# **EDUC X425: Integrated Humanities and Cultural Literacy**

# **(3 units)**

*UC Merced Extension Education Programs has developed a plan for preparing teachers, which is defined by our Mission and Vision statements and is aligned with the Teacher Performance Expectations (TPEs) and the California Standards for the Teaching Profession (CSTP)****,*** *developed by the California Commission on Teacher Credentialing (CTC).*

**Mission**

The UC Merced Teacher Preparation Program exists to develop culturally responsive educators who equitably facilitate cross-disciplinary, integrative learning to catalyze student potential and empowerment.

**Vision**

The UC Merced Teacher Preparation Program aspires to be a recognized model for developing culturally responsive teachers who are committed to empowering their students. The Teacher Preparation Program is aligned with the vision of the University of California, Merced—upholding 21st century priorities for interdisciplinary learning and public service. To achieve this aspiration, the Teacher Preparation Program:

1. Aims to establish culturally respectful communication regarding questions, ideas, and solutions in the context of the Teacher Preparation Program courses and clinical placements.
2. Aims to nurture collaboration between teacher candidates and students to achieve learning goals, maximizing collective talent and expertise.
3. Aims to develop skills for critical and creative problem-solving among teacher candidates and students, applicable to all content domains.

**Extension Education Programs Learning Outcomes (EPLOs)**

The Teacher Preparation Program mission and vision are embedded in our Extension Education Programs Learning Outcomes (EPLOs). Teacher candidates graduating from the Teacher Preparation Program will be able to:

**Cultural Responsivity and Values (CRV):** demonstrate awareness, sensitivity, and responsiveness to diversity in every domain of learning, understanding values as opportunity for respectful exchange, collaboration, and shared commitment to the greater good.

**Content Knowledge (CK):** master state standards in the arts, humanities, language, literature, mathematics, physical science, natural science, and applied science along with capacity to monitor and guide personal learning.

**Communication and Information Literacy (CIL):** effectively convey information, engage in respectful dialogue, and share ideas through oral and written discourse, cultivating inquiry inclusive of self, other, and community.

**Professional Development (PD):** deploy problem-solving skills capable of transforming classrooms, promoting justice, fostering collaborative leadership, and addressing community concerns with mature civic identity.

**The Teacher Preparation Program Learning Outcomes (PLOs)**

Candidates (students) who complete the Teacher Preparation Program will be able to:

1. Develop a philosophy of education which uses theory to collaboratively guide practice, attending to the cultural and socio-emotional dimensions of teaching.
2. Personalize instruction and develop co-teaching models.
3. Develop lesson plans and deliver effective cross-disciplinary content, deploy appropriate assessments, distinguish between students of differing abilities, and apply learning-enhancing technologies to promote student potential and empowerment.
4. Practice restorative justice and authentic care.
5. Nurture and educate English language learners through an inclusive and positive class environment.
6. Develop critical and creative problem-solving for student empowerment across all academic subjects and content domains.
7. Communicate effectively through oral, visual, and written means with a wide range of audiences, including colleagues, families, and the community.

Finally, the *Teacher Performance Expectations (TPEs),*developed by the California Commission on Teacher Credentialing (CTC), and aligned with the California Standards for the Teaching Profession (CSTP) define how we formatively and summatively assess candidates.

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| **TPE 1:** Engaging and Supporting All Students in Learning | **TPE 2:** Creating and Maintaining Effective Environments for Student Learning | **TPE 3:** Understanding and Organizing Subject Matter for Student Learning  |
| **TPE 4:** Planning Instruction and Designing Learning Experiences for All Students | **TPE 5:** Assessing Student Learning | **TPE 6:** Developing as a Professional Educator |

1. **Course Description:** EDUC X425 provides an integrated approach to the Humanities and Cultural Literacy. The course will explore the meaning of literacy beyond written text to include cultural literacy, which is the knowledge and understanding of history, contributions, and perspectives of different cultural groups. The purpose of this course is to engage in a dialogue about the common cultural vocabulary needed by literate citizens in our diverse society and the role that schools should play in teaching this to our students. The course will provide an opportunity for educators to develop new teaching strategies and curriculum focused on the incorporation of cultural literacy in a variety of content areas and the integration of the California Common Core State Standards (CCSS).

1. **Course Goal and Outcomes**

1. ***Course Goal:*** The primary course goal is to provide candidates with a comprehensive understanding of cultural literacy and the ability to apply this in their classrooms to support the learning of all students. Candidates will spend time reflecting on bias, oppression and inequity and how this will play into their role as an educator. Candidates will develop skills to create lessons that explicitly teach their students about the history, contributions, and perspectives of different cultural groups. The course will facilitate opportunities for candidates to learn and practice a variety of instructional strategies to integrate into their lesson plans to engage all students in learning.
2. ***Learning Outcomes:*** Course Student Learning Outcomes (CLOs) are linked with Teacher Performance Expectations (TPEs) outlined by the CTC and with Program Learning Outcomes (PLOs), which are informed by the Extension Education Programs Learning Outcomes (EPLOs).
3. ***Literacy Definition and Course Component:*** CLOs 1, 3, 4, 5, 6

Cultural literacy is the concept that citizens in a democracy should possess a common knowledge of the history, contributions, and perspectives of different cultural groups. This knowledge is necessary for understanding of reading and writing and will allow them to communicate effectively, govern themselves and share in their society’s rewards (Hirsch, E. D., 1987).

1. ***English Language Learner (ELL), English Language Development (ELD) and/or Specifically Designed Academic Instruction for English (SDAIE) Course Component:*** CLOs 1, 2, 4, 5
2. ***Inclusive Instruction Course Component:*** CLOs 1, 2, 3, 4, 5, 6
3. ***Technology Course Component:*** CLOs 1, 2, 3, 4, 5

The Course Learning Outcomes (CLOs) support student development of the Program Learning Outcomes (PLOs). The connections between the CLOs are made explicit through the indication of which PLOs are connected to each CLO below.

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| **CLOs & Assessments** | **Grading** |
| **CLO 1:** Candidates will critically evaluate practices within the humanities to engage and support all students in learning (TPE 1; PLOs 1, 2, 3, 5, 7). **Assessment:** Class Participation; Weekly Blogs; Book Presentation; Content to Practice; Final Paper | Description, Points, Weight:see below |
| **CLO 2:** Candidates will use practices within the humanities to create and maintain effective environments for diverse students and classrooms (TPE 2, PLOs 1, 2, 3, 4, 5, 7).**Assessment:** Class Participation; Weekly Blogs; Book Presentation; Content to Practice; Final Paper | Description, Points, Weight:see below |
| **CLO 3:** Candidates will apply their understanding of practices within the humanities to organize subject matter for student learning, inclusive of cultural literacy instruction (TPE 3; PLOs 2, 3, 5, 7).**Assessment:** Class Participation; Weekly Blogs; Book Presentation; Content to Practice; Final Paper | Description, Points, Weight:see below |
| **CLO 4:** Candidates will apply practices within the humanities as they plan and design learning experiences for all students (TPE 4; PLOs 1, 2, 3, 4, 5, 6, 7).**Assessment:** Class Participation; Weekly Blogs; Book Presentation; Content to Practice; Final Paper | Description, Points, Weight:see below |
| **CLO 5:** Candidates will consider practices within the humanities as they assess student learning (TPE 5; PLOs 2, 3, 6).**Assessment:** Class Participation; Weekly Blogs; Book Presentation; Content to Practice; Final Paper | Description, Points, Weight:see below |
| **CLO 6:** Candidates will consider whether/how practices within the humanities intersect with personal values and biases influencing instruction (TPE 6; PLOs 1, 4, 7).**Assessment:** Class Participation; Weekly Blogs; Book Presentation; Content to Practice; Final Paper | Description, Points, Weight:see below |

| Description of Assessments | Points | **Weight** | Due Date |
| --- | --- | --- | --- |
| **Class Reflection (Weekly Assignment in Canvas)**Under each week you will find the agenda for the class session. You will be assessed on preparation for and attendance in class (10), engagement with your colleagues (10), and thoughtful reflection of the content (10) each week. **Preparation: Video 3, 2, 1** (Bullet points - 100 words max)What are three ideas/concepts new to you?What are two things you wonder about?What is one strategy/idea that you will incorporate into your classroom?*Come prepared for a 10 minute discussion at the beginning of class.* | 15 | 15% | Weekly |
| **TPE Discussion Blogs (Weekly Assignment in Canvas)**This course includes weekly online discussion. Critical engagement with readings, videos and course topics is required. This assignment consists of weekly blog entries on assigned readings, videos, and course topics. Your blog (minimum 250 words) should consider the following:*Thoughtful synthesis and analysis of the content (10). Include any titles or authors as appropriate.**Specific connection of the content to 3- 4 TPE subcomponents, such that you have interacted with all 45 by the end of the term (10). Please include/quote the TPE subcomponent text and number.**Specific application of the content to math and science teaching and learning (10).*In addition, you must respond to the entries of at least two other students per week. Please address the student to whom you are responding by first name.  | 15 | 15% | Weekly |
| **A People’s History of the United States** Every week a group will present a chapter from the book *A People’s History of the United States*. You will select the group you will present with and the chapter that you will be presenting. At a minimum, your presentation must address the following:* Summary of the chapter
* Is this the current dominant narrative about this period in history?
	+ Yes: Why has this become the dominant narrative?
	+ No: What is missing from the dominant narrative?
* How would you teach this concept to elementary age students?

See rubric below. | 15 | 15% | Selected week between Week 4-13 |
| **Content to Practice: Lesson Plan Redesign and Implementation** You will identify a lesson from a standard teacher’s manual that you want to revise to include history, contributions and/or perspectives of different cultural groups. The revised lesson needs to make effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies (specifically targeting TPE 1.4, 1.6 and 4.4). This assessment affords the candidate the opportunity to practice for CalTPA Instructional Cycle 1. See rubric below.  | 25 | 25% | Weeks14-15 |
| **Final Paper**The final paper will be a 5-page synthesis of your personal learning and growth throughout the course. Your personal growth question (created during the course) will help you to frame your writing. The course reading, in-class reflections and blog posts you write throughout the course should assist you with mapping out the development of your thoughts and personal growth throughout the course. The conclusion of the paper needs to include a discussion of how you will continue developing your cultural literacy throughout your professional career to meet the ever-changing needs of your student body. See rubric below. | 30 | 30% | Week 15  |

**Rubric for Assessments**

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|  | **A** | **B** | **C** |
| Ideas and Support | All parts of the assignment or presentation are complete and demonstrate evidence of thoughtful and well-supported ideas.  | Most parts of the assignment and presentation are complete and demonstrate evidence of thoughtful and well-supported ideas. | Some parts of the assignment and presentation are complete and demonstrate evidence of thoughtful and well-supported ideas.  |
| Use of Literature | All parts of the assignment or presentation demonstrate appropriate referencing and integrate pertinent literature.  | Most parts of the assignment or presentation demonstrate appropriate referencing and integrate pertinent literature.  | Some parts of the assignment or presentation demonstrate appropriate referencing and integrate pertinent literature.  |
| Organization and Mechanics | All parts of the assignment or presentation demonstrate preparation, organization, and proper English language grammar and mechanics.  | Most parts of the assignment or presentation demonstrate preparation, organization, and proper English language grammar and mechanics.  | Some parts of the assignment or presentation demonstrate preparation, organization, and proper English language grammar and mechanics.  |

1. **Format and Procedures:** This synchronous, face-to-face class meets weekly for a semester. Some course content and all assessment submissions are handled through the Canvas learning management system.

1. **Course Requirements**
	1. ***Class Attendance and Participation Policy***
		1. Attendance: Attendance for all class sessions is required. A candidate is responsible for the content and experiences of any missed class sessions. Missing more than one class session for any reason constitutes excessive absences, which may be handled in the following way:
			1. Absences may impact a candidate’s final grade.
			2. The candidate may be granted an incomplete (in the case of illness or death in the family) and asked to retake a portion of, or the entire course in the following term.
			3. The candidate may be asked to re-enroll or retake the course.
		2. Anticipated Absences: The candidate is responsible for clearing anticipated absences with his/her professor of the class BEFORE committing to an event which conflicts with class (e.g., Back to School Night). This assures that a candidate has either developed a plan for receiving full benefit from the course or does not commit to the conflicting event.
		3. Late Work: In general, the policy regarding late work is that if work is late due to an excused absence (an absence cleared in advance), the work may be turned in up to one week late without penalty. All other late work is docked one letter grade and must be turned in within one week of its due date. Work turned in later than one week will receive no credit.
		4. Participation**:** Candidates are expected to participate fully in each class session, as each Teacher Preparation Program course is a combination of theory and praxis to facilitate development of the California Standards for the Teaching Profession (CSTP) as outlined in the Teaching Performance Expectations (TPEs), developed by the CTC.
		5. Tardiness: A candidate who is late to class is considered absent for that portion of the class. Habitual tardiness will accumulate to equal an absence of one or more class sessions (refer to section on Attendance above).
	2. ***Technology Policy***

Candidates are preparing to become professional educators. Candidates are expected to conduct themselves as professionals, fully engaging classroom learning as a matter of courtesy extended to colleagues. Smart phone and laptop technologies are for learning purposes only. These cannot be used during class for personal texting, email, or social media. Violators will receive a “F” grade for class participation.

* 1. ***Time Expenditure***

EDUC X425 is 3-unit course requiring a total of 135 hours (including class time) over the semester. The following is an estimated breakdown of time candidates can expect to spend in completing this course:

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| Class Sessions | 45 hours |
| Weekly Readings | 30 hours |
| Weekly Blogs | 15 hours |
| Book Presentation | 10 hours |
| Content to Practice | 20 hours |
| Final Paper | 15 hours |
| **Total** | **135 hours** |

*Note:* Hours spent in clinical practice (e.g., implementing a lesson) are part of your Teaching Practicum and are not considered part of your hours for this course.

1. **Grading Procedures:** All UC Merced Extension Teacher Preparation Program courses are graded. The course grade will be calculated as follows:

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| --- | --- |
|  | % |
| Participation | 10 |
| Weekly Blogs | 15 |
| Book Presentation | 10 |
| Content to Practice | 20 |
| Final Paper | 15 |
| **Total** | **100%** |

Candidates must achieve a B course grade for credit in the UC Merced Extension Teacher Preparation Program. A course grade lower than B is not acceptable for credit in the Teacher Preparation Program. Letter grades will be assigned as follows:

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| **Letter Grade** | **Percentage** | **Grade Point Equivalent** | **Graduate Level Grades** |
| A | 93-100% | 4.0 | Excellent |
| A- | 90-92% | 3.7 | Outstanding |
| B+ | 87-89% | 3.3 | Above Average |
| B | 83-86% | 3.0 | Average |
| B- | 80-82% | 2.7 | Satisfactory |
| C+ | 77-79% | 2.3 | Marginal, but not acceptable for credit in the Teacher Preparation Program |
| C | 73-76% | 2.0 |
| C- | 70-72% | 1.7 |
| D | 60-69% |  | Not acceptable |
| F | 0-59% |  | Not acceptable |

1. **Academic Integrity:** Each candidate in this course is expected to abide by the University of California, Merced Academic Honesty Policy. Any work submitted by a candidate in this course for academic credit will be the candidate's own work. Candidates are encouraged to study together and to discuss information and concepts covered in the course with other students. Candidates can give "consulting" help to or receive "consulting" help from each other. However, this cooperation should never involve one student taking credit for work done by someone else. Violation of UC Merced Academic Honesty Policy will result in an automatic “F” for the assignment. At instructor discretion, the policy may be extended to include failure of the course and/or University disciplinary action.
2. **Accommodations for Students with Disabilities:** The University of California, Merced is committed to ensuring equal academic opportunities and inclusion for candidates with disabilities based on the principles of independent living, accessible universal design and diversity. The instructor is available to discuss appropriate academic accommodations that may be required for a candidate with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester (or equivalent), except for unusual circumstances. Candidates are encouraged to register with the Disability Services Center to verify their eligibility for appropriate accommodations.
3. **Tentative Weekly Schedule**

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| **TENTATIVE SCHEDULE** **(subject to change)** |
| **Week** | **Topic** | **Readings for TPE Discussion Blog** | **Due** |
| 1 | *Why this class?* *Welcome, introductions, and overview*Topic: The importance of building community for open and honest dialogue Topic: Establishing normsClosure: Draft personal growth question, reflective writing time | Assigned Readings  | Class ReflectionTPE Discussion Blog Video – 3, 2, 1 |
| 2 | *What is cultural literacy?*Topic: Revisit established normsTopic: Birth of the conceptClosure: Revisit personal growth question, reflective writing time  | Assigned Readings | Class ReflectionTPE Discussion Blog Video – 3, 2, 1 |
| 3 | *Cultural literacy in the 21st century*Topic: What parts of Hirsch’s list are essential learning?Topic: What is missing from the list of essential learning?Closure: Revisit personal growth question, reflective writing time  | Assigned Readings | Class ReflectionTPE Discussion Blog Video – 3, 2, 1**Students will select their group and chapter for APHOTUS presentations** |
| 4 | *What is your culture?*Topic: Defining cultureTopic: Your cultural narrativeClosure: Revisit personal growth question, reflective writing time  | Assigned Readings | Class ReflectionTPE Discussion Blog Video – 3, 2, 1**APHOTUS presentations** |
| 5 | *What is cultural literacy?*Topic: Revisit established normsTopic: Birth of the conceptClosure: Revisit personal growth question, reflective writing time  | Assigned Readings | Class ReflectionTPE Discussion Blog Video – 3, 2, 1 |

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| 6 | *Children come to school with a wealth of knowledge and experiences*Topic: Funds of knowledgeTopic: Parent engagementClosure: Revisit personal growth question, reflective writing time  | Assigned Readings | Class ReflectionTPE Discussion Blog Video – 3, 2, 1**APHOTUS presentations** |
| 7 | *Culturally responsive classroom management*Topic: Strategies Topic: Classroom design Topic: Establishing expectations for behaviorClosure: Revisit personal growth question, reflective writing time  | Assigned Readings | Class ReflectionTPE Discussion Blog Video – 3, 2, 1**APHOTUS presentations** |
| 8 | *Culturally responsive classroom management*Topic: Building relationshipsTopic: CommunicationTopic: Home visitsClosure: Revisit personal growth question, reflective writing time  | Assigned Readings | Class ReflectionTPE Discussion Blog Video – 3, 2, 1**APHOTUS presentations** |
| 9 | *Anti-bias teaching*Topic: Teacher expectations of studentsTopic: Engagement StrategiesClosure: Revisit personal growth question, reflective writing time  | Assigned Readings | Class ReflectionTPE Discussion Blog Video – 3, 2, 1**APHOTUS presentations** |
| 10 | *Anti-bias teaching*Topic: Cooperative learningTopic: Assessment, evaluation, and gradingClosure: Revisit personal growth question, reflective writing time  | Assigned Readings | Class ReflectionTPE Discussion Blog Video – 3, 2, 1**APHOTUS presentations** |

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| 11 | *The need for diversity in classroom texts*Topic: Children’s booksTopic: TextbooksClosure: Revisit personal growth question, reflective writing time  | Assigned Readings | Class ReflectionTPE Discussion Blog Video – 3, 2, 1**APHOTUS presentations** |
| 12 | *Cultural literacy in the 21st century (revisited)*Topic: What is missing from the list of essential learning?Topic: What needs to be the shared cultural core of the United States?Closure: Revisit personal growth question, reflective writing time | Assigned Readings | Class ReflectionTPE Discussion Blog Video – 3, 2, 1**APHOTUS presentations** |
| 13 | *Lifelong learners of cultural literacy*Topic: Personal growth questionTopic: How will you learn about your students and their culture throughout the years?Closure: Revisit personal growth question, reflective writing time  | Assigned Readings | Class ReflectionTPE Discussion Blog Video – 3, 2, 1**APHOTUS presentations** |
| 14 | *Content to Practice: Lesson Plan Redesign Presentations*  | Assigned Readings | Class ReflectionTPE Discussion Blog Video – 3, 2, 1**Content to Practice** |
| 15 | *Content to Practice: Lesson Plan Redesign Presentations*  | Assigned Readings | Class ReflectionTPE Discussion Blog Video – 3, 2, 1**Content to Practice****Final Paper** |

**Required Texts**

\*\*Carnoy, M., & Levin, H. (1985). *Schooling and Work in the Democratic State*. Stanford: Stanford University Press.

\*\*González, N., Moll, L., and Amanti, C. (2005). *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms*. New Jersey: Lawrence Erlbaum Associates, Publishers

\*\*Hirsch, E. D., (1987). *Cultural Literacy: What Every American Needs to Know.* New York: Vintage Books.

Mastropieri, M. A., & Scruggs, T. E. (2017). *The inclusive classroom: Strategies for effective differentiated instruction*. New York, NY: Pearson.\*

\*\*Moll, L., Amanti, C., Neff, D. and Gonzalez, N. (1992). *Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms.* Theory Into Practice, XXXI, 2, 132-141.

Zinn, H. (2015). *A People’s History of the United States.* New York: Harper Collins.

\*\*selection from the text will be provided by the professor

**Required Articles**

Liu, E. (2015). What Every American Should Know. *The Atlantic.* Retrieved from: <https://www.theatlantic.com/politics/archive/2015/07/what-every-american-should-know/397334/>

**Required Resources (available online or in Canvas)**

Bybee, R. W., Taylor, J. A., Gardner, A., Van Scotter, P., Powell, J. C., Westbrook, A., & Landes, N. (2006).

*The BSCS 5E instructional model: Origins and effectiveness*. Colorado Springs, Co: BSCS, 5, 88-98.\*

California Department of Education - Common Core State Standards (CCSS) and Resources\*

<https://www.cde.ca.gov/Re/cc/>

Common Core State Standards (CCSS) – Mathematics\*

<https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf>

Common Core State Standards (CCSS) – English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects\* <https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf>

The Next Generation Science Standards (NGSS) – California\* <https://www.nextgenscience.org/california>

Olsen, L. (2014). Meeting the Unique Needs of Long Term English Language Learners. *National Education Association*.

Tomlinson, C. A., & McTighe, J. (2006). *Integrating differentiated instruction & understanding by design: Connecting content and kids*. ASCD.\*

\*This resource/text is used in multiple courses.