

CSUP Graduate Education Course Syllabus

African American Student Achievement

ED 501 CLDE

Catalog Description:

This course addresses achievement for African American students by describing the behaviors and interactions within African American students. Discipline and class management help educators self-reflect about connecting with their students are presented. Culturally Relevant teaching strategies for implementation are explored. Teachers will examine the latest research as it applies to academic achievement for Afro-American students. Educators will learn about improving instruction and academic achievement for all students. Leadership and staff roles are described, and twenty strategists will be presented. Educators will answer questions and develop questions regarding African American student achievement. They will examine conservative perspectives from Afro-American leaders and writers. Teachers will read, study and write chapter reviews, create their own lesson plans or activities for classroom application. (3 Credits)

Credit Hours: ED 501: This three-credit ED 501 course uses a face-to-face/hybrid/synchronous online/asynchronous online, format and will require a total of 112.5 hours of student effort as shown in the Course requirements section as well.

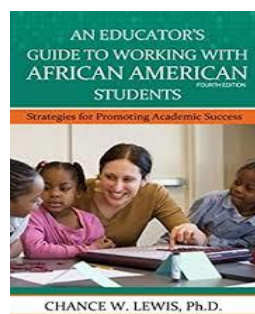
Course Format: Distance learning, independent Study Grad Course for working teacher license renewals.

Instructor: Joseph C'deBaca MAED joseph@teacherslearningcenter.com phone 727-273-4852

Course This course addresses achievement for African American students by describing the behaviors and interactions within African American students. Discipline and class management help educators self-reflect and connect with their students are presented. Culturally Relevant teaching strategies for implementation are explored. Teachers will examine the latest research as it applies to academic achievement for Afro-American students. Educators will learn about improving instruction and academic achievement for all students. Leadership and Staff roles are described and twenty strategists will be presented. Educators will answer questions and develop questions regarding African American student achievement. They will examine conservative perspectives from Afro-American leaders and writers Teachers will read, study and write chapter reviews, create their own lesson plans or activities for classroom application. (3 Credits)

Required Text:

An Educators Guide to Working with African American Students: Strategies for Promoting Academic Success by Chance W. Lewis. (2019) Lewis Educational Consultants LEC Press. 200 pages.



Course Objectives:

1. Teachers will develop knowledge, understanding and strategies for improving achievement for African American students in classroom settings and school environments.
2. Educators taking this course will learn about traditional classroom management techniques as well as culturally connecting and planning lesson for African American students.
3. Teachers will examine school leadership perspectives from Conservative leaders as well as historical programs. They will address the elements of Professional Development that works for all Educators.
4. Educators will examine the involvement of African American parents and family systems in their child's educational experience and ways for improving support for teachers and schools.
5. Teachers will understand and examine these complex issues of specific African American concern research and develop lessons or activities for improving instruction and academic achievement.

Student Learning Outcomes: (SLOs): This course addresses the following student learning outcomes rated 1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Educator Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and application of content knowledge to classroom instruction & assessment.	3
2. Understand scientifically based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1

Course Requirements:

Read the book: An Educators Guide to Working with African American Students: Strategies for Promoting Academic Success by Chance W. Lewis . Write Chapter Reviews/Reflections for each of the chapters in the book. Find articles that address the concepts or issues in the book and write a Research Review. Then develop a Lesson/Unit plan or a Project/Activity using concepts in the book. Respond to the 5 questions below as well. Writing a three-page Final Application Essay focusing your writings and activities on the concepts and strategies from the book and related assignments. Show how you can apply them to your school environment, teaching methodology and instructional. Use SLO's. and Assignment Rubrics below.

Chapter Review/Reflections: Write several paragraphs summarizing the main ideas or information you thought was significant from 7 chapters in the book. Paraphrased below. Paragraph bullet points of main issues are acceptable. See rubrics below for guidelines. Utilize above SLO's in your writings

Section I – The Role of the School Leader

1. Leadership Matters- The Role of School Leaders
2. Professional Development that Works

Section II – The Role of Instructional Staff

3. Educators Self-Reflection
4. Connecting with your African American Students
5. Classroom Management
6. Twenty Strategies for Create Engaging Classrooms
7. Culturally Relevant Strategies for Implementation

Respond to the following Questions and write 5 of your own questions.

1. What are some of the strategies listed in the book that may be considered or not consider for implementation in your classroom or school from the 20 Strategies listed in Chapter6?
2. How could teachers include African American culture into their lessons or classroom instruction?
3. What are some of the social, familial, cultural and socio-economic values that may impact student school participation and academic achievement for African American students?
4. When researching Republican Conservative black critics of the historical Democratic liberal programs of dependency for African Americans in urban areas, do these conservative leaders have valid concerns?
5. List several other considerations that may be implemented in schools/classrooms that could improve educational attainment for African American and all students.

Course Requirements:

1. Book readings
2. Chapter reviews/reflections
3. Research Article Review
4. Respond to the 5 questions.
5. Final Application Essay

Student contact Hours Course Work Time 3 credits.

Requirement	Points	Student (hours)
Reading Textbook (200 total pages)	20	22.5
Writing Chapter Reviews/Reflections	35	35
Respond to 5 Questions and create 5 Questions	15	15
Write Research Article Reviews	15	20
Final Application Essay	15	20
Total	100	112.5

Attendance/Participation:

Educators will choose and order their course/s at the CSUP website or www.teacherslearning.com and enroll and pay. They will receive their Course Startup documents via email and the course books will be sent by mail by Amazon or the post office. Teachers will study their syllabus and start reading and writing their assignments. They will be in contact with their TLC Instructor for guidance and support. The Independent Study and Self-Paced format allow working teachers flexibility and freedom to learn.

Term Dates:

Enrollment periods will appear on the students' transcripts. Thus, enroll in the term that you wish to See on your transcript. **Spring** – January 2nd to May 15th Summer – May 16th September 15th

Fall – September 16th – December 31st

Grading: Grades automatically revert to an "F" if the course is not completed within a year.

Percentage	Grade Level	GPA
100% to 90%	A	4.0
89% to 80%	B	3.0
Not Allowed	No "C" grades	
Assignment	One Redo	

Writing Format Use size 12 font size and 1.5-line spacing, **Bolded** headers and titles. Feel free to use your own styling format or an APA/MA writing style format.

Email Assignments to: teacherslearningcenter@gmail.com in 1 or 2 Word docs. all together when they are all completed. Not individually. Instructor: Joseph C'de Baca 727-273-4852

Grading

Chapter Reviews & Reflections	50	90 - 100 = A
Research Article Review	20	80 - 89 = B
Answer 5 and create 5 questions	10	70 - 79 = C
Lesson or Unit Plan	10	60 - 69 = D
Application Essay	<u>10</u>	0 - 59 = F
Total 100		Grade B or better required

Rubrics:**Course Assignment Rubrics Chapter Reviews/Reflections**

Chapter Reviews	Basic (30 pts.)	Proficient (40 pts.)	Advanced (50 pts.)
<p>Read the book and write chapter review-reflections for each chapter in the book.</p> <p>Write 3 to 4 paragraphs summarizing the ideas, knowledge, and information that you thought was significant from each chapter.</p> <p>Write your own personal experiences and reflections about concepts that were enlightening and applicable to teaching.</p> <p>Expanded bullet points of main issues are also acceptable.</p> <p>Include your personal experiences, ideas, and critical analysis.</p>	<p>Writes a basic narrative of the chapters' contents.</p> <p>Includes major points expressed by the author.</p> <p>Includes at least one book citation or example.</p>	<p>Writes a general narrative of the chapters' contents with limited personal reflection.</p> <p>Expresses major points of each chapter.</p> <p>Writing includes any state, district, or national academic standards that apply.</p> <p>Includes experiential examples.</p> <p>Error Free</p>	<p>Writes a complete narrative of the main points of each chapter.</p> <p>Writes personal reflections that include the student's experiences with these issues as they relate to their personal classroom experience.</p> <p>Expresses major points of each chapter and provides in-depth elaboration.</p> <p>Includes any state, district, or national academic standards that apply.</p> <p>Includes critical analysis of the course's positive and/or limiting content and offers solutions as they apply to instructional applications in schools.</p>

Research Article Review Assignments Rubric

Article Review	Basic (10 pts)	Proficient (15 pts)	Advanced (20 pts)
Locate 2 articles, one a peer reviewed article on this subject and another relating to conservative black writers who oppose the traditional liberal dependency policies for African Americans and reflect on those issues.	Writes review of article with basic citation information and briefly shows connection between course and article content. *Must Include a copy of the article utilized in this assignment.	Writes review of article with a few references of information. Some critical analysis and solutions. Explores the connection between course and article content, showing full understanding of both interrelationships for teaching considerations.	Writes review of article with several informative references and thoroughly demonstrates the connection between article and course content. Reflection incorporates abstract and critical analysis and alternatives or solutions. Personal experiences and perspectives are included. Review applies information learned to potential classroom situations.

Question Creation and Answers Assignments Rubric

Questions	Basic (10 pts)	Proficient (15 pts)	Advanced (20 pts)
As you are reading the course material content and topic Develop and create questions and answers that you think or believe would be relevant to educators, schools, life experiences and perspectives. What are some of the main questions educators should answer from the book material?	Writes basic questions and answers that are generated from the book reading. Cites the page # and paragraphs source where the questions were extracted and developed. Shows the connections to schools and education.	Writes basic questions and answers from the book with a few references of information. Some critical analysis and solutions. Explores the connection between course and article content, showing full understanding of both interrelationships for teaching considerations.	Writes challenging and insightful questions and answer worthy of consideration and informative. References thoroughly demonstrate the connection between questions/answers and course content. Q&A's incorporates abstract and critical analysis as well as alternatives views, theories and/or solutions. Personal experiences and perspectives are included. Q&As applies info to learning and classroom situations.

Required Lesson/Unit Plan or Activity Rubric

Lesson - Activity	Basic (5 pts.)	Proficient (10 pts.)	Advanced (20 pts.)
<p>Write your own lesson plan, project or activities that demonstrate the course concepts in a school classroom or instructional environment.</p> <p>Other activities include: staff development,</p> <p>State academic standards, parent outreach, department or committee work, curriculum development, presentations, and school events.</p>	<p>Creates a minimal activity and lesson plan that briefly demonstrates a simple application of a course concept or strategy that can be utilized in classrooms for instructional and/or evaluative applications.</p>	<p>Creates a general activity and lesson plan and unit plan that demonstrates two or more course applications of the various topics or concepts.</p> <p>Includes any state, district, or national academic standards that apply.</p> <p>Contains a variety of teaching or learning styles and concrete or abstract practical applications of a concept from the course materials.</p> <p>Error free</p>	<p>Creates a detailed activity and lesson plan or unit plan that includes a variety of teaching and learning styles.</p> <p>Contains concrete and abstract activities for practical classroom applications of several concepts from the course content.</p> <p>Addresses any state, district, or national academic standards in the activity.</p> <p>Creates a lesson plan or activity that helps students utilize course content to apply the knowledge or skills to school curriculum for their affective needs and improving academic achievement.</p>

Final-Application Essay Rubric Assignment

Application Essay	Basic (5 pts.)	Proficient (7 pts.)	Advanced (10 pts.)
Write a 3-page final essay combining all the course content or assignments and show how they can be applied to teaching students, schools settings and staff and personal development.	Writes an essay addressing how the course content can be applied to classroom instruction, student achievement, and the overall school environment.	<p>Writes an essay with one or two examples of how various course concepts can be developed and implemented in the classroom and school environments.</p> <p>Writing addresses any state, district, or national academic standards.</p> <p>Addresses instructional methods, teaching strategies and effective lessons as well as students' affective needs and academic achievement.</p>	<p>Thorough essay with multiple examples of how various course concepts can be developed and implemented in classroom and schools.</p> <p>Includes student's personal and experiential reflections with any state, district, or national academic standards that apply. Writing offers solutions as they apply to instructional applications in class and schools.</p> <p>Addresses instructional methods, teaching strategies and effective lessons as well as the affective needs of students along with academic achievement.</p>

Late Work: They are late if not completed within 6 months after Registration. Late assignments will receive a 20% reduction. An "F" grade will be posted if the course work is not completed on time.

Incomplete Grades: Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

Student Conduct: Students are required to follow the policies set within the Student Code of Conduct at CSU Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with question regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

Accommodations: Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

Academic Dishonesty: Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

Mandatory Reporting: Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website (www.csupueblo.edu/institutional-equity).

Institutional Equity Statement

CSU Pueblo is committed to equal educational and employment opportunities and to the elimination of all forms of Discrimination, Protected Class Harassment, and Retaliation. Any campus community member in need of support, resources, or guidance is welcome to contact the Office of Institutional Equity and Title IX Coordinator via email at nicole.ferguson@csupueblo.edu, phone 719-549- 2210, or in person at LARC 187.