over the event to earn points. Event options are in the PD Opportunities module in D2L.

Course Calendar

**Weekly Schedule**

*Note: This is only an outline of anticipated material. Always refer to in class instruction and modules for weekly updates.*

<table>
<thead>
<tr>
<th>Week One</th>
<th>Course Introduction</th>
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<tr>
<td></td>
<td>• Course Introduction</td>
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<td></td>
<td>• Review Syllabus</td>
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<td>• Meet Your Teacher</td>
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<td>• Get to Know Your Table Groups</td>
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<td></td>
<td>• What’s in a Name Video</td>
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<td>• Name article reading/reflection,</td>
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<td></td>
<td>• HW: Name recording, All About You Presentation</td>
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| Week Two |  • ppt or slides presentation to your table groups-All About You  
  • Cultural Funds of Knowledge/ Culturally Responsive Teaching Lecture and Field Trip/Interview instructions  
  Homework:  
  • Begin creating a one-page activity/game that can be utilized by teachers at a community event to work with emergent bilingual students and families  
  • Complete CFK field trip/interview |
|---|---|
| Week Three |  • Present another classmate’s 1 pager activity and give feedback  
  • Post Discussion of CFK Field Trip/Interview Activity  
  • Implicit Bias Activity (Bring a device)  
  • What is DL? Introduction lecture  
  • Read DL article at Table Groups, discuss |
| Week Four |  • In class presentations-present a classmate’s Kermes activity;  
  • Pre-Reading Schema Theory  
  • Pre-Reading Strategies |
| Week Five |  • Strategy Workshop #1 Explained/ Lesson Plan Template  
  • Strategy Workshop #1 Worktime  
  • Lesson Plan Template |
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<tr>
<th>Week</th>
<th>Activities</th>
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<tr>
<td>Week Six</td>
<td>• Strategy Workshop One (Pre-Reading) Come ready to teach your group!</td>
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<td>• Multilingual Learners Introduction</td>
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<td>• Vocabulary (Before and During Reading) Lecture/Activities</td>
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<td></td>
<td>• Read Vocabulary Acquisition Chapter</td>
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<td></td>
<td>• Vocabulary Instruction Strategies</td>
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<td></td>
<td>• Choosing Vocabulary Words</td>
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<td></td>
<td>• Strategy Workshop #2 explained</td>
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<td>10/5 NO CLASS: Take Quiz 1; Strategy Workshop #2 worktime</td>
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<td>Week Seven</td>
<td>• Strategy Workshop Two assigned (Vocabulary) Come ready to teach your group</td>
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<td>• During Reading: considering read-alouds, purpose</td>
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<td>• Graphic Organizers</td>
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<td>• Graphic Organizers Stations</td>
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<td>Week Eight</td>
<td>• Strategy Workshop Two-Come ready to teach your group!</td>
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<td>• Review Strategy Workshop 3 Documents</td>
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<td>• Digital Literacy Introduction</td>
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<td>Week Nine</td>
<td>• Technology Tool Presentation (Counts as Workshop Three)</td>
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<td>• Introduce Makerspace Project</td>
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<td>10/26 Thursday: Meet at the Makerspace in the Steen Library</td>
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<td>Week Ten</td>
<td>• Makerspace group work</td>
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<td>Week Eleven</td>
<td>• Post Reading/Writing in the Content Areas Introduction</td>
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<td>• Post Reading Stations</td>
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<td>• Strategy Workshop #4 Explained</td>
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<td>• Strategy Workshop #4 Worktime</td>
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<td>❖ Homework: Get ready to teach!</td>
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<td>• Final Makerspace Project Discussion-groups should be meeting/working</td>
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<td>together outside of class time.</td>
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<td>Week Twelve</td>
<td>11/14-Present Workshop #4 to groups</td>
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<td>11/16-Meet at Makerspace, final follow up</td>
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<td>Week Thirteen</td>
<td>Happy Thanksgiving- NO CLASS ALL WEEK</td>
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<td>Week Fourteen</td>
<td>Final Teaching Demonstration workday (half of Tuesday class)</td>
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<td>Present Makerspace Group Lessons</td>
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<td>Week Fifteen</td>
<td>Quiz 2</td>
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<td>Observation reminders</td>
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<td>Makerspace Follow up/Evaluations/Interviews</td>
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<td>Week Sixteen</td>
<td>All assignments including observation log and reflections are due by 12/12 at midnight</td>
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<td>NO IN-PERSON CLASS THIS WEEK</td>
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**Total Points in Class: 1000 Points**

V. **Grading Policy**

- High professional standards are expected of all assignments.
- All written and/or group assignments are to be submitted in a timely, professional manner.
- All assignments are due on the assigned date to DropBox. The DropBox will remain open for two additional days. **There will be a 20% deduction for each day the assignment is submitted late. NO assignments will be accepted after the DropBox has closed.**
- Assignments are to be submitted as PDF or Word documents only.

*Changes: The instructor reserves the right to make changes or modifications in the course requirements as needed and / or as required to meet course goals. Students will be notified of the changes.*

Letter grades for the course will be determined as follows:

- 900-1000 = A
- 800-890 = B
- 700-790 = C
600-690 = D
Below 600 = F

**Note-** Students in the secondary and all level of education programs (undergraduate and PBIC) must earn a “C” or better in each pedagogy course before progressing to the next course/level. Students earning a grade less than “C” must repeat the course and earn a “C” or better before the course counts toward certification.

VI. Attendance Policy

- Attendance is required. Any student who misses more than 5 class meetings will automatically fail the course.

- Remember: you are developing professional dispositions that will define you for the course of your career. Missed quizzes/exams/assignments may only be rescheduled in cases of documented personal illness or family emergency.

VII. Academic Accommodation for Students with Disabilities

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices

VIII. Student Ethics and Policy

Important course related policies:

- **Course Grades (Including WH), Policy 5.5**

- **Final Course Grade Appeals by Students, Policy 6.3**

- **Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6**

- **Class Attendance, Policy 6.7**

New Code of Student Conduct and Academic Integrity

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has
Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades Semester Grades Policy (5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

***Other SFA Policy Information

IX: Resources

On-campus Resources:
SFASU Counseling Services • www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp
Human Services Room 202 • 936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

X: Additional Information Specific to Educator Preparation

Code of Ethics for the Texas Educator:
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFA.
For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.