

# Cover Sheet: Request 15236

## EDG 3xxx Equity Pedagogy Foundations

### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Alyson Adams adamsa@coe.ufl.edu
Created	8/25/2020 2:31:35 PM
Updated	10/23/2020 1:20:54 AM
Description of request	This is a new course to be associated with the redesigned Elementary Education major.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Teaching and Learning 18050000	Ester De Jong		8/30/2020
No document changes					
College	Approved	COE - College of Education	Nancy Waldron	New course for Elementary Education major curriculum modification - Request number 15257	10/23/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/23/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

## Course|New for request 15236

### Info

**Request:** EDG 3xxx Equity Pedagogy Foundations

**Description of request:** This is a new course to be associated with the redesigned Elementary Education major.

**Submitter:** Alyson Adams adamsa@coe.ufl.edu

**Created:** 9/18/2020 3:03:46 PM

**Form version:** 6

### Responses

**Recommended Prefix** EDG

**Course Level** 3

**Course Number** xxx

**Category of Instruction** Intermediate

**Lab Code** None

**Course Title** Equity Pedagogy Foundations

**Transcript Title** Equity Pedagogy Foundations

**Degree Type** Baccalaureate

**Delivery Method(s)** On-Campus

**Co-Listing** No

**Effective Term** Earliest Available

**Effective Year** Earliest Available

**Rotating Topic?** No

**Repeatable Credit?** No

**Amount of Credit** 3

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 3

**Course Description** Explores the foundational concepts of race, class, ability, and sexuality as they impact schools and the children served in them. Students will examine the ways their own history and experiences have shaped their view of schools, schooling, and the children they will teach throughout their careers as educators.

**Prerequisites** Elementary Education major EED\_BAE

**Co-requisites** none

**Rationale and Placement in Curriculum** We are requesting a series of new courses for our redesigned BAE Elementary Education major. We have redesigned the program to be completed in four years, eliminating the masters degree year of the old program. This change required reconceptualization of several courses to meet all the requirements for Florida Department of Education certification in a four-year program. This course will be required for all Elementary Education majors and is a foundational course in semester one, introducing students to concepts they will revisit during their program.

**Course Objectives** Upon successful completion of this course, students will be able to:

1. Define educational equity and state historical reasons for the inequalities that exist in public schools today
2. Articulate beliefs they hold about instruction that can prove problematic to the educational achievement of children from minoritized groups
3. Assess and examine their own biases and the role they play in understanding issues of equity within schools and the larger society
4. Identify larger societal issues related to inequity and its impact on individuals as reflected by narratives in young adult literature

5. Identify characteristics of racism and the impacts it has on teaching and learning in the classroom

**Course Textbook(s) and/or Other Assigned Reading** Cushner, K. H., McClelland, A., & Safford, P. (2018). *Human Diversity in Education: An Intercultural Approach*. New York: McGraw Hill.

Draper, S. M. (2008). *Copper sun*. New York: Simon and Schuster. (Sharon Draper)

Asante, M. K. (2013). *Buck: A memoir*. Random House LLC.

Dana, N. F., & Yendol-Hoppey, D. (2020). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*. Thousand Oaks, CA: Corwin Press.\*

Bolgatz, J. (2005). *Talking Race in the Classroom*. New York: Teachers College Press (Chapter 2)

Diller, J. V. & Moule, J. (2005). *Cultural Competence: A Primer for Educators*. Belmont: Thomas Wadworth. (Chapters 2 & 6)

McIntosh, P. (1989). *White privilege: Unpacking the invisible knapsack*. *Peace and Freedom Magazine*, 10-12.

Pollock, M. (Ed.), (2008). *Everyday antiracism: Getting real about race in schools*. New York: New Press. (Chapter 27)

Stevenson, H. (2015). *Hearing the lion's story: Racial stress can silence children. Storytelling can awaken their voices*. *Teaching Tolerance*. Retrieved from <https://www.tolerance.org/magazine/spring-2015/hearing-the-lions-story>

**Weekly Schedule of Topics** Week Topic

Week 1 Class Orientation and Welcome

Week 2 Understanding Ourselves as Cultural Beings

Week 3 Defining Education, Schooling, and American Culture

Week 4 Race & Culture in Teaching and Learning: History of U.S. Slavery I -- Copper Sun Literature Circle I pp. 1-104

Week 5 Race & Culture in Teaching and Learning: History of U.S. Slavery II -- Copper Sun Literature Circle II, pp. 107-205

Week 6 Race & Culture in Teaching and Learning: History of U.S. Slavery III -- Copper Sun Literature Circle III, pp. 206-302

Week 7 Examining Privilege

Week 8 Race & Culture in Teaching and Learning: Being Black in America Today I -- Buck Literature Circle I pp. 3-76

Week 9 Race & Culture in Teaching and Learning: Being Black in America Today II -- Buck Literature Circle II, pp. 77-159

Week 10 Race & Culture in Teaching and Learning: Being Black in America Today III -- Buck Literature Circle III, pp. 160-249

Week 11 Linking Race to Other Minoritized Identities: Intersectionality

Week 12 A Preview of Other Minoritized Identities I

Week 13 A Preview of Other Minoritized Identities II

Week 14 Understanding One's Own Identity and its Relationship to Others in Schools

Week 15 Understanding Self and Others in Schools: Introduction to Inquiry in Education

Week 16 Course Wrap Up: Looking Ahead to Next Semester and Equity Pedagogy Instructional Strategies (Your Second Course in the 4-Course Equity Pedagogy Series)

**Grading Scheme** TDSI Common Beliefs Survey: 5pts; 5% of Final Grade

Implicit Associations Test: 5 pts; 5% of Final Grade

Literature Circle Assignments: 50 pts; 50% of Final Grade

Cultural Autobiography: 30 pts; 30% of the Final Grade

Attendance & Participation: 10 pts; 10% of the Final Grade

TDSI Common Beliefs Survey. The Teaching Diverse Students Initiative (TDSI) created the Common Beliefs Survey tool which is used to explore educators' beliefs about instruction that can prove

problematic to the educational achievement of children from racially and ethnically minoritized groups. The survey's purpose is to help educators explore their beliefs and the dilemmas inherent in having to make judgements as educators. Ultimately, educators can interpret the results of this survey to consider how they can use students' backgrounds to enhance learning experiences. To gain insights into your own beliefs as you begin your educator preparation program, you will complete this survey as your first assignment in this class by documenting the extent to which you agree or disagree with particular statements of belief. As a class, we will discuss our survey responses as a means of unearthing the potential consequences of our beliefs on our teaching. To receive full credit on this assignment, you will submit a copy of the completed TDSI survey along with a one-page reflection on your experience taking this survey and discussing the results in class.

Implicit Associations Test. Psychologists at Harvard, the University of Virginia and the University of Washington created "Project Implicit" to measure unconscious bias. The Implicit Associations Test (IAT) assesses an individual's hidden biases by measuring unconscious or automatic responses to particular groups. Examining how we might be primed to unintentionally harbor biases plays an important role in understanding issues of equity within schools and the larger society. For this reason, for your second assignment in this class, you will be tasked with completing a minimum of three of the following IATs: religion, gender-science, sexuality, Native American, race, Asian American, Arab-Muslim, transgender, or disability. You will print out a copy of your IAT results to submit to your course instructor along with a one-page reflection on your experience taking the test and your perception of your results for full credit.

Literature Circle Preparation, Participation, and Response. Young adult literature is not just for young adults. It can be a powerful tool for teachers to gain insights into the diverse lives and experiences of the children they will teach, particularly children whose race, class, ability, gender, sexuality, and language are different from their own. For this reason, in this class we will read two Young Adult novels, *Copper Sun* and *Buck*, to examine race and the role it has, and continues to play, in schools, communities and society. Race is the first minoritized identity we are focusing on in the four-course equity pedagogy series. This assignment focuses on preparing for the discussion of these novels in class, discussing the novel, and reflecting on the discussion when it is finished. Each novel will be discussed in a literature circle group of four to six students over 3 class periods. You will be assigned to a different literature circle group for each novel and designated a role to play for each meeting. The description of each role will be provided in class. On the day of each literature circle, you must come to class having prepared to enact your role to facilitate rich discussions within your group. After each literature circle discussion ends, select 2 questions from the list that will be provided in class, reflecting the "Windows," "Mirrors," and "Sliding Glass Door" model by Bishop (2012) that you learned about in your Children's Literature class, and write a 1-2 page single-spaced literature response:

\* Windows: Consider how the book provides a view into a culture different from your own.

\* Mirrors: Consider how the culture/experiences described in the book compare with your own and shed light on your own culture.

\* Sliding Glass Doors: Consider how you might learn more about the culture/experiences/people described in the book and become an ally/advocate/friend to someone represented by the book you are reading.

While the discussion of the books happen in groups, all written products are individual. In addition to writing this response after each literature circle, you will complete an assessment of individual groups members' participation and preparedness for the discussion, including your own, using a peer evaluation form provided in class.

At the conclusion of the final literature circle for each novel, submit the three literature responses and three peer evaluations. This assignment is worth 25 points for each novel, resulting in 50 points total. Rubric provided in class.

Cultural Autobiography. Throughout this class, we will be exploring culture and the role it plays in shaping the ways teachers and students experience schools and schooling. As a future teacher, it is important to understand your own cultural background. Hence, for the final assignment for this course, you will write a cultural autobiography. The cultural autobiography assignment is designed as a self-reflection process for increasing understanding of the self and others (Barclay-McLaughlin, Kershaw, & Roberts, 2007; Chang, 1999; Reed-Danahay, 1997; Tiedt & Tiedt, 1999). Three goals guide the cultural autobiography process: 1) To encourage your reflection and examination of past experiences for deeper understanding and meaning; 2) To consider how your personal values, beliefs, and

attitudes contribute to the nature of interactions; and 3) o increase your awareness, understanding, and competence for engaging and preparing future citizens of a diverse and multicultural democratic society and world. Activities that will help structure your completion of this assignment will be provided in class over the course of the semester. Once these activities are completed, you will write your autobiography and submit it on the last day of class. Your 8-10 page autobiography should be in narrative form and address the following:

1.

#### Demographic and Descriptive Information

- Who are you?
- Where are you from?
- What are your traditions (include family and education traditions, beliefs, values)?
- What type of knowledge and experiences do your family value?
- What type of knowledge and experiences do you value?
- What kind of schools did you attend?
- What are your experiences with diversity?

2.

#### Analyses

- How are your experiences informed by your race?
- How does your socioeconomic background inform your experiences?
- Are your current ideas the same or different now? Why or why not?
- What kinds of ideas did you inherit about people of different backgrounds?
- How have these ideas shaped you and your experiences?

3.

#### Implications for Teaching

- How do your experiences and family history influence your ideas about teaching in each of the diverse elementary school contexts you have or will be observing in during your Clinical Rotations in Diverse Elementary School Contexts course?
- What kinds of ideas and cultural practices might you bring to your teaching?
- How will you use your knowledge of your culture to support your students?
- What kind of teacher do you hope to be?
- In what areas do you think you might struggle with regard to racial, ethnic, cultural, linguistic, religious, gender, and socioeconomic differences between you and your students?
- As you consider your cultural background and your thoughts on teaching and learning, what areas do you anticipate needing to focus on in order to be a successful teacher?

A grading rubric will be provided in class.

**Class Participation, Attendance, & Professionalism.** Regular attendance in this class is required. In addition, full participation is required. Students can engage in active participation by extending ideas presented in class, supporting and elaborating ideas and perspectives, asking questions, making connections between the readings and their knowledge and beliefs, and completing assignments. At the mid-point of the semester you will receive feedback about your participation using a grading rubric provided in class that explains how attendance and participation connect to professionalism. At the end of the semester you will receive up to 10 points using the same rubric.

Final course grades will be assigned using the following scale:

- 93-100 Points Earned (A)
- 90-92 Points Earned(A-)
- 87- 89 Points Earned (B+)
- 83-86 Points Earned (B)
- 80—82 Points Earned (B-)
- 77-79 Points Earned (C+)
- 73-76 Points Earned (C)
- 70 – 72 Points Earned (C-)
- 67-69 Points Earned (D+)
- 63-66 Points Earned (D)

60 – 62 Points Earned (D-)

0-59 Points Earned (E)

**Instructor(s)** Dr. Chonika Coleman-King

**Attendance & Make-up** Yes

**Accommodations** Yes

**UF Grading Policies for assigning Grade Points** Yes

**Course Evaluation Policy** Yes