SED 3372.002
Culturally Responsive Pedagogy

Semester: Spring 2024
SED 3372.001
Meeting place: ECRC 217
Meeting time: Tuesday and Thursday 12:30-1:45
Instructor: Valarie Hendershot, M.S.
Email: Valarie.Hendershot@SFASU.EDU
Phone: 281-236-6279

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:
In this course, we study disciplinary literacy processes, language development, and conventions of reading, writing, speaking, listening, and creating in the content areas. Emphasis will be on instructional and comprehension strategies appropriate for content area literacy instruction and assessment and for working with culturally and linguistically diverse learners to improve communication skills.

Prerequisites: Admission to Teacher Education
SEED 3372 spans 16 weeks. The course contains extensive written content and lectures that include the same information students in a face-to-face lecture course receive, requiring students to engage in online modules for at least three hours a week. Course readings regarding literacy across content areas are woven into each module. Students are required to complete quizzes, posts, assignments, and reflections in each module.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
This course will provide students with an awareness of the literacy demands of various content areas and with practical strategies for helping their students develop their own awareness of and strategies for meeting literacy demands across the curriculum. During this semester we will investigate the nature of literacy and the ways in which it supports content area learning through an interactive format. Furthermore, we will explore some of the cognitive, social, cultural, linguistic, and political factors that affect how students engage in literacy and what impact these various factors have on the ways in which we frame classroom instruction.
Program Learning Outcomes:

A. Course Objectives- So that students will possess the knowledge base necessary to become a competent practicing professional, by the end of the semester students will be able to:

1. Describe major concepts in disciplinary literacy processes as well as language development.
2. Describe and apply appropriate instructional strategies for literacy instruction and assessment in secondary content classrooms.
3. Describe and apply ways of meeting the content literacy needs of diverse student groups (at-risk/at-promise, special populations, racial/ethnic/cultural differences, language acquisition differences, etc.)

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 4360/4250 and Clinical Teaching.

Student Learning Outcomes:

• Explain and model various vocabulary, questioning, and comprehension strategies used by fluent readers and teach effective study skills strategies.
• Provide instruction and model what, when, and how to use literacy strategies with narrative and expository texts.
• Provide instruction and model what, when, and how to use literacy strategies with non-print-based texts.
• Understand how various factors such as content, purpose, tasks, and setting influence the reading process.
• Recognize the importance of teaching reading as a social practice rather than a discreet series of skills and the importance of embedding reading instruction in a meaningful context for the purpose of accomplishing specific, authentic tasks or for pleasure.
• Employ strategies to encourage and motivate students to pursue and respond to reading and writing for personal growth and fulfillment.

B. State- The content of the course will reflect areas of effective teaching practices addressed by the Pedagogy and Professional Responsibilities test of the Texas Examinations of Educator Standards (TExES). The course content will be examined in the context of how it applies to appropriate professional practice as well as its relationship to the competencies (available at [www.sbec.state.tx.us](http://www.sbec.state.tx.us)). SEED 3372 will specifically focus upon Competencies 004, 007, and 009:

Competency 004- The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessment.
Competency 007- The teacher understands and applies principles for communicating effectively in varied teaching and learning contexts.
Competency 009- The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.
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.

D. ESL Standards

I.1.1 Understands the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon, semantics, discourse, pragmatics) and uses this understanding to facilitate student learning the ESL classroom.

I.1.2 Knows the functions and registers of language (e.g., social versus academic language) in English and uses this knowledge to develop and modify instructional materials, deliver instruction, and promote ESL students’ English language proficiency.

I.1.3 Understands the interrelatedness of listening, speaking, reading, and writing and uses this understanding to develop ESL students’ English language.

I.1.4 Knows the structure of the English language (e.g., word formation, grammar, sentence structure) and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction in English.

I.2.1 Knows theories, concepts, and research related to L1 and L2 acquisition.

I.2.2 Uses knowledge of theories, concepts, and research related to L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students’ English language development at various stages.

I.2.3 Knows cognitive processes (e.g., memorization, categorization, generalization, metacognition) involved in synthesizing and internalizing language rules for second-language acquisition.

I.2.4 Analyzes the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2.

II.003.1 Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address the TEKS (i.e., listening, speaking, reading, writing, viewing/representing).
II.003.5 Applies effective classroom management and teaching strategies for a variety of ESL environments and situations.

II.004.1 Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address TEKS related to the listening and speaking strands.

II.004.2 Understands the role of the linguistic environment and conversational support in second-language development, and uses this knowledge to provide a rich, comprehensive language environment with supported opportunities for communication in English.

II.004.4 Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students’ oral language proficiency in English.

II.004.5 Applies knowledge of effective strategies for helping ESL students transfer language skills from L1 and L2.

II.005.1 Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address TEKS related to the reading and writing strands.

II.005.2 Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students’ literacy in English.

II.005.3 Understands that English is an alphabetic language and applies effective strategies for developing ESL students’ phonological knowledge and skills (e.g., phonemic awareness skills, knowledge of English letter-sound associations, knowledge of common English phonograms) and sight-word vocabularies (e.g., phonetically irregular words, high-frequency words). II.005.5 Applies knowledge of effective strategies for helping students transfer literacy knowledge and skills from L1 and L2.

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](#)

3. You will complete 10 hours of observations through face-to-face opportunities provided by your instructor, through field trips, through face-to-face opportunities you have preapproved, and through virtual methods. You will be required to submit your observation chart at the end of the semester.

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** (6 @ 50 each)
   Students will complete additional assignments in each course module. These assignments include reflections, strategy explanations, etc. **300 Points Total**

3. **Content Quizzes:** (3 @ 20 points each)
   Students will complete three quizzes which
review important course material. **60 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. **100 Points Total**

5. **Final Lesson Plan/Teaching Demonstration: (100 Points)** Utilizing the feedback from throughout the course candidates will revise their lesson plans and create a final teaching demonstration. **100 Points Possible**

6. **Attendance/Participation:** Attendance is required. Any student who misses more than 5 class meetings will automatically fail the course. **40 Points Possible**

7. **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.

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**Course Calendar:**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>1/18</th>
<th>Course Introduction</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>1/22</td>
<td>What is DL?</td>
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<tr>
<td>Week 3</td>
<td>1/29</td>
<td>Culturally Responsive Teaching</td>
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<td>Week 4</td>
<td>2/5</td>
<td>EB Introduction</td>
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<td>Week 5</td>
<td>2/12</td>
<td>Learning Segment Introduction/Schema</td>
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<td>Week 6</td>
<td>2/19</td>
<td>Pre-Reading</td>
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<td>Week 7</td>
<td>2/26</td>
<td>Vocabulary Acquisition</td>
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<tr>
<td>Week 8</td>
<td>3/4</td>
<td>Vocabulary</td>
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</tbody>
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Week 9
3/12
Spring Break

Week 10
3/18
Vocabulary

Week 11
3/25
Observations/Easter

Week 12
4/1
During Reading/Comprehension

Week 13
4/9
During Reading

Week 14
4/15
Post Reading

Week 15
4/22
Teaching Demonstrations

Week 16
4/30
Teaching Demonstrations

Week 17
5/5
Finals

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reading Quizzes (4 @ 25 Points Each)</td>
<td>100 Points</td>
</tr>
<tr>
<td>Strategy Workshop Plans (4 @ 50 Points Each)</td>
<td>200 Points</td>
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<tr>
<td>Strategy Workshop Teaching Demonstrations (4 @ 25 Points Each)</td>
<td>100 Points</td>
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<tr>
<td>Reading Responses/In Class Presentations (8 @ 25 Points)</td>
<td>200 Points</td>
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<tr>
<td>Observation Hours and Reflection</td>
<td>100 Points</td>
</tr>
<tr>
<td>Final Teaching Peer Review</td>
<td>50 Points</td>
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<tr>
<td>Final Teaching Demonstration</td>
<td>250 Points</td>
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</tbody>
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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 10% 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:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>900-1000</td>
<td>A</td>
</tr>
<tr>
<td>800-890</td>
<td>B</td>
</tr>
<tr>
<td>700-790</td>
<td>C</td>
</tr>
<tr>
<td>600-690</td>
<td>D</td>
</tr>
<tr>
<td>Below 600</td>
<td>F</td>
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**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.

VIII. Student Ethics and Policy

**Institutional Absences (HOP 04-110)**

Please copy and paste the following information regarding Institutional Absences into your syllabus. In addition, you may include your guidelines for institutional absences as appropriate.

- An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.
For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Code of Student Conduct and Academic Integrity (In addition, you may include your guidelines for academic integrity as appropriate).**

*Please copy and paste the following information regarding Academic Integrity into your syllabus. In addition, you may include your guidelines for institutional absences as appropriate.*

- [The Code of Student Conduct and Academic Integrity](https://www.sfasu.edu/docs/hops/04-106.pdf) (HOP 04-106) 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 been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

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. For additional information, go to [https://www.sfasu.edu/docs/hops/04-106.pdf](https://www.sfasu.edu/docs/hops/04-106.pdf).

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

*Please copy and paste the following information regarding Withheld Grades into your syllabus. Add additional information as needed to meet your departmental or course needs.*

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/docs/hops/02-206.pdf](https://www.sfasu.edu/docs/hops/02-206.pdf).
• **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/](http://www.sfasu.edu/disabilityservices/).

• **Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

• **Other important course-related policies:**
***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

**IX: Resources**

• **On-campus Resources:**
  - The Dean of Students Office (Rusk Building, 3rd floor lobby)
    - [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
    - 936.468.7249
    - dos@sfasu.edu
  - SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://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](http://www.sfasu.edu/humanservices/139.asp)
    - Human Services Room 202 • 936-468-1041
  - The Health and Wellness Hub “The Hub”
    - Location: corner of E. College and Raguet St.
      - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
        - Health Services
        - Counseling Services
        - Student Outreach and Support
        - Food Pantry
        - Wellness Coaching
        - Alcohol and Other Drug Education
    - [www.sfasu.edu/ethehub](http://www.sfasu.edu/ethehub)
    - 936.468.4008
    - thehub@sfasu.edu
  - Crisis Resources:
    - Burke 24-hour crisis line 1(800) 392-8343
    - National Suicide Crisis Prevention: 9-8-8
    - 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:

- 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.

- 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.

- 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.

XI: Other Relevant Course Information:
Participation, Personal Responsibility and Professional Dispositions and Staying in Touch with the Instructor

Teaching well takes serious effort and commitment. You have not chosen an easy job, but you have chosen an important, rewarding, and fun job. As a teacher, you are responsible for helping students learn and grow. What you do as a teacher will make a difference in students’ lives. There is much to do to prepare for taking on the demands of leading a classroom, so we ask you to put in your best effort. This class will require you to stay on top of your work. If you find yourself stumbling, overwhelmed, or generally stressed out, that’s a signal to get in touch with me. We will set up a time to meet or talk. I will offer support and try to figure out how to help you balance these demands and learn so that you are prepared to teach.

I will return emails within 48 hours Monday-Friday.

Use of Personal Technology
Appropriate use of electronic devices is also a part of your professional participation in our class. Laptops and tablets are valuable tools for learning; however, they can also be distracting and obstruct good listening and participation. Examples of acceptable use of electronic devices include making records of your practice and consulting resources for work in class. Non-instructional texting, phone calls, social networking, shopping, and other non-instructional use of these devices are not acceptable in this class at any time and will result in a reduction in your professional disposition grade.

VII.