



ED 9320: Pedagogy and Practice

Instructor: Dr. Nicole Bannister

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Office hours: before/after class and by appt.

Class meeting: Th 5:00-7:45 pm

Place: Room 315 Old Main

Planned modality: Hyflex

Time to wait: 15 minutes

**Please allow at least 24 hr. during the week to respond to emails, excluding weekends and university holidays. Use g.clemson.edu for sharing via Google Drive.*

Course description: Approaches to designing instructional environments and pedagogical practices for PK-12 students.

Course prerequisites/corequisites: Acceptance into the College of Education graduate program.

Objectives:

- Explore the ties between how students learn and the environments in which they learn
- Explore critical pedagogical viewpoints
- Evaluate characteristics of learning environments
- Analyze cooperative, collaborative, and inquiry pedagogies
- Evaluate and critique various pedagogical models
- Collaborate to design learning environments for various education purposes

Required text/materials:

- Paris, D., & Alim, H. S. (Eds.). (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. New York: Teachers College Press.
- Chardin, M., & Novak, K. (2021). *Equity by design: Delivering on the power and promise of UDL*. Thousand Oaks, CA: Corwin.
- Graff, G., & Birkenstein, C. (2021). *They say / I say: The moves that matter in academic writing* (5th ed.). New York: W. W. Norton & Company, Inc.
- Please have your device, internet access, and headphones to use for each class.
- Zoom will be used for the online components of this course. Note that Zoom sessions may be recorded and will and may only be shared within our course.
- All other resources and materials will be provided in Canvas.

Technology competencies: This course requires digital competencies using computer and internet, word processing, applicable apps, Zoom conferencing, and the Clemson University Canvas Learning Management System. You should be able to take and upload photos to Canvas, to scan documents into PDFs, and to fill and manipulate PDFs (download Adobe Acrobat DC for free from Clemson).

Instructional strategies employed: As a seminar course, there will be a mix of activities, presentations, readings, conversations, and collaborations.

Style and Format: Students in this class may use a style of their choice, such as APA or Chicago (notes-bibliography or author-date); however, I do ask that you are clear and consistent in style within a given assignment. I have no preferences for font, font size, line spacing, etc. so feel free to format your assignments as you see fit within the constraints of your chosen style guide. Typically, I publish using APA or Chicago (author-date), and I will make editing recommendations based on journals for which I serve on review and editorial boards.

Attendance, Participation, and Grading: The overarching expectation is that you attend class prepared and engage in course activities. Due to the complexities of life, if you need to miss a class, be late, or need an extension, you are responsible for the information and content missed and making sure that you have completed all assignments on time and any missed work within one week of your absence, unless an extension has been granted. Please contact me if an emergency arises. I reserve the right to take off points or issue a zero for late work. I also reserve the right to issue an incomplete, or suggest a withdrawal, for any student with excessive absences. For those attending virtually, the expectation is that your video is to participate in class, unless there is an extenuating circumstance or technical issue.

Assessments, Grading System, and Grading Policies: All assignment descriptions are provided in Canvas and will be discussed in class. Late work may receive a grade reduction.

Assignment and Projects	Points
Organizational conversations & quizzes	14
Collaborative pedagogy in practice	10
Shared inquiry activities	30
Putting things into perspective	16
Layered response (I, II, & III)	30
Total	100

Grading Scale:

Letter Grade	Percentage
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
F	Below 70

Class Structure: Each class, we will utilize the following organizational and pedagogical structure. This structure aligns with the course assignments.

1. Introduction
2. Organizing conversation & quiz
3. Pedagogy in practice
4. Shared inquiry
5. Putting things into perspective

Learning Needs: Students with special learning needs or medical needs should contact me within the first two weeks of class so that all necessary accommodations can be made (see also section in University and College policy/information).

Civility and Engagement: We value in-person and online classroom environments where free discussion, inquiry, and expression are encouraged. All individuals—students and instructors—are expected to demonstrate courtesy and respect for one another. Behavior or use of language that interferes with either teaching or learning is not acceptable.

Copyright: Readings posted on Canvas are copyrighted. They are intended for use only by students registered and enrolled in this particular course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act. You may refer to the Use of Copyrighted Materials and “Fair Use Guidelines” policy on the Clemson University website for additional information:

<https://www.clemson.edu/administration/ogc/selected-policies/copyright.html>

Using materials generated using artificial intelligence that are turned in without attribution is considered plagiarism.

College of Education Mission: The College of Education is a transformative leader in systemically improving education, beginning at birth. Our mission is to engage our students in high quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation.

The College of Education is dedicated to enhancing the education and development of all students, particularly those in underserved communities. We not only shape the lives of individuals; we also help transform families and communities. We see a significant role for our college in the economic development of our state and nation, and we embrace Clemson’s land-grant mission to better the lives of South Carolina’s citizens.

College of Education Commitment to Diversity: The College of Education is committed to providing all candidates with purposeful, challenging, and diverse experiences. It is through a range of diverse, carefully constructed, and challenging classroom-based instruction and field-based experiences that candidates will recognize the inherent dignity and value of all individuals, promote equity in education, and advocate on behalf of children, families, and communities. <http://www.clemson.edu/education/about/diversity-plan/index.html>

Accreditation and Assessment Practices: Clemson University and the College of Education are required to collect candidate performance data for national, regional and state accreditation. Assessment results data will be evaluated for continuous improvement and appropriately reported to meet these requirements.

Academic Integrity Policy: As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a “high seminary of learning.” Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.
https://www.clemson.edu/cecas/departments/ce/pdf/Academic_Integrity_Statement.pdf

Accessibility Statement: Clemson University is committed to ensuring equal access to its educational services, programs, and activities. Visit the [Accessibility Portal](#) for resources, including information on accommodations, services, policies, and training.

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<https://www.clemson.edu/campus-life/campus-services/access/title-ix/policies.html>

Emergency Guidelines from Clemson University: Clemson University is committed to providing a safe campus environment. Use this site to learn [what to do in an emergency](#), how to [avoid becoming the victim of a crime](#) and how to [sign up for CU Safe Alerts](#).

Topical Outline

Date	Meeting Topics	Readings & Meeting Preparation Tasks	Assignments	Assignment Due Dates
Meeting 1 Thu Jan 18	Module 1: Collaborating to Design Our Learning Environment for Productive Academic Discussions	Explore Canvas, Syllabus, Get Books They Say/I Say: (In Class Review) Preface: Demystifying Academic Conversation Introduction: Entering Academic Conversation Ch 12: Entering Class Discussions Ch 13: Entering Online Conversations	Organizing Conversation Quiz 1 Shared Inquiry Quiz 1 Perspective Quiz 1	In Class In Class Fri Jan 19
Meeting 2 Thu Jan 25	Module 2: How People Learn and the Design of Learning Environments	They Say/I Say: Ch 1: Starting with What Others Are Saying Reading on Canvas: Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. <i>Educational Researcher</i> , 41(3), 93-97. Culturally Sustaining Pedagogies: Ch 1: What is CSP and why does it matter? Reading on Canvas: National Research Council. 2000. <i>How people learn: Brain, mind, experience, and school: Expanded ed.</i> Washington, DC: The National Academies Press. HPL Ch 1: Learning: From Speculation to Science HPL Ch 6: The Design of Learning Environments	Organizing Conversation Quiz 2 Shared Inquiry Quiz 2 Perspective Quiz 2	In Class In Class Fri Jan 26
Meeting 3 Thu Feb 1	Module 3: Theoretically Grounded Cases of Culturally Sustaining Pedagogies	They Say/I Say: Ch 14: Reading for the Conversation Ch 2: The Art of Summarizing Culturally Sustaining Pedagogies: Ch 2: "You Ain't Making Me Write" Ch 3: Language and Culture as Sustenance Ch 4: Upholding Indigenous Educational Sovereignty	Organizing Conversation Quiz 3 Shared Inquiry Quiz 3 Perspective Quiz 3	In Class In Class Fri Feb 2
Meeting 4 Thu Feb 8	Module 4: Pedagogical Approaches in Review	They Say/I Say: Ch 3: The Art of Quoting Ch 4: Three Ways to Respond Reading on Canvas: Joseph, N. M. (2021). Black Feminist Mathematics Pedagogies (BlackFMP): A curricular confrontation to gendered antiblackness in the US mathematics education system. <i>Curriculum Inquiry</i> , 51(1), 75-97. Equity by Design: Ch 1: UDL as an Instrument of Change	Organizing Conversation Quiz 4 Shared Inquiry Quiz 4 Perspective Quiz 4	In Class In Class Fri Feb 9

Meeting 5 Thu Feb 15	Module 5: Exploring Critical Pedagogical Viewpoints	Prepare a draft of Layered Response I. You will need to access and edit your draft during our class meeting.	Organizing Conversation Quiz 5 Shared Inquiry Quiz 5 Perspective Quiz 5 Layered Response I	In Class In Class Fri Feb 16 Mon Feb 19
Meeting 6 Thu Feb 22	Module 6: Pedagogies that Cultivate Community and Youth Agency (Part I)	They Say/I Say: Ch 5: Distinguishing What You Say from What They Say Culturally Sustaining Pedagogies: Ch 5: Vision for CSPs by Latinx Youth Equity by Design: Ch2: Laying the Groundwork for Social Justice in Our Classrooms and Learning Communities Ch3: Social Justice Through Collaboration and Community	Organizing Conversation Quiz 6 Shared Inquiry Quiz 6 Perspective Quiz 6	In Class In Class Fri Feb 23
Meeting 7 Thu Feb 29	Module 7: Pedagogies that Cultivate Community and Youth Agency (Part II)	They Say/I Say: Ch 6: Planting a Naysayer in Your Text Culturally Sustaining Pedagogies: Ch 6: Indigenous Paradigms in Colonizing Schooling Spaces Ch 7: Policing and Performing Culture Equity by Design: Ch 4: Personalized Learning for Equity	Organizing Conversation Quiz 7 Shared Inquiry Quiz 7 Perspective Quiz 7	In Class In Class Fri Mar 1
Meeting 8 Thu Mar 7	Module 8: Critical Theorizations of Culture and its Role in Learning (Part I)	They Say/I Say: Ch 7: Saying Why It Matters Culturally Sustaining Pedagogies: Ch 8: TE, Hip Hop Pedagogy, and CRP 2.0 Equity by Design: Ch 5: Identity, Mirrors, and Funds of Knowledge Ch 6: Cultural Responsiveness and Equity	Organizing Conversation Quiz 8 Shared Inquiry Quiz 8 Perspective Quiz 8	In Class In Class Fri Mar 8
Meeting 9 Thu Mar 14	Module 9: Critical Theorizations of Culture and its Role in Learning (Part II)	Prepare a draft of Layered Response II. You will need to access and edit your draft during our class meeting. They Say/I Say: Ch 8: Connecting the Parts Ch 15: Research as Conversation <i>Review each set of readings that follow. Choose one set to read with depth and use for Layered Response II.</i>	Organizing Conversation Quiz 9 Shared Inquiry Quiz 9 Perspective Quiz 9 Layered Response II	In Class In Class Fri Mar 15 Mon Mar 18

		<p>Set 1: CSP Ch9: Reviving Soul(s) with Afrikaaps: Hip Hop as Culturally Sustaining Pedagogy in South Africa Love, B. L. (2017). A ratchet lens: Black queer youth, agency, hip hop, and the Black ratchet imagination. <i>Educational Researcher</i>, 46(9), 539-547. <i>Optional Additional Perspective</i> Szlyk, H. S., Berger Cardoso, J., Barros Lane, L., & Evans, K. (2020). "Me perdía en la escuela": Latino newcomer youths in the US school system. <i>Social Work</i>, 65(2), 131-139.</p> <p>Set 2: CSP Ch 10: Do You Hear What I Hear? Raciolinguistic Ideologies and Culturally Sustaining Pedagogies Dabach, D. B. (2015). "My student was apprehended by immigration": A civics teacher's breach of silence in a mixed-citizenship classroom. <i>Harvard Educational Review</i>, 85(3), 383-412. <i>Optional Additional Perspective</i> Dabach, D. B. (2014). "I am not a shelter!": Stigma and social boundaries in teachers' accounts of students' experience in separate "sheltered" English learner classrooms. <i>Journal of Education for Students Placed at Risk (JESPAR)</i>, 19(2), 98-124.</p> <p>Set 3: CSP Ch 11: Socially Just, Culturally Sustaining Pedagogy for Diverse Immigrant Youth: Possibilities, Challenges, and Directions Smith, A. C., Crooks, C. V., & Baker, L. (2022). "You have to be resilient": A qualitative study exploring advice newcomer youth have for other newcomer youth. <i>Child and Adolescent Social Work Journal</i>, 1-11. <i>Optional Additional Perspective</i> Bajaj, M., & Suresh, S. (2018). The "warm embrace" of a newcomer school for immigrant & refugee youth. <i>Theory Into Practice</i>, 57(2), 91-98.</p>		
Thu Mar 21	NO MEETING	CU SPRING BREAK		
Meeting 10 Thu Mar 28	Module 10: Loving Critiques of Critically Sustaining Pedagogies	<p>Prepare Proposal for Layered Response III. You will need to access and edit your proposal draft during our class meeting.</p> <p>They Say/I Say: Ch 9: Academic Writing and Keeping Your Own Voice</p> <p>Culturally Sustaining Pedagogies: Ch 12: Finding Sustenance: An Indigenous Relational Pedagogy</p> <p>Equity by Design: Ch7: Restorative Justice and Restorative Practices</p>	<p>Organizing Conversation Quiz 10 Shared Inquiry Quiz 10 Perspective Quiz 10 Layered Response III Proposal</p>	<p>In Class In Class Fri Mar 29 Mon Apr 1</p>

Meeting 11 Thu Apr 4	Module 11: Culture and its Central Role in Human Learning and Development	<p>Prepare Working Argument and Source Analysis for Layered Response 3. You will need to access and edit your drafts during our class meeting.</p> <p>They Say/I Say: Ch 10: The Art of Metacommentary</p> <p>Culturally Sustaining Pedagogies: Ch 14: Understanding Identity Sampling and Cultural Repertoires: Advancing a Historicizing and Syncretic System of Teaching and Learning in Justice Pedagogies Ch 15: An Ecological Framework for Enacting Culturally Sustaining Pedagogy</p> <p>Equity by Design: Ch 8: A Student's Journey</p>	<p>Organizing Conversation Quiz 11 Shared Inquiry Quiz 11 Perspective Quiz 11 Layered Response III Working Arg Layered Response III Source Analysis</p>	<p>In Class In Class Fri Apr 5 Mon Apr 8 Mon Apr 8</p>
Meeting 12 Thu Apr 11	Module 12: Learning to Join and In-Progress Conversation of Expertise (Part I)	<p>They Say/I Say: Ch 18: Writing in the Social Sciences</p> <p>Culturally Sustaining Pedagogies: Ch 13: Decolonial Teacher Education as a Needed Bridge to Culturally Sustaining and Revitalizing Pedagogies</p> <p>Articles on Canvas: Joseph, N. M., Haynes, C., & Patton, L. D. (2021). The politics of publishing: A national conversation with scholars who use their research about Black women to address intersectionality. <i>Educational Researcher</i>, 50(2), 115-126. Burton, M., Brown, K., & Johnson, A. (2013). Storylines About Rural Teachers in the United States: A narrative analysis of the literature. <i>Journal of Research in Rural Education</i>, 28(12), 1-18.</p>	<p>Organizing Conversation Quiz 12 Shared Inquiry Quiz 12 Perspective Quiz 12</p>	<p>In Class In Class Fri Apr 12</p>
Meeting 13 Thu Apr 18	Module 13: Learning to Join and In-Progress Conversation of Expertise (Part II)	<p>Articles on Canvas: Koro-Ljungberg, M., Yendol-Hoppey, D., Smith, J. J., & Hayes, S. B. (2009). (E)pistemological awareness, instantiation of methods, and uninformed methodological ambiguity in qualitative research projects. <i>Educational Researcher</i>, 38(9), 687-699. Kilbourn, B. (2006). The qualitative doctoral dissertation proposal. <i>Teachers College Record</i>, 108(4), 529-576. Packer, M. J., & Goicoechea, J. (2000). Sociocultural and constructivist theories of learning: Ontology, not just epistemology. <i>Educational Psychologist</i>, 35(4), 227-241.</p>	<p>Organizing Conversation Quiz 13 Shared Inquiry Quiz 13 Perspective Quiz 13</p>	<p>In Class In Class Fri Apr 19</p>
Meeting 14 Thu Apr 25	Module 14: "Major Revisions Required" as an Opportunity to Join the Conversation	<p>Prepare Draft for Layered Response III. You will need to access and edit your drafts during our class meeting.</p> <p>They Say/I Say: Ch 11: Revising Substantially</p>	<p>Organizing Conversation Quiz 14 Shared Inquiry Quiz 14 Perspective Quiz 14</p>	<p>In Class In Class Fri Apr 26</p>
EXAM WEEK	No Class Meeting		Layered Response III	Mon Apr 29

